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English (ENGL) 1600 Critical Thinking, Literature, and Composition (4 Units) CSU:UC
[formerly English 1B]

Prerequisite: Successful completion in English 1500 with a grade of “C” or better

Prerequisite knowledge/skills: Before entering the course the student should be able to:

1. write good expository prose,
2. read good prose intelligently,
3. demonstrate techniques in library research and in writing a term paper,
4. show competency in writing within the four modes of discourse: narration, description, exposition, persuasion,
5. demonstrate a vocabulary enriched by several hundred new words,
6. exhibit an understanding of connotation and denotation of meaning in context,
7. demonstrate understanding of grammar and mechanics.

Total Hours: 64 hours lecture

Catalog Description: This course focuses on critical thinking and composition through reading of essays, poetry, drama, and fiction. It introduces critical evaluation, develops techniques of analytical, critical and argumentative writing, explores inference, evidence, inductive and deductive reasoning, identification of assumptions, underlying conclusions and other terms of logical thinking, and continues expository writing (8,000 word minimum). C-ID: ENGL 105, ENGL 110, ENGL 120

Type of Class/Course: Degree Credit

Texts: Roberts, Edgar V. *Literature: Introduction to Reading and Writing*. 9th ed. Upper Saddle River, NJ: Prentice Hall, 2009. Print.

(This is a critical writing and thinking reader which includes ethnically/culturally diverse readings and has exercises and applications that develop abilities to analyze, argue, reason effectively, and identify assumptions on which conclusions depend.)

Guerin, Wilfred, Earle Labor, Lee Morgan, Jeanne Reesman, and John Willingham. *Handbook of Critical Approaches to Literature*. 6th Ed. New York: Oxford University Press, 2010 . Print.

Paul, Richard, and Linda Elder. *The Thinker’s Guide to Fallacies: The Art of Mental Trickery and Manipulation*. Tomales, CA: Foundation for Critical Thinking, 2012. Print.

Additional Required Materials: One novel from the following list:

Shakespeare, William. *Hamlet*. New York: Washington Square Press, 1992. Print

Shelley, Mary. *Frankenstein*. New York: Bantam Classics, 2003. Print.

Twain, Mark. *Huckleberry Finn*. Bedford, MA: St. Martin's, 2007. Print.

Voltaire. *Candide*. Penguin Classics, 2005. Print.

Walker, Alice. *The Color Purple*. Orlando, FL: Houghton Mifflin, 1982. Print.

Course Objectives:

By the end of the course, successful students will be able to:

1. demonstrate critical thinking skills
 - a. show mastery of critical thinking terms
 - b. recognize errors in thinking
 - c. distinguish opinion from fact and valid arguments from unclear and/or invalidly reasoned arguments

2. read analytically so that they can:
 - a. evaluate college-level material from a variety of sources,
 - b. analyze critically and interpret and explain connotations, denotations, implications
 - c. identify the major literary genres,
 - d. identify, interpret, and evaluate components of literary content such as themes, figurative language, symbolism, characterization, and narrative,
 - e. identify and evaluate components of literary form, such as structures of narrative, poetic forms, use of dialog, and set directions,
 - f. contrast interpretations of the same literary text through different critical lenses or from different critical approaches,
 - g. find, evaluate and use outside sources including professional criticism to develop their own writing, and

3. write essays in which they:
 - a. use a clear thesis, good organization, and logical support,
 - b. develop an argument using persuasion, deductive and inductive reasoning, draw inferences, and make conclusions,
 - c. use developing and supporting details, examples, data and evidence, and substantiate their interpretations with specific evidence from text,
 - d. analyze, comment on, and relate evidence to claims,
 - e. use outside sources, carefully researched and correctly documented,
 - f. improve and correct logic, style and mechanics of their writing, and
 - g. revise content after considering instructor's and peers' written comments.

Course Content:

- Unit I Critical Thinking
- a. Separation of fact from opinion and belief from judgment
 - b. Know representative works from the four genres

- c. Know pieces of criticism from the four genres
- d. Recognize characteristics of critical thinking

Unit II Literature

- a. Recognize the four genres
- b. Know representative works from the four genres
- c. Know pieces of criticism from the four genres
- d. Analyze pieces of literature

Unit III Writing

- a. Write about the four genres using the elements of fiction
- b. Analyze pieces of literature using interpretation, analysis, comparison contrast, synthesis, causes and results, and evaluation.
- c. Use criticism in writing
- d. Summarize pieces of literature and criticism

Assignments:

1. Critical Thinking: All assignments fulfill the critical thinking focus.
2. Reading: See Course Content
3. Writing: 8,000 to 10,000 words
 - a. precis
 - b. analysis of fallacies associated with inductive and deductive reasoning
 - c. argumentative and Persuasive essays
 - d. analysis of poetry and fiction
 - e. A 10 page research paper
4. Oral: In two presentations students will:
 - a. show understanding of secondary sources and ability to synthesize secondary materials and present them to classmates coherently, and
 - b. work with a panel/group of other students to critically evaluate a current work of literature.

Evaluation:

Students will be evaluated on critical thinking, writing and reading as demonstrated in class (group discussions, oral presentations, in-class writings and quizzes) in essay assignments in a variety of formats including expository, persuasive, comparison/contrast, and analytical, and on a 10-page research paper. The primary method of evaluation will be through writing assignments graded on critical reasoning, observational skills, logic, sufficient and sound supporting argumentation based on knowledge of deductive and inductive reasoning and the formal and informal fallacies associated with them. Students must show continued progressive improvement in developing writing skills. Word total is 8,000 to 10,000.

Methods of Instruction:

1. Close critical reading of assigned and self-selected literature
2. Lectures on critical thinking, backgrounds of works studied, use of language and rhetoric
3. Class and small group discussions of critical thinking in literature; of ideas for essays; of writing assignments
4. Group and individual panels and presentations
5. Writing and rewriting of essays (short themes, research papers, and longer critical analyses of work read; word total 8,000 to 10,000) under close supervision of instructor. Participation in teacher and group feedback at all stages of writing process, from conception, theme statement, presenting



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- of evidence, and peer readings and responses
- 6. Films and records

Methods to Achieve Critical Thinking:

- 1. formulate and express judgments based on ideas from readings, discussion and personal experience
- 2. explain and support theses with relevant information
- 3. evaluate and re-evaluate soundness of judgments based on information and on other points of view