ENG 002: ARGUMENTATIVE WRITING AND CRITICAL THINKING THROUGH LITERATURE

Originator

rsagara

Justification / Rationale

Corrected COD GE from C4.A to: C4.B as noted on the COD Worksheet with Curriculum Chair and Articulation Officer approval - CS: rb; 2/9/23

Effective Term

Fall 2023

Credit Status

Credit - Degree Applicable

Subject

ENG - English

Course Number

002

Full Course Title

Argumentative Writing and Critical Thinking through Literature

Short Title

ARG. WRIT. & CRIT. THKNG.

Discipline

Disciplines List
English

Modality

Face-to-Face
100% Online
Hybrid

Catalog Description

This course offers expanded instruction in analytical and argumentative writing, critical thinking, research strategies, information literacy, and textual documentation through the study of literary works from multiple genres. Students develop close-reading skills and an appreciation for the aesthetic qualities of literature. This course builds upon the skills begun in ENG 001A.

Schedule Description

ENG 002 emphasizes textual analysis and critical thinking skills through the study of literature.
Prerequisite: ENG 001A
IGETC: 1B, 3B

Lecture Units

4

Lecture Semester Hours

72

Lab Units

0

In-class Hours

72

Out-of-class Hours
144

Total Course Units
4

Total Semester Hours
216

Prerequisite Course(s)
ENG 001A

Required Text and Other Instructional Materials

Resource Type
Book

Open Educational Resource
No

Formatting Style
MLA

Author
Mays, Kelly J.

Title
The Norton Introduction to Literature: Portable 14th Edition

Edition
14

City
New York

Publisher
Norton

Year
2023

College Level
Yes

Flesch-Kincaid Level
college-level

ISBN #
978-1-324-04462-8

Resource Type
Book

Open Educational Resource
No

Formatting Style
MLA

Author
Meyer, Michael, and D. Quentin Miller

Title
The Compact Bedford Introduction to Literature: Reading, Thinking, Writing

Edition
12

City
Boston

Publisher
Bedford

Year
2020

College Level
Yes

Flesch-Kincaid Level
12

ISBN #
9781319105051

Class Size Maximum
29

Entrance Skills
Develop ideas coherently in writing.

Requisite Course Objectives
ENG 001A-Develop ideas coherently in writing through the drafting process.

Entrance Skills
Follow a drafting process for essay-writing.

Requisite Course Objectives
ENG 001A-Develop ideas coherently in writing through the drafting process.
ENG 001A-Write essays with arguable theses and evidence from different types of sources.

Entrance Skills
Write thesis-driven essays that are developed through and supported by textual and other evidence.

Requisite Course Objectives
ENG 001A-Write thesis statements, topic sentences, and ideas in an organized way in essays.
ENG 001A-Read, analyze, and interpret varied texts (e.g., literary, digital, visual).
ENG 001A-Use a variety of rhetorical strategies to write essays.

Entrance Skills
Demonstrate the ability to read, analyze, and interpret written texts.

Requisite Course Objectives
ENG 001A-Read, analyze, and interpret varied texts (e.g., literary, digital, visual).

Entrance Skills
Use a variety of rhetorical strategies to write essays.

Requisite Course Objectives

ENG 001A-Use a variety of rhetorical strategies to write essays.

Entrance Skills

Compose essays with complex sentence structure and appropriate diction.

Requisite Course Objectives

ENG 001A-Compose texts with complex sentence structure and appropriate diction.

Entrance Skills

Correctly use MLA and/or APA documentation.

Requisite Course Objectives

ENG 001A-Correctly use MLA and/or APA documentation.

Course Content

1. Develop writing, reading, logical reasoning, and argumentation skills.
2. Literary genres: at minimum, poetry, dramatic writing, and fiction (novel and/or short story)
3. Literary terminology, devices, and critical approaches
4. Active and critical reading strategies
5. Writing analytically about literature

Course Objectives

	Objectives
Objective 1	Critically read, analyze, compare, and evaluate complex literary texts in multiple genres (e.g., poetry, short fiction, drama, creative non-fiction, novels).
Objective 2	Demonstrate understanding of formal and informal fallacies in language and thought.
Objective 3	Identify a text's premises and assumptions in various social, historical, cultural, psychological, or aesthetic contexts.
Objective 4	Analyze and employ logical and structural methods such as inductive and deductive reasoning, cause and effect, and rhetorical appeals (i.e., logos, ethos, and pathos).
Objective 5	Compose thesis-driven arguments to suit a variety of rhetorical situations, including interpretation, evaluation, and analysis, and support them with a variety of appropriate textual evidence and examples.
Objective 6	Locate, analyze, interpret, and evaluate primary and secondary sources, and incorporate them into essays using appropriate MLA documentation and following academic writing conventions.
Objective 7	Write essays that demonstrate appropriate style, diction, and tone; proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.
Objective 8	Identify key elements of major literary genres in order to analyze and interpret literary texts.
Objective 9	Define common literary terms, and apply these to the analysis of specific texts.

Student Learning Outcomes

	Upon satisfactory completion of this course, students will be able to:
Outcome 1	Compose well-organized, focused analytical essays free of significant structural and grammatical errors.
Outcome 2	Write interpretive/analytical in- and out-of-class essays using specific textual evidence, including properly quoted and cited material.
Outcome 3	Engage in critical thinking and argumentation through the interpretation of poetry, fiction, and drama.
Outcome 4	Demonstrate knowledge of the elements of major literary genres, including the relationship between and among style, form, characters, and meaning.

Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Technology-based instruction	Students will compose and edit their writing on computers, and they will use online library databases to conduct research.
Participation	Students will participate in class discussions, activities, and assignments.
Lecture	Instructors will lecture on key literary and critical thinking concepts.
Journal	Students may keep class journals that record and reflect on their development as writers, readers, and thinkers.
Discussion	Students will engage in whole-class and small-group discussions about literary works, literary criticism, critical thinking, and other pertinent topics.
Collaborative/Team	Students will work in groups on essay drafts, pre-writing assignments, and other writing- and reading-based assignments.

Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
College Level Essays	Students will write between 3-5 essays, one or more of which may be in-class essays. (80% of essays written out of class; 20% of essays written in class)	In and Out of Class
Self-paced testing	Students will complete various reading and writing assignments in preparation for class. (80% of student preparation of reading and writing assignments will take place out of class; 20% in class)	In and Out of Class
Student participation/contribution	Students will participate actively and appropriately in class discussions, exercises, and projects. (50% of student participation in discussions, exercises, and projects will take place out of class; 50% in class)	In and Out of Class
Mid-term and final evaluations	Students may be assigned midterm and/or final assessments on course concepts. These assessments may be short-answer responses, in-class essays, portfolios, and other writing-based assessments. (50% of midterm and final assessments will be completed out of class; 50% in class)	In and Out of Class
Tests/Quizzes/Examinations	Students will be tested on their understanding of literary terminology and methods, the essay-writing process, and critical thinking concepts. (The percentage of in- versus out-of-class testing can vary.)	In and Out of Class
Self/peer assessment and portfolio evaluation	Students will participate in the peer-review process for writing assignments, and may be asked to submit portfolios, depending on the individual instructor's course design. (50% of peer assessment work may take place during class; 50% may take place at home.)	In and Out of Class
Term or research papers	Students may be asked to write at least one academic research paper that demonstrates an understanding of research, documentation, and synthesis. (80% of the work toward academic research papers will take place out of class; 20% in class)	In and Out of Class

Portfolios	Students may be asked to compile a portfolio of writing assignments, and then will produce a meta-commentary that reflects on their learning. (80% of work toward a writing portfolio will be completed out of class; 20% in class)	In and Out of Class
Guided/unguided journals	Students may be asked to maintain a journal that reflects on their learning throughout the class, and/or that includes structured notes (e.g., Cornell notes) on reading assignments. (80% of journal-writing will be completed out of class; 20% in class)	In and Out of Class
Critiques	Students will write critiques of their classmates' writing, following a guided protocol that encourages active reflection and dialogue. (20% of written critiques will be completed out of class; 80% in class)	In and Out of Class
Written homework	Students will regularly complete homework assignments, which may include reading, formal and informal writing, and grammar and research documentation exercises. (100% of homework assignments will be completed out of class, by definition)	Out of Class Only

Assignments

Other In-class Assignments

Essay exams

Class discussion

Oral presentations

Quizzes

Journals

Annotations

Reader responses

In-class essays

Responses to questions

Other evaluation methods such as projects and portfolios

Students are expected to write a minimum of 25 pages (6,000 words) of material over the course of the semester.

Other Out-of-class Assignments

Essays

Many of the above assignments may also be out-of-class assignments

Grade Methods

Letter Grade Only

Distance Education Checklist

Include the percentage of online and on-campus instruction you anticipate.

Online %

100

On-campus %

0

What will you be doing in the face-to-face sections of your course that necessitates a hybrid delivery vs a fully online delivery?

N/A (This course can be offered fully online. There is nothing that "necessitates a hybrid delivery," although we may offer the course as a hybrid class.)

Instructional Materials and Resources

If you use any other technologies in addition to the college LMS, what other technologies will you use and how are you ensuring student data security?
none

If used, explain how specific materials and resources outside the LMS will be used to enhance student learning.
N/A

Effective Student/Faculty Contact

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

Within Course Management System:
Discussion forums with substantive instructor participation
Online quizzes and examinations
Private messages
Regular virtual office hours
Timely feedback and return of student work as specified in the syllabus
Weekly announcements

External to Course Management System:
Direct e-mail
Posted audio/video (including YouTube, 3cmediasolutions, etc.)
Telephone contact/voicemail

For hybrid courses:
Library workshops
Orientation, study, and/or review sessions
Scheduled Face-to-Face group or individual meetings

Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.
Students will regularly and frequently complete assignments in discussion forums and/or groups, and they will regularly and frequently submit formal writing assignments, so they will receive regular and frequent feedback from the instructor on these assignments.

If interacting with students outside the LMS, explain how additional interactions with students outside the LMS will enhance student learning.
Students have the opportunity to contact their instructor on the phone or through email, which gives them an extra avenue for getting feedback and assistance on course material. In addition, students may be directed to open-source audio and/or video material to supplement their learning.

Other Information

Comparable Transfer Course Information
University System
CSU
Campus
CSU Long Beach

Course Number
102
Course Title
Critical Reading and Writing

Catalog Year
2022-2023

Rationale
Course description is similar."Analytical reading and persuasive writing, with emphasis on logic and argumentation."

University System
CSU
Campus
San Diego State University

Course Number
200
Course Title
Rhetoric of Written Arguments in Context

Catalog Year
2022-2023

Rationale
Course description has similar elements. "Further practice in writing, reading, and critical thinking. Emphasis on rhetoric of written arguments in context and using multiple sources in writing. Continued attention to structure, cohesion, and rhetorical conventions."

COD GE
C3 - Arts, Humanities, and Culture
C4.B - Language and Rationality - Communication and Analytical Thinking

CSU GE
A3 - Critical Thinking
C2 - Humanities

IGETC GE
1B - Critical Thinking-English Composition
3B - Humanities

MIS Course Data

CIP Code
23.0101 - English Language and Literature, General.

TOP Code
150100 - English

SAM Code
E - Non-Occupational

Basic Skills Status
Not Basic Skills

Prior College Level
Not applicable

Cooperative Work Experience
Not a Coop Course

Course Classification Status
Credit Course

Approved Special Class
Not special class

Noncredit Category
Not Applicable, Credit Course

Funding Agency Category
Not Applicable

Program Status
Program Applicable

Transfer Status
Transferable to both UC and CSU

General Education Status
A = Composition/Critical Thinking

Support Course Status
N = Course is not a support course

C-ID
ENGL 110

Allow Audit
Yes

Repeatability
No

Materials Fee
No

Additional Fees?
No

Files Uploaded

Attach relevant documents (example: Advisory Committee or Department Minutes)
ENG-002 - GE_COD.doc

Approvals

Curriculum Committee Approval Date
11/01/2022

Academic Senate Approval Date
11/10/2022

Board of Trustees Approval Date
12/16/2022

Chancellor's Office Approval Date
12/20/2022

Course Control Number
CCC000550980

Programs referencing this course
Film, Television, and Electronic Media AS-T (http://catalog.collegeofthedesert.eduundefined/?key=10)
Elementary Teacher Assistant Special Education, Bilingual Certificate of Achievement (http://catalog.collegeofthedesert.eduundefined/?key=132)
Elementary Teacher Assistant Special Education Certificate of Achievement (http://catalog.collegeofthedesert.eduundefined/?key=133)
Liberal Arts: Arts, Humanities Communication Studies AA Degree (http://catalog.collegeofthedesert.eduundefined/?key=26)
Communication Studies AA-T Degree (http://catalog.collegeofthedesert.eduundefined/?key=3)
Communication Studies AA-T Degree (http://catalog.collegeofthedesert.eduundefined/?key=385)
Elementary Teacher Education AA-T Degree (http://catalog.collegeofthedesert.eduundefined/?key=5)

English AA-T Degree (http://catalog.collegeofthedesert.eduundefined/?key=6)