

ENGL102H : Honors Critical Thinking and Literary Analysis

General Information

Author:	<ul style="list-style-type: none">Joanna Parypinski
Course Code (CB01) :	ENGL102H
Course Title (CB02) :	Honors Critical Thinking and Literary Analysis
Department:	ENGL
Proposal Start:	Winter 2025
TOP Code (CB03) :	(1501.00) English
CIP Code:	(23.0101) English Language and Literature, General.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000391834
Curriculum Committee Approval Date:	04/10/2024
Board of Trustees Approval Date:	06/18/2024
Last Cyclical Review Date:	04/10/2024
Course Description and Course Note:	<p>ENGL 102H helps students to develop and refine their critical thinking and writing skills beyond the level achieved in ENGL 101 as those skills apply to literary analysis in academic writing. The course emphasizes the selection and analysis of textual evidence and the application of logical and traditional reasoning, inquiry-driven research focusing on literature and literary analysis to produce thoughtful arguments. Writing skills are taught using literature from diverse perspectives (both fiction and non-fiction) and literary criticism as subject matter. Students also receive instruction in literary research, apply revision strategies to refine their work, and complete a fully documented research paper. Students develop a broader understanding of the human condition through the study of literature from a range of time periods and cultures. 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.</p>
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none">Credit
Author:	No value

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none">English
Alternate Discipline:	No value
Alternate Discipline:	No value

Course Development

Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Pre-Collegiate Level (CB21)

Not applicable.

Grading Basis

- Grade with Pass / No-Pass Option

Course Support Course Status (CB26)

Course is not a support course

Transferability & Gen. Ed. Options

General Education Status (CB25)

GE Status A2, A3, 1A, 1B

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

IGETC Area

1B-Critical Thinking

Area

Critical Thinking-
English
Composition

Status

Approved

Approval Date

09/05/2001

Comparable Course

No Comparable Course defined.

CSU GE-Breadth Area

A3-Critical Thinking

Area

Critical Thinking

Status

Approved

Approval Date

09/05/2001

Comparable Course

No Comparable Course defined.

C-ID

ENGL

Area

English

Status

Approved

Approval Date

08/30/2021

Comparable Course

ENGL 120 - Introduction to Literature

Units and Hours

Summary

Minimum Credit Units (CB07)

3

Maximum Credit Units (CB06)

3

Total Course In-Class (Contact) Hours

54

Total Course Out-of-Class Hours

108

Total Student Learning Hours

162

Credit / Non-Credit Options

Course Type (CB04)

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Funding Agency Category (CB23)

Cooperative Work Experience

Credit Course.

Not Applicable.

Education Status (CB10)

Variable Credit Course

Weekly Student Hours

Course Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

Course Duration (Weeks)	18
Hours per unit divisor	54

Course In-Class (Contact) Hours

Lecture	54
Laboratory	0
Studio	0
Total	54

Course Out-of-Class Hours

Lecture	108
Laboratory	0
Studio	0
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Prerequisite

ENGL101 - Introduction to College Reading and Composition

Objectives

- Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Entry Standards

Entry Standards

Course Limitations

Cross Listed or Equivalent Course

ENGL 102 - Critical Thinking and Literary Analysis

Specifications

Methods of Instruction

Methods of Instruction Lecture

Methods of Instruction Discussion

Methods of Instruction Multimedia

Methods of Instruction Collaborative Learning

Methods of Instruction Demonstrations

Methods of Instruction Guest Speakers

Methods of Instruction Presentations

Out of Class Assignments

This course requires a minimum of 5000 words of writing which may include a combination of process drafts, written peer response, and other forms of informal writing.

- Essays of analysis, explication, argumentation (e.g. compare the use of a literary device in two poems, choose two characters from a novel or a play and apply their speeches and actions to any of the items on the list "some qualities of critical thinkers," choose one to two quotes and analyze the language and rhetorical tools being used)

- Documented research paper portfolio consisting of multiple drafts reviewed by instructor and peers that includes close reading of primary and secondary sources and that incorporates the principles of critical writing and reading taught in the course (e.g. character study, specific attention to previous literary criticism, connect the text to a current social justice issue, apply different theoretical approaches to a text)
- Informal writing assignments such as an "I search" essay or coversheet paired with a more formal research paper describing a student's research journey and inquiry-driven research and writing process
- Reading journals (e.g. find an example of literary criticism and apply it to the short story, identify patterns in your past journal analyses)
- Preparation for oral presentations and group projects (create a discussion handout, create a meme for a theme in the class readings)
- Annotated bibliography
- Field work (attend a performance of a play, attend an author reading)

Methods of Evaluation

Rationale

Project/Portfolio	Participation in class discussion, group work, group projects, partner exercises, or other collaborative exercises
In-Class Writing Assignment	Essay exams or other writing assignments
Exam/Quiz/Test	Midterm or final examinations
In-Class Writing Assignment	Peer review or instructor critique of essay drafts and revisions
In-Class Activity (answering journal prompt, group activity)	Reading journal
Presentation (group or individual)	Oral presentations or debates

Textbook Rationale

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Janet E. Gardner	Literature: A Portable Anthology	Bedford/St. Martin's	2021	9781319215033
Hacker, Diana	A Writer's Reference	Bedford/St. Martin's	2021	9781319332884
Katherine O. Acheson	Writing Essays About Literature	Broadview Press	2021	978-1554815517
Kelly J. Mays	The Norton Introduction to Literature	W. W. Norton	2021	978-0-393-88630-6

Other Instructional Materials (i.e. OER, handouts)

Description	Writing and Literature: Composition as Inquiry, Learning, Thinking, and Communication
Author	Tanya Long Bennett
Citation	Bennett, Tanya Long, "Writing and Literature: Composition as Inquiry, Learning, Thinking, and Communication" (2018). English Open Textbooks. 15. https://oer.galileo.usg.edu/english-textbooks/15
Online Resource(s)	

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

Identify themes in literary works.

Identify and analyze relevant supporting evidence.

Construct insights informed by evidence.

Analyze literary texts in terms of diction, tone, and figurative language.

Analyze literary texts through diverse literary critical approaches.

Identify the ways in which literature is shaped by an author's social, historical, moral, psychological, and philosophical assumptions.

Select a research topic and adjust it in terms of breadth and complexity.

Clearly establish thesis through the process of drafting and revision.

Demonstrate ability to engage with multiple perspectives.

Write critical analyses of literary works, possibly investigating their connections to current issues.

Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written essays using appropriate documentation format without plagiarism.

Derive thesis statements probing topics at an insightful level, identifying a relevant concept at its base.

Share presentations of assignments and projects with classmates and/or at research conferences.

Conduct projects embodying experiential learning, such as experiments, field observations, and other data-collection.

Analyze a poem or other literary work vis-à-vis a work in another medium (live play, film, television or series episode, game) as the basis of research papers.

SLOs

Critically read and evaluate culturally diverse literary texts which interrogate positions and problems of the human condition.

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
	Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.
<i>PSYCH</i> Psychology - AA-T	Communicate how genetics and environmental factors interact to affect behaviors. Students will be able to critically analyze research articles.
<i>ECON</i> Economics AA-T Degree	Description critically analyze and evaluate economic decision-making and economic policies
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	Description critically analyze and evaluate economic decision-making and economic policies
<i>ENGL</i> English: Creative Writing A.A. Degree Major	analyze and critically read a variety of texts and various forms of media from contemporary literature and the literary canon
<i>ILOs</i> General Education	analyze and synthesize diverse works of writing, art, music, and other cultural forms
	apply techniques of analysis and critical thinking to critique real world and theoretical topics and issues

Apply effective selection, incorporation, and analysis of supporting evidence from conceptual and scholarly primary and secondary sources.

Expected Outcome Performance: 70.0

<i>PSYCH</i> Psychology - AA-T	Communicate how genetics and environmental factors interact to affect behaviors. Students will be able to critically analyze research articles.
<i>ILOs</i> Core ILOs	Recognize an information need and develop a research question or topic; strategically explore information in context using library and other resources; investigate the authority of information sources and the credibility of claims; locate, evaluate, and use information to create new knowledge in an ethical and legal manner.
<i>ILOs</i> General Education	analyze and synthesize diverse works of writing, art, music, and other cultural forms
	apply techniques of analysis and critical thinking to critique real world and theoretical topics and issues
	communicate clearly and logically in writing, speech, and other media as appropriate
<i>ENGL</i> English: Creative Writing A.A. Degree Major	develop analytical and creative writing that demonstrates an understanding of literary concepts, genre, and ethical use of sources

Write sophisticated, coherently structured, mechanically sound expository and persuasive essays related to literary works.

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
	Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.
<i>PSYCH</i> Psychology - AA-T	Communicate how genetics and environmental factors interact to affect behaviors. Students will be able to critically analyze research articles.
<i>ILOs</i> General Education	apply examples of theories and criticism associated with a field of study
	communicate clearly and logically in writing, speech, and other media as appropriate

ENGL

English: Creative Writing A.A.

Degree Major

develop analytical and creative writing that demonstrates an understanding of literary concepts, genre, and ethical use of sources

produce work that is organized and written in a style suited for its purpose and audience

Additional SLO Information

Does this proposal include revisions that might improve student attainment of course learning outcomes?

No

Is this proposal submitted in response to learning outcomes assessment data?

No

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

SLO Evidence

No Value

Course Content

Lecture Content

Active reading to develop critical thinking skills (6 hours)

- Recognizing and understanding the conventions of all major literary genres, including:
 - Fiction (Short and Long)
 - Drama
 - Poetry
 - Creative Nonfiction

Examine the author's craft (12 hours)

- Identify an author's purpose
- Evaluate how stylistic choices contribute to the experience of a text
- Define and analyze examples of rhetorical devices, such as satire, irony, understatement, and hyperbole within texts.
- Recognize literary terminology and devices, such as metaphor, simile, allusion, paradox, and blank verse.
- Identify ideas, central questions, themes, character, interpretation of meaning,

Develop analytical approaches to text (10 hours)

- Apply active and critical reading strategies
- Evaluate a writer's concerns within a historical or cultural context
- Respond to texts with attention to their social and historical context and intended audience
- Identify diverse critical approaches to literature
- Locate ambiguities and contradictions in texts
- Draw inferences from texts and identify subtexts

Writing to develop and demonstrate critical thinking skills as applied to literature (8 hours)

- Build arguments grounded in sufficient textual evidence in order to analyze, criticize, and generate complex ideas
- Develop clear and informed thesis statements
- Reflect on and make connections between literature and thought process and life experience
- Locate and use credible/appropriate evidence
- Use literary criticism, biography, and other primary and secondary sources, distinguish between fact and judgement and knowledge from belief
- Identify assumptions upon which arguments about literature are made

Respond appropriately to texts and show audience awareness through writing and other forms of argument and analysis (5 hours)

- Use appropriate examples, quotations, paraphrases, and summary with in-text citations
- Explain how evidence supports the overall argument
- Organize ideas logically
- Provide transitions within and between ideas

- Apply literary terms and other appropriate vocabulary to compose literary analyses
- Make conscious choices about tone and style
- Develop strategies for and a practice of revision
- Identify institutional resources and explore tools to support an effective composition process

Locating, Understanding, and Using Secondary Sources (8 hours)

- Evaluate the credibility of sources
- Document sources
- Develop accurate paraphrases and summaries
- Determine which passages should be quoted, and which would best be paraphrased or summarized
- Synthesize material from a variety of sources
- Recognize omissions of significant information

Enhancing clarity through deliberate and effective usage and grammar (5 hours)

- Develop a practice of proofreading and revision
- Identify institutional resources and explore tools to support effective expression of ideas

Total hours: 54

Additional Information

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

Yes

GCC Major Requirements

No Value

GCC General Education Graduation Requirements

Communication and Analytical Thinking

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Resources

Did you contact your departmental library liaison?

Yes

If yes, who is your departmental library liason?

Susie Chin (Biology, English, Health Sciences)

Did you contact the DEIA liaison?

No

Were there any DEIA changes made to this outline?

No

If yes, in what areas were these changes made:

No Value

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value