

**College of San Mateo**  
**Official Course Outline**

1. **COURSE ID:** ENGL 110    **TITLE:** Composition, Literature, and Critical Thinking    **C-ID:** ENGL 120  
**Units:** 3.0 units    **Hours/Semester:** 48.0-54.0 Lecture hours; and 16.0-18.0 TBA hours  
**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 a minimum of eight thousand words of finished prose, 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:

1. Apply critical thinking and reading skills to literary works, from a variety of genres, in order to analyze and interpret them.
2. Write fluent essays that explain and defend these analyses and interpretations, rather than merely present summaries.
3. Write essays that effectively incorporate both primary and secondary sources, some of which are discovered by the student through library research. (Secondary sources are not required for all essays.)

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

1. Apply critical thinking and reading skills to literature, in order to analyze the author's strategy and purpose, which are often implicit.
2. Write fluent essays that effectively analyze and interpret, rather than merely summarize, literary works from a variety of genres.
3. Write essays that effectively incorporate both primary and secondary sources, some of which are discovered by the student through library research. (Secondary sources are not required for all essays.)

6. **COURSE CONTENT:**

**Lecture Content:**

ENGL 110 is one of two options that students have for their second-semester transfer composition course. The other option is ENGL 165. Students enrolled in ENGL 110 will have completed ENGL 100 or 105. As with ENGL 100 and ENGL 105, in ENGL 110 we emphasize productive, process-based reading and writing habits; however, our goal in ENGL 110 is to introduce students to the literary genres and to hone their argumentative writing and critical thinking skills.

Below are minimum standards of content and competency:

**Reading:**

1. Students read works from the major literary genres: poetry, drama, and fiction, both long and short.

**Thinking:**

1. Recognize major literary devices, such as figurative language (e.g. connotation and denotation, imagery, metaphor, simile, and so on); rhetorical figures of speech (e.g. irony, paradox, and so on); elements of fiction (e.g. narrative voice, plot, character, setting, and so on).
2. Analyze and interpret literary texts by a close analysis of the language, drawing a plausible conclusion about implicit ideas, themes, or biases.
3. Present a logical, clearly argued defense of an interpretation.
4. Distinguish between fact and interpretation, recognizing that different reasonable inferences can be derived from the same text.
5. Identify the specific ways in which literature develops our ability to think critically about the world and ourselves, comparing and contrasting literature to logic (deductive and inductive patterns of reasoning, structures of argument, empirical studies etc.).

**Writing:**

1. Write 4 to 6 text-based essays, of at least 4 pages each, for a minimum total of 8,000 words of finished prose.
2. The emphasis should be on process-based, out-of-class writing rather than timed, in-class writing and on academic, inquiry-based assignments rather than personal or merely descriptive narrative or summary. Students should not be assigned formulaic writing, such as the five-paragraph essay.
3. Write effectively organized essays with an introduction and main idea (thesis); body paragraphs that are unified by effective topic sentences and are directly related to the main idea; and a conclusion that moves beyond summarizing the thesis and primary supporting points.
4. Write thoughtful, reasonable, and insightful readings of the work(s).
5. Understand and express the way in which patterns of language create an implicit meaning in the text.
6. Write essays in which the evidence offered is sufficient and convincing. Evidence is analyzed or discussed, not simply dropped into the essay.
7. Use basic library research to investigate the economic, social, historical, moral, cultural, psychological, aesthetic, or political contexts influencing the assigned literary texts and their authors.
8. Avoid using logical fallacies in the presentation of arguments.

**TBA Hours Content:**

ENGL 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 the Writing Center (18-104) and to log in and out of the attendance tracking system every time they work on one of the activities. Activities include orientations, one-on-one 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): Methods should include the following: 1. Building community in the classroom: create a sense of community in the classroom to promote student investment in the course and to build students'

confidence. 2. Creating collaborative, student-centered classrooms 3. Inductive rather than prescriptive teaching when appropriate: encourage and help students to reach their own conclusions and to make decisions about their writing rather than direct them explicitly 4. Schema building: help students recognize and build upon their prior knowledge in order to contextualize assigned readings 5. Structured whole-class discussion: help students understand assigned course material and build critical thinking strategies through instructor-guided discussion of course readings and writing assignments 6. Scaffolding of analysis and interpretation: guide students through the steps necessary to write critically about literature 7. Modeling: use models of student and professional writing to introduce, teach and reinforce effective writing strategies 8. Individual instruction: one-on-one student-teacher conferences 9. Peer review workshops: students share and critique each other's writing 10. Lecture: provide relevant or necessary background information for writing assignments; explain reading strategies and principles of clear, effective writing

## 8. REPRESENTATIVE ASSIGNMENTS

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

### **Writing Assignments:**

Written essays (a minimum of 8,000) to demonstrate an understanding of course material and the writing process. Journal writing, summaries, and other responses to assigned readings to demonstrate understanding and to synthesize readings.

### **Reading Assignments:**

Students read and analyze works from the imaginative genres, including short and book-length fiction, drama, and poetry.

### **To be Arranged Assignments:**

Assignments--which must be completed in the Writing Center--include orientations, one-on-one conferences with English instructors, tutorials on specific writing and critical thinking skills, and group workshops.

## 9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Work
- C. Exams/Tests
- D. Group Projects
- E. Homework
- F. Papers
- G. Portfolios
- H. Projects
- I. Quizzes
- J. Research Projects
- K. Written examination
- L. **\*\*ESSAYS SHOULD CONSTITUTE AT LEAST 80% OF THE FINAL COURSE GRADE**

## 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

Other:

- A. Alexie, Sherman. *The Lone Ranger and Tonto Fist Fight in Heaven*.
- Atwood, Margaret. *Wilderness Tips*.
- Euripedes. *Medea*.
- Hammett, Dashielle. *The Maltese Falcon*.
- Howe, Marie. *What the Living Do*.
- Ibsen, Henrik. *A Doll's House*.
- Kay, Jackie. *Trumpet*.
- Lahiri, Jhumpa. *The Namesake*.
- Lalami, Laila. *Hope and Other Dangerous Pursuits*.
- Morrison, Toni. *Beloved*.
- Morrison, Toni. *Sula*.
- O'Brien, Tim. *In the Lake of the Woods*.

O'Brien, Tim. The Things They Carried.  
Orozco, Daniel. Orientation and Other Stories  
Ozick, Cynthia. The Shawl.  
Shelley, Mary. Frankenstein; or, the Modern Prometheus  
Smith, Patricia. Blood Dazzler: Poems.  
Wharton, Edith. Age of Innocence.  
Wilson, August. Fences.  
Wilson, August. Two Trains Running.  
Yang, Gene. American Born Chinese.

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**Course Originator:** Katherine James