

# ENG 003: ARGUMENTATIVE WRITING AND CRITICAL THINKING

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**Originator**

rsagara

**Justification / Rationale**

Added COD GE Worksheet

**Effective Term**

Fall 2024

**Credit Status**

Credit - Degree Applicable

**Subject**

ENG - English

**Course Number**

003

**Full Course Title**

Argumentative Writing and Critical Thinking

**Short Title**

ARGUMENTATIVE WRITING

**Discipline****Disciplines List**

English

**Modality**

Face-to-Face

100% Online

Hybrid

**Catalog Description**

This course offers instruction in argumentation, critical writing, critical thinking, analytical evaluation of primarily non-fiction texts, research strategies, information literacy, and documentation.

**Schedule Description**

This course offers instruction in argumentation, critical writing, critical thinking, analytical evaluation of primarily non-fiction texts, research strategies, information literacy, and documentation. Prerequisite: ENG 001A

**Lecture Units**

3

**Lecture Semester Hours**

54

**Lab Units**

0

**In-class Hours**

54

**Out-of-class Hours**

108

**Total Course Units**

3

**Total Semester Hours**

162

**Prerequisite Course(s)**

ENG 001A

**Required Text and Other Instructional Materials****Resource Type**

Book

**Open Educational Resource**

No

**Formatting Style**

MLA

**Author**

Rottenberg, Annette, and Donna Winchell

**Title**

Elements of Argument

**Edition**

13th

**City**

Boston

**Publisher**

Macmillan

**Year**

2021

**College Level**

Yes

**Flesch-Kincaid Level**

college-level

**ISBN #**

9781319214739

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**Resource Type**

Book

**Open Educational Resource**

No

**Formatting Style**

MLA

**Author**

Barnet, Sylvan, Hugo Bedau, and John O'Hara

**Title**

Current Issues and Enduring Questions

**Edition**

12th

**City**

Boston

**Publisher**

Macmillan

**Year**

2020

**College Level**

Yes

**Flesch-Kincaid Level**

college-level

**ISBN #**

9781319198183

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**Resource Type**

Manual

**Open Educational Resource**

No

**Author**

Modern Language Association (MLA)

**Title**

MLA Handbook Plus

**Publisher**

Modern Language Association of America

**Year**

2021

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**Class Size Maximum**

29

**Entrance Skills**

Develop ideas coherently in writing.

**Requisite Course Objectives**

ENG 001A-Develop ideas coherently in writing through the drafting process.

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**Entrance Skills**

Follow a drafting process for essay-writing.

**Requisite Course Objectives**

ENG 001A-Develop ideas coherently in writing through the drafting process.

ENG 001A-Write essays with arguable theses and evidence from different types of sources.

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**Entrance Skills**

Write thesis-driven essays that are developed through and supported by textual and other evidence.

**Requisite Course Objectives**

ENG 001A-Write thesis statements, topic sentences, and ideas in an organized way in essays.

ENG 001A-Read, analyze, and interpret varied texts (e.g., literary, digital, visual).

ENG 001A-Use a variety of rhetorical strategies to write essays.

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**Entrance Skills**

Read, analyze, and interpret written texts.

**Requisite Course Objectives**

ENG 001A-Read, analyze, and interpret varied texts (e.g., literary, digital, visual).

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**Entrance Skills**

Use a variety of rhetorical strategies to compose essays.

**Requisite Course Objectives**

ENG 001A-Recognize and integrate creative elements of style (e.g., metaphor, analogy, voice, tone).

ENG 001A-Use a variety of rhetorical strategies to write essays.

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**Entrance Skills**

Compose essays with complex sentence structure and appropriate diction.

**Requisite Course Objectives**

ENG 001A-Compose texts with complex sentence structure and appropriate diction.

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**Entrance Skills**

Correctly use MLA documentation.

**Requisite Course Objectives**

ENG 001A-Correctly use MLA and/or APA documentation.

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**Course Content**

1. Develop writing and reading skills for logical reasoning and argumentation.
2. Formal logical reasoning terminology (e.g., syllogisms, enthymemes, and warrants).
3. Compose a minimum of 6,000 words of formal writing, including at least one researched and properly documented essay.

**Course Objectives**

	<b>Objectives</b>
Objective 1	Analyze diverse non-fiction texts through an examination of their rhetorical methods, forms of evidence, and logical reasoning (e.g., syllogisms).
Objective 2	Compare and evaluate the arguments established in non-fiction texts by recognizing logical fallacies and logical lapses.
Objective 3	Identify a text's premises and assumptions in various social, historical, cultural, psychological, or aesthetic contexts.
Objective 4	Compose and defend original theses on debatable and analytic topics through formal essays.
Objective 5	Use style, diction, and tone that are appropriate to a diverse academic community and the purposes of a specific writing task.
Objective 6	Proofread, edit, and revise essays so that English grammar, usage, or punctuation does not impede clarity.
Objective 7	Conduct formal library research using one or more library databases to locate evidence that supports and/or complicates one's own arguments.
Objective 8	Document source material using standard academic citational practices, such as MLA, APA, and Chicago Manual of Style.

**Student Learning Outcomes**

	<b>Upon satisfactory completion of this course, students will be able to:</b>
Outcome 1	Critically read, analyze, compare, and evaluate complex, diverse non-fiction texts.
Outcome 2	Analyze and employ logical and rhetorical methods in reading and writing tasks, such as inductive and deductive reasoning; cause and effect; logoi, pathos, and ethos; and identification of premises and assumptions.

Outcome 3 Compose original thesis-driven arguments that engage and intervene in academic and public discourses, and support them with a variety of textual evidence, including formal research.

### Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Technology-based instruction	Students will compose and edit their writing on computers, and they will use online library databases to conduct research.
Participation	Students will participate in class discussions, activities, and assignments.
Lecture	Instructors will lecture on key rhetorical and critical thinking concepts.
Journal	Students may keep class journals that record and reflect on their development as writers, readers, and thinkers.
Discussion	Students will engage in whole-class and small-group discussions about non-fiction texts, logical reasoning, rhetorical strategies, critical thinking, and other pertinent topics.
Collaborative/Team	Students will work in groups on essay drafts, pre-writing assignments, and other writing- and reading-based assignments.

### Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
College Level Essays	Students will write between 2-4 essays, one or more of which may be in-class essays. (80% of essays written out of class; 20% of essays written in class)	In and Out of Class
Term or research papers	Students will write at least one research-based essay (included in the 2-4 essays listed above), and this essay will be produced mostly out of class.	In and Out of Class
Other	Students will complete various reading and writing assignments in preparation for class. (80% of student preparation of reading and writing assignments will take place out of class; 20% in class)	In and Out of Class
Student participation/contribution	Students will participate actively and appropriately in class discussions, exercises, and projects. (50% of student participation in discussions, exercises, and projects will take place out of class; 50% in class)	In and Out of Class
Mid-term and final evaluations	Students may be assigned midterm and/or final assessments on course concepts. These assessments may be short-answer responses, in-class essays, portfolios, and other writing-based assessments. (50% of midterm and final assessments will be completed out of class; 50% in class)	In and Out of Class
Tests/Quizzes/Examinations	Students will be tested on their understanding of logical reasoning terminology and methods, the essay-writing process, and critical thinking concepts. (The percentage of in- versus out-of-class testing can vary.)	In and Out of Class
Self/peer assessment and portfolio evaluation	Students will participate in the peer-review process for writing assignments, and may be asked to submit portfolios, depending on the individual instructor's course design. (50% of peer assessment work may take place during class; 50% may take place at home.)	In and Out of Class

Portfolios	Students may be asked to compile a portfolio of writing assignments, and then will produce a meta-commentary that reflects on their learning. (80% of work toward a writing portfolio will be completed out of class; 20% in class)	In and Out of Class
Guided/unguided journals	Students may be asked to maintain a journal that reflects on their learning throughout the class, and/or that includes structured notes (e.g., Cornell notes) on reading assignments. (80% of journal-writing will be completed out of class; 20% in class)	In and Out of Class
Critiques	Students will write critiques of their classmates' writing, following a guided protocol that encourages active reflection and dialogue. (20% of written critiques will be completed out of class; 80% in class)	In and Out of Class
Written homework	Students will regularly complete homework assignments, which may include reading, formal and informal writing, and grammar and research documentation exercises. (100% of homework assignments will be completed out of class, by definition)	Out of Class Only

## Assignments

### Other In-class Assignments

1. In-class essay writing
2. Class discussion
3. Oral presentations
4. Quizzes
5. Journals
6. Textual annotations
7. Reader responses
8. Other evaluation methods such as projects and portfolios
9. Students are expected to write a minimum of 6,000 words of formal writing over the course of the semester.

### Other Out-of-class Assignments

Note: Many of the above assignments may also be out-of-class assignments.

### Grade Methods

Letter Grade Only

## Distance Education Checklist

Include the percentage of online and on-campus instruction you anticipate.

### Online %

100

### What will you be doing in the face-to-face sections of your course that necessitates a hybrid delivery vs a fully online delivery?

N/A (This course can be offered fully online. There is nothing that necessitates a hybrid delivery, although we may offer the course as a hybrid class.)

## Instructional Materials and Resources

If you use any other technologies in addition to the college LMS, what other technologies will you use and how are you ensuring student data security?

N/A

If used, explain how specific materials and resources outside the LMS will be used to enhance student learning.

N/A

## Effective Student/Faculty Contact

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

### Within Course Management System:

Discussion forums with substantive instructor participation  
Online quizzes and examinations  
Private messages  
Regular virtual office hours  
Timely feedback and return of student work as specified in the syllabus  
Video or audio feedback  
Weekly announcements

### External to Course Management System:

Direct e-mail  
Telephone contact/voicemail

**Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.**

Students will regularly and frequently complete assignments in discussion forums and/or groups, and they will regularly and frequently submit formal writing assignments, so they will receive regular and frequent feedback from the instructor on these assignments.

**If interacting with students outside the LMS, explain how additional interactions with students outside the LMS will enhance student learning.**

Students have the opportunity to contact their instructor on the phone or through email, which gives them an extra avenue for getting feedback and assistance on course material. In addition, students may be directed to open-source audio and/or video material to supplement their learning.

## Other Information

### Comparable Transfer Course Information

#### University System

CSU

#### Campus

CSU Long Beach

#### Course Number

ENGL 102

#### Course Title

Critical Reading and Writing

#### Catalog Year

2022-2023

#### Rationale

CSULB's catalog description for the comparable transfer course is "Analytical reading and persuasive writing, with emphasis on logic and argumentation," all of which is covered in COD's ENG 003 course.

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#### University System

CSU

#### Campus

San Diego State University

#### Course Number

ENGL 200

#### Course Title

Rhetoric of Written Arguments in Context

#### Catalog Year

2022-2023

**Rationale**

SDSU's catalog description for the comparable transfer course is "Further practice in writing, reading, and critical thinking. Emphasis on rhetoric of written arguments in context and using multiple sources in writing. Continued attention to structure, cohesion, and rhetorical conventions," all of which is covered in COD's ENG 003 course.

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**COD GE**

C3 - Arts, Humanities, and Culture

C4.B - Language and Rationality - Communication and Analytical Thinking

**MIS Course Data****CIP Code**

23.1304 - Rhetoric and Composition.

**TOP Code**

150100 - English

**SAM Code**

E - Non-Occupational

**Basic Skills Status**

Not Basic Skills

**Prior College Level**

Not applicable

**Cooperative Work Experience**

Not a Coop Course

**Course Classification Status**

Credit Course

**Approved Special Class**

Not special class

**Noncredit Category**

Not Applicable, Credit Course

**Funding Agency Category**

Not Applicable

**Program Status**

Program Applicable

**Transfer Status**

Transferable to CSU only

**General Education Status**

A = Composition/Critical Thinking

**Support Course Status**

N = Course is not a support course

**C-ID**

ENGL 105

**Allow Audit**

Yes



**Repeatability**

No

**Materials Fee**

No

**Additional Fees?**

No

**Files Uploaded****Attach relevant documents (example: Advisory Committee or Department Minutes)**

Sample assignments for ENG 003.docx

C-ID for ENGL 105.pdf

COD GE Worksheet form ENG 003.doc

**Approvals****Curriculum Committee Approval Date**

11/01/2022

**Academic Senate Approval Date**

11/10/2022

**Board of Trustees Approval Date**

12/16/2022

**Chancellor's Office Approval Date**

12/21/2022

**Course Control Number**

CCC000635083