



Internationalizing the Curriculum Project

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CRE101 CRITICAL AND EVALUATIVE READING-3 CREDITS

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- Course Description: Emphasis on applying critical inquiry skills to varied and challenging materials. Includes analysis, synthesis, and evaluation through written discourse. The writings of 20th and 21st century authors from a variety of countries and cultures will be examined.

Course includes approximately 20 readings on various universal and contemporary issues including racial, gender, and socioeconomic stereotypes; environment preservation; human cloning; and America's image abroad.

International Component Summary

Written material by authors of diverse nationalities and cultures were added to the required readings. The internet provided current international sources to read and evaluate. The journal entries, the final essay and the group culminating project included the perspective on an issue from a country other than the United States. International objectives were added to appropriate readings.

Description of Material and How Integrated in Course

Readings and internet articles are integrated into the course over the semester. The readings include printed materials from the required course text, and newspapers, internet, and other critical readers assembled by the instructor.

Special Assignments and Activities

Class discussion, group activities, journal writings, internet searches, participation in an international fest (Fall 02 GCC International Reading Day), and group culminating presentations included considering the controversial issues from an American and other cultural or national perspectives. Each week students searched for international articles on the internet to supplement studies on an issue. Final presentations included at least one other countries' stance on a debatable issue such as legalized drugs, prostitution, drinking age, the Iraqi war, media and obesity, and socialized health care.

Tips/Suggestions to Instructor

Because CRE101 classes are usually comprised of multicultural students at Glendale Community College, utilizing the experience and background knowledge of enrolled students contributed to the international perspective of group work. Classes included students from Africa, Mexico, Iran, and France this year. Encouraging these international students to share

their cultural insights on issues discussed increased other student's understanding and respect for diversity.

Although utilizing a computer lab was essential to internet access, this classroom configuration inhibits group interaction. Utilizing the computers one class period each week was ample access time. Analyzing the credibility of these international sites added a dimension to the course.

Locating international readings appropriate for this course was difficult. Most text available had minimal readings on contemporary issues. Narratives and folklore were more readily available. Due to copyright laws, the readings were varied each semester. Multiple essays, newspaper articles, and contemporary writings should be accumulated each semester to provide current, relevant and varied readings.

CRE101 CRITICAL AND EVALUATIVE READING I

Course Syllabus/Course Outline

Course Objective

The course emphasizes critical thinking, reading and writing skills for college and the future. Using a thematic approach centered on contemporary issues, cultural diversity and international perspectives were integrated when appropriate readings were available. The required text was supplemented with current readings each semester of the project. The official course outline allows for the infusing of a variety of international readings to achieve the objectives.

•Required Text:

Delaney, Roberta, Frederica Johnson, Peter Mathes and Martin Reker, eds. *The Critical Reader*, Third Edition. Needham Heights, MA: Simon and Schuster Custom Publishing, 2002.

•Selected Bibliography:

Carson, Rachel, "A Fable for Tomorrow." *Silent Spring*. Boston, MA: Houghton Mifflin Company, 1962.

Deane, Daniela, "The Little Emperors." *Los Angeles Times Magazine*, July 26, 1962. Los Angeles, CA: Los Angeles Times, 1992. (CHINA)

Ehrenreich, Barbara. "Cultural Baggage." *New York Times Magazine*. New York City, NY: New York Times company, 1992.

Harris, Marvin. "How Our Skins Got Their Color." *Our Kind*. Harper Collins Publishers Inc., 1988. (INTERNATIONAL)

Kaugman, Michael T. "Of My Friend Hector and My Achilles' Heel." *New York Times*. New York, NY: New York Times Company, 1992

Krauthammer, Charles. "Of Headless Mice...And Men." *Time*, Inc., 1998

Iwashita, Tomoyuki. "Why I Quit the Company." *New International Magazine*, May 1992. *New Internationalist*, 1992 (JAPAN)

Iyer, Pico. "Selling Our Innocence Abroad." *New Perspectives Quarterly* Fall 1991, pp. 34-39. Blackwell Publishers, 1991. (INTERNATIONAL)

Macklin, Ruth. "Human Cloning? Don't Just Say No." *U.S. New and World Report*, March 10, 1997.

Morrow, Lance. "The Case for Rage and Retribution." *Time Special Edition*. Time, Inc., 2001 (MIDDLE EAST)

Nanda, Serena. *Arranging a Marriage in India. The Naked Anthropologist: Tales from Around the World*, 1992. (INDIA)

Norberg-Hodge, Helen. *Ancient Futures: Learning from the Ladakh*. Ancient Futures. San Francisco, CA: Sierra Club Publishers, 1991. (TIBET)

Pryce-Jones, David. "Why They Hate Us." *National Review*, October 1, 2001. New York, NY: National Review, Inc., 2001. (MIDDLE EAST)

Qusti, Raid. "Saudi View of Females Must Change." *Washington Post*. Reprinted in the *Arizona Republic*, Saturday, July 13, 2002. Phoenix, AZ: Phoenix Newspapers, Inc., 2002 (SAUDIA ARABIA)

Saukko, Linnea. "How to Poison The Earth. Boston." *Student Writers at Work and in the Company of Other Writers*. Boston, MA: St. Martin Press, Inc., 1984.

Stoddard, Thomas B. *Gay Marriages: Make Them Legal*. *New York Times*, March 4, 1989. New York, NY: New York Times Company, 1989.

Willis, Ellen. "Abortion: Whose Right to Life Is It Anyway?" *Putting Women Back into the Abortion Debate*. VV Publishing Corporation, 1985.

MCC Official Course Outline

I. Nature of critical reading

- A. Characteristics of critical reading
- B. Applications
- C. Blocks to critical reading

II. Variation in critical reading techniques

- A. According to material
- B. According to purpose

III. Author's stance in written materials

- A. Tone
- B. Purpose
- C. Audience
- D. Author's point of view

IV. Author's use of language

- A. Meanings of words
 - 1. Denotation and connotation
 - 2. Ambiguity and vagueness
- B. Language devices
- C. Figurative language

V. Fallacies of reasoning

- A. Identification
- B. Analysis

VI. Analysis and evaluation of written material

- A. Accuracy
- B. Logic and completeness
- C. Coherence
- D. Clarity
- E. Preparing a written analysis

VII. Arguments

- A. Types
 - 1. Inductive
 - 2. Deductive
- B. Parts
 - 1. Premises
 - 2. Reasons
 - 3. Conclusions
- C. Evaluation
 - 1. Truth
 - 2. Validity
- E. Preparing a written evaluation

VIII. Synthesis of ideas in related written materials

- A. Process
 - 1. Comparison/contrast
 - 2. Integration
 - 3. Final conclusion
- B. Formats
 - 1. Mapping
 - 2. Outlining
 - 3. Summarizing
 - 4. Charting
- C. Preparing a written report

CRE101 CRITICAL AND EVALUATIVE READING SYLLABUS

Spring 2003 Week of:

- 1/21 Issue: The Power of Language
Objectives: Describe the nature of critical reading and its application to life in the contemporary world.
Reading: Student's Choice-article related to student's professional or business college major, occupation, culture or interest
- 1/27 Issue: The Power of Language
Objectives: Describe the nature of critical reading and its application to life in the contemporary world. Recognize the levels of reading and blocks to critical reading.
International Objective: Recognize the potential blocks to critical thinking from cultural conditioning and cultural frames of reference.
Reading: Student's Choice-article related to student's professional or business college major, occupation, culture or interest
- 2/3 Issue: The Power of Language and Education
Objectives: Apply critical reading techniques to a variety of materials and purposes for reading.
Reading: "Coming to An Awareness of Language," by Malcolm X
Five Accounts of Malcolm X' Death
- 2/10 Issue: The Power of Language and Education
Objectives: Interpret, in writing, denotative and connotative meanings in written selections. Recognize, in writing, ambiguity and vagueness.
Reading: "How to Say Nothing in Five Hundred Words," by Paul Roberts
- 2/17 Issue: The Power in Written Language
Objectives: Analyze, in writing, common fallacies of reasoning in written language. Identify and explain, in writing, language devices, such as complex figures of speech.
Reading: "Propaganda: How Not to be Bamboozled," by D. Woolfolk Cross
- 2/24 Issue: Marriage, Gender Roles
Objectives: Analyze, in writing, textual material to ascertain tone, purpose, audience, and author's point of view, citing words, phrases, and passages as support. Identify and explain, in writing, language devices, such as complex figures of speech.
International Objective: Compare and Contrast marriage with respect to laws, cultural components and ethical considerations in America, India and one other country.
Reading: "I Want A Wife," by Judy Brady"
Arranging a Marriage in India," by Serena Nanda
"Gay Marriages: Make Them Legal," by Thomas B. Stoddard
- 3/3 Issue: Abortion

Objectives: Evaluate, in writing, an author's accuracy, logic, completeness, and clarity.
Evaluate, in writing, the nature of evidence given in support of an author's argument

International Objective: Evaluate China's use of abortions to stifle overpopulation.

Reading: "The Little Emperors." by Daniela Deane
"Abortion: Whose Right to Life Is It Anyway?" by Ellen Willis

3/24 Issue: Racial and Socioeconomic Stereotyping

Objectives: Analyze, in writing, textual material to ascertain tone, purpose, audience, and author's point of view, citing words, phrases, and passages as support.

International Objective: Analyze the effects of stereotyping behaviors in various cultures within and outside of the United States.

Reading: "How Our Skins Got Their Color," by Marvin Harris
"Just Walk On By," by Brent Staples
"Of My Friend Hector and My Achilles' Heel" by Michael T. Kaugman

3/31 Issue: Money, the Root of All Evil

Objectives: Evaluate, in writing, an author's accuracy, logic, completeness, and clarity.
Evaluate, in writing, the nature of evidence given in support of an author's argument. Apply critical reading skills to analyze and evaluate, in writing, the components of an author's argument. Synthesize, in writing, ideas on related issues from varied written sources.

International Objective: Evaluate the economic impact of the media and work ethics in America, Japan and other countries.

Reading: "Selling Our Innocence Abroad" by Pico Iyer
"Why I Quit the Company," by Tomoyuki Iwashita

4/7 Issue: Protecting Our Environment

Objectives: Evaluate, in writing, an author's accuracy, logic, completeness, and clarity.
Evaluate, in writing, the nature of evidence given in support of an author's argument. Apply critical reading skills to analyze and evaluate, in writing, the components of an author's argument. Synthesize, in writing, ideas on related issues from varied written sources.

International Objective: Analyze the arguments of environmental protection in other countries.

Reading: "A Fable for Tomorrow," by Rachel Carson
"Ancient Futures: Learning from the Ladakh," by Helen Norberg-Hodge

4/14 Issues: Human Cloning

Objectives: Evaluate, in writing, an author's accuracy, logic, completeness, and clarity. Evaluate, in writing, the nature of evidence given in support of an author's argument. Apply critical reading skills to analyze and evaluate, in writing, the components of an author's argument. Synthesize, in writing, ideas on related issues from varied written sources.

International Objective: Compare cloning laws worldwide.

Reading: "Of Headless Mice...And Men" by Charles Krauthammer
"Human Cloning? Don't Just Say No" by Ruth Macklin

4/21 Issue: Human Rights and the American Image

Objectives: Evaluate, in writing, an author's accuracy, logic, completeness, and clarity. Evaluate, in writing, the nature of evidence given in support of an author's argument. Apply critical reading skills to analyze and evaluate, in writing, the components of an author's argument. Synthesize, in writing, ideas on related issues from varied written sources.

International Objective: Evaluate evidence of international violations of human rights from the perspective of women, religious groups and economic sanctions.

Reading: "The Case for Rage and Retribution" by Lance Morrow
"Why They Hate Us" by David Pryce-Jones
"Saudi View of Females Must Change," by Raid Qusti

4/28 Issues: Democracy and Freedom

Objectives: Evaluate, in writing, an author's accuracy, logic, completeness, and clarity. Evaluate, in writing, the nature of evidence given in support of an author's argument. Apply critical reading skills to analyze and evaluate, in writing, the components of an author's argument. Synthesize, in writing, ideas on related issues from varied written sources.

International Objective: Evaluate the declaration of independence by the colonies from England's point of view. Compare this declaration to Iraqi anti-American sentiments in the Spring 2003.

Reading: "The Declaration of Independence," by Thomas Jefferson
Preamble to the Constitution of the United States and the Bill of Rights

5/5 Issues: International Stances

Topics: Evaluate, in writing, an author's accuracy, logic, completeness, and clarity. Evaluate, in writing, the nature of evidence given in support of an author's argument. Apply critical reading skills to analyze and evaluate, in writing, the components of an author's argument. Synthesize, in writing, ideas on related issues from varied written sources.

International Objective: Evaluate, in writing, an international stance on a debatable issue such as abortion, human rights, socialized health care, and the death penalty.

Reading: Current articles on the internet

5/12 **International Objective:** Present international perspectives on a controversial issue. Utilize evidence from at least 1 country other than the United States of America.