

ENGL 1003: CRITICAL THINKING AND WRITING THROUGH LITERATURE

Citrus College Course Outline of Record

Heading	Value
Effective Term:	Fall 2026
Credits:	4
Total Contact Hours:	72
Lecture Hours :	72
Lab Hours:	0
Hours Arranged:	0
Outside of Class Hours:	144
Total Student Learning Hours:	216
Prerequisite:	Successful completion of college-level composition (ENGL C1000/ ENGL C1000H/ENGL C1000E/C-ID ENGL 100) or equivalent.
District General Education:	A2. Oral Communication and Critical Thinking
Transferable to CSU:	Yes
Transferable to UC:	Yes - Approved
Grading Method:	Standard Letter

Catalog Course Description

Common Course Description: 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. Citrus College Details: Formerly ENGL 103. 72 lecture hours.

Course Objectives

- Common Course Language: Critically read, analyze, compare, and evaluate diverse complex literary texts.
- Common Course Language: Reflect critically on one's own thought processes to identify and avoid cognitive biases and common fallacies of language and thought.
- Common Course Language: 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.
- Common Course Language: Identify a text's premise(s) and/or assumptions in various social, historical, cultural, psychological, or aesthetic contexts.
- Common Course Language: 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.
- Common Course Language: Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written work using appropriate documentation format without plagiarism.

- Common Course Language: 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.
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- Common Course Language: Define common literary terms and apply these to analysis of specific texts.

Major Course Content

Common Course Language:

- 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.

Citrus College Details:

- Write one Research essay of 2000 to 3500-words following MLA formatting and documentation methods and using secondary sources.

Suggested Reading Other Than Required Textbook

Read a range of fiction, poetry, drama, literary theory and criticism. For example, the play *Antigone* by Sophocles, the novel *Their Eyes Were Watching God* by Zora Neale Hurston or selected poems by Mary Oliver.

Examples of Required Writing Assignments

Write a 1,000 to 1,500-word essay analyzing the John Keats poem "When I have fears I may cease to be" using Psychoanalytic criticism. The essay should follow MLA method of documentation, and use at least one secondary source found through independent research through the college library database.

Examples of Outside Assignments

Read and annotate the poem "In an Artist's Studio" by Christina Rossetti and then write a 1-2 paragraph (250-500 word) explication of the poem you've chosen.

The explication should do the following: Explore what you perceive as the poem's meaning. Highlight at least one of the poem's poetic features. Quotes at least twice from the poem. Use in-text citations indicating the line numbers for the quotations. Provide a works cited listing for the poem in MLA formatting.

Instruction Type(s)

Lecture, Online Education Lecture

IGETC Area 1: English Communication

1B. Critical Thinking/English Comp