

ENGL-C1003: CRITICAL THINKING AND WRITING THROUGH LITERATURE

Effective Term

Fall 2026

CC Approval

10/03/2025

AS Approval

10/09/2025

BOT Approval

10/16/2025

COCI Approval

12/10/2025

SECTION A - Course Data Elements

CB04 Credit Status

Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
English (Master's Degree)	

Subject Code

ENGL - English

Course Number

C1003

Department

English

Division

Language and Developmental Studies (LADS)

Full Course Title

Critical Thinking and Writing through Literature

Short Title

Crit Think Writing through Lit

CB03 TOP Code

1501.00 - English

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

E - Non-Occupational

Rationale

CCN update.

SECTION B - Course Description

Catalog Course 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.

SECTION C - Conditions on Enrollment

Open Entry/Open Exit

No

Repeatability

Not Repeatable

Grading Options

Letter Grade or Pass/No Pass

Allow Audit

Yes

Requisites

Prerequisite(s)

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

Requisite Justification

Requisite Description

Course Not in a Sequence

Subject

ENGL

Course

C1000

Level of Scrutiny

Content Review

Upon entering this course, students should be able to:

1. Read, comprehend and analyze college level texts of varying lengths, styles, and subjects. Be able to identify main ideas and support points as well as consider rhetorical and stylistic strategies used by the writer.
2. Write well formulated narrative, expository and argumentative essays of 1000-1500 words with a clear focus and careful organization. Demonstrate adequate reasoning and a solid use of details or examples to support ideas. Demonstrate proficient sentence mechanics and display syntactic variety.
3. Demonstrate adequate ability to synthesize ideas from multiple texts and other media. Demonstrate competence in research skills, including finding and evaluating secondary sources, performing electronic searches, and using current MLA (or other professional) documentation format.
4. Possess the study and organizational skills necessary to complete reading assignments of a minimum of 25 pages per week, text-based writing assignments of 1000-1500 words (4-6 pages) every three weeks and develop longer (6-10 pages) argumentative research papers.

SECTION D - Course Standards

Is this course variable unit?

No

Units

4.00

Lecture Hours

72.00

Outside of Class Hours

144

Total Contact Hours

72

Total Student Hours

216

Distance Education Approval**Is this course offered through Distance Education?**

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent
Online with Proctored Exams	Permanent

SECTION E - Course Content**Student Learning Outcomes**

Upon satisfactory completion of the course, students will be able to:	
1.	Demonstrate critical reading, writing, and research strategies.
2.	Demonstrate the essentials of academic argumentation.
3.	Demonstrate basic literary theory as it relates to the development of an argument.

Course Objectives

Upon satisfactory completion of the course, students will be able to:	
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 Objectives Part II

Upon satisfactory completion of the course, students will be able to:

1. Apply the principles of the writing process to generate increasingly sophisticated and complex writing assignments that analyze literary texts.

Course Content

- 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.

Course Content Part II

- Five hours of supplemental instruction are recommended.
- Representative readings include but are not limited to:
 - a. Creative non fiction and memoirs: e.g. N. Scott Momaday's *The Way to Rainy Mountain*; Maxine Hong-Kingston's *Woman Warrior*.
 - b. Poems: e.g. by Langston Hughes, Lucille Clifton, Li-Young Lee, Philip Levine, W. H. Auden, Linda Hogan.
 - c. Short stories: e.g. Margaret Atwood's "Happy Endings," Charlotte Perkins Gilman's "The Yellow Wallpaper," Gabriel Garcia Marquez's "A Very Old Man with Enormous Wings."
 - d. Novellas/novels: e.g. Mary Shelley's *Frankenstein*, Franz Kafka's *The Metamorphosis*, Maxine Hong Kingston's *Woman Warrior*.
 - e. Plays: e.g. Shakespeare's *The Tempest*, Lorraine Hansberry's *A Raisin in the Sun*, Milcha Sanchez-Scott's "The Cuban Swimmer."
 - f. Traditional and modern fairy tales: e.g. Perrault's, Grimms', and Chinese versions of "Little Red Riding Hood"; Angela Carter's "The Company of Wolves," Tanith Lee's "Wolfland," Joyce Carol Oates "Where Are You Going, Where Have You Been?" Stephen Sondheim's and James Lapine's *Into the Woods*, poems by Olga Broumas, Ronald Blackwell, Anne Sexton, Roald Dahl.

Methods of Instruction**Methods of Instruction**

Types	Examples of learning activities
Activity	Instructor leads students through an analysis of an example literary analysis essay.
Group Work	Students work in groups to review and critique each other's essay drafts.
Discussion	Students discuss the claim Kate Chopin makes in "The Story of an Hour" and how she supports it.
Individualized Instruction	Students are directed to Success Centers for individualized support with specific, identified skill needs.
Lecture	Instructor lecture about various literary devices.
Journal	Students write in reading journals.

Online Adaptation

Types	Examples of learning activities
Activity	Students analyze an example literary analysis essay via an online annotation tool.
Group Work	Students work in groups to review and critique each other's essay drafts via Canvas or another online platform.
Discussion	Students participate in an online discussion about the claim Kate Chopin makes in "The Story of an Hour" and how she supports it.
Individualized Instruction	Students are directed to Success Centers for individualized support with specific, identified skill needs. Online appointments are available.
Lecture	Instructor lectures about various literary devices.
Journal	Students write in reading journals.

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
Chat Rooms

Discussion Boards
 E-mail Communication
 Telephone Conversations
 Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
 Discussions
 Group Work

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

Types	Examples of classroom assessments
Other	<p>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.</p> <p>Formal writing (including essays) that receives instructor feedback and that goes through a revision process.</p> <p>Informal writing (examples include journals, discussions, annotations, reader responses, in-class writing, and responses to questions).</p> <p>Other evaluation methods may include assignments such as essay exams, quizzes, projects, presentations, and portfolios.</p>

Methods of Evaluation Part II

Types	Examples of classroom assessments
Other	At least 70% of the overall course grade will be based on performance on formal writing assignments, which may include timed essay exams.

Assignments

Reading Assignments

Students will read and analyze approximately 50-100 pages of literary texts and contextual materials per week.

For example, summarize the claim of policy that Swift makes in a "Modest Proposal" and the solution he suggests.

For example, read the poem "Executive Order 9066." Read the poem utilizing one of your favorite reading strategies; then take another look through the lens of gender studies. What gender-related questions are raised for you? How might those gender-related questions be addressed by using the lens of gender studies as a guide?

Writing Assignments

Students will write literary analyses that use logical critical strategies and judiciously chosen textual evidence in thesis-driven arguments. Writing assignments will include in-class and out of class essays, essay exams, and revisions, which will be stressed. Assignments will become more complex and critically sophisticated as the course progresses.

For example, write an essay that analyzes the claim Kate Chopin makes in her short story, "The Story of an Hour." Do you agree with her claim? Use the argument structure you studied in class to organize your response.

For example, write an analysis of the poem "The Gift." Analyze the theme, the meaning of the poem, and analyze how that meaning is conveyed.

Outside-of-Class Assignments

Students will be directed to Success Centers that support this course for supplemental instruction in primary Course Objectives as well as in identified, individual learning needs.

For example, take an essay to the Writing Success Center for tutoring on identified structural, grammar, or documentation issues or errors, or submit the essay for online grammar and documentation review.

SECTION F - Textbooks and Instructional Materials

Material Type

Textbook

Author

Gardner, Janet E.

Title

Writing about Literature: A Portable Guide

Edition/Version

6th

Publisher

Bedford/St Martin's

Year

2025

Rationale

CCN required

Material Type

Textbook

Author

Lynn, Steven

Title

Texts and Contexts: Writing About Literature with Critical Theory

Edition/Version

7th

Publisher

Pearson

Year

2021

Material Type

Textbook

Author

Barnet, Sylvan et al.

Title

An Introduction to Literature

Edition/Version

16th

Publisher

Longman

Year

2019

Rationale

Legacy/Classic

ISBN #

978-0205633098

Material Type

Open Educational Resource (OER)

Author

Ringo, Heather and Athena Kashyap

Title

Writing and Critical Thinking Through Literature

Edition/Version

1st

Publisher

LibreTexts

Year

2025

Material Type

Textbook

Author

Schilb, John, and John Clifford. Making Arguments about Literature

Title

Making Arguments about Literature

Edition/Version

4th

Publisher

Bedford

Year

2024

Rationale

CCN requirement

Material Type

Textbook

Author

James, Missy, and Alan P. Merickel

Title

Reading Literature and Writing Argument

Edition/Version

7th

Publisher

Longman

Year

2021

Rationale

CCN required

Material Type

Textbook

Author

Meyer, Michael.

Title

The Bedford Introduction to Literature: Reading, Writing, Thinking

Edition/Version

12th

Publisher

Bedford

Year

2019

Rationale

CCN required

Material Type

Textbook

Author

Bullock, Richard, et al

Title

The Little Seagull Handbook

Edition/Version

5th

Publisher

Norton

Year

2024

Rationale

CCN required

Material Type

Textbook

Author

Morgan, Meg, et al.

Title

Strategies for Reading and Arguing About Literature

Edition/Version

1st

Publisher

Pearson

Year

2006

Rationale

Classic/Legacy

ISBN #

978-0130938534

Material Type

Textbook

Author

Harmon, William, and C. Hugh Holman

Title

A Handbook to Literature

Edition/Version

10th

Publisher

Pearson

Year

2005

Rationale

Classic/Legacy

ISBN #

978-0131344426

SECTION G - Diversity, Equity and Inclusivity**How does your course and/or course outline of record reflect strategies for accommodating and engaging diverse student populations, advancing equitable outcomes, and fostering inclusion for all students?**

Course readings come from diverse authors representing a wide range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds. Coordination with campus Success Centers provides supplemental instruction in grammar and essay development for students and introduces them to campus support resources.

Course Codes (Admin Only)**CB00 State ID**

CCC000170771

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No