

THIRD SEMESTER**AEC 220***✓ Critical Reading***(Total Credits -2 /Total Marks -50)****Introduction**

The Course aims to help students acquire the skills of close critical reading and analysis of texts from various genres of prose writing. Select narrative exercises have been chosen from various contexts, for introducing students to the strategies of reading.

Course Objectives

- The course seeks to enable students to strengthen their critical reading and thinking skills and improve their academic literacy.

Learning Outcomes

- Analyse and interpret readings drawn from different disciplines in the college curriculum and learn to distinguish between the methods authors use in developing their ideas.
- Exhibit proficiency in the reading process through the abilities of annotating, outlining, summarizing and identifying rhetorical devices.
- Interact with the texts they read through carefully listening, writing, conversation, and questioning.

UNIT I**Introduction to the Features of Critical Reading**

1. Readers create meaning from every text through close reading.

2. Critical readers interact with the texts they read by questioning them, responding to them, and expanding them, usually through writing.
3. To create meaning, critical readers use a variety of approaches, strategies, and techniques which also include the application of their personal experiences and existing knowledge to the reading process.
4. Critical readers actively refer to other texts, related to the topic of their investigation.

The above features of critical reading may be elaborated and explained with the help of the following essays:

1. "Research and Critical Reading" by Pavel Zemilansky (*from Oregon Writes Open Writing Text* by Jennifer Kepka 2016).
2. "Introduction" by David Bartholomae and Anthony Petrosky (*from Ways of Reading* by David Bartholomae et al eds., 2008).

UNIT II

Critical Reading in Practice

(* Teachers may choose **any 2** out of the 4 prescribed texts)

1. "The Tell-Tale Heart" by Edgar Allan Poe
2. "We Too Are Human Beings" by Bama (From *Karukku*)
3. "The Coming of the Martians" by H. G. Wells (From *The War of the Worlds*)
4. "Stories", (Part -I, No.5) by Amitav Ghosh (From *The Great Derangement: Climate Change and the Unthinkable*).

Note for Teachers:

*Critical reading practice in Unit II is meant to introduce students to thematic and stylistic variations across different genres of prose writing. For internal assessment, evaluation may be made on the basis of how students apply critical and evaluative skills in their presentations and written assignments.

Suggested Readings:

1. Bartholomae, David and Anthony Petrosky, Eds.(2008) Introduction. *Ways of Reading*. 8th Ed. New York: Bedford/St. Martin's.
2. Brent, Douglas. 1992. *Reading as Rhetorical Invention*. National Council of Teachers of English, Urbana, IL.
3. Kepka, Jenn. (2018)*Oregon Writes Open Writing Text*. Publisher: Open Oregon Educational Resources. (A Project of Oregon Writes).
4. Manarin, Karen, Miriam Carey, Melanie Rathburn, & Glen Ryland (2015). *Critical Reading in Higher Education: Academic Goals and Social Engagement*. Bloomington, Indiana : Indiana University Press.