



2. Explain the author's attempts to influence the reader through the use of diction, figurative language, connotation, and denotation
  3. Explain an author's assumptions about the readers
  4. Identify the main ideas or unifying theme in works of literature
  5. Deduce and justify inferences about the intention of the author or the effect of the text based on the setting, characterization, point of view, symbol, imagery, structure, sound devices, and other elements of fiction and poetry
  6. Explain the effect upon the reader of satire, irony, overstatement, and paradox
  7. Describe characteristics reflecting cultural diversity and themes that transcend ethnic differences
  8. Demonstrate awareness of contemporary critical terminology and theory
- B. Write compositions that demonstrate an ability to construct sound arguments by:
1. limiting the topic appropriately
  2. stating clearly a unifying thesis or proposition
  3. selecting examples, details, and other evidence to support or validate the thesis and other generalizations
  4. providing details, examples, and evidence to develop and elaborate on subtopics
  5. organizing main parts of the composition, defining a sequence that contributes to clarity and to the purpose of the writing
  6. achieving coherence
  7. employing techniques appropriate to the writing of an academic research paper, including the conventions of documentation
- C. Use appropriate research techniques to produce an acceptable research paper, including:
1. demonstrating efficient skills of researching topics about literature
  2. creating a working bibliography
  3. taking accurate notes
    - a. information cards
    - b. bibliographic/source cards
  4. writing a rough outline
  5. constructing a formal outline
  6. integrating research information

7. demonstrating methods of paraphrasing
8. demonstrating techniques of documentation
9. writing, revising, and editing several drafts
10. using citations within the text correctly
11. preparing the list of works cited correctly

D. Demonstrate critical thinking skills:

1. Analyze and explains judgments (stated as theses in written assignments) based on information or ideas from reading, class discussion, or research
2. Explain and support judgments or theses with relevant information, distinguishing between what may be regarded as fact and that which is judgment or opinion
3. Evaluate and re-evaluate the soundness of judgments (their own and those of others) based on new information or on another point of view.

**CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:**

A. Critical Reading Strategies:

1. reading the main idea
  - a. identifying themes and theses
  - b. identifying evidence and support
  - c. identifying assumptions
2. recognizing and using inductive and deductive reasoning
3. distinguishing between fact and inference
4. developing logical inferences
5. identifying and avoiding logical fallacies
6. recognizing denotative and connotative language
7. evaluating diction
8. evaluating arguments for soundness and validity
9. evaluating claims for validity
10. evaluating uses of authority
11. exploring rhetorical uses of elements of literature
12. responding to aesthetics and style
13. utilizing critical theory and/or literary terminology

B. Critical Writing Strategies:

1. constructing sound arguments
2. avoiding fallacies
3. supplying sufficient support for claims

4. using outside sources
5. refuting objections
6. advocating ideas
7. writing with grace and style

C. Elements of Literary Analysis:

1. For fiction and/or drama:
  - a. characterization
  - b. plot
  - c. conflict
  - d. setting
  - e. tone
  - f. point of view
  - g. figurative language: simile, metaphor, etc.
  - h. theme
  - i. symbol
  - j. irony
  - k. signification
  - l. cultural context
  
2. For poetry:
  - a. word choice
  - b. imagery
  - c. figurative language
  - d. rhythm and meter
  - e. structure
  - f. symbol
  - g. sound devices
  - h. irony
  - i. speaker
  - j. signification
  - k. setting
  - l. cultural context

D. Elements of Critical Thinking:

- a. awareness of ethnic and cultural diversity—ability to recognize stereotypes and prejudices
- b. critical thinking strategies
- c. principles of inductive and deductive thinking
- d. open-minded evaluation

E. In addition, students may be asked to participate in the following:

1. individual conferences with the instructor
2. peer editing of papers

3. class presentation of papers
4. computer-assisted instruction

### **REQUIRED AND SUGGESTED READING:**

A critical thinking handbook or text. Reference material for writing about and researching literature. Literary works chosen by the instructor, including works that promote an awareness and discussion of ethnic/cultural pluralism and diversity. All literary texts will expose the student to a variety of ideas to encourage comparison and critical thinking.

Examples of texts:

Beatty, Jerome, and J. Paul Hunter, eds. The Norton Introduction to Literature. Shorter 7th Ed. New York: W.W. Norton, 1998.

Didion, Joan. The White Album: Essays. 4th edition. New York: Farrar, Straus and Giroux, 1994.

Faulkner, William. The Sound and the Fury. New York: Random House, 1929.

Garcia Marquez, Gabriel. Love in the Time of Cholera. New York: Avon Books, 1970.

Goshgarian, Gary and Kathleen Krueger. Crossfire: An Argument Rhetoric and Reader. New York: Harper Collins, 1994.

Grassi, Rosanna and Peter de Blois. Composition and Literature: A Rhetoric for Critical Writing. Englewood Cliffs: Prentice Hall, 1984.

Harris, Joseph and Jay Rosen. Media Journal: Reading and Writing about Popular Culture. Boston: Allyn and Bacon, 1995.

McCormick, Kathleen, Gary Walker, and Linda Flower. Reading Texts: Reading, Responding, Writing. Lexington: D.C. Heath, 1987.

Ruggiero, Vincent. Beyond Feeling: A Guide to Critical Thinking.

Mountain View: Mayfield, 1990.

Tan, Amy. The Joy Luck Club. New York: Ivy Books, 1989.

Young, Diana. Cartographies. Boston: Bedford Books of St. Martin's Press,  
1994.

### **REQUIRED WRITING:**

1. Write argumentative essays designed to address critical interpretations of literature. These essays should reflect the critical thinking, reading, and writing skills delineated throughout this course outline. A total of 6000-8000 words are required.
  - a. at least four formal essays of 1000-1500 words.
  - b. one research of 12 pages or more.
2. Respond to exercises and quizzes which address critical, rhetorical, logical, or linguistic concerns pertaining to critical thinking strategies, to literature, or to arguments of literary analysis.

### **OUTSIDE ASSIGNMENTS:**

**Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short term classes.**

1. Research and critically evaluate a variety of arguments pertaining to a text and develop a research paper that responds to those arguments as well as presents and supports its own thesis.
2. All writing and required reading are done outside class.

### **INSTRUCTIONAL METHODOLOGY:**

**Check all that apply:**

- lecture  
 laboratory  
 lecture-laboratory combination  
 directed study

**This course may be offered as a distance education course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.**

Yes  No

**If yes, check all that apply:**

- telecourse
- mediated instruction
- computer assisted instruction

**GRADING POLICY AND STANDARDS:**

A-F, according to the level of critical thinking, reading, and writing skills that student demonstrates in class (e.g., journals, group discussin, oral presentations) and in writing assignments. Evaluation of the students' achievement of the course objectives will be based on the following:  
May not be taken for credit/no credit.

1. The clarity and effectiveness of their writing and the degree to which it successfully incorporates principles of composition and of logical reasoning taught in the course
2. The clarity of understanding of assigned readings and the degree to which the students are successful in using logical reasoning principles to reach conclusions about the works considered
3. The quality of writing on compositions and research papers

For example, the final grade could be derived as follows:

Four required essays:	60%
Research Paper:	30%
Other (quizzes, tests, exams, exercises, in-class writing	10%

**IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?**

Yes  No  Number of times course may be taken for credit: 1.

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