IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE
COURSE OUTLINE-OF-RECORD

DIVISION: Arts and Letters **DATE:** March 03, 2011

COURSE TITLE: Advanced Composition **COURSE NO.:** ENGL 201 **UNITS:** 3

LEC HRS. 54.00 **LAB HRS.** 0

If cross-referenced, please complete the following

COURSE NO.(s) **COURSE TITLE**

I. COURSE/CATALOG DESCRIPTION:

Emphasizes critical thinking in reading and writing beyond that achieved in ENGL 110 or ENGL 101. Written argumentation will focus on deduction and induction, an understanding of the fallacies of language and thought, the application of valid evidence, and refutation. (CSU, UC)

II. A. PREREQUISITES, if any:

ENGL 110 or ENGL 101 with a grade of "C" or better.

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:

III. GRADING CRITERIA:

Letter Grade Only

IV. STUDENT LEARNING OUTCOMES:

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Interpret appropriately and analyze a written argument for claim, evidence, reasoning, fallacies, and overall effectiveness. (ILO1, ILO2)
2. Develop an effective written argument containing a factual claim, providing valid and appropriate evidence, utilizing appropriate reasoning strategies, and avoiding fallacies. (ILO1, ILO2, ILO3)
3. Demonstrate command of rules regarding plagiarism and academic ethics. (ILO3)

V. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

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

1. Student will identify the structure of arguments, including the assertions/claims and the proof/support.
2. Student will analyze arguments critically, evaluating multiple arguments for validity and soundness, distinguishing fact from judgment and knowledge from opinion, and differentiating relevant from irrelevant support.
3. Student will analyze and construct both deductive and inductive arguments.
4. Student will write argumentative prose that defines, that analyzes casual relationships, that advocates solutions, that evaluates judgments, and that refutes other arguments.
5. Student will identify formal and informal fallacies in language and thought.
6. Student will recognize and apply the effects of denotation and connotation; emotive language; and various figures of speech, especially metaphor, within argumentative prose.
7. Student will revise written drafts and edit appropriately for an academic audience, observing conventions of coherence, unity, purpose, grammar, mechanics, and documentation.

VI. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
1. Identification of the Structure of Argument A. Assertions, claims B. Proof, support, evidence C. Conclusion	15.00%
2. The Critical Analysis of Arguments A. Evaluating multiple arguments of soundness and validity B. Distinguishing fact from judgment and knowledge from opinion C. Differentiating relevant from irrelevant support	20.00%
3. Analysis and Construction of Inferential Reasoning A. Induction (sampling, surveying, scientific method) B. Deduction	10.00%
4. Writing of Argumentative Prose A. Definition B. Casual analysis C. Judgmental evaluation D. Problem solving advocacy E. Refutation	35.00%
5. Identification of Fallacies in Language and Thought A. Formal B. Informal C. Propagandistic contexts	10.00%
6. Diction A. Denotation and connotation B. Emotive language (slogans, clichés, buzzwords) C. Metaphor and other figurative language	5.00%
7. Revision and Editing Skills for an Academic Audience A. Organization, Coherence, Purpose B. Grammar C. Graphics, mechanics	5.00%
TOTAL	100%

VII. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS:

Class Activity

Essay

Mid-Term/Final Exam(s)

Oral Assignments

Problem Solving Exercise

Quizzes

Skill Demonstration

Written Assignments

VIII. INSTRUCTIONAL METHODOLOGY:

Audio Visual

Computer Assisted Instruction

Demonstration

Discussion

Group Activity

Individual Assistance

Lab Activity

Lecture

Simulation/Case Study

Distance Learning

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected.

IX. ASSIGNMENTS:

Out-of-class:
Compose a research paper wherein you explore your reaction to Facione's ideas about the value of critical thinking. Essentially, you are going to offer your argument, responding to Facione's clear position on the relationship between critical thinking and the health of a democratic society. Do you agree with him, or do you disagree? This research paper needs to be at least four pages long, with an additional MLA "Works Cited" page. Include at least five sources in your bibliography, which means you will have at least five in-text citations, as well.

Reading and Writing:
Write a short response paper (500 words minimum) that responds to this question from the first paragraph of Facione's article: "Is it not a wiser social policy to invest in the education of the future workforce, rather than to suffer the financial loses and endure the fiscal and social burdens associated with economic weakness, public health problems, and avoidable poverty?"

X. TEXTBOOK(S) AND SUPPLEMENT(S):

Browne, M. Niel and Stuart Keeley (2009). *Asking the Right Questions: A Guide to Critical Thinking* (9th/e). Prentice Hall. ISBN: -
Chaffee, John (2007). *Thinking Critically* (9th/e). Boston Houghton Mifflin. ISBN: -
Baret, Syklvan and Hugo Bedau (2010). *Current Issues and Enduring Questions* (9th/e). Boston St Martin's. ISBN: -
Modern Language Association (2009). *MLA Handbook for Writers of Research Papers* (7th/e). New York The Modern Language Association of America. ISBN: -

Lunsford, Andrea A., Ruszkiewicz, John J. and Walter, Keith (2009). *Everything's on Argument* (5th/e). Boston Bedford/St. Martin's. ISBN: -
Rottenberg, Annette T. (2010). *Elements of Argument* (9th/e). Boston St. Martin's. ISBN: -
English 201 (Engl. 50) Current texts
One or more to be assigned; see instructor's syllabus.)