

# ENGL A102H: CRITICAL THINKING AND WRITING - HONORS

Item	Value
Curriculum Committee Approval Date	10/16/2024
Top Code	150100 - English
Units	4 Total Units
Hours	72 Total Hours (Lecture Hours 72)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S)
Associate Arts Local General Education (GE)	<ul style="list-style-type: none"> <li>Area 1B Communication and Analytical Thinking (OA2)</li> <li>Area 3 Arts and Humanities 3A Theory (OC1)</li> </ul>
Associate Science Local General Education (GE)	<ul style="list-style-type: none"> <li>Area 1B Communication and Analytical Thinking (OAS2)</li> <li>Area 3B Humanities (OSC2)</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> </ul>

## Course Description

Formerly: ENGL A102H, Critical Reasoning: Nonfiction Honors. In this course, students receive instruction in critical thinking for the 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 (C-ID ENGL 100) or similar first-year college writing course. This is an honors course. Read, analyze and write on works of non-fiction applying critical thinking skills and research. Formulate and compose written arguments. Recognize logical fallacies, rhetorical strategies, implicit meaning, and use inductive and deductive reasoning. Enrollment Limitation: ENGL C1001; students who complete ENGL C1001H may not enroll in or receive credit for ENGL C1001. PREREQUISITE: ENGL C1000 or ESL A100. **Common Course Number:** ENGL C1001H. Transfer Credit: CSU; UC. C-ID: ENGL 105. C-ID: ENGL 105.

## Course Level Student Learning Outcome(s)

1. Students will be able to present significant evidence and support from non-fiction sources, draw appropriate conclusions in order to build a thesis in a persuasive essay.

## Course Objectives

- I Part 1:
  - I. 1. Define, recognize, and utilize forms of critical reasoning, including deductive and inductive reasoning, in a variety of rhetorical contexts.
  - I. 2. Reflect critically on one's own thought processes to identify and avoid cognitive biases and common fallacies of language and thought.
  - I. 3. Employ critical reading and research strategies to locate and evaluate complex texts, primarily non-fiction, representative of diverse experiences, perspectives, and forms of authority.
  - I. 4. Evaluate and document evidence to construct arguments in a variety of rhetorical situations, distinguishing knowledge from belief and fact from judgment.
  - I. 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.
- II Part 2:
  - II. 1. Write college essays (6,000 to 8,000 words in total) applying the principles of summary, analysis, synthesis, evaluation, exposition, and argumentation.
  - II. 2. Read, summarize, interpret, evaluate, and synthesize texts that are central to research-based writing.
  - II. 3. Read, analyze and appraise nonfiction literature from a variety of academic fields that focuses on similar topics and that represents different viewpoints on those topics.
  - II. 4. Distinguish between approaches to issues and problems that are revealed by the texts in various academic fields.
  - II. 5. Write convincing arguments by developing an argumentative thesis or claim, offering reliable support, employing logical reasoning, inductive and deductive patterns of logic, appropriate organizational forms, and suitable lines of argument (causation, analogy, parallel case, appeals to authority, and appeals to emotion).
  - II. 6. Illustrate competency in standard English grammar, punctuation, mechanics as well as clarity and precision in written expression.
  - II. 7. Recognize and employ the processes of writing: planning, pre-writing, editing and polishing.
  - II. 8. Specifically, the students will demonstrate the following skills in writing, reading, research, and writing conventions.
- III Writing Objectives: In response to complex non-fiction texts, students will be able to do the following in essays of 750 or more words:
  - III. 1. Organize ideas to develop a specific thesis with a clear purpose, such as to argue, analyze, or define.
  - III. 2. Support a thesis in discussion paragraphs.
  - III. 3. Maintain unity and coherence while developing adequate content in paragraphs.
  - III. 4. Effectively arrange paragraphs and link them with transitional devices.
  - III. 5. Accurately summarize and paraphrase readings.
  - III. 6. Integrate quotations that advance the discussion.
  - III. 7. Employ, when appropriate, rhetorical modes, such as illustration, comparison and contrast, cause and effect, and classification, to support a thesis.
  - III. 8. Analyze and synthesize information embodied in course readings.
  - III. 9. Skillfully employ expressive, expository, and argumentative strategies to support a thesis.

- III. 10. Skillfully use a variety of argument strategies.
- III. 11. Recognize and correct logical fallacies.
- IV Reading Objectives: When reading, analyzing, and annotating complex, primarily non-fiction texts, students will be able to do the following:
  - IV. 1. Analyze basic reasoning patterns, distinguishing between inductive and deductive constructions.
  - IV. 2. Distinguish fact, inference, and opinion expressed in texts.
  - IV. 3. Distinguish between evidence and conclusions in texts.
  - IV. 4. Evaluate the diction, style, and tone in texts.
  - IV. 5. Evaluate argument strategies by recognizing the following: a. stated and unstated assumptions; b. denotative and connotative meaning and biased language; c. logical fallacies and propaganda devices; d. slanted and euphemistic language; e. relevant and irrelevant evidence and appeals to authority.
  - IV. 6. Recognize and synthesize related ideas, arguments, and evidence in different texts on the same related issues and themes.
- V Research Objectives: In planning, writing, and revising expository and argument essays, students will be able to do the following:
  - V. 1. Incorporate information from multiple published texts to support, contrast or clarify the thesis/claim, and topic purpose of a text.
  - V. 2. Use textual sources appropriately and accurately according to the MLA format and APA format if appropriate.
  - V. 3. Introduce and appropriately frame directly quoted, summarized, and paraphrased material from textual sources.
  - V. 4. Evaluate the quality and relevance of published texts related to a thesis/claim and related topics.
- VI Writing Conventions Objectives: In planning, writing, and revising a variety of extended essays, such as expository, argumentative, analytical, and research essays, students will be able to do the following:
  - VI. 1. Construct sentences that are grammatically correct, syntactically logical, comprehensible, varied, and concise, while rarely, if ever, committing the following: a. sentence errors, such as comma splice, run-on (fused sentence), fragment, misplaced modifier, faulty agreement, and faulty reference; b. incorrect parallel structure; c. punctuation mistakes, such as the misuse of the comma, semicolon, colon, apostrophe, and quotation marks; d. spelling errors, not only when using contractions and homonyms, but also when using common and college level vocabulary, including critical terminology.
  - VI. 2. Use appropriate diction that is sustained consistently throughout an essay and that usually demonstrates the following skills: a. the ability to move coherently from abstract to concrete and from general to specific language; b. the accurate use of metaphorical language, such as simile, metaphor, analogy, and the control of connotation and denotation.

disciplines Distinctions among various types of texts and their purposes (narration, exposition, and argumentation) Appraisal of arguments in various texts (thesis or claim, reliable support, logical reasoning, organizational patterns, and lines of argument) Comparison and contrast of argument positions established in various texts Correlation of textual issues and arguments to broader issues Identification of agreement or disagreement with arguments in texts The construction of the college essay Practice in writing summaries of nonfiction texts Incorporation of textual summaries and direct quotations into students writing projects Generation of students ideas and information relative to issues in nonfiction texts Generation of students expository theses or argument claims Evaluation of nonfiction texts relevant to students theses or claims Synthesis and the development of students essays The purposes of the synthesis essay (exposition and argumentation) The development of the argument synthesis Development of support for argument claim Practice in logical reasoning Practice in using lines of argumentation (appeals to reason, authority, emotion) The process of revision The early draft: discovery of thesis or claim and initial development of support The later drafts: the refocusing of thesis or claim, developing further support, responding to the editorial advice from teacher and peers The final draft: editing for clarity and correctness

### Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

### Instructional Techniques

Lecture and application of ideas, group discussion, projects, readings, and video.

### Reading Assignments

Students will read on average 2-3 hours per week from assigned text and readings. Honors students will read an additional 1-2 hours per week.

### Writing Assignments

In response to non-fiction works, the student will be able to do the following in essays of 750 or more words: Analyze and synthesize information embodied in course readings; skillfully employ expressive, expository, and argument strategies to support a thesis and a variety of argument strategies, such as arranging evidence from abstract to concrete, and from specific to general using concession, one-sided argumentation, and multi-sided argumentation; recognize and correct logical fallacies.

### Out-of-class Assignments

Students will spend on average 4-5 hours per week on out-of-class assignments, including reading and written assignments. Honors students will spend an additional 2-3 hours per week on out of class assignments.

### Demonstration of Critical Thinking

Writing skills.

### Required Writing, Problem Solving, Skills Demonstration

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: In response to non-fiction works,

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## Lecture 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: The development of critical reading and thinking skills Critical reading and writing skills using a variety of media but focusing primarily on written text. Analysis and evaluation of nonfiction texts from various academic

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## Eligible Disciplines

English: Master's degree in English, literature, comparative literature, or composition OR bachelor's degree in any of the above AND master's degree in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism OR the equivalent. Master's degree required.

## Textbooks Resources

1. Required Rottenberg, Annette. Elements of Argument, 13th ed. Chicago: Bedford/St. Martins, 2020 Rationale: - 2. Required Chaffee, John. Thinking Critically, 12th ed. Chicago: Houghton Mifflin, 2018 Rationale: - 3. Required Harari, Yuval Noah. Sapiens, 1st ed. Harper Collins, 2019 4. Required Desmond, Matthew. Poverty, By America, ed. Crown, 2023 5. Required Jaffe, Sarah. Work Won't Love You Back: How Devotion to Our Jobs Keeps Us Exploited, Exhausted, and Alone, ed. Bold Type Books, 2021 6. Required Mi ville, China. A Spectre, Haunting: On the Communist Manifesto, ed. Haymarket Books, 2021 7. Required Kendall, Mikki. Hood Feminism: Notes from the Women That a Movement Forgot, ed. Penguin Books, 2021

## Other Resources

1. 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. Barnett, 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. Fosi. The Critical Thinking Toolkit. Wiley-Blackwell, 2016.