California Community Colleges

Phase II CCN TEMPLATE

Background

- This CCN Course Template was developed by English discipline faculty representatives from the California Community Colleges, California State University, University of California and independent colleges and universities during October-December 2024, using C-ID ENGL 110 as a starting point.
- Development of the CCN Course Template was facilitated by ASCCC with advisory input from segment articulation officers and transfer experts.
- Submitted to the Chancellor's Office: January 2025

Subject: English	**Subject Code:** ENGL

Proposed Course Number (Identical): C1003

Course Title (Identical): Critical Thinking and Writing through Literature

Catalog/Course Description (Identical):

Part 1 (Identical and Required):
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.

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Part 2 (Optional Expanded Description, Local College Discretion):

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Minimum Unit Threshold | 4.0 Semester Units

Unit amounts must adhere to the established minimum.

Units for this course may be any combination of lecture/lab to meet student needs.

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

Co-Requisites (Identical): N/A

Other Limitations on Enrollment (determined locally): N/A

Advisories/Recommended Preparation (determined locally): N/A

Course Content:

Part 1: Required Topics (Identical):
- 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.

Part 2: Optional Expanded or Additional Topics (optional):

Laboratory Activities: (if applicable) N/A

Course Objectives/Outcomes (Identical and Required):

Part 1 (Identical and Required):

At the conclusion of this course, the student should be able to (Identical and Required):

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.

Part 2 Optional objectives/outcomes (optional):

At the conclusion of this course, the student should be able to:

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Methods of Evaluation: (Identical and Required)

Part 1 (Identical and Required):

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.

Formal writing (including essays) that receives instructor feedback and that goes through a revision process.

Informal writing (examples include journals, discussions, annotations, reader responses, in-class writing, and responses to questions).

Other evaluation methods may include assignments such as essay exams, quizzes, projects, presentations, and portfolios.

Part 2 List Additional Methods of Evaluation (Optional):

Representative Texts, Manuals, OER, and Other Support Materials:

Part 1 (Identical and Required):
Note: Multiple texts may be necessary to fulfill the purposes of this course. Any individual text listed below may not stand alone as sufficient. Text selection should include a diverse set of authorial voices that may include a range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds. Open Educational Resources (OER) may be used in place of any type of text.

Sample Textbooks, Manuals, or Other Support Materials (most recent edition):
- Texts containing culturally diverse college-level fiction, poetry, drama texts.
- A college-level handbook on writing about literature and documentation.
- A writing handbook must be included.

List of possible textbooks, not comprehensive or exclusive:
Representative Literature Textbooks:

- Schilb, John, and John Clifford. *Making Arguments about Literature*. Boston: Bedford/St. Martin's, 4th edition, 2024.
- James, Missy, and Alan P. Merickel, *Reading Literature and Writing Argument*. New York: Longman, 7th edition, 2021.
- Morgan, Meg, et al. *Strategies for Reading and Arguing About Literature*. Longman.
- Meyer, Michael. *The Bedford Introduction to Literature: Reading, Writing, Thinking*. Boston: Bedford/St. Martin's.
- Barnet, Sylvan, et al. *An Introduction to Literature*. New York: Longman.

Representative Writing Handbook:

- Gardner, Janet E. *Writing About Literature: A Portable Guide*. Boston: Bedford/St. Martins (also available with MLA insert), 6th, 2025.
- Bullock, Richard, et al. The Little Seagull Handbook, 5th edition. W.W. Norton & Company. 2024.
- Harmon, William, and C. Hugh Holman. *A Handbook to Literature*. Upper Saddle River, NJ: Prentice Hall.

Texts used by individual institutions and even individual sections will vary.

Textbooks older than 7 years must be clearly labeled as classic or legacy.

Where possible, it is recommended that OER options be noted.

Part 2 List Sample Textbooks, Manuals, or Other Support Materials (optional):

Date Approved:

January 8, 2025, following ASCCC facilitation of template development process, including engagement of faculty discipline representatives from California Community Colleges, California State University, University of California, independent colleges and universities, and advisory input from segment articulation officers and transfer experts.