Tyger Tyger, burning bright,
In the forests of the night;
What immortal hand or eye
Dare frame thy fearful symmetry?
In the context of our course, critical thinking refers to:

* an understanding of how ambiguity in art and literature can be variously interpreted and how to make use of this ambiguity to develop an argument and to challenge arguments developed by others

* an understanding of how art and literature raise ethical, moral, philosophical, and religious questions and how to engage with these questions especially when doing so requires that we have to challenge our own beliefs, ideas, and perspectives

* the ability to compare and contrast art forms and texts

* the ability to analyze texts as well as our own responses to them

* the ability to develop and communicate arguments effectively in classroom discussions and in formal writing.
**Objective**
*Discuss and debate* questions raised by literature and the arts

**CT artifact: Portfolio**
Come to class each day having read *closely* the assigned text(s) and with some thoughtful things to say about them. Our class meetings will be structured primarily around class discussion, debates, and critical-thinking activities. You must participate *actively*.

You will keep a portfolio of reading notes, reading quizzes, reading responses, free-writes, debate notes, in-class written responses, and any other artifacts that demonstrate your preparedness and participation. You will include a one-page analysis of how the evidence in your portfolio demonstrates preparedness and participation.
Objective

Demonstrate understanding of how literature and the arts raise ethical and philosophical questions

CT artifact: Discussion Questions

You will develop three questions designed to prompt lively classroom discussion about a single day’s course reading, its formal textual structure, a moral/ethical/political/philosophical issue it raises, and/or its relevance to us today. Your questions will be due one week prior to the session during which we will discuss them. We will establish a schedule of due dates for this assignment in class.
**Objective**

*Analyze the formal structures of literature and the arts and develop arguments about them*

**CT artifact: Written Literary Analysis**

You will make a compelling argument about a literary text, supported by evidence found through textual analysis, secondary criticism, and based upon our class discussions. We will develop essay prompts as a class, which will be distributed prior to the due date. Please refer to the handout “How to Do a Close Reading” and to the handout “Style Tips for Literary Essays” on Canvas.
Objective
Recognize and implement strategies of argumentation to produce clear textual interpretations

CT artifact: Exams
You will take two in-class exams in small groups of 2 or 3. You will be asked to extrapolate from multiple course readings and discussions and to offer textual analysis or to determine critical flaws in the logic of another critic’s analysis.
**Objective**  
*Identify or extrapolate* connections among texts and contexts and their relevance to us today

**CT artifact: Cultural Artifact**  
You will locate and analyze an artifact from the past 25 years that addresses a question raised by one of our course texts. Your artifact may take almost any form, including but not limited to: a political article, an advertisement, a legal document, a photo, a film, a rap song, a college prospectus, a website, or another work of art. The artifact may quote directly from the text or raise a common concept or moral quandary. You will submit the artifact along with a 2-page analysis of how the text bears on your artifact.
The Rime of the Ancient Mariner (text of 1834)

BY SAMUEL TAYLOR COLERIDGE

Argument

How a Ship having passed the Line was driven by storms to the cold Country towards the South Pole; and how from thence she made her course to the tropical Latitude of the Great Pacific Ocean; and of the strange things that befell; and in what manner the Ancyent Marinere came back to his own Country.

PART I

It is an ancient Mariner,
And he stoppeth one of three.
'By thy long grey beard and glittering eye,
Now wherefore stopp'st thou me?

The Bridegroom's doors are opened wide,
And I am next of kin;
The guests are met, the feast is set:
May'st hear the merry din.'
A Trump Tower of Absolute Folly
New York Times - Jul 26, 2017
It is a multistoried tower of political idiocy, a sublime monument to the moronic, gaudy, gleaming, Ozymandian folly that leaves many of the...

Wall Street Has Officially Learned to Ignore Trump
Vanity Fair - Jul 27, 2017
It is a multi-tiered tower of political idiocy, a sublime monument to the moronic, gaudy, gleaming, Ozymandian folly that leaves many of the...

Trump's attack on Sessions a layer cake of folly
Las Vegas Sun - Jul 31, 2017
It is a multistoried tower of political idiocy, a sublime monument to the moronic, a gaudy, gleaming, Ozymandian folly that leaves many of the...

Strippers, Insane Asylums, Assassination, and Termites: Inside the...
Daily Beast - Jul 29, 2017
Plundered of its riches (whereabouts still unknown), it was replaced by one of the greatest pieces of Ozymandian architecture in U.S. history.

Donald Trump Eats First
The Atlantic - Jul 27, 2017
... a gaudy, gleaming, Ozymandian folly,” even David Horowitz, the anti-Leftist intellectual and author of Big Agenda: President Trump’s Plan to Restore America’s Greatness.