

Vesalius College

Course description

Course title: Critical Thinking and Academic Writing II

Course code: COR 112E

Teacher responsible: Dr. C. Adamson

Course description:

This course is a continuation and extension of CT/AW 1 with three goals: to improve the student's ability for expression and understanding in reading, writing, and speaking; to assist him or her in the writing of a research paper; to develop further the student's oral presentation skills. In the first instance, CT/AW II's writing emphasis is on building arguments: "how to read them and how to write them." The student will analyze critically the diction, the structure, the audience, and the methods of argumentation in a wide variety of texts and then judge the success or failure of these texts. The student is expected to apply these persuasive devices and methods to his/her own writing and to evaluate critically his/her work and the work of other students in the class. Secondly, the student will be guided through the process of writing a research paper: developing a thesis, using the library and research materials; documenting research; producing and formatting a finished research paper using the MLA documentation style. Finally, the students will give oral presentations of the required reading texts and the research paper.

Course objectives:

After successfully completing the course the student should be able to:

- 1) to analyze the basic structure of a given piece of expository writing and to determine the goal or agenda of the writer;
- 2) to compose original essays while utilizing the basic structures learned previously but this time with an eye towards argumentation by demonstrating awareness of the issues involved; by distinguishing between opinion and fact; by recognizing opposing points of view; by using supporting evidence; by constructing a logical and well-reasoned paper.
- 3) to demonstrate college level competence in the use of grammar;
- 4) to demonstrate competency in using the library and abstracting information from research sources;
- 5) to compose a research paper demonstrating the appropriate use of quotations and paraphrasing, the integration of information drawn from various sources into a cohesive exposition, the accurate documentation of the sources used;
- 6) to give an oral presentation demonstrating the student's ability to organize ideas and materials, to adapt the delivery to the audience, to make an effective and poised presentation;
- 7) to analyze and evaluate his/her own work and the work of other students in the class according to the methods and techniques used in the analysis of the reading texts.

Grade weighting scheme:

Preparations and class participation	10%
In-class essays (2)	10%
Expository Papers (3)	30%
Research Paper	25%

Topic Statement	10%
Outline	10%
Bib. cards, p.c.'s & notes	10%
First Draft	30%
Final Draft	30%
Annotated bibliography	10%

Oral Presentations	10%
Summaries	5%
Midterm	5%
Final	5%

Used course material (handbooks, readers, readings, newspapers, magazines) and references:

- Peterson, Linda and John C. Brereton, eds. *The Norton Reader: And Anthology of Nonfiction Prose*. Shorter 11th ed. New York & London: W.W. Norton & Co., 2004.
- Glenn, Cheryl, et al. *Hodges' Harbrace Handbook*. 15th ed. United States and United Kingdom, 2004.
- Weston, Anthony, *A Rulebook for Arguments*. 3rd ed. Indianapolis: Hackett Publishing Co., 2000.
- A class reader which includes several other articles, guides to rhetorical modes, bibliography aids, guides to online material

