ENG 003: ARGUMENTATIVE WRITING AND CRITICAL THINKING

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
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

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

Resource Type
Manual

Open Educational Resource
No

Author
Modern Language Association (MLA)

Title
MLA Handbook Plus

Publisher
Modern Language Association of America

Year
2021

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.

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.

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 003: Argumentative Writing and Critical Thinking

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

Entrance Skills
Read, analyze, and interpret written texts.

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

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.

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.

Entrance Skills
Correctly use MLA documentation.

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

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

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<thead>
<tr>
<th>Objectives</th>
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<tbody>
<tr>
<td>Objective 1</td>
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<td>Objective 2</td>
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<td>Objective 3</td>
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<td>Objective 4</td>
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<td>Objective 5</td>
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<td>Objective 6</td>
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<td>Objective 7</td>
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<td>Objective 8</td>
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</table>

Student Learning Outcomes

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

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; logos, 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

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

<table>
<thead>
<tr>
<th>Method</th>
<th>Please provide a description or examples of how each evaluation method will be used in this course.</th>
<th>Type of Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Level Essays</td>
<td>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)</td>
<td>In and Out of Class</td>
</tr>
<tr>
<td>Term or research papers</td>
<td>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.</td>
<td>In and Out of Class</td>
</tr>
<tr>
<td>Other</td>
<td>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)</td>
<td>In and Out of Class</td>
</tr>
<tr>
<td>Student participation/contribution</td>
<td>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)</td>
<td>In and Out of Class</td>
</tr>
<tr>
<td>Mid-term and final evaluations</td>
<td>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)</td>
<td>In and Out of Class</td>
</tr>
<tr>
<td>Tests/Quizzes/Examinations</td>
<td>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.)</td>
<td>In and Out of Class</td>
</tr>
<tr>
<td>Self/peer assessment and portfolio evaluation</td>
<td>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.)</td>
<td>In and Out of Class</td>
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<tr>
<td>Assignments</td>
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<tr>
<td>Portfolios</td>
<td>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)</td>
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<tr>
<td>Guided/unguided journals</td>
<td>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)</td>
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<tr>
<td>Critiques</td>
<td>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)</td>
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<td>Written homework</td>
<td>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)</td>
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<tr>
<td>Assignments</td>
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<tr>
<td>Other In-class Assignments</td>
<td>Other In-class Assignments</td>
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<tr>
<td>1. In-class essay writing</td>
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<td>2. Class discussion</td>
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<td>3. Oral presentations</td>
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<td>4. Quizzes</td>
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<td>5. Journals</td>
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<td>6. Textual annotations</td>
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<td>7. Reader responses</td>
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<td>8. Other evaluation methods such as projects and portfolios</td>
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<td>9. Students are expected to write a minimum of 6,000 words of formal writing over the course of the semester.</td>
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<tr>
<td>Assignments</td>
<td>Other Out-of-class Assignments</td>
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<tr>
<td>Assignments</td>
<td>Note: Many of the above assignments may also be out-of-class assignments.</td>
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<tr>
<td>Grade Methods</td>
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<td>Letter Grade Only</td>
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<td>Distance Education Checklist</td>
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<td>Include the percentage of online and on-campus instruction you anticipate.</td>
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<td>Online %</td>
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<tr>
<td>100</td>
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<tr>
<td>What will you be doing in the face-to-face sections of your course that necessitates a hybrid delivery vs a fully online delivery?</td>
<td>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.)</td>
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<tr>
<td>Instructional Materials and Resources</td>
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<tr>
<td>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?</td>
<td>N/A</td>
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<tr>
<td>Instructional Materials and Resources</td>
<td>If used, explain how specific materials and resources outside the LMS will be used to enhance student learning.</td>
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</tr>
<tr>
<td>Instructional Materials and Resources</td>
<td>N/A</td>
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</tbody>
</table>
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.

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