COURSE OUTLINE OF RECORD

Number: ENGL G110  
TITLE: Critical Thinking, Reading And Writing Through Literature

ORIGINATOR: Abraham Tarango  
EFF TERM: Fall 2012
FORMERLY KNOWN AS:  
DATE OF OUTLINE/REVIEW: 10-19-2011
CROSS LISTED COURSE:  
TOP NO: 1501.00  
CID: ENGL 110

SEMESTER UNITS: 4.0
HRS LEC: 72.0  
HRS LAB: 0.0  
HRS OTHER: 0.0
CONTACT HRS TOTAL: 72.0
STUDY NON-CONTACT HRS RECOMMENDED: 144.0

CATALOG DESCRIPTION:
This course teaches students to apply critical thinking and research skills in reading, analyzing and writing about literary genres in order to formulate arguments. Students learn to use inductive and deductive reasoning and recognize logical fallacies, rhetorical strategies, and implicit meaning. Recommended for English majors and prospective teachers. UC Credit Limitation: English G110 and English G110H combined—maximum credit, one course.

JUSTIFICATION FOR COURSE:

PREREQUISITES:
- GWC English Placement Level of 90 or higher.
  or
- ENGL G100: Freshman Composition with a minimum grade of C or better
  or
- ENGL G100H SUSPENDFALL18: Freshman Composition, Honors with a minimum grade of C or better
  or
- OCC English Placement Level of 90 or higher.
  or
- ENGL A100: Freshman Composition with a minimum grade of C or better
  or
- CCC English Placement Level of50 or higher.
  or
- ENGL C100: Freshman Composition with a minimum grade of C or better

COREQUISITES:

ADVISORIES:

ASSIGNED DISCIPLINES:
- English

MATERIAL FEE: Yes [ ] No [X] Amount: $0.00
CREDIT STATUS: Noncredit [ ] Credit - Degree Applicable [X] Credit - Not Degree Applicable [ ]
GRADING POLICY: Pass/No Pass [ ] Standard Letter [X] Not Graded [ ] Satisfactory Progress [ ]
OPEN ENTRY/OPEN EXIT: Yes [ ] No [X]
TRANSFER STATUS: CSU Transferable[ ] UC/CSU Transferable[X] Not Transferable[ ]
BASIC SKILLS STATUS: Yes [ ] No [X]  
LEVELS BELOW TRANSFER: Not Applicable
CALIFORNIA CLASSIFICATION CODES: Y - Not Applicable
ENGL G110-Critical Thinking, Reading And Writing Through Literature

NON CREDIT COURSE CATEGORY: Y - Not applicable, Credit Course

OCCUPATIONAL (SAM) CODE: E

REPEATABLE ACCORDING TO STATE GUIDELINES: No [X] Yes [ ] NUMBER REPEATS:

REQUIRED FOR DEGREE OR CERTIFICATE: No [ ] Yes [X]

Associate of Arts: Liberal Arts: Emphasis in Arts and Humanities(Associate in Arts)
Basic Associate Degree Program(Associate in Arts)
Career Ladder Option Associate Degree Program(Associate in Arts)
ENGLISH(Associate in Arts for Transfer)
Elementary Teacher Education(Associate in Arts for Transfer)
Elementary Teacher Education(Associate in Arts for Transfer)
English(Associate in Arts)
Liberal Studies for Elementary Education(Associate in Arts)

GE AND TRANSFER REQUIREMENTS MET:

IGETC Area 1: English Communication
  1B: Critical Thinking-English Composition
CSU GE Area A: Communication in the English Language and Critical Thinking
  A3 - Critical Thinking
CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages
  C2 - Humanities

COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. construct and revise arguments that employ literary terminology, that exemplify analytical control of language, that exhibit no disruptive errors in English grammar, usage, and punctuation, and that are free of formal and informal fallacies.
2. generate critical arguments through the synthesis of material from various sources, including researched secondary sources.
3. identify, evaluate, compare, analyze, and interpret the major literary genres (both fiction and related non-fiction).

COURSE OBJECTIVES:

1. Write five or more essays (6,000 to 8,000 words in total), applying the principles of summary, analysis, synthesis, evaluation, exposition, and argumentation.
2. Read, summarize, interpret, evaluate, and synthesize literary texts from major genres.
3. Describe how literature can be analyzed from particular social, historical, moral, psychological, and philosophical assumptions.
4. Describe how literary criticism reflects specific theoretical assumptions.
5. Write strong arguments by developing an argumentative thesis or claim, offering reliable support, and employing logical reasoning, appropriate organizational patterns, and suitable lines of argument.
6. Incorporate properly-documented research into analytical writing.
7. Write with clarity and precision, demonstrating a mastery of standard English grammar, punctuation, and mechanics.
8. Employ the processes of writing: planning, pre-writing, editing and polishing.

COURSE CONTENT:

LECTURE CONTENT:

A. Writing Skills: In response to literary works, students will be able to accomplish the following in essay of 750 or more words:
   1. Organize ideas to develop a specific thesis with a clear purpose—such as to argue, analyze, or define.
2. Support a thesis in discussion paragraphs with examples and textual evidence.
3. Maintain unity and coherence, while developing adequate content in paragraphs.
4. Arrange paragraphs effectively and link them with transitional devices.
5. Summarize and paraphrase readings accurately using appropriate documentation.
6. Integrate quotations that advance the discussion.
7. Employ, when appropriate, rhetorical modes—such as illustration, comparison and contrast, cause and effect, classification—to support a thesis.
8. Apply common literary terms and devices when analyzing, interpreting, and synthesizing information embodied in course readings.
9. Employ expressive, expository, and argument strategies skillfully to support a thesis.
10. Use a variety of argument strategies skillfully, such as the following: arranging evidence from abstract to concrete, and specific to general, and using concession, one-sided argumentation, and multi-sided argumentation.
11. Interpret literature from various theoretical approaches such as formalist, postcolonial, Marxist, and gender criticism.
12. Recognize and correct logical fallacies.

B. Writing Conventions: In planning, writing, and revising a variety of extended essays, such as expository, argument, analytical, and research essays, students will demonstrate the ability to do the following:
1. Construct sentences that are grammatically correct, syntactically logical, comprehensible, varied, and concise, that show appropriate style, diction, and tone while rarely, if ever, committing
   a. sentence errors, such as comma splice, run-on (fused sentence), fragment, misplaced modifier, faulty agreement, and faulty reference;
   b. incorrect parallel structure;
   c. punctuation mistakes, such as the misuse of comma, semicolon, colon, apostrophe, and quotation marks;
   d. spelling errors, not only when using contractions and homonyms, but also when using common and college-level vocabulary, including critical terminology.
2. Use appropriate diction that is sustained consistently throughout an essay and that demonstrates
   a. the ability to move coherently from abstract to concrete, and from general to specific language;
   b. the accurate use of metaphorical language, such as simile, metaphor, analogy, and the control of connotation and denotation.

C. Reading Skills: When reading, analyzing, and annotating complex, primarily imaginative literature, students will be able to do the following:
1. Read complex literary texts from the different genres including poetry, prose fiction, essay, and drama.
2. Identify key elements of major genres in order to analyze and interpret texts.
3. Identify details in support of explicit and implicit themes.
4. Develop hypotheses inductively by recognizing and comprehending patterns, themes and structures.
5. Identify paradoxes and ambiguities in literary texts and include them in developing hypotheses.
6. Suspend judgments for a length of time sufficient to draw reasonable conclusions about literary texts.
7. Evaluate the quality of evidence in support of explicit or implicit themes in literary texts.
8. Evaluate different hypotheses about texts
9. Identify a text’s premises and underlying assumptions in various psychological, sociological, cultural, historical, philosophical, and aesthetic contexts.
10. Identify literary fallacies, including
    a. the affective fallacy (the error of judging a literary work in terms of its results,
especially emotional effect)
b. the intentional fallacy (the error of judging a work by an author's expressed
tention or ostensible reason in producing it.)

11. Identify symbolic, ironic, figurative, connotative and denotative language.

When reading non-literary texts, including the expository and argumentative essays of fellow class
members, students will be able to do the following:

12. Analyze basic reasoning patterns, distinguishing among
   a. inductive and deductive constructions;
   b. cause and effect;
   c. logos, ethos, and pathos.
14. Distinguish between evidence and conclusions.
15. Evaluate diction, style, and tone.
16. Evaluate arrangement strategies of arguments, according to the following:
   a. stated and unstated assumptions;
   b. denotative and connotative meaning and biased language;
   c. informal and formal logical fallacies and propagandistic devices;
   d. slanted and euphemistic language;
   e. relevant and irrelevant evidence and appeals to authority.
17. Recognize and synthesize related ideas, arguments, and evidence in different texts
    on the same related issues and themes.

D. Research Skills: In planning, writing, and revising expository and argumentative essays, students will
be able to demonstrate the ability to

1. find primary and secondary sources, evaluate the quality and relevance of these
   published texts, and interpret and analyze them.
2. incorporate information from multiple texts to support, contrast, or clarify a thesis or
   claim.
3. introduce and appropriately quote, summarize, and paraphrase material from
   sources.
4. document sources accurately and appropriately according to MLA or APA standards.

METHODS OF INSTRUCTION:

A. Lecture:
B. Independent Study:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:

Reading Assignments

Textbook

Out-of-class Assignments

Library research or casebook.

Writing Assignments

1. In-class and out-of-class essays clearly stating a purpose or argument and supporting it with
   logical and sound exemplification; 2. Revision of essays to improve persuasiveness based on
   precise use of examples and explanation of analysis; 3. Revision of written arguments to
   demonstrate progressive improvement and refinement of writing style, structure, coherence, and
   emphasis; 4. At least five essays (6000-8000 words total); 5. research-based essays synthesesing and
analyzing a variety of texts.

METHODS OF STUDENT EVALUATION:
Midterm Exam
Final Exam
Short Quizzes
Written Assignments
Essay Examinations
Projects (ind/group)
Problem Solving Exercises
Oral Presentations
Skills Demonstration

Demonstration of Critical Thinking:

a. writing persuasive, expository, and argumentative essays (at least five essays totaling 6,000 to 8,000 words); b. using inductive and deductive reasoning; c. avoiding logical fallacies; d. identifying and commenting on the various social, historical, moral, cultural, gender-based, psychological, archetypal, or philosophical assumptions, perspectives, and themes depicted in the literature being analyzed; e. writing at least one research-based argument that synthesizes and evaluates a variety of written perspectives, both fiction and related non-fiction; f. revising weak arguments to logically and persuasively use examples to support a thesis using textual evidence and appropriate examples and to clearly explain the critical analysis; g. revising arguments to progressively improve and refine writing style, structure, coherence, and emphasis to demonstrate analytical control of the language.

Required Writing, Problem Solving, Skills Demonstration:

1. In-class and out-of-class essays clearly stating a purpose or argument and supporting it with logical and sound exemplification; 2. Revision of essays to improve persuasiveness based on precise use of examples and explanation of analysis; 3. Revision of written arguments to demonstrate progressive improvement and refinement of writing style, structure, coherence, and emphasis; 4. At least five essays (6000-8000 words total); 5. research-based essays synthesizing and analyzing a variety of texts.

TEXTS, READINGS, AND RESOURCES:

TextBooks:
2. M.H. Abrams. A Glossary of Literary Terms, ed. Holt, 0

Other:
1. Instructor's handouts

LIBRARY:

Adequate library resources include:

Comments:

Attachments:

Attached Files