

Lecture Contact Hours: 48-54; Outside-of-Class Hours: 96-108;  
 Laboratory Contact Hours: 16-18; Outside-of-Class Hours: 0;  
 Total Student Learning Hours: 160-180

**CUYAMACA COLLEGE**  
**COURSE OUTLINE OF RECORD**

**English C1001 – Critical Thinking and Writing**

3 hours lecture, 1 hour laboratory, 3 units

**Catalog Description**

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 Academic Reading and Writing (C-ID ENGL 100) or similar first-year college writing course.

Open to students with credit in ENGL C1000 (formerly ENGL 120) or ESL 122 or equivalent. *Formerly ENGL 124. Not open to students with credit in ENGL 124.*

**Prerequisite**

College-level composition (ENGL C1000/C-ID ENGL 100) or equivalent

**Entrance Skills**

Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed:

- 1) Read college-level texts closely and analytically to identify the author's main points and strategies.
- 2) Write clear and coherent written responses to prompts.
- 3) Craft effective, thesis-driven essays which demonstrate the principles of argumentation and are correctly documented.
- 4) Use basic research methods to retrieve, evaluate, use, and cite information.

**Course Content**

**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:**

- 1) Critical Reading: Course includes a variety of complex, culturally diverse, print and digital media texts, representing various social, historical, cultural, literary, or aesthetic contexts. Instructor may assign readings according to a comprehensive thematic approach or scheme which reflects their own special academic expertise or interest (such as, but not limited to, literature, critical theory, linguistics, or even such extra-English disciplines as political science, sociology and history). Content in this category includes:
  - a. Techniques in close reading and interpretation
  - b. Primary and secondary texts
  - c. Skills in advanced analysis, such as rhetorical, literary, and/or visual analysis
  - d. How an author creates meaning
  - e. The relationships between language and logic
  - f. Differences between fact, opinion, and argument
  - g. Writing strategies and style, including diction, syntax, tone, etc.
  - h. Rhetorical devices such as ethos, pathos, logos, Kairos
  - i. Literary devices such as symbolism, irony, metaphor, point of view, etc.

- j. Filmic, cinematic, and/or visual devices, such as lighting, framing, editing, etc.
  - k. Models for effective writing
- 2) Critical Writing: Course includes writing exercises in advanced argument and various forms of analysis. Content in this category includes:
- a. Argumentation, including developing, organizing, structuring, and supporting claims
  - b. Evidence, including primary and secondary sources; synthesizing multiple sources; advanced techniques in incorporating source materials and paragraph development
  - c. Opportunities to perform advanced and close analysis of a variety of texts; may include rhetorical, literary, and/or visual analysis
  - d. Reasoning, including (but not limited to) inductive, deductive and/or abductive; recognizing and avoiding fallacies
  - e. Writing in different modalities; may include creative and/or digital projects
  - f. Awareness of and adaptability to audience, context, etc.
  - g. Techniques in advanced writing style, including advanced academic writing skills
  - h. Denotative and connotative functions of language
  - i. MLA citation and formatting standards
  - j. Academic integrity and plagiarism
  - k. The writing process, including pre-writing, drafting, editing, and revision
- 3) Critical Thinking: Course includes texts, exercises, and activities designed to develop critical thinking and reasoning skills. Focus is on student interactions with texts, and the development of students' own ideas, interpretations, and applications of course materials. Students learn to position their ideas and interpretations in larger social conversations, academic discourse, and/or genealogies of thought. Attention is paid to how texts reinforce, resist, and/or mediate cultural norms or dominant ideologies. Content in this category includes:
- a. Underlying assumptions and values which may drive a writer's judgments, arguments and conclusions
  - b. The soundness, validity and persuasiveness of written arguments
  - c. How texts interact in social and/or cultural debates
  - d. Stereotype, bias, power, privilege, ideology, cultural norms, and other key concepts
  - e. How texts reflect, contest, mediate and/or shape reality
  - f. How texts operate within genealogies of thought, cultural traditions, and/or academic disciplines
  - g. How readers interact with texts in relation to their own identities, values, experiences, cultural backgrounds or traditions, and ideologies
  - h. Disinformation, misinformation, deep fakes, artificial intelligence, and authenticity in the digital era
- 4) Laboratory Activities: Include research instruction and practice, timed writing activities, support with the writing process (brainstorming, outlining, drafting, revising, and editing), peer review activities, and instructional support and feedback.

## Course Objectives

### Part 1:

*At the conclusion of this course, the student should be able to:*

1. Define, recognize, and utilize forms of critical reasoning, including deductive and inductive reasoning, in a variety of rhetorical contexts.
2. Reflect critically on one's own thought processes to identify and avoid cognitive biases and common fallacies of language and thought.
3. Employ critical reading and research strategies to locate and evaluate complex texts representative of diverse experiences, perspectives, and forms of authority.
4. Evaluate and document evidence to construct arguments in a variety of rhetorical situations, distinguishing knowledge from belief and fact from judgment.
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.

### Part 2:

*At the conclusion of this course, the student should be able to:*

6. Critical Reading:
  - a. Apply techniques in close reading and interpretation.
  - b. Utilize critical reading strategies to pull meaning from complex texts and texts structured in non-academic formats.
  - c. Identify, evaluate, and incorporate primary and secondary texts.
  - d. Identify the purpose and audience of a text.
  - e. Analyze how an author creates meaning.
  - f. Identify rhetorical strategies in written discourse, including manipulations of rhetoric.
  - g. Evaluate the validity and soundness of arguments and the evidence within them.
  - h. Identify models for effective writing.
  - i. Synthesize the ideas of two or more writers to create a broader understanding of an issue or topic.
7. Critical Writing:
  - a. Compose complex essays which utilize evidence drawn from course materials and employ methods of critical analysis.
  - b. Develop, organize, and structure original argument and/or interpretation of complex text.
  - c. Evaluate and correctly incorporate evidence, including from primary and secondary sources, and including a synthesis of multiple sources.
  - d. Perform advanced rhetorical, literary, and/or visual analysis.
  - e. Write in different modalities for a variety of audiences, including an academic audience.
  - f. Utilize sophisticated vocabulary, diction, syntax, and style.
  - g. Utilize both denotative and connotative functions of language effectively.
  - h. Document sources and format documents correctly according to MLA format.
  - i. Define academic integrity and avoid plagiarism.
  - j. Utilize the writing process, including pre-writing, drafting, editing, and revision to produce complex, high-quality work.
  - k. Integrate instructor and peer feedback, both globally and locally, while simultaneously refining their insights as critics of written work.
  - l. Reflect on their own writing and learning strategies.
  - m. Articulate how written analytical techniques practiced in this course may be utilized in other academic disciplines, in the workplace, and in everyday life.
  - n. Write essays sufficient to succeed in upper division work at the university, as demonstrated by models and rubrics provided in class.
8. Critical Thinking
  - a. Examine underlying assumptions and values which may drive a writer's judgments, arguments and conclusions.
  - b. Evaluate the soundness, validity and persuasiveness of written arguments.
  - c. Analyze how texts interact in social and/or cultural debates.
  - d. Incorporate critical analysis of stereotype, bias, power, privilege, ideology, cultural norms, and other key concepts.
  - e. Interpret how texts reflect, contest, mediate and/or shape reality.
  - f. Identify how texts operate within genealogies of thought, cultural traditions, and/or academic disciplines.
  - g. Interact with texts in relation to their identities, values, experiences, cultural backgrounds or traditions, and ideologies.
  - h. Evaluate texts for authenticity, credibility and veracity.

## **Method of Evaluation**

### **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

revision. Additional assessments could include, but are not limited to, peer evaluations, discussions, metacognitive reflections, presentations, quizzes, exams, projects, etc.

**Part 2:**

Grades are based on demonstrated proficiency in the subject matter determined by multiple measurements for evaluation. Assessment frameworks may include alternative, equity-minded approaches to evaluation, such as ungrading, labor-based grading, contract-based grading, etc. The instructor continually evaluates students' writing and provides regular and timely feedback so that students can improve their writing skills. Feedback is strengths-based and supportive. The instructor also proactively addresses concerns with attendance and assignment outcomes before the student is in danger of failing the course.

Methods of evaluation may include:

- 1) Students' awareness of their own difficulties, methods of overcoming difficulties, and improvement.
- 2) Written exercises, class discussion, participation, in-class presentations, quizzes, examinations, reflection activities, peer review work, and error logs or journals.
- 3) Essays that require students to perform advanced analysis of a variety of texts.
- 4) Written assignments that require students to produce prewriting and preliminary drafts before completing a final draft.
- 5) Revision of at least one essay which demonstrates students' ability to utilize peer and instructor feedback, as well as individual reflection to improve draft(s).

**Special Materials Required of Student**

- 1) None

**Minimum Instructional Facilities**

- 1) Smart classroom
- 2) Computer lab

**Method of Instruction**

Instructors use culturally relevant and equity-minded approaches to teaching and learning. These approaches center student identities, values, experiences, and goals; use strengths-based approaches to learning; convey growth-minded faculty mindsets about student potential; offer just-in-time remediation strategies to boost language and writing skills; are attentive to student affective domains; and individualize support so that students may have equitable learning experiences.

On writing assignments, the instructor will include comments to indicate strengths and areas for improvement, enabling students to revise their work. Class time is also devoted to explaining and discussing various writing techniques, analysis and discussion of published and student writing, and peer commentary of selected assignments. A variety of teaching methods may be used:

- 1) Lecture and discussion
- 2) Small and large group discussion
- 3) Structured, in-class activities
- 4) Multimedia presentations
- 5) Guest speakers
- 6) Individual and/or group projects
- 7) Oral presentations
- 8) Self-assessment
- 9) Auxiliary use of study groups and peer tutoring

**Out-of-Class Assignments**

- 1) Reading, watching, and/or listening to texts
- 2) Reading notes, text journals, annotations, and/or response assignments
- 3) Analysis of a diverse array of texts
- 4) Work included in the academic writing process: outlines, drafts, revisions, edits, etc.
- 5) Peer review and/or self-reflective assignments

- 6) Group work and projects
- 7) Research

**Representative Texts, Manuals, and/or OER that is equivalent, Other Support Materials:****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.

Representative Writing Handbook:

Bullock, Richard, et al. *The Little Seagull Handbook*, 5th edition. W.W. Norton & Company. 2024.

Representative Textbooks:

Mills, Anna. *How Arguments Work: A Guide to Writing and Analyzing Texts in College*. 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:**

None

**Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

- 1) Construct original, nuanced arguments and interpretations of texts that synthesize sources representing multiple perspectives.
- 2) Analyze the arguments and underlying assumptions in complex and non-traditional texts, with attention to the relationships between arguments, evidence, and the ways writers advance their claims.
- 3) Create written work that is clear, coherent, and well-developed, and demonstrates an understanding of audience, purpose, mechanics, style, and voice.
- 4) Evaluate how texts reflect, contest, mediate and/or shape reality, particularly regarding themes or key concepts involving identity, power, privilege, opportunity, and/or social justice.