

**PALOMAR COLLEGE**  
**COURSE OUTLINE OF RECORD FOR**  
**DEGREE CREDIT COURSE**

  X   Transfer Course   X   A.A. Degree applicable course  
(check all that apply)

**COURSE NUMBER AND TITLE:** Read 120 – Critical Reading

**UNIT VALUE:** 3

**MINIMUM NUMBER OF SEMESTER HOURS:** 48 hours lecture

**BASIC SKILLS REQUIREMENTS:** Appropriate language skills

**ENTRANCE REQUIREMENTS**

**PREREQUISITE:** NONE

**COREQUISITE:** NONE

**RECOMMENDED PREPARATION:** Read 110, English 100

**SCOPE OF COURSE:** Conceptual examination and application of critical reading, critical thinking, analysis, and logical reasoning in multi-discipline and multi-cultural academic sources. Emphasis on advanced critical reading, logical reasoning/thinking, reflective judgment, and problem-solving skills that will lead to the ability to interpret, analyze, critically evaluate, and advocate ideas. CSU

**SPECIFIC COURSE OBJECTIVES:** Upon completion of the course successful students will demonstrate proficiency in the following areas:

Critical Analysis and Logical Reasoning

1. Evaluate the quality and sufficiency of evidence and other forms of support for an argument.
2. Recognize the explicit and implicit features in communication.
3. Accurately assess similarities and differences in points of view.
4. Apply critical reading and thinking skills to evaluate and revise arguments, opinions, and claims (including students' own) to avoid deception (self-deception) and conformity.
5. Identify and evaluate:
  - Fact, opinion, reasoned judgment, knowledge
  - Inferences
  - Logic of language
  - Denotative and connotative language
  - Bias (including ethnocentrism)
  - Inductive and deductive reasoning
  - Logical fallacies

Propaganda  
Analogy as evidence

Critical Reading and Thinking Across the Curriculum / Lifelong Learning Objectives

1. Read analytically and think critically at a high level and demonstrate the ability to apply critical thinking skills to interpretation and analysis of ideas encountered in academic reading.
2. Locate, analyze, evaluate, and synthesize information and integrate knowledge across discipline boundaries.
3. Synthesize affective comprehension and critical comprehension in literature, persuasive, argumentative, and other expository readings.
4. Organize their own thoughts and communicate clearly and effectively in speaking, listening, and writing.
5. Develop strategies of information competence and analysis (in reading, writing, speaking, and listening) using current technology.
6. Work effectively in collaborative and group settings.
7. Develop lifelong learning and leadership skills for workplace and professional success.
8. Incorporate metacognitive strategies in critical reading and thinking.
9. Identify and analyze:
  - Figurative language
  - Intent, attitude, tone
  - Ambiguity
  - Value conflicts, judgments, and assumptions
  - Contrasting Perspectives (appreciation and respect for variations in socio/cultural distinctions)

Reflective Judgment and Problem Solving

1. Identify and evaluate the validity and soundness of arguments.
2. Identify the relevant evidence and experiential background needed to make a decision, solve a problem or create new knowledge.
3. Clarify the facts, concepts, evidence, and relationships that contribute to addressing questions and solving problems.
4. Evaluate the quality and completeness of evidence and other forms of support.
5. Synthesize and revise arguments and findings based on critical reflection.
6. Monitor their own comprehension and apply various strategies to clarify their own thoughts and actions.
7. Develop a habit of intellectual inquiry and reflective judgment and an awareness of their own thinking, perspective, and biases.
8. Employ metacognitive strategies while working within problem solving framework.
9. Recognize and assess the evolution of their own critical thinking, critical reading, and problem solving skills from the beginning to the end of the semester.
10. Recognize and evaluate:
  - Deceptive Statistics
  - Slanted Language
  - Dichotomous Thinking
11. Engage in:
  - Advocacy of ideas
  - Critical revision of arguments
  - Formulation of multiple conclusions

## CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:

- I. Pre-Test Reading and Critical Thinking Skills
- II. Lecture Topics
  - A. Critical Reading Strategies
    - 1. logic of language
    - 2. connotative and denotative language
    - 3. multi-cultural readings within the context of each specific culture
    - 4. drawing inferences from a variety of readings
    - 5. distinguishing between fact, opinion, reasoned judgment, knowledge
    - 6. bias in reading, writing, speaking, hearing, thinking
    - 7. common fallacies in reasoning
    - 8. evaluating evidence sources and authority
    - 9. propaganda techniques
    - 10. analogy as evidence
    - 11. reading for argument
      - a. premise and conclusion
      - b. unstated premise
      - c. inductive and deductive arguments
      - d. arguments for validity and soundness
      - e. common fallacies in argument
    - 12. defining rhetoric and exploring the use of rhetoric in:
      - a. irony
      - b. satire
      - c. paradox
  - B. Affective Comprehension and Critical Comprehension
    - 1. poetry
    - 2. fiction
    - 3. personal reading
    - 4. persuasive, argumentative, and other expository reading
  - C. Reading Textbooks – Critical Reading and Thinking Across the Curriculum
    - 1. analysis of ideas encountered in academic reading
    - 2. metacognitive strategies in critical reading and thinking
    - 3. figurative language
    - 4. intent, attitude, tone
    - 5. ambiguity
    - 6. value conflicts, judgments, and assumptions
    - 7. contrasting perspectives (appreciation and respect for variations in socio/cultural distinctions)
  - D. Problem Solving Procedure
    - 1. analyze the situation
    - 2. implement metacognitive critical thinking/reading strategies in problem solving
    - 3. identify supported and unsupported opinions
    - 4. form reasoned judgments and advocate ideas
    - 5. critical revision of arguments
    - 6. consider multiple conclusions
    - 7. understand and identify:
      - a. deceptive statistics
      - b. slanted language

- c. dichotomous thinking
- III. Post-test and self-assessment of the evolution of the student's critical reading, critical thinking and problem solving skills

### **REQUIRED READING:**

Instructor may choose text(s) appropriate for the course. Typical texts are:

Barnet, Sylvan and Hugo Bedau. Critical Thinking Reading and Writing: A Brief Guide to Argument. 4<sup>th</sup> Ed. Boston: Bedford/St. Martin's, 2002.

Browne, M. Neil and Stuart Keeley. Asking the Right Questions: A Guide to Critical Thinking. 7<sup>th</sup> Ed. New Jersey: Prentice Hall, 1994.

Seyler, Dorothy U. Read, Reason, Write. 3<sup>rd</sup> Ed. New York: McGraw-Hill Publishing, 1991.

Spears, Diane M. Developing Critical Reading Skills. New York: McGraw-Hill Publishing, 1998.

In addition, instructor will select and assign a minimum of 8 additional readings, at least 2 selections from each of the following categories:

Critical Analysis and Logical Reasoning – Persuasive Essays, Arguments, Opinion Pieces such as:

Bok, Derek, "Protecting Freedom of Expression on the Campus"

Freire, Paulo, "The Banking Concept of Education"

Goodman, Paul, "A Proposal to Abolish Grading"

Hirsch, E.D., "Cultural Literacy"

Shulman, Max, "Love is a Fallacy"

Wilson, James Q., "Just Take Away Their Guns"

Critical Reading and Thinking Across the Curriculum / Lifelong Learning Objectives – Academic Discipline Specific Essays and Speeches (including multicultural selections) such as:

Languages and Literature:

Hughes, Langston, "Let America Be America Again"

Le Guin, Ursula K., "The Ones Who Walk Away from Omelas"

Manguel, Alberto, "Forbidden Reading"

Plato, "The Greater Part of the Stories Current Today We Shall Have to Reject"

Woolf, Virginia, "Shakespeare's Sister"

Yamada, Mitsuye, "To the Lady"

Social and Behavioral Sciences:

Arendt, Hannah, "Ideology and Terror: A Novel Form of Government"

King, Martin Luther, "I Have a Dream"

King, Martin Luther, "Letter from Birmingham Jail"

Silko, Leslie Marmon, "The Man to Send Rain Clouds"

Stanton, Elizabeth Cady, "Declaration of Sentiments and Resolutions"

X, Malcolm, "Racial Separation"

Mathematics and the Natural and Health Sciences:

Carson, Rachel, "Nature Fights Back"

Feynman, Richard P. "The Relation of Science and Religion"

Gould, Stephen J., "Nonmoral Nature"

Nielsen, Kai, "Autonomy, Equality, and a Just Health Care System"

Lipkin, Mack, "On Lying to Patients"

Purdy, L.M., "Genetic Diseases: Can Having Children be Immoral?"

Rogers, Carl R., "Communication: Its Blocking and Its Facilitation"  
Siegler, Mark, "Confidentiality in Medicine – A Deceitful Concept"  
Arts, Media, Business, and Computing Systems:  
Coyle, Karen, "Copyright in the Digital Age"  
Friedman, Milton, "The Social Responsibility of Business Is to Increase Its Profits"  
Haas, Robert D., "Ethics: A Global Business Challenge"  
Meadows, Donella, "Not Seeing the Forest for the Dollar Bills"  
Smith, Adam, "Of the Natural Progress of Opulence"  
Szalavitz, Maia, "A Virtual Life"  
Turkle, Sherry, "Seeing Through Computers: Education in a Culture of Simulation"

Reflective Judgment and Problem Solving – Issue Specific Reading such as:

Chodoff, Paul, "The Case of Involuntary Hospitalization of the Mentally Ill"  
Hardin, "Garrett, "Lifeboat Ethics: The Case against Helping the Poor"  
Koch, Edward I., "Death and Justice: How Capital Punishment Affirms Life"  
Marquis, Donald, "Why Abortion is Immoral"  
Prejean, Helen, "Executions are Too Costly - Morally"  
Singer, Peter, "Famine, Affluence, and Morality"  
Szasz, Thomas, "The Myth of Mental Illness"  
Terry, Randall A., "The Abortion Clinic Shootings: Why?"  
Thompson, Sarah, "Concealed Carry Prevents Violent Crimes"  
Thomson, Judith Jarvis, "A Defense of Abortion"

Appropriate Current Selections from Newspapers, Magazines, Journals, and Internet Sites (e.g., <http://www.aclu.org/>, <http://www.supremecourtus.gov/>, <http://www.nettizen.com/newspaper/>.) - Editorials, Persuasive Essays, Opinion Pieces

Or other appropriate selections from texts such as:

Barnet, Sylvan and Hugo Bedau. Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings. 6<sup>th</sup> Ed. Boston: Bedford/St. Martin's, 2002.

Jacobus, Lee A. A World of Ideas: Essential Readings for College Writers. 6<sup>th</sup> Ed. Boston: Bedford/St. Martin's, 2002.

Safire, William. Lend Me Your Ears: Great Speeches in History. 2<sup>nd</sup> Ed. New York: W. W. Norton, 1997.

## **SUGGESTED READING:**

Short stories by:

Cisneros, Sandra  
Conan-Doyle, Sir Arthur  
Millet, Kate  
Ngugi, James  
Walker, Alice

## **CAI:**

Read and Reason  
Analogies I & II

## REQUIRED WRITING:

1. Three to four argumentative and persuasive essays (1 to 2 pages in length) that address issues reflecting awareness of current issues and problems from assigned readings. These essays should demonstrate clarity and coherence of thought and expression with well-developed arguments.
2. Respond to in-class writing assignments that address critical reading/thinking strategies demonstrated and discussed in class (1/2 to 1 page in length).
3. Dialectical journal entries that reflect the mastery of critical analysis and affective comprehension in the reading selections (1 to 2 pages in length).
4. Well-developed essay answers in periodic essay exams that reflect problem solving and critical thinking (several paragraphs in length).
5. Essay detailing the evolution of the student's critical reading, thinking and problem solving skills over the course of the semester (at least 2 pages in length).

**OUTSIDE ASSIGNMENTS:** Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short-term classes. Outside assignments include reading the text(s), studying lecture notes, analyzing online practice passages, in addition to outside reading and written assignments as detailed above.

**INSTRUCTIONAL METHODOLOGY:** Methods of instruction include lecture, demonstration of strategies, class participation, collaborative group work, discussion, practice and application of critical reading skills (in and out of class), dialectical journal writing, oral presentations, and testing.

### Check all that apply:

- lecture  
 laboratory  
 lecture-laboratory combination  
 directed study

## DISTANCE LEARNING:

**This course may be offered as a distance learning course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.**

Yes  No

### If yes, check all that apply:

- Television Course (Video one-way, e.g. ITV, video cassette, etc.)  
 Online Course (Text one-way, e.g. newspaper, correspondence, electronic file, etc.)  
 Two-Way Video Conferencing (Two-way interactive video and audio)  
 One-Way Video Conferencing (One-way interactive video and two-way interactive audio)  
 Computer Assisted Instruction (A specialized form of mediated instruction relying primarily on student access to information and prepared lessons or teaching materials through a computer terminal, but not under immediate supervision of a qualified instructor.)

**GRADING POLICY AND STANDARDS** (include methods of determining whether the stated objectives have been met by students):

30%	Mastery of the critical reading strategies demonstrated in class. Mastery will be measured in several ways including class participation, collaborative group work, and written analysis of reading selections.
30%	Quizzes and essay examinations that assess understanding of critical concepts and provide opportunity to demonstrate effective critical reading and thinking skills.
40%	Demonstration of comprehension and proficiency in required group and individual presentations and writing assignments.
<hr/> 100%	

**IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?**

Yes \_\_\_\_\_ No X Number of times course may be taken for credit: 1

If yes, identify specific provision of Title 5 Division 2 section(s), 55761-55763 and 58161 which qualifies course as repeatable:

**CONTACT PERSON: Carla Thomson, ext. 2792**

**SIGNATURES ON FILE:**