

# ENG 002: ARGUMENTATIVE WRITING AND CRITICAL THINKING THROUGH LITERATURE

---

**Originator**

rsagara

**Justification / Rationale**

I am updating and correcting this COR, based on department-wide discussions.

**Effective Term**

Fall 2020

**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. &amp; 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 13th Edition

**Edition**

13

**City**

New York

**Publisher**

Norton

**Year**

2019

**College Level**

Yes

**Flesch-Kincaid Level**

12

**ISBN #**

9780393420463

---

**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 or pre-collegiate 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:**

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

**External to Course Management System:**

Direct e-mail  
Posted audio/video (including YouTube, 3cm mediasolutions, etc.)  
Telephone contact/voicemail

**For hybrid courses:**

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

**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**

2019-20

**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**

2013-2014

**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.A - Language and Rationality - English Composition

**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

**C-ID**

ENGL 110

**Allow Audit**

No

**Repeatability**

No

**Materials Fee**

No

**Additional Fees?**

No

**Approvals****Curriculum Committee Approval Date**

12/03/2019

**Academic Senate Approval Date**

12/12/2019

**Board of Trustees Approval Date**

1/17/2020

**Chancellor's Office Approval Date**

1/24/2020

**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/>)Elementary Teacher Education AA-T Degree (<http://catalog.collegeofthedesert.eduundefined?key=5/>)English AA-T Degree (<http://catalog.collegeofthedesert.eduundefined?key=6/>)