COURSE OUTLINE

COURSE: ENGL 1C  DIVISION: 10  ALSO LISTED AS:

TERM EFFECTIVE: Spring 2019  CURRICULUM APPROVAL DATE: 05/14/2018

SHORT TITLE: CRITIC REASON/WRITE

LONG TITLE: Critical Reasoning and Writing

<table>
<thead>
<tr>
<th>Units</th>
<th>Number of Weeks</th>
<th>Contact Hours/Week</th>
<th>Total Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>18</td>
<td>Lecture: 3</td>
<td>Lecture: 54</td>
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<tr>
<td></td>
<td></td>
<td>Lab: 0</td>
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<td></td>
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<td>Other: 0</td>
<td>Other: 0</td>
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<td></td>
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<td>Total: 3</td>
<td>Total: 54</td>
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COURSE DESCRIPTION:

This course is designed to develop critical thinking, reading, and writing skills beyond the level achieved in English 1A. The emphasis is on critical analysis of arguments and the development of the ability to integrate the principles of critical thinking into essay writing. Students will write a minimum of 6,000 words. (C-ID: ENGL 105) PREREQUISITE: English 1A with a grade of "C" or better.

PREREQUISITES:

Completion of ENGL 1A, as UG, with a grade of C or better.

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion
05 - Hybrid
72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:
1. Recall and apply rhetorical strategies, such as facts, opinions, inferences, pathos, logos, ethos, premise, conclusion, syllogisms, fallacies, deductive and inductive reasoning, and Rogerian and Toulmin (claim, reason warrant) methods.

Measure of assessment: Class discussion; Exam
Year assessed, or planned year of assessment: 2012

2. Identify, assess, and appraise reasoning methods, such as facts, opinions, inferences, pathos, logos, ethos, premise, conclusion, syllogisms, fallacies, deductive and inductive reasoning, Rogerian and Toulmin (claim, reason warrant) reasoning models.

Measure of assessment: Class discussion; Essay
Year assessed, or planned year of assessment: 2015

3. Collect and evaluate data and other research to support the creation of original arguments.

Measure of assessment: Class discussion; Essay
Year assessed, or planned year of assessment: 2012

4. Compose original arguments using reasoning models, such as facts, opinions, inferences, pathos, logos, ethos, premise, conclusion, syllogisms, fallacies, deductive and inductive reasoning, Rogerian and Toulmin (claim, reason warrant) methods.

Measure of assessment: Class discussion; Essay
Year assessed, or planned year of assessment: 2015

5. Present written and/or oral arguments either individually or in collaboration within the classroom and/or broader community.

Measure of assessment: presentations, articles, group writing, blogs, letters, etc.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS
Curriculum Approval Date: 05/14/2018

1-13 Hours

CONTENT: Introduce course content, build community, and activate schema for terms such as rhetoric and reasoning. Assign readings and composition for first essay. For example, assign a Definition Essay, which necessarily emphasizes the distinction between abstract and concrete language.

STUDENT PERFORMANCE OBJECTIVES (SPO): OUT-OF-CLASS ASSIGNMENTS: Read textbook sections and, perhaps, additional readings, such as Aristotle on ethos, pathos and logos, and how a “good” life can be understood and defined. Study for possible terminology exam. Complete first 4-6 page essay, such as one defining an abstract term and/or terms and/or write argumentative essay using concrete definitions. 13-26 Hours.

13-26 Hours

CONTENT: Introduce important rhetorical terms, such as fallacies. Help students identify fallacies and reasoning strategies used by writers, advertisers, documentarians, etc. Introduce research techniques, such as finding and evaluating sources, and how to incorporate information from various sources, and proper MLA citation.

SPO:

OUT-OF-CLASS ASSIGNMENTS: Read textbook pages related to additional reasoning terms, such as fallacies. Other reading assignments could include Aristotle on how to reason with different character types, George Orwell on “Politics and the English Language”, and John Berger on Ways of Seeing. Assign next essay, perhaps, the 8-10 page research assignment, which could evaluate and analyze reasoning methods, fallacies and impact of a print advertisement. 26-52 Hours

26-52 Hours

CONTENT: Further examine reasoning methods and, perhaps, consider rhetorical modes, such as style, tone, and diction by identifying how such things appear in the world of educational and/or social policies and what impact these have on nations and communities. Such work could be supplemented by further examining rhetoric’s power and purpose throughout society.

SPO:

OUT-OF-CLASS ASSIGNMENTS: Read textbook, perhaps, assigning sections covering language and style and the uses of statistics and data. Additional readings could include “A Modest Proposal” by Jonathan Swift.
and Whistling Vivaldi and Other Clues to How Stereotypes Affect Us, by Claude Steele. Study for second terminology exam. Prepare an argument essay, perhaps, about an educational or social policy and present it to class. Write 6-8 page essay and present a public argument related to it. 4-12 Hours

4-12 Hours

CONTENT: Introduce additional research techniques, such as how to incorporate credible sources in more conversational style arguments, such as in social media outlets like blogs, or comment sections.

SPO:

METHODS OF INSTRUCTION:
Lecture, class discussion, group discussion/hands on Assignments; video, CD and multimedia presentations, written papers, responses, and exams.

OUT OF CLASS ASSIGNMENTS:
Required Outside Hours: 108 Assignment Description: Readings, Essays, working with graphic organizers, viewing and visiting online resources, etc.

METHODS OF EVALUATION:
Writing assignments Percent of total grade: 20.00 % Percent range of total grade: 20 % to 100 % Written Homework; Essay Exams; Term or Other Papers Skill demonstrations Percent of total grade: 20.00 % Percent range of total grade: 20 % to 40 % Class Performance/s Objective examinations Percent of total grade: 20.00 % Percent range of total grade: 20 % to 40 % Multiple Choice

REPRESENTATIVE TEXTBOOKS:
Required Representative Textbooks
The Rhetoric and Poetics of Aristotle, by Aristotle Ways of Seeing, by John Berger Whistling Vivaldi and Other Clues to How Stereotypes Affect Us, by Claude Steele Borderlands/La Frontera by Gloria E. Anzaldúa Pagans in the Promised Land: Decoding the Doctrine of Christian Discovery by Steven T. Newcomb

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:
GAV C2, effective 200670
CSU GE:
CSU A3, effective 200670
IGETC:
IGETC 1B, effective 200670
CSU TRANSFER:
Transferable CSU, effective 200670

5/22/2018
UC TRANSFER:
Transferable UC, effective 200670

SUPPLEMENTAL DATA:
Basic Skills: N
Classification: Y
Noncredit Category: Y
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department: ENGL
CSU Crosswalk Course Number: 1C
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000208497
Sports/Physical Education Course: N
Taxonomy of Program: 150100