

ENGL 5 Course Outline as of Fall 2011

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:**  
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 or higher (V8)

**Recommended Preparation:**

**Limits on Enrollment:**

**Schedule of Classes Information:**  
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.  
(Grade Only)  
Prerequisites/Corequisites: Completion of ENGL 1A or higher (V8)  
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>Effective:</b>	<b>Inactive:</b>
	B	Communication and Analytical Thinking	Spring 1992	

<b>CSU GE:</b>	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	A3	Critical Thinking	Fall 1992	

<b>IGETC:</b>	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	1B	Critical Thinking - English Composition	Fall 1993	

<b>CSU Transfer:</b>	Transferable	<b>Effective:</b>	Spring 1992	<b>Inactive:</b>
----------------------	--------------	-------------------	-------------	------------------

<b>UC Transfer:</b>	Transferable	<b>Effective:</b>	Spring 1992	<b>Inactive:</b>
---------------------	--------------	-------------------	-------------	------------------

### **CID:**

CID Descriptor:ENGL 105	Argumentative Writing and Critical Thinking
-------------------------	---------------------------------------------

SRJC Equivalent Course(s):	ENGL5
----------------------------	-------

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

Major Applicable Course

## **COURSE CONTENT**

### **Outcomes and Objectives:**

Upon completion of this course, students will be able to:

#### **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 principles of 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, Internet and electronic databases).
8. Identify propaganda and other manipulations of rhetoric--charged language and slanted facts in the readings and in their own compositions.

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

1. Write a number of essays totaling 6,500-8,000 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. Examine classical divisions of rhetorical appeal including ethos, logos, and pathos.
6. Employ effective writing techniques including organization for logic and coherence; revision

for focus, clarity, precision, and diction; use of correct grammar, punctuation, and spelling.

7. Compile and evaluate library research for application in research papers.

### **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:

- A. Motives for writing
- B. Assumptions, bias, and value judgments
- C. The power of language
  - 1. Denotative/Connotative
  - 2. Charged vs. neutral language
  - 3. Propaganda
  - 4. Gender bias in language
- D. Audience and point of view
- E. The Claim
  - 1. How claims work
  - 2. Classifying the claim
- F. Supporting the argument
  - 1. Varieties of support
  - 2. Arranging an argument's support
  - 3. Definitions
  - 4. Evaluating statistics
  - 5. Evaluating academic sources
  - 6. Evaluating on-line sources
  - 7. Evaluating popular and anecdotal sources
  - 8. MLA/APA documentation
- G. Making reasonable arguments
  - 1. Formal logic
  - 2. The Toulmin Model
  - 3. Informal fallacies
- H. Writing essays using arguments
  - 1. Arguing facts
  - 2. Arguing cause
  - 3. Arguing evaluations
  - 4. Arguing recommendations

### **Assignment:**

- 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. Reading of a full-length work of fiction or non-fiction.
- 3. Writing short essays (1,000-2,000 words in length) to demonstrate understanding of each unit during the semester.
- 4. Writing one longer essay (3,000-3,500 words in length), including library research, on a topic related to the semester's readings.
- 6. Various kinds of short (one-page) assignments to reinforce concepts related to assumption, bias, value judgments, charged language, identification of logical fallacies and generalization,

evaluations of research sources, and practice of MLA/APA system for documentation.

7. Short quizzes to reinforce the concepts listed above.

8. Group research project with group presentation.

9. 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.

Short essays of 1000 words; research essay of 3000 to 3500 words; short written exercises

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.

Objective Exams and Quizzes; Essay exams; Mid-term; Final

Exams  
10 - 30%

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

Attendance; participation in class discussion; group presentations

Other Category  
10 - 20%

### Representative Textbooks and Materials:

Elements of Argument, 8th ed., Rottenberg, Annette T, Bedford/St. Martin's, 2008.

Thinking for Yourself. 7th Ed, Marlys Mayfield, Thomson/Wadsworth, 2007.

Everything's an Argument, 4th Ed. Lunsford & Ruskiewicz. Bedford/St. Martin, 2009.

The Thinker's Guide to Fallacies. Paul and Elder. The Foundation for Critical Thinking, 2006. (Classic)

The Miniature Guide to Critical Thinking. Paul & Elder. The Foundation for Critical Thinking, 2008.

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