Course title: Critical Readings in English Full Marks: 100

Course No.: Eng. Ed. 433 Pass Marks: 35

Nature of Course: Theoretical Period per Week: 6

Level: B. Ed. Teaching hours: 150

Year: Third Time per Period: 55 minutes

1. ***Course Description***

*Critical Readings in English*is a course designed to read critically and write creatively. Thematically organized, this course integrates content knowledge with the higher order thinking skills such as logical reasoning, critical appreciation and synthesizing through reading and writing. It is divided into eight different contemporary themes, namely Diversity, Technology and Education; Globalization and Environment; Travel, Sports and Health; Gender and Equality; Motivation and Inspiration, and Wit and Humor. Each unit draws on the authentic texts from varied sources such as academic, philosophical, travel, literary books, print and electronic media.

**2. General Objectives**

The general objectives of the course are as follows:

* To expose students to diversity and technology and help them relate it to language education
* To expand their linguistic horizons through a wider range of texts that include globalization, environment, travel, sports, health, gender and humor.
* To motivate them to read varieties of texts to develop critical thinking skills.
* To encourage them to apply critical thinking skills in their academic settings.

**3. Specific Objectives and Contents**

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| **Specific Objectives** | **Contents** |
| * Describe the fundamental features of the interdisciplinary course
* Explain Multiple Intelligences and their roles in learning
* Elucidate the importance of diversity in teaching and learning
* Explain the notion of multilingualism and critically examine its role in the globalized society
* Argue for inclusiveness in education
* Describe the relationship between technology and education
 | **Unit I: Diversity, Technology and Education ( 15 )*** 1. An encounter with the interdisciplinary course
	2. Frequently asked questions about multiple intelligences
		1. Is intelligence a product, a process, content, a style, or all of the above?
		2. How does intelligence relate to creativity?
		3. Could one construct a test or a set of tests for each of the intelligence?
	3. What is a general capacity call *critical thinking*?Diversity makes you brighter
	4. Multilingualism: Speaking the language of diversity
	5. Disabled Chinese struggled for a good education and acceptance
	6. What is the future of technology in education?
 |
| * Describe the impact of nuclear power plants on the environment
* Explore the relationship between nature and technology
* Discuss the pros and cons of globalization

  | **Unit II:** **Globalization and Environment ( 15 )** 2.1 Globalization good or bad?2.2 Flattener #1 When the walls came down and the Windows went up 2.3 The Chernobyl exclusion zone is arguably a natural reserve 2.4 Nature and technology: Friends or enemies? 2.5 Krishnamurti's journal (September 25, 1973 & October 1973)2.6. Green rebellion, the terrestrial greenhouse and the Gaia hypothesis |
| * Describe the value of travel and sports in our life
* Suggest possible ways of conserving forests
* State different techniques of maintaining physical and mental health
* Write their own travelogues
 | **Unit III: Travel, Sports and Health ( 14 )** 3.1 Respect for Woods 3.2 Travelling with Bruce Chatwin3.3 A Journey of exploration 3.4 Face to face with Jackie Chan3.5 Exercise! 14 Whys and Hows 3.6 Freedom from unhappiness 3.7 Can green tea boost your brain power and treat disease?  |
| * State the changing notions of gender
* Describe the present status of women in their society
* Present their views on gender and equality
* Present the story of a woman who has challenged the traditional notions of gender roles
 |  **Unit IV: Gender and Equality (10 )**4.1 The woman who battled the bureaucrats 4.2 Women fighting sex slavery named CNN Hero of the Year 4.3 I want a wife 4.4 A solution to housework |
| * Explain the importance of motivation and inspiration for success
* Write about a person who has inspired them in their life
* Present their own anecdotes that might inspire others
 | **Unit V: Motivation and Inspiration ( 15 )**5.1 The fringe benefits of failure, and the importance of imagination 5.2 Crossing the Ganga 5.3 She dares to live free 5.4 A Letter to Gabriel, A young writer 5.5 A Romantic dream world 5.6 I will be at the Nobel Prize ceremony…if I can5.7 Inspirations from Paulo Coelho  |
| * Sketch the origin and development of the Nepali language
* Argue for or against the role of locally available food in your health.
* Elucidate different types of diversity in the English classroom
* Appreciate different cultural symbols
* Write about their views on creative writing
 | **Unit VI: Reading our Own Context (15)*** 1. Origin and the development of the Nepali language

6.2 Desperation for translation 6.3 Diversity in language classroom 6.4 Local is best 6.5 Writing is spontaneous and self-reflective 6.6 Forging ahead 6.7 Young thinkers6.8 An outsider in the court of God   |
| * Explain what critical thinking is and ways of improving it.
* Read the text and identify different patterns of reasoning.
* Identify different ways of clarifying and interpreting the text
* Identify inferences and evaluate them.
* Identify assumptions and relevant arguments in the text.
 | **VII. Critical Thinking ( 56 )*** 1. Understanding critical thinking
	2. Identifying reasons and conclusions
	3. Understanding reason
	4. Different patterns of reasoning, assumptions, context and a thinking map
	5. Clarifying and interpreting expressions and ideas
	6. The acceptability of reasons
	7. Judging the credibility of sources skillfully
	8. Evaluating inferences
	9. Deductive validity and other grounds
	10. Assumptions and other relevant arguments
	11. Reasoning about causal explanations
	12. Decision making: options, consequences, values and risks
 |
| * Produce and present their own humorous anecdotes
 | **Unit VIII: Wit and Humor (10)**8.1 Ah, how I forgot it 8.2 Arrangements settled 8.3 A Story of an hour 8.4. Paul Beatty on writing humor and race8.5 Humorous and witty anecdotes |  |

*Note: The figures in the parenthesis indicate the approximate teaching hours.*

**4. Instructional Techniques**

The instructional techniques for this course will be as follows:

* 1. **General Instructional techniques**
* Lecture and discussion
* Demonstration
* Explanation and illustration
* Group/pair and individual work
* Presentation
* Read, discuss, write and share (ReDWis)
* Dictionary use

**4.2** **Specific Instructional techniques**

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| **Unit**  | **Activities and Instructional Techniques**  |
| Unit One  | Writing on the challenges faced by students with special needs followed by sharing and feedback |
| Unit Two  | Individual argumentative writing on globalization followed by whole class discussion |
| Unit Three  | Project work: students write a travelogue  |
| Unit Four  | Project work: students conduct a mini-survey on the present status of women in their society and prepare a report |
| Unit Five  | Asking students to write their own anecdotes and share them in their class |

**5. Evaluation**

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| **Types of questions**  | **Total questions** | **Points**  | **Total Points** |
| Group A: Multiple choice items  | Questions | 20 ×1 Point | 20 |
| Group B: Short answer questions  |  Questions | 8×7 Points | 56 |
| Group C: Long answer questions  | Questions | 2×12  |  24 |
|  |  |  |  100 |

**6. Recommended Books and References**

**Recommended Books**

*Critical readings in English* (2017). Kathmandu: Sunlight Publication. (Only for the classroom purpose).

Fisher, A. (2011). *Critical thinking: An introduction*. Cambridge: CUP.

**References**

Pirozzi, R. C., Starks-Martin, G., & Dziewisz, J. (2014). *Critical reading, critical thinking: Focusing on contemporary issues (3rd ed.).*Harlow: Pearson Education.

Wright, L. (2012). *Critical thinking: An introduction to analytical reading and reasoning* (2nd ed.): Oxford: Oxford University Press.