

# ENGL C1001: CRITICAL THINKING AND WRITING

## Foothill College Course Outline of Record

Heading	Value
<b>Effective Term:</b>	Fall 2025
<b>Units:</b>	5
<b>Hours:</b>	5 lecture per week (60 total per quarter)
<b>Prerequisite:</b>	College-level composition (ENGL C1000 / ENGL C1000H / ENGL C1000E / C-ID ENGL 100) or equivalent.
<b>Advisory:</b>	Not open to students with credit in ENGL 1C, 1CH, 2, or C1001H.
<b>Degree &amp; Credit Status:</b>	Degree-Applicable Credit Course
<b>Foothill GE:</b>	Non-GE
<b>Transferable:</b>	CSU/UC
<b>Grade Type:</b>	Letter Grade (Request for Pass/No Pass)
<b>Repeatability:</b>	Not Repeatable
<b>Formerly:</b>	ENGL 1C

## Student Learning Outcomes

- A successful student will be able to demonstrate mastery of critical thinking techniques and analysis.
- A successful student will be able to write an argumentative essay with awareness of audience and mastery of critical reasoning.

## 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 Academic Reading and Writing (or C-ID ENGL 100) or similar first-year college writing course.

## Course Objectives

At the conclusion of this course, the student should be able to:

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.

### Reading:

1. Critically read, analyze, compare, and evaluate multicultural argumentative prose from across the curriculum.
2. Conduct rhetorical analysis of texts and identify a text's premises and assumptions in various social, historical, cultural, psychological, or aesthetic contexts.

### Writing:

1. Demonstrate mastery in writing text-based arguments, including interpretation, evaluation, and analysis, and support them with a variety of appropriate textual evidence and examples.
2. Use and analyze basic modes of argument, such as inductive and deductive reasoning techniques, recognizing fallacies, analysis, interpretation, and synthesis.
3. Find, analyze, interpret, and evaluate research material, incorporating them to support claims using appropriate documentation format without plagiarism.
4. Use style, diction, and tone appropriate to the academic community and the purpose of the specific writing task.

### Critical Thinking:

1. Identify logic of argument (premises and conclusions).
2. Demonstrate understanding of formal and informal fallacies in language and thought.

## Course Content

Develop writing and reading skills for logical reasoning and argumentation using primarily non-fiction 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.

### Reading:

1. Read and analyze at least two book-length, college-level texts in separate or anthology form
  - a. Comprehend and evaluate a text's main themes
  - b. Draw reasoned inferences based on close reading of a text
2. Conduct rhetorical analysis of texts
  - a. Analyze varieties in voice, rhetorical style and purpose in non-fiction genres
  - b. Identify and analyze rhetorical devices in connection with a text's main themes
  - c. Establish cultural and historical contexts for a text and determine how those contexts shape that writing

### Writing:

1. Demonstrate mastery in writing text-based arguments, including interpretation, evaluation, and analysis, and support them with a variety of appropriate textual evidence and examples
  - a. Based on writing a total of at least 5,000 words: Text-based, thesis-driven compositions, including a documented research paper, the shortest of which will be 750 words
  - b. Practice writing both as a process of discovery and synthesis
  - c. Draw connections that synthesize:

- i. Two or more texts
  - ii. The text(s) and the student's individual experiences and ideas
- 2. Use and analyze basic modes of argument, such as inductive and deductive reasoning techniques, recognizing fallacies, analysis, interpretation, and synthesis
- 3. Find, analyze, interpret, and evaluate research material, incorporating them to support claims using appropriate documentation format without plagiarism
- 4. Use style, diction, and tone appropriate to the academic community and the purpose of the specific writing task
  - a. Develop advanced grammar, punctuation, and syntax, including editing for improved sentence variety and flow
  - b. Identify and employ the conventions and strategies appropriate to writing with various disciplines

#### Critical Thinking:

- 1. Identify logic of argument (premises and conclusions)
  - a. Distinguish denotation from connotation, the abstract from the concrete, and the literal from the inferential (including analogy, extended metaphor, and symbol)
  - b. Draw and assess inferences and recognize distinctions among assumptions, inferences, facts, and opinions
- 2. Demonstrate understanding of formal and informal fallacies in language and thought
  - a. Identify logic (premises/conclusions) and logical fallacies such as syllogistic reasoning, abstractions, undefined terms, name-calling, false analogy, ad hominem, and ad populum arguments
  - b. Recognize and evaluate assumptions underlying an argument

## Lab Content

Not applicable.

## Special Facilities and/or Equipment

- 1. When taught on campus, no special facility or equipment needed.
- 2. When taught virtually, ongoing access to computer, internet, and email.

## Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

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.

Write a total of at least 5,000 words: a minimum of three untimed, formal essays (in-class or online) and two timed, informal essays (in-class or online)

Additional assignments may include:

- 1. Class discussion in small and large group formats
- 2. Oral presentations
- 3. Quizzes and tests
- 4. Journals and portfolios
- 5. Social justice/service learning projects
- 6. Production of the students' own creative work

## Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lectures  
Discussions  
Structured small-group exercises

## Representative Text(s) and Other Materials

Materials shall be primarily non-fiction, are expected to represent culturally diverse perspectives, and will vary by individual institutions and sections. A writing handbook must be included. Open Educational Resources (OER) materials are encouraged.

Representative Writing Handbook:

Bullock, Richard, et al. [The Little Seagull Handbook](#), 5th edition. W.W. Norton & Company. 2024.

Representative Textbooks:

Mills, Anna. [How Arguments Work: A Guide to Writing and Analyzing Texts in College](#). OER Libretexts. 2022. [How Arguments Work - A Guide to Writing and Analyzing Texts in College \(Mills\) - Humanities LibreTexts](#).

Rottenberg, Annette. [The Elements of Argument](#). Bedford/St. Martins. 2021.

Paul, Richard, and Linda Elder. [Critical Thinking](#). The Foundation of Critical Thinking. 2022.

Barnet, Sylvan. [Current Issues and Enduring Questions](#). Bedford/St. Martins. 2022.

Booth, Wayne C., et al. [The Craft of Research](#). U of Chicago P. 2024.

Foresman, Galen A., and Peter S. Fosl. [The Critical Thinking Toolkit](#). Wiley-Blackwell. 2016.

One critical thinking text and at least two additional book-length college-level texts of non-fiction literature presented in either separate or anthology form. To be supplemented at the instructor's discretion with additional readings, handbook, and/or rhetoric.

**Suggested critical thinking, rhetoric, and college research textbooks:**

Bullock, Richard, Michael Brody, and Francine Weinburg. [The Little Seagull Handbook](#). 2024.

Paul, Richard, and Linda Elder. [Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life](#). 2022.

Rottenberg, Annette. [The Elements of Argument](#). 2021.

**Suggested OER textbooks:**

Gaglich, Emily, and Emile Zickel. [A Guide to Rhetoric, Genre and Success in First Year Writing](#). 2020.

**Suggested non-fiction books and anthologies:**

Diavalo, Lucy, ed. [No Planet B: A Teen Vogue Guide to the Climate Crisis](#). 2021.

Jamail, Dahr. The End of Ice: Bearing Witness and Finding Meaning in the Path of Climate Disruption. 2021.

Kaur, Valerie. See No Stranger: A Memoir of Revolutionary Love. 2020.

Kendhi, Ibrahim. How to Be an Anti-Racist. 2019.

Moraga, Cherríe. Native Country of the Heart: A Memoir. 2020.

Sacco, Joe. Paying the Land. 2020.

## **Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments**

1. Reading and discussion of non-fiction texts from across the curriculum
2. Timed essays based on analysis of assigned reading
3. Formal analytical, text-based essays based on analysis of reading and research

## **Discipline(s)**

English