

ENGL-123: ADVANCED COMPOSITION AND CRITICAL THINKING ABOUT LITERATURE

Is your course a common course numbering course?

No

Effective Term

Fall 2025

CC Approval

02/07/2025

AS Approval

02/13/2025

BOT Approval

02/20/2025

COCI Approval

N/A

SECTION A - Course Data Elements

Send Workflow to Initiator

No

CB04 Credit Status

Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
English (Master's Degree)	

Subject Code

ENGL - English

Course Number

123

Department

English (ENGL)

Division

Language and Developmental Studies (LADS)

Full Course Title

Advanced Composition and Critical Thinking About Literature

Short Title

Adv Comp & Crit Thnk About Lit

CB03 TOP Code

1501.00 - English

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

E - Non-Occupational

Rationale

Updating common course numbering course change.

SECTION B - Course Description

Catalog Course 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.

SECTION C - Conditions on Enrollment

Open Entry/Open Exit

No

Repeatability

Not Repeatable

Grading Options

Letter Grade or Pass/No Pass

Allow Audit

Yes

Requisites

Prerequisite(s)

Completion of ENGL-C1000 or ENGL-120B with a minimum grade of C or appropriate placement.

Requisite Justification

Requisite Description

Course Not in a Sequence

Subject

ENGL

Course #

C1000

Level of Scrutiny

Content Review

Upon entering this course, students should be able to:

1. Read, comprehend and analyze college level texts of varying lengths, styles, and subjects. Be able to identify main ideas and support points as well as consider rhetorical and stylistic strategies used by the writer.
2. Write well formulated narrative, expository and argumentative essays of 1000-1500 words with a clear focus and careful organization. Demonstrate adequate reasoning and a solid use of details or examples to support ideas. Demonstrate proficient sentence mechanics and display syntactic variety.
3. Demonstrate adequate ability to synthesize ideas from multiple texts and other media. Demonstrate competence in research skills, including finding and evaluating secondary sources, performing electronic searches, and using current MLA (or other professional) documentation format.
4. Possess the study and organizational skills necessary to complete reading assignments of a minimum of 25 pages per week, text-based writing assignments of 1000-1500 words (4-6 pages) every three weeks and develop longer (6-10 pages) argumentative research papers.

Requisite Description

Course Not in a Sequence

Subject

ENGL

Course #

120B

Level of Scrutiny

Content Review

Upon entering this course, students should be able to:

1. Read, comprehend and analyze college level texts of varying lengths, styles, and subjects. Be able to identify main ideas and support points as well as consider rhetorical and stylistic strategies used by the writer.
2. Write well formulated narrative, expository and argumentative essays of 1000-1500 words with a clear focus and careful organization. Demonstrate adequate reasoning and a solid use of details or examples to support ideas. Demonstrate proficient sentence mechanics and display syntactic variety.
3. Demonstrate adequate ability to synthesize ideas from multiple texts and other media. Demonstrate competence in research skills, including finding and evaluating secondary sources, performing electronic searches, and using current MLA (or other professional) documentation format.
4. Possess the study and organizational skills necessary to complete reading assignments of a minimum of 25 pages per week, text-based writing assignments of 1000-1500 words (4-6 pages) every three weeks and develop longer (6-10 pages) argumentative research papers.

SECTION D - Course Standards**Is this course variable unit?**

No

Units

4.00

Lecture Hours

72.00

Outside of Class Hours

144

Total Contact Hours

72

Total Student Hours

216

Distance Education Approval**Is this course offered through Distance Education?**

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent
Online with Proctored Exams	Permanent

SECTION E - Course Content

Student Learning Outcomes

Upon satisfactory completion of the course, students will be able to:

1. Demonstrate critical reading, writing, and research strategies.
2. Demonstrate the essentials of academic argumentation.
3. Demonstrate basic literary theory as it relates to the development of an argument.

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Demonstrate Critical Thinking and Reading Skills
2. 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.
3. Inductively analyze literary texts by observing and describing patterns, themes, symbolic constructs, and plot devices, for example.
4. Identify and analyze the logical reasoning involved in such literary devices as paradox, irony, ambiguity, foreshadowing.
5. Identify and analyze figurative language within a text, i.e., specifically, the logical strategies implicit in such devices as metaphor, simile, metonymy, for example.
6. 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.
7. Analyze and employ logical and structural methods such as inductive and deductive reasoning, cause and effect, and logos, ethos, and pathos.
8. Demonstrate Critical Thinking and Writing Skills
9. Apply the principles of the writing process to generate increasingly sophisticated and complex writing assignments that analyze literary texts.
10. Evaluate and employ textual evidence to support sound, thesis-driven arguments that avoid logical fallacies and anticipate refutation through concession and recognition of counterarguments.
11. Use a variety of critical approaches to literary analysis, e.g., formalistic, reader-response, mythical, historical, psychological, sociological.
12. 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.
13. Conduct substantial revision of progressively more challenging written arguments that employ the techniques of literary criticism, e.g., precis, analysis, explication, interpretation.

Course Content

The Critical Thinking Process -- Reading and Writing

1. 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
2. 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
3. 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 life style 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:
 - i. 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
 - ii. plays: e.g. Shakespeare's The Tempest, Lorraine Hansberry's A Raisin in the Sun, Milcha Sanchez-Scott's "The Cuban Swimmer"
 - iii. novellas/novels: e.g. Mary Shelley's Frankenstein, Franz Kafka's The Metamorphosis, Maxine Hong Kingston's Woman Warrior
 - iv. 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"
 - v. poems: e.g. by Langston Hughes, Lucille Clifton, Li-Young Lee, Philip Levine, W. H. Auden, Linda Hogan.
 - vi. creative non fiction and memoirs: e.g. N. Scott Momaday's The Way to Rainy Mountain; Maxine Hong-Kingston's Woman Warrior

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Activity	
Critique	
Discussion	
Individualized Instruction	Students are directed to Success Centers for individualized support with specific, identified skill needs.
Lecture	
Other	Projects
Other	A variety of effective pedagogical practices, including lecture, class discussion, and peer groups.

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
 Chat Rooms
 Discussion Boards
 E-mail Communication
 Telephone Conversations
 Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
 Discussions
 Group Work

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

Types	Examples of classroom assessments
Exams/Tests	
Quizzes	
Projects	Research

Essays/Papers**Oral Presentations****Other**

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.

Assignments**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?

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.

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.

SECTION F - Textbooks and Instructional Materials**Material Type**

Textbook

Author

Gardner, J, Diaz, J

Title

Reading and Writing about Literature: A Portable Guide

Edition/Version

4th

Publisher

Bedford/St Martin's

Year

2016

Material Type

Textbook

Author

Modern Language Association of America

Title

MLA Handbook

Edition/Version

8th

Publisher

Modern Language Association of America

Year

2016

Material Type

Textbook

Author

Morgan, M., Stallings, K., Townsend, J

Title

Strategies for Reading and Arguing About Literature

Edition/Version

1st

Publisher

Pearson

Year

2007

Material Type

Textbook

Author

Lynn, Steven

Title

Texts and Contexts: Writing About Literature with Critical Theory

Edition/Version

7th

Publisher

Pearson

Year

2016

Material Type

Textbook

Author

Delbanco, N., Cheuse, A.

Title

Literature: Craft and Voice Vol.1 and 2

Edition/Version

2nd

Publisher

McGraw Hill

Year

2013

Material Type

Textbook

Author

Barnet, Sylvan and William Cain

Title

A Short Guide to Writing about Literature

Edition/Version

12th

Publisher

Pearson

Year

2012

Material Type

Textbook

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)

Edition/Version

1st

Publisher

McGraw-Hill

Year

2003

Material Type

Other required materials/supplies

Description

A Custom Reader (open source)

Proposed General Education/Transfer Agreement

Do you wish to propose this course for a Local General Education Area?

No

Do you wish to propose this course for a CSU General Education Area?

No

Do you wish to propose this course for a UC Transferable Course Agreement (UC-TCA)?

No

Course Codes (Admin Only)

ASSIST Update

No

CB00 State ID

CCC000170771

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No