



El Camino College  
COURSE OUTLINE OF RECORD – Official

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| <b>Course Acronym:</b>              | ENGL  |
| <b>Course Number:</b>               | C1001H  |
| <b>Descriptive Title:</b>           | Critical Thinking and Writing - Honors  |
| <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. This is an honors 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, to effectively assert and support argumentative claims, and to cultivate a critical approach toward contemporary issues, including socio-political, economic and racial injustices. This course is enriched through extensive and rigorous reading, writing, and research assignments.</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>              |   |
| <b>Transfer UC:</b>                 | Yes   |
| <b>Effective Date:</b>              |   |

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| <b>General Education:<br/>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</b></p> <p>Students will 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</b></p> <p>This argument will also reflect students' ability to identify and assess bias, credibility, and relevance in their own arguments and the arguments of others, including primary and secondary resources.</p> <p><b>SLO #3</b></p> <p>This essay will be well organized, follow proper MLA format, and be technically correct in paragraph composition, sentence structure, grammar, spelling, and usage.</p> <p><b>SLO #4</b></p> <p>This argument will also demonstrate students' ability to anticipate readers' objections and to incorporate counterargument.</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> |

**Part 2:**

6. Assess an argument's implicit and/or explicit claims by examining assumptions and inferences, by differentiating between facts and opinions, by recognizing flawed versus valid and sound logic, by analyzing evidence, and by identifying both inductive and deductive lines of reasoning.

7. Express critical viewpoints and develop original arguments in response to issues (social, political, scientific, philosophical, or a combination of), to works of literature and other creative arts, and to theory (art, literary, or a combination of).

8. Anticipate readers' objections and incorporate counterarguments in argumentative writing.

**Part 1:**

Develop writing and reading skills for logical reasoning and argumentation using primarily non-fiction 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 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

**Major Topics:**

**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)**

- A. Locating secondary sources through print, the Internet, and subscription databases
- B. Assessing credibility and relevance of secondary sources, including Internet sources
- C. Prewriting, drafting, revising, editing
- D. Selecting a topic and focusing a thesis
- E. Integrating supporting evidence from both primary and secondary sources
- F. Addressing counterarguments by use of concession and refutation
- G. Organizing for clarity and emphasis
- H. Employing deduction and induction
- I. Avoiding logical fallacies
- J. Applying at least one theoretical approach to argument such as Aristotelian, Toulminian, Rogerian, or others
- K. Understanding the critical impact and persuasive power of language in both published texts and in students' own writing.

**VI. Writing Assignments**

- A. Each student will produce a minimum of 6,000 words for all final written products combined.

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| <b>Total Lecture Hours:</b>          | 72   |
| <b>Total Laboratory Hours:</b>       | 0  |
| <b>Total Hours:</b>                  | 72   |
| <b>Primary Method of Evaluation:</b> | Part 1: 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 |

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|   | 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> | Students will express critical viewpoints and develop original thesis-driven arguments in response to social, political, and philosophical issues and/or to works of literature and literary theory. This argumentative essay will be well organized, demonstrate an ability to support a claim using analysis and elements of argumentation, and integrate primary and secondary sources. The paper should use at least three sources, including at least one scholarly source, and not over-rely on one secondary source for most of the information. Rather, it should use multiple sources and synthesize the information found in them. This paper will be approximately 6-7 pages in length, not including the Works Cited page, which is also required. The Works Cited page does NOT count toward length requirement. Within your argument, address issues of bias, credibility, and relevance in primary and secondary sources. Demonstrate advanced understanding of analytical methods and structural concepts such as inductive and deductive reasoning, cause and effect, logos, ethos, and pathos, and the recognition of formal and informal fallacies in language and thought. You must use MLA format for the document, in-text citations, and Works Cited page. You must integrate quotations and paraphrases using signal phrases and nuanced analysis or commentary. You must sustain your argument, use transitions effectively, and use correct grammar, spelling, and punctuation. |
| <b>Critical Thinking Assignment 1:</b>                        | Choose a socio-political issue impacting our society today. Write a moral argument about your issue that is aimed at convincing your audience. In order to convince your audience, you must rely on the Toulmin method of argumentation. That is, your argument must contain an explicit claim, qualifier, and exception; it must contain relevant reasons, applicable evidence, a minimum of four sources (two may come from the text and two, at least, must come from outside) and a refutation. Write an abstract for your assignment, providing a concise summary of your main points and argument.  |
| <b>Critical Thinking Assignment 2:</b>                        | Write an essay or create a multimedia, or multimodal presentation analyzing the conflict between Creon and Antigone in Sophocles' <i>Antigone</i> to show how the play develops the opposition between reason and moral obligation. Explain how the play resolves the conflict with Creon's change of heart. In particular, explain what Creon learns as a result of his actions.   |
| <b>Other Evaluation Methods:</b>                              | Essay Exams, Matching Items, Multiple Choice, Presentations, Quizzes, Term or Other Papers, True/False, Written Homework  |
| <b>Instructional Methods:</b>                                 | Discussion, Group Activities, Lecture, Multimedia Presentations, Online Discussion Boards, Videos.  |
| <b>If other:</b>  |   |
| <b>Work Outside of Class:</b>                                 | Required reading, Study, Written work (such as essay/composition/report/analysis/research)  |
| <b>If Other:</b>  |   |
| <b>Up-To-Date Representative Texts:</b>                       | Part 1: 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.<br><br>Representative Writing Handbook:<br><br>Bullock, Richard, et al. <i>The Little Seagull Handbook</i> , 5th edition. W.W. Norton & Company. 2024.<br><br>Representative Textbooks:<br>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.  |

Rottenberg, Annette. *The Elements of Argument*. Bedford/St, Martins. 2021.

Paul, Richard, and Linda Elder. *Critical Thinking. The Foundation of Critical Thinking*. 2022.

Barnet, Sylvan. *Current Issues and Enduring Questions*. Bedford/St. Martins. 2022.

Booth, Wayne C. et al. *The Craft of Research*. U of Chicago P. 2024.

Foresman, Galen A., and Peter S. Fosl. *The Critical Thinking Toolkit*. Wiley-Blackwell. 2016.

Part 2:

Anzaldúa, Gloria. *Borderlands/ La Frontera: The New Mestiza*. 5e, Aunt Lute, 2022. Discipline Standard

Bassham, Gregory et al. *Critical Thinking: A Student's Introduction, 7e*  
2023 <https://www.mheducation.com/highered/product/critical-thinking-students-introduction-bassham-irwin/M9781264296064.html>

Coates, Ta-Nehisi. *We Were Eight Years In Power: An American Tragedy*. One World, 2018. Discipline standard.

Hacker, Diana, and Nancy Sommers. *Rules for Writers*. 10th edition, Macmillan Learning, 2022.

Lumen Learning. *English Composition II: Rhetorical Methods-Based*,  
2021. <https://quillbot.com/courses/english-composition-ii-c/> License: CC BY: Attribution

Mills, Anna. *How Arguments Work: A Guide to Writing and Analyzing Texts in College*, 3/19/2021 <https://lor.instructure.com/resources/62ea1856b6684273ba01fb253f0ffc0e?shared>.  
Licensed under CC BY-NC 4.0.

Barnet and Bedau. *From Critical Thinking to Argument. 7e*, Bedford/St. Martin's,  
2023. <https://www.macmillanlearning.com/college/us/product/From-Critical-Thinking-to-Argument/p/1319332129>

Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness - 10th Anniversary Edition*, The New Press, 2020.

Plascencia, Salvador. *The People of Paper*. San Francisco: McSweeney's Books, 2005. Discipline standard.

Valdez, Luis *Zoot Suit and Other Plays*, Arte Publico Press, 1992. Discipline Standard.

**Alternative Texts:**

*I Am Not Your Negro*, directed by Raoul Peck, 2016.

Sophocles, *The Oedipus Cycle*. Trans. Fitts and Fitzgerald. Mariner, 2002.

Shakespeare, William. *Othello*. 4th ed. Washington Square Publishers, 1993. Discipline Standard.

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|  | <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>  |
| <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-C1001H  |
| <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 and apply critical-thinking skills to numerous published articles and to college-level, book-length works for the purpose of writing and discussion. Emphasis will be on scholarly sources.</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 and apply critical-thinking skills to numerous published articles and to college-level, book-length works for the purpose of writing and discussion.</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 and apply critical-thinking skills to numerous published articles and to college-level, book-length works for the purpose of writing and discussion. Emphasis will be on scholarly sources.</p> <p>ENGL C1000 - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.</p> |

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|  | <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 multi-paragraph, thesis-driven essays with logical and appropriate supporting ideas, and with unity and coherence.</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):<br/>Bold the requisite skill(s). If applicable</b>   |   |
| <b>Requisite course:</b>   |   |
| <b>Requisite and Matching skill(s):<br/>Bold the requisite skill. List the corresponding course objective under each skill(s).</b>                         |   |
| <b>Requisite Skill:</b>  |   |
| <b>Requisite Skill and Matching skill(s):<br/>Bold the requisite skill. List the corresponding course objective under each skill(s).<br/>If applicable</b> |   |
| <b>Enrollment Limitations and Category:</b>  |   |
| <b>Enrollment Limitations Impact:</b>  |   |

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| <b>Course Created by:</b>               | Rachel Williams |
| <b>Date:</b>                            | 09/29/2014      |
| <b>Original Board Approval Date:</b>    | 12/15/2014      |
| <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         |