

Glendale College

Course Outline of Record Report

Course ID 002007
Revision - November 2025

ENGLC1001 : Critical Thinking and Writing

General Information

Author:	<ul style="list-style-type: none"> Sarah Schwendimann Ramos, Heather
Attachments:	<p>English C1001_Part 2_Additions (updated November 2025).docx</p> <p>English C1001_Part 2_Additions.docx</p> <p>EnglishC1001_Template.pdf</p>
Course Code (CB01) :	ENGLC1001
Course Title (CB02) :	Critical Thinking and Writing
Department:	ENGL
Proposal Start:	Fall 2026
TOP Code (CB03) :	(1501.00) English
CIP Code:	(23.0101) English Language and Literature, General.
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000304143
Curriculum Committee Approval Date:	11/26/2025
Board of Trustees Approval Date:	04/22/2025
Last Cyclical Review Date:	04/10/2024
Course Description and Course Note:	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 (C-ID ENGL 100) or similar first-year college writing course. Students gain a more advanced understanding of the selection of textual evidence, rhetoric, and the relationship between language and logic. Note: This course was previously ENGL 104.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none"> Credit
Mode of Delivery:	<ul style="list-style-type: none"> In-Person Remote Hybrid Online
Author:	No value
Course Family:	No value

Academic Senate Discipline

Primary Discipline:

- English

Alternate Discipline: No value

Alternate Discipline: No value

Course Development

Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Pre-Collegiate Level (CB21)

Not applicable.

Grading Basis

- Grade with Pass / No-Pass Option

Course Support Course Status (CB26)

Course is not a support course

General Education and C-ID

General Education Status (CB25)

GE Status A2, A3, 1A, 1B

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Cal-GETC

Area 1B: Critical Thinking and Composition

Area

Critical Thinking and Composition

Status

Approved

Approval Date

09/02/2025

Comparable Course

No Comparable Course defined.

GCC General Education Requirements

Area 1B: Oral Communication and Critical Thinking

Area

Oral Communication and Critical Thinking

Status

Approved

Approval Date

09/02/2025

Comparable Course

No Comparable Course defined.

C-ID

ENGL

Area

English

Status

Approved

Approval Date

02/19/2013

Comparable Course

ENGL 105 - Argumentative Writing and Critical Thinking

Units and Hours

Summary

Minimum Credit Units (CB07) 3

Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162

Credit / Non-Credit Options

Course Type (CB04) Credit - Degree Applicable	Noncredit Course Category (CB22) Credit Course.	Noncredit Special Characteristics No Value
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Course Classification Code (CB11) Credit Course. <input type="checkbox"/> Variable Credit Course	Funding Agency Category (CB23) Not Applicable.	<input type="checkbox"/> Cooperative Work Experience Education Status (CB10)
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Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Studio	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Studio	0
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation

Prerequisite

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

Entry Standards

Entry Standards	Description
No value	No value

Course Limitations

Cross Listed or Equivalent Course	Description
ENGL 104 (Previous course)	Equivalent course
ENGLC1001H Honors Critical Thinking and Writing	Equivalent course

Requisite Validation

Upload Statistical Validation and/or other documents (if necessary)

No Value

Specifications

Methods of Instruction

Methods of Instruction	Lecture
Methods of Instruction	Discussion
Methods of Instruction	Multimedia

Methods of Instruction

Collaborative Learning

Methods of Instruction

Guest Speakers

Methods of Instruction

Presentations

Out of Class Assignments

This course requires a minimum of 5000 words of writing which may include a combination of process drafts, written peer response, and other forms of informal writing.

- Essays of analysis, evaluation, argumentation
- Documented research paper that includes close reading of primary and secondary sources and that incorporates the principles of logic, analysis, and argument taught in the course
- Documented research paper portfolio consisting of multiple drafts reviewed by instructor and peers that includes close reading of primary and secondary sources and that incorporates the principles of critical writing and reading taught in the course
- Reading journal
- Preparation for oral presentations and group projects
- Annotated bibliography

Methods of Evaluation**Description of Activity/Interaction**

In-Class Writing Assignment

Essay exams or other writing assignments

Exam/Quiz/Test

Midterm or final examinations

In-Class Writing Assignment

Peer review or instructor critique of essay drafts

In-Class Activity (answering journal prompt, group activity)

Reading journal

Presentation (group or individual)

Oral presentations or debates

Project/Portfolio

Group projects, partner exercises, or other collaborative exercises

Other

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.

Textbook Rationale

Text from 2016 by Galen A. Foresman, Peter S. Fosl, & Jamie C. Watson is still valuable and important text on logic and rhetoric.

Textbooks**Author****Title****Publisher****Date****ISBN**

Sylvan Barnet, Hugo Bedau, & John O'Hara	Current Issues & Enduring Questions	Boston: Bedford/St. Martins	2022	978-1319198183
Annette T. Rottenberg	Elements of Argument: A Text and Reader	Bedford/St. Martins	2021	978-1319214739
Richard Bullock, Michal Brody, & Francine Weinberg	The Little Seagull Handbook	W.W. Norton & Company	2024	978-1324060086
Richard Paul & Linda Elder	Critical Thinking: Tools for Taking Charge of Your Learning and Your Life	The Foundation of Critical Thinking	2022	978-1538138748
Galen A. Foresman, Peter S. Fosl, & Jamie C. Watson	The Critical Thinking Toolkit	John Wiley & Sons	2016	978-0470659960
Wayne C Booth, et al.	The Craft of Research	The University of Chicago Press	2024	978-0226826677

Other Instructional Materials (i.e. OER, handouts)

Description	How Arguments Work: A Guide to Writing and Analyzing Texts in College
Author	Anna Mills
Citation	Libretexts, https://human.libretexts.org/Bookshelves/Composition/Advanced_Composition/How_Arguments_Work_-_A_Guide_to_Writing_and_Analyzing_Texts_in_College_(Mills) , updated May 13, 2025
Online Resource(s)	How Arguments Work - A Guide to Writing and Analyzing Texts in College (Mills) - Humanities LibreTexts.

Learning Outcomes

Course Objectives

Define, recognize, and utilize forms of critical reasoning, including deductive and inductive reasoning, in a variety of rhetorical contexts.

Reflect critically on one's own thought processes to identify and avoid cognitive biases and common fallacies of language and thought.

Employ critical reading and research strategies to locate and evaluate complex texts representative of diverse experiences, perspectives, and forms of authority.

Evaluate and document evidence to construct arguments in a variety of rhetorical situations, distinguishing knowledge from belief and fact from judgment.

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.

Discuss the ways in which arguments are shaped by social, historical and cultural contexts.

SLOs

Analyze a variety of approaches to argumentation from culturally diverse texts.

Expected Outcome Performance: 70.0

<i>ENGL</i> English: Creative Writing A.A. Degree	Analyze and critically read a variety of texts and various forms of media from contemporary literature and the literary canon
<i>MCOMM</i> Mass Communications Certificate	Analyze and differentiate the primary influences of dominant mass media on major cultural practices and social and political institutions
	Analyze and differentiate the primary influences of dominant mass media on major cultural practices and social and political institutions
	Research and explain the historical influences of dominant communication technologies on society, culture and human behavior
	Research and explain the historical influences of dominant communication technologies on society, culture, and human behavior.
<i>MCOMM</i> Mass Communications AS	Analyze and differentiate the primary influences of dominant mass media on major cultural practices and social and political institutions
	Research and explain the historical influences of dominant communication technologies on society, culture, and human behavior.
<i>MCOMM</i> Mass Communications A.S. Degree	Analyze and differentiate the primary influences of dominant mass media on major cultural practices and social and political institutions
	Research and explain the historical influences of dominant communication technologies on society, culture and human behavior
<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
	Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.
<i>CHLDV</i> Elementary Teacher Education AA-T Degree	Apply developmental theories to elementary school-age children and elementary school classrooms
<i>ENGL</i> English AA-T Degree	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>ENGL</i> English - AA-T	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>ENGL</i> English - A.A. Degree Major	Apply literary and rhetorical concepts in order to critically read, write, think, and research

<i>ENGL</i> English A.A. Degree	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>PSYCH</i> Psychology - AA-T	Communicate how genetics and environmental factors interact to affect behaviors. Students will be able to critically analyze research articles.
<i>JOURN</i> Journalism	Demonstrate ability to recognize and produce well written news and feature articles
<i>SOC</i> Social Work and Human Services AA-T Degree	Explain the qualities and characteristics of effective human service professionals who view clients as whole persons in the context of their family, culture, and community using a biopsychosocial perspective.
<i>ENGL</i> English: Creative Writing A.A. Degree Major	analyze and critically read a variety of texts and various forms of media from contemporary literature and the literary canon
<i>ILOs</i> General Education	analyze and synthesize diverse works of writing, art, music, and other cultural forms apply techniques of analysis and critical thinking to critique real world and theoretical topics and issues
Identify, evaluate and integrate supporting evidence for relevance and accuracy.	
Expected Outcome Performance: 70.0	
<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas. Demonstrate depth of knowledge in a course, discipline, or vocation by applying practical knowledge, skills, abilities, theories, or methodologies to solve unique problems. Recognize an information need and develop a research question or topic; strategically explore information in context using library and other resources; investigate the authority of information sources and the credibility of claims; locate, evaluate, and use information to create new knowledge in an ethical and legal manner.
<i>ENGL</i> English AA-T Degree	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>ENGL</i> English - AA-T	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>ENGL</i> English - A.A. Degree Major	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>ENGL</i> English A.A. Degree	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>PSYCH</i> Psychology - AA-T	Communicate how genetics and environmental factors interact to affect behaviors. Students will be able to critically analyze research articles.
<i>JOURN</i> Journalism	Demonstrate ability to recognize and produce well written news and feature articles
<i>SOC</i> Social Work and Human Services AA-T Degree	Explain the qualities and characteristics of effective human service professionals who view clients as whole persons in the context of their family, culture, and community using a biopsychosocial perspective.
<i>ENGL</i> English: Creative Writing A.A. Degree	Produce work that is organized and written in a style suited for its purpose and audience
<i>MCOMM</i> Mass Communications Certificate	Research and explain the historical influences of dominant communication technologies on society, culture, and human behavior.
<i>MCOMM</i> Mass Communications AS	Research and explain the historical influences of dominant communication technologies on society, culture, and human behavior.

<i>ENGL</i> English: Creative Writing A.A. Degree Major	analyze and critically read a variety of texts and various forms of media from contemporary literature and the literary canon
	develop analytical and creative writing that demonstrates an understanding of literary concepts, genre, and ethical use of sources
<i>ILOs</i> General Education	apply examples of theories and criticism associated with a field of study
	apply techniques of analysis and critical thinking to critique real world and theoretical topics and issues
	communicate clearly and logically in writing, speech, and other media as appropriate
Write evidence-based, coherently structured essays that contribute to an ongoing scholarly conversation appropriate for a chosen audience.	
Expected Outcome Performance: 70.0	
<i>MCOMM</i> Mass Communications Certificate	Analyze and differentiate the primary influences of dominant mass media on major cultural practices and social and political institutions
	Research and explain the historical influences of dominant communication technologies on society, culture and human behavior
	Research and explain the historical influences of dominant communication technologies on society, culture, and human behavior.
<i>MCOMM</i> Mass Communications A.S. Degree	Analyze and differentiate the primary influences of dominant mass media on major cultural practices and social and political institutions
	Research and explain the historical influences of dominant communication technologies on society, culture and human behavior
<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
	Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.
	Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.
<i>ENGL</i> English A.A. Degree	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>ENGL</i> English AA-T Degree	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>ENGL</i> English - AA-T	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>ENGL</i> English - A.A. Degree Major	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>PSYCH</i> Psychology - AA-T	Communicate how genetics and environmental factors interact to affect behaviors. Students will be able to critically analyze research articles.
<i>JOURN</i> Journalism	Create a body of written work that demonstrates a range of journalistic skills
	Demonstrate ability to visually present news material articles and pictures that would appeal to readers
<i>ENGL</i> English: Creative Writing A.A. Degree	Develop analytical and creative writing that demonstrates an understanding of literary concepts, genre, and ethical use of sources
<i>SOC</i> Social Work and Human Services AA-T Degree	Explain the qualities and characteristics of effective human service professionals who view clients as whole persons in the context of their family, culture, and community using a biopsychosocial perspective.
<i>MCOMM</i> Mass Communications AS	Research and explain the historical influences of dominant communication technologies on society, culture, and human behavior.

<i>ILOs</i> General Education	apply examples of theories and criticism associated with a field of study
	communicate clearly and logically in writing, speech, and other media as appropriate
<i>ENGL</i> English: Creative Writing A.A. Degree Major	develop analytical and creative writing that demonstrates an understanding of literary concepts, genre, and ethical use of sources
	produce work that is organized and written in a style suited for its purpose and audience

Additional SLO Information

Does this proposal include revisions that might improve student attainment of course learning outcomes?

No

Is this proposal submitted in response to learning outcomes assessment data?

No

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

SLO Evidence

No Value

Course Content

Lecture Content

Part 1: Required Topics

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: Additional Topics

Engage with a diverse range of texts that reflect the diversity of human experience

Active reading to develop critical thinking skills

- Denotative and connotative meanings
- Synthesis of ideas
- Analysis of theories proposed

Evaluate written argument

- Statements of fact, opinion, preference, and convention in the formation of thesis statements
- Sufficiency and relevance of evidence
- Verifiable conclusions
- Stated and underlying assumptions
- Deductive and inductive approaches to argument
- Fallacious reasoning in written argument
- Examine language in written argument

Write to develop and demonstrate critical thinking skills and argumentation

- Develop clear and informed thesis statements
- Explain how evidence supports the overall argument
- Organize ideas logically
- Provide transitions within and between ideas
- Apply rhetorical strategies
- Make conscious choices about tone and style

Locate, understand, and use secondary sources

- Evaluate the credibility of sources
- Document sources
- Develop accurate paraphrases and summaries
- Synthesize material from a variety of sources

Additional Information**Repeatability**

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Is it possible this course will have a material fee?

No

I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liasons>):

Yes

What term(s) will this course be offered?

Fall/Winter/Spring/Summer

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value