

ENGL R128: COMPOSITION AND CRITICAL THINKING THROUGH NON-FICTION

Originator

lhelfrich

Co-Contributor(s)**Name(s)**

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College

Oxnard College

Discipline (CB01A)

ENGL - English

Course Number (CB01B)

R128

Course Title (CB02)

Composition and Critical Thinking through Non-Fiction

Banner/Short Title

Comp and Crit Non Fiction

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course emphasizes critical thinking in argumentation, including the principles of rhetoric and analysis of the writing process. Students will engage in close reading and evaluation of non-fiction texts and apply the elements of logic to the creation of arguments. C-ID: ENGL 105.

Taxonomy of Programs (TOP) Code (CB03)

1501.00 - English

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Prerequisites

ENGL R101 or ENGL R101H

Corequisites

none

Entrance Skills

Entrance Skills

Students should be able to write multi-page essays, thesis statements, incorporate outside sources and use MLA format.

Prerequisite Course Objectives

ENGL R101-Write multiple-page expository and persuasive essays

ENGL R101-Demonstrate college-level control of mechanical elements of writing such as grammar, syntax, spelling, vocabulary, and idiomatic usage

ENGL R101-Research a topic, analyze and synthesize information, and report findings in a properly documented essay

ENGL R101-Demonstrate critical thinking skills and rhetorical awareness in analyzing others' non-fiction writing and in developing essays

ENGL R101-Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence

ENGL R101H-Write multiple-page expository and persuasive essays

ENGL R101H- Demonstrate college-level control of mechanical elements of writing such as grammar, syntax, spelling, vocabulary, and idiomatic usage

ENGL R101H- Research a topic, analyze and synthesize information, and report findings in a properly documented essay

ENGL R101H-Demonstrate critical thinking skills and rhetorical awareness in analyzing others' non-fiction writing and in developing essays

ENGL R101H-Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence

Requisite Justification

Requisite Type

Prerequisite

Requisite

English R101 skills required for English R128.

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Content review

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:	
1	Students will be able to identify the following logical fallacies: slippery slope, hasty generalization, circular argument, ad hominem, and red herring.
2	Students will be able to distinguish between deductive and inductive reasoning in arguments.
3	Students will be able to identify the claim, reason and warrant in arguments.

Course Objectives

Upon satisfactory completion of the course, students will be able to:	
1	Appraise and evaluate arguments in selected works of nonfiction prose, particularly to assess their contexts and the validity of their claims and supporting evidence while recognizing errors in logic.
2	Construct well-written thesis-driven arguments designed for an academic audience to suit a variety of rhetorical situations, including interpretation, evaluation, and analysis, and support them with a variety of appropriate evidence and examples.
3	Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written essays using appropriate documentation format without plagiarism, using either MLA or APA format.
4	Demonstrate understanding of formal and informal fallacies in language and thought.
5	Analyze and employ logical and structural methods such as inductive and deductive reasoning, cause and effect, and logos, ethos, and pathos.

Course Content**Lecture/Course Content**

1. The Rhetoric of Argument
 - a. Rhetorical situations
 - i. Audience
 - ii. Writer (authority and credibility)
 - iii. Medium
 - b. Strategies for arguing
 - i. Pathos
 - ii. Ethos
 - iii. Logos
2. Types of Arguments
 - a. Arguments of fact
 - b. Arguments of definition
 - c. Evaluations
 - d. Proposals
 - e. Inductive arguments
 - f. Deductive arguments
 - g. Visual arguments and other media
3. Systems of Argument
 - a. Syllogism
 - i. The terms: major premise, minor premise, conclusion
 - ii. Logic in syllogism
 - b. The Toulmin system
 - i. Claims
 - ii. Reasons
 - iii. Warrants
 - iv. Assumptions
 - c. Evidence

- i. Primary sources
 - ii. Secondary sources
 - iii. Reasoning, analogies, examples
- d. Style in argument: Figurative language and other rhetorical devices
- e. Logical fallacies
- 4. Reading, Analyzing, Interpreting, and Evaluating Arguments
 - a. Identifying and evaluating inductive and deductive reasoning, premise inferences, and conclusions
 - b. Evaluating evidence, testimony, and statistics
 - c. Recognizing and analyzing denotative and connotative language, literal and figurative comparisons
 - d. Evaluating the effectiveness of diction and style
 - e. Identifying fallacies and biases in arguments
- 5. Composing and Supporting Arguments
 - a. Constructing sound, well-organized, and adequately developed arguments
 - b. Providing specific support and evidence for claims
 - c. Evaluating, using, and documenting sources
 - d. Avoiding logical fallacies
 - e. Refuting alternate arguments
 - f. Applying appropriate rhetorical and stylistic devices.

Laboratory or Activity Content

none.

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
 Essays
 Group projects
 Individual projects
 Journals
 Objective exams
 Oral presentations
 Portfolios
 Quizzes
 Reports/papers
 Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Computer-aided presentations
 Collaborative group work
 Class activities
 Class discussions
 Distance Education
 Field trips
 Group discussions
 Guest speakers
 Instructor-guided interpretation and analysis
 Instructor-guided use of technology
 Internet research
 Lecture
 Small group activities

Describe specific examples of the methods the instructor will use:

1. The instructor will lead small group projects in class.
2. The instructor will guide students in short written assignments relating to the parent class.

3. The instructor will assign journals to help students practice writing and develop ideas.
4. Students will engage in discussion with the class and/or small groups.
5. The instructor will guide and focus students' learning basic skills and how to apply those skills to their writing.
6. Students will engage in reading lessons that hone reading skills and focus on annotation and comprehension as well as interpretation and application of readings to other written assignments, small group work, or class discussions.

Representative Course Assignments

Writing Assignments

1. Students will compose, revise, and edit their own argumentative essays, which will be the equivalent of four essays of three-to-five-pages
2. Formal writing completed in class and out of class will total a minimum of 6,000 words.

Critical Thinking Assignments

1. Participate in class and small group discussion on various topics relating to assigned reading and writing assignments.
2. Students will learn self-direction and self-motivation through various skills building assignments, both individually and within team or small groups.

Reading Assignments

1. Students will read and analyze assigned argumentative works of non-fiction. These works may be essays, articles, speeches, or letters. In addition, students will read at least one non-fiction book.

Other assignments (if applicable)

1. Students will conduct research related to the arguments that they are composing or other research as assigned.

Outside Assignments

Representative Outside Assignments

1. Supplemental reading beyond assigned texts.
2. Written assignments.
3. Outside of class group work.
4. Internet inquiry activities such as locating reliable websites to use in research.
5. Completion of online quizzes and other homework assignments.
6. Watching instructional videos such as those created by the instructor or TED Talks as well as videos by contemporary authors and political figures.
7. Critical thinking exercises to reinforce comprehension and application of figurative language.
8. Use of library databases to prepare for research in this and other classes.
9. Examination of political speeches both written and film.

Articulation

C-ID Descriptor Number

ENGL 105

Status

Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSUCI	ENGL 107	Advanced Composition and Rhetoric	
CSULA	ENGL 1050	Argumentative Writing and Critical Thinking	

Comparable Courses within the VCCCD

ENGL M01C - Critical Thinking and Comp
 ENGL M01CH - Honors: Critical Thinking and Composition
 ENGL V01C - Adv Comp & Critical Thinking

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
College of the Canyons	ENGL 103	Critical Reading, Writing, and Thinking	

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****D. Language and Rationality****D2. Communication/Analytical Thinking**

Approved

Date Proposed:

01/10/2018

Effective term:

Before Fall 2019

E. Health and Physical Education/Kinesiology**F. Ethnic Studies/Gender Studies****Course is CSU transferable**

Yes

CSU Baccalaureate List effective term:

Fall 2018

CSU GE-Breadth**Area A: English Language Communication and Critical Thinking****A3 Critical Thinking**

Approved

Date Proposed:

12/07/2017

Area B: Scientific Inquiry and Quantitative Reasoning**Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****UC TCA****UC TCA**

Approved

Date Proposed:

06/20/2018

IGETC

Area 1: English Communication

Area 1B: Critical Thinking and Composition

Approved

Date Proposed:

12/03/2018

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Classic Textbook

Yes

Description

Lunsford, A., & Ruskiewicz, J. (2019). *Everything's and Argument*. Bedford St. Martin's.

Library Resources

Assignments requiring library resources

Research essays for secondary and primary resources; synthesis of multiple sources and analysis.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Oxnard College online databases.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructor will respond to students' written assignments.
Asynchronous Dialog (e.g., discussion board)	Students will interact with each other via discussion postings on directed topics.
Synchronous Dialog (e.g., online chat)	Online chat or messaging.
Other DE (e.g., recorded lectures)	The instructor will provide instructional videos specific for the class.
Video Conferencing	Video chat or instruction using Zoom or other such technology.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructor will respond to students' written assignments.
Asynchronous Dialog (e.g., discussion board)	Students will interact with each other via discussion postings on directed topics.
Synchronous Dialog (e.g., online chat)	Online chat or messaging.
Other DE (e.g., recorded lectures)	The instructor will provide instructional videos specific for the class.
Video Conferencing	Video chat or instruction using Zoom or other such technology.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructor will respond to students' written assignments.
Asynchronous Dialog (e.g., discussion board)	Students will interact with each other via discussion postings on directed topics.
Synchronous Dialog (e.g., online chat)	Online chat or messaging.
Other DE (e.g., recorded lectures)	The instructor will provide instructional videos specific for the class.
Video Conferencing	Video chat or instruction using Zoom or other such technology.

Examinations

Hybrid (1%–50% online) Modality

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

ENGLISH

Review and Approval Dates

Department Chair

07/23/2020

Dean

07/24/2020

Technical Review

08/26/2020

Curriculum Committee

08/26/2020

Curriculum Committee

10/28/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000587940

DOE/accreditation approval date

MM/DD/YYYY