

ENGL 5 Course Outline as of Fall 1998

CATALOG INFORMATION

Dept and Nbr: ENGL 5

Title: ADV. COMP&CRIT.THINKING

Full Title: Advanced Composition and Critical Thinking

Last Reviewed: 10/28/2024

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:**  
A critical reasoning and advanced composition course designed to develop critical reading, thinking and writing skills beyond the level achieved in English 1A. The course will focus on development of logical reasoning and analytical and argumentative writing skills.

**Prerequisites/Corequisites:**  
Completion of ENGL 1A with a grade of "C" or better.

**Recommended Preparation:**

**Limits on Enrollment:**

**Schedule of Classes Information:**  
Description: A critical reasoning & advanced composition course designed to develop critical reading, thinking & writing skills beyond the level achieved in Engl 1A. (Grade Only)  
Prerequisites/Corequisites: Completion of ENGL 1A 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:**

<b>AS Degree:</b>	<b>Area</b> B	Communication and Analytical Thinking	Effective: Spring 1992	Inactive:
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<b>CSU GE:</b>	<b>Transfer Area</b> A3	Critical Thinking	Effective: Fall 1992	Inactive:
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<b>IGETC:</b>	<b>Transfer Area</b> 1B	Critical Thinking - English Composition	Effective: Fall 1993	Inactive:
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<b>CSU Transfer:</b>	Transferable	Effective:	Spring 1992	Inactive:
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<b>UC Transfer:</b>	Transferable	Effective:	Spring 1992	Inactive:
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### **CID:**

CID Descriptor: ENGL 105	Argumentative Writing and Critical Thinking
SRJC Equivalent Course(s):	ENGLC1001

### **Certificate/Major Applicable:**

Major Applicable Course

## **COURSE CONTENT**

### **Outcomes and Objectives:**

Students will improve their composition and reasoning skills, and demonstrate their mastery through practice exercises and writing critical-argumentative essays of varying lengths. More specifically, they will demonstrate that they can:

#### **A. Critical Thinking Objectives**

1. Identify and analyze the structure of arguments in the reading assignments.
2. Evaluate the validity and soundness of arguments in the readings and in their own compositions.
3. Identify common formal and informal fallacies of language and thought.
4. Apply what they know about inductive and deductive reasoning to their arguments.
5. Distinguish between factual and opinion statements.
6. Distinguish between and use denotative and connotative aspects of language for appropriate rhetorical ends.
7. Draw inferences from a variety of sources (print, media).
8. Identify propoganda and other manipulations of rhetoric--charged language and slanted facts--and avoid them in their own writing.

#### **B. Composition Objectives**

1. Write a number of essays totalling 6,000-8,000 words, divided between short essays of 1,000-2,000 words and more comprehensive essays of up to 3,000-3,500 words.
2. Employ writing strategies including analysis, synthesis, and summary.
3. Employ writing strategies including causal analysis, advocacy of ideas,

- persuasion, evaluation, refutation, interpretation, and definition.
4. Demonstrate continued development in writing correct, sophisticated college-level prose.
  5. Learn classical divisions of rhetorical appeal including ethos, logos, and pathos.
  6. Employ good writing techniques including: organization for logic and coherence; revision for focus, clarity, precision, and diction; use of correct grammar, punctuation, and spelling.
  7. Demonstrate familiarity with library research techniques.

### **Topics and Scope:**

Reading assignments will include both book-length and long essays selected from various cultures, academic disciplines, and historical periods.

Readings will include classic and contemporary arguments relating to such issues as censorship, women's rights, civil disobedience and the purpose of higher education.

To establish the critical connection between thinking and writing, the class will examine the writer's argumentative purpose and its relation to rhetorical techniques, looking specifically at:

1. The nature and structure of arguments
2. Audience--appeals through diction, tone and structure
3. Logical relationship between ideas and the linguistic indicators of these relationships
4. The demands and structures of inductive and deductive arguments--evaluation, including identifying fallacies
5. Critical theory--study and application of several critical theories; an examination of their utility in the study of selected poems and works of fiction.

### **Assignment:**

#### **ASSIGNMENTS:**

1. Reading assignments by authors from various cultures, disciplines, and periods which will be used both for examples of good essay writing and as subjects for student composition.
2. Short essays (1,000-2,000 words in length) to demonstrate understanding of each unit during the semester.
3. One longer essay (3,000-3,500 words in length) on a topic related to the semester's readings, which will include library research.
4. Mid-term and final exam.

### **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.

Written homework, Essay exams, Term papers
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Writing 50 - 80%
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**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Quizzes, Exams

Problem solving  
5 - 10%

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

Class performances

Skill Demonstrations  
5 - 20%

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

Multiple choice, True/false, Matching items, Completion

Exams  
10 - 20%

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

None

Other Category  
0 - 0%

### **Representative Textbooks and Materials:**

ELEMENTS OF ARGUMENT, 3rd ed., Rottenberg, Annette T, Bedford Books, 1993.

STRATEGIES OF ARGUMENT, 2d ed. Hirschberg, Stuart, Allyn & Bacon, 1990.

THINKING SOCRATICALLY, Schwarze, Sharon and Harvey Lope, Prentice Hall, 1996.

WRITING: A COLLEGE HANDBOOK, Heffernan, James A. and John E. Lincoln W.W. Norton, 1990.

Other standard English handbooks, which include MLA and APA style.