<p style="text-align:center">**Lassen Community College Course Outline**</p>

ENGL 9 Critical Thinking and Composition   **3.0 Units**

I.   Catalog Description

This course is designed to develop critical thinking, reading, and writing skills beyond the level achieved in English 1. The course will focus on the development of logical reasoning and analytical and argumentative writing skills in conjunction with predominantly nonfiction prose and discussion of readings. Students will be expected to write a minimum of 6,000 words comprised of essays and homework assignments.

This course has been approved for online, hybrid and correspondence delivery.

Prerequisite: Successful completion of English 1**.**
Prerequisite Skills: Before entering this course, the student will be able to:
1. Mastery of the basic rhetorical forms.
2. Understand the concept of analysis and critical reading/writing.
3. Write clear, logical, accurate essays.
4. Identify the basics of reasoning. Articulate a thesis and defend a view.
5. Logically develop an essay topic.
6. Understand the concept of a thesis that expresses an opinion supported with evidence.
7. Understand the effectiveness of examples and how to benefit from them.
8. Develop an essay using ample support.
9. Self-edit for grammar and punctuation.
10. Understand rhetorical modes so they may be used in support of a claim.
11. Use transitions to link ideas and create logical coherence.
12. Do independent pre-writing for extended essays.
13. Ability to formulate longer papers using sources.
14. Ability to use MLA for citations and Works cited.
15. Understand the basics of MLA and be able to use an MLA reference handbook.
16. Ability to use the internet for research.
17. Appreciate the value of honest academic work & avoid involuntary plagiarism.
18. Recall the principles of good writing in a variety of essay types.
19. Recognize the concepts of purpose, audience, and tone.
20. Recognize that different audiences are approached differently.
21. Express ideas with personal style.
22. Understand that language is selected depending on the purpose of writing.
23. Organize and self-edit without an instructor's pre-editing.
24. Ability to communicate on the internet for research.
25. Use the internet to search and find credible sources.
26. Determine the credibility of web sites.
27. Courteous internet usage.
28. Read to find meaning and implication.
29. Be fluent with reading a variety of rhetorical types.

Recommended Preparation: Composition-based computer skills are strongly recommended.

Transfers to both UC/CSU

General Education Area: D1
CSU GE Area: A3
IGETC GE Area: 1B
C-ID ENGL 105
51 Hours Lecture, 102 Outside Class hours, 153 Total Student Learnings Hours
Scheduled: Fall, Spring, Summer

II.   Coding Information

Repeatability: Not Repeatable, Take 1 Time
Grading Option: Graded or Pass/No Pass
Credit Type: Credit - Degree Applicable
TOP Code: 150100

III.   Course Objectives

A. Course Student Learning Outcomes

Upon completion of this course the student will be able to:

1. Given a written or verbal argument, the student will be able to critically evaluate the presentation, identifying the structure, validity, and soundness of the argument, recognizing common fallacies of language, and thought, and identifying any deliberate abuses and manipulations.
2. In sequence of well-organized, grammatically correct essays, the student will demonstrate the effective use of analysis, synthesis, definition, refutation, interpretation, and advocacy of ideas.

B. Course Objectives

Upon completion of this course the student will be able to:

1. Read and critically evaluate a variety of written material, including modern and classical arguments.
2. Identify and analyze the structure of arguments underlying various written material.
3. Evaluate the validity and soundness of arguments.
4. Identify common fallacies of language and thought.
5. Recognize and use inductive and deductive reasoning.
6. Distinguish between factual and judgmental statements.
7. Differentiate between knowledge and opinion.
8. Recognize and draw sound inferences from data given in a variety of forms.
9. Identify and effectively use denotative and connotative language.
10. Locate and evaluate outside sources for use in argumentative essays.
11. Write a sequence of essays that effectively use analysis, synthesis, and summary that use the modes of causal analysis, comparison, definition, refutation, interpretation, and the advocacy of ideas.
12. Demonstrate the continued development in writing correct, sophisticated, college-level prose.
13. Recognize some of the deliberate abuses and manipulations of rhetoric in common usage in order to avoid them in academic essays.
14. Recognize some of the classical concepts of rhetoric, such as ethos, pathos, and logos.
15. Locate primary sources using the library and other research sources.

IV.   Course Content

The following topics may be included; however, the order of presentation, relative emphasis and the depth of treatment will depend on the preference of the instructor.

A. Scope
   1. Write various essays using analysis, synthesis, and summary utilizing the modes of causal analysis, persuasion, refutation, interpretation, definition, and the advocacy of ideas. (Focus is on development of logical reasoning and analytical and argumentative writing skills.)
   2. Write substantial argumentative and persuasive essays designed to address positions and problems reflecting concerns of the modern world and integrating the rhetorical forms.
   3. Defending claims of fact, value, or policy.

B. Essay Style & Logic (Critical Thinking)
   1. Develop critical writing: construction of sound arguments avoiding fallacies, providing a variety of support types, the use of induction & deduction, refutation, advocacy, and persuasiveness.
   2. Differentiation between knowledge and opinion, facts and judgments.
   3. Recognition of classical concepts of rhetoric, such as ethos, pathos, logos, etc.
   4. Identification of common abuses and manipulations of rhetoric in order to avoid their use.

C. Thesis & Organization
   Advanced development of focused thesis statements.

D. Support
   1. Matching the support type with the nature of the argument (fact, value & policy claims).
   2. Coordination of the support with the type of claim: fact, value, or policy.

E. Topic Sentences & Transitions
   1. Write advanced argumentation.
   2. Advanced use of punctuation to affect the reader's understanding of the material and reflect voice.

F. Advanced Library and Research Skills
   1. Use of academic, primary sources.
   2. Interview skills.
   3. Active pursuit of information beyond libraries.

G. Purpose, Style, Language, Audience, Tone
   1. Combination of essay types for strategic reasons.
   2. Recognize hostile, supportive, & undecided audiences.
   3. Refinement of an effective personal style.
   4. Identification of common fallacies of thought and language.
   5. Exploration of rhetorical devices: satire, irony, over and understatement, paradox.
   6. Identification and effective use of denotative and connotative language.

H. Writing Cycle
   Written and/or other creative responses will go through the full writing cycle (prewrite, drafts, revision, final draft).

I. Reading Skills
   1. Identify stated & unstated premises and conclusions.
   2. Identify inductive & deductive arguments.
   3. Evaluate arguments for validity & soundness.
   4. Analyze claims of fact, value, & policy.
   5. Recognize denotative & connotative language.
   6. Evaluate diction.

7. Analysis of critical thinking processes as modeled in readings.
8. Identification & analysis of the structure of arguments underlying various written material.
9. Reading and understanding classical texts.

V. Assignments

A. Appropriate Readings
The student will read, discuss, and respond to arguments germane to the objectives of the course.

B. Writing Assignments
1. The student will write a variety of compositions and/or extended essays that reflect the stylistics and rhetorical techniques associated with persuasive/argumentative writing as well as critical analysis.
2. The word count minimum for the entire semester will be 6,000 words. The 6,000 word minimum will include both modalities: in-class and out-of-class (take home) writing.

C. Expected Outside Assignments
1. Analysis or presentations in the media for fallacies.
2. Research and analysis of controversial issues, e.g., political speeches, publications from organizations, news in the media.
3. Conduct original, written projects that demonstrate analytical and logical skills.
4. Use of the library, electronic media, and interview and other communication skills to develop sources for supporting material.

D. Specific Assignments that Demonstrate Critical Thinking
Responses, exercises, quizzes, essays, in-class discussions which address critical, rhetorical, logical or linguistic concerns.

VI. Methods of Evaluation

Traditional Classroom Evaluation:
Essays/compositions (thesis statement, outline, bibliography/Works Cited, rough draft, final draft), homework, classroom discussion, essay, journals, lab demonstrations and activities, multiple choice quizzes, and participation.

Hybrid Evaluation:
All quizzes and exams will be administered during the in person class time. Students will be expected to complete online assignments and activities equivalent to in class assignments and activities for the online portion of the course. Electronic communication, both synchronous and asynchronous (chat/forum) will be evaluated for participation and to maintain effective communication between instructor and students.

Online Evaluation:
A variety of methods will be used, such as: research papers, asynchronous and synchronous (chat/forum) discussions, online quizzes and exams, posting to online website and email communications using the districts approved learning management system.

Correspondence Evaluation:
Same as face to face with the exception of the desired use of proctored exams and exclusion of participation in classroom activities. Students will be expected to complete assignments and activities equivalent to in-class assignments and activities. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between

instructor and student.

VII. Methods of Delivery
Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.

☒ Traditional Classroom Delivery   ☒ Correspondence Delivery

☒ Hybrid   ☒ Online Delivery

Traditional Classroom Delivery:
Lecture, discussion, audio/visual aids, demonstration, group exercises, guest speakers, lab, individualized programs and other as needed.

Hybrid Delivery:
A combination of traditional classroom and online instruction will be utilized. Each semester a minimum of 17 hours, or 1/3 of the lecture hours, will be taught face-to face by the instructor and the remaining hours will be instructed online through the technology platform adopted by the district. Traditional class instruction will consist of exercises/assignments, lectures, visual aids, and practice exercises. Online delivery will consist of exercises/assignments, lecture posts, discussions, adding extra resources and other media sources as appropriate.

Online Delivery:
A variety of methods will be used, such as: research papers, asynchronous and synchronous (chat/forum) discussions, online quizzes and exams, posting to online website and email communications using the districts approved learning management system.

Correspondence Delivery:
Assigned readings, instructor-generated typed handouts, typed lecture materials, exercises and assignments equal to face-to-face instructional delivery. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

VIII. Representative Texts and Supplies
Barnet Bedau, and O'Hara *Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings*, MacMillan Learning13[th] edition, 2023, ISBN 9781319332068 (Electronic or e-Book Version available ISBN, 9781319485757)

AND

Hacker, Diana. A Writer's Reference, 10th edition. Boston. Bedford/St. Martin's, 2020. ISBN-13: 978-1319169404 ISBN 9781319332938

IX. Discipline/s Assignment
English

X. Course Status
Current Status: Active
Original Approval Date: 11/5/1991
Revised By: Cory McClellan