

Today's Date: 06/25/2016

Course ID: ENGL V01B

CC Approval: 10/20/2015

Effective Term: Fall 2016

**Ventura College**  
**COURSE OUTLINE OF RECORD**

**I. Course Information** (Printed catalog data elements)

A. Discipline:  
English

B. Course ID:  
ENGL V01B

C. Course Title: Critical Thinking and Composition Through Literature

D. Units: 4.00

E. Hours:

Lecture/wk: 4.00

Total Semester Contact Hours (based on 17.5 week semester): 70.00

F. Prerequisite(s):  
ENGL V01A

G. Corequisite(s):  
None

H. Recommended preparation:  
None

I. Enrollment Limitation:  
None

J.  
Description:

This course provides study of literature combined with instruction in critical thinking and composition. The course emphasizes understanding and writing about literature using principles of logical analysis, criticism, advocacy of ideas, and inductive and deductive reasoning. Students will examine assumptions upon which conclusions are based and recognize common logical errors of language and thought. Instruction is offered in advanced elements of style and organization. Application of critical thinking skills and logical methodology to the various literary genres will achieve a disciplined understanding of the material.

K. Former course ID: Engl 1B

L. C-ID: ENGL 110; ENGL 120

M. Transfer Status:  
UC Recommended  
CSU Recommended

**II. Course Objectives**

- Upon successful completion of this course, the student will be able to demonstrate the following measurable

skills and abilities:

- A. Critically read, analyze, compare, and evaluate complex literary texts.
- B. Demonstrate understanding of formal and informal fallacies in language and thought.
- C. Identify a text's premises and assumptions in various social, historical, cultural, psychological, or aesthetic contexts.
- D. Analyze and employ logical and structural methods such as inductive and deductive reasoning, cause and effect, and logos, ethos, and pathos.
- E. 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.
- F. Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written work using appropriate documentation format without plagiarism.
- G. 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.
- H. Identify key elements of major genres in order to analyze and interpret texts.
- I. Define common literary terms and apply these to analysis of specific texts.

### **III. Course Content**

#### **A. Critical Thinking Strategies**

- 1. Distinguishing between fact and inference
- 2. Developing logical inferences
- 3. Avoiding logical fallacies
- 4. Recognizing denotative and connotative language
- 5. Evaluating diction
- 6. Exploring rhetorical stances via elements of literature
- 7. Responding to aesthetics and style

#### **B. Critical Writing Strategies**

- 1. Writing processes
  - a. Prewriting techniques
  - b. Drafting
  - c. Rewriting
- 2. Developing a sound thesis/argument
  - a. Induction
  - b. Deduction
- 3. Avoiding fallacies in argument
- 4. Supporting claims
- 5. Elements of written style
- 6. Locating and evaluating secondary sources
- 7. MLA documentation

#### **C. Critical Reading Strategies, Elements of Literature**

- 1. Fiction and drama
  - a. Characterization
  - b. Plot stages, conflict
  - c. Setting
  - d. Tone
  - e. Narrative point of view
  - f. Theme
  - g. Diction
  - h. Figurative language
  - i. Symbol
  - j. Historical and philosophical context
- 2. Poetry

- a. Word choice
- b. Imagery
- c. Figurative language
- d. Rhythm and meter
- e. Closed and open forms
  - i. Rhyme schemes
  - ii. Concrete poetry
  - iii. Free verse
- f. Symbol
- g. Sound devices
- h. Irony
- i. Historical and philosophical context

Total Lecture Content Hours: 70.00

#### IV. Lab Content:

Total Lab Content Hours:

## V. Assignments

**A. Representative In-class Assignments** that develop critical thinking (required for degree applicable courses) may include, but are not limited to:

| Student Activities:   | Write composition(s) and/or report(s) and/or essay(s) | Write research paper(s) and/or term paper(s) and/or other paper(s) | Solve computational and/or symbolic problems | Conduct and experiment or survey | Engage in analytical discussions | Prepare oral presentations | Develop skills in performance/activities | Create and analyze projects | Other (specify below) |
|---|---|--|--|----------------------------------|----------------------------------|----------------------------|--|-----------------------------|-----------------------|
| <b>Critical Thinking Skills</b>   | <b>Student Activities involved in each skill</b>      |  |  |                                  |                                  |                            |  |                             |                       |
| Evaluating  | ✓   | ✓  |  |                                  | ✓                                | ✓                          |  | ✓                           |                       |
| Appraising and assessing  | ✓   | ✓  |  |                                  | ✓                                | ✓                          |  | ✓                           |                       |
| Justifying  | ✓   | ✓  |  |                                  | ✓                                | ✓                          |  | ✓                           |                       |
| Synthesizing  | ✓   | ✓  |  |                                  | ✓                                | ✓                          |  | ✓                           |                       |
| Developing and formulating  | ✓   | ✓  |  |                                  | ✓                                | ✓                          |  | ✓                           |                       |
| Analyzing   | ✓   | ✓  |  |                                  | ✓                                | ✓                          |  | ✓                           |                       |
| Solving problems  | ✓   | ✓  |  |                                  | ✓                                | ✓                          |  | ✓                           |                       |
| Applying principles   | ✓   | ✓  |  |                                  | ✓                                | ✓                          |  | ✓                           |                       |
| Comprehending concepts  | ✓   | ✓  |  |                                  | ✓                                | ✓                          |  | ✓                           |                       |
| Identifying knowledge   | ✓   | ✓  |  |                                  | ✓                                | ✓                          |  | ✓                           |                       |
| Other (describe): Lecture and discussion of course topics such as formal and informal reasoning, evaluation of sources, and developing arguments. Group discussions analyzing or preparing arguments in writing. In-class demonstration of research techniques and evaluation, as well as review of MLA documentation. A portion of course's written work will be from in-class essays (including midterms and final exams) and/or collaborative writing projects.<br>Comments: |   |  |  |                                  |                                  |                            |  |                             |                       |

## **B. Representative Out-of-class Assignments**

Reading: a. Selections from text explaining elements of literature within the genres b. Minimum of five short stories reflecting diverse cultural backgrounds c. Minimum of one novel, preferably at least two d. Several poems reflecting a variety of styles and traditions, periods, and cultural backgrounds e. Minimum of two plays f. Text or instructor-generated materials related to critical thinking g. Online materials providing review or background of selections read h. Secondary sources relating to literature read (4 hours per week.)

Writing: a. A minimum of the equivalent of four essays of three-to-five-pages analyzing literature in a variety of genres b. Possible use of reading response journals c. Formal writing completed in class and out of class will total a minimum of 6,000 words. (4 hours per week.)

Research: Construct a sustained critical analysis of a literary text (or texts) with the use of scholarly article(s) of literary criticism in a research paper using correct MLA documentation. Example: Looking at criticism, historical background, and other research relating to a literary text. Develop an annotated bibliography on a text or other literary topic using sources found through the online databases and/or printed resources in the library. Use the Internet to find evidence for research papers, to discover information about topics discussed in class, and to utilize writing exercises presented on various educational websites.

Library Work: Locate, analyze, and respond to literary criticism associated with a particular work or theory. Evaluate source materials, including evaluation of source bias, inductive/deductive logic, and recognition of logical fallacies.

Field trips: Optional attendance at readings, plays, and other live presentations.

Other: a. Possible use of synchronous or asynchronous online discussion of readings b. Viewing of film adaptations of literary works c. Listening to recordings of literary works

Total Outside Assignments Hours: 140.00

## **VI. Representative Instructional Modes -**

Lecture  
Audio Visual Presentations  
Class Activities  
Class Discussions  
Collaborative Group Work  
Distance Education  
Internet Research  
Large Group Activities  
Lecture/Discussion  
One-on-one Conference  
Reading Assignments  
Small Group Activities

## **VII. Evaluation Methods -** Substantively related to the course objectives.

### **A. Writing.**

essay exam(s)  
term or other paper(s)  
written homework  
written composition(s)  
other (specify) : informal writing (examples include journals, annotations, reader responses, in-class essays, and responses to questions)

**B. Problem Solving.** Computational or non-computational problem-solving demonstrations, including:  
 exam(s)  
 quiz(zes)

**C. Skills demonstrations.** Including:  
 active and informed participation  
 other (specify) : class discussion, oral presentations, projects, and portfolios

**D. Objective examinations.** Including:  
 multiple choice  
 true/false  
 matching items  
 completion

### VIII. Textbooks

List representative textbooks, manuals, and other instructional materials/publications, including those materials to be put in the Library/LRC(Learning Resources Center).

| <b>Author(s)</b>                          | <b>Title(s)</b>  | <b>Publisher(s)</b>      | <b>Date(s)</b> |
|---|--|--------------------------|----------------|
| James, M. & Merickel, A.P.                | Reading Literature and Writing Argument                            | Longman                  | 2012           |
| Meyer, M.                                 | The Bedford Introduction to Literature: Reading, Thinking, Writing | Bedford/St. Martin's     | 2013           |
| Abcarian, R., Klotz, M., & Cohen, S.      | Literature: The Human Experience: Reading and Writing              | Bedford/St. Martin's     | 2012           |
| Barnet, S., Burto, W.E., & Cain, W.E.     | Literature for Composition: An Introduction to Literature          | Longman                  | 2013           |
| Lynn, S.J.                                | Literature: Reading and Writing with Critical Strategies           | Longman                  | 2012           |
| Kirsznner, L.G. & Mandell, S.R.           | COMPACT Literature: Reading, Reacting, Writing                     | Wadsworth Publishing     | 2015           |
| Kennedy, X.J., Gioia, D., & Bauerlein, M. | Handbook of Literary Terms: Literature, Language, Theory, 3rd ed.  | Longman                  | 2012           |
| Mills, M.S.                               | Concise Handbook of Literary And Rhetorical Terms                  | Estep-Nichols Publishing | 2010           |
| Abrams, M.H. & Harpham, G.                | A Glossary of Literary Terms, 11th ed.                             | Cengage Learning         | 2014           |
| Harmon, W.                                | A Handbook to Literature, 12th ed.                                 | Longman                  | 2011           |

Other appropriate publications/instructional materials such as representative recommended readings, repertoire, non-print media (eg.,websites, audio/visual recordings), and software.

### Software

| <b>Software Title</b> | <b>Edition</b> | <b>Publisher</b> |
|-----------------------|----------------|------------------|
| Desire2Learn          | 10.2           | Desire2Learn     |

**Other**

Other Appropriate Publications:

Discipline-specific websites: Yes

**IX. Minimum Qualifications**

English (Masters Required)

**X. Student Learning Outcomes**

- **CSLO-1:** Apply critical thinking skills to analyze literary works in writing.
- **CSLO-2:** Create cohesive and logical arguments that employ relevant textual details.
- **CSLO-3:** Apply literary concepts and elements of genre to critically engage with a text.