

ENGL M01CH: HONORS: CRITICAL THINKING AND COMPOSITION

Originator

ssims

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College

Moorpark College

Discipline (CB01A)

ENGL - English

Course Number (CB01B)

M01CH

Course Title (CB02)

Honors: Critical Thinking and Composition

Banner/Short Title

Honors: Critical Thinking/Comp

Credit Type

Credit

Start Term

Fall 2022

Catalog Course Description

Develops advanced skills in critical thinking, reading, and writing. Focuses primarily on the analysis and evaluation of non-fiction works to develop logical reasoning as well as analytical and argumentative writing skills. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications and enrichment opportunities.

Course Credit Limitations: Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of "C" or better or "P". Moorpark College Honors Program requires a letter grade.

Taxonomy of Programs (TOP) Code (CB03)

1501.00 - English

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

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)

A - Satisfies English composition req (CSUGE-B A2/A3, IGETC 1A/1B, VCCCD D1, or 4-yr)

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity**Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

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

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Prerequisites

ENGL M01A or ENGL M01AH

Entrance Skills**Entrance Skills**

ENGL M01A or ENGL M01AH

Prerequisite Course Objectives

ENGL M01A-compose several expository papers from 2 to 10 pages long, totalling 8,000 words, employing such skills as: --use of the stages of the writing process: generating ideas, drafting, revising, and editing. --awareness of audience and purpose. --clear statement of thesis, focus, or controlling idea. --logical organization. --development of ideas, including appropriate rhetorical strategies, paragraph construction, effective transitions, and convincing support. --control of diction. --adherence to the conventions of Standard Written English.

ENGL M01A-compose timed essay examinations with clear thesis, logical organization, convincing arguments, and specific supporting detail.

ENGL M01A-organize and compose a 7-10-page research paper incorporating and accurately documenting a variety of appropriate source materials.

ENGL M01A-analyze a variety of essays and at least one book-length work.

ENGL M01A-demonstrate critical thinking skills in oral and written discussion of assigned readings.

ENGL M01A-identify and assess the main idea of essays and write clear, relevant responses in informal journal entries and formal essays.

ENGL M01AH-compose several expository papers from 2 to 10 pages long, totaling 8000 words, employing skills such as: --use of the stages of the writing process (generating ideas, drafting, revising, and editing). --awareness of purpose and audience. --clear statement of thesis, focus, or controlling idea. --logical organization. --development of ideas, including appropriate rhetorical strategies, paragraph construction, effective transitions, and convincing support. --control of diction. --adherence to the conventions of Standard Written English.

ENGL M01AH-compose timed essay examinations with clear thesis, logical organization, convincing arguments, and specific supporting detail.

ENGL M01AH-organize and compose a 7-10-page research paper incorporating and accurately documenting a variety of appropriate source materials.

ENGL M01AH-analyze a variety of essays and at least one book-length work.

ENGL M01AH-demonstrate critical thinking skills in oral and written discussion of assigned readings.

ENGL M01AH-identify and assess the main idea of essays and write clear, relevant responses in informal journal entries and formal essays.

ENGL M01AH- HONORS: demonstrate critical thinking in class participation and expository writing assignments related to substantial readings in select primary sources, perhaps involving book-length selections of non-fiction centered on one particular focus or theme.

ENGL M01AH- HONORS: interpret and present the results of research and/or close, careful reading of primary texts, perhaps centered on one particular focus or theme. Findings may be presented in a public forum such as a lecture, Internet posting or literary magazine.

ENGL M01AH- HONORS: take a leadership role in class discussions, oral reports, peer groups, panel presentations, and similar projects.

ENGL M01AH- HONORS: exhibit independent and creative thought by successfully completing assigned class projects and written work.

ENGL M01AH- HONORS: demonstrate an increased sensitivity to issues of ethnicity, culture, gender, sexual orientation, and age in accordance with the theme of the course.

Requisite Justification

Requisite Type

Prerequisite

Requisite

ENGL M01A or ENGL M01AH

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Required by 4 year institution

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | identify and discuss the thesis and main supporting points of a published essay and discuss the validity of its argument. |
| 2 | demonstrate advanced critical reading, writing, thinking, and research skills through analysis, synthesis, and evaluation of a variety of material encompassing varying viewpoints. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | evaluate college-level material from a variety of sources, such as essays, fiction and nonfiction, and media presentations (e.g., political debates, ad campaigns, and case studies, etc.). |
| 2 | distinguish among fact, opinion, belief, and prejudice and adequately evaluate the standards used when making these determinations. |
| 3 | identify common formal and informal fallacies of language and thought and distinguish between denotative and connotative language as well as deductive and inductive reasoning. |
| 4 | analyze assignments for underlying assumptions, valid arguments, logical structure, clear reasoning patterns, sound evidence, and rhetorical appeals (ethos, logos, and pathos); the aim being not only to identify these points in general occurrence but also effectively to practice them in one's own work in varied writing assignments designed to demonstrate growing levels of skill in these areas. |

5	practice research skills by finding outside sources, separating facts from opinion, drawing inferences, validating reliability.
6	use outside sources to support the development of his/her own ideas and logical reasoning.
7	demonstrate effective verbal and written communication skills, assess the critical thinking skills in use, and interact and respond appropriately.
8	HONORS: compose essays, totaling 6,000 words, that effectively employ writing strategies appropriate to the course.
9	HONORS: produce a 6-8 page research paper, demonstrating familiarity with research techniques, note-taking, organization, and documentation using current MLA guidelines.
10	HONORS: produce correct and articulate college-level English prose in all major assignments and work at an increasingly high level of sophistication in syntax and phrasing.
11	HONORS: demonstrate leadership in class discussions, oral reports, peer groups, panel presentations, and/or other similar projects.
12	HONORS: demonstrate independent and creative thought in the successful completion of assigned class projects and written work.
13	HONORS: demonstrate an increased sensitivity to issues involving differences of ethnicity, culture, gender, sexual orientation, and age—in accordance with the specific theme of the course.
14	HONORS: produce writing assignments that total a minimum 6,000 words during the course of the semester.

Course Content

Lecture/Course Content

(10%) Introduction to Critical Thinking

Define key vocabulary (denotation, connotation, fallacies, varying appeals, sound logic, appropriate evidence) and initiate analysis of readings using these tools

Assigned readings (at least 3-5 essays) will be analyzed for the most effective persuasive strategy

Students will practice analysis and production through collaborative learning activities and individual assignments

(15%) Development of Critical and Creative Thinking

Reading of several essays on controversial topics, exploring the issues through class discussion/debate and collaborative learning activities

Students will be assigned a major essay that shows their ability to narrow a topic and develop a logical, sound argument

Students will revise the work in progress, addressing careful thinking as well as effective writing skills, thesis/support, development, appropriate evidence

(15%) Introduction to Research

Assign readings and initial research topic

This preliminary work on research topics will include evaluating appropriate sources, assessing both sides of an issue in order for the student to position himself/herself within an existing debate, determining a point of view and focused thesis idea for the research project

Students will practice audience awareness, persuasive strategy, and research skills through completion of a statement of purpose for a major essay, including the preparation of an annotated bibliography

(5%) Analysis Review

Assign fiction or major essays, each of which shall lend itself to analysis of effective language and structure

(15%) In-Depth Research

Students will write and develop a researched argument and write a 6-8 page research paper that demonstrates appropriate use of evidence, persuasive strategies, and varying appeals

Students will work collaboratively and in conference with instructor to revise this essay

Attention will be directed to effective organization, appropriate use of source material, and attention to correct documentation

(10%) Persuasive Strategy

Refine critical and creative thinking skills through assigned readings, group discussion, and activities

Focus on persuasive strategies and writing practice through real world case studies

(15%) Literary and Media Analysis

Literary assignments (short stories, poems, novels) and films or media/current events on many levels—behavior and consequence, problem solving strategy, persuasion, language control, as well as key issues involving diversity ethnicity, gender, and culture

(10%) Critical Thinking Mastery

Advanced critical thinking will be practiced through the examination of a longer work

Students will incorporate the principles of critical thinking in a variety of new situations (in-class analysis, role- playing, interview scenarios, problem solving case study, etc.)

This section will apply critical and creative thinking to real-world situations

Independent reading and analysis of a novel or work of non-fiction

(5%) Review of Writing Skills

Review writing process through assigned readings and class work.

Laboratory or Activity Content

n/a

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
- Journals
- Objective exams
- Oral presentations
- Quizzes
- Research papers
- Written analyses
- Written compositions
- Written homework
- Other (specify)
- Classroom Discussion
- Projects
- Reports/Papers/Journals

Other

Research paper, utilizing MLA format, and other formal essays to total 7,000 words.

Instructional Methodology

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

- Audio-visual presentations
- Class activities
- Class discussions
- Collaborative group work
- Computer-aided presentations
- Dialog
- Distance Education
- Group discussions
- Instructor-guided interpretation and analysis
- Internet research
- Lecture
- Modeling
- One-on-one conference
- Readings
- Small group activities
- Web-based presentations
- Other (specify)

Specify other method of instruction

Peer group analysis of writing; individual work with a tutor or the instructor to improve writing structure; trips to films, theater, presentations, or museums as appropriate for the course; meetings with the professor several times throughout the semester.

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.

Representative Course Assignments

Writing Assignments

- 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.
- Research paper that provides counterpoints to a published argumentative essay.
- HONORS: Research paper (6-8 pages) that provides counterarguments to a published argumentative essay and retains the student's authorial voice.
- HONORS: Analytical reflections on readings, films, current events, contemporary media, etc.

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.
- HONORS: research and prepare a lesson to classmates.

Reading Assignments

- Readings and evaluation of college-level material from a variety of sources, such as essays, fiction and nonfiction, and media presentations.
- Readings to find outside information to support the thesis of an analytic paper.
- HONORS: Reading primary texts and incorporate the information into a critical paper.

Outside Assignments

Representative Outside Assignments

- Assigned readings from text 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 ascending levels of complexity.
- Research for a paper that will analyze and argue against a published essay.
- HONORS: prepare and deliver a lesson to classmates.
- HONORS: attendance/visitation at theater, presentations, readings, films, or other performances directly related to a course assignment or to broaden the student's appreciation of the subject.
- HONORS: multiple revisions of essays.

Articulation

C-ID Descriptor Number

ENGL 105

Status

Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Channel Islands	ENGL 107	Advanced Composition and Rhetoric	3
CSU East Bay	ENGL 200	College Writing II	3
Cal Poly Pomona	ENG 2105	Freshman English II	3
CSU Long Beach	ENGL 102	Critical Reading and Writing	3

Comparable Courses within the VCCCD

ENGL M01C - Critical Thinking and Composition

ENGL R128 - Composition and Critical Thinking through Non-Fiction

ENGL V01C - Critical Thinking and Writing

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

D2. Communication/Analytical Thinking

Approved

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

Fall 2000

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

A3 Critical Thinking

Approved

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA

Approved

IGETC

Area 1: English Communication

Area 1B: Critical Thinking and Composition

Approved

Area 2A: Mathematical Concepts & Quantitative Reasoning**Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

Description

Barnet, Sylvan, Hugo Bedau, and John O'Hara. *Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument with Readings*. 12th ed., Bedford/St. Martin's, 2020.

Resource Type

Textbook

Description

Heinrichs, Jay. *Thank You for Arguing, What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion*. 4th ed., Crown, 2020.

Resource Type

Textbook

Description

Colombo, Gary, et al. *Rereading America: Cultural Contexts for Critical Thinking and Writing*. 12th ed., Bedford/St. Martin's, 2021.

Resource Type

Textbook

Description

Jacobus, Lee A. *A World of Ideas: Essential Readings for College Writers*. 11th ed., Bedford/St. Martin's, 2019.

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. Use of Library resources in the development and organization of a lesson delivered to classmates.

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"

Distance Education Addendum**Definitions****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)	Discussions will provide overviews of the important time periods in Literature.
E-mail	Individual interaction between student and instructor.
Face to Face (by student request; cannot be required)	Student will have partial course time that is face to face.
Other DE (e.g., recorded lectures)	Recorded lectures will highlight key elements of literature.
Synchronous Dialog (e.g., online chat)	Synchronous interaction will allow use of the Socratic Method in discussing literature.
Video Conferencing	Instructor will hold regularly-scheduled online office hours. Part of the course may be offered in online face-to-face meetings, which will be recorded and posted.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussions will provide overviews of the important time periods in Literature.
E-mail	Individual interaction between student and instructor.
Face to Face (by student request; cannot be required)	Student will have partial course time that is face to face.
Other DE (e.g., recorded lectures)	Recorded lectures will highlight key elements of literature.
Synchronous Dialog (e.g., online chat)	Synchronous interaction will allow use of the Socratic Method in discussing literature.
Video Conferencing	Instructor will hold regularly-scheduled online office hours. Part of the course may be offered in online face-to-face meetings, which will be recorded and posted.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussions will provide overviews of the important time periods in Literature.
E-mail	Individual interaction between student and instructor.
Other DE (e.g., recorded lectures)	Recorded lectures will highlight key elements of literature.
Synchronous Dialog (e.g., online chat)	Synchronous interaction will allow use of the Socratic Method in discussing literature.

Video Conferencing

Instructor will hold regularly-scheduled online office hours. Part of the course may be offered in online face-to-face meetings, which will be recorded and posted.

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

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

ENGLISH

Review and Approval Dates**Department Chair**

02/28/22

Dean

03/06/22

Technical Review

03/17/2022

Curriculum Committee

04/05/2022

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000435309

DOE/accreditation approval date

MM/DD/YYYY