



ENGL 103 - Critical Thinking and Writing

Catalog Entry

Discipline English

Course Number 103

Course Title Critical Thinking and Writing

Units: 4.000

Lecture Hours: 72.000

Scheduled Laboratory Hours:

TBA:

Total Contact Hours: 72.000

Additional Outside-of-Class Hours: 0.000

Total Outside Class Hours: 144.000

Total Student Learning Hours: 216.000

COURSE IDENTIFICATION NUMBER(S) (C-ID) C-ID ENGL 105

Requisites

Prerequisite: Completion with a grade of "C" or better or a Passing grade in: ENGL 101 or ENGL 101H

Catalog Description

This course focuses on developing critical thinking, reading, and writing skills by studying established argumentative methods and models and applying them to contemporary issues. Emphasis will be on logical reasoning and analytical and argumentative skills necessary for critical writing.

Classification Code Y - Credit Course

Transfer Code A - Transferable to both UC and CSU.

SAM Priority Code E - Non-Occupational

TOPS Code 1501.00 - English

Repeatability Code NR - Non-Repeatable

Open Entry/Exit No

Grading Options Letter Grade or Pass/No Pass

CIC Approval

12/09/2021

Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. use knowledge of the components of argument, rhetorical devices, and logical fallacies to respond critically to various texts.
2. formulate sophisticated arguments and defend them with logical, persuasive evidence.
3. demonstrate proficiency in using standard written English.
4. demonstrate proficiency in integrating and documenting appropriately-chosen sources, in MLA format, or when appropriate in APA format, in an academic research essay.

Course Objectives

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

1. Critically read, analyze, compare, and evaluate complex texts
2. Demonstrate understanding of formal and informal fallacies in language and thought
3. Identify a text's premises and assumptions in various social, historical, cultural, psychological, or aesthetic contexts
4. Analyze and employ logical and structural methods such as inductive and deductive reasoning; cause and effect; and logos, ethos, pathos, and kairos appeals
5. Compose thesis-driven arguments to suit a variety of rhetorical situations, including interpretation, evaluation, and analysis, and support them with a variety of appropriate textual evidence and examples
6. Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written essays using appropriate documentation format without plagiarism
7. Use style, diction, and tone appropriate to the academic community and the purpose of the specific writing task; proofread and edit essays for presentation so that they exhibit no disruptive errors in English grammar, usage, or punctuation

Course Content

Course Lecture Content

I. Reading Arguments and Arguing Issues

The student will define terms; identify premises, syllogisms, deduction, and induction; evaluate evidence, examples, and arguments for soundness; assess authoritative testimony; draw inferences from statistics; and recognize rhetorical devices, such as sarcasm, irony, and satire.

II. Writing Arguments and an Analysis of an Argument

The student will develop a thesis; construct sound arguments; avoid fallacies; supply sufficient support for claims; write argumentative and persuasive essays on critical positions and problems; and write an analysis and summary.

III. Using Sources and Research Writing

The student will choose an argumentative topic, research and synthesize material, avoid plagiarism, and document sources.

IV. Applying Current Issues

The student will identify and explore contemporary issues such as women's rights, gun control, English as the official language, etc.; evaluate and share opposing viewpoints; and identify and assess logical fallacies and rhetorical strategies in media.

V. Exploring Enduring Questions

The student will analyze timeless and universal questions such as inalienable rights, social order, free speech, etc.; consider various cross-cultural and historical perspectives of enduring questions with emphasis on cultural diversity; and develop an understanding for and a sensitivity toward different cultural and philosophical viewpoints.

Course Materials

Textbook

Barnet, Sylvan, and Hugo Bedau *Current Issues and Enduring Questions* 12th Bedford/St. Martin's 9781319198183 2019

Moore, Brooke Noel, and Richard Parker *Critical Thinking* 13th McGraw-Hill Humanities 9781260570694 2020

Lunsford, Andrea A., John J. Ruszkiewicz, and Keith Walters *Everything's an Argument with* 2020 APA update 8th Bedford/St. Martin's 9781319362386 2020

Crusius, Timothy, and Carolyn Channell *The Aims of Argument* 8th with 2016 MLA update McGraw Hill 9781260094657 2017

Other Required Materials

At least one book-length work of literature, chosen by the instructor but with department chair approval

- **Class Discussions**

- **Directed Learning Activities**

Description

Directed Online Teaching Activities (DOTAs) and DLAs at the Learning Center may be used for just-in-time remediation or be required for additional outside assignments or as extra credit assignments as determined by instructors.

- **Group Study & Exercises**

- **Handouts**

- **Instructor Demonstrations**

- **Lecture**

- **Oral Presentations**

- Reading Assignments
- Visual Aids
- Writing Projects & Reports

Description

Respond to readings in journals or other written assignments.

Write summaries, analyses of arguments, and evaluations of arguments so that they can not only identify and extract the argument through summary, analyze the soundness of an argument, and evaluate the effectiveness of an argument, they can use these skills in writing their own arguments.

Write several argumentative essays that display causal analysis, evaluation, refutation, definition, and interpretation.

Write an argumentative research paper, applying outside sources to support their own ideas in their writing.

Through peer editing and revision, work on writing skills learned in English 101, paying particular attention to thesis, audience, organization, evidence, and tone.

- Other

Description

Read a number of arguments, asking them to identify and analyze the structure of an argument.

Read at least one book-length work of fiction, asking them to identify the theme and relate it to the ethical/social/historical issues discussed in class.

Participate in large or small groups, discussing the readings.

Prepare and present oral presentations.

Listen and take notes on a lecture about induction and deduction, logical fallacies, the Toulmin method, Rogerian style of argument, the appeals.

What learning activities or assignments are required outside of class?

Reading Assignments

Reading essays and articles, research for class; active reading exercises

Writing Assignments

Essays, analyses of arguments, original arguments, research paper writing, journals/responses tied to readings

Other Assignments

studying fallacies, logical models, appeals

oral solo or group presentations

research and presentation of that research

DLAs and/or library research workshops

other creative assignments such as memes, collages, vlogs, posters to engage other senses and learning styles

Total: 144 hours

Standards of Achievement

How will learning be assessed? (Multiple measures must be used)

1. Paragraphs and journals
2. Multiple drafts of summaries and argumentative and persuasive essays completed outside of class
3. Documented paper (a traditional reference/term paper) using current MLA (or when appropriate APA) parenthetical citation/works cited format
4. Summary and argumentative essays written in class
5. Written final essay examination
6. Group exercises
7. Oral reports and/or media presentations
8. Class participation

Final drafts of essays and/or research paper will total at least 6,000 words and account for at least 60% of the course grade

All papers written outside of class must be typewritten/computer printed.

(For a sample student format guide, refer to the MLA, or when appropriate the APA, handbook)

Assessment tools may include:

1. Writing assignments assessed by instructor.
2. Reading comprehension assessments.
3. Peer evaluation through the writing process.
4. Self-assessment through the writing process.
5. Responses to reading through journals assessed by instructor for content.
6. Research paper evaluated by instructor.
7. Oral presentations assessed by self, peers and instructor.

Final drafts of essays and research paper will total at least 6,000 words and account for at least 60% of the course grade

Grading Scale

A 90 - 100%

B 80 - 89%

C 70 - 79%

D 60 - 69%

F less than 60%

CB11: Course Classification Status Y - Credit Course