

ENGL R102H: HONORS: CRITICAL THINKING THROUGH COMPOSITION AND LITERATURE

Originator

ecaruth

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College

Oxnard College

Discipline (CB01A)

ENGL - English

Course Number (CB01B)

R102H

Course Title (CB02)

Honors: Critical Thinking through Composition and Literature

Banner/Short Title

Honors: Critical Thinking

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course provides study of literature combined with instruction in critical thinking and composition. The course emphasizes understanding and writing about literature using principles of logical analysis, criticism, advocacy of ideas, and inductive and deductive reasoning. Students will examine assumptions upon which conclusions are based and recognize common logical errors of language and thought. Instruction is offered in advanced elements of style and organization. Application of critical thinking skills and logical methodology to the various literary genres will achieve a disciplined understanding of the material. Honors work challenges students to be more analytical and creative through expanded assignments, and enrichment opportunities. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of C or "P" or better.

Taxonomy of Programs (TOP) Code (CB03)

1501.00 - English

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

70

Maximum Contact/In-Class Lecture Hours

70

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

70

Total Maximum Contact/In-Class Hours

70

Outside-of-Class**Internship/Cooperative Work Experience**

Paid

Unpaid

Total Outside-of-Class**Total Outside-of-Class****Minimum Outside-of-Class Hours**

140

Maximum Outside-of-Class Hours

140

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

210

Total Maximum Student Learning Hours

210

Minimum Units (CB07)

4

Maximum Units (CB06)

4

Prerequisites

ENGL R101 or ENGL R101H

Entrance Skills**Entrance Skills**

ENGL R101 or ENGL R101H

Prerequisite Course Objectives

ENGL R101-Write multiple-page expository and persuasive essays

ENGL R101-Demonstrate college-level control of mechanical elements of writing such as grammar, syntax, spelling, vocabulary, and idiomatic usage

ENGL R101-Research a topic, analyze and synthesize information, and report findings in a properly documented essay

ENGL R101-Demonstrate critical thinking skills and rhetorical awareness in analyzing others' non-fiction writing and in developing essays

ENGL R101-Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence

ENGL R101H-Write multiple-page expository and persuasive essays

ENGL R101H- Demonstrate college-level control of mechanical elements of writing such as grammar, syntax, spelling, vocabulary, and idiomatic usage

ENGL R101H- Research a topic, analyze and synthesize information, and report findings in a properly documented essay

ENGL R101H-Demonstrate critical thinking skills and rhetorical awareness in analyzing others' non-fiction writing and in developing essays

ENGL R101H-Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence

Requisite Justification**Requisite Type**

Prerequisite

Requisite

ENGL 101 or ENGL 101H

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Content review

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:	
1	Distinguish between plot and theme in works of literature.
2	Identify instances of figurative language in literature.
3	Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into support of an original thesis using appropriate documentation format without plagiarism.

Course Objectives

Upon satisfactory completion of the course, students will 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, and pathos
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 analysis of specific texts

Course Content**Lecture/Course Content**

Critical Thinking Strategies

1. Distinguishing between fact and inference
2. Developing logical inferences
3. Avoiding logical fallacies
4. Recognizing denotative and connotative language
5. Evaluating diction
6. Exploring rhetorical stances via elements of literature
7. Responding to aesthetics and style

Critical Writing Strategies

1. Writing processes
 1. Prewriting techniques
 2. Drafting
 3. Rewriting
2. Developing a sound thesis/argument
 1. Induction
 2. Deduction
3. Avoiding fallacies in argument
4. Supporting claims

5. Elements of written style
6. Locating and evaluating secondary sources
7. MLA documentation

Critical Reading Strategies, Elements of Literature

1. Fiction and drama
 1. Characterization
 2. Plot stages, conflict
 3. Setting
 4. Tone
 5. Narrative point of view
 6. Theme
 7. Diction
 8. Figurative language
 9. Symbol
10. Historical and philosophical context
2. Poetry
 1. Word choice
 2. Imagery
 3. Figurative language
 4. Rhythm and meter
 5. Closed and open forms
 1. Rhyme schemes
 2. Concrete poetry
 3. Free verse
 6. Symbol
 7. Sound devices
 8. Irony
 9. Historical and philosophical context
10. Total formal writing requirements including essays and essay exams will require a minimum of 8,000 words.(Honors)
11. Minimum of six essays equivalent to four typed pages or more, some written and revised outside of class, some in-class, graded according to the composition standards being learned:unity, coherence, development, and sentence skills
12. A minimum of twelve pages of documented essay writing, including one documented essay of at least four to six pages, to be distributed over one or more formal essays to be evaluated for demonstration of college-level writing skills as well as for appropriate selection and integration of sources and for accurate MLA documentation practice.
13. A minimum of two essays will require peer reviewed sources.
14. Quizzes or reviews of readings, evaluated for comprehension of specific elements covered.

Laboratory or Activity Content

N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
 Essays
 Group projects
 Individual projects
 Journals
 Oral analysis/critiques
 Oral presentations
 Portfolios
 Quizzes
 Reports/papers
 Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Computer-aided presentations
Collaborative group work
Class activities
Distance Education
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Internet research
Lecture
Small group activities

Describe specific examples of the methods the instructor will use:

Methods may include, but are not limited to:

1. Small group discussions with possible use of analysis sheets of the literature assigned
2. Lectures on poetry, fiction, creative nonfiction, and dramatic terms such as imagery, symbolism, plot, theme, point of view, characterization, and tone
3. In-class writings from assigned works
4. Whole class discussions about assigned literature
5. Possible viewing videos relevant to the literature read and discussed

Representative Course Assignments

Writing Assignments

1. Total formal writing requirements including essays and essay exams will require a minimum of 8,000 words.(Honors)
2. Minimum of six essays equivalent to four typed pages or more, some written and revised outside of class, some in-class, graded according to the composition standards being learned:unity, coherence, development, and sentence skills
3. A minimum of twelve pages of documented essay writing, including one documented essay of at least four to six pages, to be distributed over one or more formal essays to be evaluated for demonstration of college-level writing skills as well as for appropriate selection and integration of sources and for accurate MLA documentation practice.
4. A minimum of two essays will require peer reviewed sources.
5. Quizzes or reviews of readings, evaluated for comprehension of specific elements covered.

Critical Thinking Assignments

1. Critical thinking and application of concepts.
2. Participate in class and small-group discussions analyzing symbolism.
3. Analyzing theme in fiction.
4. Analyzing point of view in literature.
5. Compare and contrast different styles of fiction from the different literary eras studied.
6. Compare and contrast themes used in different works, genres, authors, and eras.
7. Analyze and connect literature to its respective time period.

Reading Assignments

1. Selections from text explaining elements of literature within the genres
2. (Honors) Minimum of eight short stories reflecting diverse cultural backgrounds
3. (Honors) Minimum of two novels
4. Several poems reflecting a variety of styles and traditions, periods, and cultural backgrounds
5. Minimum of two plays
6. Text or instructor-generated materials related to critical thinking
7. Online materials providing review or background of selections read
8. Secondary sources relating to literature read
9. (Honors) Study of critical theories as they pertain to interpretation and anlysis of literature

Critical readings, such as:

- *The Norton Introduction to Literature* (Mays, ed.) 2019
- *Arguing About Literature: A Guide and Reader* (Schilb and Clifford, eds.) 2019

- *Bedford Glossary of Critical and Literary Terms* (Murfin and Ray, eds.) 2017
- *A Short Guide to Writing About Literature* (Barnet and Cain, eds.) 2011

Short stories, novels, poetry, and drama, such as:

- Lorraine Hansberry, *A Raisin in the Sun* (1959)
- August Wilson, *Fences* (1985)
- Cristina Garcia, *Dreaming in Cuban* (1992)
- Alice Notley, *The Descent of Alette* (1996)
- Karen Tei Yamashita, *Tropic of Orange* (1997)
- Ernesto Quiñonez, *Bodega Dreams* (2000)
- Justin Torres, *We the Animals* (2012)
- *Monster Verse: Poems Human and Inhuman* (Barnstone and Mitchell-Foust, eds.) 2015
- Samanta Schweblin, *Fever Dream* (2014)
- Nalo Hopkinson, *Falling in Love with Hominids* (2015)
- George Saunders, *Lincoln in the Bardo* (2018)
- Ocean Vuong, *On Earth We're Briefly Gorgeous* (2019)

Other assignments (if applicable)

1. Possible use of synchronous or asynchronous online discussion of readings.
2. Viewing of film adaptations of literary works.
3. Listening to recordings of literary works.
4. (Honors) Attendance at readings, plays, and/or other live presentations, such as the OC Live.

Outside Assignments

Representative Outside Assignments

1. Possible use of synchronous or asynchronous online discussion of readings
2. Viewing of film adaptations of literary works
3. Listening to recordings of literary works
4. (Honors) Attendance at readings, plays, and/or other live presentations, such as the Oxnard College Literature and Arts Lecture Series
5. Critical thinking and application of concepts.
6. Participate in class and small-group discussions analyzing symbolism.
7. Analyzing theme in fiction.
8. Analyzing point of view in literature.
9. Compare and contrast different styles of fiction from the different literary eras studied.
10. Compare and contrast themes used in different works, genres, authors, and eras.
11. Analyze and connect literature to its respective time period.
12. Selections from text explaining elements of literature within the genres
13. (Honors) Minimum of eight short stories reflecting diverse cultural backgrounds
14. (Honors) Minimum of two novels
15. Several poems reflecting a variety of styles and traditions, periods, and cultural backgrounds
16. Critical readings, such as:
17. *The Norton Introduction to Literature* (Mays, ed.) 2019
18. *Arguing About Literature: A Guide and Reader* (Schilb and Clifford, eds.) 2019
19. *Bedford Glossary of Critical and Literary Terms* (Murfin and Ray, eds.) 2017
20. *A Short Guide to Writing About Literature* (Barnet and Cain, eds.) 2011
21. Short stories, novels, poetry, and drama, such as:
22. Lorraine Hansberry, *A Raisin in the Sun* (1959)
23. August Wilson, *Fences* (1985)
24. Cristina Garcia, *Dreaming in Cuban* (1992)
25. Alice Notley, *The Descent of Alette* (1996)
26. Karen Tei Yamashita, *Tropic of Orange* (1997)
27. Ernesto Quiñonez, *Bodega Dreams* (2000)
28. Justin Torres, *We the Animals* (2012)
29. *Monster Verse: Poems Human and Inhuman* (Barnstone and Mitchell-Foust, eds.) 2015
30. Samanta Schweblin, *Fever Dream* (2014)

31. Nalo Hopkinson, *Falling in Love with Hominids* (2015)
32. George Saunders, *Lincoln in the Bardo* (2018)
33. Ocean Vuong, *On Earth We're Briefly Gorgeous* (2019)
34. Minimum of two plays
35. Text or instructor-generated materials related to critical thinking
36. Online materials providing review or background of selections read
37. Secondary sources relating to literature read
38. (Honors) Study of critical theories as they pertain to interpretation and analysis of literature

Articulation

Comparable Courses within the VCCCD

ENGL R102 - Critical Thinking through Composition and Literature

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Classic Textbook

No

Description*Arguing About Literature: A Guide and Reader* (Schilb and Clifford, eds.) 2019**Resource Type**

Other Resource Type

DescriptionAugust Wilson, *Fences* (1985)**Resource Type**

Other Resource Type

DescriptionCristina Garcia, *Dreaming in Cuban* (1992)**Distance Education Addendum****Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructor will respond to students' written assignments.
Asynchronous Dialog (e.g., discussion board)	Students will interact with each other via discussion postings on directed topics.
Synchronous Dialog (e.g., online chat)	Online chat or messaging.
Other DE (e.g., recorded lectures)	The instructor will provide instructional videos specific for the class.
Video Conferencing	Video chat or instruction using Zoom or other such technology.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructor will respond to students' written assignments.
Asynchronous Dialog (e.g., discussion board)	Students will interact with each other via discussion postings on directed topics.
Synchronous Dialog (e.g., online chat)	Online chat or messaging.
Other DE (e.g., recorded lectures)	The instructor will provide instructional videos specific for the class.
Video Conferencing	Video chat or instruction using Zoom or other such technology.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructor will respond to students' written assignments.
Asynchronous Dialog (e.g., discussion board)	Students will interact with each other via discussion postings on directed topics.
Synchronous Dialog (e.g., online chat)	Online chat or messaging.
Other DE (e.g., recorded lectures)	The instructor will provide instructional videos specific for the class.
Video Conferencing	Video chat or instruction using Zoom or other such technology.

Examinations**Hybrid (1%–50% online) Modality**

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

ENGLISH

Review and Approval Dates**Department Chair**

08/31/2020

Dean

08/31/2020

Technical Review

09/09/2020

Curriculum Committee

09/09/2020

Curriculum Committee

10/28/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000579739

DOE/accreditation approval date

MM/DD/YYYY