



# ENGL 002: CRITICAL READ, WRITE, & REASON

## Proposer:

Name:	Email:
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## Effective Term:

Fall 2025

## Credit Status:

Credit - Degree Applicable

## Subject:

ENGL - English

## Course Number:

002

## Discipline:

And/Or	(	Discipline	)
		English	

## Catalog Title

Critical Thinking and Writing

## Catalog Description

### Common 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 (C-ID ENGL 100) or similar first-year college writing course.

### COS Expanded Description:

We are constantly being exposed to information and ideas, but how do we determine what information is reliable and relevant? How do experiences and beliefs shape the way we process ideas? How can we be better evaluators of information and better decision makers? What makes a particular argument persuasive to one group of people but completely absurd to another? English 002 will explore these questions as you develop critical reading, writing, and reasoning skills beyond what you learned in English 001. In this course you'll be invited to read and analyze a diverse range of texts from multiple modalities and reflect on the lenses through which you interpret that information. You'll determine how the authors make choices to persuade specific audiences, and then have opportunities to make your own writing choices as you enter the conversations of today. Students in English 002 have many opportunities for extra support, including supplemental learning assistance provided by visiting The Writing Center (aka ENGL 400, an open entry/open exit non-credit course).

## Prerequisites

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

## Validation

### Validation Type

Sequential - Same Discipline

### Course

ENGL 001

Complete the Prerequisite/Corequisite Objectives and provide sound quantitative research to document the need for the requisite.

## Method of Instruction:

Distance Education  
Lecture and/or Discussion



## Course Units/Hours:

### Course Units Minimum:

3

### Lecture Hours Minimum (week)

3

### Lab Hours Minimum (week)

0

### Activity Hours Minimum (week)

0

### Total Contact Hours Minimum (semester)

52.5

### Total Outside Hours Minimum (semester)

105

### Total Student Learning Minimum Hours (semester)

157.5

### Repeatability:

No

### Open Entry/Exit:

No

### Field Trips:

Not Required

### Grade Mode:

Standard Letter

### TOP Code:

150100 - English

### SAM Code:

E - Non-Occupational

## Course Content

### Methods of Assessment:

Essay quizzes or exams  
 Multiple choice tests  
 Oral presentations  
 Portfolio Evaluation  
 Project  
 Short answer quizzes or exams  
 Written essays or extended papers

### Course Topics:

Course Topics	
1	COMMON TOPIC: 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.
2	COS EXPANDED TOPIC: Argument structures, such as claims, premises, evidence, analysis, interpretation, and conclusion



3	COS EXPANDED TOPIC: Methods of reasoning, such as deductive/inductive logic, sound arguments, grounds, warrants, cultural, historical, and social constructions of reasoning, etc.
4	COS EXPANDED TOPIC: Genre and how it shapes texts
5	COS EXPANDED TOPIC: Persuasion across a variety of genres, modalities (e.g. photography, comedy, advertisement, memes), worldviews, and cultures
6	COS EXPANDED TOPIC: Distinction between fact, opinion, assumption, observation, inference
7	COS EXPANDED TOPIC: Consideration of multiple rhetorical forms (e.g. queer listening, African American rhetoric, Eastern rhetoric, indigenous rhetoric) and the ways texts reinforce or resist cultural norms or dominant ideologies
8	COS EXPANDED TOPIC: Attention to author's motive, underlying assumptions, and values
9	COS EXPANDED TOPIC: Methods for incorporating evidence to represent complex conversations and manage multiple voices/perspectives
10	COS EXPANDED TOPIC: Strategies to adapt language to suit a variety of audiences (e.g. style, tone, clarity, economy, control of meaning)
11	COS EXPANDED TOPIC: Revision strategies to compose complex arguments that are supported by evidence
12	COS EXPANDED TOPIC: Proofreading and editing
13	COS EXPANDED TOPIC: Group discussions about course topics to better understand diverse viewpoints
14	COS EXPANDED TOPIC: Strategies to explore and write nuanced arguments that acknowledge that viewpoints are not binary, suit a variety of audiences, and that display open-mindedness and openness for growth through research
15	COS EXPANDED TOPIC: Reflection on positionality—how our own experiences, cultural background, privilege, and biases shape our reading, reasoning, and decision-making
16	COS EXPANDED TOPIC: How people build their beliefs/perceptions (e.g., memory, assumptions, personal experience, stereotypes) including bias (e.g. implicit, confirmation, corporate bias)
17	COS EXPANDED TOPIC: Application of course concepts to a number of contexts (work, everyday life, different courses, disciplines, situations, politics)
18	COS EXPANDED TOPIC: Ethical appeals and justifications that inform values and moral decision making
19	COS EXPANDED TOPIC: Authority and expertise, particularly in relation to power, privilege, credibility, and bias
20	COS EXPANDED TOPIC: Information literacy, including the range of research resources and the positionality of each (e.g. personal experience, think tanks, scholarly works, journalism, government reports)
21	COS EXPANDED TOPIC: Persuasive manipulation (including propaganda, slanted facts, disinformation and misinformation)
22	COS EXPANDED TOPIC: Advanced research skills such as lateral reading, fact-checking, etc.

#### Course Objectives:

Course Objectives	
1	COMMON OBJECTIVE: Define, recognize, and utilize forms of critical reasoning, including deductive and inductive reasoning, in a variety of rhetorical contexts.
2	COMMON OBJECTIVE: Reflect critically on one's own thought processes to identify and avoid cognitive biases and common fallacies of language and thought.
3	COMMON OBJECTIVE: Employ critical reading and research strategies to locate and evaluate complex texts representative of diverse experiences, perspectives, and forms of authority.
4	COMMON OBJECTIVE: Evaluate and document evidence to construct arguments in a variety of rhetorical situations, distinguishing knowledge from belief and fact from judgment.
5	COMMON OBJECTIVE: 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.
6	COS EXPANDED OBJECTIVE: Read and analyze a variety of diverse texts from multiple viewpoints, perspectives, and modalities, including nonfiction texts, articles, op eds, speeches, and/or memes.
7	COS EXPANDED OBJECTIVE: Evaluate rhetorical aspects of an argument, including identifying propaganda, misleading facts, and other manipulations of rhetoric.
8	COS EXPANDED OBJECTIVE: Consider the various social, historical, cultural, psychological and/or aesthetic contexts that create arguments, including non-dominant ways of reasoning and knowing.
9	COS EXPANDED OBJECTIVE: Work productively and empathetically in groups to examine and critically respond to controversial and provocative ideas.



10	COS EXPANDED OBJECTIVE: Critically examine student's own evolving decision-making, biases, and worldview
11	COS EXPANDED OBJECTIVE: Move beyond binary thinking to a nuanced understanding of contemporary issues and beliefs
12	COS EXPANDED OBJECTIVE: Synthesize ideas or information from multiple sources to understand a topic or issue more fully (lateral reading). This may include a consideration of historical and cultural context of arguments
13	COS EXPANDED OBJECTIVE: Employ advanced research strategies, such as lateral reading and fact-checking
14	COS EXPANDED OBJECTIVE: Examine media literacy concepts within contemporary media, such as fake news, dis/misinformation, debunking, polarization, bias, and expertise

#### Course Outcomes:

Course Outcomes	
1	Analyze and evaluate texts with an emphasis on argument structure, assumption, bias, context, and rhetorical choices.
2	Write well-reasoned, evidence-based, and nuanced arguments to suit a variety of audiences, purposes, and contexts.
3	Reflect on the complex relationship between our own decision making, beliefs, ways of knowing, values, and world views.
4	Evaluate a variety of texts and perspectives to research and understand complex issues and integrate these texts and perspectives in effective arguments.
5	Identify and evaluate issues of media literacy, such as factuality, authority, and identity, within contemporary media. Navigate contemporary media with attention to issues of media literacy such as factuality, authority, and identity.

#### Assignments:

Assignment Type:	Details
Other	COMMON 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.
Reading	Have students read about and name their own background beliefs and worldviews, and then name an idea or belief that they once held that they now see as false, and describe what changed their mind.
Homework	A major part of our communication is through visual appeals, and in the 21st century, much of that has been through photographs, advertisements, and memes, particularly on social media. These images, at times, make arguments that seek to convey worldviews, cultural values, and political allegiances. As such, it is important to understand how these images and their arguments are constructed and to evaluate the quality of those arguments.  Find a visual that presents an argument. This visual can be a political cartoon, an advertisement, a billboard, a commercial, a photograph, a meme, or some other visual representation. Once you have your visual argument, you will write an analysis that examines the visual argument's structure and logic, explaining how its visual elements work to construct the argument rhetorically, and you will evaluate the image's effectiveness (persuasive, convincing? For what audience?) and legitimacy (well-reasoned, factual?) and its impact on our thinking and action.
Writing	Have students choose a single day to look at how one news story is covered across many different news sites, examining and interrogating a wide range of cultural and political perspectives.
Writing	Read Mara Lee Grayson's "Writing Toward Racial Literacy" and write a response where you reflect on your own positionality and how it affects how you read and value texts.

#### Textbooks or other support materials

Resource Type:	Details
Books	Common Material: 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.



Web/Other	Common Material: Mills, Anna. How Arguments Work: A Guide to Writing and Analyzing Texts in College. OER Libretexts. 2022. <a href="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)</a>
Manuals	Common Material: Bullock, Richard, et al. The Little Seagull Handbook, 5th edition. W.W. Norton & Company. 2024.
Books	Common Material: Rottenberg, Annette. The Elements of Argument. Bedford/St, Martins. 2021.
Books	Common Material: Paul, Richard, and Linda Elder. Critical Thinking. The Foundation of Critical Thinking. 2022.
Books	Common Material: Barnet, Sylvan. Current Issues and Enduring Questions. Bedford/St. Martins. 2022.
Books	Common Material: Booth, Wayne C. et al. The Craft of Research. U of Chicago P. 2024.
Books	Common Material: Foresman, Galen A., and Peter S. Fosl. The Critical Thinking Toolkit. Wiley-Blackwell. 2016.
Books	COS Expanded Materials: Novella, Steven. The Skeptics' Guide to the Universe: How to Know What's Really Real in A World Increasingly Full of Fake.
Zero Textbook Cost	COS Expanded Materials: Free ebook in COS database: Rhetoric Before and Beyond the Greeks
Zero Textbook Cost	COS Expanded Materials: Arguments in Context (OER Commons): <a href="https://www.oercommons.org/courses/arguments-in-context/view">https://www.oercommons.org/courses/arguments-in-context/view</a>
Zero Textbook Cost	COS Expanded Materials: A Dam Good Argument (OER Commons): <a href="https://www.oercommons.org/courses/a-dam-good-argument-persuasive-writing-at-oregon-state-university/view">https://www.oercommons.org/courses/a-dam-good-argument-persuasive-writing-at-oregon-state-university/view</a>
Zero Textbook Cost	COS Expanded Materials: Selected readings from Writing Spaces <a href="https://writingspaces.org/">https://writingspaces.org/</a>
Web/Other	COS Expanded Materials: Video: Daniel Cohen, "For Argument's Sake" : <a href="https://www.ted.com/talks/daniel_h_cohen_for_argument_s_sake?...en">https://www.ted.com/talks/daniel_h_cohen_for_argument_s_sake?...en</a>
Web/Other	COS Expanded Materials: Video: Chimamanda Ngozi Adichie, "Danger of a Single Story": <a href="https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en">https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en</a>
Web/Other	COS Expanded Materials: Handouts: Annenberg Classroom Critical Thinking: <a href="https://www.annenbergclassroom.org/teaching-critical-thinking/">https://www.annenbergclassroom.org/teaching-critical-thinking/</a>
Web/Other	COS Expanded Materials: Graphic Text: Book of Bad Arguments: <a href="https://bookofbadarguments.com/">https://bookofbadarguments.com/</a>
Web/Other	COS Expanded Materials: Playlist: Crash Course, Navigating Digital Information: <a href="https://www.youtube.com/playlist?list=PL8dPuuaLjXtN07XYqqWSKpPrtNDiCHTzU">https://www.youtube.com/playlist?list=PL8dPuuaLjXtN07XYqqWSKpPrtNDiCHTzU</a>
Web/Other	COS Expanded Materials: Playlist: The Complexity of Memory: <a href="https://www.ted.com/playlists/196/the_complexity_of_memory">https://www.ted.com/playlists/196/the_complexity_of_memory</a>
Web/Other	COS Expanded Materials: Curriculum: AD Text, An Interdisciplinary curriculum for advertising in society, culture and history: <a href="http://www.adtextonline.org/index.html">http://www.adtextonline.org/index.html</a>
Web/Other	COS Expanded Materials: Game: Fake it to Make it <a href="https://www.fakeittomakeitgame.com/">https://www.fakeittomakeitgame.com/</a>
Web/Other	COS Expanded Materials: Game: Internet Matters Fake News Quiz <a href="https://www.internetmatters.org/issues/fake-news-and-misinformation-advice-hub/find-the-fake/choose-quiz/">https://www.internetmatters.org/issues/fake-news-and-misinformation-advice-hub/find-the-fake/choose-quiz/</a>
Web/Other	COS Expanded Materials: Game: The Fake News Game <a href="https://librarydevelopment.group.shef.ac.uk/storyline/questioning/fake-news-game/story_html5.html">https://librarydevelopment.group.shef.ac.uk/storyline/questioning/fake-news-game/story_html5.html</a>
Manuals	COS Expanded Materials: MLA Handbook Plus, 9th edition, 2021.

**Equity Review:**

Yes

**Transferable to CSU**

Yes - Approved

**CSU General Education**

Transferable to CSU

CSU GE A3: Critical Thinking

**Transferable to UC**

Yes - Proposed

**UC/IGETC General Education**

Cal-GETC GE Area 1B: Critical Thinking & Composition

Transferable to UC

IGETC 1B: Critical Thinking-English Composition

**COS General Education**

COS GE A2: Oral Communication/Analytic Thinking

**Other Degree Attributes**

Degree Applicable

Not a Basic Skills Course

**Distance Learning Addendum**

ENGL 002 DLA.doc

**Additional Attachment**

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**Banner Title:**

Critical Read, Write, & Reason

**Curriculum Committee Approval Date:**

05/09/2023

**Academic Senate Approval Date:**

08/23/2023

**District Governing Board Approval Date:**

09/11/2023

**Course Control Number:**

CCC000263586

**C-ID:**

ENGL105