



ENGL 123 - Advanced Composition and Critical Thinking About Literature Course Outline

Approval Date: 05/14/2020

Effective Date: 08/14/2020

SECTION A

Unique ID Number CCC000170771

Discipline(s) English

Division Language and Developmental Studies

Subject Area English

Subject Code ENGL

Course Number 123

Course Title Advanced Composition and Critical Thinking About Literature

TOP Code/SAM Code 1501.00 - English Language and Literature, General / E - Non-Occupational

Rationale for adding this course to the curriculum Course Title Change; AB705 adjustments; update books

Units 4

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

Contact Hours

Lecture 72.00

Lab 0.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 144.00

Total Contact Hours 72

Total Student Hours 216

Open Entry/Open Exit No

Maximum Enrollment 25

Grading Option Letter Grade or P/NP

Distance Education Mode of Instruction On-Campus
Hybrid
Entirely Online
Online with Proctored Exams

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description This course develops critical thinking, reading, and writing skills through the study of logical reasoning, the analysis of literary texts and the generation of written arguments. Literature will provide subject matter for approximately 6,000-8,000 words of argumentative essays; however, the course will emphasize the abilities to analyze, criticize and reason inductively and deductively.

Schedule Description

SECTION D

Condition on Enrollment

1a. Prerequisite(s)

- ENGL 120 with a minimum grade of C or better or
- ENGL 120B with a minimum grade of C or better

1b. Corequisite(s): *None*

1c. Recommended: *None*

1d. Limitation on Enrollment: *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

- A. Demonstrate critical reading, writing, and research strategies.
- B. Demonstrate the essentials of academic argumentation.
- C. Demonstrate basic literary theory as it relates to the development of an argument.

2. Course Objectives: Upon completion of this course, the student will be able to:

- A. Demonstrate Critical Thinking and Reading Skills
- B. Read and critically evaluate college-level literary texts, developing the ability to "interrogate" a text by forming the appropriate analytical questions necessary for literary criticism.
- C. Inductively analyze literary texts by observing and describing patterns, themes, symbolic constructs, and plot devices, for example.
- D. Identify and analyze the logical reasoning involved in such literary devices as paradox, irony, ambiguity, foreshadowing.
- E. Identify and analyze figurative language within a text, i.e., specifically, the logical strategies implicit in such devices as metaphor, simile, metonymy, for example.
- F. Observe and critique the logical fallacies, assumptions, and reasoning -- inductive and deductive -- that motivate characters, drive plots, and affect the writer's decisions, e.g., point of view, setting.

- G. Analyze and employ logical and structural methods such as inductive and deductive reasoning, cause and effect, and logos, ethos, and pathos.
- H. Demonstrate Critical Thinking and Writing Skills
- I. Apply the principles of the writing process to generate increasingly sophisticated and complex writing assignments that analyze literary texts.
- J. Evaluate and employ textual evidence to support sound, thesis-driven arguments that avoid logical fallacies and anticipate refutation through concession and recognition of counter-arguments.
- K. Use a variety of critical approaches to literary analysis; e.g., formalistic, reader-response, mythical, historical, psychological, sociological.
- L. Correctly use the most current MLA manuscript format and system of parenthetical citation and documentation to incorporate textual evidence from primary sources and critical evidence from secondary sources.
- M. Conduct substantial revision of progressively more challenging written arguments that employ the techniques of literary criticism; e.g., precis, analysis, explication, interpretation.
- N.

3. Course Content

The Critical Thinking Process -- Reading and Writing

- A. Critical-Reading Strategies
 - a. Reading actively; e.g., previewing, skimming, annotating, summarizing
 - b. Analyzing language; e.g., distinguishing between fact and inference, denotative and connotative meaning, literal and figurative meaning; evaluating levels of diction and tone
 - c. Identifying premises, conclusions, inductive and deductive strategies in texts, and in the reader's own responses
 - d. Analyzing rhetorical devices; e.g., satire, parody, irony, hyperbole
 - e. Analyzing figurative language; e.g., metaphor, simile, personification
- B. Critical-Writing Strategies
 - a. Generating ideas and formulating a written argument that is appropriate in style, tone, and purpose as literary analysis
 - b. Developing and supporting a thesis, using appropriate rhetorical, dialectical, and argumentative strategies
 - c. Developing support for claims, using sound inductive and deductive logic and avoiding logical fallacies
 - d. Demonstrating a judicious sense of textual evidence; selecting, incorporating, and documenting evidence to support claims and analysis
 - e. Revising for style, structure, and substance; revising for refutation, concessions, counter-argument; editing and using current MLA format
 - f. Coordination with campus Success Centers provides supplemental instruction in grammar and essay development for students and introduces them to campus support resources. Five hours of supplemental instruction are recommended
- C. Critical Thinking About Literature
 - a. Reading and analyzing literary texts in several genres, including poetry, dramatic writing, and fiction (novel and short story)
 - b. Reading and analyzing selected texts to explore a theme, writer, or period

- c. Recognizing the context surrounding a text; e.g., multicultural perspective; gender, sex, or lifestyle perspective; historical perspective
- d. Recognizing and applying various critical theories in analyzing texts; e.g., New Critical, Psychoanalytic, Reader-Response, Feminist, Racial and Ethnic, Structuralist, Deconstructionist, Post-Structuralist, and New Historicist
- e. Analyzing the elements of a literary genre; e.g., figurative language, rhetorical devices, setting, plot, point of view, characterization
- f. Responding to literary texts both as a discussant and as a writer of literary analysis; using sufficient and appropriate support for claims
- g. Representative readings include but are not limited to:
 - a. traditional and modern fairy tales: e.g. Perrault's, Grimms', and Chinese versions of "Little Red Riding Hood"; Angela Carter's "The Company of Wolves," Tanith Lee's "Wolfland," Joyce Carol Oates "Where Are You Going, Where Have You Been?" Stephen Sondheim's and James Lapine's *Into the Woods*, poems by Olga Broumas, Ronald Blackwell, Anne Sexton, Roald Dahl
 - b. plays: e.g. Shakespeare's *The Tempest*, Lorraine Hansberry's *A Raisin in the Sun*, Milcha Sanchez-Scott's "The Cuban Swimmer"
 - c. novellas/novels: e.g. Mary Shelley's *Frankenstein*, Franz Kafka's *The Metamorphosis*, Maxine Hong Kingston's *Woman Warrior*
 - d. Short stories: e.g. Margaret Atwood's "Happy Endings," Charlotte Perkins Gilman's "The Yellow Wallpaper," Gabriel Garcia Marquez's "A Very Old Man with Enormous Wings"
 - e. poems: e.g. by Langston Hughes, Lucille Clifton, Li-Young Lee, Philip Levine, W. H. Auden, Linda Hogan.
 - f. creative non fiction and memoirs: e.g. N. Scott Momaday's *The Way to Rainy Mountain*; Maxine Hong-Kingston's *Woman Warrior*
 - g.

4. Methods of Instruction:

Activity:

Critique:

Discussion:

Individualized Instruction: Students are directed to Success Centers for individualized support with specific, identified skill needs.

Lecture:

Projects:

Other: A variety of effective pedagogical practices, including lecture, class discussion, and peer groups

Online Adaptation: Activity, Discussion, Journal, Lecture

4. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Exams/Tests --

Quizzes --

Research Projects --

Papers --

Oral Presentation --

Projects --

Additional assessment information:

At least 70% of the overall course grade will be based on performance on academic essay assignments, which may include timed essay exams.

Critical thinking, reading, and writing skills will be demonstrated in summaries, reading analysis, reading responses, class discussion, oral presentations, argumentative essays, quizzes, exams, and final examinations with both objective and essay components. Each written assignment will be evaluated for critical thinking skills; e.g., analyzing an aspect of a text, avoiding fallacies, and for improvement in specific writing skills, e.g., generating, structuring, revising, and editing a sound written argument.

Letter Grade or P/NP

5. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

Students will read and analyze 50-100 pages of literary texts per week in required anthologies or on reading lists. Students will be required to comprehend, evaluate, and respond to ideas in the texts and related mediums.

For example, summarize the claim of policy that Swift makes in a "Modest Proposal" and the solution he suggests.

For example, read the poem Executive Order 9066. Read the poem utilizing one of your favorite reading strategies; then take another look through the lens of gender studies. What gender-related questions are raised for you? How might those gender-related questions be addressed by using the lens of gender studies as a guide?

B. Writing Assignments

Students will write literary analyses that use logical critical strategies and judiciously chosen textual evidence in thesis-driven arguments. Writing assignments totaling approximately 6,000-8,000 words will include in-class and out-of class essays, essay exams, and revisions, which will be stressed. Assignments will become more complex and critically sophisticated as the course progresses.

For example, write an essay that analyzes the claim Kate Chopin makes in her short story, "The Story of an Hour." Do you agree with her claim? Use the argument structure you studied in class to organize your response.

For example, write an analysis of the poem "The Gift." Analyze the theme, the meaning of the poem, and analyze how that meaning is conveyed.

C. Other Assignments

-Students will be directed to Success Centers that support this course for supplemental instruction in primary Course Objectives as well as in identified, individual learning needs.

For example, take an essay to the Writing Success Center for tutoring on identified structural, grammar, or documentation issues or errors, or submit the essay for online grammar and documentation review.

For example, work through a Writing Center Module on a particular grammar error. After reviewing the materials and example, take the assessment quiz to develop skill proficiency.

6. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: Gardner, J, Diaz, J
Title: Reading and Writing about Literature: A Portable Guide
Publisher: Bedford/St Martin's
Date of Publication: 2016
Edition: 4th

Book #2:

Author: Modern Language Association of America
Title: MLA Handbook
Publisher: Modern Language Association of America
Date of Publication: 2016
Edition: 8th

Book #3:

Author: Morgan, M, Stallings, K., Townsend, J
Title: Strategies for Reading and Arguing About Literature
Publisher: Pearson
Date of Publication: 2007
Edition: 1st

Book #4:

Author: Lynn, Steven
Title: Texts and Contexts: Writing About Literature with Critical Theory
Publisher: Pearson
Date of Publication: 2016
Edition: 7th

Book #5:

Author: Delbanco, N., Cheuse, A.
Title: Literature: Craft and Voice Vol. 1 and 2
Publisher: McGraw Hill
Date of Publication: 2013
Edition: 2nd

Book #6:

Author: Barnet, Sylvan and William Cain
Title: A Short Guide to Writing about Literature
Publisher: Pearson
Date of Publication: 2012
Edition: 12

Book #7:

Author: Clarke, M. B., & A. G. Clarke.

Title: Retellings: A Thematic Literature Anthology (Retellings)(Arnold, Atwood, Browning, Silko, Frost, Chopin, Donne, Cummings, Marvell, and more)

Publisher: McGraw-Hill

Date of
Publication: 2003

Edition: 1st

B. Other required materials/supplies.

- A Custom Reader (open-source)