



ENGL 125 - Advanced Composition and Critical Thinking Course Outline

Approval Date: 05/14/2020

Effective Date: 08/14/2020

SECTION A

Unique ID Number CCC000291286

Discipline(s) English

Division Language and Developmental Studies

Subject Area English

Subject Code ENGL

Course Number 125

Course Title Advanced Composition and Critical Thinking

TOP Code/SAM Code 1501.00 - English Language and Literature, General /
E - Non-Occupational

Rationale for adding this course to the curriculum Course Title Change; AB705 adjustments and text updates

Units 3

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

Contact Hours

Lecture 54.00

Lab 0.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 108.00

Total Contact Hours 54

Total Student Hours 162

Open Entry/Open Exit No

Maximum Enrollment

Grading Option Letter Grade or P/NP

Distance Education Mode of Instruction On-Campus
Hybrid
Entirely Online
Online with Proctored Exams

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description This course develops logical reasoning skills through the analysis and generation of written arguments. It focuses on the relationship of language to logic; the abilities to analyze, criticize, and advocate ideas; and inductive and deductive reasoning. It includes both analysis and writing of argumentative essays to develop critical and creative thinking, reading, and writing skills. Progress in specific writing skills will be developed through instruction in the writing process--particularly revision--and instruction in building arguments, avoiding faulty reasoning, and using evidence effectively. Approximately 6,000 to 8,000 words of writing are required.

Schedule Description

SECTION D

Condition on Enrollment

1a. Prerequisite(s)

- ENGL 120 with a minimum grade of C or better or
- ENGL 120B with a minimum grade of C or better

1b. **Corequisite(s):** *None*

1c. **Recommended:** *None*

1d. **Limitation on Enrollment:** *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

- A. Demonstrate an ability to read, comprehend, and critically analyze works of non-fiction.
- B. Demonstrate an understanding of and proficiency in the application of critical thinking concepts to the principles of exposition and argument.
- C. Demonstrate appropriate research and documentation skills.

2. Course Objectives: Upon completion of this course, the student will be able to:

- A. Read and critically evaluate a wide variety of college-level materials.
- B. Identify and analyze the structure of arguments in assigned reading.
- C. Evaluate the validity and soundness of arguments in assigned reading.
- D. Identify common formal and informal fallacies of language and thought.
- E. Define and give examples of the following terms: truth, interpretation of facts, inference, judgment, taste, knowledge, belief, and opinion.
- F. Distinguish between the personal and objective point of view.
- G. Define, identify, and use deductive and inductive logic in written assignments.
- H. Identify habits that hinder thinking--both in oneself and in texts studied.
- I. Identify and evaluate evidence in written and oral arguments.

- J. Apply the principles of the writing process to generate and revise increasingly sophisticated and complex written arguments.
- K. Evaluate and employ various types of evidence in revised written arguments.
- L. Research, use, and document outside sources.
- M. Construct sound written arguments that avoid logical fallacies.
- N. Supply sufficient support for claims in progressively more complex written assignments.
- O. Write essays that use logic and evidence to make concessions and to refute arguments with increasing depth and complexity.
- P. Construct arguments that anticipate and defend against the logic and evidence of the opposition.
- Q. Revise written arguments to counter the refutation of an argument advanced in earlier drafts.
- R. Formulate, structure, support, and revise progressively more challenging written arguments that demonstrate rhetorical strategies of advocacy or analysis and the judicious use of logic and evidence to support premises.
- S.

3. Course Content

I: Establishing a Basis for Critical Thinking

- A. Definition of Terms
 - a. Critical thinking -- the connection between reading and writing
 - b. Multiculturalism and gender-inclusive language
- B. Relationships between Feeling and Thought
- C. Moral Judgments
 - a. Distinguishing between an opinion, a fact, a judgment, and a matter of taste
 - b. Inference
- D. Habits that Hinder Thinking
 - a. Hidden assumptions
 - b. Ambiguous arguments
 - c. Innuendo

II: Logic and Argument

- A. Argument Defined
- B. Deduction: Classical Syllogisms and Other Forms of Deduction
- C. The Inductive Process
- D. The Toulmin Model
- E. Informal Fallacies in Reasoning
- F. Truth, Validity, and Soundness of Reasoning
- G. Nature and Use of Language in Argument/Pitfalls in Language
- H. Sources

III: The Critical Thinking Process - Reading and Writing

- A. Critical Reading Strategies
 - a. Reading actively -- previewing, skimming, annotating, summarizing
 - b. Analyzing the argument -- claim, purpose, tone, methods

- c. Evaluating the argument -- claims, assumptions, premises and syllogisms, deduction/induction
 - d. Evaluating evidence -- sources, testimony, statistics
 - e. Analyzing and evaluating the logic of the argument in increasingly complex texts
 - f. Analyzing and evaluating the argumentative merit of several texts on the same topic
- B. Critical Writing Samples
- a. Generating ideas in formulating a written argument
 - b. Identifying and selecting audience, purpose, voice and tone
 - c. Narrowing the topic and developing an argumentative edge
 - d. Developing and supporting a thesis in argumentation
 - e. Shaping the argument, using appropriate rhetorical, dialectical, and argumentative strategies
 - f. Developing support for claims, using sound logic and a judicious sense of evidence
 - g. Researching, selecting, incorporating, and documenting sources
 - h. Avoiding plagiarism of word, thought or format
 - i. Revising for style, structure, and substance
 - j. Revising for refutation, concessions, counter arguments, and other argumentation strategies
 - k. Editing and formatting the manuscript

IV. Coordination with campus Success Centers provides supplemental instruction in grammar and essay development for students and introduces them to campus support resources. Five hours of supplemental instruction are recommended

4. Methods of Instruction:

Activity:

Discussion:

Individualized Instruction: Students may be directed to Success Centers for individualized support with specific, identified skill needs.

Lecture:

Other: Lectures: media-enhanced lectures covering core concepts, terminology, readings, and other pertinent information relating to argumentation, followed by all-class or small-group discussions on the same topics. Collaborative Learning: peer-oriented assignments designed to develop and/or refine critical reading and writing skills in group settings. Peer Review Workshops: peer critiques reinforcing students' ability to analyze student writing and to explain the results of this analysis to other students. Group and/or Individual Presentations: class presentations designed to develop and/or refine students' capacity to research, analyze, synthesize, and report on course-related topics.

Online Adaptation: Activity, Discussion, Group Work, Journal, Lecture

5. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Exams/Tests -- timed, in-class essay exam test of common logical fallacies

Quizzes -- reading comprehension quiz

Portfolios -- essay draft portfolio reading journal

Papers -- research essay rhetorical analysis essay

Additional assessment information:

At least 70% of the overall course grade will be based on performance on academic essay assignments, which may include timed essay exams.

Critical thinking, reading, and writing skills will be demonstrated in summaries, reading analysis, reading responses, argumentative essays, quizzes, exams, and final exams with both objective and essay components.

Each written assignment will be evaluated for critical thinking skills; e.g., avoiding fallacies and hidden assumptions, and for improvement in specific writing skills; e.g., generating, structuring, revising, and editing a sound written argument.

Letter Grade or P/NP

6. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

Students will be required to read 30-50 pages per week of expository and argumentative non-fiction representative of a variety of cultures and perspectives. Students will be required to critically analyze and respond to the ideas in argumentative essays, other texts, and related media.

For example, in "The Perils of Obedience," Stanley Milgram cites the term "the banality of evil" to explain the behavior of his subjects. Using the text, define the term and then argue for or refute its merits using the results of the experiment.

For example, critics argue that the short play "Trifles" by Susan Glaspell is more than solving the mystery about a murder, that this play is really about how the genders perceive and process the crime scene differently. Compare and contrast the male and female perspectives. Based on your analysis, are the women acting justly in covering up the facts of the murder?

B. Writing Assignments

Students are required to read and critically analyze argumentative essays and other texts and to write arguments in response to these readings. Writing assignments totaling 6,000 to 8,000 words will include argumentative essays, essay exams, reading responses, and will include at least one timed in-class essay. The writing assignments will require analysis, criticism, and synthesis of the assigned readings. Since writing improvement is an essential focus of this course, revision will be stressed; and assignments will become more complex and critically sophisticated as the course progresses.

For example, using the "just war criteria" as outlined in the textbook, write an argumentation and persuasion essay in response to the question at issue: is the war in Afghanistan a "just war"? Your claim, which is drawn from and/or supported by your premises, may express a strong position either for or against or may be qualified as appropriate to reflect your position on the issue; in addition, your essay should include stipulations, refutations and/or concessions in response to opposing viewpoints.

For example, respond in writing to the play and/or film *Dead Man Walking*: Matthew Poncelet is scheduled to die in six hours; you have been granted an emergency audience with the governor; write a position paper arguing for a commutation of his sentence to life in prison, or take the role of the prosecutor and argue for his execution.

C. Other Assignments

Students will complete at least one research assignment.

Students may be directed to Success Centers that support this course for supplemental instruction in primary Course Objectives as well as in identified, individual learning needs.

--For example, work through the Writing Center Module on Punctuation and Proper Comma use. After reviewing the materials and example, take the assessment quiz to develop skill proficiency. Once complete, work with an Instructional Assistant to review comma use in one of your own written documents.

7. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: John Chaffee
Title: Thinking Critically
Publisher: Cengage
Date of Publication: 2019
Edition: 12

Book #2:

Author: Barnet, Sylvan, and Hugo Bedau
Title: Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings
Publisher: Macmillan
Date of Publication: 2017
Edition: 11

Book #3:

Author: David Kirkpatrick
Title: The Facebook Effect
Publisher: Simon & Schuster
Date of Publication: 2011
Edition:

Book #4:

Author: Gibaldi, Joseph
Title: MLA Handbook for Writers of Research Papers
Publisher: MLA
Date of Publication: 2016
Edition: 8th

Book #5:

Author: Vincent Ryan Ruggiero
Title: Becoming a Critical Thinker
Publisher: Cengage
Date of Publication: 2012
Edition:

Book #6:
Author: Michael Lewis
Title: Moneyball
Publisher: W. W. Norton
Date of
Publication: 2011
Edition:

B. Other required materials/supplies.