

ENGL 5 Course Outline as of Fall 2024

CATALOG INFORMATION

Dept and Nbr: ENGL 5

Title: ADV COMP & CRIT THINKING

Full Title: Advanced Composition and Critical Thinking

Last Reviewed: 1/23/2023

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:
In this critical reasoning and advanced composition course, students will develop critical reading, thinking, and writing skills beyond the level achieved in English 1A. Students will build logical reasoning skills, as well as analytical and argumentative writing skills.

Prerequisites/Corequisites:
Completion of ENGL 1A OR EMLS 10 (formerly ESL 10) or higher (V8) with a grade of 'C' or better.

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: In this critical reasoning and advanced composition course, students will develop critical reading, thinking, and writing skills beyond the level achieved in English 1A. Students will build logical reasoning skills, as well as analytical and argumentative writing skills. (Grade Only)
Prerequisites/Corequisites: Completion of ENGL 1A OR EMLS 10 (formerly ESL 10) or higher

(V8) with a grade of 'C' or better.

Recommended:

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area		Effective:	Inactive:
	B	Communication and Analytical Thinking	Spring 1992	

CSU GE:	Transfer Area		Effective:	Inactive:
	A3	Critical Thinking	Fall 1992	

IGETC:	Transfer Area		Effective:	Inactive:
	1B	Critical Thinking - English Composition	Fall 1993	

CSU Transfer:	Transferable	Effective:	Spring 1992	Inactive:
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UC Transfer:	Transferable	Effective:	Spring 1992	Inactive:
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CID:

CID Descriptor:ENGL 105	Argumentative Writing and Critical Thinking
SRJC Equivalent Course(s):	ENGL5

Certificate/Major Applicable:

Major Applicable Course

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Demonstrate an understanding of principles of critical thinking.
2. Apply principles of critical thinking to texts, media, and everyday experience.
3. Compose argumentative, critical analysis, and response texts.

Objectives:

At the conclusion of this course, the student should be able to:

1. Critical Thinking Objectives

- A. Identify and analyze the structure of arguments in the reading assignments.
- B. Evaluate the efficacy and soundness of arguments in the readings and in their own compositions.
- C. Identify common fallacies of language and thought.
- D. Analyze texts for the principles of inductive and deductive reasoning.
- E. Distinguish between factual and opinion-based statements.
- F. Distinguish between and use denotative and connotative aspects of language for appropriate rhetorical ends.
- G. Draw inferences from a variety of sources (e.g. print, media, Internet and electronic databases).
- F. Identify manipulations of rhetoric, such as propaganda, charged language, and slanted facts, in the readings and in their own compositions.

2. Composition Objectives

- A. Write thesis-driven essays of varying lengths, ranging from 1,000 to 3,500 words.
- B. Employ writing strategies including analysis, synthesis, and summary.
- C. Employ writing strategies including causal analysis, advocacy of ideas, persuasion, evaluation, refutation, interpretation, and definition.
- D. Demonstrate continued development in writing clear, sophisticated college-level prose.
- E. Utilize rhetorical appeals, such as, ethos, logos, kairos, and pathos.
- F. Employ effective writing techniques including organization for logic and coherence; revision for focus, clarity, precision, and diction; intentional use of grammar, punctuation, and spelling.
- G. Compile and evaluate library research for application in compositions.

Topics and Scope:

I. Motives for Writing

II. Assumptions, Bias, and Value Judgments

III. The Power of Language

- 1. Denotative/Connotative
- 2. Charged vs. neutral language
- 3. Propaganda
- 4. Gender bias in language

IV. Audience and Point of View

V. The Claim

- 1. How claims work
- 2. Classifying the claim

VI. Supporting the Argument

- 1. Varieties of support
- 2. Arranging an argument's support
- 3. Definitions
- 4. Evaluating statistics
- 5. Evaluating academic sources
- 6. Evaluating online sources
- 7. Evaluating popular and anecdotal sources
- 8. Application of Modern Language Association (MLA) citation and format

VII. Making Reasonable Arguments

- 1. Formal logic
- 2. Avoiding fallacies

VIII. Writing Essays Using Arguments

- 1. Arguing facts
- 2. Arguing cause
- 3. Arguing evaluations
- 4. Arguing recommendations

IX. Evaluating Media Sources

Assignment:

- 1. Reading assignments by authors from various cultures, disciplines, and periods
- 2. Writing multiple essays of varying lengths (totaling 5,000 to 8,000 words for the course) including at least one essay that incorporates analysis of primary and secondary sources, using MLA documentation.
- 3. Various kinds of short assignments to reinforce course concepts, such as, assumption, bias, value judgments, charged language, identification of logical fallacies and generalization,

evaluations of research sources, and practice of MLA system for documentation

4. Exams and/or quizzes (optional)

5. Group project and/or presentation (optional)

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Essays of varying lengths; short assignments

Writing
50 - 80%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations
0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

Exams and/or quizzes

Exams
0 - 30%

Other: Includes any assessment tools that do not logically fit into the above categories.

Attendance; participation in class discussion; group presentations

Other Category
0 - 20%

Representative Textbooks and Materials:

Everything's an Argument. 9th ed. Lunsford, Andrea and Ruskiewicz, John. Bedford/St. Martin. 2021.

Elements of Argument. 13th ed. Rottenberg, Annette and Winchell, Donna. Bedford/St. Martin. 2020.

The Thinker's Guide to Fallacies. Paul, Richard and Elder, Linda. The Foundation for Critical Thinking. 2014 (classic).

The Miniature Guide to Critical Thinking. 8th ed. Paul, Richard and Elder, Linda. The Foundation for Critical Thinking. 2019.

Thinking for Yourself. 9th ed. Mayfield, Marlys. Wadsworth. 2013 (classic).

The Routledge Handbook of Comparative World Rhetorics. Lloyd, Keith. Routledge. 2020.

Other standard English handbooks

Work/s of fiction and non-fiction used as vehicle for critical thinking.

Instructor prepared materials.