ENGL 1C: ARGUMENTATIVE WRITING & CRITICAL THINKING

Foothill College Course Outline of Record

<table>
<thead>
<tr>
<th>Heading</th>
<th>Value</th>
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<tbody>
<tr>
<td>Effective Term:</td>
<td>Summer 2023</td>
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<tr>
<td>Units:</td>
<td>5</td>
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<tr>
<td>Hours:</td>
<td>5 lecture per week (60 total per quarter)</td>
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<tr>
<td>Prerequisite:</td>
<td>One of the following: ENGL 1A or 1AH or ESLL 26.</td>
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<tr>
<td>Advisory:</td>
<td>Not open to students with credit in ENGL 1CH or 2.</td>
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<tr>
<td>Degree &amp; Credit Status:</td>
<td>Degree-Applicable Credit Course</td>
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<tr>
<td>Transferable:</td>
<td>CSU/UC</td>
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<tr>
<td>Grade Type:</td>
<td>Letter Grade (Request for Pass/No Pass)</td>
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<tr>
<td>Repeatability:</td>
<td>Not Repeatable</td>
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Student Learning Outcomes

- A successful student will be able to demonstrate mastery of critical thinking techniques and analysis.
- A successful student will be able to write an argumentative essay with awareness of audience and mastery of critical reasoning.

Description

Advanced study and practice of argumentative writing with emphasis on critical analysis and evaluation of texts. Focus is on reading and writing assignments from across the disciplines to further improve and refine critical reading, writing, and thinking skills.

Course Objectives

The student will be able to:

Reading:

a. Critically read, analyze, compare, and evaluate multicultural argumentative prose from across the curriculum.
b. Conduct rhetorical analysis of texts and identify a text's premises and assumptions in various social, historical, cultural, psychological, or aesthetic contexts.

d. Use style, diction, and tone appropriate to the academic community and the purpose of the specific writing task.

Critical Thinking:

a. Identify logic of argument (premises and conclusions).
b. Demonstrate understanding of formal and informal fallacies in language and thought.

Course Content

Reading:

a. Read and analyze at least two book-length, college-level texts in separate or anthology form
   i. Comprehend and evaluate a text's main themes
   ii. Draw reasoned inferences based on close reading of a text
b. Conduct rhetorical analysis of texts
   i. Analyze varieties in voice, rhetorical style and purpose in non-fiction genres
   ii. Identify and analyze rhetorical devices in connection with a text's main themes
   iii. Establish cultural and historical contexts for a text and determine how those contexts shape that writing

Writing:

a. Demonstrate mastery in writing text-based arguments, including interpretation, evaluation, and analysis, and support them with a variety of appropriate textual evidence and examples
   i. Based on writing a total of at least 6,000 words: Text-based, thesis-driven compositions, including a documented research paper, the shortest of which will be 750 words
   ii. Practice writing both as a process of discovery and synthesis
   iii. Draw connections that synthesize:
      1. Two or more texts
      2. The text(s) and the student's individual experiences and ideas
b. Use and analyze basic modes of argument, such as inductive and deductive reasoning techniques, recognizing fallacies, analysis, interpretation, and synthesis

c. Find, analyze, interpret, and evaluate research material, incorporating them to support claims using appropriate documentation format without plagiarism

d. Use style, diction, and tone appropriate to the academic community and the purpose of the specific writing task
   i. Develop advanced grammar, punctuation, and syntax, including editing for improved sentence variety and flow
   ii. Identify and employ the conventions and strategies appropriate to writing with various disciplines

Critical Thinking:

a. Identify logic of argument (premises and conclusions)
   i. Distinguish denotation from connotation, the abstract from the concrete, and the literal from the inferential (including analogy, extended metaphor, and symbol)
   ii. Draw and assess inferences and recognize distinctions among assumptions, inferences, facts, and opinions
b. Demonstrate understanding of formal and informal fallacies in language and thought
i. Identify logic (premises/conclusions) and logical fallacies such as syllogistic reasoning, abstractions, undefined terms, name-calling, false analogy, ad hominem, and ad populum arguments

ii. Recognize and evaluate assumptions underlying an argument

**Lab Content**
Not applicable.

**Special Facilities and/or Equipment**
1. When taught on campus, no special facility or equipment needed.
2. When taught virtually, ongoing access to computer, internet, and email.

**Method(s) of Evaluation**
Methods of Evaluation may include but are not limited to the following:

Write a total of at least 6,000 words: a minimum of three untimed, formal essays (in-class or online) and two timed, informal essays (in-class or online)

Additional assignments may include:
1. Class discussion in small and large group formats
2. Oral presentations
3. Quizzes and tests
4. Journals and portfolios
5. Social justice/service learning projects
6. Production of the students' own creative work

**Method(s) of Instruction**
Methods of Instruction may include but are not limited to the following:

Lectures
Discussions
Structured small-group exercises

**Representative Text(s) and Other Materials**
One critical thinking text and at least two additional book-length college-level texts of non-fiction literature presented in either separate or anthology form. To be supplemented at the instructor’s discretion with additional readings, handbook, and/or rhetoric.

**Suggested critical thinking, rhetoric, and college research textbooks:**


**Suggested OER textbooks:**


**Suggested non-fiction books and anthologies:**


