

# Dakota County Technical College

## ENGL 1355: Critical Reading and Writing

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites:

This course requires the following prerequisite

ENGL 1150 - Composition I (Minimum grade: 1.67 GPA Equivalent)

Corequisites: None

MnTC Goals: Goal 01 - Communication, Goal 02 - Critical Thinking

How can writing present complex arguments - and require critical thinking skills to develop answers? Is there more than just what is on the surface? How can a student intelligently challenge what is written in a text or even what is offered on the Internet? Students read, compose, analyze, and engage in interesting and rigorous discussions of selected plays and texts. Concepts of audience, purpose, and context are studied and evaluated. Students will learn how to discuss critically, synthesize key components, and provide analysis orally and in writing. This course is not an alternative to Composition 1101.

Meets MnTC Goal 1

**B. COURSE EFFECTIVE DATES:** 08/22/2011 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

### D. LEARNING OUTCOMES (General)

1. understand the interpretations of a literary text are not the same as established truths or facts
2. recognize that the understanding of literature is changed by rereading, reflection, discussion and writing
3. understand that literature can offer us access to worlds and experiences quite different from our own
4. understand that different literary forms offer different artistic and aesthetic possibilities
5. demonstrate interpretive skills that can be applied to a variety of texts
6. employ a writing process that incorporates effective strategies for generating, developing and organizing ideas
7. demonstrate an understanding of the nature and practice of revision
8. synthesize ideas and information from various sources
9. devise an arguable thesis and organize a paper in support and clarification of it
10. understand the role of evidence, textual and otherwise, in informing and articulating their own interpretations
11. demonstrate an ability to recognize and respond to other views when arguing on behalf of a thesis
12. build vocabulary and recognize the value of selecting the correct words to convey an argument

## **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

### Goal 01 - Communication

1. Understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing and presentation.
2. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
3. Locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.
4. Select appropriate communication choices for specific audiences.
5. Construct logical and coherent arguments.
6. Use authority, point-of-view, and individual voice and style in their writing and speaking.

### Goal 02 - Critical Thinking

1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
2. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.
3. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
4. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

## **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

## **G. SPECIAL INFORMATION**

None noted