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English (ENGL) C1003 Critical Thinking and Writing through Literature CSU: UC  
[formerly English 1B, ENGL 1600]

Prerequisite: Successful completion of college-level composition (ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100) or equivalent, or ENGL 1502.

Catalog Description: In this course, students receive instruction in analytical, critical, and argumentative writing. Students develop critical thinking, close reading and literary analysis skills, research strategies, information literacy, and knowledge of accurate documentation through the study of diverse literary works from a variety of literary genres, developing an appreciation for literature. C:ID: ENGL 105, ENGL 110, ENGL 120

Hours and Unit Calculations:

64 hours lecture. 128 Outside of class hours. (192 Total Students Learning Hours) 4 Units

Type of Class/Course: Degree Credit

Representative Texts, Manuals, OER, and Other Support Materials:

Note: Multiple texts may be necessary to fulfill the purposes of this course. Any individual text listed below may not stand alone as sufficient. Text selection should include a diverse set of authorial voices that may include a range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds. Open Educational Resources (OER) may be used in place of any type of text.

Sample Textbooks, Manuals, or Other Support Materials (most recent edition):

- Texts containing culturally diverse college-level fiction, poetry, drama texts.
- A college-level handbook on writing about literature and documentation.
- A writing handbook must be included.

List of possible textbooks, not comprehensive or exclusive:

- Schilb, John, and John Clifford. Making Arguments about Literature. Boston: Bedford/St. Martin's, 4th edition, 2024.
- James, Missy, and Alan P. Merickel, Reading Literature and Writing Argument. New York: Longman, 7th edition, 2021.
- Morgan, Meg, et al. Strategies for Reading and Arguing About Literature. Longman.
- Meyer, Michael. The Bedford Introduction to Literature: Reading, Writing, Thinking. Boston: Bedford/St. Martin's.
- Barnet, Sylvan, et al. An Introduction to Literature. New York: Longman.

Representative Writing Handbook:

- Gardner, Janet E. Writing About Literature: A Portable Guide. Boston: Bedford/St. Martins

(also available with MLA insert), 6th, 2025.

• Bullock, Richard, et al. *The Little Seagull Handbook*, 5th edition. W.W. Norton & Company. 2024.

• Harmon, William, and C. Hugh Holman. *A Handbook to Literature*. Upper Saddle River, NJ: Prentice Hall.

Texts used by individual institutions and even individual sections will vary.

Textbooks older than 7 years must be clearly labeled as classic or legacy.

Where possible, it is recommended that OER options be noted

List of Sample Textbooks, Manuals, or Other Support Materials:

Bennett, Tonya Long. *Writing and Literature: compositions such as Inquiry, Learning, Thinking, and Communication*. University of North Georgia. 2017.

Carlson, Kamala, and Jessica Grimes. *Grammar Cards: Supersonic Writing Tips*. Carlson and Grimes, 2019.

Greenblatt, Stephen, M.H. Abrams, et al. *The Norton Anthology of English Literature, The Major Authors*. 9th ed. Norton & Company, 2013.

Tyson, Lois. *CRITICAL THEORY TODAY: A User-Friendly Guide*. 4th ed. Routledge, 2023.

Zweig et al. *Literature: Introduction to Reading and Writing*. AP Edition. 2nd ed. Longman, 2012.

(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*. 6<sup>th</sup> Ed. New York: Oxford University Press, 2010.

Huxley, Aldous. *Brave New World*. Harper Perennial, 2006.

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.

*The Thinker's Guide to Fallacies*: <https://thebestschools.org/magazine/15-logical-fallacies-know/>

Additional Required Materials: At least one literary text from the following list:

Alighieri, Dante, and John Ciardi. *The Inferno*. Signet Books, 2001.

Dostoevsky, Fyodor. *Crime and Punishment*. The Russian Messenger, 1866.

Helaway, Sheikha. *They Fell Like Stars From the Sky & Other Stories*. Neem Tree Press Limited, 2023.

Kesey, Ken. *One Flew over the Cuckoo's Nest*. New York: Signet, 1963.

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

---. *Much Ado about Nothing*. Open Source Shakespeare, 2019.

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

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

Voltaire. *Candide*. Penguin Classics, 2005.

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

*The Color Purple*: <https://s3.amazonaws.com/scschoollfiles/112/the-color-purple-alice-walker.pdf>

### Course Objectives/Outcomes

#### Part 1 (Identical and Required):

At the conclusion of this course, the student should be able to (Identical and Required):

1. Critically read, analyze, compare, and evaluate diverse complex literary texts.
2. Reflect critically on one's own thought processes to identify and avoid cognitive biases and common fallacies of language and thought.
3. Compose thesis-driven arguments to suit a variety of rhetorical situations, including interpretation, evaluation, and literary analysis, supporting them with a variety of appropriate textual evidence and examples.
4. Identify a text's premise(s) and/or assumptions in various social, historical, cultural, psychological, or aesthetic contexts.
5. Analyze and employ logical and structural methods such as inductive and deductive reasoning, causation, and supporting claims with reasons, evidence, and responding to diverse perspectives and values.
6. Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written work using appropriate documentation format without plagiarism.
7. Draft and revise writing for style, diction, and tone showing awareness of audience and social context, and the purpose of the specific writing task; engage in a revision process so that language use does not impede clarity or disrupt meaning.
8. Identify key elements of major genres (including poetry, drama, fiction) in order to analyze and interpret texts.
9. Define common literary terms and apply these to analysis of specific texts.

### Course Level Learning Outcomes

#### Student Learning Outcomes (SLO's)

1. Support original interpretations of literary works.
2. Apply cultural and historical context to a text in order to illuminate its significance.
3. Evaluate and synthesize credible secondary sources into an essay.

#### Local General Education Student Learning Outcomes

1. Develop an awareness of ways in which people through the ages and in different cultures respond to the world around them through artistic and cultural creations.
2. Demonstrate an understanding of human diversity and tolerance for different perspectives, ideas, and values.
3. Describe how through the arts, literature, philosophy, foreign languages, or religion reflect the historical, intellectual context and aesthetic tastes of various cultures using value judgments.

## Outcomes

1. Demonstrates the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, solve problems and make decisions; information management and computer literacy.

## Course Content:

### Required Topics:

- Writing and active reading skills for logical reasoning and argumentation.
- A minimum of 3 literary genres, including poetry, drama, and fiction (novel and/or short story) from diverse authors representing a wide range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds.
- Critical approaches to literature and effective use of literary terms and devices.
- Explication, interpretation, and literary analysis.
- Writing critically about literature.
- Minimum 5,000 words of revised formal writing.

### Examples of 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. of fallacies associated with inductive and deductive reasoning
  - c. argumentative essays
  - d. analysis of literature in various genres
  - e. A 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.

### Methods of Evaluation:

Methods of evaluation used to observe or measure students' achievement of course outcomes are at the discretion of local faculty but must include primarily written assignments and a minimum of 5,000 words of revised formal writing.

Formal writing (including essays) that receives instructor feedback and that goes through a revision process.

Informal writing (examples include journals, discussions, annotations, reader responses, in-class writing, and responses to questions).

Other evaluation methods may include assignments such as essay exams, quizzes, projects, presentations, and portfolios.

### Examples of Instructional Methodology:

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 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

Supplemental Data:

TOP Code:	150100: English
SAM Priority Code:	E: Non-Occupational
Distance Education:	Online, Offline
Funding Agency:	Y: Not Applicable (funds not used)
Program Status:	I: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	C: Pass/No Pass

Taft College General Education:	CSA3: CSU Area A3 CSC2: CSU Area C2 IG1B: IGETC Area 1B LEC: Local GE English Comp LHUM: Local GE Humanities
Discipline	English