



El Camino College  
COURSE OUTLINE OF RECORD – Official

<b>Course Acronym:</b>	ENGL
<b>Course Number:</b>	C1001
<b>Descriptive Title:</b>	Critical Thinking and Writing
<b>Division:</b>	Humanities
<b>Department:</b>	English
<b>Course Disciplines:</b>	English
<b>Catalog Description:</b>	<p>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 (or C-ID ENGL 100) or similar first-year college writing course.</p> <p>Students will learn to evaluate and interpret data, to recognize assumptions, to distinguish facts from opinions, to identify and avoid logical fallacies, to identify and employ deductive and inductive reasoning, and to effectively assert and support argumentative claims</p>
<b>Prerequisite:</b>	College-level composition (ENGL C1000/ ENGL C1000H/ ENGL C1000E/C-ID ENGL 100) or equivalent
<b>Co-requisite:</b>	
<b>Recommended Preparation:</b>	
<b>Enrollment Limitation:</b>	
<b>Hours Lecture (per week):</b>	4
<b>Hours Laboratory (per week):</b>	0
<b>Outside Study Hours:</b>	8
<b>Total Course Hours:</b>	72
<b>Course Units:</b>	4
<b>Grading Method:</b>	Letter Grade only
<b>Credit Status:</b>	Credit, degree applicable
<b>Transfer CSU:</b>	Yes
<b>Effective Date:</b>	prior to 1992
<b>Transfer UC:</b>	Yes
<b>Effective Date:</b>	prior to 1992
<b>General Education: ECC</b>	Area 4B - Language and Rationality: Communication and Analytical Thinking

<b>Term:</b>	
<b>Other:</b>	
<b>CSU GE:</b>	Area A3 - English Language Communication and Critical Thinking: Critical Thinking
<b>Term:</b>	
<b>Other:</b>	
<b>IGETC:</b>	Area 1B - Critical Thinking and Composition
<b>Term:</b>	
<b>Other:</b>	
<b>Student Learning Outcomes:</b>	<p><b>SLO #1 Essay Concept</b></p> <p>Compose an argumentative essay that shows an ability to support a claim using analysis, elements of argumentation, and integration of primary and secondary sources.</p> <p><b>SLO #2 Argument Evaluation</b></p> <p>Students will strengthen their arguments and critical thinking by addressing opposing views and developing rebuttals to those views.</p> <p><b>SLO #3 Essay Mechanics</b></p> <p>Write an essay that is correct in MLA format, paragraph composition, sentence structure, grammar, spelling, and usage.</p>
<b>Course Objectives:</b>	<p><b>Part 1:</b></p> <p>At the conclusion of this course, the student should be able to:</p> <ol style="list-style-type: none"> <li>1. Define, recognize, and utilize forms of critical reasoning, including deductive and inductive reasoning, in a variety of rhetorical contexts.</li> <li>2. Reflect critically on one's own thought processes to identify and avoid cognitive biases and common fallacies of language and thought.</li> <li>3. Employ critical reading and research strategies to locate and evaluate complex texts representative of diverse experiences, perspectives, and forms of authority.</li> <li>4. Evaluate and document evidence to construct arguments in a variety of rhetorical situations, distinguishing knowledge from belief and fact from judgment.</li> <li>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.</li> </ol> <p><b>Part 2:</b></p> <ol style="list-style-type: none"> <li>6. Anticipate readers' objections and incorporate counterarguments in argumentative writing.</li> </ol>
<b>Major Topics:</b>	<p><b>Part 1:</b></p> <p>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</p>

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 2:**

**I. Analyzing the structure and elements of argument (12 hours, lecture)**

- A. Thesis and supporting evidence
- B. Information and inferences
- C. Counterargument, concession, refutation
- D. Reading selected works as models for writing and as topics for analysis, either oral or written

**II. Understanding and evaluating argumentative claims (16 hours, lecture)**

- A. Assessing credibility and relevance
- B. Recognizing deduction and induction
- C. Identifying assumptions and logical fallacies
- D. Examining at least one theoretical approach to argument, such as Aristotle's ethos/logos/pathos, the Toulmin method, Rogerian strategy, or other methods of argumentation
- E. Developing counterarguments and an understanding that arguments are multi-faceted
- F. Reading selected works as models for writing and as topics for analysis, either oral or written

**III. Analyzing non-fiction, fiction, drama, poetry and/or other forms of media (12 hours, lecture)**

- A. Reading or viewing selected works as topics for critical analysis, which may include oral, written, and visual media
- B. Analyzing the use of rhetoric in nonfiction, fiction, and/or other forms of media such as poetry, drama, and art using relevant literary theory or other analytical methods
- C. Using criticism and theory to further dissect various forms of media
- D. Understanding rhetorical devices and approaches such as satire, irony, paradox, overstatement, understatement, analogy, and symbolism
- E. Assessing works for diction, tone, point of view, intentionality, bias, themes, schemes of figurative language

**IV. Examining elements of information literacy (16 hours, lecture)**

- A. Assessing bias and credibility
- B. Recognizing hidden assumptions
- C. Distinguishing facts from opinions and information from propaganda
- D. Analyzing the power of various media by examining visual imagery, music, rhetoric and cultural capital
- E. Identifying logical fallacies, manipulative techniques and misinformation, and cultivating the tools to resist misinformation and manipulation
- F. Reading/viewing and analyzing, orally or in writing, selected works in both print and electronic media
- G. Understanding that diverse perspectives are crucial to critical thought, such as the identification and critique of systemic inequities and injustices, and contemporary socio-political issues.

**V. Cultivating Student Voice and a Critical Stance in Academic Essays and Projects (16 hours, lecture)**

	<p>A. Locating secondary sources through print, the Internet, and subscription databases</p> <p>B. Assessing credibility and relevance of secondary sources, including Internet sources</p> <p>C. Prewriting, drafting, revising, editing</p> <p>D. Selecting a topic and focusing a thesis</p> <p>E. Integrating supporting evidence from both primary and secondary sources</p> <p>F. Addressing counterarguments by use of concession and refutation</p> <p>G. Organizing for clarity and emphasis</p> <p>H. Employing deduction and induction</p> <p>I. Avoiding logical fallacies</p> <p>J. Applying at least one theoretical approach to argument such as Aristotelian, Toulminian, Rogerian, or others</p> <p>K. Understanding the critical impact and persuasive power of language in both published texts and in students' own writing.</p> <p><b>Note:</b> Major writing assignments will consist of at least 4 essays totaling 5,000 words, including at least one involving academic research.</p>
<b>Total Lecture Hours:</b>	72
<b>Total Laboratory Hours:</b>	0
<b>Total Hours:</b>	72
<b>Primary Method of Evaluation:</b>	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.
<b>Typical Assignment Using Primary Method of Evaluation:</b>	Analyze Luis Valdez's play, <i>Zoot Suit</i> , applying concepts of credibility, purpose (or aim), bias, relevance, rhetorical context, and logical fallacies. The bulk of your essay must aim to highlight, define, and discuss the logical fallacies that Valdez has exposed in his depiction of the time period surrounding and during the Sleepy Lagoon Murder Trial and the Zoot Suit Riots.  Prompt: Which logical fallacies exposed by Luis Valdez in his play <i>Zoot Suit</i> are the most powerful and/or manipulative? Provide specific examples from the text to support your response.
<b>Critical Thinking Assignment 1:</b>	Using Bong Joon-Ho's <i>Parasite</i> as a primary source and Mingjung Noh's "Parasite as Parable" as a secondary source, analyze how the film is a parable as Noh claims. If a parable is defined as a story that not only teaches a lesson but also "subverts and exposes injustice" (Noh 249), what is Bong Joon-Ho attempting to teach his audience with his film?
<b>Critical Thinking Assignment 2:</b>	Using academic research and critical thinking, write an argumentative essay that analyzes mass incarceration. Consider allegations of racial inequity, cost, and recidivism. What are potential solutions to the United States' problem of mass incarceration? Education? Policy Reform? Something else?

<b>Other Evaluation Methods:</b>	Essays, Quizzes/Tests, Peer Reviews, Discussion Posts or similar online assignments, Multimodal projects, Presentations, Outlines, Written homework, Socratic discussions
<b>Instructional Methods:</b>	Discussion, Group Activities, Lecture, Multimedia presentations
<b>If other:</b>	
<b>Work Outside of Class:</b>	Study, Read required texts, Complete written work, Complete adaptive software assignments, Create and/or engage with presentations, podcasts, web pages, films, or other videos
<b>If Other:</b>	
<b>Up-To-Date Representative Texts:</b>	<p><b>Part 1:</b> 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.</p> <p>Representative Writing Handbook: Bullock, Richard, et al. <i>The Little Seagull Handbook</i>, 5th edition. W.W. Norton &amp; Company. 2024.</p> <p>Representative Textbooks:</p> <p>Mills, Anna. <i>How Arguments Work: A Guide to Writing and Analyzing Texts in College</i>. OER Libretexts. 2022. How Arguments Work - A Guide to Writing and Analyzing Texts in College (Mills) - Humanities LibreTexts.</p> <p>Rottenberg, Annette. <i>The Elements of Argument</i>. Bedford/St, Martins. 2021.</p> <p>Paul, Richard, and Linda Elder. <i>Critical Thinking. The Foundation of Critical Thinking</i>. 2022.</p> <p>Barnet, Sylvan. <i>Current Issues and Enduring Questions</i>. Bedford/St. Martins. 2022.</p> <p>Booth, Wayne C. et al. <i>The Craft of Research</i>. U of Chicago P. 2024.</p> <p>Foresman, Galen A., and Peter S. Fosl. <i>The Critical Thinking Toolkit</i>. Wiley-Blackwell. 2016.</p> <p><b>Part 2:</b></p> <p>Anzaldúa, Gloria. <i>Borderlands/ La Frontera: The New Mestiza</i>. 5e, Aunt Lute, 2022. Discipline Standard</p> <p>Bassham, Gregory et al <i>Critical Thinking: A Student's Introduction</i>, 7e, McGraw Hill, 2022.</p> <p><a href="https://www.mheducation.com/highered/product/critical-thinking-students-introduction-bassham-irwin/M9781264296064.html">https://www.mheducation.com/highered/product/critical-thinking-students-introduction-bassham-irwin/M9781264296064.html</a></p> <p>Coates, Ta-Nehisi. <i>We Were Eight Years In Power: An American Tragedy</i>. One World, 2018. Discipline standard.</p> <p>Hacker, Diana, and Nancy Sommers. <i>Rules for Writers</i>, 10th ed., Bedford/St. Martin's, 2022.</p> <p>Lumen Learning. <i>English Composition II: Rhetorical Methods-Based</i>, 2021. <a href="https://quillbot.com/courses/english-composition-ii-c/">https://quillbot.com/courses/english-composition-ii-c/</a> License: <u>CC BY: Attribution</u></p>

	<p>Mills, Anna. <i>How Arguments Work: A Guide to Writing and Analyzing Texts in College</i>, 3/19/2021 <a href="https://lor.instructure.com/resources/62ea1856b6684273ba01fb253f0ffc0e?shared">https://lor.instructure.com/resources/62ea1856b6684273ba01fb253f0ffc0e?shared</a>. Licensed under <a href="#">CC BY-NC 4.0</a>.</p> <p>Alexander, Michelle. <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness - 10th Anniversary Edition</i>, The New Press, 2020.</p> <p>Plascencia, Salvador. <i>The People of Paper</i>. McSweeney's Books, 2005. Discipline Standard.</p> <p>Valdez, Luis <i>Zoot Suit and Other Plays</i>, Arte Publico Press, 1992. Discipline Standard.</p>
<b>Alternative Texts:</b>	<p><i>From Incarceration to Education</i> FITE Documentary 2017</p> <p><i>I Am Not Your Negro</i>, directed by Raoul Peck, 2016</p> <p><i>Zoot Suit</i> Film, directed by Luis Valdez 1981</p> <p><i>Parasite</i>, directed by Bong Joon-ho, 2019</p> <p><i>Instructors should include works from a multiplicity of voices when assigning course readings/texts that reflect the demographics of ECC's student population.</i></p>
<b>Required Supplementary Readings:</b>	
<b>Other Required Materials:</b>	
<b>Requisite:</b>	Prerequisite
<b>Category:</b>	sequential
<b>Requisite course(s): List both prerequisites and corequisites in this box.</b>	English C1000 or English C1000H
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	<p><b>Evaluate arguments in terms of bias, credibility, and relevance.</b></p> <p>ENGL C1000 -Recognize and revise sentence-level grammar and usage errors.</p> <p>ENGL C1000H - Read analytically to understand and respond to diverse academic texts.</p> <p><b>Assess an argument's claims by examining assumptions, by differentiating between facts and inferences, by recognizing errors in logic, by analyzing support, and by identifying both explicit and implied conclusions.</b></p> <p>ENGL C1000 -Read analytically to understand and respond to diverse academic texts.</p>

	<p><b>Recognize and assess argumentative claims embedded in literary works, advertisements, political tracts, and presentations in other media.</b></p> <p>ENGL C1000H - Read analytically to understand and respond to diverse academic texts.</p> <p>ENGL C1000 - Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.</p> <p><b>Demonstrate the ability to evaluate electronic sources and databases, to incorporate research from on-line and print media, and to compose unified, coherent, fully supported argumentative essays that advance their claims by integrating primary and secondary sources, and by employing the tools of critical interpretation, evaluation, and analysis.</b></p> <p>ENGL C1000 - Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.</p> <p>ENGL C1000H - Demonstrate ability to locate and utilize a variety of academic databases, peer-reviewed journals, and scholarly websites. Emphasis will be on ability to conduct scholarly research independently.</p> <p>ENGL C1000H - Conduct scholarly research independently to enrich multiple, rigorous reading and writing tasks.</p>
<b>Requisite Skill:</b>	Prerequisite
<b>Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable</b>	
<b>Requisite course:</b>	
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	
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<b>skill(s). If applicable</b>	
<b>Enrollment Limitations and Category:</b>	
<b>Enrollment Limitations Impact:</b>	
<b>Course Created by:</b>	S. Bachmann, A. Toth, S. Waterworth
<b>Date:</b>	11/11/1991
<b>Original Board Approval Date:</b>	12/09/1991
<b>Last Reviewed and/or Revised by:</b>	Bruce Peppard
<b>Date:</b>	10/07/2024
<b>Last Board Approval Date:</b>	11/18/2024
<b>Effective Term:</b>	FA 2025