



Revised Course Proposal: ENGL C1001 - Critical Thinking and Writing

Catalog Entry

Discipline English

Course Number C1001

Course Title Critical Thinking and Writing

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

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. Formerly: ENGL 103 - 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

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.

3. Formulate sophisticated arguments and defend them with logical, persuasive evidence.

4. Demonstrate proficiency in using standard written English.

Demonstrate proficiency in integrating and documenting appropriately-chosen sources, in

5. MLA format, or when appropriate in APA format, in an academic research essay.

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 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, pathos, and kairos appeals.

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.

Course Content

Course Lecture Content

PART 1:

Develop writing and reading skills for logical reasoning and argumentative 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-drive 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, 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.

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; and write an analysis and summary.

Using Sources and Research Writing

- The student will choose an argumentative topic, research and synthesize material, avoid plagiarism, and document sources.

Applying Current Issues

- The student will identify and explore contemporary issues such as women's rights, gun control, English as the official language, etc.; evaluate and share opposing viewpoints; and identify and assess logical fallacies and rhetorical strategies in media.

Exploring Enduring Questions

- The student will analyze timeless and universal questions such as inalienable rights, social order, free speech, etc.; 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.

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 Foundations 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

Crusius, Timothy, and Carolyn Channell. *Engaging Questions: A Guide to Writing 3e 2021 MLA Update*. 3rd. McGraw Hill. ISBN: 9781264887118. 2021.

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

Moore, Brooke Noel, and Richard, Parker. *Critical Thinking*. 13th. McGraw-Hill Humanities. ISBN: 9781260570694. 2020.

Lunsford, Andrea. A., Ruszkiewicz, John. J., and Walters, Keith. *Everything's an Argument with 2020 APA update*. 8th. Bedford/St. Martin's. ISBN: 9781319362386.2020.

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

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 C1000/C1000H (C-ID ENGL 101/101H), 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

Reading essays and articles, research for class; active reading exercises

Writing Assignments

Essays, analyses of arguments, original arguments, research paper writing, journals/responses tied to readings

Other Assignments

studying fallacies, logical models, appeals

oral solo or group presentations

research and presentation of that research

DLAs and/or library research workshops

other creative assignments such as memes, collages, vlogs, posters to engage other senses and learning styles

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. Paragraphs and journals.
2. Multiple drafts of summaries and argumentative and persuasive essays completed outside of class.
3. Documented paper (a traditional reference/term paper) using current MLA (or when appropriate APA) parenthetical citation/works cited format.
4. Summary and argumentative essays are written in class.
5. Written final essay examination.
6. Group exercises.
7. Oral reports and/or media presentations.
8. Class participation.

Final drafts of essays and/or research papers will total at least 6,000 words and account for at least 60% of the course grade.

All papers written outside of class must be typewritten/computer printed. (For a sample student format guide, refer to the MLA, or when appropriate the APA, handbook).

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 paper evaluated by the instructor.
7. Oral presentations assessed by self, peers, and instructor.

Final drafts of essays and research papers will total at least 6,000 words and account for at least 60% of the course grade.

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%