

**ENGL 5 Course Outline as of Spring 2019****CATALOG INFORMATION**

Dept and Nbr: ENGL 5 Title: ADV COMP &amp; 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>
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<b>UC Transfer:</b>	Transferable	<b>Effective:</b>	Spring 1992	<b>Inactive:</b>
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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. Describe principles of critical thinking.
2. Apply principles of critical thinking to texts, media, and everyday experience.
3. Write critical analysis and response papers.

### **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 essays of varying lengths, from 1000 to 3500 words, as appropriate to assignment or writer's purpose.

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:**

Topics and sequences vary but a typical course involves the following:

### 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 on-line sources
7. Evaluating popular and anecdotal sources
8. Application of Modern Language Association (MLA) citing and formatting

### VII. Making Reasonable Arguments

1. Formal logic
2. Informal fallacies

### VIII. Writing Essays Using Arguments

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

### IX. Evaluating Media Sources

## **Assignment:**

Note: Essay assignments should total 6,500-8,000 words, divided between Assignments 3 and 4

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 college level texts
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 (of up to 3,500 words in length), including library research, on a

- topic related to the semester's readings
5. Various kinds of short 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 system for documentation
  6. Short quizzes
  7. Group research project with group presentation (optional)
  8. 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 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.

Objective Exams and Quizzes; Midterm; 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:

Everything's an Argument. 7th ed. Lunsford, Andrea and Ruszkiewicz, John. Bedford/St. Martin. 2015

Elements of Argument. 11th ed. Rottenberg, Annette and Winchell, Donna. Bedford/St. Martin's. 2014

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

The Miniature Guide to Critical Thinking. 7th ed. Paul, Richard and Elder, Linda. The Foundation for Critical Thinking. 2014

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

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

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