

ENGL 0001B - CRITICAL THINKING AND WRITING ABOUT LITERATURE

Catalog Description

Prerequisite: Completion of ENGL 1A with grade of "C" or better
Hours: 54 lecture

Description: Develops critical thinking, reading, and writing skills applicable to the analysis of prose, poetry, drama, and criticism from diverse cultural sources and perspectives. Emphasis on the techniques and principles of effective written argument. 6,500 words of formal writing and some research required. (C-ID ENGL 120) (CSU, UC)

Course Student Learning Outcomes

- CSLO #1: Analyze and evaluate literature.
- CSLO #2: Evaluate and apply research sources, including literary criticism.
- CSLO #3: Construct formal and informal college-level compositions about literature.

Effective Term

Fall 2018

Course Type

Credit - Degree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

1. Students will demonstrate critical thinking skills in discussion and essays, including the ability to:

- Define and analyze relationships between meaning in literature and rhetoric including literal and figurative language connotation, and denotation;
- Analyze significance of literary elements and techniques such as theme, setting, characterization, point of view, symbol, imagery, use of irony, structure, and sound;
- Identify and analyze the intentions, biases, assumptions, and arguments of an author and/or literary text;
- Analyze and evaluate the significance of literary genres, forms, and critical theories in the literary text;
- Identify unstated premises and assumptions arising from social, historical, moral, cultural, psychological, or aesthetic contexts of the literary texts;
- Evaluate patterns of reasoning in both literary arguments and outside critical sources;

G. Evaluate research sources in literary criticism and related non-fiction in terms of fairness, accuracy, completeness and effectiveness;
H. Compose literary analysis in formal academic essays, critiques and responses using appropriate academic citations.

2. In 6,500 words of formal and informal writing, demonstrate composition skills, including the ability to:

- Establish a line of inquiry and limit the topic appropriately;
- Establish and state clearly a unifying thesis, or proposition;
- Select examples, details, and other evidence to support or validate the thesis and other generalizations;
- Employ detail, example, and evidence to develop and elaborate upon subtopics;
- Use conventions and terms of literary analysis appropriately;
- Organize the main parts of an essay and define a sequence that contributes to clarity, coherence, and clear diction with an appropriate audience in mind;
- Identify premises and assumptions arising from social, historical, psychological or aesthetic contexts in the literary texts.

General Education Information

- Approved College Associate Degree GE Applicability
 - AA/AS - Comm & Analyt Thinking
 - AA/AS - Literature & Language
 - AA/AS - Reading Skills
- CSU GE Applicability (Recommended-requires CSU approval)
 - CSUGE - A3 Critical Thinking
 - CSUGE - C2 Humanities
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)
 - IGETC - 1B Crit Think Eng Comp

Articulation Information

- CSU Transferable
- UC Transferable

Methods of Evaluation

- Classroom Discussions
 - Example: In groups of four, students will discuss and explain the rhyme scheme in an assigned poem.
- Essay Examinations
 - Example: Students will write an in-class essay analyzing one literary element in a short story (setting, point of view, tone or style, characterization) and explaining how it works in elucidating the story's theme. Instructor will grade using departmental rubric to communicate strengths and weaknesses of the essay's argument, use of evidence, style/tone, organization, and awareness of audience.
- Objective Examinations
 - Example: In an objective exam, students will identify and differentiate between denotative and connotative language in a poem.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Instructor presents a lecture and organizes small group discussion on the elements of literature, explaining the ways that characterization, setting, point of view, style, and tone affect meaning. Students identify elements in assigned reading and explain how they influence interpretation.
2. Instructor presents an overview of literary theory such as feminism and its basic tenets; Instructor then explains to students how to use feminist theory in analyzing a literary text. In groups, students produce a feminist analysis of the story.

Distance Learning

1. On discussion board, instructor poses question about the significance of the cultural perspectives on the Vietnam war as it relates to setting in "The Things They Carried." In online discussion, students will explain the connections between the social/cultural environment of the Vietnam war era, and the ways in which this environment is utilized via settings to create mood, contribute to theme, provide conflict, etc. in the novel.

Typical Out of Class Assignments

Reading Assignments

1. Read the play, "Ruined" by Lynn Nottage and annotate.
2. Read Tim O'Brien's story, "The Things They Carried" and prepare to discuss study questions.
3. Read Langston Hughes's poem, "Mother to Son" and note the use of imagery. Prepare to discuss.

Writing, Problem Solving or Performance

1. In groups of four, analyze the use of imagery and symbolism as they pertain to your interpretations in "The Things They Carried" and prepare to share with the class.
2. In a 1,500 word essay, compare and contrast the characters of Mama Nadi and Christian in the play "Ruined", explaining how their similarities and differences illustrate the play's conflicts and themes.

Other (Term projects, research papers, portfolios, etc.)

Required Materials

- Literature: An Introduction to Fiction, Poetry, and Drama
 - Author: Kennedy, X. J.
 - Publisher: Pearson Longman
 - Publication Date: 2015
 - Text Edition: 13th
 - Classic Textbook?:
 - OER Link:
 - OER:
- The Norton Introduction to Literature
 - Author: Mays, Kelly J
 - Publisher: W. W. Norton
 - Publication Date: 2016

- Text Edition: 12th
- Classic Textbook?:
- OER Link:
- OER:

- The Bedford Introduction to Literature
 - Author: Meyer, Michael
 - Publisher: Bedford/St. Martins
 - Publication Date: 2013
 - Text Edition: 10th
 - Classic Textbook?:
 - OER Link:
 - OER:
- Literature and Its Authors
 - Author: Charters and Charters
 - Publisher: Bedford/St. Martins
 - Publication Date: 2012
 - Text Edition: 6th
 - Classic Textbook?:
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.