

Course Outline**COURSE:** ENGL 1C **DIVISION:** 10 **ALSO LISTED AS:****TERM EFFECTIVE:** Fall 2020**CURRICULUM APPROVAL DATE** 04/14/2020**SHORT TITLE:** CRITIC REASON/WRITE**LONG TITLE:** Critical Reasoning and Writing

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

Out of Class Hrs: 108.00**Total Learning Hrs:** 162.00

COURSE DESCRIPTION:

This course is designed to develop critical thinking skills and information literacy and the ability to apply these skills to reading and writing. The emphasis is on developing analytical and argumentative academic essays based on reading of complex texts and the use of outside research leading to a documented research paper. Students will write a minimum of 6,000 words. (C-ID: ENGL 105). **PREREQUISITE:** English 1A with a grade of "C" or better.

PREREQUISITES:

Completion of ENGL 1A, as UG, with a grade of C or better.

COREQUISITES:**CREDIT STATUS:** D - Credit - Degree Applicable**GRADING MODES**

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

- 02 - Lecture and/or discussion
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Analyze and critically evaluate the reasoning methods and contexts of arguments.
2. Compose effective arguments that use a range of intentional rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view.
3. Generate and explore research questions, determine the focus of one's writing through preliminary research, and identify possible methods and plans for research.
4. Locate and evaluate sources through library research, draw logical conclusions from evidence to support a thesis-driven argument, and effectively integrate research through summary, quotation, and paraphrase.

COURSE CONTENT:

Curriculum Approval Date 04/14/2020

3 HOURS

CONTENT

Introduction to the course and its goals, particularly the importance of strong reasoning skills.

STUDENT PERFORMANCE OBJECTIVES: To become familiar with the requirements and expectations of the course.

17 Hours

CONTENT

Introduce reasoning methods and models of argumentation. Practice identifying models of argument, rhetoric, concepts of logic and reasoning, including logical fallacies. Learn how to distinguish logic from rhetoric.

SPO: Analyze and critically evaluate the reasoning methods and contexts of arguments.

17 Hours

CONTENT

Review writing process, MLA format, and essay structures. Apply argument models, concepts of logic and reasoning, and appropriate rhetoric to essays for various audiences and purposes that consider and/or respond to differing points of view.

SPO: Compose effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view.

17 Hours

CONTENT

Through carefully constructed scaffolding of the research process, learn how to develop inquiry questions, conduct preliminary research, locate and evaluate source material, conduct independent/original research, draw logical conclusions from evidence, and integrate research into essays and argumentative research paper using logical reasoning.

SPO: Generate and explore research questions, determine the focus of one's writing through preliminary research, and identify possible methods and plans for research. Locate and evaluate sources through library research, draw logical conclusions from evidence to support a thesis-driven argument, and effectively integrate research through summary, quotation, and paraphrase.

METHODS OF INSTRUCTION:

Lecture, class discussion, group discussion/hands on Assignments; video, CD and multimedia presentations, written papers, responses, and exams.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 108

Assignment Description: Readings, Essays, Research Papers and Projects, Research Proposals, Annotated Works Cited assignments, working with graphic organizers, viewing and visiting online resources, seminar projects.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 70.00 %

1. 20 pages of finished argumentative essay writing, including an 8-10 page research paper 2. At least 1 in-class essay, exam, and/or multimedia project 3. Research Proposal 4. Annotated Works Cited 5. 10 pages of low-stakes writing, such as reading response journals, seminar papers/projects, directed in-class writing, and writing process assignments

Problem-solving assignments

Percent of total grade: 30.00 %

Emphasis on Critical Reading, Evaluating Texts, Deciphering Arguments and Main Ideas. 1. Class participation, group work, seminars, debates, and/or presentations 2. Evaluation of outside research sources 3. Annotated texts and/or reading quizzes 4. Additional reading assignments, such as summaries, quote journals, paraphrase exercises

REPRESENTATIVE TEXTBOOKS:

Pearson. Writing Logically, Thinking Critically (8th edition) . New York: Sheila Cooper and Rosemary Patton,2014.

Writing Logically, Thinking Critically is a standard text used in Critical Thinking classes. It was last updated in 2014.

ISBN: 978-0321926524

Reading Level of Text, Grade: Reading level of text, Grade: 13 Verified by: Verified by: Gloria Curtis

Recommended Other Texts and Materials

The Miniature Guide to Critical Thinking Concepts The Foundation for Critical Thinking California 13: 978-1538134948 2019

Ways of Seeing, by John Berger

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV C2, effective 200670

CSU GE:

CSU A3, effective 200670

IGETC:

IGETC 1B, effective 200670

CSU TRANSFER:

Transferable CSU, effective 200670

Not Transferable

UC TRANSFER:

Transferable UC, effective 200670

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: ENGL

CSU Crosswalk Course Number: 105

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000208497

Sports/Physical Education Course: N

Taxonomy of Program: 150100