

COURSE OUTLINE

**English 193**  
**Foundations in Critical Thinking for English**

**I. Catalog Statement**

English 193 is designed to complement English 199 in the development and practice of essential writing and critical thinking skills. Topics include integration of active learning, identification of effective or faulty arguments, creating sound arguments, and the application of knowledge in writing a research paper.

Total Lecture Units: 2.0

**Total Course Units: 2.0**

Total Lecture Hours: 48.0

**Total Faculty Contact Hours: 48.0**

Prerequisite: ENGL190 (English 190 may be taken concurrently).

Corequisite: ENGL 199.

Note: This course is Pass/No Pass only.

**II. Course Entry Expectations**

Prior to enrolling in this course, the student should be able to:

1. score at a ninth-grade level on a standardized reading test;
2. analyze paragraph-length reading passages to identify topic and developmental sentences, as well as transitional expressions used to increase coherence;
3. evaluate paragraphs for unity, sufficiency of development, and coherence;
4. demonstrate a basic understanding of the English sentence, including word order, the need for a subject and verb, and the use of verb tenses and forms;
5. organize and write a paragraph-length composition;
6. discriminate between primary and subordinate statements in a paragraph and create and follow an outline.

While enrolled in this course, the student should be able to:

1. organize and write thesis-based essays;
2. use detailed examples, facts, logical explanations, and other appropriate support for thesis for thesis statements
3. critically analyze selected prose works dealing with important contemporary issues;
4. summarize, analyze, and synthesize information, express and apply standards for judgment, compare and contrast, and evaluate evidence in order to form and state

- reasoned opinions;
5. gather and organize information through library research;
  6. demonstrate a command of grammar, diction, syntax, and mechanics sufficient for college level work as specified by the English 120 rubric;
  7. evaluate compositions for unity, sufficiency of development, evidence, coherence, and a variety of sentence structure;
  8. organize and write an essay which:
    - a. addresses the topic and is directed by a thesis statement;
    - b. has an introduction, body, and conclusion and demonstrates a basic understanding of essay organization;
    - c. shows awareness of critical thinking and linkage of evidence with assertion;
    - d. develops ideas, moving from general to specific;
    - e. is easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;
    - f. uses a variety of sentence types.

### **III. Course Exit Standard**

Upon successful completion of the required course work, the student will be able to:

1. utilize prior learning to make connections with new material;
2. recognize personal learning habits in writing courses and other relevant classes and replace unproductive practices with effective ones;
3. collaborate with classmates on a presentation related to relevant course content;
4. describe critical thinking and list habits of critical thinkers;
5. discriminate between facts, opinions, inferences, evaluations, and assumptions;
6. detect hidden assumptions and logical fallacies in a variety of sources;
7. distinguish between valid and invalid arguments;
8. analyze essays and construct debate platforms;
9. use foundational critical thinking skills to better analyze, synthesize, and evaluate ideas and information;
10. apply foundational knowledge of critical thinking from courses in English 199 and other disciplines in order to understand cross-disciplinary connections.

### **IV. Course Content**

**Total Faculty Contact Hours =48**

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|--|---------|
| A. Working Productively with the Essay                             | 8 hours |
| 1. Understanding and responding to essay feedback                  |         |
| 2. Time management for in-class essays and timed reading responses |         |
| 3. Collaborative research for essays                               |         |
| 4. Cultural and historical differences in texts                    |         |
| 5. Increasing analytical awareness of essay and argument structure |         |
| 6. Using critical reading skills to improve writing                |         |
| B. Short-Term and Long-Term Planning and Goal Setting              | 4 hours |

1. Reading and writing in the context of overall college success
  2. Manageable goals for reading and writing courses
- C. Deepening Critical Thinking and Sharpening Argumentation 6 hours
1. Learning barriers to critical observation
  2. Increasing word precision
- D. Understanding Facts, Opinions, Inferences, Evaluations, and Assumptions 4 hours
1. Distinguishing facts from opinions
  2. Making inferences, evaluations, and assumptions
  3. Recognizing inferential thinking
  4. Identifying validity and soundness of reasoning
- E. Recognizing Viewpoints 4 hours
1. Identifying types of viewpoints
  2. Recognizing political, cultural, and historical viewpoints
- F. Understanding Arguments 4 hours
1. Distinguishing between arguments and reports
  2. Distinguishing between reasons and conclusions
  3. Determining argument strengths and weaknesses
- G. Identifying Argument Fallacies 4 hours
1. Beginning to recognize manipulation through language, emotions, and word ambiguity
  2. Beginning to recognize the most common logical fallacies
- H. Understanding Inductive Reasoning 4 hours
1. Defining inductive reasoning
  2. Recognizing foundational fallacies of inductive reasoning
- I. Understanding Deductive Reasoning 4 hours
1. Defining deductive reasoning
  2. Recognizing foundational fallacies of deductive reasoning
- J. Writing the Research Paper 6 hours
1. Planning a research project
  2. Applying critical thinking techniques to English 199 research paper

## **V. Methods of Instruction**

The following instructional methodologies may be used in this course:

1. lecture;
2. collaborative small-group work;
3. class discussion;
4. PowerPoint slide shows;

5. guest speakers (e.g. from counseling);
6. individual conferences.

## **VI. Out of Class Assignments**

The following out of class assignments may be used in this course:

1. collaborative small-group work;
2. course website assignments on Moodle and Campus Guides;
3. workshops through the Learning Center;
4. on-line quizzes.

## **VII. Methods of Evaluation**

The following assignments and methods of evaluation may be used in this course:

1. quizzes (some group quizzes);
2. class debate;
3. group work assignments;
4. class presentations related to written assignments from English 199;
5. writing assignments, including journals and short essays;
6. revision responses to returned classwork for English 199;
7. midterm exam and final exam.

## **VIII. Textbooks** (possibilities)

Mayfield, Marlys. *Thinking for Yourself*. Boston: Wadsworth/Cengage Learning. 2009. Print.  
10<sup>th</sup> Grade Reading Level. ISBN-10: 0674066642.

Bain, Ken, *What the Best College Students Do*. Cambridge: Belnap Press of Harvard University Press. 2012. Print.  
12<sup>th</sup> Grade Reading Level. ISBN-10: 0674066642.

Downing, Skip, *On Course*. Boston: Wadsworth/Cengage Learning, January 2010. Print.  
10<sup>th</sup> Grade Reading Level. ISBN-10: 1439082170.

## **IX. Student Learning Outcomes**

1. Students shall increase their awareness of their academic strengths and weaknesses as demonstrated through journal assignments and pre- and post-tests;
2. Students shall demonstrate comprehension of critical thinking concepts, logical fallacies, and the elements of argumentation as demonstrated through quizzes;
3. Students shall determine bias in language and argumentation as demonstrated through reading analysis quizzes;
4. Students shall conduct academic research and produce original work, including in-class & out-of-class short essays incorporating research.