**CATALOG ENTRY**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>103</td>
</tr>
<tr>
<td>Course Title</td>
<td>Critical Thinking and Writing</td>
</tr>
<tr>
<td>Former Title</td>
<td></td>
</tr>
<tr>
<td>Units</td>
<td>4</td>
</tr>
<tr>
<td>Lecture Hours</td>
<td>72</td>
</tr>
<tr>
<td>Scheduled Laboratory Hours</td>
<td>None</td>
</tr>
<tr>
<td>Arranged Laboratory Hours (TBA)</td>
<td>None</td>
</tr>
<tr>
<td>Total Semester Contact Hours</td>
<td>72</td>
</tr>
</tbody>
</table>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**

C-ID ENGL 105

**REQUISITES**

**Prerequisite**
ENGL 101 with a minimum grade of C  
or  
ENGL 101H with a minimum grade of C

**Corequisite**
None

**Recommended Preparation**
None

**CATALOG DESCRIPTION**

This course focuses on developing critical thinking, reading, and writing skills by studying established argumentative methods and models and applying them to contemporary issues. Emphasis will be on logical reasoning and analytical and argumentative skills necessary for critical writing.

**Classification Code**
Y

**Transfer Code**
A-Transferable to both UC and CSU

**SAM Priority Code**
E - Non-Occupational

**Repeatability**
NR - Non-Repeatable

**TOPS Code**
1501.00 - English (Writing)

**Topics Course**
No

**Open Entry/Exit**
No

**Grading Options**
Letter Grade or P/NP
COURSE OBJECTIVES

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

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 they exhibit no disruptive errors in English grammar, usage, or punctuation

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

I. Reading Arguments and Arguing Issues (16 hours)
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.

II. Writing Arguments and an Analysis of an Argument (16 hours)
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.

III. Using Sources and Research Writing (8 hours)
The student will choose an argumentative topic, research and synthesize material, avoid plagiarism, and document sources.

IV. Applying Current Issues (12 hours)
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.

V. Exploring Enduring Questions (12 hours)
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 for and a sensitivity toward different cultural and philosophical viewpoints.

COURSE MATERIALS
Required texts and/or materials. (Include price and date of publication.)


and/or


and/or


and/or


Recommended readings and/or materials:

None

Other:

At least one book-length work of literature chosen by the instructor (subject to department chair approval)
WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?

Class Discussions
Electronic Delivery
Group Study & Exercises
Handouts
Lecture
Reading Assignments
Visual Aids
Writing Projects & Reports

Other (Specify):

Communication Skills:
A. Reading and Writing
   1. Read a number of arguments, asking them to identify and analyze the structure of an argument.
   2. 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.
   3. Respond to readings in journals or other written assignments.
   4. 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.
   5. Write several argumentative essays that display causal analysis, evaluation, refutation, definition, and interpretation.
   6. Write an argumentative research paper, applying outside sources to support their own ideas in their writing.
   7. Through peer editing and revision, work on writing skills learned in English 101, paying particular attention to thesis, audience, organization, evidence, and tone.

B. Listening and Speaking
   1. Participate in large or small groups, discussing the readings.
   2. Prepare and present oral presentations.
   3. Listen and take notes on a lecture about induction and deduction, logical fallacies, the Toulmin method, etc.

Thinking and Reasoning:
A. Creative Thinking
   1. Generate pre-writing strategies, either individually or in small groups.
   2. Develop and write their own arguments.
   3. Identify rhetorical strategies in class discussions such as satire and irony and employ them in their own writing.
   4. Identify the importance of word choice in a persuasive argument in small or large group discussion and
use connotative language effectively in specific written assignments.

B. Critical Thinking
   1. Read a number of arguments, asking them to identify and analyze the structure of an argument.
   2. 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.
   3. 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.
   4. Write several argumentative essays that display causal analysis, evaluation, refutation, definition, and interpretation.
   5. Write an argumentative research paper, applying outside sources to support their own ideas in their writing. Using a checklist, students will assess the validity of the evidence and data present in the outside sources.

Information Competency:
1. Evaluate primary and secondary sources including Internet sources using a checklist for evaluating sources.
2. Use library’s on-line catalogue and resources.
3. Demonstrate on their research paper’s Work Cited page an awareness of breadth of sources.
4. Use a checklist for avoiding plagiarism.

Diversity:
A. Cultural
   1. Read, discuss in large or small groups, and respond to readings in written assignments literary and expository works from diverse historical and cultural backgrounds.
   2. Demonstrate an appreciation of these works either through class discussion or in a written evaluation.

B. Social
   1. Read, discuss in large or small groups, and respond to readings in written assignments literary and expository works from diverse socio-economic backgrounds.
   2. Demonstrate an appreciation of these works either through class discussions or in a written evaluation.

Civic Responsibility:
1. Discuss, either in small or large groups, the moral dilemmas and historical and contemporary social issues that are present in the readings.
2. Examine in written assignments the moral dilemmas and historical and contemporary social issues that are discussed in the class.

WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?
List activities and hours for each. (Must include reading and writing activities.)
STANDARDS OF ACHIEVEMENT
List graded activities.

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 parenthetical citation/works cited format
4. Summary and argumentative essays written in class
5. Written final essay examination
6. Group exercises
7. Oral reports
8. Class participation

Final drafts of essays and research paper will total at least 8000 words.
All papers written outside of class must be typewritten.
(For a sample student format guide, refer to MLA handbook)

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

Assessment tools may include:
1. Writing assignments assessed by 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 instructor for content.
6. Research paper evaluated by instructor.
7. Oral presentations assessed by self, peers and instructor.
**Supplemental Forms**

**Technologically Mediated Instruction (TMI)**

| TMI Checklist | 1. Could this course, or sections of this course, provide for the instructor and students to be separated by distance and interact through the assistance of communication technology as specified in Title 5 Section 55370?  
2. Are the objectives and content of this course adequately covered as specified in Course Materials, Methods Employed to Help the Student Learn, Activities or Assignments, and Standards of Achievement, pursuant to Title 5 Section 55372 and 55002? (If any Activities or Assignments and/or Standards of Achievement are significantly different for TMI Course, are examples of these components included in the course outline?)  
3. If this course is taught in both traditional and TMI modes, do both achieve the stated objectives and content?  
4. Does the section “What Methods Will Be Employed to Help the Student Learn?” indicate the types of technologies used and are they appropriate to the course objectives?  
5. Does the section “What Methods Will Be Employed to Help the Student Learn?” indicate the type and frequency of regular effective contact between the instructor and students? (Examples of types: Orientation Session, Group Meetings, Review Sessions, Individual Seminars, Supplemental Workshops, Field Trips, Teleconferencing, Telephone, Correspondence, E-Mail)  
6. Are special texts, equipment or supplies needed for this course or sections of this course offered through TMI and are they listed under Course Materials?  
7. Are campus and/or district instructional equipment, materials, and training currently available and sufficient to make the offering of the course/section feasible in accordance with Curriculum Standards Handbook Section 3.4? |

Supplemental Comments:

**Supplemental Forms Last Saved**

Technologically Mediated Instruction (TMI) Last Saved: Monday, Aug 19, 2013 at 3:05 PM By Kathleen Patterson

**Approval Dates**

Curriculum and Instruction Council Chair: 11/21/2013  
Department Chair: 11/06/2013  
Division Dean: 11/06/2013