



CREDIT COURSE OUTLINE

I. COVER PAGE

(1) ENGL 2H

(2) CRITICAL READING AND WRITING THROUGH LITERATURE

(3) 3

Number		Title		Units
(4)	Lecture / Lab Hours:	(8)Classification:		
	Course Hours			
	Weekly Lec hours:		Degree applicable:	X
	Weekly Lab hours:	0	Non-degree applicable:	
	Total Contact hours:	54.00	Basic skills:	
	Lec will generate __ hour(s) outside work.	(9)RC	Fulfills AS/AA degree requirement: (area)	
	Lab will generate __ hour(s) outside work.		General education category:	
(5)	Grading Basis:	Grading Scale Only	Major:	English
		Pass/No Pass option		English (AA-T)
		Pass/No Pass only	Certificate of:	
(6)	Advisories:		Certificate in:	
(7)	Pre-requisites (requires C grade or better):	(10)CSU	Baccalaureate:	X
	• English 1A or 1AH	(11)Repeatable: (A course may be repeated three times)		0
	Corequisites:	(12)C-ID:		
	•	Proposed Start Date:		Fall 2013

(12) Catalog Description:
 A course designed to develop critical thinking, reading, and writing skills beyond the level achieved in English 1A/1AH. The course will focus on the development of logical reasoning and analytical and argumentative writing skills based primarily on works of fiction and literary criticism. As an Honor's section, this class will employ enhanced teaching methods such as seminar approach and assignments calling for a higher level of critical thinking.

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

- I. write a clear and accurate summary (explication) of a work of literature, including the author's argument and the literary devices employed to support that argument.
- II. write a clear and accurate summary of a work of non-fiction prose, including the author's argument and the method employed to advance that argument
- III. analyze a criticism or analysis of a work of literature and evaluate its effectiveness with attention to bias, support, relevance, accuracy, and absence of fallacies, accurately referring to both the work and the criticism employing MLA style documentation. (Criticism of a film version of a literary work is one example; analysis of a feminist criticism of a work is another).
- IV. analyze a variety of interpretations of a single work of literature (like Hamlet) or a single theme (like depictions of Eve and the serpent) and assess each for its bias, soundness, and validity in a comparison or synthesis essay, accurately referring to both the work(s) and the various interpretations employing MLA style documentation.
- V. explain literary devices such as metaphor, allusion, rhyme, meter, or repetition and how these enhance or explain a work.
- VI. describe the influence of context and audience in analyzing some important works such as those of Shakespeare, Aristotle, Freud, Sartre, de Beauvoir, Twain, the Bible.
- VII. write an original analysis or criticism of a work of literature with a clear claim, strong warrants, and well-documented support from the work using correct MLA style documentation.
- VIII. write a synthesis argument of at least 1500 words about a work of literature with a clear claim, strong warrants, and well-documented support from the work and outside sources using correct MLA style documentation.
- IX. give presentation in the form of panel discussion, debate, and/or seminar-style lecture.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

- I. read and critically evaluate college-level fiction and literary criticism from a variety of authors—classic, current, and multicultural.
- II. practice identifying and analyzing the structure of arguments as presented in fiction and literary criticism.
- III. evaluate the validity and soundness of arguments and look for bias.
- IV. identify common fallacies of language and thought.
 - V. distinguish between deductive and inductive reasoning and employ both.
- VI. distinguish factual statements and judgmental statements and knowledge from opinion.
- VII. practice drawing sound inferences from information presented.
- VIII. distinguish and use the denotative and connotative aspects of language.
- IX. research and evaluate outside sources for use in the development of their own writing.
 - X. receive direct instruction in the writing strategies of summary of a single source, critical analysis of a single source or of two sources with a unified approach, and synthesis of multiple sources.
- XI. write assigned essays that employ the strategies of summary, critical analysis, and synthesis and that emphasize such tasks as analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation.
- XII. demonstrate continued development in writing correct college-level prose by attention to essay structure, organization, and development and to diction and mechanics (punctuation, spelling, and grammar).
- XIII. participate in supervised sessions of individual and group peer review, editing, and revision of writing assignments.
- XIV. identify some of the deliberate abuses and manipulations of rhetoric so they can identify them in general usage and avoid them in their own writing.

IV. COURSE OUTLINE:

Lecture Content:

A. Summary

In a cogent, grammatically correct sentence, including author, title, source, and date, present the author's "white-space: pre ;"> argument and method of arguing.

B. Argument

Using Toulmin-based claim, warrant, and support, present a carefully constructed argument with cited textual support.

C. Analysis

Inductively analyze one facet of a work in an essay.

D. Explication

Using analytical techniques, explain and uncover meaning, conflict, and ambiguity, usually from a short work.

E. Read criticism and analysis for understanding (imitate)

F. Analyze literary analyses for effectiveness and bias.

G. Compare two or more works (of a certain style or certain author or school of criticism) to reach a conclusion.

H. Synthesize several works on a particular theme, or with a deductive intent, citing sources with accurate MLA documentation.

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

I. Sample Text Title:

1. Recommended - Morgan, M., Stallings, K., & Townsend, J. *Strategies for Reading and Arguing about Literature*. , Pearson/Prentice Hall, New Jersey, 2009,
2. Recommended - Tyson, L. *Critical Theory Today*, ed. 2nd ed. Routledge , New York, 2009,

II. Other Readings

1. Recommended - *Supplementary readings from Ebsco Host, Gale, and other Internet sources.*

Global or international materials or concepts are appropriately included in this course

Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

Global and multicultural primary works of literature will be used for analysis, and critical works from various traditions and origins may be used. A substantial part of critical thinking has to do with recognizing and responding to differences to all types, so the use of works by authors from varying backgrounds directly enhances the purpose of this class.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

A. Writing	
Check either 1 or 2 below	
X	1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.

2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.			
X	a) essay exam(s)	X	d) written homework
X	b) term or other paper(s)	X	e) reading reports
	c) laboratory report(s)		f) other (specify)

Required assignments may include but are not limited to the following:
Essays, analyses, research papers

B. Problem Solving Computational or non-computational problem-solving demonstrations, including:			
	a) exam(s)		d) laboratory reports
X	b) quizzes	X	e) field work
X	c) homework problems		f) other (specify):

Required assignments may include but are not limited to the following:
Essays, analyses, arguments, research papers; interviews and surveys

C. Skill demonstrations, including:			
	a) class performance(s)		c) performance exams(s)
	b) field work		d) other (specify)

Required assignments may include but are not limited to the following:

D. Objective examinations including:			
	a) multiple choice		d) completion
	b) true/false		e) other (specify):
	c) matching items		

COURSE GRADE DETERMINATION:

Description/explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

80-100% on evaluated composition assignments that are completed in or out of class. No more than 20% of the grade may be based on participation, quizzes, or exercises completed as homework.

Does Course Require Social Facilities? No

VII. EDUCATIONAL MATERIALS

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):

	College-Level Criteria Met YES	NO
Textbook	_____	<u> X </u>
Reference materials	_____	<u> X </u>
Instructor-prepared materials	_____	<u> X </u>
Audio-visual materials	_____	<u> X </u>

Indicate Method of evaluation:

Used readability formulae (grade level 10 or higher)	_____
Text is used in a college-level course	<u> X </u>
Used grading provided by publisher	_____
Other: (please explain; relate to Skills Levels)	_____

<i>Computation Level</i> (Eligible for MATH 101 level or higher where applicable)	_____	<u> X </u>
Content		
Breadth of ideas covered clearly meets college-level learning objectives of this course	<u> X </u>	_____
Presentation of content and/or exercises/projects:		
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	<u> X </u>	_____
Requires independent thought and study	<u> X </u>	_____
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	<u> X </u>	_____
List of Reading/Educational Materials		

Recommended - Morgan, M., Stallings, K., & Townsend, J. *Strategies for Reading and Arguing about Literature.* , Pearson/Prentice Hall,, New Jersey, 2009,
 Recommended - Tyson, L. *Critical Theory Today*, ed. 2nd ed. Routledge , New York, 2009,

Comments:

X

_____ This course requires special or additional library materials (list attached).

_____ This course requires special facilities:

Attached Files:

BASIC SKILLS ADVISORIES PAGE The skills listed are those needed for eligibility for English 125, 126, and Math 201. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

Check the appropriate spaces.

- _____ Eligibility for Math 201 is advisory for the target course.
- _____ Eligibility for English 126 is advisory for the target course.
- _____ Eligibility for English 125 is advisory for the target course.

If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.

REQUISITES

Corequisite -- ENGL 1A READING AND COMPOSITION

- | | |
|---|--|
| <ul style="list-style-type: none"> • supporting details that exhibit critical thinking and use credible secondary sources • an avoidance of logical fallacies • Summarize and comprehend college level prose (will include a full reading) | <ul style="list-style-type: none"> • read and critically evaluate college-level fiction and literary criticism from a variety of authors—classic, current, and multicultural. • identify common fallacies of language and thought. • demonstrate continued development in writing correct college-level prose by attention to essay structure, organization, and development and to diction and mechanics (punctuation, spelling, and grammar). |
|---|--|

ESTABLISHING PREREQUISITES OR COREQUISITES

Every prerequisite or corequisite requires content review plus justification of at least one of the seven kinds below. Prerequisite courses in communication and math outside of their disciplines require justification through statistical evidence. Kinds of justification that may establish a prerequisite are listed below.

Check one of the following that apply. Documentation may be attached.

_____ Significant statistical evidence indicates that the absence of the prerequisite course is related to unsatisfactory performance in the target course.

Justification: Indicate how this is so.

_____ The health or safety of the students in this course requires the prerequisite.

Justification: Indicate how this is so.

X The prerequisite course is part of a sequence of courses within or across a discipline.

_____ The prerequisite is required in order for the course to be accepted for transfer to the UC or CSU systems.

Justification: Indicate how this is so.

_____ The prerequisite/corequisite is required by law or government regulations.

Explain or cite regulation numbers:

_____ The safety or equipment operation skills learned in the prerequisite course are required for the successful or safe completion of this course.

Justification: Indicate how this is so.

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Justification: Indicate how this is so.

_____ Three CSU/UC campuses require an equivalent prerequisite or corequisite for a course equivalent to the target course:

Justification:

Corequisite -- ENGL 1AH HONORS READING AND COMPOSITION

- supporting details that exhibit critical thinking and use credible secondary sources
- an avoidance of logical fallacies
- Summarize and comprehend college level prose (will include a full reading)

- read and critically evaluate college-level fiction and literary criticism from a variety of authors—classic, current, and multicultural.
- identify common fallacies of language and thought.
- demonstrate continued development in writing correct college-level prose by attention to essay structure, organization, and development and to diction and mechanics (punctuation, spelling, and grammar).

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The safety or equipment operation skills learned in the prerequisite course are required for the successful or safe completion of this course.

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Justification:

JUSTIFICATION OF LIMITATION ON ENROLLMENT

Enrollment in courses or blocks of courses may be limited based on performance, honors, or other performance based criteria. Be mindful of the disproportionate impact the limitation will have on specific groups of students. It is important to determine if the limitation will disproportionately keep under-represented students from enrolling in the course or block of courses.

Describe the reasons for limiting the enrollment.

Course Designator: ENGL 2H

Course Title(s): CRITICAL READING AND WRITING THROUGH LITERATURE

Rationale for Limiting Enrollment:

1

This class is designed for students in the Honors Program.