I. **OVERVIEW**
   The following information will appear in the 2009 - 2010 catalog

**ENGL-103 Adv Comp & Critical Thinking**

Formerly listed as: ENGL - 103: Advanced Composition & Critical Thinking
Prerequisite: Satisfactory completion of ENGL 101.

Advanced composition course that focuses on the techniques and principles of argumentative writing. Examines style, diction, inference, evidence, reasoning, and rhetorical strategies of written argument. Students are required to write a minimum of 8,000 words, at least 6,000 of which must be in essays that have a developed thesis. Field trips might be required. Course is applicable to the associate degree. General Education:
CSU-GE - A3
IGETC Category: IGETC - 1B

II. **LEARNING CONTEXT**
   Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**
   a. Analyzing the major parts of an argument, such as
      i. Assumptions (warrants)
      ii. Claims of fact, value, and policy
      iii. Support
      iv. Appeals
      v. Counterarguments
   b. Writing and defending an argumentative thesis using appropriate rhetorical devices, such as
      i. Concrete examples with specific, clear meaning
      ii. Quality and quantity of evidence
      iii. Clear and effective organization of thoughts
      iv. Transitional devices and other means of achieving coherence
      v. Anticipation, accommodation and refutation of major counterarguments
   c. Identifying and using rhetorically effective and appropriate language in written argument, such as
      i. Logical appeals
ii. Emotional appeals

iii. Implicit statements

iv. Denotative and connotative meanings

v. Definitions

vi. Variety, balance, and economy in sentence and paragraph construction

vii. Figurative language

d. Identifying and using different types of evidence in written argument, such as
   i. Induction
   ii. Deduction
   iii. Example
   iv. Analogy
   v. Facts
   vi. Opinions
   vii. Statistics
   viii. Authority

e. Identifying fallacious reasoning, such as
   i. Causal fallacies
   ii. Either-or fallacies
   iii. Faulty analogy
   iv. Begging the question
   v. Overgeneralization

2. **Recommended Content:**

   a. Identifying and analyzing rhetorical strategies found in genres and media such as
      i. Advertising
      ii. Film
      iii. The Internet

B. **ENROLLMENT RESTRICTIONS**
1. **Prerequisites**

   Satisfactory completion of ENGL 101.

2. **Requisite Skills**

   Before entering the course, the student will be able to:
   
   a. Demonstrate the ability to read and think critically;
   
   b. Demonstrate the ability to evaluate and articulate the credibility of print and online sources;
   
   c. Demonstrate the legitimate use of scholarly sources by 1) Summarizing and paraphrasing sources; 2) synthesizing multiple sources; 3) Integrating source ideas with his or her own ideas; 4) Avoiding plagiarism by documenting sources according to MLA conventions.
   
   d. Write papers that 1) Demonstrate the use of expository and argumentative or persuasive forms of writing; 2) Are correctly formatted according to MLA conventions; 3) Demonstrate competent control over written language, including syntax, punctuation, grammar, and spelling; 4) Show evidence of drafting, revising, and editing to reflect an academic style and tone.

C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**

   Instructors of the course might conduct the course using the following method:
   
   1. Directed class discussion, e.g., class analysis of a reading selection, discussion of examples of student writing, or discussion of ideas and approaches for a future assignment;
   
   2. Demonstration of writing techniques and/or rhetorical strategies;
   
   3. Guided practice;
   
   4. Peer workshops of written work

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   Time spent on coursework in addition to hours of instruction (lecture hours)
   
   a. This course requires a minimum of 8,000 words of edited formal writing. At least 6,000 of those words must be in academic papers in which a thesis is developed. Students are typically assigned between four and six papers per term, and they typically take each assigned paper through two or three drafts before turning it in for a grade.
   
   b. Students are typically assigned between 50 and 100 pages of reading per week, and they must usually write informal responses or journal entries on the reading assignments.

2. **EVIDENCE OF CRITICAL THINKING**

   Assignments require the appropriate level of critical thinking
   
   a. Out-of-Class Essay Prompts:
i. Write a detailed analytical argument that focuses on the power and persuasiveness of an urban legend. In a 1,500-2,000 word essay, defend a thesis that addresses this question: What purpose does the legend serve and why does the legend appeal to a particular audience? Consider who is most likely to tell the story to whom, and consider what sort of occasion might inspire the telling of the tale. Since people tend to be persuaded by stories that are not only emotionally powerful but also logically believable (credible), you therefore want to think about how the legend appeals to its audience’s emotions (fears, desires, etc.) as well as its sense of logic. When analyzing the logical appeal of the legend, you want to suggest why the legend appears possible but is actually implausible. You should develop your essay further by examining similar legends and by reflecting upon what your chosen legend suggests about its culture’s values and about relations of power among people.

ii. Consider Gore Vidal's “Drugs” and A. M. Rosenthal's “The Case for Slavery.” Neither of these arguments addresses more than the issue of legalizing drugs, but there are many sides to the drug problem and, correspondingly, more arguments about solving this problem. Review both arguments as writing samples, and construct a 1,200-1,500 word argumentative essay based on one of the topics listed below.

a. Drug education—at home, in the media, in churches and schools—has been a fact of life in the United States for at least the last decade, yet our society is still plagued by drug abuse. Are these programs working? Would our society be better off without them? Would it help to increase funding to strengthen these messages further? Write an essay that argues one or more of these points. Offer a solution, as Vidal does in his argument, or write an argument expressing dissatisfaction with a solution, as Rosenthal’s article does.

b. A case can be made that drug use in itself is not the problem—that the real problem is an economic and social one and that drug use is only a symptom of underlying conditions such as unemployment, racial inequality, and the erosion of family values. This argument states that drug abuse will diminish when these problems are solved. Is this a valid argument? Write your own essay for or against this position.

iii. Find an example of an advertisement or television commercial that depends primarily on one or more of the fallacies of relevance: appeal to authority, pity, fear, ignorance, or personal attack. Then, write a 1,200-1,500 word essay that includes the following elements:

a. Description of the ad or commercial so that your reader can picture it

b. Analysis of the intended audience

c. Evaluation of the probable success of the ad in reaching its audience

d. Analysis of the fallacies present

e. Analysis of the effects of the fallacies on the intended audience

b. In-Class Essay Prompts:

i. Write a 750 word essay that identifies potential fallacies in one of the attached editorials. Explain why specific fallacies weaken the writer’s argument. In essence, you are critically analyzing the negative impact logical fallacies have on the writer’s argument and credibility.

ii. Write a 750 word essay. Argue one of the following topics from The Kite Runner. Option 1: Does Amir redeem himself by the end of the novel? Option 2: Considering the actions of characters in the book, do you believe people of a war-torn country have the obligation to stay in their country during times of bloodshed?
F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. **COURSE GOAL**

As a result of satisfactory completion of this course, the student should be prepared to:

- Analyze and evaluate the rhetoric found in academic writing and write academically sound argumentative essays.

B. **STUDENT LEARNING GOALS**

Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. **Required Learning Goals**

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

   - a. Analyze and evaluate the major parts of an argument, including claim, support, and counterargument.
   - b. Establish and defend an argumentative thesis in essays that demonstrate advanced, argumentative forms of writing; demonstrate advanced control over written language, including syntax, punctuation, grammar, and spelling; and avoid common logical fallacies.
   - c. Evaluate and use, where appropriate, advanced rhetorical strategies, including emotional and logical appeals.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. **FORMATIVE ASSESSMENT**

1. In-class essays

2. Multiple drafts of out-of-class essay assignments (The course requires a minimum of 8,000 words of edited composition writing, excluding journal or other unedited writing and preliminary or prewriting. At least 6,000 of the 8,000-word minimum will be in papers in which a thesis is developed.)

3. Participation in class discussion

4. Quizzes and examinations

B. **SUMMATIVE ASSESSMENT**
1. An in-class final essay exam is required as the summative assessment for this course.