

**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: English 102, Literature and Composition

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

**CATALOG ENTRY**

<b>Discipline</b>	English
<b>Course Number</b>	102
<b>Course Title</b>	Literature and Composition
<b>Former Title</b>	
<b>Units</b>	4
<b>Lecture Hours</b>	64
<b>Laboratory Hours</b>	None
<b>Arranged Hours</b>	None
<b>Total Semester Contact Hours</b>	64

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

A grade of C or better in English 101 or English 101H.

**CATALOG DESCRIPTION**

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.

<b>Budget Unit</b>	
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	150100 - English (Writing)
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP
Curriculum Office Use Only.	

Department Chair Approval Date: 05/26/11 by: Shelly Jaffray

Division Chair Approval Date: 05/26/11 by: David Dobos

Curriculum and Instruction Council Chair Approval Date:

**COURSE CONTENT**

(Include major topics of the course, time required, and what the student is expected to learn.)

Writing segments are recursive and ongoing.

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 literary 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 text, drawing inferences and recognizing premises. The student will identify questionable assumptions and fallacious reasoning. 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.

II. Purpose, Audience, Strategies—The student will understand various rhetorical purposes, 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 English 101 and continue to generate ideas for a draft through pre-writing techniques. In preparing a completed draft for evaluation, the student will generate ideas through pre-writing and pre-reading-reading 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 with clear, logical support 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 English 101 while integrating newly developed skills of literary analysis to produce effective introductions that include significant, clearly defined claims, 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 choose a critical literary analysis topic and an argumentative topic in which he or she will research and synthesize material, avoid plagiarism and document sources.

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. Exploring Enduring Questions - The student will analyze timeless and universal questions that are reflected in literary themes.

---

---

## **COURSE MATERIALS**

Required texts and/or materials.(Include price and date of publication.)

### **Recommended readings and/or materials:**

Paperback novels as selected by the instructor (standard classics); Shakespearean plays; Ibsen plays.

**Other:**

**None**

---

---

## **WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES ARE EMPLOYED?**

(USE A SCALE OF 1-5 TO SHOW EMPHASIS OF THE LEARNING OUTCOMES WITHIN THE CONTEXT OF THIS )

### **STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

## **Communication Skills**

5 - Essential-always try to achieve

1. Listening and Speaking - Students will: A. Read critically all assigned books and related materials. B. Actively listen to class lectures, each other, audiovisual presentations and be able to identify the critical points. C. Summarize the assigned material and articulate their own ideas about the content. D. Write essays supported by evidence and logic, writing in an organized and grammatically correct fashion. E. Actively participate in class discussions.

## **Thinking and Reasoning**

5 - Essential-always try to achieve

1. Critical Thinking - Students will: A. Read and demonstrate comprehension of local, regional, and international maps that illustrate U.S. history at home and abroad. B. Recognize and differentiate historical periods. C. Analyze and explain the content and significance of historical documents. D. Evaluate statistical data and synthesize information into reasonable conclusions. E. Compare and contrast approaches to similar problems and issues by peoples of different cultures. F. Explain the relationship between historical events and later developments in the United States.

## **Information Management**

4 - Very important-often try to achieve

1. Information Competency - Students will: A. Differentiate between primary and secondary historical sources. B. Critically evaluate historical documents and other sources to determine their credibility and reliability. C. Access and evaluate a variety of information sources such as print material, classroom lectures, media sources, and computer-accessible material.

## **Diversity**

3 - Important-sometimes try to achieve

1. Social - Students will: A. Analyze historical events and evaluate their impact on Americans in different geographical regions. B. Assess critically how history.

## **Civic Responsibility**

3 - Important-sometimes try to achieve

1. Civic Responsibility - Students will identify and discuss thematic ethical and moral dilemmas that are present in the literary readings. Also, they will examine both historical and contemporary social issues that are present in the literary readings.

## **Life Skills**

2 - Unimportant-rarely try to achieve

1. Creative Expression - Students will identify and discuss thematic ethical and moral dilemmas that are present in the literary readings. Also, they will examine both historical and contemporary social issues that are present in the literary readings.

## **Careers**

2 - Unimportant-rarely try to achieve

---

---

## **WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?**

Class Discussions

Electronic Delivery

Group Study & Exercises

Handouts

Instructor Demonstrations

Lecture

Other

Reading Assignments

Visual Aids

Writing Projects & Reports

Other (Specify):

In order for the students to attain the specific learning outcomes, the students will be required to do the following:

1. Read a number of works representing the four genres, short story, drama, poetry, and the novel, identify the literary devices present in the works, and understand how the elements work together to convey meaning/theme /purpose.

2. Respond to readings in journals or other written assignments.
3. Write papers that employ the methods of analysis and/or explication, focusing on a variety of topics such as compare/contrast works or authors; number of works by a single author; or a number of works with some other element other than authorship in common.
4. Write at least one documented paper, applying outside sources to support their own ideas in their writing.
5. Work on writing skills learned in English 101 through peer editing and/or revising, paying particular attention to thesis and organization.

---

## WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?

List activities and hours for each. (Must include reading and writing activities.)

### Reading

Essays, treatises, and literature from the four genres (short story, novel, drama, and poetry) relevant to the course's objectives. Analyze various media (TV, radio, films, speeches, public presentations, and art) for fallacious reasoning and rhetorical strategies. Students will be encouraged to look beyond a text to observe examples of rhetoric and persuasion in various forms and media.

### Writing

Prepare argumentative and persuasive essays addressing critical positions. Should include a research project involving analyses and evaluation of a controversial issue and displaying analytical and logical deduction. Assignments will range from short, concise responses to more extensive and sustained arguments, culminating in a research project.

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. The short story: 6-weeks; 36-hours out-of-class work

- A. Elements of plot in fiction
- B. Character and characterization in fiction
- C. Devices of prose literature: point of view, theme, irony, symbolism

Outside assignments: 26-hours of reading fiction, 10-hours writing in personal journals and out-of-class essays to be graded.

#### II. The drama: 3-weeks, 18-hours of out-of-class work

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

Outside assignments: 18-hours of reading plays; 12-hours of writing out-of-class essays to be graded.

#### III. Poetry: 5-weeks, 30-hours of outside work

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

Outside assignments: 25-hours of reading poems; 5-hours of writing out-of-class to be graded.

#### IV. The novel: 2-weeks, 16 hours out-of-class work

- 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

Outside assignments: 16-hours of reading novels; 10-hours of out-of-class essays to be graded.

---

## STANDARDS OF ACHIEVEMENT

List graded activities.

1. Quizzes and exams that include material from assigned readings.
2. In-class essays analyzing and/or evaluating assigned readings.
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. Paragraphs and journals.
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.

NOTE: Essay and exam assignments must account for 75% of the student's final grade for the semester. Final drafts of essays and documented paper will total at least 8,000 words.

All papers written out of class must be typewritten and follow the MLA format.

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

---



---

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

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.

Assessment tools may include:

1. Writing assignment assessed by instructor.
2. Reading comprehension assessments.
3. Peer evaluation through the writing process.
4. Self-assessment through the writing process.
5. Responses to reading through journals assessed by instructor for content.
6. Research paper evaluated by instructor.
7. Oral presentations assessed by self, peers, and instructor.

---



---

### Supplemental Forms

---



---

#### Requisite Approval Form

Type of Requisite  
Content Review

---



---

#### Technologically Mediated Instruction (TMI)

TMI Checklist

1. Could this course, or sections of this course, provide for the instructor and students to be separated by distance and interact through the assistance of communication technology as specified in Title 5 Section 55370?
2. Are the objectives and content of this course adequately covered as specified in Course Materials, Methods Employed to Help the Student Learn, Activities or Assignments, and Standards of Achievement, pursuant to Title 5 Section 55372 and 55002? (If any Activities or Assignments and/or Standards of Achievement are significantly different for TMI

Course, are examples of these components included in the course outline?)  
 3. If this course is taught in both traditional and TMI modes, do both achieve the stated objectives and content?  
 4. Does the section "What Methods Will Be Employed to Help the Student Learn?" indicate the types of technologies used and are they appropriate to the course objectives?  
 5. Does the section "What Methods Will Be Employed to Help the Student Learn?" indicate the type and frequency of regular effective contact between the instructor and students? (Examples of types: Orientation Session, Group Meetings, Review Sessions, Individual Seminars, Supplemental Workshops, Field Trips, Teleconferencing, Telephone, Correspondence, E-Mail)  
 6. Are special texts, equipment or supplies needed for this course or sections of this course offered through TMI and are they listed under Course Materials?  
 7. Are campus and/or district instructional equipment, materials, and training currently available and sufficient to make the offering of the course/section feasible in accordance with Curriculum Standards Handbook Section 3.4?

Supplemental Comments:

---

---

**Honors**

Additional and advanced components that will be covered in this honors  
 Additional measurable instructional objectives that the honors student will be expected to accomplish.  
 Additional reading, writing, and special projects in this honors course will require students to:  
 Augmented critical thinking skills the honors student will develop.

---

---

**Non-Credit Course Self-Assessment**

Date Approved by System Office

Last Reviewed by C&IC

Instructor met min qualifications No

Instructor provided immediate supervision/control No

Students do not exceed allowable class hours No

Instructor monitors computer lab/library usage No

Student initiates course enrollment No

Students informed when enrolled No

All other noncredit requirements satisfied No

Based on the self-assessment conducted for this non-credit course, I hereby certify that the noncredit course listed above:

does not continue to meet eligibility requirements for noncredit apportionment

Supplemental Comments

---

---

**New Course Proposal Form**

Course Title ENGL 102 - Literature and Composition

Course part of new major No

Intended for Transfer No

Part of Associate Degree No

Part of Certificate Program No

Vocational No

Advisory Committee Involved? No

Special Room/Space Requirements No

Additional/Specialized Staffing No

Special Equipment	No
Library Consulted	No
Additional library resources required	No
Consumable supplies required	No
Special Funding Available?	No
Supplemental Comments	