



ENGL-103: CRITICAL THINKING AND WRITING

Also listed as: ENGL-103H

Effective Term

Fall 2022

BOT Approval Date

11/10/2021

Discipline

ENGL - English

Course Number

103

Course Title

Critical Thinking and Writing

Short Title

Critical Think/Writing

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

2.50

Lab Units

0.50

Total Units

3.00

Hours

Lecture Contact Hours

40-45

Out of Class Hours Lecture

80-90

Lab Contact Hours

24-27

Out of Class Hours Lab

0.00

Total Contact Hours

64 - 72

Total Out of Class Hours

80 - 90

Total Student Learning Hours

144 - 162

Is this an existing Extensive Lab?

Yes



Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

No

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular effective contact

It should be the same as on course revisions: Orientation at start of course - Students will be oriented to the online and face-to-face portions of the course on the first day of class. Announcements/Bulletin Boards - Announcements using the course management system will be posted at least weekly to keep students current on course events, due dates, materials, etc. Chat Rooms - Chat rooms on course questions, various genres, and student reading groups will be utilized to give students a place to complete group work and work on group projects. Discussion Boards - Communication via discussion boards will be initiated and maintained, with timely feedback provided. At least two discussion forums a week should be utilized for students to have a forum for discussion about the content of the course. Teleconferencing - Teleconferencing between students and the instructor to discuss assigned essays and projects will take place via telephone, CCCconfer, or email. Office hours - Instructors will hold regular office hours online using discussion forums, instant messaging, telephone, etc. Scheduled Face-to-Face Meetings - Hybrid courses will meet at regularly scheduled times (at least 5 times per semester).

Honors / Non-honors

ENGL-103H

C-ID (Admin Only)

C-ID ENGL 105

CB 00

CCC000600346

Course Title

Honors Critical Thinking and Writing

Approved CSU Area

A3

Approved Second CSU Area

Approved Third CSU Area

Approved IGETC Area

1B

Approved Second IGETC Area

Approved Third IGETC Area

**C-ID (Admin Only)**

C-ID ENGL 105

Catalog Description

This course provides continuing practice in the analytic writing begun in English 101. The course develops critical thinking, reading, and writing skills as they apply to the analysis of written texts (literature and/or non-fiction) from diverse cultural sources and perspectives. The techniques and principles of effective written argument as they apply to the written text will be emphasized. Some research is required.

Requisites**Prerequisite(s)****Prerequisite(s) (must be taken before)**

ENGL-101 (with a grade of C or better).

Codes**TOP Code (CB 03)**

1501.00 - English

CIP Code

23.1304 - Rhetoric and Composition.

Student Accountability Model (SAM) Priority Code (CB 09)

E - Non-Occupational

Noncredit Category (CB 22)

Y - Credit Course

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

| Minimum Qualifications | And/Or |
|----------------------------|--------|
| English (Masters Required) | End |

GE Information**Check GE Types Requested**

AA/AS D2 - Communication & Analytical Thinking

CSU Area(s)**Approved CSU Area**

A3

IGETC Area(s)**Approved IGETC Area**

1B

Learning Objectives

Learning Objectives

Learning Objective

Demonstrate critical thinking skills through class discussion, written essays, and examining complex readings through inquiry based learning.

Analyze the relationship between meaning in texts and the language an author uses, as well as contexts (social, cultural, historical, moral, aesthetic, psychological, and based on identity).

Examine texts to explicate unstated premises, assumptions, logical fallacies, patterns of reasoning, appeals, and differentiation between fact, inference, and judgement.

Demonstrate composition skills through both in-class (written and with time-constraints) and out-of-class writing assignments (at least 4, requiring a total of 5,000 words/20 pages; at least three of which must be formal, out-of-class essays).

Compose essays with a unifying thesis and appropriate examples and evidence, using inductive and deductive logic and precise diction to demonstrate a maturity of style, thought, and sense of audience.

Practice appropriate research techniques in at least two papers by conducting library research, evaluating college-level sources, and integrating material with appropriate documentation (MLA or another common academic style).

Honors Objectives

- Honors students will use critical thinking and analysis by considering various perspectives on literature (fiction, non-fiction, poetry, and/or drama) and/or its relation to society, recognizing that writers draw upon personal, cultural, and literary experiences to create their works, and understanding that readers' interpretations of a given work are affected by their experiences in these same areas.
- Students will produce essays and research papers that demonstrate significant, original insights that draw upon the particular writers' work as well as the students' research to support conclusions effectively.
- Students will create essays and research papers that demonstrate interpretive skills as well as a command of primary and secondary data collection and integration methods.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

Recognize how we find meaning(s) in different media.

Reflect critically on your assumptions and biases.

Demonstrate an informed perspective.

Program Learning Outcomes

Learning Outcome

Present a clear, reasoned, well supported, clearly organized argument, demonstrating college-level writing skills.

Recognize writing as a process of developing, drafting, revising, and editing.

Conduct research appropriate to a narrowly specific topic, understanding how to find and evaluate the credibility of sources, incorporating information, concepts and ideas from outside sources through summarizing, paraphrasing, and quoting to develop strong, well-supported arguments, citing sources according to Modern Language Association guidelines.

Analyze text, recognizing the arguments presented, and construct an effective, argumentative or persuasive response, synthesizing information, concepts, and ideas from various sources and including that knowledge in effective, wellreasoned arguments.

Demonstrate understanding of acknowledged methods of critical thinking and analysis of literature.

Analyze a variety of literary genres in their social, cultural and historical context.

Evaluate the artistic contributions made by writers in the English, American and world literary traditions by analyzing the stylistic, formal, and thematic elements of their works.

Institutional Learning Outcomes

Personal

and Professional Responsibility

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Civic

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Content

Course Lecture Content

1. Inquiry learning
 - a. Generate questions about texts, contexts, and ideas
 - b. Examine historical, cultural, and social contexts of texts and ideas
 - c. Consider how socio-cultural perspectives and identities—specifically race, ethnicity, gender, sexuality, culture, and national origin/immigrant status—affect textual production and reception
 - d. Anticipate possible answers and controversies
 - e. Identify sources and evidence for support
 - f. Assess information
 - g. Synthesize sources and understanding
 - h. Communicate new understandings
2. Thinking, reading, and writing/analysis of written text
 - a. Understanding the connection between thinking, reading, and writing, using each as a reinforcement for the other
 - b. Analyzing texts from a wide range of diverse perspectives and backgrounds, with consideration of how identity and context is integral to understanding
 - c. Understanding the relationship between meaning in texts and language manipulation
 - i. literal and figurative language
 - ii. connotation and denotation
 - iii. Literary forms and strategies such as irony, parody, satire
 - iv. Literature as argument
3. Critical Thinking
 - a. Distinguishing between fact, inference, and judgement
 - b. Developing logical inferences
 - c. Identifying logical fallacies
 - d. Recognizing denotative and connotative languages
 - e. Evaluating diction
 - f. Exploring rhetorical uses of critical thinking strategies and/or elements of literature
 - g. Responding to aesthetics and style
 - h. Examining assumptions that arise from contexts
 - i. historical
 - ii. social
 - iii. moral
 - iv. cultural
 - v. psychological
 - vi. aesthetic
 - i. Understanding implicit biases in self and others
 - i. Considering how identity—including race, ethnicity, gender, sexuality, and national origin/immigrant status—shapes understanding of meaning
 - ii. Questioning roles of power and privilege
 - j. Assessing similarities and differences between author and characters

- i. intentions
 - ii. biases
 - iii. assumptions
 - iv. arguments
 - v. fallacies used as rhetorical devices
- 4. Argument and analysis
 - a. Constructing sound arguments
 - b. Developing unifying and insightful thesis statements
 - c. Supplying sufficient support for claims
 - d. Organizing examples, details and evidence
 - e. Finding outside sources through research
 - f. Using research and textual evidence to support claims
 - g. Refuting objections
 - h. Writing with grace, style, and precise diction
- 5. Writing Strategies
 - a. Using peer evaluation
 - b. Metacognition/self-evaluation
 - c. Writing as a community of writers
 - d. The writing process
 - e. Adapting strategies for timed writing
 - f. Developing a response and strategy of organization for less prescriptive assignments
- 6. Research
 - a. Formulating a productive research question
 - b. Finding college-level resources
 - c. Utilizing a system to gather and record information
 - d. Integrating source material
 - e. Documenting sources appropriately
 - f. Avoiding plagiarism
 - g. Constructing an annotated bibliography
- 7. At least four formal graded writing assignments (totaling at least 5,000 words/20 typed pages)
 - a. At least one in-class paper
 - b. At least three formal out-of-class papers
 - c. At least two papers include research

Course Lab Content

- 1. Application of Textual analysis
 - a. Diversity in subject matter, cultural perspective and gender perspective, national or geographic background, time period, structure and thesis or theme
 - b. Explore the relation between meaning in texts and language manipulation, including literal and figurative language, connotation and denotation, literary forms, strategies such as irony, parody, satire, and literature as argument
- 2. Application of Critical Thinking
 - a. Distinguish between fact and inference
 - b. Develop logical inferences
 - c. Identify logical fallacies
 - d. Evaluate and analyze language including diction, denotation, connotation, aesthetics, and style
 - e. Examine assumptions that arise from historical, moral, cultural, psychological, and aesthetic contexts
 - f. Assess similarities and differences between author and characters, intentions, biases, assumptions, arguments, and fallacies used as rhetorical devices
- 3. Application of Writing Strategies, Argument, Analysis, and Research
 - a. Engage in peer evaluation and metacognition/self-evaluation
 - b. Participate in collaborative writing projects
 - c. Practice stages of the writing process, including invention, thesis statements, paragraph and claim development, source integration, organization, addressing counterarguments, grammar, and style.
 - d. Learn how to conduct research, formulate research questions, find and document sources, and create annotated bibliographies.

Honors Content

The topics to be covered in the honors component are identical to those covered in English 103. In addition, Honors students will examine readings chosen by the instructor that expose the students to varying writing styles, writers, and issues or topics which students will use as a basis or starting point for their essays and research. Students will be expected to examine topics and texts in more depth, with more originality, and with greater written facility and the need for fewer corrections compared to students in the regular section. For example, while the regular section might read Ray Bradbury's *Fahrenheit 451* and compare and contrast how dystopian elements in the novel are similar to modern American culture, the instructor will assign Honors students with additional context, such as peer-reviewed scholarly articles and various contextual and/or theoretical analyses that would allow Honors students to examine the text with greater depth and breadth, which would ultimately be applied to their Honors course assignments. Instructors will supply additional instruction in primary research or critical analysis to help students conduct more advanced research as necessary; smoothly integrate with their own ideas the quotations, paraphrases, and summaries they glean from primary and secondary sources; and cite sources properly using MLA guidelines or those of another accepted documentation style.

Methods of Instruction

Method

Papers and Reports

Integration

Required writing to demonstrate students' understanding of and ability to apply critical thinking, writing, revising, and researching skills culminating in four essays (both in-class and at least three out-of-class, with at least two essays that employ research).

DE Adaptations for MOI

Using the course management system, the instructor will assign writing and skill demonstration exercises; at least one writing assignment will have time constraints. Students return these assignments via the course management system. The instructor, then, returns the work to students with feedback using course management tools or email.

Method

In-class Exercises

Integration

Class activities such as brainstorming, problem solving, and role-playing to assist students in understanding assigned readings and concepts of argumentation, induction/deduction, fallacies, and critical thinking.

DE Adaptations for MOI

In-class activities will be adapted using the CMS to include discussion boards, accessible online presentations, and other online activities that support argumentation techniques, induction/deductions, fallacies, and critical thinking activities.

Method

Discussion Boards

Integration

Discussion boards via the course management system (either as a class or in smaller groups) to allow students to respond to essays, prompts, or other topics to practice critical thinking and argument skills in less formal assignments.

DE Adaptations for MOI

Discussion boards via the course management system (either as a class or in smaller groups) to allow students to respond to essays, prompts, or other topics to practice critical thinking and argument skills in less formal assignments.

Method

Lecture

Integration

Lecture to introduce concepts of critical thinking (fact, inference, judgement; logical fallacies; induction and deduction), to review research strategies and mechanics, and to assist students in maturing their writing style and ability to write essays given less prescriptive assignments.

DE Adaptations for MOI

Instructors will provide lecture materials as accessible PDF or word files or course management files. Additional media such as video lectures and audio files are encouraged. Copying publisher materials is not sufficient to meet the lecture method of instruction.

Method

Activity

Integration

Out-of-class activities including workshops, labs, seminars, practicum, directed learning activities, visits to the Writing Center, and/or other supplemental activities to assist students in understanding concepts of course such as composition and revision, research and documentation, critical thinking, and grammar and punctuation as well as their academic needs.

DE Adaptations for MOI

All activities will have virtual options for Online, hybrid, and students who are unable to travel to campus. Using the support services of the college, Online learning enrichment activities are readily available.

Method

Peer editing workshops

Integration

Peer editing workshops in which students evaluate their peers' ability to write analytic papers with a strong sense of purpose, insightful and well-developed examples, and clear, communicative prose.

DE Adaptations for MOI

Workshop will be conducted via the course management system in one of several methods. Within groups, a discussion board or wiki could allow for peer editing. Wikis can also be set up for peer editing with partnerships assigned by the instructor, or a discussion forum for the whole class can be used.

Additional Methods of Instruction for Honors

Method: Small-Group Discussions

Integration: Guided group discussions among honors peers may enhance students' critical analysis of various perspectives and interpretations of course material and facilitate further development or understanding of key concepts and ideas, as well as encourage students to incorporate and respond to scholarly critical interpretations, if applicable. These discussions may also be used to assess students' progress on research projects and cover peer-based feedback on assignments.

Method: Oral Presentations

Integration: Oral presentations will provide students the opportunity to present their research projects to fellow honors colleagues or their regular class, enhancing the development of their research projects and oral communication skills.

Method: Peer Editing Workshops

Integration: Peer workshops will provide students with the opportunity to receive valuable feedback on their research projects and facilitate a helpful exchange of ideas regarding rhetorical presentation, content, methods, and mechanics. Student will be evaluated by bringing their drafts to workshop and participating in this exchange of helpful feedback.

Method: Meetings with Instructor

Integration: Students are required to meet with the instructor on a monthly basis, outside of class. These meetings will concentrate on further discussion of course content and additional readings that have been assigned. The meetings will also serve to assist honors students with the development of research questions and strategies. These meetings can be done one-on-one or in groups (when multiple honors students are taking the same class).

Methods of Evaluation**Method**

Papers

Integration

At least four independent essays in which students support analytical arguments that analyze written texts utilizing a strong thesis statement and logically supported with clear, grammatically correct academic prose. Essays should be written both in-class (with a

timed constraint) and out-of-class and should require that students respond to less prescriptive assignments while demonstrating insight and an ability to control and organize a thoughtful, insightful argument.

DE Adaptations for MOE

Papers and essays will be submitted and evaluated using the grading tools in the CMS.

Method

Research Projects

Integration

Research papers that posit a logically supported argument, are based on a synthesis and analysis of a variety of primary and secondary sources (one essay with at least six), and demonstrate proper use of MLA or another universally accepted style of documentation.

DE Adaptations for MOE

The research project will be submitted and evaluated using the grading tools of the CMS. Students will receive feedback via the grading tool, with in-draft feedback and comments.

Method

Homework

Integration

Discussion boards via the course management system will be evaluated based on the quantity and quality of participation, and students' ability to address prompts (when appropriate), to apply critical thinking skills to reading assignments and other activities, and to write logical, coherent responses.

DE Adaptations for MOE

Discussion boards via the course management system will be evaluated based on the quantity and quality of participation, and students' ability to address prompts (when appropriate), to apply critical thinking skills to reading assignments and other activities, and to write logical, coherent responses. Students will receive feedback via the grading tool, with comments, as well as comments on discussion board posts.

Method

Quizzes

Integration

Quizzes and exams as necessary to determine student's understanding of critical thinking and literary concepts as well as comprehension of assigned texts and arguments.

DE Adaptations for MOE

The instructor provides quizzes and skill exercises, as needed, utilizing the course management system's tools for test and assignment building. Students will receive feedback via the grading tool, with comments.

Method

Self-Evaluation

Integration

Revisions of work through the writing process to improve effectiveness of the argument and to demonstrate progressive improvement and refinement of writing style, organization, coherence, and mechanics. Students will regularly reflect on their own growth as writers, readers, and thinkers.

DE Adaptations for MOE

Using the tools of the CMS including grading tools, CMS journal features, and/or discussion boards, revisions of work through the writing process to improve effectiveness of the argument and to demonstrate progressive improvement and refinement of writing style, organization, coherence, and mechanics. Students will regularly reflect on their own growth as writers, readers, and thinkers. Students will upload reflections to assignments receive feedback via the grading tool, with in-draft feedback and comments.

Evaluation of Honors assignments

To receive honors credit, students must successfully complete regular course and honors supplemental assignments (including but not limited to meetings with the instructor and participation in out-of-class discussions, essays and research). The instructor will assess the supplemental assignments for Honors English 103 for content, organization, and mechanics, in keeping with the grading standards established for English 103 students in general. In addition, the instructor will evaluate the honors students' work based on the evident depth of analysis, the appropriate use of outside, academic sources, and the effectiveness of communication, displayed through diction and syntax. Evaluations of oral presentations will be based on the students' ability to present a clear argument and logical transitions between ideas. The oral presentations will also be evaluated on adhering to the pre-established timeline for the presentation.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

After reading Margaret Atwood's novel *The Handmaid's Tale*, write an analytical argument essay examining how the author uses some of "The Pitfalls" of critical thinking as rhetorical devices to develop her argument.

How assignment will be adapted in online format

Course material will be covered via the CMS and students will submit their paper on the CMS Assignments feature. Students will receive feedback via the grading tool, with in-draft feedback and comments.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

The film *GET OUT* raises many questions (issues) about various social values. In a focused, thesis-drive essay, you will identify an overarching value conflict in the film and analyze how individual character's assumptions, descriptive and/or value, create/reveal this conflict. The thesis should consider: what might the director be arguing by presenting this value conflict in this manner? Focusing on multiple specific moments in the film, analyze a value conflict at play in the film and explain how the presentation of this conflict is a) created by character assumptions and b) what this suggests the director is arguing about this conflict. Do not use any 1st or 2nd person in this paper. stay entirely in third person.

How assignment will be adapted in online format

Students will view films either using library resources such as Kanopy, or film will be assigned at the beginning of the semester. Students will conduct the time writing via the Quizzes feature on the CMS with time constraints. Students will receive feedback via the grading tool, with feedback in the comments section.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

As a group, identify a current event and find 8-10 primary sources including: conservative, 2 liberal, 2 satire/comedian, & 2 context. You will be looking to see how the framing and the source alters the understanding of the event. What does it highlight? What does it obscure? What is the bias? For this assignment, you will be creating and delivering a group presentation. In this presentation, you will be required to submit materials to a Canvas Discussion Board that I will set up for you. This discussion board will only be visible to you, me, and your group members. Your presentation must be a single, unified multimedia (Prezi, ppt., Google Slides, or video) presentation wherein you present your group findings and argument. This presentation must be 15-20 minutes per group (not including Q & A) and each student must present approximately the same amount of material and for the same amount of time (so, each member will get approximately 3 minutes of presentation time).

How assignment will be adapted in online format

This assignment can be done through collaborative group discussion boards on the CMS and through a multimedia presentation that students can record using the CMS and other online resources to upload. Students will receive feedback via the grading tool in a dedicated assignment, with feedback in the comments.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

After reading a theoretical source, come to class to identify points of confusion and main ideas you understand, working in groups. Whiteboards will be set up with "Points of Confusion" and "I've got this!" for students to write the ideas/passages that they are confused by and would like to discuss as well as ideas/passages they think are important. The class and instructor will work to cover any points of confusion.

How assignment will be adapted in online format

Instructor will create a document using google docs or other resource that allows students to annotate collaboratively, including adding questions and points of confusion. Students will then work collaboratively, as well as the instructor to reply to any confusion via an assignment created by the instructor, receiving feedback via the grading tool, utilizing the comments.

Honors Assignments**Assignment**

Honors students will complete the regular section course requirements and be graded in accordance with the criteria used for the rest of the class. In addition, to receive honors credit, students will complete one of two projects below.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Academic Rigor and Research Core Value

These assignments both emphasize rigorous academic research to create research-driven papers that focus on a critical thinking topic.

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

These assignments both encourage students to follow their own interests and craft projects that think critically to understand a topic of their own choosing, which can potentially be a difficult undertaking and requires innovation and risk taking.

Assignment

Option A: Honors students will write one additional research paper, consisting of a minimum of 2,000 words, excluding documentation, that addresses an additional outside reading assignment. Students will cite at least five secondary sources in this research essay. For example, students would be assigned to read Margaret Atwood's novel *Oryx and Crake*. Students will meet to discuss the novel (either individually with instructor or as a group) and come up with an original topic with which to analyze the novel, such as how the conflict of "words" versus "numbers" people impacts the novel, Atwood's choice of telling the novel through Snowman's monologue, Crake's "experiment" as an example of eugenics and problems inherent in eugenics, or other aspects of contemporary society Atwood is criticizing in the novel. Students will be required to incorporate research as well as critical analyses of the novel in their final paper. This project may also culminate in an oral presentation of the analysis to the class, instructor, or fellow Honors peers, lasting at least ten minutes in length.

Assignment

Option B: If two or more honors students are enrolled, the students may be involved in a group project culminating in each student contributing a researched article citing at least five secondary sources and consisting of at least 2,000 words in length. For example, the group might read the same assigned text, meet with the instructor and fellow peers to discuss the text, and then create a periodical in which each student writes individual papers and all research articles would address the same subject, topic, or issue. In creating a periodical, the students would design their own format, make their own editorial choices, and produce the final edition, which may be distributed to the rest of the class. The group project will culminate in an oral presentation of the highlights and findings, to be delivered to the regular section or instructor, lasting at least ten minutes in length.

Course Materials

Textbooks

Sonia Maasik and Jack Solomon (2020). *Signs of Life in the USA* Bedford/St. Martin's . ISBN: 978-1319213664
Vincent Ryan Ruggiero (2012). *Beyond Feelings: A Guide to Critical Thinking* McGraw Hill. ISBN: 978-0-07-803818-1
Browne, M., Keely, S. (2018). *Asking the Right Questions* Pearson. ISBN: 9780134431994

Class Size Information

Class Size

28

Class Size Category

E - Extensive writing 28

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

In this revision, the course content now includes more explicit language detailing more diversity and inclusion in course materials and in the lenses used to analyze texts, specifically as it pertains to race, gender identity, sexual orientation, and cultural differences. We've included specific language in the course, as well as consideration of power and privilege.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

To support diverse learners, we have included more emphasis on the role that identity plays in how texts and ideas are created and received. This will encourage students to engage as individuals and value students as whole people in the learning process. Assignments show a variety of approaches to a variety of texts, including written texts and film, while scaffolding approaches to help them understand the critical reading and thinking process. The course content, objectives, methods of instruction, methods of evaluation, and assignments as well as the lab format allow students to interact with their instructor and each other to build critical thinking skills in community and through personal interaction, in-class practice to apply skills, out of class practice to apply skills, and to receive feedback both informally in discussion, informally in drafting, and formally through summative assessments.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students will engage in a variety of collaborative activities such as break-out rooms or small groups so that students will have frequent opportunities to engage in peer-to-peer discussions designed to foster community and encourage students to experience

variant interpretations of the literature under analysis. In addition, students may be asked to engage in peer writing workshops and/or metacognitive assessments of their writing processes to foster student collaboration and engagement. Students might also work in small groups online or in-class to create presentations using critical thinking lenses in analyzing texts. Using the course LMS discussion forums, breakout rooms in video-conferencing software, and/or in-class, students will collaborate on group quizzes covering literary terms, critical approaches, and/or the application of literary concepts as formative activities to build understanding and fluency and to form community.

Explain how the course will incorporate instructor-to-student interaction.

Using the course LMS discussion forums, breakout rooms in video-conferencing software, and/or in-class, the instructor will participate in class discussions asking students to apply literary analysis and/or theoretical lenses, clarify concepts, pose questions, and/or encourage students to make connections between course concepts and larger societal concerns, and examine texts through an intersectional lens; will design activities, such as peer review workshops, gallery walks/showcases, or experiential learning activities to help students compose critical analyses that examine texts through an intersectional lens; will offer lectures on course concepts, critical approaches, variant interpretations, socio-historical contexts, and composition strategies.

Explain how the course will incorporate student-to-content interaction.

To learn critical thinking concepts and explore theoretical lenses, the instructor will provide a variety of media for learning. Students will reference accessible and ADA compliant materials such as assigned readings (textbooks, articles, primary sources, etc), written lecture materials or transcripts of lectures, illustrative images, charts and graphs, video or audio lectures, narrated PowerPoint presentations, embedded or linked multimedia content (such as films, YouTube videos, podcasts, etc), and student created or curated content. The instructor will primarily focus on encouraging students to annotate and perform close readings of primary and secondary sources to develop critical thinking skills, as that is the focus of the class. The instructor will lead students in various exercises to help students comprehend the materials, including activities identifying student confusion, activities on annotations, etc.

Explain how the course will incorporate student-to-self interaction (metacognitive).

The course emphasizes thinking flexibly, considering variant interpretations, and learning how to navigate ambiguity by engaging in discussions, activities, assessments, and writing activities that stem from diverse and multicultural perspectives of literature. Through discussions and assignments, we ask students to pose questions about literature as well as how they approach their assignments and analysis. We ask them to reflect on where they're struggling and succeeding with analysis and interpretation, and we ask students to assess what kind of peer and instructor feedback to apply in the essay writing and revision process. Through readings, lectures, activities, and discussions, we encourage students to explore connections between literature and societal concerns to demonstrate how literature can be a vehicle for analyzing the contemporary socio-historical context. We also emphasize that the analytical and critical thinking skills they hone by analyzing literature in context have broad applications beyond the classroom.

Key: 1385