

ENGL104 : Critical Thinking and Argumentation

General Information

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| Author: | <ul style="list-style-type: none">Joanna Parypinski |
| Course Code (CB01) : | ENGL104 |
| Course Title (CB02) : | Critical Thinking and Argumentation |
| Department: | ENGL |
| Proposal Start: | Winter 2025 |
| TOP Code (CB03) : | (1501.00) English |
| CIP Code: | (23.0101) English Language and Literature, General. |
| SAM Code (CB09) : | Non-Occupational |
| Distance Education Approved: | No |
| Will this course be taught asynchronously?: | Yes |
| Course Control Number (CB00) : | CCC000304143 |
| Curriculum Committee Approval Date: | 04/10/2024 |
| Board of Trustees Approval Date: | 06/18/2024 |
| Last Cyclical Review Date: | 04/10/2024 |
| Course Description and Course Note: | ENGL 104 develops further practice in critical thinking, analytical reading, and scholarly writing skills by building on skills acquired in ENGL 101. Students gain a more advanced understanding of the selection of textual evidence, rhetoric, and the relationship between language and logic. Students learn writing skills within the context of contemporary ideas with a focus on effective reasoning and sound argumentation. Selected readings reflect an appreciation of diverse rhetoric and culturally relevant arguments. The course also provides instruction in advanced research strategies to develop a research-driven essay that contributes to ongoing conversations. |
| Justification: | Mandatory Revision |
| Academic Career: | <ul style="list-style-type: none">Credit |
| Author: | No value |

Academic Senate Discipline

| | |
|-----------------------|---|
| Primary Discipline: | <ul style="list-style-type: none">English |
| Alternate Discipline: | No value |
| Alternate Discipline: | No value |

Course Development

| Basic Skill Status (CB08) | Course Special Class Status (CB13) | Grading Basis |
|--------------------------------------|------------------------------------|--|
| Course is not a basic skills course. | Course is not a special class. | <ul style="list-style-type: none">Grade with Pass / No-Pass Option |

Allow Students to Gain Credit by Exam/Challenge

Pre-Collegiate Level (CB21)

Course Support Course Status (CB26)

Not applicable.

Course is not a support course

Transferability & Gen. Ed. Options

General Education Status (CB25)

GE Status A2, A3, 1A, 1B

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

| IGETC Area | Area | Status | Approval Date | Comparable Course |
|----------------------|---------------------------------------|----------|---------------|--|
| 1B-Critical Thinking | Critical Thinking-English Composition | Approved | 09/14/1992 | No Comparable Course defined. |
| CSU GE-Breadth Area | Area | Status | Approval Date | Comparable Course |
| A3-Critical Thinking | Critical Thinking | Approved | 09/14/1992 | No Comparable Course defined. |
| C-ID | Area | Status | Approval Date | Comparable Course |
| ENGL | English | Approved | 02/19/2013 | ENGL 105 - Argumentative Writing and Critical Thinking |

Units and Hours

Summary

| | |
|--|-----|
| Minimum Credit Units (CB07) | 3 |
| Maximum Credit Units (CB06) | 3 |
| Total Course In-Class (Contact) Hours | 54 |
| Total Course Out-of-Class Hours | 108 |
| Total Student Learning Hours | 162 |

Credit / Non-Credit Options

Course Type (CB04)

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience
 Education Status (CB10)

Weekly Student Hours

Course Student Hours

| | In Class | Out of Class | Course Duration (Weeks) | 18 |
|------------------|-----------------|---------------------|--|-----|
| Lecture Hours | 3 | 6 | Hours per unit divisor | 0 |
| Laboratory Hours | 0 | 0 | Course In-Class (Contact) Hours | |
| Studio Hours | 0 | 0 | Lecture | 54 |
| | | | Laboratory | 0 |
| | | | Studio | 0 |
| | | | Total | 54 |
| | | | Course Out-of-Class Hours | |
| | | | Lecture | 108 |
| | | | Laboratory | 0 |
| | | | Studio | 0 |
| | | | Total | 108 |

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

| Activity Name | Type | In Class | Out of Class |
|----------------------|-------------|-----------------|---------------------|
| No Value | No Value | No Value | No Value |

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Prerequisite

ENGL101 - Introduction to College Reading and Composition

Objectives

- Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Entry Standards

Entry Standards

Course Limitations

Cross Listed or Equivalent Course

Specifications

Methods of Instruction

Methods of Instruction Lecture

Methods of Instruction Discussion

Methods of Instruction Multimedia

Methods of Instruction Collaborative Learning

Methods of Instruction Guest Speakers

Methods of Instruction Presentations

Out of Class Assignments

This course requires a minimum of 5000 words of writing which may include a combination of process drafts, written peer response, and other forms of informal writing.

- Essays of analysis, evaluation, argumentation
- Documented research paper that includes close reading of primary and secondary sources and that incorporates the principles of logic, analysis, and argument taught in the course
- Documented research paper portfolio consisting of multiple drafts reviewed by instructor and peers that includes close reading of primary and secondary sources and that incorporates the principles of critical writing and reading taught in the course
- Reading journal
- Preparation for oral presentations and group projects
- Annotated bibliography

Methods of Evaluation

Rationale

In-Class Writing Assignment

Essay exams or other writing assignments (students will write a minimum of 8000 words throughout the course)

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| Exam/Quiz/Test | Midterm or final examinations |
| In-Class Writing Assignment | Peer review or instructor critique of essay drafts |
| In-Class Activity (answering journal prompt, group activity) | Reading journal |
| Presentation (group or individual) | Oral presentations or debates |
| Project/Portfolio | Participation in class discussion, group work, group projects, partner exercises, or other collaborative exercises |

Textbook Rationale

Texts from 2016 and 2017 are still valuable and important texts on logic and rhetoric

| Textbooks | | | | |
|------------------|---|------------------------------|-------------|----------------|
| Author | Title | Publisher | Date | ISBN |
| Bamet | Current Issues & Enduring Questions | Boston: Bedford/St. Martins | 2019 | 978-1319198183 |
| Hacker | A Writer's Reference | Boston: Bedford/St. Martin's | 2020 | 978-1319191887 |
| Boardman | Logic and Contemporary Rhetoric: The Use of Reason in Everyday Life | Wadsworth Publishing | 2017 | 978-1305956025 |
| Lunsford | Everything's an Argument | Boston: Bedford/St. Martins | 2021 | 978-1319244484 |
| Martineau | Trivium: The Classical Liberal Arts of Grammar, Logic, & Rhetoric | Bloomsbury | 2016 | 978-1632864963 |
| Rottenberg | Elements of Argument: A Text and Reader | Bedford/St. Martins | 2020 | 978-1319214739 |
| Schick | . So What? The Writer's Argument | Oxford UP | 2020 | 978-0197537183 |

Other Instructional Materials (i.e. OER, handouts)

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

Critically read and evaluate expository and persuasive texts which address current issues and cultural diversity.

Identify thesis or unifying theme and traditional use of reasoning and logic.

Analyze and employ logical and structural methods such as inductive and deductive reasoning, cause and effect, and logos, ethos, and pathos.

Identify and evaluate supporting evidence for relevance, accuracy, and validity.

Distinguish fact from opinion, recognize assumptions and fallacies.

Evaluate text in terms of relevance, tone, and unity.

Identify the ways in which arguments are shaped by social, historical, and cultural contexts.

Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written essays using appropriate documentation format without plagiarism.

Select topic and adjust it in terms of breadth and complexity.

Clearly establish thesis.

Demonstrate appropriate use of supporting evidence in terms of accuracy and relevance, without faulty assumptions and fallacies.

Demonstrate ability to refute and/or acknowledge counter-argument.

Maintain unity and coherence between paragraphs.

Maintain college-level prose standards.

SLOs

Critically read and analyze culturally diverse texts that demonstrate a range of rhetorical traditions and approaches to argumentation.

Expected Outcome Performance: 70.0

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|---|---|
| <i>MCOMM</i> Mass Communications AS | Analyze and differentiate the primary influences of dominant mass media on major cultural practices and social and political institutions |
| | Research and explain the historical influences of dominant communication technologies on society, culture, and human behavior. |
| <i>MCOMM</i> Mass Communications Certificate | Analyze and differentiate the primary influences of dominant mass media on major cultural practices and social and political institutions |
| | Research and explain the historical influences of dominant communication technologies on society, culture, and human behavior. |
| <i>ILOs</i> Core ILOs | Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas. |
| | Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice. |
| <i>ENGL</i> English - AA-T | Apply literary and rhetorical concepts in order to critically read, write, think, and research |
| <i>ENGL</i> English - A.A. Degree Major | Apply literary and rhetorical concepts in order to critically read, write, think, and research |
| <i>PSYCH</i> Psychology - AA-T | Communicate how genetics and environmental factors interact to affect behaviors. Students will be able to critically analyze research articles. |
| <i>JOURN</i> Journalism | Demonstrate ability to recognize and produce well written news and feature articles |
| <i>ECON</i> Economics AA-T Degree | Description critically analyze and evaluate economic decision-making and economic policies |
| <i>SOC</i> Social Work and Human Services AA-T Degree | Explain the qualities and characteristics of effective human service professionals that view clients as whole persons in the context of their family, culture, and community using a biopsychosocial perspective |
| <i>ENGL</i> English: Creative Writing A.A. Degree Major | analyze and critically read a variety of texts and various forms of media from contemporary literature and the literary canon |
| <i>ILOs</i> General Education | analyze and synthesize diverse works of writing, art, music, and other cultural forms |
| | apply techniques of analysis and critical thinking to critique real world and theoretical topics and issues |
| Apply effective selection, use, and analysis of supporting evidence from primary and secondary sources. Expected Outcome Performance: 70.0 | |
| <i>ILOs</i> Core ILOs | Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas. |
| | Demonstrate depth of knowledge in a course, discipline, or vocation by applying practical knowledge, skills, abilities, theories, or methodologies to solve unique problems. |
| | Recognize an information need and develop a research question or topic; strategically explore information in context using library and other resources; investigate the authority of information sources and the credibility of claims; locate, evaluate, and use information to create new knowledge in an ethical and legal manner. |
| <i>ENGL</i> English - AA-T | Apply literary and rhetorical concepts in order to critically read, write, think, and research |
| <i>ENGL</i> English - A.A. Degree Major | Apply literary and rhetorical concepts in order to critically read, write, think, and research |
| <i>PSYCH</i> Psychology - AA-T | Communicate how genetics and environmental factors interact to affect behaviors. Students will be able to critically analyze research articles. |
| <i>JOURN</i> Journalism | Demonstrate ability to recognize and produce well written news and feature articles |

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|--|--|
| SOC Social Work and Human Services AA-T Degree | Explain the qualities and characteristics of effective human service professionals that view clients as whole persons in the context of their family, culture, and community using a biopsychosocial perspective |
| MCOMM Mass Communications Certificate | Research and explain the historical influences of dominant communication technologies on society, culture, and human behavior. |
| MCOMM Mass Communications AS | Research and explain the historical influences of dominant communication technologies on society, culture, and human behavior. |
| ENGL English: Creative Writing A.A. Degree Major | analyze and critically read a variety of texts and various forms of media from contemporary literature and the literary canon develop analytical and creative writing that demonstrates an understanding of literary concepts, genre, and ethical use of sources |
| ILOs General Education | apply examples of theories and criticism associated with a field of study apply techniques of analysis and critical thinking to critique real world and theoretical topics and issues communicate clearly and logically in writing, speech, and other media as appropriate |
| Demonstrate moves of original analysis and critical thinking that avoid opinion-only response and fallacies in argumentation. | |
| Expected Outcome Performance: 70.0 | |
| ENGL English - AA-T | Apply literary and rhetorical concepts in order to critically read, write, think, and research |
| ENGL English - A.A. Degree Major | Apply literary and rhetorical concepts in order to critically read, write, think, and research |
| PSYCH Psychology - AA-T | Communicate how genetics and environmental factors interact to affect behaviors. Students will be able to critically analyze research articles. |
| JOURN Journalism | Demonstrate ability to recognize and produce well written news and feature articles |
| SOC Social Work and Human Services AA-T Degree | Explain the qualities and characteristics of effective human service professionals that view clients as whole persons in the context of their family, culture, and community using a biopsychosocial perspective |
| ILOs Core ILOs | Recognize an information need and develop a research question or topic; strategically explore information in context using library and other resources; investigate the authority of information sources and the credibility of claims; locate, evaluate, and use information to create new knowledge in an ethical and legal manner. |
| ENGL English: Creative Writing A.A. Degree Major | analyze and critically read a variety of texts and various forms of media from contemporary literature and the literary canon |
| ILOs General Education | analyze and synthesize diverse works of writing, art, music, and other cultural forms apply techniques of analysis and critical thinking to critique real world and theoretical topics and issues |
| Write sophisticated, coherently structured, mechanically sound essays that contribute to an ongoing scholarly conversation appropriate for a chosen audience. | |
| Expected Outcome Performance: 70.0 | |
| ILOs Core ILOs | Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas. Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication. Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice. |
| ENGL English - AA-T | Apply literary and rhetorical concepts in order to critically read, write, think, and research |

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|--|---|
| <i>ENGL</i> English - A.A. Degree Major | Apply literary and rhetorical concepts in order to critically read, write, think, and research |
| <i>PSYCH</i> Psychology - AA-T | Communicate how genetics and environmental factors interact to affect behaviors. Students will be able to critically analyze research articles. |
| <i>JOURN</i> Journalism | Create a body of written work that demonstrates a range of journalistic skills Demonstrate ability to visually present news material articles and pictures that would appeal to readers |
| <i>SOC</i> Social Work and Human Services AA-T Degree | Explain the qualities and characteristics of effective human service professionals that view clients as whole persons in the context of their family, culture, and community using a biopsychosocial perspective |
| <i>MCOMM</i> Mass Communications Certificate | Research and explain the historical influences of dominant communication technologies on society, culture, and human behavior. |
| <i>MCOMM</i> Mass Communications AS | Research and explain the historical influences of dominant communication technologies on society, culture, and human behavior. |
| <i>ILOs</i> General Education | apply examples of theories and criticism associated with a field of study communicate clearly and logically in writing, speech, and other media as appropriate |
| <i>ENGL</i> English: Creative Writing A.A. Degree Major | develop analytical and creative writing that demonstrates an understanding of literary concepts, genre, and ethical use of sources produce work that is organized and written in a style suited for its purpose and audience |

Course Content

Lecture Content

Active reading to develop critical thinking skills (6 hours)

- Examination of argumentation
- Denotative and connotative meanings
- Stated and underlying assumptions
- Synthesis of ideas
- Relevance of ideas
- Analysis of theories proposed
- Relevance of theories proposed

Examining language in written argument (12 hours)

- Emotionally biased language
- Denotative and connotative meanings
- Definition of terms
- Elliptical and implicit statement
- Effects of diction and style in argument
- Effects of figurative language and analogy

Evaluating written argument (12 hours)

- Statements of fact, opinion, preference, and convention in the formation of thesis statements
- Sufficiency of evidence
- Relevance of evidence
- Verifiable conclusions
- Stated and underlying assumptions
- Deductive and inductive approaches to argument
- Quality of statistic evidence
- Fallacious reasoning in written argument, such as the following:
 - Causal fallacies
 - Either-or fallacies
 - Faulty analogy
 - Begging the question
 - Overgeneralization

Writing to develop and demonstrate critical thinking skills and argumentation (11 hours)

- Prewriting

- Build arguments grounded in sufficient textual evidence
- Develop clear and informed thesis statements
- Locate and use credible/appropriate evidence, including examples, quotations, paraphrasing, and summary with in-text citations
- Explain how evidence supports the overall argument
- Organize ideas logically
- Provide transitions within and between ideas
- Apply rhetorical modes
- Make conscious choices about tone and style
- Develop strategies for and a practice of revision

Locating, Understanding, and Using Secondary Sources (8 hours)

- Evaluate the credibility of sources
- Document sources
- Develop accurate paraphrases and summaries
- Determine which passages should be quoted, and which would best be paraphrased or summarized
- Synthesize material from a variety of sources
- Recognize omissions of significant information

Enhancing clarity through deliberate and effective usage and grammar (5 hours)

- Develop a practice of proofreading and revision
- Identify institutional resources and explore tools to support effective expression of ideas

Total Hours: 54

Additional Information

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

Yes

GCC Major Requirements

No Value

GCC General Education Graduation Requirements

Communication and Analytical Thinking

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Resources

Did you contact your departmental library liaison?

Yes

If yes, who is your departmental library liason?

Susie Chin (Biology, English, Health Sciences)

Did you contact the DEIA liaison?

No

Were there any DEIA changes made to this outline?

No

If yes, in what areas were these changes made:

No Value

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value