

# ENGL C102: CRITICAL THINKING AND WRITING

Item	Value
Curriculum Committee Approval Date	04/28/2023
Top Code	150100 - English
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Standard Letter (S)
Local General Education (GE)	<ul style="list-style-type: none"> <li>CL Option 1 Arts and Humanities (CC2)</li> </ul>
California General Education Transfer Curriculum (Cal-GETC)	<ul style="list-style-type: none"> <li>Cal-GETC 1B Critical Thinking (1B)</li> </ul>
Intersegmental General Education Transfer Curriculum (IGETC)	<ul style="list-style-type: none"> <li>IGETC 1B Critical Thinking (1B)</li> </ul>
California State University General Education Breadth (CSU GE-Breadth)	<ul style="list-style-type: none"> <li>CSU A3 Critical Thinking (A3)</li> <li>CSU C2 Humanities (C2)</li> <li>CSU E1 Lifelong Understanding (E1)</li> </ul>

## Course Description

Formerly: ENGL C102. 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 (CID ENGL 100) or similar first-year college writing course. **PREREQUISITE:** College-level composition (ENGL C1000/CID ENGL 100) or equivalent. Transfer Credit: CSU; UC. C-ID: ENGL 105. **Common Course Number:** ENGL C1001. **C-ID:** ENGL 105.

## Course Level Student Learning Outcome(s)

1. Write well-organized and reasoned arguments in Standard English that demonstrate critical analysis supported by sufficient evidence.
2. Evaluate secondary sources and cite those sources correctly using MLA and/or APA documentation in a research essay of substantial length.

## Course Objectives

- 1. Critically read, analyze, compare, and evaluate complex non-fiction texts.
- 2. Demonstrate understanding of rhetorical techniques, figurative language, and fallacies in language and thought.
- 3. Evaluate the validity and soundness of arguments within various social, historical, cultural, political, psychological, or other 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 argumentation, interpretation, and analysis, and support them with textual evidence and examples from research.
- 6. Find, interpret, and evaluate primary and secondary sources while incorporating them into plagiarism-free essays in MLA and APA formats.
- 7. Proofread and edit compositions for academic tone and style, and for correct diction, grammar, punctuation, syntax, and usage.
- 8. Compose a minimum of 5,000 words of formal, structured, academic writing.

## Lecture Content

Employing critical reading strategies Reading for the argument Identifying premises and conclusions Identifying unstated premises Identifying inductive and deductive arguments Evaluating authority Recognizing denotation and connotation Evaluating diction, style, and tone Recognizing the relationship between language and logic Identifying rhetorical devices and figurative language Employing critical writing strategies Generating, evaluating, and synthesizing ideas for critical and argumentative writing Advocating for a claim with a clear thesis statement of ones argument Formulating and developing an argument Determining audience and purpose Constructing sound arguments Choosing deductive and inductive reasoning patterns Evaluating evidence Supplying sufficient support for an argument Using outside sources effectively while avoiding plagiarism Developing appropriate style, tone, and diction Following Standard English grammar, syntax, punctuation, and word usage Proofreading, editing, and revising

## Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)
- Video one-way (ITV, video) (63)

## Instructional Techniques

Instructor utilizes lectures, small group discussions, class discussions, live online synchronous instruction, online asynchronous instruction, telecourse instruction, or one-on-one conferences. Students may submit compositions to external sites such as Turnitin or Copyleaks. Instructor employs audio and video technology to appeal to different learning types. Instructor assigns homework. Instructor provides rubrics showing assignment expectations and scoring methods.

## Reading Assignments

Students will read non-fiction genres and modes from various disciplines presenting challenging content. Examples of readings include works from philosophy, current events, articles, politics, historical documents, speeches, primary and secondary sources, essays, sample student essays, selections from a course reader, and other non-fiction works of merit.

## Writing Assignments

In a minimum of 5,000 words of corrected and evaluated academic writing, students will critique non-fiction texts for logic, fallacies, rhetoric, organization, purpose, effectiveness, and argumentation. Students may brainstorm, map, and freewrite prior to outlining. Examples of writing assignments include a careful analysis of an article, an exposition on

the motives of a speaker, a discourse on the validity or soundness of a syllogism, and an interpretation of a Socratic dialogue.

## Out-of-class Assignments

Students will be regularly assigned reading and writing homework. Instructor may also require attending a performance, watching a film, visiting a library, or other out-of-class enrichment activities.

## Demonstration of Critical Thinking

Students demonstrate critical thinking by closely reading and analyzing non-fiction texts. Students also exhibit critical thinking during class discussions about audience, stance, purpose, persuasive techniques, valid sources, logical fallacies, rhetorical techniques, and the Greek appeals.

## Required Writing, Problem Solving, Skills Demonstration

Students will write essays and take quizzes. Students will research and write findings in MLA and/or APA styles. Students will participate in discussions. Students may also deliver an oral report, debate, present, or participate in other projects, individual or group.

## Eligible Disciplines

English: Masters degree in English, literature, comparative literature, or composition OR bachelors degree in any of the above AND masters degree in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism OR the equivalent. Masters degree required.

## Textbooks Resources

1. Required Lunsford, A., Ruskiewicz, J., Walters, K. Everythings An Argument With Readings, 9th ed. Bedford/St. Martins, 2023 2. Required Graff, Gerald; Birkenstein, Cathy; and Durst, Russel. They Say / I Say: The Moves That Matter in Academic Writing with Readings, 5th ed. Norton, 2021 3. Required Kirsner, L., Mandell, S. Practical Argument: A Text and Anthology, 5th ed. Bedford / St. Martins, 2023 4. Required Gurevich, A.. Critical Thinking, 2nd ed. Creative Commons International License, 2023 5. Required Siha . English 102: How Arguments Work , ed. Libretexts, 2022 Rationale: Maintain relevant content as a reference handbook for English 102 students

## Other Resources

1. Coastline Library 2. Instructors may suggest or require that students access e-books and/or other educational websites on the Internet.