

Lecture Contact Hours: 48-54; Homework Hours: 96-108;
Laboratory Contact Hours: 16-18; Homework Hours: 0;
Total Student Learning Hours: 160-180

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

ENGLISH 124 – ADVANCED COMPOSITION: CRITICAL REASONING AND WRITING

3 hours lecture, 1 hour laboratory, 3 units

Catalog Description

This course offers advanced instruction in critical reading, writing, and thinking, with particular emphasis on argumentation and analysis of complex and diverse texts.

Prerequisite

“C” grade or higher or “Pass” in ENGL 120 or ESL 122 or equivalent

Entrance Skills

Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed:

- 1) Critical Thinking:
 - a. Critically reflect on their own beliefs and perspectives and scrutinize how they developed their points of view.
 - b. Analyze topics from multiple points of view and apply a critical lens to wider society.
- 2) Reading:
 - a. Read college-level texts analytically, and identify the audience and purpose of a text, evaluate arguments, assess the credibility of evidence, and identify rhetorical appeals.
 - b. Synthesize ideas from multiple texts and use them as the basis of and evidence for their own arguments.
- 3) Writing:
 - a. Write clear, college-level prose substantially free of errors.
 - b. Write effective, thesis-driven essays which demonstrate the principles of argumentation, including, claims, evidence, analysis, and addressing counterarguments through refutation and/or concession.
- 4) Process:
 - a. Engage in all stages of the reading and writing processes in order to critically analyze readings and produce clear, well-organized essays predominantly free of grammatical and proofreading errors.
 - b. Effectively integrate instructor and peer feedback into revision to improve writing.
- 5) Research:
 - a. Use basic research methods and apply current technologies to retrieve, evaluate, and use information.
 - b. Engage in the research process in order to create a correctly documented argumentative essay in MLA format.
- 6) Career Connections:
 - a. Articulate a major or field of study and the ways in which writing and critical thinking skills contribute to their academic development.
 - b. Understand and articulate the relationship between course concepts and career goals, in the areas of effective communication (oral and written), the ability to create solutions to real-world problems, and effective analysis of information.

Course Content

- 1) **Critical Reading:** Course includes a variety of complex, culturally diverse, print and digital media texts, representing various social, historical, cultural, literary, or aesthetic contexts. Instructor may assign readings according to a comprehensive thematic approach or scheme which reflects their own special academic expertise or interest (such as, but not limited to, literature, critical theory, linguistics, or even such extra-English disciplines as political science, sociology and history). Content in this category includes:
 - a. Techniques in close reading and interpretation
 - b. Primary and secondary texts
 - c. Skills in advanced analysis, such as rhetorical, literary, and/or visual analysis
 - d. How an author creates meaning
 - e. The relationships between language and logic
 - f. Differences between fact, opinion, and argument
 - g. Writing strategies and style, including diction, syntax, tone, etc.
 - h. Rhetorical devices such as ethos, pathos, logos, Kairos
 - i. Literary devices such as symbolism, irony, metaphor, point of view, etc.
 - j. Filmic, cinematic, and/or visual devices, such as lighting, framing, editing, etc.
 - k. Models for effective writing
- 2) **Critical Writing:** Course includes writing exercises in advanced argument and various forms of analysis. Content in this category includes:
 - a. Argumentation, including developing, organizing, structuring, and supporting claims
 - b. Evidence, including primary and secondary sources; synthesizing multiple sources; advanced techniques in incorporating source materials and paragraph development
 - c. Opportunities to perform advanced and close analysis of a variety of texts; may include rhetorical, literary, and/or visual analysis
 - d. Reasoning, including (but not limited to) inductive, deductive and/or abductive; recognizing and avoiding fallacies
 - e. Writing in different modalities; may include a creative project
 - f. Awareness of and adaptability to audience, context, etc.
 - g. Techniques in advanced writing style, including advanced academic writing skills
 - h. Denotative and connotative functions of language
 - i. MLA citation and formatting standards
 - j. Academic integrity and plagiarism
 - k. The writing process, including pre-writing, drafting, editing, and revision
- 3) **Critical Thinking:** Course includes texts, exercises, and activities designed to develop critical thinking and reasoning skills. Focus is on student interactions with texts, and the development of students' own ideas, interpretations, and applications of course materials. Attention is paid to how texts reinforce, resist, and/or mediate cultural norms or dominant ideologies. Content in this category includes:
 - a. Underlying assumptions and values which may drive a writer's judgments, arguments and conclusions
 - b. The soundness, validity and persuasiveness of written arguments
 - c. How texts interact in social and/or cultural debates
 - d. Stereotype, bias, power, privilege, ideology, cultural norms, and other key concepts
 - e. How texts reflect, contest, mediate and/or shape reality
 - f. How texts operate within genealogies of thought, cultural traditions, and/or academic disciplines
 - g. How readers interact with texts in relation to their own identities, values, experiences, cultural backgrounds or traditions, and ideologies

Course Objectives

Students will be able to:

- 1) **Critical Reading:**
 - a. Apply techniques in close reading and interpretation.

- b. Utilize critical reading strategies to pull meaning from complex texts and texts structured in non-academic formats.
 - c. Identify, evaluate, and incorporate primary and secondary texts.
 - d. Identify the purpose and audience of a text.
 - e. Analyze how an author creates meaning.
 - f. Identify rhetorical strategies in written discourse, including manipulations of rhetoric.
 - g. Evaluate the validity and soundness of arguments and the evidence within them.
 - h. Identify models for effective writing.
 - i. Synthesize the ideas of two or more writers to create a broader understanding of an issue or topic.
- 1) Critical Writing:
- a. Compose complex essays which utilize evidence drawn from course materials and employ methods of critical analysis.
 - b. Develop, organize, and structure original argument and/or interpretation of complex text.
 - c. Evaluate and correctly incorporate evidence, including from primary and secondary sources, and including a synthesis of multiple sources.
 - d. Perform advanced rhetorical, literary, and/or visual analysis.
 - e. Apply skills in reasoning to create logical, well-supported interpretations and avoid fallacies.
 - f. Write in different modalities for a variety of audiences, including an academic audience.
 - g. Utilize sophisticated vocabulary, diction, syntax, and style.
 - h. Utilize both denotative and connotative functions of language effectively.
 - i. Document sources and format documents correctly according to MLA format.
 - j. Define academic integrity and avoid plagiarism.
 - k. Utilize the writing process, including pre-writing, drafting, editing, and revision to produce complex, high-quality work.
 - l. Integrate instructor and peer feedback, both globally and locally, while simultaneously refining their insights as critics of written work.
 - m. Reflect on their own writing and learning strategies.
 - n. Articulate how written analytical techniques practiced in this course may be utilized in other academic disciplines, in the workplace, and in everyday life.
 - o. Write in-class essays sufficient to succeed in upper division work at the university, as demonstrated by models and rubrics provided in class.
- 2) Critical Thinking
- a. Examine underlying assumptions and values which may drive a writer's judgments, arguments and conclusions.
 - b. Evaluate the soundness, validity and persuasiveness of written arguments.
 - c. Analyze how texts interact in social and/or cultural debates.
 - d. Incorporate critical analysis of stereotype, bias, power, privilege, ideology, cultural norms, and other key concepts.
 - e. Interpret how texts reflect, contest, mediate and/or shape reality.
 - f. Identify how texts operate within genealogies of thought, cultural traditions, and/or academic disciplines.
 - g. Interact with texts in relation to their identities, values, experiences, cultural backgrounds or traditions, and ideologies

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be an essay exam.

Instructor will continually evaluate students' writing and may use students' awareness of their own difficulties, methods of overcoming difficulties, and improvement as part of the criteria for evaluation. Instructor may also use written exercises, class discussion, participation, quizzes, oral examinations, and essays to assess knowledge and skill.

- 1) Minimum of four complex essays (not including in-class essays), all based on writing from resources. These essays will require students to produce organized, coherent, developed and largely error-free writing with a clear thesis, effective transitions, excellent paragraph structure, sophisticated use of textual evidence, and a meaningful conclusion. Essays will incorporate a variety of sentence patterns and may be in single or multiple rhetorical modes. One of these essays may be collaborative or part of a creative project. Students will write between 7,000 – 10,000 words.
- 2) Written assignments that require students to produce prewriting and preliminary drafts before completing a final draft.
- 3) Small group and/or whole class peer review in which students evaluate written work according to the standards presented in class. Students will utilize the meta-language of effective composition to articulate observations about how the writing is effective and how it may be improved.
- 4) Graded revision of at least one essay, utilizing peer and/or instructor feedback.
- 5) In-class essay exam that requires students to produce a piece of writing which is organized and coherent and contains a clear thesis, effective transitions and a relevant conclusion.
- 6) Journals and/or homework assignments in which students respond to assigned readings by summarizing them; by identifying their purposes, audiences, tones, author biases, logical fallacies, style of reasoning, use of evidence, use of rhetorical strategies and devices; and/or by synthesizing or critiquing the ideas of the authors.
- 7) Reflection activities which encourage students to examine their own learning and writing processes; these assignments will allow students to analyze their strengths and weaknesses as writers, their most effective processes, their plans for revision, and their growth over the term.
- 8) Student-facilitated projects, presentations, and/or group work.
- 9) Quizzes or exams that assess student reading completion and comprehension or progress with skill development.

Special Materials Required of Student

- 1) Access to a computer, Internet, a printer, and word processing software, including free Google applications

Minimum Instructional Facilities

- 1) Smart classroom
- 2) Computer lab

Method of Instruction

- 1) Lectures and presentations by the instructor and/or visiting writers and/or speakers
- 2) Facilitation of student analysis, interpretation, and discussion of texts
- 3) Student-led inquiry into 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 relevant interpretations
- 5) Whole class and small group discussion of sample writing (student and/or professional), peer workshops, and instructor-student conferences to help students successfully complete assignments
- 6) Student-teacher conferences; instructor feedback on student writing
- 7) Student self-assessment and/or reflection

Texts and References

- 1) Required (representative examples include readings for analysis, rhetoric, critical thinking, writer's handbook):
 - a. Maasik, Sonia and Jack Solomon. *Signs of Life in the USA*. 10th ed. MacMillan, 2021.
 - b. Goshgarian, Gary and Kathleen Krueger. *Dialogues: An Argument Rhetoric and Reader*. 8th edition. Longman, 2014.
 - c. Rottenberg, Annette T., and Donna Haisty Winchell. *Elements of Argument: A Text and Reader*. 13th ed., Bedford/St. Martin's, 2020.

- d. As selected by the instructor.
- 2) Supplemental: None

Out-of-Class Assignments

- 1) Extensive reading
- 2) Homework and assignments
- 3) Essays
- 4) Group work
- 5) Research

Exit Skills

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

- 1) Critical Reading:
 - a. Apply techniques in close reading and interpretation.
 - b. Utilize critical reading strategies to pull meaning from complex texts and texts structured in non-academic formats.
 - c. Identify, evaluate, and incorporate primary and secondary texts.
 - d. Identify the purpose and audience of a text.
 - e. Analyze how an author creates meaning.
 - f. Identify rhetorical strategies in written discourse, including manipulations of rhetoric.
 - g. Evaluate the validity and soundness of arguments and the evidence within them.
 - h. Identify models for effective writing.
 - i. Synthesize the ideas of two or more writers to create a broader understanding of an issue or topic.
- 2) Critical Writing:
 - a. Compose complex essays which utilize evidence drawn from course materials and employ methods of critical analysis.
 - b. Develop, organize, and structure original argument and/or interpretation of complex text.
 - c. Evaluate and correctly incorporate evidence, including from primary and secondary sources, and including a synthesis of multiple sources.
 - d. Perform advanced rhetorical, literary, and/or visual analysis.
 - e. Apply skills in reasoning to create logical, well-supported interpretations and avoid fallacies.
 - f. Write in different modalities for a variety of audiences, including an academic audience.
 - g. Utilize sophisticated vocabulary, diction, syntax, and style.
 - h. Utilize both denotative and connotative functions of language effectively.
 - i. Document sources and format documents correctly according to MLA format.
 - j. Define academic integrity and avoid plagiarism.
 - k. Utilize the writing process, including pre-writing, drafting, editing, and revision to produce complex, high-quality work.
 - l. Integrate instructor and peer feedback, both globally and locally, while simultaneously refining their insights as critics of written work.
 - m. Reflect on their own writing and learning strategies.
 - n. Articulate how written analytical techniques practiced in this course may be utilized in other academic disciplines, in the workplace, and in everyday life.
 - o. Write in-class essays sufficient to succeed in upper division work at the university, as demonstrated by models and rubrics provided in class.
- 3) Critical Thinking
 - a. Examine underlying assumptions and values which may drive a writer's judgments, arguments and conclusions.
 - b. Evaluate the soundness, validity and persuasiveness of written arguments.
 - c. Analyze how texts interact in social and/or cultural debates.
 - d. Incorporate critical analysis of stereotype, bias, power, privilege, ideology, cultural norms, and other key concepts.

- e. Interpret how texts reflect, contest, mediate and/or shape reality.
- f. Identify how texts operate within genealogies of thought, cultural traditions, and/or academic disciplines.
- g. Interact with texts in relation to their identities, values, experiences, cultural backgrounds or traditions, and ideologies

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Analyze the arguments and underlying assumptions in complex and non-traditional texts, explaining the relationships between arguments and the ways writers advance their claims.
- 2) Construct original, nuanced arguments and interpretations of texts that demonstrate awareness of audience and purpose, and that synthesize sources representing multiple perspectives.
- 3) Create written work that is clear and largely error-free, and demonstrates an advanced understanding of mechanics, style, and voice.