

College of San Mateo
Official Course Outline

1. **COURSE ID:** ENGL 110 **TITLE:** Composition, Literature, and Critical Thinking
Semester Units/Hours: 3.0 units; a minimum of 48.0 lecture hours/semester; a minimum of 16.0 tba hours/semester
Method of Grading: Letter Grade Only
Prerequisite: ENGL 100, or 105.

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU; UC
AA/AS Degree Requirements:
 CSM - GENERAL EDUCATION REQUIREMENTS: E2b. English, literature, Speech Communication
 CSM - GENERAL EDUCATION REQUIREMENTS: E2c. Communication and Analytical Thinking
 CSM - GENERAL EDUCATION REQUIREMENTS: E5c. Humanities
CSU GE:
 CSU GE Area A: ENGLISH LANGUAGE COMMUNICATION AND CRITICAL THINKING: A2 -
 Written Communication
 CSU GE Area A: ENGLISH LANGUAGE COMMUNICATION AND CRITICAL THINKING: A3 -
 Critical Thinking
 CSU GE Area C: ARTS AND HUMANITIES: C2 - Humanities (Literature, Philosophy, Languages Other
 than English)
IGETC:
 IGETC Area 1: ENGLISH COMMUNICATION: B: Critical Thinking - English Composition
 IGETC Area 3: ARTS AND HUMANITIES: B: Humanities

3. **COURSE DESCRIPTIONS:**
Catalog Description:
 This course is designed to introduce students to the major imaginative genres of poetry, drama, and fiction. Students will write eight to ten thousand words in expository essays and other kinds of assignments employing methods of literary analysis and demonstrating skill in critical thinking.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 - A. Apply critical thinking and reading skills to literature, in order to analyze the author's strategies and purpose, which is often implicit
 - B. Write essays analyzing literary genres using sophisticated organization and a variety of sentence structures.
 - C. Use standard MLA format.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:
Identify the major imaginative genres of poetry, drama, and fiction, and develop reading, writing, and critical thinking skills as they apply to the analysis of literature.
Reading Objectives:
 - A. Analyze, synthesize, and evaluate ideas found in a variety of texts.
 - B. Differentiate fact from opinion in critical and scholarly texts.
 - C. Recognize the tone used by an author.
 - D. Identify and analyze a. the structure of arguments used in critical texts read b. the formal conventions of various literary genres and explain how they generate and limit the logic and meaning of texts c. the primary elements of a literary text--plot, character, setting, point of view, figurative language--and explain how these elements generate meaning.
 - E. Apply concepts of critical thinking to literary analysis. Instructors may do this a variety of ways. Here are some suggested approaches: (a) Apply a variety of critical approaches to interpreting literary texts--formalism, reader-response, psychoanalysis, gay/lesbian, Marxism, cultural criticism, feminism, deconstruction, postcolonial criticism. (b) Analyze the relationship between literature and philosophy, and compare and contrast literary insights with those couched in the language of argument (subjectivity and objectivity, inference and fact, evidence, induction and deduction, logical method, empiricism etc.) (c) Develop critical thinking concepts of inference and evidence as they apply to literary analysis. (d)

Organize the course thematically to provide a relevant context for applying concepts of philosophy, logical analysis and argument (e.g., "detective" fiction, fiction as a vehicle for social criticism, etc.)

Writing Objectives

- A. Write essays which analyze, evaluate, and interpret literature. Students will be expected to a. plan and revise essays to communicate effectively in writing their interpretations of texts b. write for a specific academic audience c. create essays with thesis statements (a "central" or "controlling" idea) d. construct logical arguments to support essay thesis statements e. select relevant examples, details, or quotations from the source materials to develop arguments f. analyze, synthesize, and logically categorize information g. write complex and varied sentences employing a variety of sentence structures-coordination, subordination, transition words, concession/contrast, noun phrase appositives, adjective clauses, verbal phrase modifiers h. use standard MLA format.
- B. Discuss an idea or insight, analyzing and interpreting the text for evidence.
- C. Conduct research which illuminates a literary text or texts through analysis of social, historical, political, religious, or cultural contexts.

Critical Thinking Objectives:

- A. Distinguish between the methods used in empirical logic (inductive and deductive modes of reasoning, standards of proof, etc.), and the methods used in literature (plot, characterization, figurative language, etc.) to talk insightfully about the world.
- B. Identify and evaluate the unstated premises, hidden assumptions, and bias in literary and critical texts and investigate the economic, social, historical, moral, cultural, psychological, aesthetic, or gender-based contexts from which they arise.
- C. Identify logical fallacies – for example, hasty generalizations, appeals to questionable authority, false cause, slippery slope, fear, pity – in literary and critical texts.
- D. Avoid using logical fallacies in the presentation of arguments.
- E. Distinguish between denotation and connotation.
- F. Distinguish between fact and opinion, inference, and judgment, recognizing that different reasonable inferences and interpretations can be derived from the same facts present in a literary text.

6. COURSE CONTENT:

Lecture Content:

Course content should cover (but is not necessarily limited to):

1. Analysis of representative works of literature, including different genres (plays, drama, poetry, fiction).

Objectives supported:

Reading Objectives: 1, 2, 4, 5

Writing Objectives: 1, 2, 3

Critical Thinking Objectives: 1, 2, 5

2. Introduction to concepts of critical thinking, including (but not limited to) drawing inferences, distinguishing between fact and opinion, fallacies, systems of thinking, and elements of rhetoric (tone, ethos).

Objectives supported:

Reading Objectives: 1, 2, 3, 4, 5

Writing Objectives: 1, 2, 3

Critical Thinking Objectives: 1, 2, 3, 4, 5, 6

3. Methods of evaluation and analysis, including literary interpretation using different critical approaches.

Objectives supported:

Reading Objectives: 1, 4, 5

Writing Objectives: 1, 2

Critical Thinking Objectives: 1, 2, 3, 4, 5, 6

4. Review of the writing process and elements of composition, including those that support analytical writing (argument, categorization, complex and varied sentences, etc.)

Objectives supported:

Reading Objectives: 1, 2, 3, 4, 5

Writing Objectives: 1, 2, 3

Critical Thinking Objectives: 1, 2, 3, 4, 5, 6

Lab Content:

Not applicable.

TBA Hours Content:

English 110 has a TBA [To Be Arranged Hours] requirement. These TBA hours are instructional activities

designed to help improve students' reading and writing skills. Students are required to complete the activities in 18-102 or 18-104. They must log in and out of the SARS system every time they work on one of the activities.

Activities may include orientations, one on one tutoring conferences with English instructors, tutorials on specific writing and critical thinking skills, and group workshops.

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Critique
- D. Directed Study
- E. Discussion
- F. Guest Speakers
- G. Individualized Instruction
- H. Observation and Demonstration
- I. Service Learning
- J. Other (Specify): A variety of methods and strategies may be used: lecture/class discussion, reading journals, prereading and -writing activities, essay planning, drafting; and revising, sentence and paragraph development exercises, collaborative activities, student/teacher conferences, one-on-one tutoring (in Writing Center), viewing live dramatic performances and film, student presentations. Depending on the genre, the reading assignments will vary in length. The course will include the reading of at least two book-length texts. Students will write eight to ten thousand words and at least four critical papers. Critical papers and student presentations will result from out of class work.

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

Writing Assignments:

ENGL 110 writing assignments may include, but are not limited to, the following:

- Writing extensive critical papers analyzing and interpreting works of literature (fiction, poetry, plays, novel)
- Analyzing, through guided discussion, the logical and rhetorical components of fiction and/or non-fiction
- Presenting critical explanations of assigned readings
- Conducting independent guided research
- Analyzing and comparing literary and argumentative treatments of the same topic.

Reading Assignments:

Reading Assignments:

ENGL 110 reading assignments may include, but are not limited to, the following:

- Reading short pieces presenting different views on a given topic; analyzing and evaluating the merits of each argument
- Reading whole books that make an expository case; clarifying the line of thought through the book, analyzing and evaluating the content
- Making oral presentations explicating and/or analyzing a text

Other Outside Assignments:

Other Outside Assignments:

ENGL 110 library assignments may include, but are not limited to:

Library research orientation

To be Arranged Assignments (if applicable):

To be Arranged Assignments (if applicable):

ENGL 110 TBA assignments may include, but are not limited to:

- Individual conferences with instructors
- Completing individually assigned tutorials (sentence building, proofreading, writing development etc.)
- Group workshops
- Reviewing movies and/or other AV materials related to the course.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Performance
- C. Class Work
- D. Exams/Tests
- E. Group Projects
- F. Home Work
- G. Oral Presentation
- H. Papers
- I. Portfolios
- J. Projects
- K. Quizzes
- L. Research Projects
- M. Written examination
- N. Students will be evaluated on the level of critical thinking, reading, and writing skills they demonstrate in a variety of contexts (See "Methods" above.) Students' competence in these areas will be measured, primarily, in the critical papers. The course's Student Learning Outcomes inform the grading criteria instructors use to determine competence,

10. **REPRESENTATIVE TEXT(S):**

Possible textbooks include:

- A. Abcarian, Richard and Marvin Klotz.. *Literature: The Human Experience*,, 11th ed. Bedford,, 2013
- B. Kennedy, X. J., and Dana Goia.. *Literature: An Introduction to Fiction, Poetry, Drama, and Writing*, 12th ed. Pearson, 2013
- C. Michael Meyer.. *Bedford Introduction to Literature*,, 10th ed. Bedford, 2013
- D. Tyson, Lois.. *Critical Theory Today: A User-Friendly Guide*,, ed. 2nd: Garland Publishing, 2006

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Course Originator: Madeleine Murphy