

Glendale College  
**Course Outline of Record Report**

Course ID 002004  
 Revision - November 2025

## ENGLC1002H : Introduction to Literature - Honors

### General Information

Author:	<ul style="list-style-type: none"> <li>Heather Ramos</li> </ul>
Attachments:	ENGLC1002H_Part 2.docx ENGLC1002H_ENGL102H.pdf
Course Code (CB01) :	ENGLC1002H
Course Title (CB02) :	Introduction to Literature - Honors
Department:	ENGL
Proposal Start:	Fall 2026
TOP Code (CB03) :	(1501.00) English
CIP Code:	(23.0101) English Language and Literature, General.
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000391834
Curriculum Committee Approval Date:	11/12/2025
Board of Trustees Approval Date:	01/13/2026
Last Cyclical Review Date:	04/10/2024
Course Description and Course Note:	<p>In this course, students are introduced to works by diverse authors and major literary genres, developing close reading and analytical writing skills. Students also develop appreciation for and critical understanding of the cultural, historical, and aesthetic qualities of literature. This is an honors course. Students refine critical thinking skills by identifying relevant textual evidence, building analytical and logical arguments about literary texts, and avoiding logical fallacies in critical assessments of literature. Students also practice academic research, apply revision strategies to refine their work, and complete a fully documented research paper. The Honors course may be enhanced in one or more of the following ways: 1. enriched reading opportunities, including conceptual and scholarly sources, 2. enriched critical thinking opportunities such as oral presentation of research, experiential learning, metacognitive reflection, and service learning. Note: This course was previously ENGL 102H.</p>
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none"> <li>Credit</li> </ul>
Mode of Delivery:	<ul style="list-style-type: none"> <li>In-Person</li> <li>Remote</li> <li>Hybrid</li> <li>Online</li> </ul>
Author:	No value
Course Family:	No value

### Academic Senate Discipline

Primary Discipline: 

- English

Alternate Discipline: No value

Alternate Discipline: No value

### Course Development

<b>Basic Skill Status (CB08)</b> Course is not a basic skills course. <input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	<b>Course Special Class Status (CB13)</b> Course is not a special class.  <b>Pre-Collegiate Level (CB21)</b> Not applicable.	<b>Grading Basis</b> <ul style="list-style-type: none"><li>Grade with Pass / No-Pass Option</li></ul> <b>Course Support Course Status (CB26)</b> Course is not a support course
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### General Education and C-ID

**General Education Status (CB25)**  
GE Status A2, A3, 1A, 1B

<b>Transferability</b> Transferable to both UC and CSU	<b>Transferability Status</b> Approved
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Cal-GETC	Area	Status	Approval Date	Comparable Course
Area 1B: Critical Thinking and Composition	Critical Thinking and Composition	Approved	09/02/2025	No Comparable Course defined.

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GCC General Education Requirements	Area	Status	Approval Date	Comparable Course
Area 1B: Oral Communication and Critical Thinking	Oral Communication and Critical Thinking	Approved	09/02/2025	No Comparable Course defined.

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C-ID	Area	Status	Approval Date	Comparable Course
ENGL	English	Approved	08/30/2021	ENGL 120 - Introduction to Literature

### Units and Hours

#### Summary

<b>Minimum Credit Units (CB07)</b>	3
<b>Maximum Credit Units (CB06)</b>	3
<b>Total Course In-Class (Contact) Hours</b>	54
<b>Total Course Out-of-Class Hours</b>	108
<b>Total Student Learning Hours</b>	162

### Credit / Non-Credit Options

**Course Type (CB04)**

Credit - Degree Applicable

**Noncredit Course Category (CB22)**

Credit Course.

**Noncredit Special Characteristics**

No Value

**Course Classification Code (CB11)**

Credit Course.

Variable Credit Course

**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education Status (CB10)

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

### Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	54
Laboratory	0
Studio	0
<b>Total</b>	54
<b>Course Out-of-Class Hours</b>	
Lecture	108
Laboratory	0
Studio	0
<b>Total</b>	108

### Time Commitment Notes for Students

No value

### Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

### Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation

**Prerequisite**

Successful completion of college-level composition (ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100) or equivalent.

### Entry Standards

Entry Standards	Description
No value	No value

### Course Limitations

Cross Listed or Equivalent Course	Description
ENGL 102H (previous course)	Equivalent course
ENGLC1002 Introduction to Literature	Equivalent course

### Requisite Validation

#### Upload Statistical Validation and/or other documents (if necessary)

No Value

### Specifications

#### Methods of Instruction

Methods of Instruction	Lecture
Methods of Instruction	Discussion
Methods of Instruction	Multimedia
Methods of Instruction	Collaborative Learning
Methods of Instruction	Demonstrations
Methods of Instruction	Guest Speakers
Methods of Instruction	Presentations

#### Out of Class Assignments

- Essays of literary analysis (e.g. compare the use of a literary device in two poems, choose two characters from a novel or a play and apply their speeches and actions to any of the items on the list "some qualities of critical thinkers," choose one to two quotes and analyze the language and literary tools used)
- Argumentative research essay supported by secondary sources (e.g. a thesis-driven essay about a literary text that creates an argument using a critical literary theory like gender criticism or postcolonial criticism, a thesis-driven essay that argues how a literary text connects to a current social justice issue)
- Documented research portfolio consisting of multiple drafts reviewed by instructor and peers that includes close reading of primary and secondary sources and that incorporates the principles of critical writing and reading taught in the course (e.g. character study, specific

- attention to previous literary criticism, apply different theoretical approaches to a text)
- Informal writing assignments such as an "I search" essay or coversheet paired with a more formal research essay describing a student's research journey and inquiry-driven research and writing process
- Reading journals (e.g. find an example of literary criticism and apply it to the short story, identify patterns in your past reading journal analyses)
- Preparation for oral presentations and group projects (create a discussion handout, create a meme for a theme in the class readings)
- Annotated bibliography
- Field work (attend a performance of a play, attend an author reading)
- Honors enhancement: select a writer from a marginalized background not studied in the class to research. Prepare a 10-minute presentation about the research with visual examples that critically examines the writer's background, style, and connections to course themes and topics
- Honors enhancement: analyze a poem or other literary work vis-à-vis a work in another medium (live play, film, television or series episode, game)
- Honors enhancement: present a major assignment at a research conference or symposium

Methods of Evaluation	Description of Activity/Interaction
Other	<p>Methods of evaluation used to observe or measure students' achievement of course outcomes are at the discretion of local faculty.</p> <p>Formal writing, including essays.</p> <p>Informal writing (examples include journals, discussions, annotations, reader responses, in-class writing, and responses to questions).</p> <p>Minimum 5,000 words of writing which may include a combination of drafts, written peer response, and other forms of writing.</p> <p>Other evaluation methods may include assignments such as quizzes, projects, presentations, and portfolios.</p>
Project/Portfolio	Class discussions, group work, partner exercises, or other collaborative exercises.
Exam/Quiz/Test	Midterm or final examinations.
In-Class Writing Assignment	Peer review or instructor critique of essay drafts and revisions.
Presentation (group or individual)	Oral presentations or debates.

**Textbook Rationale**

Note: Multiple texts may be necessary to fulfill the purposes of this course. Any individual text listed below may not stand alone as sufficient. Text selection should include a diverse set of authorial voices that may include a range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds. Open Educational Resources (OER) may be used in place of any type of text.

The texts by Barnet, Sylvan, et al., DiYanni, Robert, and Harmon, William, and C. Hugh Holman contain canonical texts and remain valuable for literary studies. The OER text by Ringo, Heather, and Athena Kashyap continues to be updated.

**Textbooks**

Author	Title	Publisher	Date	ISBN
Mays, Kelly	The Norton Introduction to Literature (15th Edition)	W.W. Norton	2024	9781324085898
Meyer, Michael	The Bedford Introduction to Literature: Reading, Writing, Thinking	Bedford/St. Martin's	2024	9781319331825
Barnet, Sylvan, et al.	An Introduction to Literature	Longman	2011	9780205633098
DiYanni, Robert	Literature: Approaches to Fiction, Poetry, and Drama	McGraw-Hill	2008	9780073124452

Gardner, Janet E.	Writing About Literature: A Portable Guide (6th Edition)	Bedford/St. Martins (also available with MLA insert)	2025	9781319474072
Harmon, William, and C. Hugh Holman	A Handbook to Literature (11th Edition)	Prentice Hall	2008	9780136014393
Hacker, Diana	A Writer's Reference	Bedford/St. Martin's	2021	9781319332884
Acheson, Katherine O.	Writing Essays About Literature	Broadview Press	2021	9781554815517

**Other Instructional Materials (i.e. OER, handouts)**

<b>Description</b>	Writing and Literature: Composition as Inquiry, Learning, Thinking, and Communication
<b>Author</b>	Bennett, Tanya Long
<b>Citation</b>	Bennett, Tanya Long, "Writing and Literature: Composition as Inquiry, Learning, Thinking, and Communication" (2018). English Open Textbooks. 15. <a href="https://oer.galileo.usg.edu/english-textbooks/15">https://oer.galileo.usg.edu/english-textbooks/15</a>
<b>Online Resource(s)</b>	
<b>Description</b>	Writing and Critical Thinking Through Literature (Ringo and Kashyap)
<b>Author</b>	Ringo, Heather, and Athena Kashyap
<b>Citation</b>	Ringo, Heather, and Athena Kashyap. "Writing and Critical Thinking through Literature (Ringo and Kashyap)." Humanities LibreTexts, <a href="https://human.libretexts.org/Bookshelves/Literature_and_Literacy/Writing_and_Critical_Thinking_Through_Literature_(Ringo_and_Kashyap)">human.libretexts.org/Bookshelves/Literature_and_Literacy/Writing_and_Critical_Thinking_Through_Literature_(Ringo_and_Kashyap)</a>
<b>Online Resource(s)</b>	No value

**Learning Outcomes**

**Course Objectives**

Interpret and analyze a variety of diverse texts.

Identify key elements of major literary genres (including poetry, drama, fiction) in order to analyze and interpret texts.

Define common literary terms and apply them to the analysis of specific texts.

Compose formal written analyses of texts by diverse authors that demonstrate appropriate academic discourse and the conventions of literary analysis.

Integrate research, including primary and secondary sources, applying documentation skills responsibly and effectively.

Analyze literary texts through diverse literary critical approaches and develop claims about those texts.

Employ logical methods such as inductive and deductive reasoning, causation, supporting claims with reasons and textual evidence, and engaging with diverse perspectives.

Examine how literature is shaped by an author’s sociocultural, historical, psychological, and philosophical contexts.

Analyze literary texts by critically reflecting on the genre conventions, intended audience, and purpose.

Identify, evaluate, and integrate textual evidence for relevance and accuracy.

Develop critical self-awareness as readers and thinkers by reflecting on one’s own analytical processes and personal connections to literary texts.

Write critical analyses of literary texts in the student-writer’s authentic voice, possibly investigating their connections to current issues.

**SLOs**

**Evaluate culturally diverse literary texts.** Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
	Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.
<i>ENGL</i> English AA-T Degree	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>PSYCH</i> Psychology - AA-T	Communicate how genetics and environmental factors interact to affect behaviors. Students will be able to critically analyze research articles.
<i>ENGL</i> English: Creative Writing A.A. Degree Major	analyze and critically read a variety of texts and various forms of media from contemporary literature and the literary canon
<i>ILOs</i> General Education	analyze and synthesize diverse works of writing, art, music, and other cultural forms  apply techniques of analysis and critical thinking to critique real world and theoretical topics and issues

**Select, analyze, and incorporate relevant evidence from primary and secondary sources.** Expected Outcome Performance: 70.0

<i>ENGL</i> English AA-T Degree	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>PSYCH</i> Psychology - AA-T	Communicate how genetics and environmental factors interact to affect behaviors. Students will be able to critically analyze research articles.
<i>ILOs</i> Core ILOs	Recognize an information need and develop a research question or topic; strategically explore information in context using library and other resources; investigate the authority of information sources and the credibility of claims; locate, evaluate, and use information to create new knowledge in an ethical and legal manner.
<i>ILOs</i> General Education	analyze and synthesize diverse works of writing, art, music, and other cultural forms  apply techniques of analysis and critical thinking to critique real world and theoretical topics and issues  communicate clearly and logically in writing, speech, and other media as appropriate
<i>ENGL</i> English: Creative Writing A.A. Degree Major	develop analytical and creative writing that demonstrates an understanding of literary concepts, genre, and ethical use of sources

Write coherent, analytical and research-driven essays related to literary texts.

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
	Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.
<i>ENGL</i> English AA-T Degree	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>PSYCH</i> Psychology - AA-T	Communicate how genetics and environmental factors interact to affect behaviors. Students will be able to critically analyze research articles.
<i>ILOs</i> General Education	apply examples of theories and criticism associated with a field of study
	communicate clearly and logically in writing, speech, and other media as appropriate
<i>ENGL</i> English: Creative Writing A.A. Degree Major	develop analytical and creative writing that demonstrates an understanding of literary concepts, genre, and ethical use of sources
	produce work that is organized and written in a style suited for its purpose and audience

## Additional SLO Information

**Does this proposal include revisions that might improve student attainment of course learning outcomes?**

No

**Is this proposal submitted in response to learning outcomes assessment data?**

No

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

No Value

**SLO Evidence**

No Value

## Course Content

Lecture Content

### Part 1: Required Topics

**A minimum of 3 literary genres, including poetry, drama, and short fiction from diverse authors representing a wide range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds. Other genres may include but are not limited to the novel, creative nonfiction, and essays.**

**Literary terminology, devices, and critical approaches.**

**Active and critical reading strategies.**

**Writing and thinking critically about literature, including literary analysis.**

**Minimum 5,000 words of writing which may include a combination of drafts, written peer response, and other forms of writing.**

### Part 2: Additional Topics

**Examine the author's craft**

- Identify an author's purpose, central questions, themes, and characters and how readers may interpret a text differently.
- Evaluate how genre and stylistic choices impact the intended audience.
- Define and analyze examples of rhetorical devices, such as satire, irony, understatement, and hyperbole within texts.
- Recognize literary terminology and devices, such as metaphor, simile, allusion, paradox, and blank verse.

**Develop analytical approaches to a text**

- Evaluate a writer's concerns within a historical, social, or cultural context.
- Respond to texts with attention to their historical context and intended audience.
- Locate ambiguities and contradictions in texts.
- Reason inductively and deductively when analyzing literary texts.
- Reflect on one's own analytical processes, interpretative strategies, and personal connections to literary texts.

**Writing as a tool to think critically about literature**

- Build arguments grounded in sufficient textual evidence to analyze, criticize, and generate complex ideas while avoiding logical fallacies.
- Develop clear and informed thesis statements.
- Organize ideas logically.
- Provide transitions within and between ideas.
- Use relevant quotations, paraphrases, and summary with in-text citations.
- Cultivate and appreciate an authentic voice.
- Develop strategies for revision.
- Make connections between literature and lived experiences.
- Use literary criticism, biography, and other primary and secondary sources, distinguishing between fact and belief/opinion.
- Evaluate sources with respect to relevance, reliability, appropriateness, and assumption or bias.

**Additional Information****Repeatability**

Not Repeatable

**Justification (if repeatable was chosen above)**

No Value

**Is it possible this course will have a material fee?**

No

**I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liaisons>):**

Yes

**What term(s) will this course be offered?**

Fall/Winter/Spring/Summer

**Will any additional resources be needed for this course? (Click all that apply)**

- No

**If additional resources are needed, add a brief description and cost in the box provided.**

No Value