



**CREDIT COURSE OUTLINE**

**I. COVER PAGE**

(1) ENGL 3H	(2) HONORS CRITICAL READING AND WRITING	(3) 3
Number	Title	Units

(4) Lecture / Lab Hours:	(8)Classification:	
Total Course Hours		
Total Lec hours: 54.00	Degree applicable:	X
Total Lab hours: 0	Non-degree applicable:	
Total Contact hours: 54.00	Basic skills:	
Lec will generate <u>0</u> hour(s) outside work.	(9)RC	Fulfills AS/AA degree requirement: (area)
Lab will generate <u>0</u> hour(s) outside work.		
	General education category:	
(5) Grading Basis:	Major:	ENGLISH
Grading Scale Only X		
Pass/No Pass option		
Pass/No Pass only	(10)CSU	Baccalaureate: X
(6) Advisories:	(11)Repeatable: (A course may be repeated three times)	0
<i>No defined advisories.</i>		
(7) Pre-requisites(requires C grade or better):		
Subject: Prerequisites: English 1A or 1AH.		
Corequisites:		

(12) Catalog Description:  
 A course designed to develop critical thinking, reading, and writing skills beyond the level achieved in English 1A/1AH. The course will focus on the development of logical reasoning and analytical and argumentative writing skills based primarily on works of non-fiction. Students will analyze classical and contemporary essays and synthesize critical research. As an Honor's section, this class will employ enhanced teaching methods such as seminar approach and assignments calling for a higher level of critical thinking.

**II. COURSE OUTCOMES:**

*(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)*

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

- I. Write a synthesized and documented, critical analysis of at least 1500 words which includes:
  - a sophisticated introduction, multiple body paragraphs, and a conclusion
  - an arguable claim that aims to contribute to or alter pre-existing ideas on the subject matter
  - supporting details that exhibit critical thinking and use credible, multiple secondary sources
  - researched and evaluated sources for use in the development of their own writing
  - correct usage of MLA format with correct use in-text citations and a works cited page
  - appropriate and purposeful use of quotations
  - causal analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation effectively in college-level prose
  - an annotated bibliography of multiple sources
  - correct citations (therefore avoiding plagiarism)
  - identification of logical fallacies in others' writing and avoid them in their own writing
  - details related to main point and with complex analysis
  - evidence of self-editing for errors and revise compositions
  - use of third person/universal
  - awareness of writing for a scholarly audience
  - controlled and sophisticated word choice
  - sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, and fragments
  - use of denotative and connotative aspects of language
- II. Read and critically evaluate college-level non-fiction material from a variety of sources on themes from different content areas
  - distinguish between valid and sound arguments and invalid and unsound arguments
  - recognize deductive and inductive language
  - distinguish factual statements from judgmental statements and knowledge from opinion, identifying the deliberate abuses and manipulations of rhetoric
  - make logical inferences from information presented

- recognize denotative and connotative aspects of language
- III. Discuss issues, supporting their comments with reference to texts

**III. COURSE OBJECTIVES:**

*(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)*

In the process of completing this course, students will:

- I. Produce a synthesized and documented, critical analysis of at least 1500 words which:
  - exhibits a sophisticated introduction, multiple body paragraphs, and a conclusion
  - expresses an arguable claim that aims to contribute to or alter pre-existing ideas on the subject matter
  - shows supporting details that exhibit critical thinking and use credible, multiple secondary sources
  - identifies researched and evaluated sources for use in the development of their own writing
  - demonstrates correct usage of MLA format with correct use in-text citations and a works cited page
  - illustrates appropriate and purposeful use of quotations
  - employ causal analysis, advocacy of ideas, definition, persuasion, evaluation, refutation, and interpretation effectively in college-level prose
  - employs an annotated bibliography of multiple sources
  - differentiate plagiarism from cited source material and correctly employ in-text citations
  - locate logical fallacies in others' writing and avoid them in their own writing
  - match details to main point and with complex analysis
  - recognize errors and revise compositions
  - demonstrate awareness of third person/universal
  - demonstrate awareness of a scholarly audience
  - apply controlled and sophisticated word choice
  - recognize and employ sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, and fragments
- II. Demonstrate and ability to read and critically evaluate college-level non-fiction material from a variety of sources on themes from different content areas
  - recognize the difference between valid and sound arguments and invalid and unsound arguments
  - classify deductive and inductive language
  - recognize factual statements from judgmental statements and knowledge from opinion, identifying the deliberate abuses and manipulations of rhetoric
  - propose logical inferences from information presented
  - identify and employ denotative and connotative aspects of language
- III. Be able to communicate analysis/synthesis through class (and/or group) discussions

**IV. COURSE OUTLINE:**

**Lecture Content:**

- A. Critical Thinking Strategies
  1. reading for the argument
    - a. identifying purpose, thesis, premises, and conclusions
    - b. identifying unstated premises
  2. identifying inductive and deductive arguments
  3. evaluating arguments for validity and soundness
  4. evaluating authority
  5. drawing inferences from available data
  6. recognizing denotative and connotative language
  7. distinguishing fact from judgment and knowledge from opinion
  8. evaluating language choice
  9. recognizing common rhetorical devices
    - a. irony
    - b. paradox
    - c. satire
    - d. overstatement, understatement
    - e. pathos, ethos, logos
  10. identifying logical fallacies including but not limited to:
    - a. faulty cause and effect
    - b. faulty either/or reasoning

- c. faulty generalization
- d. argument *ad hominem*

Students will be taught the critical elements and characteristics of argument. They will be taught to identify the components of an author's argument in nonfiction college-level readings from various disciplines. Students will be taught to recognize and evaluate written arguments, and they will then be expected to apply these critical strategies to assigned readings and to readings they select from outside sources for use in the development of their own writing. Students will read, discuss, and respond to material appropriate to the course's objectives.

#### B. Critical Writing Strategies

1. constructing sound, focused arguments
2. avoiding fallacies
3. supplying sufficient support for claims
4. researching and using outside sources
5. refuting
6. writing assignments such as
  - a. summary
  - b. critical analysis
  - c. argument
  - d. synthesis/research

Students will organize and write critical and persuasive essays to address critical issues and positions. All papers must include at least one substantially developed argument. The papers will be assigned to encompass a progression of critical thinking and writing skills.

As Honors students, they will have had summer reading, which will be incorporated into the “curriculum.”  
Examples of summer reading:

Mountains Beyond Mountains—Tracy Kidder  
Crime and Punishment—Fyodor Dostoevsky  
Arrowsmith—Sinclair Lewis

Additionally, supplemental material, from journal (EBSCOhost), film, or other media, may be incorporated into the curriculum.

#### V. APPROPRIATE READINGS

***Reading assignments may include but are not limited to the following:***

##### I. Sample Text Title:

1. Recommended - Crusius, Timothy; Channell, Carolyn *Aims of Argument: Text and Reader*, ed. 6th McGraw Hill, 2009,

##### II. Other Readings

1. Required - *Newspaper and journal articles from hard copy and the internet (EBSCOhost), film, and nonfiction literature.*

Global or international materials or concepts are appropriately included in this course

Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

Multicultural materials and concepts are included in the class readings so that issues of cultural, ethnic, age and gender diversity may be considered.

#### VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

<b>A. Writing</b>			
Check either 1 or 2 below			
X	1. <i>Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.</i>		
	2. <i>Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.</i>		
X	a) essay exam(s)	X	d) written homework
X	b) term or other paper(s)	X	e) reading reports
	c) laboratory report(s)		f) other (specify)

**Required assignments may include but are not limited to the following:**

- A. Summaries of articles
- B. Critical analysis papers
- C. Argument paper(s)
- D. Synthesis paper

<b>B. Problem Solving</b>			
Computational or non-computational problem-solving demonstrations, including:			
X	a) exam(s)		d) laboratory reports
X	b) quizzes		e) field work
X	c) homework problems		f) other (specify):

**Required assignments may include but are not limited to the following:**

- 1. verbal problem solving
- 2. recognizing logical fallacies

<b>C. Skill demonstrations, including:</b>			
X	a) class performance(s)	X	c) performance exams(s)
	b) field work		d) other (specify)

**Required assignments may include but are not limited to the following:**

- A. Demonstration of their understanding of readings
- B. Presentation of outside research

<b>D. Objective examinations including:</b>			
X	a) multiple choice		d) completion
X	b) true/false		e) other (specify):
	c) matching items		

**COURSE GRADE DETERMINATION:**

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor’s grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor’s syllabus must reflect the criteria by which the student’s grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

10% exercises, 50% essays, 30% final project, 10% participation

Attached Files:

<b><u>BASIC SKILLS ADVISORIES PAGE</u></b> The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least <u>three</u> major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.
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Check the appropriate spaces.

- Eligibility for Math 101 is advisory for the target course.  
 Eligibility for English 126 is advisory for the target course.  
 Eligibility for English 125 is advisory for the target course.

*If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.*

**ESTABLISHING PREREQUISITES OR COREQUISITES**

Every prerequisite or corequisite requires content review plus justification of at least one of the seven kinds below. Prerequisite courses in communication and math outside of their disciplines require justification through statistical evidence. Kinds of justification that may establish a prerequisite are listed below.

Check one of the following that apply. Documentation may be attached.

1.  The prerequisite/corequisite is required by law or government regulations.  
Explain or cite regulation numbers:
2.  The health or safety of the students in this course requires the prerequisite.  
Justification: Indicate how this is so.
3.  The safety or equipment operation skills learned in the prerequisite course are required for the successful or safe completion of this course.  
Justification: Indicate how this is so.
4.  The prerequisite is required in order for the course to be accepted for transfer to the UC or CSU systems.  
Justification: Indicate how this is so.
5.  Significant statistical evidence indicates that the absence of the prerequisite course is related to unsatisfactory performance in the target course.  
Justification: Cite the statistical evidence from the research.
6.  The prerequisite course is part of a sequence of courses within or across a discipline.
7.  Three CSU/UC campuses require an equivalent prerequisite or corequisite for a course equivalent to the target course: