Course Outline for English 4
CRITICAL THINKING AND WRITING ABOUT LITERATURE

Catalog Description:

ENGL 4 - Critical Thinking and Writing about Literature 3.00 units
Develops critical thinking, reading, and writing skills as they apply to the analysis of fiction (short stories and novel), poetry and drama.
Prerequisite: ENGL 1A (completed with a grade of "C" or higher) or ENGL 1 (completed with a grade of "C" or higher)

Grading Option: Letter Grade

Discipline:

<table>
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<tr>
<th>Type</th>
<th>Min Units</th>
<th>Inside of Class Hours</th>
<th>Outside of Class Hours</th>
</tr>
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<tr>
<td>Lecture</td>
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<td>54.00</td>
<td>108.00</td>
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<tr>
<td>Laboratory</td>
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<tr>
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<tr>
<td>Total</td>
<td>3.00</td>
<td>54.00</td>
<td>108.00</td>
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Prerequisite Skills:

Before entry into this course, the student should be able to:

1. demonstrate in class discussion and compositions competence in
   a. reading, summarizing accurately, synthesizing and critically analyzing works from a range of academic contexts and cultural backgrounds;
   b. analyzing and comparing essays, book-length works and/or other media for structure, purpose, audience, and effectiveness of argument;
   c. seeing how ideas under discussion are related and how they relate to the student's own experience.
2. write compositions demonstrating college-level standards of academic prose by
   a. defining a line of inquiry;
   b. developing a focused thesis or proposition;
   c. selecting relevant evidence and presenting it in a persuasive manner;
   d. anticipating the needs and assumptions of an intended audience;
   e. organizing the essay in the interests of purpose, coherence and clarity;
   f. separating fact from inference and judgment;
   g. identifying assumptions;
   h. using inductive and deductive reasoning;
   i. recognizing and clarifying viewpoints;
   j. using diction, style and tone appropriate to subject and audience.
3. demonstrate understanding of the purpose of research;
4. gather, evaluate and incorporate information from credible outside sources into his/her writing, and cite those sources appropriately.

Measurable Objectives:

Upon completion of this course, the student should be able to:

1. demonstrate critical thinking skills in class discussion and written essays
   a. analyze the relationship between meaning in literature and language manipulation--including literal and figurative language, connotation, and denotation;
   b. evaluate and analyze the relationship between meaning and the use of sophisticated literary forms and strategies, including parody, satire, etc.;
   c. identify unstated premises and hidden assumptions which arise from the social, historical, moral, cultural, psychological, or aesthetic contexts in which the primary texts and the critical writings which apply to them exist;
   d. evaluate the pattern of reasoning present in a literary argument and related critical evaluation, including induction and deduction;
   e. identify logical fallacies, including appeals to authority, fear, and pity, in the arguments of literary works and criticism and particular literary fallacies, such as evaluating a work purely in terms of aesthetics, emotional effects, etc.;
   f. recognize the similarities and differences between the intentions, biases, assumptions, and arguments of an author and his/her character(s);
   g. distinguish between fact, inference, and judgment, recognizing that many reasonable inferences can be derived from the same facts;
h. draw and justify inferences about a work, the intention of the author or the effect of the text based on the theme, setting, characterization, point of view, symbol, imagery, use of irony, structure, sound, and other elements of literature;

i. evaluate arguments in literary criticism and related nonfiction in terms of fairness, accuracy, completeness, and effectiveness.

2. demonstrate composition skills
   a. explore a line of inquiry and limit the topic appropriately;
   b. establish and state clearly a unifying thesis or proposition;
   c. select examples, details, and other evidence to support or validate the thesis and other generalizations;
   d. use detail, example, and evidence to develop and elaborate upon subtopics;
   e. use principles of inductive and deductive logic to support and develop ideas;
   f. avoid logical fallacies in the presentation of argument;
   g. organize main parts of the essay and define a sequence that contributes to clarity; and
   h. achieve coherence;
   i. use precise diction which communicates unambiguously;
   j. write with a sense of an audience in mind.

3. use appropriate research techniques to produce an acceptable research paper
   a. demonstrate familiarity with appropriate library resources for literary research;
   b. identify and evaluate sources;
   c. formulate a productive research question;
   d. demonstrate understanding of the role of summary, paraphrase, and direct quotation in note-taking;
   e. efficiently gather and record information;
   f. organize information;
   g. integrate source material into the paper;
   h. correctly utilize systems of documentation (MLA) and bibliography;
   i. investigate the legitimate and honest use of research.

Course Content:

1. Instruction focused on critical thinking, reading, and writing
   A. stressing the connection between thinking, reading, and writing, and use each as a reinforcement for the other
   B. reflecting the diversity in subject matter, cultural perspective and gender perspective, national or geographic background, time period, structure and theme
   C. distinguishing between fact and inference
   D. developing logical inferences
   E. avoiding logical fallacies
   F. recognizing denotative and connotative language
   G. evaluating diction
   H. exploring rhetorical uses of elements of literature
   I. responding to aesthetics and style
   J. constructing sound arguments
   K. avoiding fallacies
   L. supplying sufficient support for claims
   M. using outside sources
   N. refuting objections
   O. writing with grace and style

2. Instruction focused on elements of literary analysis
   A. for fiction to include short story and a novel and drama: characterization, plot, conflict, setting, tone, point of view, theme, and use of irony, historical/social/philosophical context
   B. for poetry: word choice, imagery, figurative language, rhythm and meter, structure, symbol, sound devices, irony, historical/social/philosophical context

Methods of Presentation

1. Lecture/Discussion
2. Class Activities
   3. Small group activities—which may include brainstorming, enactment, problem solving, role playing, advocacy, peer evaluation
4. Required writing, problem solving, skills demonstration and/or proficiency, in-class and out-of-class essays clearly stating an argument and supporting the argument with logical and sound exemplification

5. Revision of written arguments to improve effectiveness; Revision of written arguments coupled with instruction to demonstrate progressive improvement of writing style, structure, coherence and emphasis

6. At least five essays (totaling 8,000 words) supporting analytical arguments that identify and comment on literature, both fiction and related non-fiction

7. At least one research paper that posits a logically supported argument and is based on a synthesis and analysis of a variety of primary and secondary sources

Assignments and Methods of Evaluating Student Progress

1. Typical Assignments
   A. Give an oral presentation on an assigned poem, including historical/biographical context, line-by-line explication, analysis of literary elements, and interpretation of major themes.
   B. Write an in-class essay analyzing how literary devices contribute to meaning in two works by the same author or that share a common theme.

2. Methods of Evaluating Student Progress
   A. Clarity and effectiveness of writing and the degree to which it successfully incorporates principles of composition and of logical reasoning taught in the course.
   B. Clarity of understanding of assigned literature and other readings and the degree to which students are successful in using logical reasoning principles to reach conclusions about the works considered
   C. Participation in class presentations and responses
   D. Final Examination

3. Student Learning Outcomes
   Upon the completion of this course, the student should be able to:
   A. Student can organize a paper so that it is unified and coherent.
   B. Student can respond to a topic, demonstrate critical thinking, comprehension and use of text to support ideas.
   C. Student demonstrates sentence-level fluency and control of grammar.

Textbooks (Typical):


**Special Student Materials**

**Abbreviated Class Schedule Description:**

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