I. CATALOG INFORMATION
   A. Discipline: ENGLISH
   B. Subject Code and Number: ENGL M01B
   C. Course Title: Literature: Critical Thinking and Composition
   D. Credit Course units:
      Units: 4
      Lecture Hours per week: 4
      Lab Hours per week: 0
      Variable Units: No
   E. Student Learning Hours:
      Lecture Hours:
      Classroom hours: 70 - 70
      Laboratory/Activity Hours:
      Laboratory/Activity Hours: 0 - 0
      Total Combined Hours in a 17.5 week term: 70 - 70
   F. Non-Credit Course hours per week __________
   G. May be taken a total of:  X 1 2 3 4 time(s) for credit
   H. Is the course co-designated (same as) another course: No X Yes
      If YES, designate course Subject Code & Number: __________
   I. Course Description:
      Develops critical thinking and writing skills in close textual analysis of issues and
      themes in fiction, poetry, and drama as well as in non-fictional literature and
      literary criticism. Reviews deductive and inductive reasoning, recognition and
      avoidance of logical fallacies, and relationships between language and meaning
      while emphasizing detailed critical analysis.
   J. Entrance Skills
      *Prerequisite: No [] Yes X Course(s)
      ENGL M01A or ENGL M01AH
      *Corequisite: No X Yes [] Course(s)
      Limitation on Enrollment: No X Yes
      Recommended Preparation: No X Yes [] Course(s)
      Other: No X Yes
K. Other Catalog Information:

Course Credit Limitations: Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of “C” or better or “P”. Honors Program requires a letter grade.

C-ID: ENGL 110 and ENGL 120

II. COURSE OBJECTIVES

Upon successful completion of the course, a student will be able to:

<table>
<thead>
<tr>
<th></th>
<th>Methods of evaluation will be consistent with, but not limited by, the following types or examples.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>select evidence from a text to identify and respond to genre, plot, setting, point of view, characters, tone, style, and theme of a literary work.</td>
</tr>
<tr>
<td>2</td>
<td>demonstrate an understanding of literary elements (such as theme and tone) using appropriate literary terms.</td>
</tr>
<tr>
<td>3</td>
<td>develop and test hypotheses about the relationship of form and content in writing by recognizing the implications of literary forms and language patterns.</td>
</tr>
<tr>
<td>4</td>
<td>explain how fiction, drama, and poetry reflect the author's cultural, moral, gender-based, psychological, and philosophical assumptions.</td>
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<td>5</td>
<td>use and evaluate various sources to interpret literature and create original arguments.</td>
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<td>11</td>
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<td></td>
<td>12</td>
</tr>
</tbody>
</table>

### III. COURSE CONTENT

<table>
<thead>
<tr>
<th>Estimated %</th>
<th>Topic</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lecture</strong> (must total 100%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Genre: characteristics, conventions, and implications of form in fiction, drama, poetry, and non-fictional literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Elements of literature: plot, character, setting, point of view, figurative</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Course Outline

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.00%</td>
<td>Language (metaphor, image, symbol), tone, etc., and their relationship to theme</td>
</tr>
<tr>
<td></td>
<td>• Style: relationship between language and meaning</td>
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<tr>
<td></td>
<td>• Context: cultural, historical, political, social contexts and allusions</td>
</tr>
<tr>
<td></td>
<td>• Authorial bias: moral, psychological, gender-based, and philosophical assumptions, perspectives, and biases in works from various times and cultures</td>
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<tr>
<td></td>
<td>• Response: appreciation and evaluation of a work in relation to its own and the student's context</td>
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<tr>
<td></td>
<td>• Comparison of several works of the same author or thematically similar works of several authors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.00%</td>
<td>Critical Thinking about Literature:</td>
</tr>
<tr>
<td></td>
<td>• Refinement and synthesis of critical thinking concepts and skills, such as inductive and deductive reasoning, denotation and connotation, fallacies, varying appeals</td>
</tr>
<tr>
<td></td>
<td>• Development of inferences and drawing conclusions based on evidence</td>
</tr>
<tr>
<td></td>
<td>• Formation and testing of hypotheses about literary themes</td>
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<tr>
<td></td>
<td>• Avoidance of logical fallacies (e.g., over-generalization, over-simplification [especially stock response], and the either/or fallacy)</td>
</tr>
<tr>
<td></td>
<td>• Application of critical thinking concepts to literary analysis and interpretation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.00%</td>
<td>Literary Criticism:</td>
</tr>
<tr>
<td></td>
<td>• Critical approaches to literature: Marxist, feminist/gender, psychoanalytical, reader response, New Historicism, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.00%</td>
<td>Composition and Research:</td>
</tr>
<tr>
<td></td>
<td>• Review and improvement of principles and practices of composition courses: thesis, organization, development, editing</td>
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<tr>
<td></td>
<td>• Review and improvement of Standard Written English: correct, effective, concise writing</td>
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<tr>
<td></td>
<td>• Mastery of academic conventions</td>
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<tr>
<td></td>
<td>• Development of original authorial voice</td>
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<td></td>
<td>• Literary analysis: formulation of an original, complex, thesis-driven argument focused on one or more literary works and supported by relevant evidence and quotations from the text(s)</td>
</tr>
<tr>
<td></td>
<td>• Information literacy: finding, evaluating, and incorporating print, electronic, and multimedia sources, including those sources retrieved from library databases</td>
</tr>
<tr>
<td></td>
<td>• Documentation: ethical, accurate documentation using MLA (Modern Language Association) format</td>
</tr>
</tbody>
</table>

### IV. TYPICAL ASSIGNMENTS

#### A. Writing assignments

Writing assignments are required. Possible assignments may include, but are not limited to:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>thesis-driven critical essays that interpret a literary work from a specific critical perspective, such as Marxist, feminist, historical, biographical, deconstructionist.</td>
</tr>
<tr>
<td>2</td>
<td>reflections on assigned readings.</td>
</tr>
<tr>
<td>3</td>
<td>a research paper that follows current MLA guidelines.</td>
</tr>
<tr>
<td>4</td>
<td>essays requiring synthesis of two or more literary works.</td>
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<tr>
<td></td>
<td>persuasive essays that avoid logical fallacies.</td>
</tr>
</tbody>
</table>

**B. Appropriate outside assignments**

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>Appropriate outside assignments are required. Possible assignments may include, but are not limited to:</td>
</tr>
<tr>
<td>1</td>
<td>cooperative group planning for oral presentations.</td>
</tr>
<tr>
<td>2</td>
<td>attendance/visitation at theatre, music, art, etc. performances/showings directly related to a course assignment.</td>
</tr>
<tr>
<td>3</td>
<td>research a specific literary work to write a paper that examines the influence of the historical or biographical context on the work.</td>
</tr>
<tr>
<td>4</td>
<td>assigned readings covering the major genres of fiction, poetry, and drama.</td>
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</tbody>
</table>

**C. Critical thinking assignments**

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>Critical thinking assignments are required. Possible assignments may include, but are not limited to:</td>
</tr>
<tr>
<td>1</td>
<td>analytical reflections on readings, films, current events, contemporary media, etc.</td>
</tr>
<tr>
<td>2</td>
<td>cooperative group planning for oral presentations.</td>
</tr>
<tr>
<td>3</td>
<td>group projects, such as locating an author in his or her historical, cultural, and political context.</td>
</tr>
<tr>
<td>4</td>
<td>identifying themes of literary works.</td>
</tr>
<tr>
<td>5</td>
<td>formulating written literary-critical arguments.</td>
</tr>
<tr>
<td>6</td>
<td>revision of essays for focus, coherence, support, clarity, logic, and style.</td>
</tr>
</tbody>
</table>

**V. METHODS OF INSTRUCTION**

Methods of instruction may include, but are not limited to:

- **X** Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)
- **X** Lecture/Discussion
- **X** Laboratory/Activity
- **X** Other (Specify) Collaborative projects: oral presentation of researched material
VI. METHODS OF EVALUATION
Methods of evaluation may include, but are not limited to:

- Essay Exam
- Classroom Discussion
- Problem Solving Exam
- Objective Exams
- Assessment of projects and oral presentations
- Skill Demonstration
- Participation
- Reports/Papers/Journals
- Projects
- Other (specify)

VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS


VIII. STUDENT MATERIALS FEES

- X No
- Yes

IX. PARALLEL COURSES

<table>
<thead>
<tr>
<th>College</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Francisco State</td>
<td>ENG 214</td>
<td>Second Year Written Composition-English</td>
<td>3</td>
</tr>
<tr>
<td>CSU San Marcos</td>
<td>LTWR 115</td>
<td>Critical Reading and Writing</td>
<td>3</td>
</tr>
<tr>
<td>CSU Dominguez Hills</td>
<td>ENG 111</td>
<td>Freshman Composition II</td>
<td>3</td>
</tr>
<tr>
<td>CSU Long Beach</td>
<td>ENGL 102</td>
<td>Critical Reading and Writing</td>
<td>3</td>
</tr>
<tr>
<td>Oxnard College</td>
<td>ENGL R102</td>
<td>Critical Thinking through Composition and Literature</td>
<td>4</td>
</tr>
<tr>
<td>Cal Poly San Luis Obispo</td>
<td>ENGL/COMS/HNRS</td>
<td>Reasoning, Argumentation, and Writing</td>
<td>4</td>
</tr>
</tbody>
</table>
X. MINIMUM QUALIFICATIONS

Courses Requiring a Masters Degree:
Master's in English, literature, comparative literature, or composition OR Bachelor's in any of the
above AND Master's in linguistics, TESL, speech, education with a specialization in reading, creative
writing, or journalism OR the equivalent.

XI. ARTICULATION INFORMATION

A. Title V Course Classification:
   1. This course is designed to be taken either:
      □ Pass/No Pass only (no letter grade possible); or
      X Letter grade (P/NP possible at student option)

   2. Degree status:
      Either X Associate Degree Applicable; or □ Non-associate Degree
      Applicable

B. Moorpark College General Education:
   1. Do you recommend this course for inclusion on the Associate Degree
      General Education list?
      Yes: X No: □ If YES, what section(s)?
      □ A1 - Natural Sciences - Biological Science
      □ A2 - Natural Sciences - Physical Science
      □ B1 - Social and Behavioral Sciences - American History/Institutions
      □ B2 - Social and Behavioral Sciences - Other Social Behavioral Science
      □ C1 - Humanities - Fine or Performing Arts
      X C2 - Humanities - Other Humanities
      □ D1 - Language and Rationality - English Composition
      X D2 - Language and Rationality - Communication and Analytical
      Thinking
      □ E1 - Health/Physical Education
      □ E2 - PE or Dance
      □ F - Ethnic/Gender Studies

C. California State University (CSU) Articulation:
   1. Do you recommend this course for transfer credit to CSU? Yes: X No:

   2. If YES do you recommend this course for inclusion on the CSU General
      Education list?
      Yes: X No: □ If YES, which area(s)?
      □ A1 □ A2 □ A3 X □ B1 □ B2 □ B3 □ □ B4 □
      □ C1 □ C2 X □ D1 □ D2 □ D3 □ □ D4 □ □ D5
      □ D6 □ D7 □ D8 □ D9 □ D10 □ E □

D. University of California (UC) Articulation:
1. Do you recommend this course for transfer to the UC?  Yes: X No: 

2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)?  Yes: X No: 

IGETC Area 1: English Communication

☐ English Composition
X Critical Thinking-English Composition
☐ Oral Communication

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

☐ Mathematical Concepts

IGETC Area 3: Arts and Humanities

☐ Arts
X Humanities

IGETC Area 4: Social and Behavioral Sciences

☐ Anthropology and Archaeology
☐ Economics
☐ Ethnic Studies
☐ Gender Studies
☐ Geography
☐ History
☐ Interdisciplinary, Social & Behavioral Sciences
☐ Political Science, Government & Legal Institutions
☐ Psychology
☐ Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)

☐ Physical Science Lab or Physical Science Lab only (non-sequence)
☐ Physical Science Lecture only (non-sequence)
☐ Biological Science
☐ Physical Science Courses
☐ Physical Science Lab or Biological Science Lab Only (non-sequence)
☐ Biological Science Courses
☐ Biological Science Lab course
☐ First Science course in a Special sequence
☐ Second Science course in a Special Sequence
☐ Laboratory Activity
☐ Physical Sciences
IGETC Area 6: Language other than English

- Languages other than English (UC Requirement Only)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

XII. REVIEW OF LIBRARY RESOURCES

A. What planned assignment(s) will require library resources and use?

The following assignments require library resources:
Reading of literary works, literary critical essays, and biographical information. Research, using the Library's print and online resources, in order to write a research paper on a literary topic. Introduction to the Library's specialized online literary databases and reference sources strong in literary criticism.

B. Are the currently held library resources sufficient to support the course assignment?

YES: [X] NO: [ ]

If NO, please list additional library resources needed to support this course.

XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION

Requisite Justification for ENGL M01A

- A. Sequential course within a discipline.

- B. Standard Prerequisite or Corequisite required by universities.

- C. Corequisite is linked to companion lecture course.

- D. Prerequisite or Corequisite is authorized by legal statute or regulation.
  Code Section: _________

- E. Prerequisite or Corequisite is necessary to protect the students' health and safety.

- F. Computation or communication skill is needed.

- G. Performance courses: Audition, portfolio, tryouts, etc. needed.

or

Requisite Justification for ENGL M01AH

- A. Sequential course within a discipline.

- B. Standard Prerequisite or Corequisite required by universities.
C. Corequisite is linked to companion lecture course.

D. Prerequisite or Corequisite is authorized by legal statute or regulation.
   Code Section: __________

E. Prerequisite or Corequisite is necessary to protect the students' health and safety.

F. Computation or communication skill is needed.

G. Performance courses: Audition, portfolio, tryouts, etc. needed.

XIV. WORKPLACE PREPARATION

ENGL M01B: Not Applicable

XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM

1. Mode of Delivery

   X  Online (course will be delivered 100% online)
   X  Online with onsite examinations (100% of the instruction will occur online, but examinations and an orientation will be scheduled onsite)
   X  Online/Hybrid (a percentage of instruction will be held online and the remaining percentage of instruction will be held onsite)
   □ Lab activities will be conducted onsite
   □ Televideo (Examinations and an orientation will be held onsite)
   □ Teleconference
   □ Other

2. Need/Justification

   Improve general student access.

3. Describe how instructors teaching this course will ensure regular, effective contact with and among students.

   Instructors will ensure regular, effective contact with and among students through recorded lectures with required response in online discussion boards, regular office hours, both on site and virtual, frequent conferencing and email contact, use of online study groups or partners, and frequent assessment.

4. Describe how instructors teaching this course will involve students in active learning.

   Instructors will involve students in active learning through recorded lectures with required response in online discussion boards, conferencing, online study groups
or partners, research projects, frequent assessment and optional on-site activities.

5. Explain how instructors teaching this course will provide multiple methods of content representation.

Instructors will present content through online lectures, textbooks or virtual textbooks, multi-media files, interactive activities, conferencing, email, and frequent assessment.

6. Describe how instructors teaching this course will evaluate student performance.

Instructors will evaluate student performance through conferencing, recorded language production, performance on interactive activities, on group and pair assignments, essays, and assessments including an online final exam.

XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM

General Education Division of Learning [check all applicable boxes]:

☐ Natural Sciences
  ☐ Biological Science
  ☐ Physical Science

☐ Social and Behavioral Sciences
  ☐ American History/Institutions
  ☐ Other Social Science

☒ Humanities
  ☐ Fine or Performing Arts
  ☒ Other Humanities

☒ Language and Rationality
  ☐ English Composition
  ☒ Communication and Analytical Thinking

☐ Health/Physical Education
☐ Ethnic/Women's Studies

Check either Option 1 or Option 2

☒ OPTION #1: Moorpark College has already received approval from the CSU and/or UC systems for this course to fulfill a GE requirement. Note: This option applies only to technical revisions and updated courses.

☐ OPTION #2: Moorpark College has not received approval from the CSU and/or UC systems for this course to fulfill a GE requirement. This option applies to all new and substantively revised courses.

XVII. STUDENT MATERIALS FEE ADDENDUM

ENGL M01B: Not Applicable
XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041
ENGL M01B: Not Applicable

XIX. CURRICULUM APPROVAL

Course Information:
- Discipline: ENGLISH
- Discipline Code and Number: ENGL M01B
- Course Revision Category: Outline Update

Course Proposed By:
- Originating Faculty: Donald Kenedy 10/07/2016
- Faculty Peer: Wade Bradford 10/24/2016
- Department Chair: Sydney Sims 11/07/2016
- Division Dean: Jane Morgan 10/11/2016

Approved By:
- Curriculum Chair: Jerry Mansfield 12/14/2016
- Executive Vice President: __________
- Articulation Officer: Letrisha Mai 11/16/2016
- Librarian: Mary LaBarge 11/15/2016

Implementation Term and Year: Spring 2017

Approval Dates:
- Approved by Moorpark College Curriculum Committee: 12/06/2016
- Approved by Board of Trustees (if applicable): __________
- Approved by State (if applicable): 01/23/2017