



C-ID Descriptor

Argumentative Writing and Critical Thinking

Descriptor Details

- **Descriptor Title:** Argumentative Writing and Critical Thinking
- **C-ID Number:** 105
- **Units:** 3.0
- **Hours:** 0000
- **Date of Last Revision:** 10/31/2024 06:10:58 PM GMT+0000

General Description

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

Prerequisites

Successful completion of college-level composition (C-ID ENGL 100)

Corequisites

N/A

Advisories

N/A

Content

Develop writing and reading skills for logical reasoning and argumentation.

Minimum 5,000 words of formal writing.

Lab Activities

No information provided

Objectives

At the conclusion of this course, the student should be able to:

1. Critically read, analyze, compare, and evaluate complex, diverse non-fiction texts
2. Demonstrate understanding of formal and informal fallacies in language and thought
3. Identify a text's premises and assumptions in various social, historical, cultural, psychological, or aesthetic contexts
4. Analyze and employ logical and structural methods such as inductive and deductive reasoning, cause and effect, and logos, ethos, and pathos.
5. Compose thesis-driven arguments to suit a variety of rhetorical situations, including interpretation, evaluation, and analysis, and support them with a variety of appropriate textual evidence and examples
6. Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written essays using MLA documentation format without plagiarism
7. Use style, diction, and tone appropriate to a diverse academic community and the purpose of the specific writing task; proofread, edit, and revise essays so English grammar, usage, or punctuation does not impede clarity

Evaluation Methods

Primarily documented, written papers.

Additional writing and other assignments may include a balance of essay exams, class discussion, oral presentations, tests, and quizzes.

Textbooks

Critical Thinking Textbooks and/or Open Educational Resources (OER), respective of culturally diverse perspectives, such as the following (most recent editions):

Rottenberg, Annette. *The Elements of Argument*. Bedford/St, Martins.

Salmon, Merrilee. *Introduction to Logic and Critical Thinking*. Harcourt

Paul, Richard, and Linda Elder. *Critical Thinking*. Prentice Hall.

Chaffee, John. *Thinking Critically*. Wadsworth.

Barnet, Sylvan. *Current Issues and Enduring Questions*. Bedford/St. Martins.

Browne, Neil M. and Stuart M. Keeley Pearson. *Asking The Right Questions: A Guide to Critical Thinking*.

Other appropriate texts may include the following:

Open Educational Resources (OER) materials

Anthologies of shorter essays or other works addressing relevant issues or topics

Book length works of non-fiction

A standard handbook on writing and documentation

Appropriate media.