Lassen Community College Correspondence Course Outline
ENGL 9 Critical Thinking and Composition  3.0 Units

Instructor: Ramser
Mailing Address: PO Box 3000, Susanville, CA 96130
Class Dates: August 17-December 17

Course Overview
English 105 is a non-transferable college composition course. The course covers the development of writing skills, generating and developing topics, the use of rhetorical techniques, appropriate organizing principles, editing conventions, and an introduction to the research paper.

LCC Important Dates
Aug 17 First Day of Instruction for Fall 2020
21 Last day for students to add a full-term class
28 Last day for students to add a full-term class with Instructor and Counselor approval
28 Last day to drop a full-term Fall 2020 course and receive a refund
28 Last day for students to withdraw in Admissions and Records without a “W” showing on transcripts (full-term classes only)
Sep 18 Last day for students to elect Pass/No Pass (credit/no-credit) grading option
Dec 12 Last day for all correspondence assignments to be received
Dec 17 Last Day of Fall 2020 semester

Required Text

AND

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. This course has been approved for online 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.
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.
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 purpose writing.
23. Organize and self-edit without an instructor's pre-editing.
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 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 Development of unique and focused theses.

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. Punctuation & Grammar Papers will be submitted only in final draft form.

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

G. Prewriting Skills Pre-writing is assumed.

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

I. 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.

J. Revising/Drafting: All papers are in final draft form.

K. Technological Skills Use the Internet to request information for research.

L. 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.
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 (or 20 pages of developed, written analysis). The 6,000 word minimum will include both modalities: in-class and out-of-class (take home) writing.

Essays, Assignments and Exams

- **Worksheets and Activities (W)** – Students complete grammar weekly worksheets and activities (the goal of developing and reinforcing sentence and pre-writing skills) –
- **Rhetorical Précis** - method for introducing an essay - 5 points each
- **Completing Topics for Critical Thinking and Writing** - 20 points each
- **Essay #1** - Thinking Through an Issue, with two outside sources, 1,000 words: worth 100 points
- **Essay #2** - Visual Rhetoric, with two outside sources, 1,000 words: worth 100 points
- **Essay #3** - Immigration, with two outside sources, 1,000 words: worth 100 points
- **Essay #4** - Arguing with Fiction, 1,500 words with four outside sources: worth 100 points
- **Essay #5** - Arguing in a Debate or Discourse Community, 1,500 words with four outside sources, worth 200 points.
- **Essay #5** – CHECKLIST: final draft; final draft integrated four outside sources; final draft with MLA formatted Work Cited page; peer review comments (if
possible); outline; proposal; outline Drafting Notes; Reading Notes; and one-page reflection on writing this essay

- **Exams** – A final exam, worth 75 points, will cover chapter readings and lecture notes. There will not be any make-up exams.

- **Students should refer to the forms for Quote Analysis, essay outline, and thesis statement.**

- **Timelines**

- **Assignments** with [weekly checklist coversheets](#) should be received in the LCC Correspondence Office by the date due in order to be accepted on time. Work received after the due date is considered late. Late work may be penalized by reduction of one grade except in extreme situations. Work received after the next scheduled due date may not be accepted except in extreme situations. Student work will be returned as soon as possible with feedback relative to student performance and progress. Any questions feel free to contact me by mail or email.

**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**

The first day of class the instructor will provide each student with a written course syllabus indicating the evaluation procedures to be used. The formulation of a student grade will be based upon:

Evaluations based on both composition skills and critical thinking skills:
1) Essays and exercises, 2) Correspondence Discussion, 3) Collaborative Writing, 4) Peer activities (if possible), 5) Exams and quizzes, 6) Optional additional grade impact for participation, commitment and appropriate conduct.

Grading: TOTAL 1995

All points earned will be added together and the normal grading curve applied.

$A = 90-100\% (1795+) ; \ B = 80-89\% (1596+) ; \ C= 70-79\% (1396+) ; \ D=60-69\% (1197+) ; \ F=0-59\%$

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Correspondence Delivery

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. This course has been separately approved by the Curriculum/Academic Standards Committee.

IX. Discipline/s Assignment English

X. Course Status Current Status: Active Original Approval Date: 11/5/1991 Revised By: Cory McClellan Curriculum/Academic Standards Committee Revision Date: 04/17/2018


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