

ENGL M01BH: HONORS LITERATURE: CRITICAL THINKING AND COMPOSITION

Originator

ssims

Co-Contributor(s)
Name(s)

Kenedy, Ryan (rkenedy)

Bradford, Wade (wbradford)

College

Moorpark College

Discipline (CB01A)

ENGL - English

Course Number (CB01B)

M01BH

Course Title (CB02)

Honors Literature: Critical Thinking and Composition

Banner/Short Title

Honors Lit:Critical Think/Comp

Credit Type

Credit

Start Term

Fall 2022

Catalog Course Description

Develops critical thinking and writing skills in close textual analysis of issues and themes in fiction, poetry, and drama as well as in non-fictional literature and literary criticism. Reviews deductive and inductive reasoning, recognition and avoidance of logical fallacies, and relationships between language and meaning while emphasizing detailed critical analysis. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications and enrichment opportunities. Course Credit Limitations: 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 better or "P". Moorpark College Honors Program requires a letter grade.

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)

A - Satisfies English composition req (CSUGE-B A2/A3, IGETC 1A/1B, VCCCD D1, or 4-yr)

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Faculty notes on field trips; include possible destinations or other pertinent information

attendance/visitation at theater, music, art, etc. performances/showings directly related to a course assignment.

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

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 M01A or ENGL M01AH

Entrance Skills**Entrance Skills**

ENGL M01A or ENGL M01AH

Prerequisite Course Objectives

ENGL M01A-compose several expository papers from 2 to 10 pages long, totalling 8,000 words, employing such skills as: --use of the stages of the writing process: generating ideas, drafting, revising, and editing. --awareness of audience and purpose. --clear statement of thesis, focus, or controlling idea. --logical organization. --development of ideas, including appropriate rhetorical strategies, paragraph construction, effective transitions, and convincing support. --control of diction. --adherence to the conventions of Standard Written English.

ENGL M01A-compose timed essay examinations with clear thesis, logical organization, convincing arguments, and specific supporting detail.

ENGL M01A-organize and compose a 7-10-page research paper incorporating and accurately documenting a variety of appropriate source materials.

ENGL M01A-analyze a variety of essays and at least one book-length work.

ENGL M01A-demonstrate critical thinking skills in oral and written discussion of assigned readings.

ENGL M01A-identify and assess the main idea of essays and write clear, relevant responses in informal journal entries and formal essays.

Requisite Justification

Requisite Type

Prerequisite

Requisite

ENGL M01A OR ENGL M01AH

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Required by 4 year institution

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | identify elements of literature in a specific work (character, setting, theme, plot, etc.) and explain their significance to the work. |
| 2 | demonstrate advanced critical reading, writing, thinking, and research skills through interpretation, analysis, synthesis, and evaluation of a variety of material encompassing varying viewpoints. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|----|---|
| 1 | select evidence from a text to identify and respond to plot, setting, point of view, characters, tone, style, and theme of a literary work. |
| 2 | demonstrate an understanding of literary elements (such as theme and tone) using appropriate literary terms. |
| 3 | develop and test hypotheses about the relationship of form and content in writing by recognizing the implications of literary forms and language patterns. |
| 4 | explain how fiction, drama, and poetry reflect the author's cultural, moral, gender-based, psychological, and philosophical assumptions. |
| 5 | evaluate various sources to interpret literature and create original arguments. |
| 6 | identify the structure and main points of the literary critical essay. |
| 7 | distinguish between fact and opinion and recognize a critic's individual and cultural perspective and bias. |
| 8 | apply critical thinking concepts and terms to connect evidence to logical conclusions. |
| 9 | distinguish among fact, inference, and judgment in drawing conclusions. |
| 10 | identify rhetorical strategies and recognize formal and informal logical fallacies. |
| 11 | HONORS: compose essays, totaling 6,000 words, that effectively employ writing strategies appropriate to the course. |
| 12 | HONORS: produce a 6-8 page research paper, demonstrating familiarity with research techniques, note-taking, organization, and documentation using current MLA guidelines. |
| 13 | HONORS: arrange and present the results of their semester's work in various forms, such as oral presentations, multimedia formats, written essays, creative interpretations, and Internet postings to the general public. |
| 14 | HONORS: demonstrate independent and creative thought in the successful completion of assigned projects and written work. |
| 15 | HONORS: demonstrate in-depth insight and analysis in their written work, reflecting an advanced understanding of the subject. |

Course Content

Lecture/Course Content

35% Literature:

- Genre: characteristics, conventions, and implications of form in fiction, drama, poetry, and non-fictional literature
- Elements of literature: plot, character, setting, point of view, figurative language (metaphor, image, symbol), tone, etc., and their relationship to theme
- Style: relationship between language and meaning
- Context: cultural, historical, political, social contexts and allusions
- Authorial bias: moral, psychological, gender-based, and philosophical assumptions, perspectives, and biases in works from various times and cultures
- Response: appreciation and evaluation of a work in relation to its own and the student's context
- Comparison of several works of the same author or thematically similar works of several authors

35% Critical Thinking about Literature:

- Refinement and synthesis of critical thinking concepts and skills, such as inductive and deductive reasoning, denotation and connotation, fallacies, varying appeals
- Development of inferences and drawing conclusions based on evidence
- Formation and testing of hypotheses about literary themes
- Avoidance of logical fallacies (e.g., over-generalization, over-simplification [especially stock response], and the either/or fallacy)
- Application of critical thinking concepts to literary analysis and interpretation

15% Composition and Research:

- Review and improvement of principles and practices of composition courses: thesis, organization, development, editing
- Review and improvement of academic prose: correct, effective, concise writing
- Mastery of academic conventions
- Development of original authorial voice
- Literary analysis: formulation of an original, complex, thesis-driven argument focused on one or more literary works and supported by relevant evidence and quotations from the text(s)
- Information literacy: finding, evaluating, and incorporating print, electronic, and multimedia sources, including those sources retrieved from library databases
- Documentation: ethical, accurate documentation using MLA (Modern Language Association) format

15% Literary Criticism:

- Critical approaches to literature: Marxist, feminist/gender, psychoanalytical, reader response, New Historicism, etc.

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
 Group projects
 Individual projects
 Journals
 Objective exams
 Oral analysis/critiques
 Oral presentations
 Quizzes
 Recitations
 Reports/papers
 Research papers
 Written analyses
 Written compositions
 Written creation (poem, screenplay, song)
 Written homework
 Other (specify)
 Classroom Discussion
 Projects
 Reports/Papers/Journals

Other

Assessment of projects and oral presentations

Instructional Methodology

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

Audio-visual presentations
Class activities
Class discussions
Collaborative group work
Computer-aided presentations
Distance Education
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Internet research
Lecture
One-on-one conference
Practica
Readings
Small group activities
Other (specify)

Specify other method of instruction

Collaborative projects: oral presentation of researched material

Describe specific examples of the methods the instructor will use:

Instructor-guided, theory-based interpretation and textual analysis followed by small-group activities analyzing assigned portions of the texts.

Instructor-led comments on assigned readings to share and compare arguments in response to theme-based prompts.

Collaborative group work involving the analysis of themes and social theories in preparation for a seminar.

Representative Course Assignments

Writing Assignments

essays requiring synthesis of two or more literary works.

research papers that follows current MLA guidelines.

reflections on assigned readings.

essays that interpret a literary work from a specific critical perspective, such as Marxist, feminist, historical, biographical, deconstructionist.

HONORS: Essay(s) explaining relations between form and content in appropriate literary examples.

HONORS: Essays requiring synthesis of several literary works.

Critical Thinking Assignments

revise essays for focus, coherence, support, clarity, logic, and style.

formulate written literary-critical arguments.

identify themes of literary works.

locate an author in his or her historical, cultural, and political context.

compose analytical reflections on readings, films, current events, contemporary media, etc.

essays that avoid logical fallacies.

HONORS: Preparation to lead class discussions on a variety of literary topics.

HONORS: Presentation of student work at public forums.

HONORS: Analysis of primary book-length works such as Toni Morrison's *Beloved*.

Reading Assignments

research the historical, biographical, and critical context of a literary work.

read two reviews of the same play (or novel); note the similarities and differences.

HONORS: read two book-length works of literature, including novels, graphic novels, etc.

HONORS: read works of literary criticism from different authors.

Skills Demonstrations

n/a

Other assignments (if applicable)

n/a

Outside Assignments**Representative Outside Assignments**

assigned readings covering the major genres of fiction, poetry, and drama.

attendance at theater, music, artistic performances/showings directly related to a literary work.

cooperative group planning for oral presentations.

HONORS: Preparation of research to lead class discussions on a variety of literary topics.

HONORS: Presentation of student work at public forums.

HONORS: Readings from primary book-length works.

Articulation**C-ID Descriptor Number**

ENGL 110

Status

Approved

Additional C-ID Descriptor(s)**C-ID Descriptor(s)**

ENGL 120

Status

Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Dominguez Hills	ENG 111	Freshman Composition II	3
Cal Poly San Luis Obispo	ENGL/COMS/HNRS 145	Reasoning, Argumentation, and Writing	4
CSU San Marcos	LTWR 115	Critical Reading and Writing	3
CSU Long Beach	ENGL 102	Critical Reading and Writing	3

Comparable Courses within the VCCCD

ENGL M01B - Literature: Critical Thinking and Composition

ENGL R102 - Critical Thinking through Composition and Literature

ENGL V01B - Critical Thinking and Composition Through Literature

ENGL R102H - Honors: Critical Thinking through Composition and Literature

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****C2. Humanities**

Approved

D. Language and Rationality**D2. Communication/Analytical Thinking**

Approved

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F2000

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

A3 Critical Thinking

Approved

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

C2 Humanities: Literature, Philosophy, Languages Other than English

Approved

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

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

UC TCA

UC TCA

Approved

IGETC

Area 1: English Communication

Area 1B: Critical Thinking and Composition

Approved

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 3B: Humanities

Approved

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

DescriptionRuggiero, Vincent. *Beyond Feelings: A Guide to Critical Thinking*. 9th ed., McGraw-Hill, 2011.**Resource Type**

Textbook

DescriptionFoster, Thomas. *How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading between the Lines*. 2nd ed., Harper Perennial, 2014.**Resource Type**

Textbook

DescriptionGwynn, R.S. *Literature: A Pocket Anthology*. 6th ed., Pearson, 2014.**Resource Type**

Textbook

DescriptionMays, Kelly J., ed. *The Norton Introduction to Literature*. 13th Portable ed., Norton, 2019.**Resource Type**

Textbook

DescriptionHacker, Diana, and Nancy Sommers. *A Writer's Reference*. 10th ed., Boston Bedford/St. Martin's, 2020.**Resource Type**

Textbook

DescriptionAbrams, M.H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. 11th ed., Cengage, 2014.**Resource Type**

Textbook

DescriptionBarnet, Sylvan, and William E. Cain. *A Short Guide to Writing about Literature*. 12th ed., Pearson, 2012.**Resource Type**

Other Resource Type

Description

Representative texts for Honors students:

Thematically-based literary anthologies such as:

Roberts, Edgar V. *Writing about Literature*. 13th ed., Pearson, 2011.

Schilb, John, and John Clifford. *Making Literature Matter: An Anthology for Readers and Writers*. 7th ed., Bedford/St. Martin's, 2017.

Abcarian, Richard, Marvin Klotz, and Samuel Cohen. *Literature: The Human Experience Reading and Writing*. 13th ed., Bedford/St. Martin's, 2018.

Thematic Option: an instructor who organizes the course around a theme (e.g., "Conformity and Rebellion") will choose texts that are similarly focused. A typical book list for the above theme might include:

Osborne, John. *Look Back in Anger*. Penguin, 1982.

Kesey, Ken. *One Flew Over the Cuckoo's Nest*. Berkley, 1963.

Milgram, Stanley. *Obedience to Authority: An Experimental View*. Harper, 2009.

Walker, Alice. *The Color Purple*. Penguin, 2019.

Atwood, Margaret. *The Handmaid's Tale*. Vintage, 1996.

Morrison, Toni. *Beloved*. Vintage, 2004.

Lewis, Sinclair. *Babbitt*. Bantam, 1998.

Twain, Mark. *The Adventures of Huckleberry Finn*. Signet, 2008.

Thoreau, Henry David. *Walden and Civil Disobedience*. Signet Classics, 2012.

Non-thematic Option: Even when the instructor does not choose the thematic option, book-length texts will still be a staple of the Engl M01BH course materials.

Resource Type

Textbook

Description

Rivkin, Julie, and Michel Ryan, eds. *Literary Theory: An Anthology*. 3rd ed., Wiley, 2017.

Library Resources

Assignments requiring library resources

Reading of literary works, literary critical essays, and biographical information. Research, using the Library's print and online resources, in order to write a research paper on a literary topic. Introduction to the Library's specialized online literary databases and reference sources strong in literary criticism.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Research and write a paper on a topic such as how is Thoreau's *Walden* an expression of the Transcendentalist world-view or vision? Use published critical sources to back up your ideas.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (1%–50% online)

Hybrid (51%–99% 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
Face to Face (by student request; cannot be required)	Student will have partial course time that is face to face.
Asynchronous Dialog (e.g., discussion board)	Discussions will address issues of theme, plot, symbolism, etc. in various works of literature.
Synchronous Dialog (e.g., online chat)	Synchronous interaction will allow use of the Socratic Method in discussing literature.
Other DE (e.g., recorded lectures)	Recorded lectures will highlight key elements of literature.
E-mail	Individual interaction between student and instructor.
Video Conferencing	Instructor will hold regularly-scheduled online office hours. Part of the course may be offered in online face-to-face meetings, which will be recorded and posted.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Face to Face (by student request; cannot be required)	Student will have partial course time that is face to face.
Asynchronous Dialog (e.g., discussion board)	Post student writing in online discussion forum and reply to the work of peers.
Synchronous Dialog (e.g., online chat)	Synchronous interaction will allow use of the Socratic Method in discussing literature.
Other DE (e.g., recorded lectures)	Recorded lectures will highlight key elements of literature.
E-mail	Individual interaction between student and instructor.
Video Conferencing	Instructor will hold regularly-scheduled online office hours. Part of the course may be offered in online face-to-face meetings, which will be recorded and posted.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Post student writing in an online workshop. Students critique the writing.
Synchronous Dialog (e.g., online chat)	Synchronous interaction will allow use of the Socratic Method in discussing literature.
Other DE (e.g., recorded lectures)	Recorded lectures will highlight key elements of literature.
E-mail	Individual interaction between student and instructor.
Video Conferencing	Instructor will hold regularly-scheduled online office hours. Part of the course may be offered in online face-to-face meetings, which will be recorded and posted.

Examinations

Hybrid (1%–50% online) Modality

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

ENGLISH

Review and Approval Dates

Department Chair

02/28/22

Dean

03/06/22

Technical Review

03/17/2022

Curriculum Committee

04/05/2022

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000553620

DOE/accreditation approval date

MM/DD/YYYY