

COURSE OUTLINE**English 102H
Honors Critical Thinking & Literary Analysis****I. Catalog Statement**

English 102H helps students to develop their critical thinking and writing skills beyond the level achieved in English 101. The course emphasizes the application of logical reasoning, analysis, and strategies of argumentation in critical thinking and writing, using literature (both fiction and non-fiction) and literary criticism as subject matter. Students also receive instruction in literary research, complete a fully documented research paper, and are introduced to the process of revision. Furthermore, students develop a deeper understanding of the human condition through the study of literature.

The honors course will be enhanced in one or more of the following ways:

1. Accelerated standards of reading levels, emphasizing major writers;
2. Accelerated standards of critical thinking, including critical writing and problem-centered research;
3. Introduction to and emphasis on types or schools of literary criticism, including professional models of such.

Total Lecture Units: 3.0

Total Course Units: 3.0

Total Lecture Hours: 48.0

Total Faculty Contact Hours: 48.0

Prerequisite: ENGL 101.

II. Course Entry Expectations

Prior to enrolling in this course, the student should be able to:

4. read critically and write critical, thesis-based essays from the rhetorical perspective of example, comparison/contrast, analysis, definition, and argument;
5. organize, develop, and revise original writing using appropriate tone, style, and semantics;
6. understand induction and deduction, evaluate claims and assumptions, identify logical fallacies, and present reasoned arguments;
7. analyze, synthesize, distinguish fact from opinion or belief, seek credible sources, and reach logical conclusions;
8. examine values, identify bias and prejudice, and objectively summarize the views of others;
9. prepare a research paper using proper documentation and format.

III. Course Exit Standards

Upon successful completion of the required course work, the student will be able to:

1. Critically read and evaluate culturally diverse literary and prose texts which address critical positions and problems
 - a. Identify thesis or unifying theme
 - b. Identify traditional reasoning and logic (including induction and deduction connotation and denotation)
 - c. Identify and evaluate supporting evidence (relevance, accuracy)
 - d. Distinguish fact from opinion, recognizing assumptions and fallacies
 - e. Evaluate text in terms of diction, tone, and unity
 - f. Analyze literary texts through traditional tools of literary criticism
 - g. Identify the ways in which expository pieces and arguments are shaped by an author's social, historical, moral, psychological, and philosophical assumptions

2. Write logical, coherently structured and mechanically sound, thesis based expository and persuasive essays which demonstrate appropriate use of primary and secondary research materials.
 - a. Select topic and adjust it in terms of breadth and complexity
 - b. Clearly establish thesis
 - c. Demonstrate appropriate use of supporting evidence in terms of accuracy, relevance, and freedom from faulty assumptions and fallacies
 - d. Demonstrate ability to refute counter-argument
 - e. Write critical analyses of literary works, relating them to current issues
 - f. Maintain unity and coherence within and between paragraphs
 - g. Maintain college-level prose standards (mechanics)

IV. Course Content

Total Faculty Contact Hours = 48 hours

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| A. Active reading to develop critical thinking skills | |
| 1. Recognizing and understanding the conventions of all three literary genres | 5 hours |
| a. Fiction (Short and Long) | |
| b. Drama | |
| c. Poetry | |
| d. Nonfiction texts are also permissible. | |
| 2. Evaluating narratives as explanation, argument, and persuasion | 5 hours |
| a. Identifying an author's purpose and methods of persuasion | |
| b. Recognizing the persuasive power of style | |
| c. Recognizing rhetorical devices, such as satire, irony, understatement and hyperbole. | |
| d. Recognizing literary terminology and devices, such as metaphor, simile, allusion, paradox and blank verse. | |
| 3. Evaluating the credibility of sources | 5 hours |
| a. Identifying errors or fallacies in reasoning | |
| b. Distinguishing inductive and deductive reasoning | |
| c. Recognizing omissions of significant information | |
| d. Identifying appeals to logic, emotions, and ethics | |

4. Understanding how readers make sense of text 5 hours
 - a. Identifying critical approaches to literature
 - b. Applying active and critical reading strategies
 - c. Locating ambiguities in texts
 - d. Identifying unstated premises in texts
 - e. Drawing inferences from texts
5. Identifying interpretive communities; evaluating a writer's concerns within a historical or cultural context 4 hours

- B. Writing to develop and demonstrate critical thinking skills
1. Building arguments both inductively and deductively 7 hours
 - a. Developing clear thesis statements
 - b. Locating and using credible/appropriate evidence, including example, facts, statistics, and authority
 - c. Providing sufficient evidence
 - d. Organizing ideas clearly
 - e. Providing transitions
2. Understanding and using sources 7 hours
 - a. Documenting sources
 - b. Developing paraphrases and summaries
 - c. Synthesizing printed material from a variety of sources
3. Appealing to an audience's logic, emotions, and ethics 7 hours
 - a. Avoiding logical fallacies
 - b. Developing arguments that anticipate and diffuse objections
 - c. Recognizing the importance of appropriate tone and style
 - d. Using literary terms and other appropriate vocabulary to compose literary analyses
4. Enhancing credibility through correct usage and grammar 3 hours

V. Methods of Instruction

The following methods of instruction may be used in the course:

1. lectures, directed class discussions, small-group discussions, peer group writing workshops, individual conferences, small-group conferences, and student presentations;
2. videos, slides, and hand-out materials;
3. debate, role-playing activities, group projects, or other active learning;
4. guest speakers from related disciplines may be invited to present special topical material;
5. student ownership and presentation of assigned course material.

VI. Out of Class Assignments

The following out of class assignments may be used in the course:

1. essays of analysis, evaluation, argumentation;

2. documented research paper that includes close reading of primary and secondary sources and that incorporates the principles of logic, analysis, and argument taught in the course;
3. reading journal;
4. preparation for oral presentations and group projects;
5. annotated bibliography.

VII. Methods of Evaluation

Students will write a minimum of 8,000 words, in at least five thesis-based essays (not including revisions), one of which must be a researched and documented paper consisting of at least 2000 words. At least two of the required essays must be written by students in class. The papers will require students to apply the critical thinking/analytic skills that have been introduced in the course to topics pertinent to their reading assignments.

The following methods of evaluation may be used in the course:

1. essay exams or other writing assignments;
2. midterm or final examinations;
3. peer review or instructor critique of essay drafts and revisions;
4. reading journal;
5. oral presentations or debates;
6. participation in class discussion, group work, group projects, partner exercises, or other collaborative exercises.

VIII. Textbooks

Arp, Thomas, Greg Johnson, *Perrine's Literature: Structure, Sound, and Sense*. Boston: Cengage P, 2014. Print.

14th Grade Textbook Reading Level. ISBN: # 978-1285052052.

Charters, Ann, Samuel Charters, *Literature and Its Writers: A Compact Introduction to Fiction, Poetry, and Drama*. Boston: Bedford/St. Martin's, 2012. Print

14th Grade Textbook Reading Level. ISBN: # 978-1457606472.

Hacker, Diana, Nancy Sommers, *A Writer's Reference*. Boston: Bedford/St. Martin's, 2011. Print.

14th Grade Textbook Reading Level. ISBN: # 978-0312601447.

Kenedy, X.J., Dana Gioia, *Literature: A Introduction to Fiction, Poetry, Drama, and Writing*. New York: Longman, 2012. Print.

14th Grade Textbook Reading Level. ISBN: # 978-0205230389

IX. Student Learning Outcomes

Upon successful completion of required coursework, the student will be able to:

1. critically read and evaluate culturally diverse literary and prose texts which address critical positions and problems;
2. identify thesis or unifying theme of text and its traditional use of reasoning and logic.

3. identify and evaluate supporting evidence for relevance and accuracy and evaluate text in terms of diction, tone and unity;
4. demonstrate appropriate application of supporting evidence from primary and secondary sources.
5. evaluate evidence in terms of accuracy, relevance, and freedom from faulty assumptions;
6. write sophisticated, coherently structured, mechanically sound grammatically correct, syntactically advanced expository and persuasive essays related to literary works and current issues.