Course Description: ENGL 1023H (3 semester hours) is a course in college writing in which students learn different approaches to comprehending and analyzing literary texts and develop skills specific to writing about literature, including research. Placement is determined by ACT scores, SAT scores, advanced placement, and/or permission of the English Department chair. Students who earned an “A” in ENGL 1010 are also eligible to take ENGL 1023H.

Course Terms: Successful completion of both ENGL 1023H and 2011H satisfy the core curriculum requirements in English composition, introduction to literature, and world literature (the equivalent of ENGL 1010, 1020, and 2010). Upon receiving a grade of “C” or better in the Freshman Honors English Sequence (ENGL 1023H and 2011H), the student will receive 3 semester hours of credit for ENGL 1010. If the student opts out of the Honors sequence by electing to take ENGL 2010 instead of ENGL 2011H, the student will then be required to take and pass ENGL 1010. If the student receives a "D" in either ENGL 1023H or ENGL 2011H, the student must retake that class or take and pass ENGL 1010.

Course Goals: In this course, students will read literature with the goals of discovering, analyzing, and interpreting the meaning that literary texts offer as a way to see the world. Students will explore the connections of literature to society, culture, and personal experiences. The English Department offers this course not only as a way to develop the critical reading, thinking, and writing skills necessary to college and professional life, but also with the intention of cultivating an enjoyment of literature as a lifelong practice.

Course Learning Objectives
The English Department has identified the following learning objectives as key elements in helping students comprehend and actively engage with literature as a means of meeting both the academic and enjoyment goals of the course.

- Students will demonstrate comprehension of literary texts by competently explaining and describing plot and characters.
- Students will demonstrate comprehension of literary terms and apply these terms to literary texts.
- Students will develop techniques to approach and evaluate literary texts by isolating an element of significance to the work, such as an historical event or movement, a narrowly defined theme, or a literary device. Students will develop a clear thesis statement that establishes a position on the value of that element to the text and will support that position with effective, logically organized evidence.
- Students will be introduced to a number of major critical approaches to literature and will apply possible approaches to a given text.
- Students will conduct research and write a literary analysis based on that research, demonstrating an ability to incorporate credible and reliable sources into their writing, integrating others’ voices and positions in consideration of a literary text, while also constructing their own critical judgments effectively, and citing primary and/or secondary sources.
Approach: The English Department bases its approach to English 1023H on the following principles:

- Writing is a process, and students must learn to recognize, develop, and make use of their own writing processes.
- Short, non-graded expressive writings, such as journal responses to readings, provide opportunities to begin the writing process.
- Student-centered responses, such as peer reviews, are valuable to the writing process, especially during the middle stages of that process.
- Revision is essential to the production of successful writing in a variety of situations across a wide range of disciplines, and is especially necessary to produce effective college-level prose.
- As ENGL 1023H is an honors course, students are expected to engage in more reading and more challenging literature than in the non-honors equivalent of the course, ENGL 1020.
- In discussions, writings, and other class related work and activities, students should demonstrate a rigorous development of ideas that moves beyond first-level thinking to analysis, evaluation, and synthesis.
- Student attendance and/or participation in cultural events, diverse discussions, oral presentations, and other out-of-class activities may be required in order to provide students with a fuller experience that enhances their knowledge of literature.
- Grammar should be taught on as “as needed” basis and/or reviewed as part of the writing process.
- Basic technological skills, such as typing and saving papers, accessing university websites and searching library databases, are required.

Course Work: Each instructor decides exactly how many papers student will write. However, the English Department recommends the following minimum standard:

- Several critical essays and one research paper
- A minimum writing requirement of 30 typed, double-spaced pages (6,000 words) over the course of the semester, including a Research Paper.
- At least 50% of the writings completed out of class, with revision work expected.
- MLA-style format is required.

Research Paper: The Research Paper is a fundamental component of English 1023H. It provides students with an opportunity to develop and argue their own significant critical ideas, while integrating primary literary works and secondary sources (writings about primary works, authors, and other literary subjects) into their literary positioning. This ability to synthesize ideas is a key element to distinguishing honors students.

Beyond the basic requirement of a clearly organized essay with an introduction, body, and conclusion, the research paper should demonstrate the student’s ability to narrow an area of interest to a manageable topic for research and to form an original thesis statement that considers meanings beyond the superficial (ex: plot of a story). The research paper is not simply a string of quotations and paraphrases, but rather an argument in one’s own voice and driven by one’s own ideas.
Students are expected to use the university library’s print and electronic resources, and other resources appropriate to academic research. Students are expected to document sources correctly, using MLA parenthetical citations and a Works Cited list.

**Class Work:** To provide students with experience in impromptu writing, one or at most, two essays could be in-class essays. Ideally, students can have an opportunity to pre-write in preparation for the in-class essay. Each instructor will decide if these essays will be graded.

This course is often conducted informally, sometimes as a workshop, with students expected to read their papers aloud, participate in peer review, and write in-class drafts and revisions.

**Class Attendance:** The university attendance requirement is strictly followed. Whether the absences are “excused” or “unexcused,” more than six absences if the class meets three times a week, or four absences if the class meets twice a week will result in the grade of “FE” (failure due to excessive absences).

**Cheating/Plagiarism:** Passing off another person’s work as one’s own constitutes plagiarism, a flagrant violation of the intellectual honesty expected of all students. Any assignment that gives evidence of not being completely one’s own work will receive a grade of F or zero. Egregious plagiarism or additional evidence of plagiarism after the first incident may result in a grade of F for the course and possible administrative action.

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<th>ACADEMIC INTEGRITY</th>
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<td>Students should become thoroughly acquainted with the following documents:</td>
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<td>Xavier University's Plagiarism Policy</td>
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<td>The English Department’s Plagiarism Statement</td>
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<td>(<a href="http://www.xula.edu/english/documents/plag.doc">http://www.xula.edu/english/documents/plag.doc</a>)</td>
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