



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	ENGL
Course Number:	1C
Descriptive Title:	Critical Thinking and Composition
Division:	Humanities
Department:	English
Course Disciplines:	English
Catalog Description:	This course focuses on the development of critical thinking, reading, and writing skills beyond the level achieved in English 1A. Students will apply these skills to the analysis of written arguments in various forms and genres, including classic and/or contemporary, and to the writing of effective persuasive essays. Students will learn to evaluate and interpret data, to recognize assumptions, to distinguish facts from opinions, to identify and avoid logical fallacies, to identify and employ deductive and inductive reasoning, and to effectively assert and support argumentative claims.
Prerequisite:	English 1A or English 1AH with a minimum grade of C in prerequisite
Co-requisite:	
Recommended Preparation:	
Enrollment Limitation:	
Hours Lecture (per week):	4
Hours Laboratory (per week):	0
Outside Study Hours:	8
Total Course Hours:	72
Course Units:	4
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	
Transfer UC:	Yes
Effective Date:	
General Education: ECC	Area 4B - Language and Rationality: Communication and Analytical Thinking
Term:	
Other:	

CSU GE:	Area A3 - English Language Communication and Critical Thinking: Critical Thinking
Term:	
Other:	
IGETC:	Area 1B - Critical Thinking and Composition
Term:	
Other:	
Student Learning Outcomes:	<p>SLO #1 Essay Concept</p> <p>Compose an argumentative essay that shows an ability to support a claim using analysis, elements of argumentation, and integration of primary and secondary sources.</p>
	<p>SLO #2 Argument Evaluation</p> <p>Identify and assess bias, credibility, and relevance in their own arguments and in the arguments of others, including primary and secondary outside sources.</p>
	<p>SLO #3 Essay Mechanics</p> <p>Write an essay that is correct in MLA format, paragraph composition, sentence structure, grammar, spelling, and usage.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. Evaluate arguments in terms of bias, credibility, and rhetorical context. 2. Assess an argument's implicit and/or explicit claims by examining assumptions and inferences, by differentiating between facts and opinions, by recognizing flawed versus valid and sound logic, by analyzing evidence, and by identifying both inductive and deductive lines of reasoning. 3. Recognize and assess argumentative claims embedded in resources such as literary works, advertisements, political tracts, and/or presentations in other media. 4. Express critical viewpoints and develop original arguments in response to issues (social, political, scientific, philosophical, or a combination of), to works of literature and other creative arts, and to theory (art, literary, or a combination of). 5. Demonstrate the ability to evaluate electronic sources and databases, to incorporate research from on-line and print media, and to compose unified, coherent, fully supported academic essays that advance their claims by integrating primary and secondary sources, and by employing the tools of critical interpretation, evaluation, and analysis. 6. Anticipate readers' objections and incorporate counterarguments in argumentative writing.
Major Topics:	<p>I. Analyzing the structure and elements of argument (12 hours, lecture)</p> <ol style="list-style-type: none"> A. Thesis and supporting evidence B. Information and inferences C. Counterargument, concession, refutation D. Reading selected works as models for writing and as topics for analysis, either oral or written <p>II. Understanding and evaluating argumentative claims (16 hours, lecture)</p> <ol style="list-style-type: none"> A. Assessing credibility and relevance B. Recognizing deduction and induction C. Identifying assumptions and logical fallacies D. Examining at least one theoretical approach to argument, such as Aristotle's ethos/logos/pathos, the Toulmin method, Rogerian strategy, or other methods of argumentation

- E. Developing counterarguments and an understanding that arguments are multi-faceted
- F. Reading selected works as models for writing and as topics for analysis, either oral or written

III. Analyzing non-fiction, fiction, drama, poetry and/or other forms of media (12 hours, lecture)

- A. Reading or viewing selected works as topics for critical analysis, which may include oral, written, and visual media
- B. Analyzing the use of rhetoric in nonfiction, fiction, and/or other forms of media such as poetry, drama, and art using relevant literary theory or other analytical methods
- C. Using criticism and theory to further dissect various forms of media
- D. Understanding rhetorical devices and approaches such as satire, irony, paradox, overstatement, understatement, analogy, and symbolism
- E. Assessing works for diction, tone, point of view, intentionality, bias, themes, schemes of figurative language

IV. Examining elements of information literacy (16 hours, lecture)

- A. Assessing bias and credibility
- B. Recognizing hidden assumptions
- C. Distinguishing facts from opinions and information from propaganda
- D. Analyzing the power of various media by examining visual imagery, music, rhetoric and cultural capital
- E. Identifying logical fallacies, manipulative techniques and misinformation, and cultivating the tools to resist misinformation and manipulation
- F. Reading/viewing and analyzing, orally or in writing, selected works in both print and electronic media
- G. Understanding that diverse perspectives are crucial to critical thought, such as the identification and critique of systemic inequities and injustices, and contemporary socio-political issues.

V. Cultivating Student Voice and a Critical Stance in Academic Essays and Projects (16 hours, lecture)

- A. Locating secondary sources through print, the Internet, and subscription databases
- B. Assessing credibility and relevance of secondary sources, including Internet sources
- C. Prewriting, drafting, revising, editing
- D. Selecting a topic and focusing a thesis
- E. Integrating supporting evidence from both primary and secondary sources
- F. Addressing counterarguments by use of concession and refutation
- G. Organizing for clarity and emphasis
- H. Employing deduction and induction
- I. Avoiding logical fallacies
- J. Applying at least one theoretical approach to argument such as Aristotelian, Toulminian, Rogerian, or others
- K. Understanding the critical impact and persuasive power of language in both published texts and in students' own writing.

Note: Major writing assignments will consist of at least 4 essays totaling 5000 words, including at least one involving academic research.

Total Lecture Hours:	72
Total Laboratory Hours:	0

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Primary Method of Evaluation:	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	Analyze Luis Valdez's play, <i>Zoot Suit</i> , applying concepts of credibility, purpose (or aim), bias, relevance, rhetorical context, and logical fallacies. The bulk of your essay must aim to highlight, define, and discuss the logical fallacies that Valdez has exposed in his depiction of the time period surrounding and during the Sleepy Lagoon Murder Trial and the Zoot Suit Riots. Prompt: Which logical fallacies exposed by Luis Valdez in his play <i>Zoot Suit</i> are the most powerful and/or manipulative? Provide specific examples from the text to support your response.
Critical Thinking Assignment 1:	Using Bong Joon-Ho's <i>Parasite</i> as a primary source and Mingjung Noh's "Parasite as Parable" as a secondary source, analyze how the film is a parable as Noh claims. If a parable is defined as a story that not only teaches a lesson but also "subverts and exposes injustice" (Noh 249), what is Bong Joon-Ho attempting to teach his audience with his film?
Critical Thinking Assignment 2:	Using academic research and critical thinking, write an argumentative essay that analyzes mass incarceration. Consider allegations of racial inequity, cost, and recidivism. What are potential solutions to the United States's problem of mass incarceration? Education? Policy Reform? Something else?
Other Evaluation Methods:	Essays, Quizzes/Tests, Peer Reviews, Discussion Posts or similar online assignments, Multimodal projects, Presentations, Outlines, Written homework, Socratic discussions
Instructional Methods:	Discussion, Group Activities, Lecture, Multimedia presentations
If other:	
Work Outside of Class:	Study, Read required texts, Complete written work, Complete adaptive software assignments, Create and/or engage with presentations, podcasts, web pages, films, or other videos
If Other:	
Up-To-Date Representative Texts:	Anzaldúa, Gloria. <i>Borderlands/ La Frontera : The New Mestiza</i> . Spinsters/Aunt Lute, 1987. (Discipline Standard) Bassham, Gregory et al <i>Critical Thinking: A Student's Introduction</i> , 6e 2019 https://www.mheducation.com/highered/product/critical-thinking-student-s-introduction-bassham-irwin/M9780078038396.html Coates, Ta-Nehisi. <i>We Were Eight Years In Power: An American Tragedy</i> . One World, 2017. (Discipline Standard) Lumen Learning. <i>English Composition II: Rhetorical Methods-Based</i> , 2021 https://courses.lumenlearning.com/englishcomp2kscopexmaster/ Mills, Anna. <i>How Arguments Work: A Guide to Writing and Analyzing Texts in College</i> , 3/19/2021 https://lor.instructure.com/resources/62ea1856b6684273ba01fb253f0ffc0e?shared Alexander, Michelle. <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness - 10th Anniversary Edition</i> , The New Press, 2020. Plascencia, Salvador. <i>The People of Paper</i> . McSweeney's Books, 2005. (Discipline Standard) Valdez, Luis <i>Zoot Suit and Other Plays</i> , Arte Publico Press, 1992. (Discipline Standard)

<p>Alternative Texts:</p>	<p><i>From Incarceration to Education</i> FITE Documentary 2017. (Discipline Standard)</p> <p><i>I Am Not Your Negro</i>, directed by Raoul Peck, 2016. (Discipline Standard)</p> <p><i>Zoot Suit</i> Film, directed by Luis Valdez 1981. (Discipline Standard)</p> <p><i>Parasite</i>, directed by Bong Joon-ho, 2019. (Discipline Standard)</p> <p><i>Instructors should include works from a multiplicity of voices when assigning course readings/texts that reflect the demographics of ECC's student population.</i></p>
<p>Required Supplementary Readings:</p>	
<p>Other Required Materials:</p>	
<p>Requisite:</p>	Prerequisite
<p>Category:</p>	sequential
<p>Requisite course(s): List both prerequisites and corequisites in this box.</p>	English-1A or English-1AH
<p>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</p>	<p>Evaluate arguments in terms of bias, credibility, and relevance.</p> <p>ENGL 1A -Recognize and revise sentence-level grammar and usage errors.</p> <p>ENGL 1AH - Read and apply critical-thinking skills to numerous published articles and to college-level, book-length works for the purpose of writing and discussion. Emphasis will be on scholarly sources.</p> <p>Assess an argument's claims by examining assumptions, by differentiating between facts and inferences, by recognizing errors in logic, by analyzing support, and by identifying both explicit and implied conclusions.</p> <p>ENGL 1A -Read and apply critical-thinking skills to numerous published articles and to college-level, book-length works for the purpose of writing and discussion.</p> <p>Recognize and assess argumentative claims embedded in literary works, advertisements, political tracts, and presentations in other media.</p> <p>ENGL 1AH - Read and apply critical-thinking skills to numerous published articles and to college-level, book-length works for the purpose of writing and discussion. Emphasis will be on scholarly sources.</p> <p>ENGL 1A - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.</p>

	<p>Demonstrate the ability to evaluate electronic sources and databases, to incorporate research from on-line and print media, and to compose unified, coherent, fully supported argumentative essays that advance their claims by integrating primary and secondary sources, and by employing the tools of critical interpretation, evaluation, and analysis.</p> <p>ENGL 1A - Compose multi-paragraph, thesis-driven essays with logical and appropriate supporting ideas, and with unity and coherence.</p> <p>ENGL 1AH - Demonstrate ability to locate and utilize a variety of academic databases, peer-reviewed journals, and scholarly websites. Emphasis will be on ability to conduct scholarly research independently.</p> <p>ENGL 1AH - Conduct scholarly research independently to enrich multiple, rigorous reading and writing tasks.</p>
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
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Enrollment Limitations and Category:	
Enrollment Limitations Impact:	

Course Created by:	S. Bachmann, A. Toth, S. Waterworth
Date:	11/11/1991
Original Board Approval Date:	12/09/1991
Last Reviewed and/or Revised by:	Elayne Kelley
Date:	10/03/2023
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