**Discipline:** English

1. **COURSE IDENTIFICATION:** ENGL 1B

2. **COURSE TITLE:** Advanced Composition and Critical Thinking

3. **UNITS:** 3  
   Lecture Hours: Normal: 54 Range: 48 - 57

4. **GRADING:** Letter Grade

5. **NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT:** 1

6. **REQUIRED AND/OR RECOMMENDED BACKGROUND:**
   Prerequisite(s):
   ENGL 1A Composition

<table>
<thead>
<tr>
<th>Analyze evidence in support of claims.</th>
<th>ENGL 1A - Develop and use the forms of exposition and argumentation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize the influence of style and voice on purpose.</td>
<td>ENGL 1A - Appraise the relationships between audience, tone, purpose, and levels of diction.</td>
</tr>
<tr>
<td>Identify and analyze the structure of arguments, evaluate their validity, and refute objections, identify common fallacies of language and thought.</td>
<td>ENGL 1A - Examine the relationship of logical ideas within an essay, be able to distinguish fact from judgment, and be able to eliminate prejudice and fallacious reasoning in his or her own writing.</td>
</tr>
<tr>
<td>Write essays (totaling at least 6,000 words) that effectively employ such writing strategies as analysis, synthesis, and summary, and that emphasize such writing tasks as causal analysis, advocacy of idea, persuasion, evaluation, refutation, interpretation, and definition.</td>
<td>ENGL 1A - Analyze the structure of various kinds of essay development, including exposition (analysis, classification, definition, comparison and contrast, cause and effect), and argumentation and construct essays in such patterns.</td>
</tr>
<tr>
<td>Draw and articulate sound inferences about the intention of the writer, based on observations of diction and style (including mood, tone and figurative language).</td>
<td>ENGL 1A - Appraise the relationships between audience, tone, purpose, and levels of diction.</td>
</tr>
</tbody>
</table>
Corequisite(s): None
Advisory: None
Limitation on Enrollment: None
Assessment Level: None

7. CATALOG DESCRIPTION:
Using primarily non-fiction reading models, students emulate and incorporate various rhetorical strategies in the development of written analysis and researched argumentation. Focus on logical analysis (e.g., inductive and deductive reasoning) and effective reasoning, establishing credibility, and emotional appeals to develop persuasive arguments. Course is writing intensive with a minimum production requirement of 6,000 words. May be offered as an Honor course.

8. CONTENT (Scope and Description of Content):

Order and emphasis of core topics may vary from instructor to instructor.
A. Examination of logical fallacies, rhetorical devices, advertising and propaganda, devices that distort and conceal meaning, and media influences.
B. Development of essays which approach critical thinking in increasingly complex ways by formulating a clear, arguable thesis statement.
C. Developing an organized, well-argued essay in support of the thesis.
D. Supporting positions using different types of inductive and deductive arguments.
E. Drawing inferences from a variety of sources (e.g., statistics, testimony, authority, examples).
F. Producing writing assignments such as causal analysis, persuasion, and evaluation.
G. Constructing a progression of substantial compositions that advocate one's own ideas by providing support for a claim, refuting the position of opponents, and avoiding common fallacies.
H. Evaluate the written work of others by assessing content, structure, diction, tone, style, audience, and purpose.
I. Clarifying meaning and avoiding unclear and biased language.
J. Development of critical reading strategies, including reading for the main idea and argument.
K. Identifying premises, unstated premises, and conclusions.
L. Identifying inductive and deductive arguments.
M. Evaluating arguments for validity and soundness.
N. Examining point-of-view, bias, prejudice, and various sources of authority.
O. Recognizing denotative and connotative language.
P. Evaluating diction and tone, style and voice.
Q. Identifying and evaluating various rhetorical devices (e.g., satire, irony, overstatement, understatement, paradox, symbology, and analogy).

9. OBJECTIVES:

Upon completion of the course, students should be able to:
A. Evaluate college-level materials, from a variety of sources, for main idea, thesis, and deductive reasoning.
B. Recognize inferences, inductive and deductive reasoning.
C. Analyze evidence in support of claims.
D. Draw and articulate sound inferences about the intention of the writer, based on observations of diction and style (including mood, tone and figurative language).
E. Comment on the effect of diction, metaphor, connotative and denotative language.
F. Recognize the influence of style and voice on purpose.
G. Determine both stated and unstated assumptions
H. Distinguish between fact and opinion, based on an understanding of the nature of the "fact".
I. Identify and analyze the structure of arguments, evaluate their validity, and refute objections, identify common fallacies of language and thought.
J. Construct sound arguments by avoiding logical fallacies, supplying sufficient support for claims, using outside sources, employing correct citation and documentation, and using various diction levels and stylistic approaches.
K. Identify and analyze the structure of arguments underlying the texts read.
L. Write essays (totaling at least 6,000 words) that effectively employ such writing strategies as analysis, synthesis, and summary, and that emphasize such writing tasks as causal analysis, advocacy of idea, persuasion, evaluation, refutation, interpretation, and definition.

10. METHODS OF INSTRUCTION:

_Instructors may employ any of the following instructional methodologies:_

A. Lecture
B. Demonstrations
C. Internet instruction
D. Collaborative Group Work
E. Outside research
F. Practicum
G. Small group or directed class discussion
H. Computer assisted instruction
I. Other: Homework

11. OUT-OF-CLASS ASSIGNMENTS:

_The following assignments are representative. Specific assignments will vary from instructor to instructor._

A. Reading
   Textbooks, Supporting references, Websites, Study guides, Periodicals, Course handouts
   Outside readings
   Students may be asked to read a satire, such as Jonathan Swift's "A Modest Proposal," and, in journals, identify the satirical elements

B. Writing
   Notebook/journal, Essays, Research papers, Analyses, Reports, Responses/Reactions, Critiques
   Students may propose a solution to a local, national, or global problem and, using research as support, persuade a reader of the solution's viability

C. Critical Thinking
   Considers the influence of context and assumptions, Analyzes appropriate supporting data/evidence, Identifies implications and consequences, Applies appropriate tools in problem-solving
   Students will identify logical fallacies in letters to the editor of a newspaper and
suggest revisions based on more appropriate reasoning.

D. Other
Creative projects, Group projects, Research projects, Computer-assisted modules,
Presentations
Term projects

12. METHODS OF EVALUATION:

The following evaluation methods are representative. Specific applications will vary
from instructor to instructor.

A. A grading scale specified in the course syllabus
B. Class presentations
C. Essay exams
D. Essays
E. Journals
F. Notebooks
G. Objective exams and quizzes - completion
H. Objective exams and quizzes - matching
I. Objective exams and quizzes - multiple choice
J. Objective exams and quizzes - problem solving
K. Objective exams and quizzes - short answer
L. Objective exams and quizzes - true-false
M. Oral exams and quizzes
N. Oral reports
O. Participation in classroom discussion
P. Written reports
Q. Term projects; study guides, audiocassette-guided workbooks, computer-assisted
   programs; homework

13. TEXTS AND SUPPORTING REFERENCES:

Instructors may choose from among the following representative texts

Texts:
   Bedford/St. Martin's, 2006.
   Martin's, 2008.
5. Maasik, Sonia, and Jack Solomon. Signs of Life in the USA: Readings on Popular

Supplemental:
1. NONE