



ENGL 2014

Division: Humanities

Department: English

Course: ENGL 2014

Title: Intermediate Composition: Honors Thesis

Catalog Description:

This course designed to improve the composition skills of Honors students through an Honors Thesis project. Students will study effective discourse, argumentation, and research methods. They will select a subject for their thesis project and work with an advisor in the field of study.

General Education Requirements: English

Semesters Offered: Fall, Spring

Credit/Time Requirement: Credit: 3; Lecture: 3; Lab: 0

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Prerequisites: ENGL 1010 with a minimum grade of C-

Corequisites: Affiliation with Snow College Honors Program

Justification:

English 2014 meets a General Education requirement for graduation and will readily transfer to most institutions in the state. This course provides students with the opportunity to develop research and written communication skills necessary to a successful college experience. Critical thinking skills, which may apply to all areas of study, are developed through challenging reading and writing assignments. It responds to the need of Honors students to have the opportunity to work creatively and independently in a project designed to further their educational goals.

Student Learning Outcomes:

Students will know the steps in designing and executing a research project.

Students will learn to locate sources in libraries and in other traditional and electronic media.

Students will be able to evaluate the quality of sources of information and the quality of the information.

Students will understand that plagiarism is a breach of academic honesty.

Students will learn how to assimilate information from a source in a way that maximizes clarity without violating academic integrity and utilize paraphrase, summary, and direct quotation.

Students will learn to cite sources according to a documentation system that meets the expectations of the intended reader.

ENGL 2014 includes a discussion of expository prose, critical thinking, and argumentation. Next, students consider criteria for selecting source materials and documenting those in an appropriate format. This is followed by the creation of a prospectus and weeks of note-taking and information gathering. Students work under the guidance of a faculty member in the discipline being researched. Once the research is complete, students work on drafting and revising the thesis and submit a documented research paper. After final editing, the paper is distributed to the class and defended in an oral presentation.

General Education Outcomes:

1) Read effectively, constructively, and critically.

Students read and critically analyze source material in their research area. Students will evaluate sources on the basis of credibility and usefulness.

2) Write clearly, informatively, and persuasively.

Students write a documented research paper which presents and defends a thesis.

3) Speak effectively in a variety of contexts.

Students will present and defend their theses orally before their peers.

4) Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media.

Students do both library and Internet-based research, evaluate the content, and select appropriate material.

Key Performance Indicators:

Two short essays = 20%

Attendance with completed assignments = 25%

The research paper = 50%

The oral defense = 5%

Representative Text and/or Supplies:

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. current edition.

Optimum Class Size: 20

Maximum Class Size: 25

Signatures:

I hereby submit this course syllabus:

Ron Lamb, MS, Assistant Professor

I hereby find this course consistent with the goals and resources of the English Department:

Melanie Jenkins, MA, Associate Professor, Chair

I hereby find this course consistent with the goals and resources of the Humanities Division:

Sheryl James Bodrero, PhD, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)