



5055 Santa Teresa Blvd
Gilroy, CA 95023

Course Outline

COURSE: ENGL C1001

DIVISION: 10

ALSO LISTED AS: ENGL 1C

TERM EFFECTIVE: Summer 2026

CURRICULUM APPROVAL DATE: 11/11/2025

SHORT TITLE: CRITICAL THINKING AND WRITING

LONG TITLE: Critical Thinking and Writing

| <u>Units</u> | <u>Number of Weeks</u> | <u>Type</u> | <u>Contact Hours/Week</u> | <u>Total Contact Hours</u> |
|--------------|------------------------|-------------|---------------------------|----------------------------|
| 3 | 18 | Lecture: | 3 | 54 |
| | | Lab: | 0 | 0 |
| | | Other: | 0 | 0 |
| | | Total: | 3 | 54 |

Out of Class Hrs: 108.00

Total Learning Hrs: 162.00

COURSE DESCRIPTION:

In this course, students receive instruction in critical thinking for purposes of constructing, evaluating, and composing arguments in a variety of rhetorical forms, using primarily non-fiction texts, refining writing skills and research strategies developed in ENGL C1000 College Reading and Writing (or C-ID ENGL 100) or similar first-year college writing course.

Part 2

C-ID (ENGL 105) PREREQUISITE: College-level composition (ENGL C1000/ ENGL C1000H/ ENGL C1000E/C-ID ENGL 100) or equivalent. Also known as ENGL 1C.

PREREQUISITES:

College-level composition (ENGL C1000/ ENGL C1000H/ ENGL C1000E/C-ID ENGL 100) or equivalent.

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

- 02 - Lecture and/or discussion
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES/OBJECTIVES:

By the end of this course, a student should:

1. Define, recognize, and utilize forms of critical reasoning, including deductive and inductive reasoning, in a variety of rhetorical contexts.
2. Reflect critically on one's own thought processes to identify and avoid cognitive biases and common fallacies of language and thought.
3. Employ critical reading and research strategies to locate and evaluate complex texts representative of diverse experiences, perspectives, and forms of authority.
4. Evaluate and document evidence to construct arguments in a variety of rhetorical situations, distinguishing knowledge from belief and fact from judgment.
5. Draft written arguments to respond appropriately to texts, with attention to intended audience, purpose, and social context, and revise for clarity, cogency, persuasiveness, and soundness.

Part 2

1. In this course, students receive instruction in critical thinking for purposes of constructing, evaluating, and composing arguments in a variety of rhetorical forms, using primarily non-fiction texts, refining writing skills and research strategies developed in ENGL C1000 Academic Reading and Writing (or C-ID ENGL 100) or similar first-year college writing course.

COURSE CONTENT:

Develop writing and reading skills for logical reasoning and argumentation using primarily nonfiction texts. Minimum 5,000 words of writing which may include a combination of drafts, written peer response, and other forms of writing that inform students' inquiry-driven research and writing process. Students should revise and receive feedback from their instructor on at least one extended argument.

Part 2:

Curriculum Approval Date: 11/11/2025

METHODS OF INSTRUCTION:

Methods of instruction may include lectures, class discussion, group discussion/hands on Assignments; video, CD and multimedia presentations, written papers, responses, and exams.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours 108

Assignment Description

Readings, Essays, Research Papers and Projects, Research Proposals, Annotated Works Cited assignments, working with graphic organizers, viewing and visiting online resources, seminar projects.

METHODS OF EVALUATION:

Methods of evaluation used to observe or measure students' achievement of course outcomes are at the discretion of local faculty but must include at least one extended argument through draft and revision. Additional assessments could include, but are not limited to, peer evaluations, discussions, metacognitive reflections, presentations, quizzes, exams, projects, etc.

REPRESENTATIVE TEXTBOOKS:

- 1) The Little Seagull Handbook, 5th edition. W.W. Norton & Company. Bullock, Richard, et al. 978-1324060130
- 2) How Arguments Work: A Guide to Writing and Analyzing Texts in College. OER LibreTexts. Mills, Anna. [https://human.libretexts.org/Bookshelves/Composition/Advanced_Composition/How_Arguments_Work_-_A_Guide_to_Writing_and_Analyzing_Texts_in_College_\(Mills\)](https://human.libretexts.org/Bookshelves/Composition/Advanced_Composition/How_Arguments_Work_-_A_Guide_to_Writing_and_Analyzing_Texts_in_College_(Mills)). 2022
- 3) The Elements of Argument. Bedford/St. Martins. Rottenberg, Annette. ? 978-1319214739. 2021
- 4) Critical Thinking. The Foundation of Critical Thinking. Bedford/St. Martins. Paul, Richard, and Linda Elder. ? 978-1538139523. 2022
- 5) Current Issues and Enduring Questions. Bedford/St. Martins. Barnett, Sylvan. 978-1319332068. 2022
- 6) The Craft of Research. . U of Chicago P. Booth, Wayne C. et al. 978-0226826677. 2024
- 7) The Critical Thinking Toolkit. Wiley-Blackwell. Foresman, Galen A., and Peter S. Fosl. 978-0470658697. 2016

ARTICULATION and CERTIFICATE INFORMATION

GAV GE:

GAV C2

GAV Area 1B

CSU GE:

CSU A3

IGETC:

IGETC 1B

CALGETC:

CALGETC Area 1B

CSU TRANSFER:

Transferable CSU

UC TRANSFER:

Transferable UC

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education: N

Program Status: 1 Program Applicable

Special Class Status: N

C-ID (ENGL 105)

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Course Control Number: CCC000208497

Sports/Physical Education Course: N

Taxonomy of Program: 150100

CIP: 230101