

ENGL V01C: CRITICAL THINKING AND WRITING

Course Information

College

Ventura College

Discipline (CB01A)

ENGL - English

Course Number (CB01B)

V01C

Course Title (CB02)

Critical Thinking and Writing

Credit Type

Credit

Start Term

Fall 2023

Catalog Information

Catalog Course Description

This course offers practice in critical thinking and writing, centered on a course theme and based on analytical evaluation of primarily non-fiction texts. It also offers instruction in the writing process, research strategies, information literacy, and documentation. Students submit a final portfolio of their best work.

Field Trips

Field trips

Will not be required

Grading Methods

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Materials Fee

Does this course require an instructional materials fee?

No

Repeatability

Repeatable for Credit

No

Is this course part of a family?

No

Course Basic Codes

Taxonomy of Programs (TOP) Code (CB03)

1501.00 - English

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture Minimum Contact Hours

52.5

Lecture Maximum Contact Hours

52.5

Total In-Class Contact Hours

Total Minimum Contact Hours

52.5

Total Maximum Contact Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience**

Paid

Unpaid

Total Outside-of-Class Hours**Total Minimum Outside-of-Class Hours**

105

Total Maximum Outside-of-Class Hours

105

Total Student Learning**Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Units**Minimum Units (CB07)**

3

Maximum Units (CB06)

3

Requisites**Prerequisites**

ENGL V01A

Entrance Skills**Entrance Skills**

A student who has not acquired the following skills taught in ENGL V01A is unlikely to receive a satisfactory grade in this course.

Prerequisite Course Objectives

ENGL V01A-Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose, including at least one book-length work of significant literature (fiction and/or nonfiction).

ENGL V01A-Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support.

ENGL V01A-Develop varied and flexible strategies for generating, drafting, and revising essays.

ENGL V01A-Analyze stylistic choices in their own writing and the writing of others.

ENGL V01A-Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.

ENGL V01A-Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.

ENGL V01A-Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Outcomes & Objectives

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:	
1	Write coherent, tightly focused academic prose with richly developed paragraphs.
2	Integrate ideas and evidence seamlessly from credible and appropriately cited sources that strengthen the essay as a whole.

Course Objectives

Upon satisfactory completion of the course, students will be able to:	
1	Critically read, analyze, compare, and evaluate complex texts from across the disciplines both as models of good writing and as resources for student essays.
2	Demonstrate understanding of formal and informal fallacies in language and thought.
3	Identify a text's premises and assumptions in various social, historical, cultural, psychological, or aesthetic contexts.
4	Compose coherent, organized, and thesis-driven essays to suit a variety of rhetorical situations, including interpretation, evaluation, and analysis; and support them with a variety of appropriate textual evidence and examples.
5	Demonstrate proficiency in writing sophisticated and effective essays at an advanced level.
6	Analyze and employ logical and structural methods such as inductive and deductive reasoning; cause and effect; and logos, ethos, and pathos.
7	Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written essays using appropriate documentation format without plagiarism.
8	Use style, diction, and tone appropriate to the academic community and the purpose of the specific writing task; and proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Course Content

Lecture/Course Content

This course requires a minimum of 5,000 words of formal writing. In addition, the following topics will be addressed.

1. Careful, analytic reading of essays from various disciplines, such as politics, psychology, economics, science, philosophy, and the arts, for logical reasoning and argumentation (Obj. 1, 3, 6, 7)
 - a. The modes of inquiry employed by the different disciplines, and of the way knowledge is presented, validated, and evaluated
 - b. Recognizing underlying assumptions and claims which may drive the writer's arguments and conclusions
 - c. Evaluating the soundness, validity, and persuasiveness of written arguments
 - d. Oral and written analysis of these readings
2. Writing formal essays (Obj. 4, 5, 6, 7, 8)
 - a. All phases of the writing process, from invention to editing, with special attention to developing logical, coherent structure, fluency, and voice
 - b. Presenting sources, arguments, and counter-arguments in an organized and logical manner
 - c. Development of versatility, i.e. the ability to adapt to a variety of rhetorical situations
3. Critical thinking (Obj. 2, 3, 6)
 - a. Claims, casting arguments, deduction, induction, causation, and moral reasoning
 - b. Common fallacies of language and thought; recognizing fallacies in arguments and avoiding them in writing
 - c. Drawing conclusions based on sound inferences
 - d. Distinguishing between fact and inference
 - e. Advanced critical thinking through the examination of a longer work of nonfiction

Laboratory or Activity Content

N/A - Lecture only.

Instructional Methodology

Specify the methods of instruction that may be employed in this course

AVP
 Class activities
 Class discussions

Collaborative group work
 Computer-aided presentations
 DISTANCE EDUCATION
 Group discussions
 Instructor-guided interpretation and analysis
 Internet research
 Large group activities
 Lecture
 Modeling
 One-on-one conference
 Readings
 Small group activities

Describe specific examples of the methods the instructor will use:

1. Instructor-guided, theory-based interpretation and textual analysis followed by small-group activities analyzing assigned portions of the texts.
2. Instructor-led comments on assigned readings to share and compare arguments in response to theme-based prompts.
3. Collaborative group work involving the analysis of themes and social theories in preparation for a seminar.

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
 Group projects
 Individual projects
 Journals
 Oral analysis/critiques
 Oral presentations
 Portfolios
 Research papers
 Skills demonstrations
 Written analyses
 Written compositions

Representative Course Assignments

Writing Assignments

- Written in-class evaluations of debatable topics, case studies, or assigned reading.
- Formal essays on assigned topics (typically from 3-6 pages, varying in length throughout the semester), demonstrating ascending levels of complexity.
- Journal or in-class writing assignments that are reactions to class discussions and/or readings.
- Research/argument essay using appropriate documentation.

Critical Thinking Assignments

- Identification of types of evidence, appeals, and fallacies within non-fiction works.
- Student-led discussions.
- Cooperative group planning for oral presentations.
- Analytical reflections on readings, films, current events, contemporary media, etc.

Reading Assignments

- Readings and evaluation of college-level material from a variety of sources, such as essays, fiction, and nonfiction, media presentations, and at least one book-length text
- Readings to find outside information to support the thesis of an analytic paper.

Outside Assignments

Representative Outside Assignments

- Assigned readings from texts and other sources.
- Assigned writings.
- Research/argument essay using appropriate documentation.

• Formal essays on assigned topics (typically from 3-8 pages, varying in length throughout the semester), demonstrating increasing levels of complexity.

Textbooks, Materials, and Resources

Resource Type

Textbook

Classic Textbook

No

Description

Lunsford, A and Ruskiewicz, J (2021). *Everything's an Argument* (9th). Bedford/St. Martins. 1319244483

Resource Type

Textbook

Description

Rottenberg, A and Winchell, D (2020). *Elements of Argument: A Text and Reader*, (13th). Bedford/St. Martins. 1319214738

Resource Type

Manual

Description

Bullock, R., Brody, M., & Weinberg, F. (2021) *The Little Seagull Handbook*, (4th ed.). W. W. Norton & Company. 0393877930

Resource Type

Other Resource Type

Description

Anthologies of shorter essays or other works addressing relevant issues or topics.

Resource Type

Other Resource Type

Description

Book length works of non-fiction.

Library Resources

Assignments requiring library resources

Research, using the Library's print and online resources, for formal and argument essays and a research paper using MLA format for citing sources.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Research and write a paper using credible sources to compare and contrast the following two famous writings: Martin Luther King's "Letter from Birmingham Jail" and Henry David Thoreau's "Civil Disobedience."

Write a 5-7 page literary analysis of a text. Utilize library resources to research and locate outside scholarship and criticism about your subject and incorporate this material into the research paper.

Faculty Qualifications

Primary Minimum Qualification

ENGLISH

Distance Education Addendum

The purpose of this addendum is to document, for each modality of distance education to be used for this course, and in every section of the course that is offered using those modalities, that:

1. Regular effective/substantive contact is maintained, as mandated in Title 5 § 55204(a), and as defined (for institutional financial aid eligibility purposes) in 34 CFR 602.3 (“Distance education”).
2. The methods of instruction are such that they maintain the same standards of course quality as are applied to traditional classroom courses, as mandated in Title 5 § 55202.
3. Instruction and course materials fulfill requirements imposed by the Americans with Disabilities Act (ADA) and section 508 of the Rehabilitation Act of 1973, as mandated in Title 5 § 55200.

The DE questions that follow should be answered with this purpose in mind. Faculty are also encouraged to read the CCCC publication Distance Education Accessibility Guidelines for Students with Disabilities before adding or changing DE modalities for a course.

Title 5 § 55206 requires separate review and approval of any course in which distance education modalities are used in lieu of face-to-face contact for any portion of the instruction provided. This addendum serves to facilitate the mandated separate review and approval.

Definitions

“Distance Education” means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology (Title 5 § 55200).

“Fully Online” means a course section taught 100% online, using only distance education instructional modalities. There can be no part of a fully online course section (including, but not limited to, orientation, assessment, proctored examinations, or a proctored final) that would require a student to be on campus.

“Web-enhanced” means a course section taught completely on-campus and face-to-face, but with some or all materials (such as the syllabus, assignments, grade book, etc.) posted online. This addendum is not required for a Web-enhanced course, provided that no sections of the course are offered using Hybrid or Fully Online modalities.

Distance Education Modalities

Hybrid (1%–50% online)

Hybrid (51%–99% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities.

Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.

E-mail	E-mail, class announcements and various learning management system tools will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week where s/he will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Face to Face (by student request; cannot be required)	Students will have direct face-to-face contact with instructor during weekly class meetings. This time will provide the opportunity for students to discuss and ask questions about the material to facilitate student learning objectives and course outcomes. The instructor will also hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online.
Hybrid (51%–99% online) Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week where s/he will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Face to Face (by student request; cannot be required)	Students will have direct face-to-face contact with instructor during weekly class meetings. This time will provide the opportunity for students to discuss and ask questions about the material to facilitate student learning objectives and course outcomes. The instructor will also hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Synchronous Dialog (e.g., online chat)	Instructor will provide a set time each week where s/he will be available for synchronous chat and question and answers with students.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form "study groups" in person or online.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.
Other DE (e.g., recorded lectures)	Faculty will use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: <ul style="list-style-type: none"> o Recorded Lectures, Narrated Slides, Screencasts o Instructor created content o VC Online Library Resources o Canvas Peer Review Tool o Canvas Student Groups (Assignments, Discussions) o 3rd Party (Publisher) Tools (MyOpenMath) o Websites and Blogs o Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)

Examinations**Hybrid (1%–50% online) Modality**

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Articulation

This section will be completed by the Articulation Officer. Please check ASSIST.org for most recent information.

C-ID**C-ID Descriptor Number**

ENGL 105

Status

Approved

Comparable Courses**Within the VCCCD**

ENGL M01C - Critical Thinking and Composition

ENGL M01CH - Honors: Critical Thinking and Composition

CSUs and UCs

University	Course ID	Course Title	Units
Cal Poly Pomona	ENG 2105	Freshman English II	3
CSU East Bay	ENGL 200	College Writing II	3
CSU Los Angeles	ENGL 2010	Intermediate College Writing	3

CSU Transferability**Course is CSU transferable**

Yes

CSU Baccalaureate List effective term:

Fall 2014

UC Transferability

Indicate whether the course is being proposed for the University of California Transfer Course Agreement (UC TCA) or is already approved. The effective term is to be entered by the Articulation Officer.

Effective term:

Fall 2014

Review and Approval Dates**Technical Review**

MM/DD/YYYY

Curriculum Committee

08/23/2022

DCCI

n/a

Curriculum Committee

08/23/2022

Board of Trustees

n/a

CCCCO

11/18/2022

State Control #

CCC000572734