Course Outline of Record Report
10/08/2021

ENGLC102 : Critical Thinking Through Literature

General Information

Author:	• Clifford Davis • Mills, Yvonne • Enns, Gary • Swiridoff, Christine
Course Code (CB01) :	ENGLC102
Course Title (CB02) :	Critical Thinking Through Literature
Department:	English
Proposal Start:	Spring 2022
TOP Code (CB03) :	(1503.00) Comparative Literature
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000554701
Curriculum Committee Approval Date:	11/15/2013
Board of Trustees Approval Date:	12/19/2013
External Review Approval Date:	04/16/2014
Course Description:	In this composition course for transfer to four-year institutions, students develop composition, analytical, and critical reasoning skills through study of literary works (fiction, poetry, and drama). The course emphasizes critical analysis, principles of logic, use of research, and presentation of carefully-reasoned written arguments while developing students' close reading skills and promoting an appreciation for the aesthetic qualities of literature. Students write several expository essays demonstrating sophisticated application of critical thinking skills to literature (total: 8,000 words).
Submission Type:	Mandatory Revision
	This is a cyclical revision intended to align the course content with C-ID, update language throughout the outline, including delivery methods, pare down and rearrange the student-learning outcomes, and respond to assessment. The course was last assessed in Spring 2020 and there were no significant impacts.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	• English
Alternate Master Discipline Preferred:	• English
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Formerly Known As

Course Formerly Known As

No Value

Course Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade Methods
- Pass/No Pass

☐ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior To College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

Type:|Non-Repeatable Credit

☑ Allow Students To Audit Course

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
CC Associate in Arts in English for Transfer	A.A. Degree for Transfer	Summer 2018 to Fall 2020
CC Liberal Arts: Arts & Humanities	A.A. Degree Major	Summer 2018 to Fall 2020
CSU General Education (CSU GE Breadth)	Certificate of Achievement	Fall 2020
Law, Public Policy, and Society Associate in Arts Degree for Transfer	A.A. Degree for Transfer	Fall 2020
Intersegmental General Education Transfer Curriculum Certificate of Achievement	Certificate of Achievement	Fall 2020
Liberal Arts: Arts & Humanities Associate in Arts Degree	A.A. Degree Major	Fall 2020

CSU General Education (CSU GE Breadth) (In Development)	Certificate of Achievement	Fall 2021
Intersegmental General Education Transfer Curriculum Certificate of Achievement (In Development)	Certificate of Achievement	Fall 2021
Liberal Arts: Arts & Humanities Associate in Arts Degree (In Development)	A.A. Degree Major	Spring 2022

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

A

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Cerro Coso General Education Requirements	Categories	Status	Approval Date	Comparable Course
Area 4.2	Language & Rationality Analytical Thinking	Approved	No value	No Comparable Course defined.

CSU General Education Certification	Categories	Status	Approval Date	Comparable Course
Area A.3	English Language Communication & Critical Thinking Critical Thinking	Approved	No value	No Comparable Course defined.

Intersegmental General Education Transfer Curriculum	Categories	Status	Approval Date	Comparable Course
Area 1.B	English Communication Critical Thinking/Communication	Approved	No value	No Comparable Course defined.
Area 3.B	Arts & Humanities Humanities	Approved	No value	

Cerro Coso General Education Requirements	Categories	Status	Approval Date	Comparable Course
Area 3.3	Humanities Literature	Approved	No value	No Comparable Course defined.

C-ID	Categories	Status	Approval Date	Comparable Course

English	C-ID discipline	Approved	No value	English 110

Units and Hours

Summary

Minimum Credit Units (CB07)	4
Maximum Credit Units (CB06)	4
Total Course In-Class (Contact) Hours	72
Total Course Out-of-Class Hours	144
Total Student Learning Hours	216
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	4	8
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	72
Laboratory	0
Activity	0
Total	72
Course Out-of-Class Hours	
Lecture	144
Laboratory	0
Activity	0
Total	144

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Prerequisite

ENGLC101 - Freshman Composition

Students must be able to write clearly structured academic essays on complex ideas presented in university-level sources, such as academic articles about literature, philosophy, and culture, as well as challenging and complicated literary texts by, for example, Homer, Aeschylus, Shakespeare, John Stuart Mill, Herman Melville, Friedrich Nietzsche, Joseph Conrad, and Anthony Burgess. They also must be able to explain, analyze, and synthesize ideas in university-level reading materials.

Additionally, students must learn to distinguish among facts, premises, inferences, judgments, implications, and fallacious reasoning in academic articles and challenging literary texts, as well as use sound reasoning and relevant supporting details in their own written arguments.

All of these skills require a solid foundation in ENGL C101 in order for students to be successful in advanced composition.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Written work
Rationale	Expository and argumentative essays of 1250-1800 words demonstrating the student's ability to write clearly structured text-based essays which require 1. finding, evaluating, organizing, and effectively integrating college-level source material; 2. employing MLA format and citation apparatus correctly; and 3. analyzing college-level reading material for structure, purpose, audience, and relation of ideas to other texts.

Methods of Instruction	Instruction through examination or quizzing
Rationale	Quizzes and/or exams on critical thinking, knowledge of literary terms, reading comprehension, and interpretive/analytical skills. Possible question formats may include but are not limited to multiple choice, short answer, matching, and essay questions based on prompts.

Methods of Instruction	Peer analysis, critique & feedback
Rationale	Peer-editing sessions to provide additional feedback about essays.

Methods of Instruction	Lecture
Rationale	Lectures on the historic or cultural context of literary works, literary terminology, critical theory, form and theory, and language.

Methods of Instruction	In-class writing
Rationale	Quizzes on critical thinking, knowledge of literary terms, reading comprehension, and interpretive/analytical skills.

Methods of Instruction	Library
Rationale	Research into scholarly sources through library channels such as databases and eBooks.

Assignments

A. Reading fiction, drama, and poetry.
B. Answering reading questions.
C. Reading essays.
D. Diagramming arguments in order to identify premises and conclusions.
E. Studying logical fallacies.
F. Completing other critical thinking exercises.
G. Doing research.
H. Finding, reading, and evaluating secondary sources.
I. Planning, drafting, and revising of papers.
J. Completing other out-of-class work.

Methods of Evaluation	Rationale
Homework	Several expository and argumentative essays of 1250-1800 words demonstrating the student's ability to write complete arguments with claims (thesis or hypothesis), evidence (details from the

work of literature), warrants (reasoning to show how the evidence validates the claim) and, if necessary, rebuttal (counter-evidence). Students must draft and revise essays; drafts may be graded and/or peer review required.
• Example: Construct a deductive argument examining whether Denis Johnson's "Emergency" can be labeled a short story based on Poe's definition of the short story in his review of Twice-Told Tales.
• Example: Argue inductively by drawing conclusions about the central concerns of Hawthorne's work by analyzing the themes and images of Young Goodman Brown, the Minister's Black Veil, and The Scarlet Letter.

Research Paper	One research paper on an important work or author showing the student's ability to analyze critically, sustain an argument for no fewer than 2000 words, and evaluate and synthesize secondary sources documented according to current MLA style. • Example: Contrast the arguments of J. H. Hexter and R.W. Chambers in their critical essays of Sir Thomas More's Utopia.
Tests	Quizzes and/or exams on critical thinking, knowledge of literary terms, reading comprehension, and interpretive/analytical skills. • Example: Examine the role of the narrator in Joseph Conrad's Heart of Darkness.
Homework	Reading responses, as in-class or take-home exercises.
Distance Education Description: how outcomes are evaluated	Outcomes for the various methods of evaluations above are assessed in the following ways: 1. Research papers are assessed using a rubric. 2. Tests and the final exam are assessed using tabulated scores, plus a rubric for any written components. 3. Participation is assessed weekly using a rubric focused on a set amount of substantive posts and responses to peers.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
	Schilb, J., and Clifford, J. (2018) Making Literature Matter: An Anthology for Readers and Writers, 8th, Bedford/St. Martin's			
	Booth, A., et al. (2019) The Norton Introduction to Literature, 13th, Norton			
	Chaffee, J. (2018) Thinking Critically, 13th, Houghton-Mifflin			
	Rottenberg, A. T., and Winchell, D. H. (2020) Elements of Argument, 13th, Bedford/St. Martin's			

Schilb, J. and Clifford, J. (2019)
Arguing about Literature, 3rd,
Bedford/St. Martins

Bennet, T.L. (2017) Composition
as Inquiry, Learning, Thinking,
and Communication. OER:
https://web.ung.edu/media/university-
press/Writing%20and%20Literature.pdf?
t=1535646005784

Cordell, R., and Pennington, J.
(2012) Creating Literary Analysis.
OER:
https://2012books.lardbucket.org/books/creating-
literary-analysis/index.html

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

Identify fallacies in language and thought.

Identify a text's premises and assumptions in various social, historical, cultural, psychological, or aesthetic contexts.

Analyze and employ logical and structural methods such as inductive and deductive reasoning, cause and effect, and logos, ethos, and pathos.

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.

Identify key elements of major genres in order to analyze and interpret texts.

Define common literary terms and apply these to analysis of specific texts.

CSLOs

Critically read, analyze, compare, and evaluate complex literary texts.

Expected SLO Performance: 70.0

English English AA Degree for Transfer	1. Read critically a variety of literary works in English, including diverse voices and cultures. Assessment:This will be assessed by a paper, scored with a rubric.
English Liberal Arts: Arts & Humanities AA Degree	Evaluate, create, or perform artistic and cultural constructions.
Business Information Technolog Law, Public Policy, and Society for Transfer	Locate, critically read, and analyze relevant primary and secondary sources.
ISLOs Core ISLOs	Students who are completing a program will be able to think critically and creatively and apply reasoning.

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.

Expected SLO Performance: 70.0

Business Information Technolog Law, Public Policy, and Society for Transfer	Apply laws, public policy, and/or societal or ethical theories to develop a solution to a legal issue, a public policy issue, and/or a societal concern.
Social Science PLOs for CSU GE COA	Use clear and precise language to express logical thought.
Social Science IGETC PLOs	Use clear and precise language to express logical thought.
ISLOs Core ISLOs	Students who are completing a program will be able to communicate ideas, perspectives, and values clearly and persuasively while listening to others openly
English English AA Degree for Transfer	5. Compose formal written analyses of texts that demonstrate appropriate academic discourse and the conventions of literary analysis. Assessment:This will be assessed by a paper, scored with a rubric.

Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written work using appropriate documentation format without plagiarism.

Expected SLO Performance: 70.0

Business Information Technolog Law, Public Policy, and Society for Transfer	Locate, critically read, and analyze relevant primary and secondary sources.
English Liberal Arts: Arts & Humanities AA Degree	Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.
English English AA Degree for Transfer	2. Identify key elements of literary genres in order to analyze and interpret texts. Assessment:This will be assessed by a paper, scored with a rubric.
ISLOs Core ISLOs	Students who are completing a program will be able to access, evaluate, and effectively use information.

Outline

Course Outline

I. Literary Analysis
    A. Critically read; analyze; compare; and evaluate complex literary texts.
        1. Active reading strategies
            a. Inferences from patterns; themes; structure; context; and genre
            b. Annotating
            c. Close reading
            d. Responding to literature
        2. Interpreting literature
        3. Evaluating literature
        4. Distinguishing between facts; opinions; underlying assumptions; and premises
    B. Define common literary terms and identify key elements of major genres in order to analyze and interpret texts.
        1. Genre and subgenre
        2. Fiction
            a. Novel and short story
            b. Interpreting fiction
            c. Elements of fiction
                1. Plot and structure
                2. Point of view
                3. Character
                4. Setting
                5. Imagery
                6. Theme
                7. Style and language
                8. Symbol; figurative language; and irony
                9. Tone
        3. Poetry
            a. Interpreting poetry
            b. Elements of poetry
                1. Voice: speaker and tone
                2. Diction and syntax
                3. Imagery
                4. Theme
                5. Figures of speech: simile and metaphor
                6. Symbolism and allegory
                7. Sound: rhyme; alliteration; and assonance;
                8. Rhythm and meter
        4. Drama
            a. Interpreting drama
            b. Elements of drama
                1. Plot
                2. Character
                3. Dialogue
                4. Subtext
                5. Theme
                6. Staging
                7. Symbolism and irony
        5. Critical approaches to literature; such as; but not limited to
            a. Psychoanalytic criticism
            b. Marxist criticism
            c. Reader-response criticism
            d. Structuralism
            e. Deconstruction
            f. Feminist criticism
            g. Post-colonialism
            h. Queer theory
II. Reasoning
    C. Demonstrate understanding of fallacies in language and thought.
        1. Identifying major fallacies
            a. Appeal to authority
            b. Appeal to fear
            c. Appeal to pity
            d. Begging the question
            e. Double standard
            f. Equivocation
            g. False analogy

           h. False cause
           i. False dilemma
           j. Hasty generalization
           k. Personal attack
           l. Poisoning the well
           m. Red herring
           n. Slippery slope
           o. Straw man

D. Identify a text's premises and assumptions in various social; historical; cultural; psychological; or aesthetic contexts.
        1. Identifying premises and underlying assumptions
        2. Recognizing a variety of contexts
        3. Developing a critical perspective

E. Analyze and employ logical and structural methods such as inductive and deductive reasoning; cause and effect; and logos; ethos; and pathos.
        1. Deductive and inductive reasoning
        2. Modes of persuasion: logos; ethos; and pathos

III. Writing

F. 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.
        1. Writing about literature
        2. Elements and structure of the essay
        3. Thesis statements
        4. Argument
        5. Interpretation
        6. Evaluation
        7. Analysis
        8. Textual evidence to support interpretations; conclusions; and judgments

G. Find; analyze; interpret; and evaluate primary and secondary sources; incorporating them into written work using appropriate documentation format without plagiarism.
        1. Finding and evaluating primary and academic secondary sources
        2. Integrating sources
        3. Responding to the ideas of others
        4. Documenting sources in MLA style and format

H. 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.
        1. Proofreading for errors in grammar; usage; and punctuation
        2. Revision for tone; clarity; and effectiveness
        3. Style
            a. Emphasizing ideas with parallelism
            b. Using concrete subjects and active verbs
            c. Eliminating wordiness
        4. Using appropriate diction and tone for academic writing

Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- Online course with on ground testing
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are

and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

Online: Regular and effective contact between instructor and student in the online environment is accomplished primarily through weekly discussions within the learning management system (LMS); students post to weekly prompts, and the instructor engages with students in the resulting discussion threads. Options for additional methods of contact are identical to the onsite course, including messaging via LMS, a college-adopted networking app (such as Pronto), email, live video conferencing, and/or telephone. Student-to-student contact is accomplished primarily through weekly discussions and possibly a college-adopted networking app. All paper assignments are identical to those in an onsite class, except that they are submitted within the LMS. Likewise, quizzes and exams are also delivered within the LMS. The instructor is responsible for providing substantive feedback on student work via online methods such as rubrics, comment spaces, private online discussion, video conferencing, or direct messaging.

Hybrid: All student-instructor and student-student contact in a hybrid course are identical to the online course but with the addition of some face-to-face meetings that the instructor may use to connect with students through in-class lecture, discussion, testing, feedback, and other in-class activities.

iTV: Regular and effective contact between instructor and student in an iTV course is identical to a traditional onsite course, excepting that some students are attending the iTV course remotely. Additional methods of contact are identical to onsite courses. Student-to-student contact is likewise the same, with remote students participating equally with each other and with students at the host location. All paper assignments and their assessments are identical to those in a regular onsite class but will be collected and assessed using a medium such as LMS assignments or Turnitin. Lectures and class discussions are conducted through iTV. The instructor is responsible for providing feedback either through iTV conferences, e-mail, LMS messaging, phone conferences, or office hours. The instructor must provide substantive critiques of all essays, as well as some assessment of iTV class participation.

Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail - Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Discussion Forums
- Message
- E-mail
- Newsgroup/Discussion Board

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

Up-to-date web browser.

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

- Learning management system

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

Recommended class size is the same in all methods of delivery.

Emergency Distance Education Options The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all

labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.

- Online including all labs/activity hours
- Hybrid with online lecture and onsite lab/activity hours
- Correspondence education in high school and prison facilities

- Online including all labs/activity hours
- Hybrid with online lecture and onsite lab/activity hours
- Correspondence education in high school and prison facilities