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

REQUISITES
Prerequisite
A high school or college GPA of 3.0 or above
and
ENGL 101 with a minimum grade of C
or
ENGL 101H with a minimum grade of C

Corequisite
None

Recommended Preparation
None

CATALOG DESCRIPTION
Enriched and intensive exploration of historical and contemporary issues. Application of critical thinking,
writing and reading skills to established argumentative methods and models through student- initiated
discussion and problem-solving in a seminar setting.

Classification Code      Y
Transfer Code            A-Transferable to both UC and CSU
SAM Priority Code        E - Non-Occupational
Repeatability           NR - Non-Repeatable
TOPS Code                1501.00 - English (Writing)
Topics Course            No
Open Entry/Exit          No
Grading Options          Letter Grade or P/NP
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, and pathos.
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 they exhibit no disruptive errors in English grammar, usage, or punctuation
8. *Present their research and lead seminar style discussions for honors students*

COURSE CONTENT
(Include major topics of the course, time required, and what the student is expected to learn.)

I. Reading Arguments and Arguing Issues (16 hours)
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 (16 hours)
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 (8 hours)
The student will choose an argumentative topic, research and synthesize material, avoid plagiarism, and document sources.
IV. Applying Current Issues (12 hours)
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 (12 hours)
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
Required texts and/or materials.(Include price and date of publication.)


and/or


and/or


and/or


Recommended readings and/or materials:

None

Other:

and

At least one book-length work of literature chosen by the instructor (subject to department chair approval)

WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES ARE EMPLOYED?
(USE A SCALE OF 1-5 TO SHOW EMPHASIS OF THE LEARNING OUTCOMES WITHIN THE
STUDENT LEARNING OUTCOMES

List subcategories and activities as needed for Category

Communication Skills

1. -

A. Reading and Writing
   1. Read critically in order to identify premises, syllogisms, deduction and induction; to evaluate evidence, examples, and arguments for soundness; to assess authoritative testimony; to draw inferences from statistics; and to recognize rhetorical devices.
   2. Develop a thesis; write argumentative and persuasive essays; write an analysis and summary; research argumentative topics; synthesize material; avoid plagiarism; and document sources.

B. Listening and Speaking
   1. Utilize interactive listening strategies for note-taking and appropriate questioning.
   2. Determine purpose and goals for listening.
   3. Use speaking as a tool for idea generation and utilize prior knowledge through small and large group discussion.
   4. Verbally summarize and paraphrase effectively.

*5. Lead seminars/discussion on assigned topics.

Thinking and Reasoning

1. -

A. Creative Thinking
   1. Incorporate rhetorical strategies such as irony and satire.
   2. Generate ideas using prewriting strategies.

B. Critical Thinking
   1. Write argumentative essays that are supported by evidence and are logically organized, using deductive and inductive reasoning.
   2. Synthesize information to produce a research paper incorporating research, using documentation and MLA format.

Information Management
1. Evaluate primary and secondary sources including Internet sources.
2. Use library’s on-line catalogue and resources.
3. Distinguish between professional journals and magazines and other periodicals.
4. Demonstrate awareness of breadth of sources.
5. Use sources ethically.

**Diversity**

1.

1. Cultural—read, understand, and demonstrate an appreciation of literary and expository works from diverse historical and cultural backgrounds.

2. Social—read, understand, and demonstrate an appreciation of literary and expository works from diverse socio-economic backgrounds.

**Civic Responsibility**

1.

1. Ethical
   a. Discuss moral dilemmas that are present in the readings.
   b. Examine both historical and contemporary social issues that are present in the readings.

**Life Skills**

1.

Students will develop knowledge and skills in areas such as creative expression, aesthetic appreciation, personal growth, and interpersonal skills.

**Careers**

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**WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?**

Class Discussions
WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?
List activities and hours for each. (Must include reading and writing activities.)

Communication Skills:
A. Reading and Writing
   1. Read a number of arguments, asking them to identify and analyze the structure of an argument. *Read, identify, and analyze more complex syllogistic structures.
   2. 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. *Read outside-of-the-text primary sources.
   3. Respond to readings in journals or other written assignments. *Honors students will keep enhanced journals
   4. 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.
   5. Write several argumentative essays that display causal analysis, evaluation, refutation, definition, and interpretation.
   6. Write an argumentative research paper, applying outside sources to support their own ideas in their writing.
   7. *Prepare oral presentations, at least one oral presentation will present their research findings.
   8. *Develop an understanding of, and appreciation for, rhetoric as evidenced in readings drawn from the required text (classical to contemporary), and learn to recognize abuses of rhetoric in the text examples and in editorials on current issues in order to become more critical/analytical readers and writers.
   9. Write an argumentative research paper, applying outside sources to support their own ideas in their writing. Using a checklist, students will assess the validity of the evidence and data present in the outside sources.
   10. *Conduct field research and devise appropriate measuring tools, such as surveys, interview questions, and participatory observation.

*Indicates enhanced for Honors section

Total: 144 hours
STANDARDS OF ACHIEVEMENT
List graded activities.

1. Paragraphs and journals *Honors students will keep two journals—Journal #1 will be tied to the readings; Journal #2 will focus on current news items, reflecting topics discussed in class
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 parenthetical citation/works cited format  *Must include field research
4. Summary and argumentative essays written in class
5. Written final essay examination
6. Group exercises
7. Oral reports--*presentations of Journal #2, the research project, and outside reading selections
8. Class participation, *including leading a seminar

Final drafts of essays and research paper will total at least 8000 words.
All papers written outside of class must be typewritten.
(For a sample student format guide, refer to MLA handbook)

*Indicates enhanced for Honors section

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

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.

*8. Seminar leadership assessed by peers and instructor.
*9. Critical analysis/evaluation of issues as presented in various media.
*10. Field research.

*Indicates enhanced for Honors section
### Supplemental Forms

#### Requisite Approval Form

<table>
<thead>
<tr>
<th>Type of Requisite</th>
<th>Standard co/prerequisites</th>
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<tbody>
<tr>
<td></td>
<td>English 101 or 101H</td>
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<td></td>
<td>Sequential within and across disciplines</td>
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<tr>
<td></td>
<td>Course in communication or computational skills as co/prerequisites or courses other than another skills course</td>
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</tbody>
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1. the extent to which students who are or have taken the prerequisite course believe it is necessary
2. a comparison of the faculty member's appraisal of students for the course to whether the students had met the prerequisite
3. a comparison of the students' performance at any point in the course with whether the student had completed the proposed prerequisite
4. a comparison of student performance in the course to their scores on assessment instruments in the manner required to validate an assessment instrument and cut scores for the course in question

<table>
<thead>
<tr>
<th>Content Review</th>
<th>Involvement of faculty with appropriate expertise</th>
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<tbody>
<tr>
<td></td>
<td>Consideration of course objectives set by relevant department(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards</td>
</tr>
<tr>
<td></td>
<td>Be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria.</td>
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<td>Specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment</td>
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<td></td>
<td>Identify and review the prerequisite or corequisite which develops the body of knowledge and/or measures skills identified.</td>
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<td></td>
<td>Matching of the knowledge and skills in the targeted course and those developed or measured by the prerequisite or corequisite</td>
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<td>Maintain documentation that the above steps were taken.</td>
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### Honors

Additional and advanced components that will be covered in this honors see attached file

Additional measurable instructional objectives that the honors student will be expected to accomplish: Presentation or research material; Able to lead seminar discussions

### Supplemental Forms Last Saved

Requisite Approval Form Last Saved: Friday, Oct 25, 2013 at 11:05 AM By Kathleen Patterson

Honors Last Saved: Wednesday, Nov 6, 2013 at 5:50 PM By Kathleen Patterson

### Approval Dates

Curriculum and Instruction Council Chair: 11/21/2013
Department Chair: 03/04/2013
Division Dean: 03/04/2013