ENGL V01B: CRITICAL THINKING AND COMPOSITION THROUGH LITERATURE

Course Information

College
Ventura College

Discipline (CB01A)
ENGL - English
Course Number (CB01B)
V01B

Course Title (CB02)
Critical Thinking and Composition Through Literature

Credit Type
Credit

Start Term
Fall 2023

Catalog Information

Catalog Course Description
This course introduces representative works from major literary genres and offers instruction in analytical, critical, and argumentative writing, critical thinking, research strategies, information literacy, and proper documentation through the study of literary works. This course develops students' close reading and analytical writing skills and promotes appreciation and critical understanding of the cultural, historical, and aesthetic qualities of literature.

Field Trips

Field trips
May be required

Faculty notes on field trips; include possible destinations or other pertinent information
Optional attendance at readings, plays, and other live presentations.

Grading Methods

Grading method
(L) Letter Graded

Alternate grading methods
(O) Student Option- Letter/Pass
(P) Pass/No Pass Grading

Materials Fee

Does this course require an instructional materials fee?
No

Repeatability

Repeatable for Credit
No

Is this course part of a family?
No

Course Basic Codes

Taxonomy of Programs (TOP) Code (CB03)
1501.00 - English

Course Credit Status (CB04)
D (Credit - Degree Applicable)

Course Transfer Status (CB05)
A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)
N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)
E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)
N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)
Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)
N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)
Y - Not Applicable

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
1 - Program Applicable

General Education Status (CB25)
A - Satisfies English composition req (CSUGE-B A2/A3, IGETC 1A/1B, VCCCD D1, or 4-yr)

Support Course Status (CB26)
N - Course is not a support course

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture Minimum Contact Hours
70
Lecture Maximum Contact Hours
70

Activity Minimum Contact Hours
0

Activity Maximum Contact Hours
0

Laboratory Minimum Contact Hours
0
Laboratory Maximum Contact Hours
0

Total In-Class Contact Hours

Total Minimum Contact Hours
70
Total Maximum Contact Hours
70

Outside-of-Class

Internship/Cooperative Work Experience

Paid
Paid Internship/Cooperative Work Experience Minimum Hours
0
Paid Internship/Cooperative Work Experience Maximum Hours
0

Unpaid
Unpaid Internship/Cooperative Work Experience Minimum Hours
0
Unpaid Internship/Cooperative Work Experience Maximum Hours
0

Total Outside-of-Class Hours

Total Minimum Outside-of-Class Hours
140
Total Maximum Outside-of-Class Hours
140

Total Student Learning

Total Minimum Student Learning Hours
210
Total Maximum Student Learning Hours
210

Units

Minimum Units (CB07)
4
Maximum Units (CB06)
4

Requisites

Prerequisites
ENGL V01A with grade of C or better

Entrance Skills

Entrance Skills

A student who has not acquired the following skills taught in ENGL V01A is highly unlikely to receive a satisfactory grade in ENGL V01B.

Prerequisite Course Objectives

ENGL V01A-Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
ENGL V01A-Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose, including at least one book-length work of significant literature (fiction and/or nonfiction).
ENGL V01A-Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support.
ENGL V01A-Develop varied and flexible strategies for generating, drafting, and revising essays.
ENGL V01A-Analyze stylistic choices in their own writing and the writing of others.
ENGL V01A-Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
ENGL V01A-Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
ENGL V01A-Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Outcomes & Objectives

Student Learning Outcomes (CSLOs)

	Upon satisfactory completion of the course, students will be able to:
1	Write coherent, thesis-driven academic prose related to literature with well-developed paragraphs.
2	Integrate relevant ideas and evidence from credible literary sources using appropriate methods of citations.

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1	Critically read, analyze, compare, and evaluate complex literary texts.
2	Demonstrate understanding of formal and informal fallacies in language and thought.
3	Identify a text's premises and assumptions in various social, historical, cultural, psychological, or aesthetic contexts.
4	Analyze and employ logical and structural methods such as inductive and deductive reasoning, cause and effect, and logos, ethos, and pathos.
5	Compose thesis-driven arguments to suit a variety of rhetorical situations, including interpretation, evaluation, and analysis, supporting them with a variety of appropriate textual evidence and examples, and demonstrating appropriate academic discourse and the conventions of literary analysis.
6	Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written work using appropriate documentation format without plagiarism.
7	Use style, diction, and tone appropriate to the academic community and the purpose of the specific writing task; proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.
8	Identify key elements of major genres in order to analyze and interpret texts.
9	Define common literary terms and apply these to analysis of specific texts.

Course Content

Lecture/Course Content

1. Critical Thinking Strategies (Obj. 1, 2, 3, 4)
    a. Distinguishing between fact and inference
    b. Developing logical inferences
    c. Avoiding logical fallacies
    d. Recognizing denotative and connotative language
    e. Evaluating diction
    f. Exploring rhetorical stances via elements of literature
    g. Responding to aesthetics and style

2. Critical Writing Strategies (Obj. 5, 6, 7)
    a. Writing processes
        i. Prewriting techniques
        ii. Drafting
        iii. Rewriting
    b. Developing a sound thesis/argument
        i. Induction
        ii. Deduction
    c. Avoiding fallacies in argument
    d. Supporting claims
    e. Elements of written style
    f. Locating and evaluating secondary sources
    g. MLA documentation
3. Critical Reading Strategies, Elements of Literature (Obj. 1, 3, 8, 9)
    a. Fiction and drama
        i. Characterization
        ii. Plot stages, conflict
        iii. Setting
        iv. Tone
        v. Narrative point of view
        vi. Theme
        vii. Diction
        viii. Figurative language
        ix. Symbol
        x. Historical and philosophical context
    b. Poetry
        i. Word choice
        ii. Imagery
        iii. Figurative language
        iv. Rhythm and meter
        v. Closed and open forms
            1. Rhyme schemes
            2. Concrete poetry
            3. Free verse
        vi. Symbol
        vii. Sound devices
        viii. Irony
        ix. Historical and philosophical context

Laboratory or Activity Content
N/A - Lecture only.

Instructional Methodology

Specify the methods of instruction that may be employed in this course
AVP
Class activities
Class discussions
Collaborative group work
Computer-aided presentations
DISTANCE EDUCATION
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Internet research
Large group activities
Lecture
One-on-one conference

Readings
Small group activities
Web-based presentations

Describe specific examples of the methods the instructor will use:
- Small Group Presentations: Students collaborate in small groups to plan oral presentations on class readings.
- Popcorn Poetry Reading: All students have a copy of the same poem. One student starts reading it out loud. When they are done reading, someone picks up from the next word.
- Jigsaw Reading and Discussion: Students are divided into pairs or small groups and assigned to read a specific portion of a literary text. Then, each set of students reports back to the class.

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):
Essay exams
Film/video productions
Group projects
Individual projects
Journals
Objective exams
Oral presentations
Portfolios
Quizzes
Reports/papers
Research papers
Written analyses
Creative writing
Written homework

Representative Course Assignments

Writing Assignments
- Reflections on assigned readings such as reading response journals.
- Essays requiring synthesis of two or more literary works while avoiding logical fallacies.
- Critical analysis of a literary text (or texts) that integrates scholarly article(s) using correct MLA documentation.
- Thesis-driven critical essays that interpret a literary work from a specific critical perspective such as New Criticism, Reader Response Criticism, Structuralism, Deconstruction, Psychoanalytic Criticism, Gender Studies and Queer Theory, Ethnic Studies and Postcolonial Criticism, Marxist Criticism, or New Historicism.

Formal writing completed in class and out of class will total a minimum of 5,000 words.

Critical Thinking Assignments
- Revising essays for focus, coherence, support, clarity, logic, and style.
- Formulating written literary-critical arguments.
- Identifying themes of literary works.
- Group projects, such as locating an author in his or her historical, cultural, and political context.
- Cooperative group planning for oral presentations.
- Analytical reflections on readings, films, current events, contemporary media, etc.

Reading Assignments
- Readings on literary elements within the genres of fiction, poetry, and drama.
- Materials related to critical thinking, literary analysis, and logical fallacies.
- Fiction: short stories reflecting diverse cultural perspectives and at least one full-length novel.
- Poetry: a variety of styles, traditions, periods, and cultural perspectives.
- Drama: at least one full-length play, preferably two.
- Film: film adaptations of literary works.
- Scholarly articles and studies related to the literature read in class.

Outside Assignments

Representative Outside Assignments
- Read a novel and prepare reading journal responses to share in class.
- Post and reply in an asynchronous online discussion of readings.
- Research a specific literary work and write a paper that connects the work to a theoretical approach (or examines the influence of the historical or biographical context on the work).

Textbooks, Materials, and Resources

Resource Type
Textbook

Description
Kirszner, L.G. & Mandell, S.R. (2017). COMPACT Literature: Reading, Reacting, Writing, 2016 MLA Update (9th ed.). Cengage Learning. 1337281026

Resource Type
Textbook

Description
Abcarian, R., Klotz, M., & Cohen, S. (2018). *Literature: The Human Experience: Reading and Writing* (13th). Bedford/St. Martin's. 1319105068

Resource Type
Manual

Description
Abrams, M.H. & Harpham, G. (2015). *A Glossary of Literary Terms.* (11th ed.) Cengage Learning. ISBN-13: 978-1285465067

Resource Type
Textbook

Description
Meyer, M. & Miller, D.Q. (2019). *The Compact Bedford Introduction to Literature: Reading, Thinking, and Writing* (12th ed). Bedford/St. Martin's. 131910505X

Resource Type
Textbook

Description
Hacker, Diana, and Nancy Sommers. Sommers (2021). *A Writer's Reference.* (10th ed.). Boston Bedford/St. Martin's. ISBN-13 : 978-1319332884

Library Resources

Assignments requiring library resources
Reading of literary works, literary critical essays, and biographical information. Research, using the Library's print and online resources, in order to write a research paper on a literary topic. Introduction to the Library's specialized online literary databases and reference sources strong in literary criticism.

Sufficient Library Resources exist
Yes

Example of Assignments Requiring Library Resources
Using the library's online database, students will write a research paper incorporating multiple sources, including works of literary criticism.

Faculty Qualifications

Primary Minimum Qualification
ENGLISH

Distance Education Addendum

The purpose of this addendum is to document, for each modality of distance education to be used for this course, and in every section of the course that is offered using those modalities, that:
1. Regular effective/substantive contact is maintained, as mandated in Title 5 § 55204(a), and as defined (for institutional financial aid eligibility purposes) in 34 CFR 602.3 ("Distance education").
2. The methods of instruction are such that they maintain the same standards of course quality as are applied to traditional classroom courses, as mandated in Title 5 § 55202.
3. Instruction and course materials fulfill requirements imposed by the Americans with Disabilities Act (ADA) and section 508 of the Rehabilitation Act of 1973, as mandated in Title 5 § 55200.
The DE questions that follow should be answered with this purpose in mind. Faculty are also encouraged to read the CCCCO publication Distance Education Accessibility Guidelines for Students with Disabilities before adding or changing DE modalities for a course.
Title 5 § 55206 requires separate review and approval of any course in which distance education modalities are used in lieu of face-to-face contact for any portion of the instruction provided. This addendum serves to facilitate the mandated separate review and approval.

Definitions

"Distance Education" means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology (Title 5 § 55200).
"Fully Online" means a course section taught 100% online, using only distance education instructional modalities. There can be no part of a fully online course section (including, but not limited to, orientation, assessment, proctored examinations, or a proctored final) that would require a student to be on campus.
"Web-enhanced" means a course section taught completely on-campus and face-to-face, but with some or all materials (such as the syllabus, assignments, grade book, etc.) posted online. This addendum is not required for a Web-enhanced course, provided that no sections of the course are offered using Hybrid or Fully Online modalities.

Distance Education Modalities

Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.
Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.
Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Other DE (e.g., recorded lectures)	Faculty may use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: o Recorded Lectures, Narrated Slides, Screencasts o Instructor created content o VC Online Library Resources o Canvas Peer Review Tool o Canvas Student Groups (Assignments, Discussions) o 3rd Party (Publisher) Tools (MyOpenMath) o Websites and Blogs o Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week where s/he will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.

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Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week where s/he will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
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Examinations

Hybrid (1%–50% online) Modality

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Articulation

This section will be completed by the Articulation Officer. Please check ASSIST.org for most recent information.

C-ID

C-ID Descriptor Number
ENGL 110
Status
Approved

Additional C-ID Descriptor(s)

C-ID Descriptor(s)	Status
ENGL 120	Approved

Comparable Courses

Within the VCCCD

ENGL M01B - Literature: Critical Thinking and Composition
ENGL M01BH - Honors Literature: Critical Thinking and Composition
ENGL R102 - Critical Thinking through Composition and Literature
ENGL R102H - Honors: Critical Thinking through Composition and Literature

CSUs and UCs

University	Course ID	Course Title	Units
Cal Poly San Luis Obispo	ENGL/COMS/HNRS 145	Reasoning, Argumentation, and Writing	4

CSU Transferability

Course is CSU transferable
Yes

UC Transferability

Indicate whether the course is being proposed for the University of California Transfer Course Agreement (UC TCA) or is already approved. The effective term is to be entered by the Articulation Officer.

Review and Approval Dates

Technical Review
MM/DD/YYYY

Curriculum Committee
11/01/2022

DCCI
n/a

Curriculum Committee
11/01/2022

Board of Trustees
n/a

CCCCO
12/09/2022

State Control #
CCC000570383