Riverside Community College District
Integrated Course Outline of Record

English 1B

Prerequisite(s): ENG 1A: English Composition or ENG 1AH: Honors English Composition
Building on the rhetorical skills learned in ENG 1A, students will analyze, interpret, and synthesize diverse texts in order to construct well-supported academic arguments and literary analyses. Composition totaling a minimum of 10,000 words serves to correlate writing and reading activities. Classroom activities integrate with Writing and Reading Center activities. Student may not receive credit for both ENG-1B and 1BH. 72 hours lecture and 18 hours laboratory. (TBA option)

SHORT DESCRIPTION FOR CLASS SCHEDULE

Emphasizing argument, analysis, and the study of literature, this course develops students’ critical thinking, reading, and writing skills beyond the level achieved in 1A.

ADVISORY ENTRY SKILLS
Before entering the course, students will be able to:

1. Read and analyze college-level texts with understanding and insight.
   ○ ENG 1A - Critical Reading Analyze college-level expository and argumentative texts of intrinsic value and directed at advanced readers;

2. Compose developed, unified, coherent, stylistically fluent essays of 1000-3000+ words that demonstrate command of grammar and style, employment of the rhetorical conventions of academic written discourse, and an ability to reflect critically on the reading and writing processes at the college level.
   ○ ENG 1A - Writing Academic Prose Write essays of 1500-3000 words, synthesizing multiple patterns of development, that pursue answers to challenging questions or advance substantial arguments; Illustrate and support claims effectively, with relevant, thoughtful, and sufficient evidence drawn (as appropriate) from written texts and the writer's own experience and knowledge; Employ the conventions of academic English to produce intelligible and stylistically mature essays almost entirely free from errors in syntax, grammar, punctuation, diction, and spelling;
ENG 1A - Awareness of Writing Process
Demonstrate awareness of all stages of the writing process, and critique, at an advanced level, their own work and the work of others.

ENG 1A - Rhetorical Knowledge
Write essays in several different genres (e.g., expository, argumentative, exploratory, personal, etc.), demonstrating awareness of audience and appropriate use of voice, tone, and level of formality; Write essays that employ, at an advanced level, the standard methods of academic discourse (including effective thesis statements, introductions, conclusions, transitions, topic sentences, and summative sentences) for guiding readers through an analysis or argument;

3. Gather, evaluate, and synthesize appropriate research into college-level research papers using the MLA format.

ENG 1A - Research Methods and Conventions
Write a competent college-level research paper, gathering sources effectively, evaluating them for relevance and reliability, using a system to manage the research process so it leads to a thoughtful and intelligible paper, and employing MLA conventions at an advanced level to cite and incorporate sources effectively in the finished paper;

STUDENT LEARNING OUTCOMES
Upon successful completion of the course, students should be able to:

Course Student Learning Outcomes

Recognize and explain the principles of critical thinking and formal argument

- Critical Thinking - Construct sound arguments and evaluate arguments of others
- Critical Thinking - Identify one's own and others' assumptions, biases, and their consequences

Read and discuss literary works from a variety of genres (fiction, poetry, drama, and non-fiction prose), as well as from diverse authorial voices and cultural contexts, with understanding and insight.

- Global Awareness - Demonstrate understanding of alternative political, historical and cultural viewpoints
- Communication Skills - Read college-level materials with understanding and insight
- Communication Skills - Listen thoughtfully and respectfully to the ideas of others

Analyze and interpret literary works using the formal components of literary analysis toward gaining an appreciation of how principles of critical thinking and formal argument can inform discussions of literature.

- Critical Thinking - Construct sound arguments and evaluate arguments of others
- Critical Thinking - Consider and evaluate rival hypotheses
- Critical Thinking - Identify one's own and others' assumptions, biases, and their consequences

Synthesize diverse interpretive alternatives gained through formal and informal research activities, and demonstrate an ability to assess those alternatives, both in writing and orally.

- Critical Thinking - Consider and evaluate rival hypotheses
- Critical Thinking - Generalize appropriately from specific contexts
- Critical Thinking - Recognize and assess evidence from a variety of sources
- Global Awareness - Demonstrate understanding of alternative political, historical and cultural viewpoints
- Information Skills - Locate, evaluate and use information effectively

Support premises about literary works by effectively integrating sufficient, relevant, thoughtful evidence drawn (as appropriate) from primary and secondary sources.

- Communication Skills - Write with precision and clarity to express complex thought
- Breadth of Knowledge - Respond to and evaluate artistic expression
- Critical Thinking - Recognize and assess evidence from a variety of sources

Plan, write, and revise formal essays totaling 10,000 words--using analytic, interpretive, and persuasive strategies to present and support a considered position.

- Communication Skills - Write with precision and clarity to express complex thought
- Critical Thinking - Identify one's own and others' assumptions, biases, and their consequences
- Breadth of Knowledge - Respond to and evaluate artistic expression
- Critical Thinking - Construct sound arguments and evaluate arguments of others

Evaluate the relevance, validity and authority of information, and use and cite this information ethically.

- Information Skills - Locate, evaluate and use information effectively
- Critical Thinking - Consider and evaluate rival hypotheses
- Communication Skills - Read college-level materials with understanding and insight
- Communication Skills - Listen thoughtfully and respectfully to the ideas of others

**COURSE CONTENT**

**TOPICS**

While instructors’ approaches to the course may vary (e.g., thematic, chronological, genre based), the following areas should be covered:

1. Critical Thinking (This critical thinking material should be covered/integrated throughout the course, not simply treated as one stand-alone unit)
   a. Terms, structure, and components of formal argument
   b. Structures of reasoning (such as inductive/deductive)
   c. Formal and informal fallacies of thought
   d. Identification of premises and the conclusions drawn from these premises
   e. Evaluation of the validity of premises and conclusions
   f. Identification of various types of evidence
   g. Evaluation of the validity of the use of evidence in a piece of writing or other persuasive rhetoric.
2. Literature
a. Distinctive features and differences among individual literary genres, which must include poetry, prose fiction, and drama. Non-fiction prose (sophisticated texts, commonly associated with great works of literature and/or great ideas and often included in many literary anthologies) can also be included.
b. Basic concepts for and terminology of literary analysis
c. Various methods of / approaches to interpreting literary texts and the assumptions upon which particular conclusions depend in literary analysis and interpretation

3. Composition - Coverage of more advanced composition skills than those in 1A:
   a. Inductive/ deductive patterns of reasoning and how they are used to form judgments about literary works
   b. Patterns of thought that develop and substantiate an argument about or an interpretation of literary works (e.g., using comparison/ contrast to persuade, not simply to observe)
   c. Literary and argumentative terminology and how it can be used to clarify issues at stake in an interpretation of or argument literary works
   d. Counter Arguments: how to test alternative hypotheses or explanations and consider alternative sources of evidence or points of view in presenting interpretations of or arguments about literary works

4. Writing laboratory: 18 hours of individualized writing assignments/practice in the English Department’s Writing/Reading Center.

METHODS OF INSTRUCTION
Methods of instruction used to achieve student learning outcomes may include, but are not limited to:

- Assignment of interpretive and argumentative essays designed to address critical positions and problems. These essays may be written in or out of class.
- Assignment of multi-genre readings that are complex enough to facilitate the development of advanced critical thinking skills. Instructors will select texts that expose students to diverse voices and cultural contexts.
- Other methods of instruction may include, but are not limited to
- Class lectures/discussions/demonstrations that encourage students to develop and apply critical thinking and analysis skills
- Creation of pair and small group activities for discussions, debates, research projects, and group presentations in order to have students develop an awareness of alternative positions and synthesize diverse points of view in the classroom
- Collaborative projects/cooperative learning tasks that encourage students to develop and apply critical thinking and analysis skills
- Directed Writing and Reading Center activities to help students further develop their composition/reading skills
- Individual or group conferences to help students to identify and develop strategies for improving their thinking, reading, writing skills
- Development of on-line and computer assisted instructional activities, such as web quests, Internet presentations, discussion board postings, on-line paper submissions, and on-line research designed to develop research skills,
and experience the breadth of material and criticism found on the Internet

**METHODS OF EVALUATION**

Students will be evaluated for progress in and/or mastery of learning outcomes by methods of evaluation which may include, but are not limited to:

- As this is a composition class, the primary method of evaluation should be formal essays or other structured writing projects written in and out of class designed to evaluate students on the full range of composition skills outlined in the aforementioned student learning outcomes.
- Oral reports/presentations designed to evaluate students’ critical thinking, research, analytical, and/or communication skills.
- Quizzes/examinations designed to test students’ recollection of literary and critical thinking terminology and their application of these terms to specific literary passages or to original arguments written in the course of the exam.
- Collaborative / individual projects designed to evaluate students’ synthesis of diverse points of view in the classroom and their ability to listen thoughtfully and respectfully to the ideas of others.
- Writing and Reading Center assignments designed to assess students’ individual writing strengths and weaknesses and aid their adoption of improved writing techniques.
- Final examination designed to evaluate students’ overall comprehension of composition, reading, critical thinking, and literary concepts.

**SAMPLE ASSIGNMENTS**

**Outside-of-Class Reading Assignments**

- Guided (critical) reading assignment: Read a literary work (short story, play, poem) and respond to a series of content-based reading questions in order to gauge comprehension of both literal/explicit and figurative/implicit meaning. Questions may also be presented prior to the reading (in the form of a reading response journal assignment) as a pre-reading strategy. (SLO 1, 2)
- Identify the fallacies of logic in a written argument, speech, or literary review. (SLO 1)
- Identify appeals to pathos, ethos logos in a literary or expository text. (SLO 1, 3)

**Outside-of-Class Writing Assignments**

- Poetry: Examine and defend a claim about one or more aspects of [subject -- e.g., female identity] by comparing two poems. (SLO 2,3,6)
- Fiction: Compare and contrast (with a purposeful point) the motivation of two characters from a story. (SLO 2,6)
- Drama: Argue the extent to which (Character X) illustrates Aristotle's concept of the tragic hero. (SLO 5,6)

**Other Outside-of-Class Assignments**
* Optional or "In Lieu of" assignments:

- Listen to a live reading of poetry; compare and contrast the live performance with the written word (SLO 4)
- Watch a performance of a play; compare the directorial choices and actors' performance with the written stage directions and/or the "performativity" of the play in your own imagination (SLO 4,5,6)
- Visit a museum to view works of art that are alluded to in a literary work. (SLO 5)

* Because these assignments would be completed independently, and because not all students have the ability to attend these alternative assignments, instructors should avoid requiring them. Instead, these assignments might be "recommended," "optional," or offered in lieu of another required assignment.

**COURSE MATERIALS**

All materials used in this course will be periodically reviewed to ensure that they are appropriate for college level instruction. Possible texts include:


All materials in this course will be periodically reviewed to ensure that they are appropriate for college-level instruction. Instructors will select a literary anthology or individual texts that ensure coverage of the required literary genres and will also select a critical thinking/writing text. Instructors will select texts that expose students to diverse voices and cultural contexts. Possible texts include: