

**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: English 102H, Honors 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>	102H
<b>Course Title</b>	Honors 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 high school or college GPA of 3.0 or above and a grade of C or better in English 101 or 101H.

**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.

<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:

Division Chair Approval Date:

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 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 and identifying 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, 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 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. Applying Current Issues - The student will identify and explore contemporary issues such as s women's rights, gun control, English as the official language, etc.; evaluate and share opposing viewpoints; and identify and assess logical fallacies and rhetorical strategies in media.

XII. Exploring Enduring Questions - The student will analyze timeless and universal questions such as inalienable rights, social order, free speech, etc.; consider various cross-cultural and historical perspectives of enduring questions with emphasis on cultural diversity; and develop an understanding for an a sensitivity toward different cultural and philosophical viewpoints.

---

---

## **COURSE MATERIALS**

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

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

Paperback novels (standard classics); Shakespearean 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. Reading and Writing - 1. Read critically in order to understand literary works on both a literal and symbolic level; to identify literary devices and to analyze how they function to reveal theme in the work.
2. Read critically in order to identify premises, syllogisms, deduction and induction; to evaluate evidence, examples, and arguments for soundness; to assess authoritative testimony; to draw inferences from statistics; and to recognize rhetorical devices.
3. Develop a claim; analyze and summarize; research argumentative literary topics; synthesize material; avoid plagiarism; and document sources.
4. Use the conventions of academic writing to compose polished, argumentative and persuasive papers on literature, analytical in nature, that are essentially free of usage errors and stylistic awkwardness. Some of the conventions include the use of diction appropriate to audience and purpose, the defense of a thesis, the proper citation of textual evidence to support claims, and the proper use of secondary sources.
- \*5. Lead seminar discussion(s) on assigned reading topics; summarize and paraphrase effectively.

2. Listening and Speaking - 1. Utilize interactive listening strategies for note-taking and appropriate questioning.
2. Determine purpose and goals for listening.
3. Use speaking as a tool for idea generation and utilize prior knowledge through small and large group discussion.
4. Verbally summarize and paraphrase effectively.

**Thinking and Reasoning**

5 - Essential-always try to achieve

1. Creative Thinking -

**A. Creative Thinking**

1. Discover the importance and utility of his or her own experience in the world as a tool for criticizing literature.
2. Identify levels and shades of meaning in figurative language and in literary symbols.
3. Predict probable consequences within the plot line by recognizing foreshadowing and then justify those assumptions. .
4. Incorporate rhetorical strategies such as irony and satire.
5. Generate ideas using prewriting strategies.

**B. Critical Thinking**

1. Understand the difference between subjective and objective evaluation of a work. .
2. Apply criteria of literary/artistic excellence developed by the various schools of interpretation. .
3. Recognize the relationship between form and content in literature.
4. Reason inductively by drawing inferences from the literary text, using textual evidence to support those inferences, and drawing from the inferences themes and ideas.
5. Reason deductively from premises to conclusions about critical assessments of specific literary works.
6. Identify historical, psychological, and cultural biases and assumptions of specific works that have affected their interpretations.
7. Write argumentative literary essays that are supported by evidence and are logically organized, using deductive and inductive reasons.
8. Synthesize information to produce a research paper incorporating research, using documentation and MLA format.
- \*9. Evaluate critical theorist approaches to reading and writing about literature.
- \*10. Debate the role and relevance of canonical literature in today's society.

**Information Management**

3 - Important-sometimes try to achieve

1. Information Competency -

#### A. Information Competency

1. Evaluate primary and secondary sources including Internet sources.
2. Distinguish between professional journals and magazines and other periodicals.
3. Demonstrate awareness of breadth of sources.
4. Use sources ethically.

#### B. Technological Competency

1. Use library's on-line catalog and resources.

#### Diversity

4 - Very important-often try to achieve

1. Cultural -

1. Cultural—Students will read, understand, and demonstrate an appreciation of literary and expository works from diverse historical and cultural backgrounds.
2. Social—Students will read, understand, and demonstrate an appreciation of literary works from diverse socio-economic backgrounds.

#### 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

3 - Important-sometimes try to achieve

1. Creative Expression - Students will develop knowledge and skills in areas such as creative expression, aesthetic appreciation, personal growth and interpersonal skills.

#### Careers

1 - Not applicable-never try to achieve

---

---

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

Class Discussions  
Electronic Delivery  
Group Study & Exercises  
Handouts  
Instructor Demonstrations  
Lecture  
Reading Assignments  
Visual Aids  
Writing Projects & Reports

---

---

#### 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: 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: 18 hours of out-of-class work

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

**\*At least one Shakespearean play**

Outside assignments: 18 hours of reading plays; 12 hours

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; 48-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
- D. Schools of literary analysis, such as Marxism, feminism, structuralism, and new historicism.

Outside assignments: 20-hours of reading fiction, 16-hours writing in personal journals and out-of-class essays to be graded.

II. The drama: 3-weeks, 24-hours of out-of-class work

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

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

III. Poetry: 5-weeks, 40-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: 20-hours of reading poetry; 16-hours of writing to be graded.

IV. The novel: 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
- E. **\*Comparison of two novels**

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

---

---

## STANDARDS OF ACHIEVEMENT

List graded activities.

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% or the student's final grade for the semester.

Final drafts of essays and documented paper will total at least 6000 words.

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

**\*Indicates enhanced for honors section**

### **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.

### **Supplemental Forms**

#### **Requisite Approval Form**

Type of Requisite  
Content Review

#### **Technologically Mediated Instruction (TMI)**

TMI Checklist  
Supplemental Comments:

### **Honors**

Additional and advanced components that will be covered in this honors

See attached files

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 102H - Honors 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