



Background

- This CCN Course Template was developed by English discipline faculty representatives from the California Community Colleges, California State University and University of California segments during June and July 2024 using the C-ID ENGL 105 descriptor as a starting point.
- Development of the CCN Course Template was facilitated by ASCCC with advisory input from segment articulation officers and transfer experts.
- Approved and Submitted to the Chancellor’s Office: August 15, 2024

School Name:

Phase I CCN TEMPLATE

Subject: English	Subject Code: ENGL
Proposed Course Number (Identical): C1001	
Proposed Course Specialty Identifier (if applicable):	
Course Title (Identical): Critical Thinking and Writing	
Course Description (Identical): Part 1 (Identical and Required): 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.	



<p>Part 2: (Optional Expanded Description, Local College Discretion): This will be submitted to the Chancellor’s Office Curriculum Inventory with further instructions to come.</p>	
<p>Cal-GETC</p> <ul style="list-style-type: none"> • Yes • No 	<p>Cal-GETC Area Area 1B Recommended</p>
<p>Major Preparation:</p> <ul style="list-style-type: none"> • Yes • No 	<p>List Possible Relevant Majors - This is not a binding requirement; this is a placeholder for Phase II and may include TMC/ADT in the future.</p>
<p>UCTCA:</p> <ul style="list-style-type: none"> • Yes • No 	
<p>Unit amounts below must adhere to the established minimum.</p>	
Minimum Lecture Units Semester 3.0	Lab/Activity Units Semester
Minimum Lecture Units Quarter	Lab/Activity Units Quarter
<p><i>Any Rationale or Comment:</i></p>	
<p>Prerequisites (Identical): College-level composition (ENGL C1000/C-ID ENGL 100) or equivalent</p>	
<p>Co-Requisites (Identical):</p>	
<p>Other Limitations on Enrollment (Identical):</p>	



Advisories/Recommended Preparation:

Course Content:

Part 1: Required Topics (Identical):

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.

Part 2: Optional Expanded or Additional Topics (optional):

This will be submitted to the Chancellor's Office Curriculum Inventory with further instructions to come.

Laboratory Activities: (if applicable)

Course Objectives (Identical and Required):

Objectives/Outcomes (Identical and Required):

Part 1: *At the conclusion of this course, the student should be able to* (Identical and Required):

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: Optional objectives/outcomes:

This will be submitted to the Chancellor’s Office Curriculum Inventory with further instructions to come.

Part 2: After this course, the student should be able to (Optional):

This will be submitted to the Chancellor’s Office Curriculum Inventory with further instructions to come.

Methods of Evaluation:

Part 1: 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.

Part 2: List Methods of Evaluation (Optional):

This will be submitted to the Chancellor’s Office Curriculum Inventory with further instructions to come.

Representative Texts, Manuals, and/or OER that is equivalent, Other Support Materials:

Part 1: 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.

Part 2: List Sample Textbooks, Manuals, or Other Support Materials (optional):

This will be submitted to the Chancellor’s Office Curriculum Inventory with further instructions to come.

Date Approved: August 15, 2024, following ASCCC facilitation of template development process, including engagement of faculty discipline representatives from California Community Colleges, CSU, UC, and independent colleges and universities and advisory input from segment articulation officers and transfer experts.