



Revised Course Proposal: ENGL C1001H - Critical Thinking and Writing - Honors

Catalog Entry

Discipline English

Course Number C1001H

Course Title Critical Thinking and Writing - Honors

Units: 4.000

Lecture Hours: 72.000

Scheduled Laboratory Hours:

TBA:

Total Contact Hours: 72.000

Additional Outside-of-Class Hours: 0.000

Total Outside Class Hours: 144.000

Total Student Learning Hours: 216.000

COURSE IDENTIFICATION NUMBER(S) (C-ID) C-ID ENGL 105

Requisites

Prerequisite: Completion with a grade of "C" or better or a Passing grade in: College-level composition (ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100) or equivalent

Limitations of Enrollment

A high school or college GPA of 3.0 or above.

Catalog Description

In this course, students receive instruction in critical thinking for purposes of constructing, evaluating, and composing arguments in a variety of rhetorical forms, using primarily non-fiction texts, refining writing skills and research strategies developed in ENGL C1000 College Reading and Writing (C-ID ENGL 100) or similar first-year college writing course. This is an honors course. Formerly: ENGL 103H - Honors Critical Thinking and Writing.

Classification Code Y - Credit Course

Transfer Code A - Transferable to both UC and CSU.

SAM Priority Code E - Non-Occupational

TOPS Code 1501.00 - English

Repeatability Code NR - Non-Repeatable

Open Entry/Exit No

Grading Options Letter Grade or Pass/No Pass

CIC Approval

10/28/2024

Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. PART 2:

Use knowledge of the components of argument, rhetorical devices, and logical fallacies to

2. respond critically to various texts.

Be able to formulate sophisticated arguments and defend them with logical, persuasive

3. evidence.

4. Demonstrate proficiency in using standard written English.

Demonstrate proficiency in integrating and documenting appropriately-chosen sources, both primary and secondary academic sources, in MLA format (or when appropriate APA format), in

5. an academic research essay.

Demonstrate the ability to prepare and to present their original academic research in oral or

6. poster presentation format. *(Honors)

Demonstrate the ability to distinguish between "Fake News/images" and reliable, legitimate

7. sources. *(Honors)

Course Objectives

1. Define, recognize, and utilize forms of critical reasoning, including deductive and inductive reasoning, in a variety of rhetorical contexts.

2. Reflect critically on one's own thought processes to identify and avoid cognitive biases and common fallacies of language and thought.

3. Employ critical reading and research strategies to locate and evaluate complex texts, primarily non-fiction, representative of diverse experiences, perspectives, and forms of authority.

4. Evaluate and document evidence to construct arguments in a variety of rhetorical situations, distinguishing knowledge from belief and fact from judgment.

5. Draft written arguments to respond appropriately to texts, with attention to intended audience, purpose, and social context, and revise for clarity, cogency, persuasiveness, and soundness.

PART 2:

1. Critically read, analyze, compare, and evaluate complex 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 appropriate documentation format without plagiarism.
7. Use style, diction, and tone appropriate to the academic community and the purpose of the specific writing task; proofread and edit essays for presentation so that they exhibit no disruptive errors in English grammar, usage, or punctuation.
8. Create an abstract of original research for submission to academic conferences.
9. Present their research.
10. Lead seminar style discussions that demonstrate understanding of the critical thinking/rhetoric terminology.
11. Apply those terms to their texts, extracting key points, summarizing those key ideas, and creating thoughtful discussion questions that invite students to participate in discussion of the texts' content and form.
12. Connect the assigned readings, in writing and orally, to contemporary events, media, and personal history.
13. Distinguish between "fake news" and reliable, legitimate media sources while honing a "baloney meter" and developing a sense of "factfulness" based on evidence, not "common sense" or "commonly held opinion".

Course Content

Course Lecture Content

PART 1:

Develop writing and reading skills for logical reasoning and argumentation using primarily non-fiction texts. Minimum 5,000 words of writing which may include a combination of drafts, written peer response, and other forms of writing that inform students' inquiry-driven research and writing process. Students should revise and receive feedback from their instructor on at least one extended argument.

PART 2: Optional Expanded or Additional Topics

Reading Arguments and Arguing Issues

- The student will define terms; identify premises/claims, syllogisms, deduction, and induction; evaluate evidence, examples, and arguments for soundness; assess authoritative testimony; draw inferences from statistics; and recognize rhetorical devices, such as sarcasm, irony, and satire. Toulmin method vs. Rogerian method of argument and when appropriate to use each.

Writing Arguments and an Analysis of an Argument

- The student will develop a thesis; construct sound arguments; avoid fallacies; supply sufficient support for claims; write argumentative and persuasive essays on critical positions and problems; write analyses and summary pieces; and identify and use rhetorical appeals.
- **(6,000 words minimum final drafts, writing to be graded).**

Using Sources and Research Writing

- The student will choose an argumentative topic, research and synthesize material, avoid plagiarism, and document sources, ***some of which must be primary sources.**
- ***As part of an honors cohort, students will be expected to create abstracts and present that research to the class as if preparing their research for presentation at one of the honors/undergraduate student conferences.**
- ***Learn to distinguish between "fake news," biased sources, and legitimate sources; how to hunt down original source material and images on the internet; know the main news organizations and where they stand; cultivating "factfulness" and a "baloney-meter".**

Applying Current Issues

- The student will identify and explore contemporary issues such as gender inequality, climate change, gun control, screen addiction, etc.; evaluate and share opposing viewpoints; and identify and assess logical fallacies and rhetorical strategies in media.
- ***A source for potential issues to explore is the Phi Theta Kappa honors study topic chosen biannually, with its various subcategories broken down by broad disciplines and questions. The issues often bridge both current issues and enduring questions.**

Exploring Enduring Questions

- The student will analyze timeless and universal questions such as inalienable rights, social order, free speech, and social justice; consider various cross-cultural and historical perspectives of enduring questions with emphasis on cultural diversity; and develop an understanding of and a sensitivity toward different cultural and philosophical viewpoints.

***Note: in some cases, an honors cohort may be formed with a content-area course such as Sociology 140, Social Problems, in which case the additional readings and assigned arguments/essays should focus on that course's area of emphasis, for example, focusing on issues of education, gentrification or racial justice as key topics rather than a more philosophical one of what it means to be human.**

***Indicates enhanced for Honors section**

Course Materials

Other Required Materials

PART 1:

Materials shall be primarily non-fiction, are expected to represent culturally diverse perspectives, and will vary by individual institutions and sections. A writing handbook must be included. Open Educational Resources (OER) materials are encouraged.

Representative Writing Handbook:

Bullock, Richard, et al. *The Little Seagull Handbook*, 5th edition. W. W. Norton & Company. 2024.

Representative Textbooks:

Mills, Anna. *How Arguments Work: A Guide to Writing and Analyzing Texts in College*. OER Libretexts. 2022. *How Arguments Work - A Guide to Writing and Analyzing Texts in College (Mills) - Humanities LibreTexts*.

Rottenberg, Annette. *The Elements of Argument*. Bedford/St. Martins. 2021.

Paul, Richard, and Linda Elder. *Critical Thinking. The Foundation of Critical Thinking*. 2022.

Barnet, Sylvan. *Current Issues and Enduring Questions*. Bedford/St. Martins. 2022.

Booth, Wayne C. et al. *The Craft of Research*. U of Chicago P. 2024.

Foresman, Galen A. and Peter S. Fosl. *The Critical Thinking Toolkit*. Wiley-Blackwell. 2016.

PART 2:

Textbook

Rottenberg, Annette. T. and Winchell, Donna. H. *The Structure of Argument*. 10th. Bedford/St. Martin's. ISBN: 9781319214753. 2020.

Barnet, Sylvan, and Hugo, Bedau. *Current Issues and Enduring Questions*. 12th. Bedford/St. Martin's. ISBN: 9781319198183. 2019.

Moore, Brooke. Noel. and Parker, Richard. *Critical Thinking*. 13th. McGraw-Hill Humanities. ISBN: 9781360570694. 2020.

Lunsford, Andrea. A., Ruskiewicz, John. J., and Walters, Keith. *Everything's An Argument with 2020 APA update*. 8th. Bedford/St. Martin's. ISBN: 9781319362386. 2020.

Recommended Materials

Hans Rosling *Factfulness: Ten Reasons We're Wrong About the World--and Why Things Are Better Than You Think*. paperback. Flatiron Books. ISBN: 9781250123824. 2020.

Henrik Ibsen. *A Doll's House*. paperback. Createspace Independent Publishing Platform. ISBN: 9781503213807. 2018.

At least one book-length work of literature (chosen by the instructor but with the department chair's

approval).

*Highly recommended is a book-length argumentative text as well for honors courses such as Factfulness or Bill McKibben's Deep Economy.

What methods will be employed to help students learn?

- Class Discussions

- Both class and small group discussion.
- Peer editing and/or revising student work.

- Directed Learning Activities

- DOTAs at Learning Center, Learning Center or English Department workshops and the Library Research workshops may be suggested to students for specific remediation needs, for deeper understanding of concepts, or for related literary career and study information.

- Group Study & Exercises

- Students will participate in in-class group activities such as think-pair-share, group analysis, and/or peer review.

- Handouts

- Instructors will provide handouts on key concepts.

- Lecture

- Instructor may use whiteboard/PowerPoint/Prezi (or similar) to lecture about rhetorical situations, analysis, argumentation, and fallacies amongst other topics.
- Instructor may use live annotations of student work to exemplify student work for teaching purposes.

- **Media Presentations**

- Instructors may present short film adaptations, documentaries, or recorded lectures that are pertinent to course material.

- **Oral Presentations**

- Student presentations.

- **Reading Assignments**

- Student will read from course materials.
- Instructors may assign additional remedial reading, such as developing thesis statements, writing introduction, etc.

- **Writing Projects & Reports**

- Respond to readings in journals or other written assignments.

- Write summaries, analyses of arguments, and evaluations of arguments so that they can not only identify and extract the argument through summary, analyze the soundness of an argument, and evaluate the effectiveness of an argument, they can use these skills in writing their own arguments.
- Write several argumentative essays that display causal analysis, evaluation, refutation, definition, and interpretation.
- Write an argumentative research paper, applying outside sources to support their own ideas in their writing.
- Through peer editing and revision, work on writing skills learned in English 101, paying particular attention to thesis, audience, organization, evidence, and tone.
- Other
 - Read a number of arguments, asking them to identify and analyze the structure of an argument.
 - Read at least one book-length work of fiction, asking them to identify the theme and relate it to the ethical/social/historical issues discussed in class.
 - Participate in large or small groups, discussing the readings.
 - Prepare and present oral presentations.
 - Listen and take notes on a lecture about induction and deduction, logical fallacies, the Toulmin method, Rogerian style of argument, the appeals.

What learning activities or assignments are required outside of class?

Reading Assignments

Students will read a variety of arguments and texts, both primary and secondary, academic sources that will form the basis of their argumentative and analytical essays and documented, researched paper. At least one of the works must be a book-length work of literature. ***Strongly recommended for honors in addition to a work of literature is a book-length argumentative text.**

Read texts, identify, and analyze the structure of the arguments. ***Read, identify, and analyze more complex syllogistic structures.**

Writing Assignments

A host of writing assignments ranging from essays to the researched, documented paper and journals; original, final drafts to be graded should add up to a minimum of **6,000 words. Whereas the non-honors course is also expected to write at least 6,000 words minimum, the honors course student is expected to create more sophisticated arguments that go more in depth or breadth, which requires more extensive use of sources.**

Write summaries, analyses of arguments, and evaluations of texts so that students demonstrate that they can not only identify and extract the argument through summary, analyze the soundness of an argument, and evaluate the effectiveness of an argument, but they can also use these skills in writing their own arguments.

Other Assignments

*** Oral presentations and/or leading of seminar discussions are key to honors experience. Presentations on fallacies, for example, or rhetorical appeals, analyzing a historical speech, or presenting text summaries are all viable options.**

***At least one oral presentation shall be a presentation of the student's research findings, which, in conjunction with preparing an abstract, shall help prepare the student to submit work for consideration at an academic conference such as the Student Research Conference of the Honors Transfer Council of California or the Bay Area Honors Symposium.**

Students may be required to go to the Learning Center for DLAs or DOTAs or workshops, such as on MLA documentation, or to sign up for the library workshop on finding online article, for just-in-time remediation.

Other creative, out-of-the box assignments such as meme-creation, wikis, vlogs, collages, or cartoons may be used as well to appeal to students with different talents/learning styles.

***When possible, conduct field research or service learning and devise appropriate measuring tools, such as surveys, interview questions, and participatory observation, for inclusion in the**

research project or a major essay.

***Indicates enhanced for Honors section**

Total: 144 hours

Standards of Achievement

How will learning be assessed? (Multiple measures must be used)

PART 1:

Methods of evaluation used to observe or measure students' achievement of course outcomes are at the discretion of local faculty but must include at least one extended argument through draft and revision. Additional assessments could include, but are not limited to, peer evaluations, discussions, metacognitive reflections, presentations, quizzes, exams, projects, etc.

PART 2:

A list of evaluation methods may include the following:

1. Reading responses, paragraphs, and journals. ***Honors students will be expected to keep an in-depth journal.**
2. Multiple drafts of summaries, analyses, and argumentative and persuasive essays completed outside of class.
3. Documented paper (a traditional research/term paper) using current MLA parenthetical citation/works cited format (or APA format if appropriate given a cohorted class, for example). ***May include field research or service learning; must include a 250-word abstract and primary and secondary academic sources.**
4. Essays are written in class.
5. Written final essay examination (in class).
6. Group exercises; quizzes; and other creative projects.
7. Oral reports - ***presentations on the research project and outside reading selections.**
8. Class participation, ***including leading a seminar.**

Final drafts of essays and/or research papers will total **at least 6,000 words**. All papers written outside of class must be typewritten/computer printed.

Course Breakdown:

10-30% Homework, Journal, Quizzes.

55-70% Essays and Research Paper Written Assignments.

15-30% Oral Presentations/Class Discussion and Group Work.

(or as specified on the instructor's outline, but writing assignments must be at least 55% of the course grade).

Assessment tools may include:

1. Writing assignments assessed by the instructor.
2. Reading comprehension assessments.
3. Peer evaluation through the writing process.
4. Self-assessment through the writing process.
5. Responses to reading through journals assessed by the instructor for content.
6. Research project evaluated by self and instructor.
7. Oral presentations assessed by self, peers, and instructor.
8. ***Seminar leadership assessed by peers and instructor.**
9. ***Critical analysis/evaluation of issues as presented in various media.**
10. ***Field research and/or service learning if available and incorporated into a research project.**

***Indicates enhanced for Honors section**

Honors Part 2

Additional objectives demonstrating advanced critical thinking that the honors students will be expected to accomplish.

*Create an abstract of original research for submission to academic conferences *Present their research

*Lead seminar style discussions that demonstrate understanding of the critical thinking terminology.

Apply those terms to their texts, extracting key points, summarizing those key ideas, and creating thoughtful discussion questions that invite students to participate in discussion of the text's content and form. *Also, in writing and orally, connect the assigned readings to contemporary events, media, and personal history.

Additional advanced content that will be covered in this honors course Book-length argumentative text is highly recommended; a book-length work of literature is required, so if a non-fiction work is NOT required, then there should be two full-length works of literature included for the honors section. Primary sources are required for the research paper. The expectation is that a variety of contemporary media sources will be utilized in research and in presentations.

Additional course materials requiring advanced critical thinking (please provide primary sources where applicable) assigned to honors students.

These will depend on the individual instructor and whether or not the class is cohorted with another honors course. If, for example, this course were cohorted with Sociology 140, Social Problems, a primary text might be Ibsen's A Doll's House to begin a historical discussion of gender inequality and marriage/gender roles that could then be combined with more contemporary readings taken from the

Sociology textbook assigned. Factfulness is an excellent primary text that, combined with its website, gives primary evidence of a variety of social issues and myths that people have biased assumptions about--for example, that the world is experiencing more deaths from natural disasters now than previously. Service Learning is one of the ways to allow students to generate primary source material on their own.

Additional assignments (special projects) demonstrating advanced reading, writing, and critical thinking skills assigned to honors students.

The researched project should be an extensive project, incorporating a 250-word abstract and oral presentation that would be transferable to an academic conference submission and serve as practice. The paper will be longer (should be at least three pages or 750 words longer) and utilize more sources (must include primary sources) than in the non-honors sections. Students in honors sections are expected to lead seminar discussions or engage in some form of extra-curricular discussion such as a discussion board or conferences when in a combined/stacked class with non-honors students. Journals shall exhibit more in-depth responses to the reading. Non-honors courses may not require journals, but the honors sections should require journals or regular reading responses that require students to make connections to current events, social media, personal history, other texts, other forms of media, and their other assigned readings.

I have reviewed this tab and have completed the requirements for this proposal. Yes

Grading Scale

Letter Grade

A 90 - 100%

B 80 - 89%

C 70 - 79%

D 60 - 69%

F less than 60%

Pass/No Pass

P = 70% and above

NP = Below 70%