

ENGL155 - Critical Thinking and Composition

General Information

Author(s):	Elizabeth Sheofsky
Proposal Start:	Fall 2023 Credit/Noncredit
Distance Education Approved:	Yes
TOP Code:	1501.00
TOP Code Name:	English
CIP Code:	23.0101
CIP Code Name:	English Language and Literature, General
SAM Code:	E = Non-occupational
Course Control Number:	CCC000364245
Curriculum Committee Approval Date :	March 14, 2023
Board of Trustees Approval Date :	March 14, 2023
External Review Approval Date:	March 14, 2023
Course Description:	(Prerequisite: ENGL 150 or equivalent.) This course develops rhetorical, critical, argumentative, and organizational skills in written composition, and heightened perceptivity in analytical reading. Extensive analysis of writing models focuses on deductive, inductive, and inferential reasoning; assumptions and inferences embedded in arguments; informal logical fallacies; divergent world views; and incoherencies and biases in presentation. Student essays are expected to demonstrate a capacity for presenting complex ideas in a clear, coherent, and convincing manner, with particular attention to organization and style. A minimum of 6,000

words of writing is required of each student. (CSU/UC) AA/AS Area E,
CSU Area A-3, IGETC Area 1B, C-ID: ENGL 105

Submission Rationale:

Faculty Minimum Qualification Requirements

Master Discipline Preferred: No value

Alternate Master Discipline Preferred : No value

Bachelors or Associates Discipline Preferred : No value

Additional Bachelors or Associates Discipline : No value

Emergency DE

This course is offered online in emergency situations only. No

Course Development Options

Course Basic Skill Status	Allowed Number of Retakes	Grade Options
Course is not a basic skills course.	0	Pass/No Pass Letter Grade Methods

Allow Students to Gain Credit by Exam/Challenge

No

Rationale For Credit By Exam/Challenge	Retake Policy Description	Allow Students To Audit Course
No value	No value	No

Course Prior to College Level

Not applicable.

Associated Programs

Associated Program	Award Type	Active
AA-T Communication Studies	A.A. Degree for Transfer	Spring 2020 Credit/Noncredit to Fall 2020 Credit/Noncredit
AA-T Communication Studies (In Development)	A.A. Degree for Transfer	Fall 2023 Credit/Noncredit
Certificate of Achievement, Early Childhood Education (In Development)	Certificate	Fall 2021 Credit/Noncredit
Certificate of Achievement, Early Childhood Education	Certificate	Spring 2021 Credit/Noncredit
AA-T Communication Studies	A.A. Degree for Transfer	Fall 2018 Credit/Noncredit to Spring 2020 Credit/Noncredit
AA-T Communication Studies	A.A. Degree for Transfer	Fall 2020 Credit/Noncredit

Transferability & Gen. Ed. Options

Request for Transferability	Transferability Status
Transferable to both UC and CSU	Approved

College of Marin General Education Pattern	Categories	Transferability Status	Comparable Course
Area E. Communication and Analytical Thinking	Communication and Analytical Thinking	Approved	No Comparable Course defined

CSU GE-Breadth - California University System General Education Pattern	Categories	Transferability Status	Comparable Course
Area A-3	Critical Thinking	Approved	No Comparable Course defined

IGETC - University of California General Education Pattern	Categories	Transferability Status	Comparable Course

Area 1B - Critical Thinking Critical Thinking - English Approved No Comparable Course defined
Composition

C-ID	Categories	Transferability Status	Comparable Course
C-ID Descriptor	Descriptor Number	Approved	ENGL 105

Units and Hours

Summary

Minimum Credit Units	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	70
Total Course Out-of-Class Hours	140
Total Student Learning Hours	210
Faculty Load	4

Detail

Weekly Student Hours	In Class	Out of Class	Course Student Hours	
			Course Duration (Weeks)	17.5
			Hours per unit divisor	52.5
Lecture Hours	4	8	Course In-Class (Contact) Hours	
Laboratory Hours	0	0	Lecture Hours	70
Activity Hours	0	0	Laboratory Hours	0
			Activity Hours	0
			Total	70
			Course Out-of-Class Hours	
			Lecture Hours	140
			Laboratory Hours	0
			Activity Hours	0
			Total	140

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No value	No value	No value	No value

Requisites

Prerequisite

ENGL150 - College Writing and Reading (1A)

Objectives

- Upon completion of English 150, students will be able to write coherent, unified essays and concretely illustrated (1000-1500 words; 5,000 total words over semester) from college level readings that collectively demonstrate:
 - Facility in writing thesis statements, topic sentences and concluding strategies
 - Facility in using supporting details to flesh out thesis, topic sentences
 - Facility in addressing audience, understanding tone
 - The ability to make inferences from texts
 - The ability to make use of a variety of rhetorical modes
 - An advanced understanding of idiomatic speech and English syntax
 - Precision in appropriate word choice to express complexity of thought
 - Facility in utilizing coordination and subordination to express logical relationships between thoughts
 - Expertise in utilizing appositives, verbals, transitional phrases to link related ideas
 - Proficiency in ability to follow rules of grammar, punctuation and usage
 - The ability to perform directed research
 - The ability to evaluate, incorporate and properly cite research sources
 - The ability to evaluate and properly cite research sources

Outcomes

- Write organized and well-supported essays (1,000-1,500 words), using a variety of writing strategies and reading materials
- Identify and evaluate central ideas, rhetorical strategies, evidence, organization, style, and implications of texts
- Perform directed research using information technology to effectively evaluate, incorporate, and properly cite research
- Use the rules of grammar, punctuation, and usage to write sentences that express clear relationships among ideas

Entrance Skills

Skill	Rationale
No value	No value

Limitations on Enrollment

Limitation	Provide Rationale
No value	No value

Specifications

Methods of Instruction**Methods of Instruction Rationale****Lecture**

Method of instruction is lecture. Instructors lead students through a variety of texts, identify premises and conclusions, evaluate evidence, distinguish and explain fallacious arguments. Students participate in analyzing texts, and in turn write their own argumentative essays, utilizing the information they have gathered through lecture in order to produce effective, issue-based essays.

Assignments

Analysis of a slur; Research opposing viewpoints on internet censorship; evaluate information sources; draft persuasive argument; peers edit argument; produce final draft of argument, sources cited MLA.

Methods of Evaluation**Methods of Evaluation Rationale**

1. Articulation requires a minimum of 6,000 words of writing, so emphasis is placed upon student composition.
2. The course grade is based upon a very careful scrutiny of the student's essay writing.
3. The student will be evaluated on his/her organization, logic, substance, perceptive, clarity, precision, correctness and the avoidance of errors in standard usage, syntax, spelling, grammar and punctuation.

Equipment

No value

Textbooks

Author	Title	Publisher	Date ISBN
Patton & Cooper	Writing Logically, Thinking Critically	Pearson-Longman	2011
Fahnestock & Secor	A Rhetoric of Argument: A Text and Reader	McGraw-Hill	2006
Booth, Colomb and Williams	Craft of Research, 3rd Edition	(publisher not specified)	2008
Barnet and Bedau	Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument with Readings, 12th Edition	Bedford/St. Martin's	2019
Liz Delf, Rob Drummond, and Kristy Kelly	A Dam Good Argument	Oregon State University	2022978-1-955101-34-9

Learning Outcomes and Objectives**Course Objectives**

- ✓ Demonstrate expertise in writing thesis statements, topic sentences and concluding strategies.
- ✓ Demonstrate expertise in using supporting details to flesh out thesis, topic sentences.

- ✓ Demonstrate expertise in addressing audience, understanding tone.
- ✓ Demonstrate the ability to employ a variety of rhetorical modes.
- ✓ Demonstrate expertise in argumentation, textual analysis, and citation techniques.
- ✓ Demonstrate the ability to evaluate and properly cite research sources.
- ✓ Demonstrate the ability to identify, explain and refute common fallacies.
- ✓ Demonstrate expertise in utilizing coordination and subordination to express logical relationships between thoughts.
- ✓ Demonstrate expertise in utilizing appositives, verbals, transitional phrases to link related ideas.
- ✓ Demonstrate mastery of idiomatic speech and English syntax.
- ✓ Demonstrate mastery in appropriate word choice to express complex thoughts.
- ✓ Demonstrate proficiency in the ability to follow rules of grammar, punctuation and usage.

CSLOs

Write cogent arguments that evaluate and respond to specific issues and a variety of viewpoints in organized, well-supported analytical essays.	Expected SLO Performance: 70
Analyze a variety of texts by identifying and evaluating the validity of conclusions, premises, supporting evidence, and logical fallacies.	Expected SLO Performance: 70
Use information technology to effectively evaluate, incorporate, and properly cite research.	Expected SLO Performance: 70
Write clear and fluent sentences that effectively follow the rules of grammar, punctuation, and usage.	Expected SLO Performance: 70

Course Outline

Course Outline

A. Structure of Argument

1. Analyze structure of argument, evaluate validity and cogency, and examine worldview and underlying assumptions.
2. Prepare to write arguments; develop premises and conclusion.
3. Examine drafts of essays in response groups: check for validity of argument, inclusion of relevant and persuasive support, organization, diction and usage.
4. Review common fallacies.
5. Identify fallacies in editorial section of newspapers and essays from reader (e.g. excerpt from *Main Kampf!*) or from a book (e.g. *The Death of Expertise*).

B. Continue reviewing and identifying fallacies

1. Select essays to analyze for writing assignment.
2. In response groups, evaluate drafts of student essays that analyze fallacies in arguments.
3. Read model analytic essays.
4. Examine wishful thinking and self-deception as impediments to critical thinking. Analyze selections that reveal self-deception.
5. Distinguish between cognitive and emotional meaning; examine rhetorical devices that slant meaning.
6. Read essays on topics like capital punishment, in preparation for paper.
7. In response groups, read drafts of student arguments for effective use of language and rhetorical devices.
8. Examine such arguments as "The Futility of the Death Penalty", by Darrow, or "The Penalty of Death", by Mencken, for effective use of language and rhetoric.

9. Review analyzing and constructing arguments in preparation for revising an essay in response groups; evaluate the essays to be revised.
10. Revise critical passages from essay and discuss in conference with instructor.
11. In preparation for writing assignment, analyze essays, such as "The Power of Positive Woman", by Schlafly, for the structure of the argument, validity, cogency, fallacies, use of language and worldview.
Continue to evaluate essays in a comprehensive manner.
12. Choose essay to analyze and develop extensive outline of paper for discussion in response groups.
13. Evaluate types of advertising, strategies in deception, and political advertising.
14. In response groups, evaluate drafts of essays that analyze arguments for structure, validity, cogency, language and worldview.
15. Discuss the way news is managed in the media, including the purpose of the news, the quality of reporting and devices used to slant the news.
16. Do research in advertising and news reporting for examples of deception and slanting.
17. Examine political rhetoric.
18. Report on examples gleaned in research.
19. Evaluate readings and examples from previous week in preparation for writing assignment.
20. Examine ways in which textbooks manage students' worldview.

Workflow Step for Additional Course Information/Goals

Maximum Enrollment: Answer with a number. If changing the maximum, provide a rationale.	25
What is the justification for the new/revised course?	No value
What is the primary course goal?	Students will analyze the structure and validity of arguments and write essays in which they present the premises and conclusion of an argument and support their claims with relevant and full-explained evidence. Transfer
What is the justification for the Service Unit(s)? (e.g. lecture, lab, activity, etc.)	Aligned with CBA
Does this new or revised course represent Substantive Change? Answer YES or NO.	No
What are the Critical Thinking expectations? Answer this question for UC transferable courses.	Students will analyze the structure of argument, evaluate the validity of argument, and examine worldviews, fallacies, and assumptions within arguments.
What is the level of Information Competency expected by this course?	Students are expected to conduct online research and identify/evaluate rhetorical appeals and fallacies in websites and in the media.
Is this a Stand Alone Course?	No

What is the course start date? Ongoing

Accessibility: Are all course materials, including videos, webcasts, podcasts, audio, and visual, accessible to students (per The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135)? Answer YES or NO. No value

For Approvers ONLY: Do you certify that the following requirements have been met? Answer YES or NO to each.

- Accessibility (Title 5, section 55200): Course content and delivery is accessible to all students.**
- Course Quality: The course meets a "3" on the OEI rubric (Accomplished).**
- Evidence of instructor contact: Regular and effective contact is demonstrated between the instructor and students and students with other students.**

Workflow step for Library Resources/Textbooks

Does this course include online library resources? Y or N No value

Does this course include periodicals as library resources? Y or N No value

Does this course include reference books as library resources? Y or N No value

Does this course include data base(s) as library resources? Y or N No value

Are there assigned textbooks for this course? (If so, list full reference.) No value

Workflow Step for Special Materials

Are any Special Materials required? N/a

Materials Fee Effective Term? N/a

What is the justification for the Materials Fee?

N/a

Workflow Step for Distance Education Course (if applicable)

Have you reviewed the current policy on Distance Education courses?
<http://policies.marin.edu/sites/policies/files/AP4105-DistanceEducation.pdf> Respond YES or NO.

Yes

Delivery Mode: Is this course is Hybrid (a minimum of one mandatory face-to-face meeting) OR Online (no face-to-face meetings required)? Choose either HYBRID or ONLINE.

Online

What type of HYBRID contact (if applicable) will be incorporated into this course? Examples include: o Orientation sessions o In-person group meetings o In-person review sessions o In-person exams o Other (please describe):

Orientation meeting
 Scheduled in-person group sessions or labs
 In-person exam

How will course objectives and student learning outcomes be adapted to an online or hybrid format? Please describe activities, enhanced lecture materials, discussions, forums, etc.

Online quizzes and exams
 Online writing assignments
 Written lectures
 PowerPoint presentations
 Zoom meetings
 Discussion forums
 Recorded lectures
 Group projects

Please provide a description of activities in this course that demonstrate instructor-to-student contact and student-to-student contact. Examples of activities: o Announcements o Course materials o Modules o Customized and personalized audio and video content o Online videos that are annotated and contextualized o Internet resources o Library and database resources o Webcasts o Web Conferencing o Podcasts o Discussion forms o Listserv o Other (please describe):

Announcements reminding students of the weekly content, activities and assessments
 Feedback on assignments
 Zoom meetings
 VoiceThread discussions
 Flipgrid activities
 Responds to student Q&A forum, discussions and emails
 Students can post and respond to other students in the Q&A forum.
 Students respond to each other's discussion posts.

How will regular and effective instructor-to-student contact and student-to-student contact be demonstrated in this course?

- o Messages via the LMS
- o Telephone and office hours
- o Regular announcements in LMS
- o Chat rooms
- o Video messages
- o Timely feedback and return of student work in LMS
- o Discussion forums that are facilitated and engage students in regular dialogue
- o Roster management to ensure that every enrolled students is fully participating in course
- o E portfolios, blogs, etc.
- o Orientation and review sessions
- o Field trips
- o Library workshops
- o Webcasts
- o Podcasts
- o Other (please describe):

Please specify the expected course hours for students: this includes content delivery, instructor-student interaction, student-student interaction, and out-of-class hours. Ratio: 1 Lecture unit = 1 hour weekly of class time + 2 hours out-of-class time weekly. 1 Laboratory unit = 3 hours weekly of class time. 1 Activity unit = 3 hours weekly of class time + 1.5 hour out-of-class weekly. Please also specify the students activities that take place to fulfill in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. In-class activities do not include homework that may include reading the textbook and preparing and studying for exams.

Weekly announcements reminding students of the unit objectives and content, activities and pending assessments

Feedback on assignments via Canvas gradebook

Uses announcements as reminders, post additional readings or resources and clarifications.

Has scheduled office hours and provides students with a communication policy so students know how long to expect a reply after being emailed

Instructor responds to student Q&A forum and discussions.

Students can post and respond to other students in the Q&A forum.

Students respond to each other's discussion posts.

Peer review assignments

Group projects

VoiceThread discussions

Flipgrid activities

Students should expect to spend about 12 hours a week on this 4 unit online course.

Students will be required to be active in the course for a minimum of 4 hours by:

- Participating in the discussions
- Watching video lectures
- Joining or viewing Zoom meetings
- Responding to VoiceThread and or Flipgrid activities
- Completing publisher created content

Students should expect to spend an additional 8 hours completing homework, reading the textbook or instructor curated content and studying for quizzes and exams.