

PALOMAR COLLEGE
COURSE OUTLINE OF RECORD FOR
DEGREE CREDIT COURSE

X Transfer Course X A.A. Degree applicable course
(check all that apply)

COURSE NUMBER AND TITLE: English 202 – Critical Thinking and Composition

UNIT VALUE: 4

MINIMUM NUMBER OF SEMESTER HOURS: 64

BASIC SKILLS REQUIREMENTS: Appropriate language skills

ENTRANCE REQUIREMENTS

PREREQUISITE: A minimum grade of “C” in English 100

COREQUISITE: None

RECOMMENDED PREPARATION: None

SCOPE OF COURSE:

Provides instruction and practice in methods of critical thinking and formal composition, emphasizing the following: awareness of language and its implications through rhetorical and semiotic analysis based on systematic consideration of language in context; awareness of principles of classical argument in light of the traditions of rational thought. Students will be required to engage in both traditional and current methods of research through the use of information technology.

SPECIFIC COURSE OBJECTIVES:

The students will be able to:

- A. Read analytically and evaluate ideas in focused class discussion and in written compositions:
1. identifying and stating the main idea, thesis, or unifying theme in expository or argumentative discourse;
 2. pointing out instances of inferential reasoning, deductive and inductive logic;
 3. distinguishing among opinion, judgment, and what may be taken as fact, recognizing and articulating assumptions (including those that are unstated) in an argument; describing an appropriate process of verification in establishing whether a claim is factual;
 4. exploring elements of signification, utilizing approaches to textual analysis such as deconstruction, historicism, gender study, and cultural criticism;
 5. recognizing and identifying cultural bias and incoding;
 6. drawing and justifying inferences about the intention of the writer based on observation of diction and style (e.g., mood, tone, and metaphor);
 7. commenting on the persuasive value of diction, metaphor, connotation, and denotation;
 8. pointing out logical fallacies or slanted or propagandistic use of language;
 9. responding to aesthetic and stylistic elements as they occur to the individual reader.
- B. Write compositions in which they demonstrate an ability to:
1. assert ideas and observations, reflecting the application of critical thinking skills;
 2. manage complex standard written English and construct arguments in the form of the essay;
 3. employ techniques appropriate to the writing of an academic research paper, including the use of conventional and more recent methods of investigation and documentation;
 4. select examples, details, data, and other evidence to support or validate the thesis and to interest the reader;
 5. use varied detail, examples, data and evidence to develop and elaborate on subtopics;
 6. organize main parts of the composition, defining a sequence that contributes to clarity and to the purpose of the writing;
 7. achieve coherence.

- C. Use appropriate research techniques and produce an acceptable research paper; demonstrate ability to practice research skills, including:
1. working within the context of the library;
 2. employing print sources and traditional methods of research;
 3. employing electronic sources and current technologies for information gathering, such as the internet, electronic indexes, etc.;
 4. interpreting and evaluating information from both print and electronic sources;
 5. focusing on a topic;
 6. creating a working bibliography;
 7. taking accurate notes, recording and organizing appropriate data;
 8. writing a rough outline;
 9. constructing a formal outline;
 10. employing paraphrasing techniques and incorporating quotations;
 11. mastering techniques of documentation;
 12. writing, revising, and editing drafts.

CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:

- A. Language in written argument:
1. emotionally biased language
 2. denotative and connotative meanings
 3. definition of terms
 4. elliptical and implicit statements
 5. effects of diction and style in argument
 6. effects of figurative language and analogy
- B. Inference in written argument:
1. statements of fact, opinion, preference, and convention in the formation of thesis statements
 2. sufficiency of evidence
 3. relevance of evidence
 4. verifiable conclusions
 5. stated and underlying assumptions
 6. deductive and inductive approaches to argument
- C. Types of evidence in written argument:
1. example
 2. enumeration

3. statistics
 4. authority
 5. semantic argument
- D. Fallacious reasoning in written argument, such as the following:
1. causal fallacies
 2. either-or fallacies
 3. faulty analogy
 4. begging the question
 5. overgeneralization
- E. Techniques of effective written argument, such as the following:
1. use of concrete example and diction with specific, clear meaning
 2. appropriate use of emphatic devices
 3. variety, balance, and economy in sentence construction
 4. clear and effective organization of thoughts
 5. transitional devices and other means of achieving coherence
- F. Improvements in style:
1. clarity
 2. cohesion
 3. emphasis
 4. concision
 5. controlling sprawl
 6. managing long sentences
 7. balance and symmetry
 8. metaphor
 9. grace and precision
- G. Ability to write in various rhetorical categories:
1. reflecting/expressing
 2. reporting/informing
 3. explaining/analyzing
 4. arguing/proving
 5. criticizing/evaluating
 6. persuading
 7. entertaining

REQUIRED READING:

Some assigned readings in the course will promote awareness and discussion of ethnic/cultural pluralism and diversity. All will expose the student to a variety of ideas to encourage comparison and critical thinking. The students will have abundant exposure to other library materials in the course of the research work involved. Readings will be in essay or book form, according to themes to be used for essay assignments, and will include reference material for research and documentation.

Adams, W. Royce. Risking Contact: Readings to Challenge our Thinking. Boston: Houghton Mifflin, 1997.

- Bass, Randall. Border Texts: Cultural Readings for Contemporary Writers. Boston: Houghton Mifflin, 1999.
- Cavitch, David. Life Studies: An Analytic Reader. 6th ed. Boston: Bedford Books, 1998.
- Divakaruni, Chitra. Multitude: Cross-cultural Readings for Writers. 2nd ed. New York: McGraw-Hill, 1997.
- Garnes, Sara, et al. Writing Lives: Exploring Literacy and Community. New York: St. Martin's, 1996.
- Hatch, Gary Layne. Arguing in Communities. 2nd edition. Mountain View: Mayfield Publishing Co., 1999.
- Hirschberg, Stuart and Terry Hirschberg. First Person Singular. Boston: Allyn and Bacon, 1997.
- Kirby, Gary R. and Jeffery R. Goodpaster. Thinking. 2nd edition. Upper Saddle River, N.J.: Prentice Hall, 1999.
- Lunsford, Andrea A. and Ruszkiewicz. The Presence of Others: Voices that Call for Response. 2nd edition. New York: St. Martin's Press, 1997.
- Maasik, Sonia, and Jack Solomon. Signs of Life in the U.S.A.: Readings on Popular Culture for Writers. 2nd edition. Boston: Bedford/St. Martin's, 1997.
- Maasik, Sonia, and Jack Solomon. California Dreams and Realities: Readings for Critical Thinkers and Writers. 2nd edition. Boston: Bedford/St. Martin's, 1999.
- Rottenberg, Annette T. Elements of Argument: A Text and Reader. 4th edition. Boston: Bedford Books, 1994.
- Scholes, Robert, et al. Text Book: An Introduction to Literary Language. 2nd edition. Boston: St. Martin's Press, 1995.

SUGGESTED READING:

None

REQUIRED WRITING:

A minimum of 6,000-8,000 words during the semester, including

1. at least four essays of critical thinking, 1,000-1,500 words each on specific topics;
2. a formal, argumentative, college-level research paper at least 15 pages in length.

OUTSIDE ASSIGNMENTS:

Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short-term classes.

Outside assignments include (but are not restricted to) reading and responding to assigned texts, composing four briefer essays of 1000 to 1200 words (each of which progresses through several drafts), a longer

research project of 3000 or more words (again, progressing through several drafts), group work, individual meetings with instructor, and computer laboratory work.

INSTRUCTIONAL METHODOLOGY:

Teaching Methods:

A. Methods used in achieving course objectives:

All students will participate in exercises such as the following:

1. lecture;
2. reading as assigned (to include assignment of readings which foster students' awareness of ethnic and cultural diversity);
3. directed class discussion (e.g., class analysis of a reading selection, examples of student writing, or ideas and approaches for a future writing assignment);
4. application of critical thinking strategies in the analysis of visual texts, such as video, film, photography;
5. computer-assisted instruction;
6. collaborative group work;
7. individual conferences.

B. Methods used in fostering student independence and critical thinking:

In the course of class exercises, all students are required to do the following:

1. formulate and express judgments (stated as theses in written assignments) based on information;
2. developed through discussion of critical readings, writing/invention exercises, applied methods of research;
3. explain and support judgments or theses with relevant information, distinguishing between what may be regarded as fact and that which is judgment or opinion;
4. evaluate and reevaluate the soundness of judgments (their own and those of other class participants);
5. effectively connect their own ideas to larger cultural issues and textual explorations;
6. discuss and apply contemporary critical approaches.

Check all that apply:

- lecture
- laboratory
- lecture-laboratory combination
- directed study

DISTANCE LEARNING:

This course may be offered as a distance learning course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.

Yes No

If yes, check all that apply:

- Television Course (Video one-way, e.g. ITV, video cassette, etc.)
- Online Course (Text one-way, e.g. newspaper, correspondence, electronic file, etc.)
- Two-Way Video Conferencing (Two-way interactive video and audio)
- One-Way Video Conferencing (One-way interactive video and two-way interactive audio)
- Computer Assisted Instruction (A specialized form of mediated instruction relying primarily on student access to information and prepared lessons or teaching materials through a computer terminal, but not under immediate supervision of a qualified instructor.)

GRADING POLICY AND STANDARDS (include methods of determining whether the stated objectives have been met by students):

A-F, according to performance on essay and research paper. Evaluation of the students' achievement of the course objectives may be based on the following:

1. Clarity and effectiveness of their writing and the degree to which the writing successfully incorporates principles of composition, logic, and advanced critical thinking;
2. Clarity of understanding of assigned reading selections and the degree to which they are successful in articulating main and subordinate ideas and in recognizing techniques and modes of argument or of reasoning used by the writer;
3. Quality of writing on compositions and research paper.

Evaluation of:

- | | |
|--------------------------------------|-----|
| 1. Four required essays | 60% |
| 2. 15-page formal research paper | 30% |
| 3. Other, such as quizzes, exercises | 10% |

4. May not be taken for credit/no credit

IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?

Yes No Number of times course may be taken for credit: _____

If yes, identify specific provision of Title 5 Division 2 section(s), 55761-55763 and 58161 which qualifies course as repeatable:

CONTACT PERSON:

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SIGNATURES:

SIGNATURES ON FILE