Degree Applicable

Glendale Community College
October, 2009

COURSE OUTLINE

English 102H
Honors Critical Thinking & Literary Analysis

I. Catalog Statement

English 102H helps students to develop their critical thinking and writing skills beyond the level achieved in English 101. The course emphasizes the application of logical reasoning, analysis, and strategies of argumentation in critical thinking and writing, using literature (both fiction and non-fiction) and literary criticism as subject matter. Students will also receive instruction in literary research, and will complete a fully documented research paper.

The honors course will be enhanced in one or more of the following ways:
1. Accelerated standards of both critical thinking and literary analysis, including critical writing
2. Introduction to and emphasis on types or schools of literary criticism, including professional models of such

Units – 3.0
Lecture Hours – 3.0

Prerequisite: English 101

II. Course Entry Expectations

Skills Level Ranges: Reading 7; Writing 7; Listening/Speaking 7; Math 1

Prior to enrolling in this course, the student should be able to:
1. read critically and write critical, thesis-based essays from the rhetorical perspective of example, comparison/contrast, analysis, definition, and argument
2. organize, develop, and revise original writing using appropriate tone, style, and semantics
3. understand induction and deduction, evaluate claims and assumptions, identify logical fallacies, and present reasoned arguments
4. analyze, synthesize, distinguish fact from opinion or belief, seek credible sources, and reach logical conclusions
5. examine values, identify bias and prejudice, and objectively summarize the views of others
6. prepare a research paper using proper documentation and format

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

1. Critically read and evaluate culturally diverse literary and prose texts which address critical positions and problems
   a. Identify thesis or unifying theme
   b. Identify traditional reasoning and logic (including induction and deduction connotation and denotation)
   c. Identify and evaluate supporting evidence (relevance, accuracy)
   d. Distinguish fact from opinion, recognizing assumptions and fallacies
   e. Evaluate text in terms of diction, tone, and unity
   f. Analyze literary texts through traditional tools of literary criticism
   g. Identify the ways in which expository pieces and arguments are shaped by and author's social, historical, moral, psychological, and philosophical assumptions
2. Write logical, coherently structured and mechanically sound, thesis based expository and persuasive essays which demonstrate appropriate use of primary and secondary research materials.
   a. Select topic and adjust it in terms of breadth and complexity
   b. Clearly establish thesis
   c. Demonstrate appropriate use of supporting evidence in terms of accuracy, relevance, and freedom from faulty assumptions and fallacies
   d. Demonstrate ability to refute counter-argument
   e. Write critical analyses of literary works, relating them to current issues
   f. Maintain unity and coherence within and between paragraphs
   g. Maintain college-level prose standards (mechanics)

IV. Course Content

A. Active reading to develop critical thinking skills 24hours
   1. Understanding how readers make sense of text
      a. Locating ambiguities in texts
      b. Identifying unstated premises in texts
      c. Drawing inferences from texts
   2. Evaluating the credibility of sources
      a. Identifying errors or fallacies in reasoning
      b. Distinguishing inductive and deductive reasoning
      c. Recognizing omissions of significant information
      d. Identifying appeals to logic, emotions, and ethics
   3. Evaluating narratives as explanation, argument, and persuasion
      a. Identifying an author's purpose and methods of persuasion
      b. Recognizing the persuasive power of style
      c. Recognizing rhetorical devices, such as satire, irony,

understatement and hyperbole, and paradox

4. Identifying interpretive communities; evaluating a writer's concerns within a historical or cultural context

B. Writing to develop and demonstrate critical thinking skills 24 hours

1. Building arguments both inductively and deductively
   a. Developing clear thesis statements
   b. Locating and using credible/appropriate evidence, including example, facts, statistics, and authority
   c. Providing sufficient evidence
   d. Organizing ideas clearly
   e. Providing transitions
2. Understanding and using sources
   a. Documenting sources
   b. Developing paraphrases and summaries
   c. Synthesizing printed material from a variety of sources
3. Appealing to an audience's logic, emotions, and ethics
   a. Avoiding logical fallacies
   b. Developing arguments that anticipate and diffuse objections
   c. Recognizing the importance of appropriate tone and style
   d. Using rhetorical devices, such as satire, irony, understatement and hyperbole, and paradox to persuade
4. Enhancing credibility through correct usage and grammar

V. Methods of Presentation

The following instructional methodologies may be used in the course:

1. lectures, directed class discussions, small-group discussions, peer group writing workshops, individual conferences, small-group conferences, and student presentations
2. writing, both in and out of class, will be an integral part of the course

VI. Assignments and Methods of Evaluation

Students will write a minimum of 8,000 words, in at least five essays, one of which should be a researched and documented paper. The papers will require students to apply the critical thinking/analytic skills that have been introduced in the course to topics pertinent to their reading assignments.

Individual instructors will require combinations of the following

1. essays of analysis, evaluation, argumentation
2. documented research paper that incorporates the principles of logic, analysis, and argument taught in the course

3. essay exams
4. reading journal
5. oral presentations
6. class discussion and participation

VII. Textbooks

Arp, Perrine's Introduction to Literature: Structure, Sound, and Sense, 10th edition, 1413033083, Wadsworth, 2008
Charters, Literaure & Its Writers , 2nd edition, 0312445741 , Bedford, 2006
Hacker, A Writer's Reference, 6th edition, 0312593325, Bedford, 2009
Hacker, Rules For Writers APA Update, 6th edition, 0312593392, Bedford, 2009
Hall, To Read Literature , 3rd edition, 0030555426, Wardsworth, 1992
Kennedy, Literature, 11th edition, 0205698816, Longman, 2009

VIII. Student Learning Outcomes

Upon successful completion, the student will be able to:

1. critically read and evaluate culturally diverse literary and prose texts which address critical positions and problems. Identify thesis or unifying theme of text and its traditional use of reasoning and logic. Identify and evaluate supporting evidence for relevance and accuracy and evaluate text in terms of diction, tone and unity.
2. demonstrate appropriate application of supporting evidence from primary and secondary sources. Evaluate evidence in terms of accuracy, relevance, and freedom from faulty assumptions.
3. write sophisticated, coherently structured, mechanically sound expository and persuasive essays related to literary works and current issues.