

College of San Mateo
Official Course Outline

1. **COURSE ID:** ENGL 165 **TITLE:** Advanced Composition
Semester Units/Hours: 3.0 units; a minimum of 48.0 lecture hours/semester; a minimum of 16.0 tba hours/semester
Method of Grading: Letter Grade Only
Prerequisite: ENGL 100, or 105.

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU; UC
AA/AS Degree Requirements:
 CSM - GENERAL EDUCATION REQUIREMENTS: E2b. English, literature, Speech Communication
 CSM - GENERAL EDUCATION REQUIREMENTS: E2c. Communication and Analytical Thinking
CSU GE:
 CSU GE Area A: ENGLISH LANGUAGE COMMUNICATION AND CRITICAL THINKING: A3 -
 Critical Thinking
IGETC:
 IGETC Area 1: ENGLISH COMMUNICATION: B: Critical Thinking - English Composition

3. **COURSE DESCRIPTIONS:**
Catalog Description:
 Advanced techniques of essay and report writing with particular emphasis on critical thinking, persuasive and other rhetorical strategies, and research methods. Includes formal instructions in principles of logical thinking - inductive and deductive reasoning, relationship of language to logic, common logical fallacies, and methods of analysis and evaluation. Students write a minimum of 8,000 words of graded prose. (Fulfills critical thinking requirement for transfer students.)

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 - A. Identify, understand and use specific elements of logic to evaluate a variety of texts (including their own essays).
 - B. Write essays demonstrating an understanding of different positions in a complex argument and presenting an effective, nuanced, logically based discussion.
 - C. Apply specific rhetorical strategies to evaluate a variety of texts (including their own essays).
 - D. Write clearly and precisely about abstract ideas.
 - E. Integrate textual material using standard MLA format.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:
 - A. Analyze logical and rhetorical strategies in complex written arguments (understand logical terms; identify and distinguish logical and rhetorical elements of argument);
 - B. Evaluate logical and rhetorical strategies in complex written arguments (evaluate soundness and validity of logic, assess reasonableness of inferences, evaluate appropriateness of support, identify fallacies, evaluate effectiveness of rhetorical strategies);
 - C. Develop a process of inquiry permitting a deeper, more complex consideration of ideas (apply logical principles and rhetorical concepts to their own ideas; evaluate appropriateness and depth of support; explore diverse perspectives through analysis of counter-argument, concession and rebuttal; identify and evaluate appropriate rhetorical strategies);
 - D. Develop and present complex written pieces reflecting critical thinking skills and rhetorical awareness (apply logical and rhetorical principles to their own writing; evaluate evidence gathered from research; identify and avoid fallacies; demonstrate an ability to present and expound a complex, nuanced thesis);
 - E. Demonstrate sentence style and composition techniques to support more complex assignments (understand how to marshal and present evidence; incorporate counter-arguments, concessions, and other rhetorical strategies; analyze and select appropriate tone, diction, and figurative language; understand and apply principles of sentence focus; continue applying modifying and sentence combining techniques from ENGL 100).

6. COURSE CONTENT:

Lecture Content:

- Logical analysis. Students learn skills to evaluate the logical validity and soundness of arguments (including identifying argument structure - premisses, conclusions; distinguishing objective and subjective statements, and statements of fact, inference and judgment; evaluating premisses for soundness and relevance; identifying and evaluating inductive and deductive patterns of reasoning; identifying fallacies).
- Rhetorical analysis. Students learn skills to evaluate the effectiveness of written rhetoric (identifying and analyzing rhetorical goals; strategic use of tone, voice, counter-arguments, concessions, and pathetic appeals; understanding and analyzing concepts of ethos, audience, and rhetorical goals).
- Critical Reading: Students learn to evaluate the logic and rhetorical strategies of complex written texts. (analyzing and responding to complex written works, especially (though not exclusively) arguments; analyzing different points of view on a single issue, and exploring areas of contrast, concession, contradiction etc.).
- Critical Thinking and Composition. Students learn to evaluate the logical and rhetorical effectiveness of their own writing (applying logical principles and rhetorical strategies to their own writing).
- Advanced Essay Structure & Development. Students learn structures necessary to present complex written arguments (using introductions & conclusions, concessions, counter-arguments, rebuttals, research, varied perspectives, careful and logically appropriate support, to good logical and rhetorical effect).
- Advanced sentence styles. Students learn sentence styles and other writing techniques appropriate to this level, and that promote clear and critical thinking (emphasizing clarity and focus, thoughtful use of figurative language, logical and correct use of parallel structure, and reinforcement of modifiers, integrating quotations, use of MLA citation, etc.).

Lab Content:

No lab content.

TBA Hours Content:

English 165 has a TBA [To Be Arranged Hours] requirement. These TBA hours are instructional activities designed to help improve students' reading and writing skills.

Students are required to complete the activities in 18-102 or 18-104, and to log in and out of the SARS system every time they work on one of the activities.

Activities may include orientations, one on one tutoring conferences with English instructors, tutorials on specific writing and critical thinking skills, and group workshops.

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Other (Specify): Instructional methods typically include the following: • Classroom lecture. Instructor-led oral explanations, introductions, definitions etc. • Multi-media supported classroom lecture. Use of AV support as appropriate. • Guided readings. Extensive readings from essays and book-length works, with notes. • Instructor-led discussion. Group or classwide debates, discussions, or responses. • Student-led discussion. Group or classwide debates, discussions or responses. • Group work. Student projects, discussions, or other collaborations. • Conferencing. Individual instructor-student conferences addressing student writing goals. • Presentations. Movies, field trips (i.e., debates etc.), guest speakers, etc. • Computer-assisted discussion. Bulletin boards, listservs, or chat rooms.

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

ENGL 165 writing assignments may include, but are not limited to, the following:

- Writing extensive critical papers evaluating the logical and rhetorical merits of written arguments, as well as arguments in other forms (documentary, advertizing etc.)
- Analyzing, through guided discussion, the logical and rhetorical components of arguments
- Presenting critical explanations of complex written works
- Conducting independent guided research
- Writing and presenting persuasive arguments, to be assessed on their logical and rhetorical merits.

Example of a written assignment from ENGL 165:

Assignment Three: "Studies Show...."

Essay assignment: We've identified some of the procedural and logical problems that a well-designed study must avoid, and discussed the ways in which this serves as a model of induction. Now you should use these same criteria to evaluate a study of your choosing. Select one of the assigned studies (links are on the course website). In a well-developed, carefully organized essay, discuss the strengths and/or weaknesses of

the study: what it purports to find out, how it goes about finding this out, what data it yields, and how these data are analyzed.

Reading Assignments:

ENGL 165 reading assignments may include, but are not limited to, the following:

- Reading short pieces presenting different views on a given topic; analyzing and evaluating the merits of each argument
- Reading whole books that make an expository case; clarifying the line of thought through the book, analyzing and evaluating the content
- Making oral presentations explicating and/or analyzing a text

Other Outside Assignments:

ENGL 165 library assignments may include, but are not limited to:

- Library research orientation

To be Arranged Assignments (if applicable):

ENGL 165 TBA assignments may include, but are not limited to:

- Individual conferences with instructors
- Completing individually assigned tutorials (sentence building, proofreading, writing development etc.)
- Group workshops
- Reviewing movies and/or other AV materials related to the course.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Work
- C. Group Projects
- D. Home Work
- E. Oral Presentation
- F. Papers
- G. Portfolios
- H. Quizzes
- I. Research Projects
- J. Written examination
- K. Methods of evaluation typically include the following: Take-home essays. Students MUST write a minimum of 8,000 words graded prose over the semester, typically in 4-6 essays, the bulk of which must be completed outside class. Typical assignments include a selection of the following: - research-based writing incorporated carefully evaluated written sources; - argument or argument analyses demonstrating an understanding of logical and rhetorical principles; - expository discussions or arguments reflecting an ability to evaluate data, weigh evidence, organize information, and hold a complex point of view. In-class essays. Analytical responses to written texts; arguments; discussions as above. Quizzes (in-class or take-home). Logical and sentence exercises; written analyses of texts; etc. Multi-media / oral presentation. Research or other relevant material, debates, discussions or other assignments reflecting understanding of logical and rhetorical principles.

10. REPRESENTATIVE TEXT(S):

Other:

- A. Readers/Rhetorics.

To be appropriate for ENGL 165, a reader or rhetoric should

- include articles that address a variety of rhetorical situations, primarily argument; represent a variety of perspectives and ideas; demonstrate integration of research into written texts (e.g. contain cited references to sources); offer level-appropriate examples of good, expository prose models); principles of logic (inductive & deductive reasoning, fallacies, incomplete and incoherent arguments etc.)
- cover principles of rhetoric and logic, and offer examples of texts applying these principles;
- explain up-to-date MLA conventions for citing and evaluating research sources, especially online sources.

Examples:

Current Issues & Enduring Questions. Hugo Bedau & Sylvan Barnet. 9th edition. 2011.

Writing Logically, Thinking Critically. Rosemary Patton & Sheila Cooper. 7th edition. 2012.

Book-Length Works. To be appropriate for ENGL 165, books should:

- reflect or describe controversies, dilemmas, issues or other relevant topics;
- illustrate critical thinking skills in action.

The Nature Assumption, Judith Harris. 1998

Into the Wild. Jon Krakauer. 1996

Antigone, Sophocles

Freakonomics. Steven Levitt & Stephen J. Dubner. 2005

Being Wrong. Kathryn Schulz. 2011.

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Course Originator: Madeleine Murphy