

# ENGL 1001H: CRITICAL THINKING AND WRITING - HONORS

## Citrus College Course Outline of Record

Heading	Value
<b>Effective Term:</b>	Fall 2025
<b>Credits:</b>	3
<b>Total Contact Hours:</b>	54
<b>Lecture Hours :</b>	54
<b>Lab Hours:</b>	0
<b>Hours Arranged:</b>	0
<b>Outside of Class Hours:</b>	108
<b>Total Student Learning Hours:</b>	162
<b>Prerequisite:</b>	College-level composition (ENGL C1000/C-ID ENGL 100) or equivalent.
<b>District General Education:</b>	A2. Communication & Analytical Thinking
<b>Transferable to CSU:</b>	Yes
<b>Transferable to UC:</b>	Yes - Approved
<b>Grading Method:</b>	Standard Letter

## Catalog Course 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. This is an honors course. Students will read and critically evaluate (for meaning, purpose, strategy and style) expository and argumentative essays from classical sources and multicultural perspectives. Student must be eligible for the Citrus College Honors Program or obtain a recommendation from an Honors instructor. Formerly ENGL 104H. 54 lecture hours.

## Course Objectives

- Part I: Define, recognize, and utilize forms of critical reasoning, including deductive and inductive reasoning, in a variety of rhetorical contexts
- Part I: Reflect critically on one's own thought processes to identify and avoid cognitive biases and common fallacies of language and thought.
- Part I: Employ critical reading and research strategies to locate and evaluate complex texts, primarily non-fiction, representative of diverse experiences, perspectives, and forms of authority.
- Part I: Evaluate and document evidence to construct arguments in a variety of rhetorical situations, distinguishing knowledge from belief and fact from judgment.
- Part I: 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: Effectively employ the rhetorical strategies of analysis, synthesis, persuasion, evaluation, refutation, interpretation, advocacy of ideas, and definition.
- Part 2: Read and critically evaluate (for meaning, purpose, strategy and style) argumentative essays from a variety of classical sources and multicultural perspectives and use these discoveries as models for writing their own essays.

## Major Course 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:

1. Study the relationship between logical argument and rhetoric, including the role of the reader in argument, and the elements of ethos, logos, and pathos in classical rhetoric.
2. Write effective prose that avoids fallacies and that exhibits a strong thesis, adequate development, sound organization, effective sentence variety, and appropriate word choice.
3. Supply valid evidence for claims.
4. Refute the opposing point of view.
5. Write essays using causal analysis, persuasion, evaluation and advocacy of ideas.
6. Analyze inductive and deductive arguments.
7. Identify fallacies in a text.

## Suggested Reading Other Than Required Textbook

Assigned texts and texts resulting from research

## Examples of Required Writing Assignments

Journals/reading responses, in-class essays, out-of-class essays, research paper.

## Examples of Outside Assignments

Write 4-6 expository and argumentative essays of increasing complexity and difficulty which may use the results of research and analytical reading.

For each essay the student will be expected to complete the following steps: analysis of purpose, pre-writing and invention of ideas, rough drafts, peer response workshop, revision, editing, and a final draft.

A minimum of 8,000 words will be required for the course.

Read and critique reading assignments and apply the strategies learned to the writing assignments.

## Instruction Type(s)

Lecture, Online Education Lecture

## IGETC Area 1: English Communication

1B. Critical Thinking/English Comp