

ENGL-C1001: CRITICAL THINKING AND WRITING

Effective Term

Fall 2025

CC Approval

10/04/2024

AS Approval

10/24/2024

BOT Approval

11/21/2024

COCI Approval

11/26/2024

SECTION A - Course Data Elements

CB04 Credit Status

Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
English (Master's Degree)	

Subject Code

ENGL - English

Course Number

C1001

Department

English (ENGL)

Division

Language and Developmental Studies (LADS)

Full Course Title

Critical Thinking and Writing

Short Title

Critical Thinking and Writing

CB03 TOP Code

1501.00 - English

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

E - Non-Occupational

Rationale

Revision required for common course numbering initiative.

SECTION B - Course Description

Catalog Course 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 Academic Reading and Writing (C-ID ENGL 100) or similar first-year college writing course.

Catalog Course Description Part II

N/A

SECTION C - Conditions on Enrollment

Open Entry/Open Exit

No

Repeatability

Not Repeatable

Grading Options

Letter Grade or Pass/No Pass

Allow Audit

Yes

Requisites

Prerequisite(s)

College-level composition (ENGL C1000/C-ID ENGL 100) or equivalent

Requisite Justification

Requisite Description

Course Not in a Sequence

Subject

ENGL

Course

C1000

Level of Scrutiny

Content Review

Upon entering this course, students should be able to:

1. Think, read, and write critically about a variety of ethical, civic, and cultural topics.
2. Write unified, coherent, well supported, and grammatically correct documents while also demonstrating adequate research skills, including locating, evaluating, integrating, and documenting sources using discipline appropriate styles, such as MLA.

SECTION D - Course Standards

Is this course variable unit?

No

Units

3.00

Lecture Hours

54.00

Outside of Class Hours

108

Total Contact Hours

54

Total Student Hours

162

Distance Education Approval

Is this course offered through Distance Education?

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent
Online with Proctored Exams	Permanent

SECTION E - Course Content

Student Learning Outcomes

Upon satisfactory completion of the course, students will be able to:	
1.	Demonstrate an ability to read, comprehend, and critically analyze works of non-fiction.
2.	Demonstrate an understanding of and proficiency in the application of critical thinking concepts to the principles of exposition and argument.
3.	Demonstrate appropriate research and documentation skills.

Course Objectives

Upon satisfactory completion of the course, students will be able to:	
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.

Course Content

Part I:

Develop writing and reading skills for logical reasoning and argumentation using primarily nonfiction 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 II:

Coordination with campus Writing Success Center provides supplemental instruction in grammar and essay development for students and introduces them to campus support resources. Five hours of supplemental instruction are recommended.

Outline of Topics:

1. Establishing a Basis for Critical Thinking
 - a. Definition of Terms
 - i. Critical thinking – the connection between reading and writing
 - ii. Multiculturalism and gender-inclusive language
 - b. Relationships between Feeling and Thought
 - c. Moral Judgments
 - i. Distinguishing between an opinion, a fact, a judgment, and a matter of taste
 - ii. Inference
 - d. Habits that Hinder Thinking
 - i. Hidden assumptions
 - ii. Ambiguous arguments
 - iii. Innuendo
2. Logic and Argument

- a. Argument Defined
- b. Deduction: Classical Syllogisms and Other Forms of Deduction
- c. The Inductive Process
- d. The Toulmin Model
- e. Informal Fallacies in Reasoning
- f. Truth, Validity, and Soundness of Reasoning
- g. Nature and Use of Language in Argument/Pitfalls in Language
- h. Sources
- 3. The Critical Thinking Process - Reading and Writing
 - a. Critical Reading Strategies
 - i. Reading actively – previewing, skimming, annotating, summarizing
 - ii. Analyzing the argument – claim, purpose, tone, methods
 - iii. Evaluating the argument – claims, assumptions, premises and syllogisms, deduction/induction
 - iv. Evaluating evidence – sources, testimony, statistics
 - v. Analyzing and evaluating the logic of the argument in increasingly complex texts
 - vi. Analyzing and evaluating the argumentative merit of several texts on the same topic
 - b. Critical Writing Samples
 - i. Generating ideas in formulating a written argument
 - ii. Identifying and selecting audience, purpose, voice and tone
 - iii. Narrowing the topic and developing an argumentative edge
 - iv. Developing and supporting a thesis in argumentation
 - v. Shaping the argument, using appropriate rhetorical, dialectical, and argumentative strategies
 - vi. Developing support for claims, using sound logic and a judicious sense of evidence
 - vii. Researching, selecting, incorporating, and documenting sources
 - viii. Avoiding plagiarism of word, thought or format
 - ix. Revising for style, structure, and substance
 - x. Revising for refutation, concessions, counter arguments, and other argumentation strategies
 - xi. Editing and formatting the manuscript

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Activity	1. Students identify examples of logical fallacies. 2. Students analyze a particular ethical dilemma, applying different core course concepts, such as moral absolutism, etc.
Discussion	1. Discussion of assigned reading. 2. Discussion of an example student essay, focusing on structure and use of argument strategies.
Individualized Instruction	1. Students may be directed to Success Centers for individualized support with specific, identified skill needs.
Lecture	1. Media-enhanced lectures covering core concepts, terminology, readings, and other pertinent information relating to argumentation, followed by all-class or small-group discussions on the same topics.
Other	1. Group and/or Individual Presentations: class presentations designed to develop and/or refine students' capacity to research, analyze, synthesize, and report on course-related topics.
Group Work	1. Peer-oriented assignments designed to develop and/or refine critical reading and writing skills in group settings. 2. Peer Review Workshops: peer critiques reinforcing students' ability to analyze student writing and to explain the results of this analysis to other students.

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
 Chat Rooms
 Discussion Boards
 E-mail Communication
 Telephone Conversations
 Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
Discussions
Group Work

Course design is accessible

Yes

Methods of Evaluation**Methods of Evaluation**

Types	Examples of classroom assessments
Other	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.
Exams/Tests	Timed, in-class essay exam test of common logical fallacies.
Quizzes	Reading comprehension quiz
Portfolios	Essay draft portfolio, reading journal, reflections
Essays/Papers	At least one extended argument essay (through draft and revision) is required.

Assignments**Reading Assignments**

Students will be required to read up to 50 pages per week of expository and argumentative non-fiction representative of a variety of cultures and perspectives. Students will be required to critically analyze and respond to the ideas in argumentative essays, other texts, and related media.

For example, in "The Perils of Obedience," Stanley Milgram cites the term "the banality of evil" to explain the behavior of his subjects. Using the text, define the term and then argue for or refute its merits using the results of the experiment.

Writing Assignments

Students are required to read and critically analyze argumentative essays and other texts and to write arguments in response to these readings. Writing assignments totaling a minimum of 5,000 words will include argumentative essays, essay exams, reading responses. The writing assignments will require analysis, criticism, and synthesis of the assigned readings. Since writing improvement is an essential focus of this course, revision will be stressed, and assignments will become more complex and critically sophisticated as the course progresses.

For example, using the "just war criteria" as outlined in the textbook, write an argumentation and persuasion essay in response to the question at issue: is the war in Afghanistan a "just war"? Your claim, which is drawn from and/or supported by your premises, may express a strong position either for or against or may be qualified as appropriate to reflect your position on the issue; in addition, your essay should include stipulations, refutations and/or concessions in response to opposing viewpoints.

For example, respond in writing to the play and/or film *Dead Man Walking*: Matthew Poncelet is scheduled to die in six hours; you have been granted an emergency audience with the governor; write a position paper arguing for a commutation of his sentence to life in prison, or take the role of the prosecutor and argue for his execution.

Other Assignments

Students will complete at least one research assignment.

Students may be directed to Success Centers that support this course for supplemental instruction in primary Course Objectives as well as in identified, individual learning needs.

For example, attend a Writing Success Center workshop about writing effective introductory and concluding paragraphs, or work with a Writing Success Staff member to review strategies for refuting counterarguments.

SECTION F - Textbooks and Instructional Materials**Material Type**

Textbook

Author

John Chaffee

Title

Thinking Critically

Edition/Version

12th

Publisher

Cengage

Year

2019

Material Type

Textbook

Author

Barnet, Sylvan, and Hugo Bedau

Title

Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings

Edition/Version

13th

Publisher

Macmillan

Year

2023

ISBN #

9781319332068

Material Type

Textbook

Author

David Kirkpatrick

Title

The Facebook Effect

Publisher

Simon & Schuster

Year

2011

Material Type

Textbook

Author

Gibaldi, Joseph

Title

MLA Handbook for Writers of Research Papers

Edition/Version

8th

Publisher

MLA

Year

2016

Material Type

Textbook

Author

Michael Lewis

Title

Moneyball

Publisher

W. W. Norton

Year

2011

Material Type

Manual

Author

Bullock, Richard, et. al.

Title

The Little Seagull Handbook

Publisher

W. W. Norton & Company

Year

2024

Material Type

Open Educational Resource (OER)

Author

Mills, Anna

Title

How Arguments Work: A Guide to Writing and Analyzing Texts in College

Edition/Version

2022

Publisher

LibreTexts

Year

2022

ISBN #

[https://human.libretexts.org/Bookshelves/Composition/Advanced_Composition/How_Arguments_Work_-_A_Guide_to_Writing_and_Analyzing_Texts_in_College_\(Mills\)](https://human.libretexts.org/Bookshelves/Composition/Advanced_Composition/How_Arguments_Work_-_A_Guide_to_Writing_and_Analyzing_Texts_in_College_(Mills))

Material Type

Textbook

Author

Rottenberg, Annette

Title

The Elements of Argument

Edition/Version

13th

Publisher

Bedford/St Martins

Year

2021

Rationale

Common Course Numbering Recommendation

ISBN #

9781319214739

Material Type

Textbook

Author

Paul, Richard, and Linda Elder

Title

Critical Thinking

Edition/Version

4th

Publisher

The Foundation for Critical Thinking

Year

2022

Rationale

Common Course Numbering Recommendation

ISBN #

9781538138748

Material Type

Textbook

Author

Booth, Wayne, C. et. al.

Title

The Craft of Research

Edition/Version

5th

Publisher

University of Chicago Press

Year

2024

Rationale

Common Course Numbering Recommendation

ISBN #

9780226826677

Material Type

Textbook

Author

Foresman, Galen A., and Peter S. Fosl

Title

The Critical Thinking Toolkit

Edition/Version

2st

Publisher

Wiley Blackwell

Year

2016

Rationale

Common Course Numbering Recommendation

ISBN #

9780470658697

Course Codes (Admin Only)**ASSIST Update**

No

CB00 State ID

CCC000291286

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No