GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 11/30/2021

 GCCCD Governing Board Approval: 12/14/2021

ENGLISH 124 – ADVANCED COMPOSITION: CRITICAL REASONING AND WRITING

 1. Course Number Course Title Semester Units

 ENGL 124 Advanced Composition: Critical Reasoning and Writing 3

 Semester Hours

 3 hours lecture: 48-54 hours 96-108 outside-of-class hours

 144-162 total hours

 2. Course Prerequisites

 A “C” grade or higher or “Pass” in English 120 or ESL 122or equivalent.

 Corequisite

 None

 Recommended Preparation

None.

 3. Catalog Description

 This course offers instruction in argumentation and critical thinking, critical writing, and rhetorical analysis. Students will be invited to read and analyze complex, relevant, and culturally diverse texts. Along with continued practice in information literacy and appropriate integration and documentation of source materials, students will craft formal argumentative essays and rhetorical analyses, totaling at least 5,000 words for the semester.

 4. Course Objectives

 The student will:

 a. Critical Reading Objectives.

 1) Read and critically examine complex texts from a variety of sources.

 2) Distinguish factual statements from judgmental statements and knowledge from opinion.

 3) Evaluate the validity and soundness of arguments, including formal and informal fallacies and other manipulations of rhetoric.

 4) Identify and analyze rhetorical strategies such as the structure of arguments, inductive and deductive reasoning, and how Aristotelean appeals are made.

 5) Considera text's premises and assumptions in various social, historical, cultural, psychological, or aesthetic contexts.

 b. Critical Writing Objectives.

 1) Compose claim-driven arguments to suit a variety of rhetorical situations, including summary, definition, interpretation, evaluation, analysis, and synthesis, and support them with appropriate textual evidence and examples.

 2) Demonstrate command of appropriate vocabulary, diction, syntax, style, and awareness of audience.

 3) Locate, analyze, interpret, and evaluate primary and secondary sources, incorporating them smoothly into written essays using appropriate documentation format without plagiarism.

 4) Employ rhetorical strategies such as organizational patterns, inductive and deductive reasoning, and Aristotelean appeals, while avoiding formal and informal fallacies of language and thought

 5) Revise material to create ideas and draw sound inferences from a variety of culturally relevant

 diverse sources.

 6) Practice style, diction, and tone appropriate to the context and the purpose

 c**.** Critical Thinking Objectives.

1) Analyze how texts interact in social and/or cultural debates.

 2) Incorporate critical analysis of stereotype, bias, power, privilege, ideology, cultural norms, and other key concepts.

3) Interpret how texts reflect, contest, mediate and/or shape reality.

4) Identify how texts operate within genealogies of thought, cultural traditions, and/or academic disciplines.

 5) Interact with texts in relation to their identities, values, experiences, cultural backgrounds or traditions, and ideologies.

 6) Proofread and edit essays so they exhibit no disruptive errors in English grammar, usage, or punctuation.

 7) Reflect on their own writing and learning strategies.

5. Instructional Facilities

 Standard Classroom

6. Special Materials Required of Student

 None

7. Course Content

 a. Critical Reading Content.

 The course consists of reading and analyzing both professional and student writing which reflects varied cultural perspectives. The course will include instruction and practice in the following:

1. Theoretical and historical foundations of rhetoric, including Aristotelian argument**,** Toulmin**,** and Rogerian methods.
2. A variety of complex, culturally diverse print and digital media texts, representing various social, historical, cultural, psychological, or aesthetic contexts.
3. The relationship of language to logic and the difference between fact and judgment.
4. Analyzing a writer's use of Aristotelean appeals, organizational patterns, inductive and deductive reasoning skills, diction, and sentence style.
5. Underlying assumptions and claims that may drive the writer's arguments and conclusions.
6. Evaluating the soundness, validity, and persuasiveness of written arguments and recognize common logical errors or fallacies of language and thought.

 b. Critical Writing Content (totaling at least 5000 words).

 The course aims to increase the student's argumentation/reasoning skills and the student's command of written language skills by providing instruction and practice in the following:

1. Writing a series of claim-driven essays responding to a variety of rhetorical situations, including various organizational structures as well as the interpretation, analysis**,** and evaluation of visual and written arguments.
2. Creating sound argumentative claims supported by references to authority and research.
3. Inductive and deductive processes.
4. Recognizing and avoiding fallacies of language and logic.
5. Developing an individual writing style.
6. Articulate how written critical analysis techniques and patterns practiced in this course, as well as the writing process, may be utilized in other academic disciplines, in the workplace, and in everyday life.

 c.Critical Thinking Content.

The course focuses on student interactions with texts and the development of students’ own ideas,

 interpretations, and applications with attention to how texts reinforce, resist, and/or mediate

 cultural norms or dominant ideologies. The course will include instruction and practice in the

 following:

* 1. How texts interact in social and/or cultural debates.
	2. Stereotype, bias, power, privilege, ideology, cultural norms, and other key concepts.
	3. How texts reflect, contest, mediate, and/or shape reality.
	4. How texts operate within genealogies of thought, cultural traditions, and/or academic disciplines.
	5. How readers interact with texts in relation to their own identities, values, experiences, cultural backgrounds or traditions, and ideologies.

8. Method of Instruction

1. Lectures and presentations by the instructor and visiting writers and/or speakers.
2. Facilitation of student analysis, interpretation, and discussion of argumentative texts.
3. Student-led inquiry into argumentative texts and theoretical frameworks via discussion groups, presentations, and other projects.
4. Multi-modal texts (i.e. films, short video content, podcasts, social media, and audio clips), including modern and culturally diverse interpretations.
5. Whole class discussion of sample writing (student and/or professional), peer workshops, and instructor-student conferences to help student’s successfully complete assignments.

9. Methods of Evaluating Student Performance

 a. Formative Assessments:

1. Quizzes on assigned readings, such as the elements of argument, types of rhetorical

 strategies, effective research practice, academic integrity, etc.;

1. In-class analysis, interpretation, and discussion of argumentative texts;
2. Informal writing activities, such as journal writing, reflection activities, brainstorming, outlines and rough drafts of essays, and other in-class, low-stakes writing exercises;
3. Contribution in small-group activities and/or peer workshops;
4. Source collection/research development exercises, such as Annotated Bibliographies.

b**.** Summative Assessments:

1. Student-facilitated presentations and projects;
2. Rhetorical analyses on one or more texts~~,~~ and argumentative essays which respond to a theme, question, or social justice issue and integrate textual support from a variety of credible sources;
3. In-class essays and exams, including the final exam, that requires students to apply concepts such as rhetorical analysis, argumentation, etc.

10. Outside Class Assignments

1. Read textbook assignments, handouts, and argumentative prose.

 rhetorical analyses and argumentative essays which respond to a theme, question, or social justice issue and integrate textual support from a variety of credible sources

1. Conduct research via the library and the Internet, using a range of modern, multicultural

 critical/literary theories for the critique of argumentative texts.

1. Analyze persuasive strategies and fallacies presented in various media.
2. Articulate how written critical analysis techniques and patterns practiced in this course, as well as the writing process, may be utilized in other academic disciplines, in the workplace, and in everyday life.
3. Attend literary events and readings on campus, online, and in the greater literary community.

11. Representative Texts

 a. Representative Texts:

 Typical texts selected by the instructor:

* 1. Crusius, Timothy W., and Carolyn E. Channell. *The Aims of Argument: A Text and Reader*. 8th ed., McGraw Hill, 2017.
	2. Harris, Joseph. *Rewriting: How to Do Things with Texts.* 2nd ed.,University Press of Colorado (Distributes Utah State University Press), 2017.
	3. Ramage, John D., John C. Bean, and June Johnson.  *Writing Arguments: A Rhetoric with Readings*. Brief 10th ed., Pearson, 2016.
	4. Rottenberg, Annette T., and Donna Haisty Winchell. *Elements of Argument: A Text and Reader*. 13th ed., Bedford/St. Martin’s, 2020.
	5. White, Fred D., and Simone J. Billings. *The Well-Crafted Argument: A Guide and Reader*. 6th ed., Cengage, 2016.
1. Supplementary texts and workbooks:

 *MLA Handbook* 8th ed., The Modern Language Association of America, 2016.

 Addendum: Student Learning Outcomes

 Upon completion of this course, our students will do the following:

 a. Analyze the argument and underlying assumptions in a number of culturally relevant texts, explaining the relationship between the argument and the ways writers advance their claims.

 b. Recognize and avoid problems in logic, especially through a process of critical inquiry.

 c. Locate, evaluate, and synthesize information from sources representing diverse perspectives in order to construct arguments.