

# ENGL C101: CRITICAL REASONING, READING, AND WRITING THROUGH LITERATURE

Item	Value
Curriculum Committee Approval Date	12/09/2011
Top Code	150100 - English
Units	4 Total Units
Hours	72 Total Hours (Lecture Hours 72)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Standard Letter (S)
Local General Education (GE)	<ul style="list-style-type: none"> <li>CL Option 1 English Competency (CA2)</li> <li>CL Option 1 Arts and Humanities (CC2)</li> </ul>
California General Education Transfer Curriculum (Cal-GETC)	<ul style="list-style-type: none"> <li>Cal-GETC 1B Critical Thinking (1B)</li> </ul>
Intersegmental General Education Transfer Curriculum (IGETC)	<ul style="list-style-type: none"> <li>IGETC 1B Critical Thinking (1B)</li> </ul>
California State University General Education Breadth (CSU GE-Breadth)	<ul style="list-style-type: none"> <li>CSU A2 Written Communications (A2)</li> </ul>

## Course Description

Formerly: ENGL C111. This course offers instruction in analytical, critical, and argumentative writing, critical thinking, research strategies, information literacy, and proper documentation through the study of literary works from major genres, while developing students' close reading skills and promoting an appreciation for the aesthetic qualities of literature. PREREQUISITE: ENGL C1000. Transfer Credit: CSU; UC. C-ID: ENGL 110. C-ID: ENGL 110.

## Course Level Student Learning Outcome(s)

1. Evaluate, analyze, and critique works of fiction, poetry, and drama in essays.
2. Identify, analyze, and compare literary elements such as plot, character, theme, imagery, dialogue, setting, symbolism, line, meter, and rhythm in literary works.
3. Evaluate the major literary genres (both fiction and related non-fiction) through comparison, analysis, and interpretation.

## Course Objectives

- 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.
- 10. Compose a minimum of 6,000 words of formal, structured, academic writing.

## Lecture Content

Develop writing and reading skills for logical reasoning and argumentation Employ critical reading strategies for non-literary texts Rereading for the argument Identifying premises and conclusions Identifying unstated premises Identifying inductive and deductive arguments Evaluating authority Recognizing denotation and connotation Evaluating diction, style, and tone Recognizing the relationship between language and logic Identifying rhetorical devices and figurative language Employ critical reading strategies for literary texts Identify details in support of explicit and implicit themes Inductively develop a hypothesis about literary texts by recognizing and comprehending patterns, themes and structures Identify paradoxes and ambiguities in literary texts and include them in developing hypotheses Suspend judgments for a length of time sufficient to draw reasonable conclusions about literary texts Evaluate the quality of evidence in support of explicit or implicit themes in literary texts Evaluate different hypotheses about texts Identify the underlying assumptions and values – such as psychological, sociological, historical, and philosophical assumptions – made by a text's narrators and/or characters Identify logical fallacies Identify symbolic, ironic, figurative, connotative and denotative language, as well as literary tropes and conventions specific to the different genres and author Employing critical writing strategies Generating, evaluating, and synthesizing ideas for critical and argumentative writing Advocating for a claim with a clear thesis statement of one's argument Formulating and developing an argument Determining audience and purpose Constructing sound arguments Choosing deductive and inductive reasoning patterns Evaluating evidence Supplying sufficient support for an argument Using outside sources effectively while avoiding plagiarism Developing an appropriate style, tone, and diction Following Standard English grammar, syntax, punctuation, and word usage Genres: at minimum, poetry, dramatic writing, and fiction (novel and short story) Literary terminology, devices, and critical approaches Active and critical reading strategies Writing critically about literature In response to literary works, students will almost always be able to do the following in essays: Organize

ideas to develop a specific thesis with a clear purpose – such as to argue, analyze, or define Support a thesis in discussion paragraphs Maintain unity and coherence, while developing adequate content in paragraphs Effectively arrange paragraphs and link them with transitional devices Accurately summarize and paraphrase readings Integrate quotations that advance the discussion Employ, when appropriate, rhetorical modes – such as illustration, comparison and contrast, cause and effect, classification – to support a thesis Analyze and synthesize information embodied in texts from a variety of literary genres Skillfully employ expressive, expository, and argument strategies to support a thesis Skillfully use a variety of argument strategies, such as the following: arranging evidence from abstract to concrete and specific to general and using concession, one-sided argumentation, and multi-sided argumentation Recognize and correct logical fallacies Research Skills Incorporate information from multiple texts to support, contrast, or clarify a thesis or claim Use sources appropriately and accurately, according to MLA or APA standards Introduce and appropriately quote, summarize, and paraphrase material from sources Evaluate the quality and relevance of published texts Minimum 6,000 words of formal writing

## Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)
- Video one-way (ITV, video) (63)

## Instructional Techniques

Instructor utilizes lectures, class discussion, workshops, small groups, telecourse instruction, or one-on-one consultations. Instructor may require students to submit compositions to external sites such as Turnitin. Instructor employs audio and video technology to appeal to different learning types. Instructor assigns homework.

## Reading Assignments

Students will read a variety of genres and modes. Examples include fiction texts, novels, novellas, short stories, poetry, selections from a course reader, and other works of merit.

## Writing Assignments

Types of Assignments: In-class and out-of-class essays clearly stating a purpose or argument and supporting it with logical and sound exemplification Revision of essays to improve persuasiveness based on precise use of examples and explanation of analysis Revision of written arguments to demonstrate progressive improvement and refinement of writing style, structure, coherence, and emphasis Research-based essays synthesizing and analyzing a variety of texts Formal writing assignments (a combination of longer and shorter length assignments) totaling at least 6,000 words Example Assignment: Compare and contrast the worldviews of two characters chosen from any of the stories "Woman Hollering Creek," "A P," or "Notes of a Native Son." Are these characters aware of their own worldviews. How do these worldviews aid or hinder each character. Before coming up with a thesis, use inductive reasoning. Then, use carefully-chosen examples from the short stories to support that thesis.

## Out-of-class Assignments

Types of Assignments: Students may research literary criticism and integrate it into their writing Library research Research on critical arguments Option to attend plays, poetry readings, and other appropriate performances. Example Assignment: In preparation for an argumentative research paper, students will conduct research to identify credible

sources then create an annotated bibliography of no fewer than six sources using current the MLA Style Guide. In each annotation, students will summarize the source, explain how it will be used in their argument, and synthesize the source with at least one other source from the annotated bibliography.

## Demonstration of Critical Thinking

Students demonstrate critical thinking by closely reading and analyzing texts. Students also exhibit critical thinking during class discussions about audience, stance, purpose, persuasive techniques, authorial intent, rhetorical techniques, and other literary elements.

## Required Writing, Problem Solving, Skills Demonstration

Students will write essays and take quizzes and exams (may be free response, multiple-choice, or fill in the blank). Students will research and write findings in MLA and/or APA styles. Students will participate in discussions. Students may give an oral report, debate, present, or participate in other projects, individual or group.

## Eligible Disciplines

English: Masters degree in English, literature, comparative literature, or composition OR bachelors degree in any of the above AND masters degree in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism OR the equivalent. Masters degree required. English: Masters degree in English, literature, comparative literature, or composition OR bachelors degree in any of the above AND masters degree in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism OR the equivalent. Masters degree required.

## Textbooks Resources

1. Required James, M.; Merickel, A.; Lloyd, G.; Perkins, J. Reading Literature and Writing Argument, 6th ed. Longman, 2016 Rationale: selection of diverse content Legacy Textbook Transfer Data: Legacy Text
2. Required Meyer, M. The Bedford Introduction to Literature: Reading, Writing, Thinking, 13th ed. Bedford/St. Martins, 2024 Rationale: - 3. Required Schilb, J.; Clifford, J. Making Arguments about Literature, 1st ed. Bedford/St. Martins, 2004 Rationale: This edition is still in circulation. The literature does not change. Legacy Textbook Transfer Data: Legacy text 4. Required Morgan, M. Strategies for Reading and Arguing About Literature, 1st ed. Pearson, 2006 Rationale: This is the most recent edition. The literature has not changed. Legacy Textbook Transfer Data: Legacy text 5. Required Mays, K. J. The Norton Anthology to Literature, 15 ed. Portable ed. W.W. Norton Company, 2024 6. Required Bausch, R. Cassill, R.V. The Norton Anthology of Short Fiction, 8th ed. W.W. Norton Company, 2015 Rationale: diverse selection of short stories Legacy Textbook Transfer Data: Legacy text 7. Required Ferguson, M. Kendall, T. The Norton Anthology of Poetry, 7th ed. W.W. Norton Company, 2019 Rationale: latest version of text

## Other Resources

1. Coastline Library