

ENGL A101H: CRITICAL REASONING: FICTION HONORS

Item	Value
Curriculum Committee Approval Date	02/02/2022
Top Code	150100 - English
Units	4 Total Units
Hours	72 Total Hours (Lecture Hours 72)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S)
Associate Arts Local General Education (GE)	<ul style="list-style-type: none"> Area 1B Communication and Analytical Thinking (OA2) Area 3 Arts and Humanities 3A Theory (OC1)
Associate Science Local General Education (GE)	<ul style="list-style-type: none"> Area 1B Communication and Analytical Thinking (OAS2) Area 3B Humanities (OSC2)
California General Education Transfer Curriculum (Cal-GETC)	<ul style="list-style-type: none"> Cal-GETC 1B Critical Thinking (1B)
Intersegmental General Education Transfer Curriculum (IGETC)	<ul style="list-style-type: none"> IGETC 1B Critical Thinking (1B)
California State University General Education Breadth (CSU GE-Breadth)	<ul style="list-style-type: none"> CSU A3 Critical Thinking (A3)

Course Description

Read, analyze, and write on literature applying critical thinking skills and research. Formulate and compose written arguments. Recognize logical fallacies, rhetorical strategies, implicit meaning, and use inductive/deductive reasoning. Enrollment Limitation: ENGL A101; students who complete ENGL A101H may not enroll in or receive credit for ENGL A101. PREREQUISITE: ENGL C1000 or ESL A100. Transfer Credit: CSU; UC. C-ID: ENGL 110, 120. **C-ID:** ENGL 110, 120.

Course Level Student Learning Outcome(s)

- Students will be able to present significant details of literary elements from a work of fiction, draw appropriate inferences and use the inferences to build a claim in a persuasive essay.

Course Objectives

- 1. Write essays totaling 6,000 to 8,000, words, applying the principles of summary, analysis, synthesis, evaluation, exposition, and argumentation.

- 2. Read, summarize, interpret, evaluate, and synthesize literary texts representative of the various genres: poetry, drama, fiction, and other scripted writing.
- 3. Describe how literature argues from particular social, historical, moral, psychological, and philosophical assumptions and recognize how individual works of literature reflect and comment on moral, social, and aesthetic issues.
- 4. Describe how literary criticism argues from theoretical assumptions.
- 5. Write strong arguments by developing an argumentative thesis or claim, offering reliable support, employing logical reasoning (induction or deduction), appropriate organizational patterns, and suitable lines of argument (causation, analogy, parallel case, appeals to authority, and appeals to emotion).
- 6. Illustrate competency in standard English grammar, punctuation, mechanics as well as clarity and precision in written expression.
- 7. Recognize and employ the processes of writing: planning, pre-writing, editing and polishing.
- 8. Learn to read closely in order to recognize and interpret the literary devices and writing styles evident in individual texts of literature.
- 9. Show understanding of literary terminology, devices, and conventions specific to different literary genres.
- I Specifically, the students will demonstrate the following skills in writing, reading, research, and writing conventions.
- II Writing Skills: In response to literary works, students will almost always be able to do the following in essays of 750 or more words:
 - II. 1. Organize ideas to develop a specific thesis with a clear purpose – such as to argue, analyze, or define.
 - II. 2. Support a thesis in discussion paragraphs.
 - II. 3. Maintain unity and coherence, while developing adequate content in paragraphs.
 - II. 4. Effectively arrange paragraphs and link them with transitional devices.
 - II. 5. Accurately summarize and paraphrase readings.
 - II. 6. Integrate quotations that advance the discussion.
 - II. 7. Employ, when appropriate, rhetorical modes – such as illustration, comparison and contrast, cause and effect, classification – to support a thesis.
 - II. 8. Analyze and synthesize information embodied in texts from a variety of literary genres.
 - II. 9. Skillfully employ expressive, expository, and argument strategies to support a thesis.
 - II. 10. Skillfully use a variety of argument strategies, such as the following: arranging evidence from abstract to concrete and specific to general and using concession, one sided argumentation, and multi-sided argumentation.
 - II. 11. Recognize and correct logical fallacies.
- III Reading Skills: When reading, analyzing, and annotating complex, primarily imaginative literature, students will be able to do the following:
 - III. 1. Identify details in support of explicit and implicit themes.
 - III. 2. Inductively develop a hypothesis about literary texts by recognizing and comprehending patterns, themes and structures.
 - III. 3. Identify paradoxes and ambiguities in literary texts and include them in developing hypotheses.
 - III. 4. Suspend judgments for a length of time sufficient to draw reasonable conclusions about literary texts.

- III. 5. Evaluate the quality of evidence in support of explicit or implicit themes in literary texts.
- III. 6. Evaluate different hypotheses about texts.
- III. 7. Identify the underlying assumptions and values – such as psychological, sociological, historical, and philosophical assumptions – made by a text's narrators and/or characters.
- III. 8. Identify logical fallacies.
- III. 9. Identify symbolic, ironic, figurative, connotative and denotative language, as well as literary tropes and conventions specific to the different genres and authors.
- IV. When reading non-literary texts, including the expository and argument essays of fellow class members, students will usually be able to do the following:
 - IV. 1. Analyze basic reasoning patterns, distinguishing between inductive and deductive constructions.
 - IV. 2. Distinguish fact, inference, and opinion expressed.
 - IV. 3. Distinguish between evidence and conclusions.
 - IV. 4. Evaluate the diction, style, and tone.
 - IV. 5. Evaluate arrangement strategies of arguments, according to the following: a. stated and unstated assumptions; b. denotative and connotative meaning and biased language; c. logical fallacies and propagandistic devices; d. slanted and illogical language; e. relevant and irrelevant evidence and appeals.
 - IV. 6. Recognize and synthesize related ideas, arguments, and evidence in different texts on the same related issues and themes.
- V. Research Skills: In planning, writing, and revising expository and argument essays, students will be able to do the following:
 - V. 1. Incorporate information from multiple texts to support, contrast, or clarify a thesis or claim.
 - V. 2. Use sources appropriately and accurately, according to MLA or APA standards.
 - V. 3. Introduce and appropriately quote, summarize, and paraphrase material from sources.
 - V. 4. Evaluate the quality and relevance of published texts.
- VI. Skills in Writing Conventions: In planning, writing, and revising a variety of extended essays, such as expository, argument, analytical, and research essays, students will be able to do the following:
 - VI. 1. Construct sentences that are grammatically correct, syntactically logical, comprehensible, varied, and concise, while rarely, if ever, committing the following: a. sentence errors, such as comma splice, run-on (fused sentence), fragment, misplaced modifier, faulty agreement, and faulty reference; b. incorrect parallel structure; c. punctuation mistakes, such as the misuse of comma, semicolon, colon, apostrophe, and quotation marks; d. spelling errors, not only when using contractions and homonyms, but also when using common and college level vocabulary, including critical terminology.
 - VI. 2. Use appropriate diction that is sustained consistently throughout an essay and that usually demonstrates the following skills: a. the ability to move coherently from abstract to concrete and from general to specific language; b. the accurate use of metaphorical language, such as simile, metaphor, analogy, and the control of connotation and denotation.

Understanding the difference between inferences and warranted and unwarranted assumptions. Discerning patterns of textual detail that lead to a reasonable interpretation. Examining how a literary work can be viewed from various theoretical perspectives. Comparing and evaluating different critical analyses of a given literary text. The development of appreciation for the aesthetic qualities of literature. Identify key elements of major genres such as poetry, drama, scripted writing, films, short stories, and novels. Understand literary terminology, devices, conventions, and different critical methodologies and apply them to the analysis of specific texts. Critically read, analyze, compare, and evaluate literary texts from various social, historical, cultural, psychological, or aesthetic contexts. The development of college essays based on interpretive, argumentative theses: Developing a thesis that asserts a stand on a question at issue in a literary text. Supporting a thesis with evidence drawn from primary texts. Developing strong arguments by sound reasoning and appropriate organizational strategies. Synthesizing critical commentary from outside sources in the support of an argument. The process of revision: The early draft: discovery of thesis or claim and initial development of support. The later drafts: the refocusing of thesis or claim, developing further support, responding to the editorial advice from teacher and peers. The final draft: editing for clarity and correctness.

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

Instructional Techniques

Lecture and application of ideas, group discussion, projects, readings, and video.

Reading Assignments

Various assigned literary works.

Writing Assignments

In response to literary works, the student will be able to do the following in essays of 750 or more words: Analyze and synthesize information embodied in course readings. Skillfully employ expressive, expository, and argumentative strategies to support a thesis. Support a thesis with a variety of strategies, such as arranging evidence from abstract to concrete, and from specific to general using concession, one-sided argumentation, and multi-sided argumentation. Recognize and correct logical fallacies.

Out-of-class Assignments

In response to literary works, the student will be able to do the following in essays of 750 or more words: Analyze and synthesize information embodied in course readings. Skillfully employ expressive, expository, and argumentative strategies to support a thesis. Support a thesis with a variety of strategies, such as arranging evidence from abstract to concrete, and from specific to general using concession, one-sided argumentation, and multi-sided argumentation. Recognize and correct logical fallacies.

Demonstration of Critical Thinking

Written essays and exams.

Required Writing, Problem Solving, Skills Demonstration

Analyze and synthesize information embodied in course readings. Skillfully employ expressive, expository, and argumentative strategies to support a thesis. Support a thesis with a variety of strategies, such

Lecture Content

The development of critical thinking skills by close analytical reading of literary texts: Distinguishing between facts and inferences.

as arranging evidence from abstract to concrete, and from specific to general using concession, one-sided argumentation, and multi-sided argumentation. Recognize and correct logical fallacies.

Eligible Disciplines

English: Master's degree in English, literature, comparative literature, or composition OR bachelor's degree in any of the above AND master's degree in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism OR the equivalent. Master's degree required.

Textbooks Resources

1. Required James, Missy, Merickel, Alan, McHenry, Jenny. Reading Literature and Writing Argument, 7th ed. Pearson, 2021 2. Required Kirzner, Laurie and Stephen Mandell. Compact Literature , ed. Wadsworth/Cengage, 2016 3. Required Madden, Frank. Exploring Literature: Writing and Arguing about Fiction, Poetry, Drama, and the Essay, 7th ed. Prentice Hall, 2019 4. Required Cooper, Sheila. Writing Logically, Thinking Critically, 9th ed. New York: Longman, 2018