



ENGL 102H - Honors Literature and Composition

Catalog Entry

Discipline English

Course Number 102H

Course Title Honors Literature and Composition

Units: 4.000

Lecture Hours: 72.000

Scheduled Laboratory Hours:

TBA:

Total Contact Hours: 72.000

Additional Outside-of-Class Hours: 0.000

Total Outside Class Hours: 144.000

Total Student Learning Hours: 216.000

COURSE IDENTIFICATION NUMBER(S) (C-ID) C-ID ENGL 105, C-ID ENGL 110, C-ID ENGL 120

Requisites

Requisite: A college GPA or high school GPA for first term college students of 3.0 or higher;

Prerequisite: Completion with a grade of "C" or better or a Passing grade in: ENGL 101 or ENGL 101H or

Catalog Description

An enriched approach designed for honors students. A second semester course in composition and literature that uses literature to develop critical thinking skills with extensive readings selected from the four major genres.

Classification Code Y - Credit Course

Transfer Code A - Transferable to both UC and CSU.

SAM Priority Code E - Non-Occupational

TOPS Code 1501.00 - English

Repeatability Code NR - Non-Repeatable

Open Entry/Exit No

Grading Options Letter Grade or Pass/No Pass

CIC Approval

12/09/2021

Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. identify literary devices and use various critical theories to analyze and respond to literature from each of the four major genres: short story, poetry, drama, and the novel.
2. formulate sophisticated arguments and defend them with logical, persuasive evidence.
3. demonstrate proficiency in using standard written English.
4. demonstrate proficiency in integrating and documenting appropriately-chosen sources, in MLA format, in an academic research essay.
5. demonstrate the ability to prepare and to present their original academic research in oral or poster presentation format. * (Honors)

Course Objectives

Course Objectives: *At the conclusion of this course, the student should be able to:*

1. Critically read, analyze, compare, and evaluate complex literary texts
2. Demonstrate understanding of formal and informal fallacies in language and thought
3. Identify a text's premises and assumptions in various social, historical, cultural, psychological, or aesthetic contexts
4. Analyze and employ logical and structural methods such as inductive and deductive reasoning, cause and effect, and logos, ethos, pathos, and kairos rhetorical appeals
5. Compose thesis-driven arguments to suit a variety of rhetorical situations, including interpretation, evaluation, and analysis, supporting them with a variety of appropriate textual evidence and examples and demonstrating appropriate academic discourse and the conventions of literary analysis
6. Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written work using appropriate documentation format without plagiarism
7. Use style, diction, and tone appropriate to the academic community and the purpose of the specific writing task; proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation
8. Identify key elements of major genres in order to analyze and interpret texts
9. Define common literary terms and apply these to analyses of specific texts
10. ***Create an abstract of original research for submission to academic conferences**
11. ***Present their research**
12. ***Lead seminar style discussions that demonstrate understanding of the critical thinking/rhetoric terminology**
13. ***Apply those terms to their texts, extracting key points, summarizing those key ideas, and creating thoughtful discussion questions that invite students to participate in discussion of the texts' content and form**

14. ***Connect the assigned readings, in writing and orally, to contemporary events, media, and personal history**

Course Content

Course Lecture Content

Writing segments are recursive and ongoing. Students will write a minimum of 6,000 words.

I. Critical Reading—The student will use critical reading strategies to understand literary works at both the literal and symbolic level in the following genres: short story, novel, drama, and poetry. Students will be introduced to literary schools of criticism/theoretical paradigms such as Structuralism, Psychoanalytic Criticism, Post-Colonial, and Marxist/Socio-economic Criticism. Critical reading strategies include the ability to distinguish between inferences, opinion, fact, prejudice, and belief. The student will use induction and deduction to make conclusions about the texts, drawing inferences and recognizing and identifying premises. The student will identify questionable assumptions and fallacious reasoning in writings of their own, other students, critics, and the primary texts read. Furthermore, the student will identify syllogisms, example arguments for soundness, assess authoritative testimony, draw sound inferences, and recognize rhetorical devices, such as sarcasm, irony, and satire as well as the use of rhetorical appeals to pathos, logos, ethos, and kairos.

II. Purpose, Audience, Strategies—The student will understand various rhetorical purposes, including logical analysis, argumentation, and persuasion, will recognize the needs of various audiences, and will use a variety of strategies to develop a text for a specific purpose and to appeal to a specific audience.

III. The Writing Process—The student will build upon the knowledge he or she gained in 101 and continue to generate ideas for a draft through prewriting techniques. In preparing a completed draft for evaluation, the student will generate ideas through prewriting techniques, plan and organize those ideas, write a rough draft, revise it for content, form, and appropriateness of expression, and edit it for correctness.

IV. Finding and Limiting Topics and Methods of Framing Thesis Statements—The student will find and limit a topic and use sentence patterns to frame an effective thesis statement for literary analysis, evaluation, and/or explication.

V. Basic Structure of the Essay—The student will build upon the knowledge he or she gained in 101 while integrating newly developed skills of literary analysis to produce effective introductions that include significant, clearly defined thesis statements, unified and coherent developmental paragraphs, and conclusions that reframe the essential elements of the essay and provide the paper with an effective sense of closure.

VI. Sentence Structure, Diction, and Mechanics—The student will develop style, sentence variety, and correctness by observing, analyzing, and imitating written models, through sentence combining and by applying customary rules of grammar, punctuation, and spelling. The student will understand and demonstrate the impact of connotative language in his or her writing.

VII. Sources and the Researched and Documented Paper - The student will use the library and other resources such as the Internet to gather information for the documented paper. In addition, the student will use literary analysis as the basis for an argumentative claim to be developed with research. ***There will be both literary analyses and argumentative papers in the 102H class, one of which should be developed as if being submitted for a scholarly conference such as the UCI Undergraduate Student Conference or the Bay Area Honors Symposium; in addition to utilizing academic sources correctly documented and cited in MLA format, while avoiding plagiarism, the students should develop 250-word abstracts and orally present their researched work to their peers.**

VIII. Literary Elements - The student will be able to name, define, identify and apply selected literary terminology to the critical content and analysis of the short story, the novel, poetry, and drama.

IX. Diversity - The student will identify how specific literary works reflect or challenge cultural, historical, or political contexts.

X. Discussion and Writing - The student will advocate literary analysis based on critical thinking strategies such as the Toulmin method. In doing so, the student will develop a claim, construct sound arguments, avoid fallacies, evaluate supporting evidence, supply sufficient support for claims, and write argumentative and persuasive essays on critical positions and problems and literary analysis.

XI. Applying Current Issues and Exploring Enduring Questions--The students will identify and explore contemporary issues such as gender equality, gun control, immigration/border control through both the literary primary texts and secondary academic sources; evaluate and share opposing viewpoints; and identify and assess logical fallacies and rhetorical strategies in the media and source presentations and assessments of the topic.

Course Materials

Textbook

Schilb, John and Clifford, John Making Literature Matter: An Anthology for Readers and Writers 7th
Bedford St Martins 9781319054724 2017

James, Missy, Alan P. Merickel, and Jenny McHenry Reading Literature and Writing Argument 7th
Pearson 9780135285428 2019

Johnson, Greg and Thomas R. Arp Perrine's Literature: Structure, Sound and Sense 13th Cengage
9781305971035 2017

Other Required Materials

At least three of the assigned works must be book-length (for example, plays, novels, or collection of short stories.) Please note: IF AN ANTHOLOGY THAT COMBINES LITERATURE AND CRITICAL THINKING/RHETORIC, such as SCHLIBB AND CLIFFORD's Making Literature Matter is used, there is no need for an additional critical thinking textbook.

In addition to a Literature anthology, the instructor must choose a critical thinking textbook: Critical Thinking Text Choice: Rottenberg, Annette T. and Donna Haisty Winchell. The Structure of Argument;

9th; Bedford/St. Martin's.9781319056629. 2017

Barnet, Sylvan, and Hugo Bedau. Current Issues and Enduring Questions,11th. Bedford/St. Martin's
9781319035477.2016

Moore, Brooke Noel, and Richard Parker. Critical Thinking. 12th. McGraw-Hill Humanities.
9781259690877.2016.

In addition, the honors section will be required to add these: *At least one novel and one play by Shakespeare. Most anthologies have a Shakespeare play included already. Novels can be chosen to fit themes tied to the Phi Theta Kappa Honors Topic and the subtopics examined on their official international website or if appropriate the book of the year.

- **Class Discussions**

Description

Seminar-style discussions, led by individuals or small groups, should form the bulk of the course discussion format for the honors course.

- **Directed Learning Activities**

Description

DLAs and DOTAs available in the Learning Center as well as the Library Research workshops online or in person can provide just-in-time remediation, particularly regarding research for academic sources and testing credibility of those sources. In addition, the Learning Center can provide DLAs and DOTAs for MLA formatting or reviewing of fallacies, critical thinking terms or grammar.

- **Group Study & Exercises**

- **Handouts**

- **Instructor Demonstrations**

Description

Demonstrations of critical literary paradigmatic analysis of texts, incorporating both literary and critical thinking.

- **Lecture**

- **Media Presentations**

Description

Media presentations should be used when available for the drama since it is meant to be performed; if possible, students can be taken to local theatres such as South Coast Repertory or the Chance Theatre or A Noise Within for live performances as extra credit or, when timing works, to complement an assigned text.

- Oral Presentations

Description

*** Oral presentations and/or leading of seminar discussions are key to honors experience. Presentations on fallacies, for example, or rhetorical appeals, analyzing a historical speech, or presenting text summaries are all viable options.**

***At least one oral presentation shall be a presentation of the student's research findings, which, in conjunction with preparing an abstract, shall help prepare the student to submit work for consideration at an academic conference such as the Student Research Conference of the Honors Transfer Council of California or the Bay Area Honors Symposium.**

***When possible, conduct field research or service learning and devise appropriate measuring tools, such as surveys, interview questions, and participatory observation, for inclusion in the research project or a major essay.**

***Indicates enhanced for Honors section**

- Reading Assignments

Description

Literature from the four genres (short story, novel, drama, and poetry) relevant to the course's objectives.

Literary critical theory/analyses of the literature; reviews and other secondary sources related to the primary texts studied.

Various secondary sources and media (TV, radio, films, speeches, public presentations, and art) examined for fallacious reasoning and rhetorical strategies and to apply to argumentative topics

the literature evokes/discusses.

Students will be encouraged to look beyond a text to observe examples of rhetoric and persuasion in various forms and media.

***At least one Shakespearean play and one novel as well as at least three of the assigned works need to be book-length. Novels can be chosen to tie in with the Book of the Year if appropriate or with the Phi Theta Kappa honors topic and subtopics available on the international website.**

- Visual Aids
- Writing Projects & Reports

Description

Original final drafts of essays (including exam essays) and research project to be graded must total at least 6,000 words.

Prepare argumentative and persuasive essays addressing critical positions.

Must include a research project and/or several documented papers that utilize primary and secondary academic sources and involve analysis and evaluation of a controversial issue and display sound, logical, persuasive reasoning. Assignments will range from short, concise responses to more extensive and sustained arguments, culminating in a research project.

Other writing tasks may include take-home quizzes, journals, reading responses, written preparation of oral presentations, study guides for examinations, and evaluations.

***Whereas the non-honors course is expected to write at least 6,000 words minimum, the honors course student is expected to create more sophisticated arguments that go more in depth or breadth, which requires more extensive use of sources. Must include both literary analysis and argument, demonstrating understanding of the literary critical theoretical paradigms, avoiding plagiarism, and maintaining correct MLA documentation and citation.**

***250-word abstract of a research project/original argument.**

- Other

Description

Creative assignments such as collages, meme-creation, vlogs, blogs, wikis, character facebook profiles or making a play out of a poem allows students to use different skill sets and engage various learning styles.

What learning activities or assignments are required outside of class?

Reading Assignments

Literature from the four genres (short story, novel, drama, and poetry) relevant to the course's objectives.

Literary critical theory/analyses of the literature; reviews and other secondary sources related to the primary texts studied.

Various secondary sources and media (TV, radio, films, speeches, public presentations, and art) examined for fallacious reasoning and rhetorical strategies and to apply to argumentative topics the literature evokes/discusses.

Students will be encouraged to look beyond a text to observe examples of rhetoric and persuasion in various forms and media.

***At least one Shakespearean play and one novel as well as at least three of the assigned works need to be book-length. Novels can be chosen to tie in with the Book of the Year if appropriate or with the Phi Theta Kappa honors topic and subtopics available on the international website.**

Writing Assignments

Original final drafts of essays (including exam essays) and research project to be graded must total at least 6,000 words.

Prepare argumentative and persuasive essays addressing critical positions.

Must include a research project and/or several documented papers that utilize primary and secondary academic sources and involve analysis and evaluation of a controversial issue and display sound, logical, persuasive reasoning. Assignments will range from short, concise responses to more extensive and sustained arguments, culminating in a research project.

Other writing tasks may include take-home quizzes, journals, reading responses, written preparation of oral presentations, study guides for examinations, and evaluations.

***Whereas the non-honors course is also expected to write at least 6,000 words minimum, the honors course student is expected to create more sophisticated arguments that go more in depth**

or breadth, which requires more extensive use of sources. Must include both literary analysis and argument, demonstrating understanding of the literary critical theoretical paradigms, avoiding plagiarism, and maintaining correct MLA documentation and citation.

***250-word abstract of a research project/original argument.**

Other Assignments

Other creative, out-of-the box assignments such as meme-creation, wikis, vlogs, collages, or cartoons may be used as well to appeal to students with different talents/learning styles.

***When possible, students should conduct field research or service learning and devise appropriate measuring tools, such as surveys, interview questions, and participatory observation, for inclusion in the research project or a major essay.**

***Indicates enhanced for Honors section**

Out-of-class assignments will relate to all four of the literary genres: the novel, the short story, the drama, poetry. Because instructors may differ one from another in emphasizing genres, students' time in performing out-of-class activities may vary from genre to genre. What should not vary is the commitment to two hours of reading and writing out-of-class for each hour in class. The following is a sample of how this commitment may be realized.

I. Fiction: short story :

- A. Elements of plot in fiction
- B. Character and characterization in fiction
- C. Devices of prose literature: point of view, theme, irony, symbolism
- D. Schools of literary analysis, such as Marxism, feminism, structuralism, and new historicism.

Outside assignments of reading short fiction, writing journals and out-of-class essays to be graded.

II. The drama:

- A. Tragedy and comedy
- B. Historical sketch of the theater
- C. Conventions of the modern stage

***At least one Shakespearean play**

Outside assignments of reading plays, writing journals and out-of-class essays to be graded.

III. Poetry:

- A. The nature of poetry
- B. Imagery
- C. Figurative language
- D. Various types of poems
- E. Technical aspects: rhyme, meter, etc.

Outside assignments of reading poetry, of writing to be graded.

IV. The novel:

- A. Elements of structure in the novel
- B. Character and characterization in fiction
- C. Devices of prose literature: point of view, theme, irony, symbolism
- D. Historical background of the development of the novel and its historical and social significance

E. * Comparison of novels and/or analysis applying the ideas of one of the schools of literary criticism to major fiction

texts

Outside assignments: reading novels; out-of-class essays to be graded.

V. Documenting sources, literary theory, and presentation preparation

A. Literary Theoretical Critical Paradigms/Schools of Analysis such as Marxism/Socio-economic Studies, Feminism/Gender Studies, Psychoanalytic Studies, New Historicism, and Post-Colonialism.

B. Review of MLA documentation and citation format; ethical use of and analysis of secondary sources as well as development of a "baloney" meter to detect "fake news" and non-credible internet sources.

C. Fallacies; inductive and deductive reasoning; rhetorical appeals of pathos, logos, ethos, and kairos.

D. *Preparation of Oral Presentations/leading Class Discussions.

E. *Preparation of Abstract and Research Presentation.

Total: 144 hours

Standards of Achievement

How will learning be assessed? (Multiple measures must be used)

List graded activities.

1. Quizzes covering material from assigned readings.
2. In-class essays analyzing and/or evaluating assigned readings and/or exams that feature essay responses.
3. Out-of-class essays analyzing and/or evaluating assigned readings.
4. Library assignments requiring students to analyze and/or evaluate the work of critics interpreting the assigned readings.
5. Documented paper or papers using current MLA parenthetical citations/works cited format.
6. Journals and paragraphs
7. Oral participation and presentations
8. Multiple drafts of summaries and argumentative and persuasive essays completed outside of class.
9. Summary and argumentative essays written in class.
10. Group exercises.
11. A final written examination that may be either essay or a combination of objective/essay.

***12. Journals or other written assignments and/or preparation for seminar discussions; must include a creative writing assignment.**

***13. Leading group discussions, seminars and/or oral presentations.**

The analysis and interpretation of literature require a variety of critical thinking skills. Students must:

1. identify and respond to the writer's central purpose;
2. determine the philosophical/artistic assumptions implicit in the content and structure of literary works;
3. apply criteria of literary/artistic excellence developed by the various "schools" of interpretation;
4. discover the importance and utility of his/her own experience in the world as a tool for criticizing literature;
5. distinguish between his/her own responses to a work and the work itself;
6. identify levels and shades of meaning in figurative language and in literary symbols;
7. predict probable consequences within the plot line by recognizing foreshadowing and then justify those assumptions;
8. recognize the close relationship or identity of form and content in literature

NOTE: Essays and exams must account for a minimum of 70% of the student's final grade for the semester.
Final drafts of essays and/or documented paper will total at least 6,000 words.
All papers written out of class must be typewritten and follow the MLA format.

***Indicates enhanced for honors section**

1. Any non-essay assignment will be graded on the standard college scale:

90 – 100% = A

80 – 89% = B

70 – 79% = C

60 – 69% = D

Below 60% = F

2. All essay assignments will be graded according to the departmental grading standards for English 101.

3. Presentations will be assessed by students themselves and by their peers in the class as well as by the instructor.

Honors

Additional objectives demonstrating advanced critical thinking that the honors students will be expected to accomplish.

*Create an abstract of original research for submission to academic conferences *Present their research *Lead seminar style discussions that demonstrate understanding of the critical thinking/rhetoric terminology *Apply those terms to their texts, extracting key points, summarizing those key ideas, and creating thoughtful discussion questions that invite students to participate in discussion of the texts' content and form *Connect the assigned readings, in writing and orally, to contemporary events, media, and personal history

Additional advanced content that will be covered in this honors course *Although non-honors sections of 102 frequently incorporate Shakespearean plays in their curriculum, the honors sections are required to do so as the plays are more complex in their poetry and language. *There will be more emphasis placed on using the Literary Critical Paradigms in the literary analyses and oral presentations. *A novel is also required for the honors courses.

Additional course materials requiring advanced critical thinking (please provide primary sources where applicable) assigned to honors students.

*Students will be required to use both primary and secondary sources in their research projects. *Honors students are required to read at least three book-length works of literature, one of which must be a novel and one of which must be a play by Shakespeare. *More advanced critical thinking will be required by students as they will have to incorporate analyses based on the Literary Critical Schools/Theoretical Paradigms in their argumentative literary analyses of primary texts.

Additional assignments (special projects) demonstrating advanced reading, writing, and critical thinking skills assigned to honors students.

*At least one creative, out-of-the box assignment such as parody, additional dramatic scene, meme-creation, wiki, vlog, collage, or cartoon. *When possible, students should conduct field research or service learning and devise appropriate measuring tools, such as surveys, interview questions, and participatory observation, for inclusion in the research project or a major essay. *The researched project should be an extensive project, incorporating a 250-word abstract and oral presentation that would be transferable to an academic conference submission and serve as practice for such. The paper will be longer (should be at least three pages or 750 words longer) and utilize more sources (must include primary sources) than in the non-honors sections. *Students in honors sections are expected to lead seminar discussions or engage in some form of extra-curricular discussion such as a discussion board or conferences when in a combined/stacked class with non-honors students. *Journals shall exhibit more in-depth responses to the reading. Non-honors courses may not require journals, but the honors sections should require journals or regular reading responses that require students to make connections to other literary texts, current events, social media, personal history, other texts, other forms of media, and their other assigned readings. *Honors students must write both literary analyses as well as rhetorical arguments utilizing primary and secondary sources. *Create an abstract of original research for submission to academic conferences. *Present their research. *Lead seminar style discussions that demonstrate understanding of the literary as well as critical thinking terminology. Apply those terms to their texts, extracting key points, summarizing those key ideas, and creating thoughtful discussion questions that invite students to participate in discussion of the texts' content and form. *Also, in writing and orally, connect the assigned readings to contemporary events, media, and personal history.

I have reviewed this tab and have completed the requirements for this proposal. Yes

Grading Scale

A 90 - 100%
B 80 - 89%
C 70 - 79%
D 60 - 69%
F below 60%

CB11: Course Classification Status Y - Credit Course