

# READ R105: CRITICAL READING

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**Originator**

ktudman

**Co-Contributor(s)**
**Name(s)**

Sanchez , Mati (msanchez)

**College**

Oxnard College

**Discipline (CB01A)**

READ - Reading

**Course Number (CB01B)**

R105

**Course Title (CB02)**

Critical Reading

**Banner/Short Title**

Critical Reading

**Credit Type**

Credit

**Honors**

No

**Start Term**

Fall 2021

**Catalog Course Description**

This course covers the theory and practice of critical reading applying critical thinking skills for academic success. The course emphasizes methods of analysis, criticism, and interpretation including application of logic and reasoning with college-level academic texts and research.

**Taxonomy of Programs (TOP) Code (CB03)**

1520.00 - Reading

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

B (Transferable to CSU only)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Faculty notes on field trips; include possible destinations or other pertinent information**

Attendance at lectures , debates or seminars on related topics.

**Grading method**

Letter Graded

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

52.5

**Maximum Contact/In-Class Lecture Hours**

52.5

**Activity****Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

52.5

**Outside-of-Class****Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

**Maximum Outside-of-Class Hours**

105

**Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Prerequisites**

none

**Corequisites**

none

**Advisories on Recommended Preparation**

ESL R095 or READ R091 or READ R095

**Entrance Skills****Entrance Skills**

Ability to demonstrate reading comprehension skills including basic annotations for content specific materials from a variety of disciplines, and an ability to demonstrate vocabulary development skills for and an understanding of academic vocabulary at the college level.

**Prerequisite Course Objectives**

ESL R095-Demonstrate increased reading comprehension of content specific materials from a variety of disciplines.

ESL R095-Demonstrate an expanded vocabulary and understanding of general academic, technical, and domain-specific words and phrases sufficient for reading and writing at the college and career readiness levels.

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**Entrance Skills**

Ability to demonstrate reading comprehension skills including basic annotations for content specific materials from a variety of disciplines, and an ability to demonstrate vocabulary development skills for and an understanding of academic vocabulary at the college level.

**Prerequisite Course Objectives**

READ R091-Implement a variety of reading comprehension strategies in order to understand, retain, and apply discipline content.  
READ R091-Demonstrate an expanded vocabulary and understanding of general academic, technical, and domain-specific words and phrases sufficient for reading at the college level.

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**Entrance Skills**

Ability to demonstrate reading comprehension skills including basic annotations for content specific materials from a variety of disciplines, and an ability to demonstrate vocabulary development skills for and an understanding of academic vocabulary at the college level.

**Prerequisite Course Objectives**

READ R095-Demonstrate increased reading comprehension of content specific materials from a variety of disciplines.  
READ R095-Demonstrate an expanded vocabulary and understanding of general academic, technical, and domain-specific words and phrases sufficient for reading and writing at the college and career readiness levels.

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**Requisite Justification****Requisite Type**

Advisory

**Requisite**

ESL R095 prepares students with the entrance skills of basic annotations and college level vocabulary development needed to move beyond basic comprehension of a text toward a deeper critical analysis of college level readings from a variety of disciplines.

**Requisite Description**

Course not in a sequence

**Level of Scrutiny/Justification**

Content review

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**Requisite Type**

Advisory

**Requisite**

READ R091 prepares students with the entrance skills of basic annotations and college level vocabulary development needed to move beyond basic comprehension of a text toward a deeper critical analysis of college level readings from a variety of disciplines.

**Requisite Description**

Course not in a sequence

**Level of Scrutiny/Justification**

Content review

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**Requisite Type**

Advisory

**Requisite**

READ R095 prepares students with the entrance skills of basic annotations and college level vocabulary development needed to move beyond basic comprehension of a text toward a deeper critical analysis of college level readings from a variety of disciplines.

**Requisite Description**

Course not in a sequence

**Level of Scrutiny/Justification**

Content review

**Student Learning Outcomes (CSLOs)****Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | Construct an evaluation of an argument applying formal concepts of logic in college-level readings.                          |
| 2 | Formulate and establish a position supported by evidence synthesized from more than one source recognizing counterarguments. |
| 3 | Identify inductive and deductive reasoning in a college-level reading and create arguments that demonstrate both.            |

**Course Objectives****Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | Evaluate the validity and soundness of arguments found in college-level reading material from a variety of disciplines including the identification of rhetorical elements of ethos, pathos, and logos and logical fallacies.     |
| 2 | Analyze content to determine major details and patterns of development.   |
| 3 | Synthesize information from more than one source to establish a well-supported position that anticipates counterarguments.  |
| 4 | Create effective and efficient study reading strategies incorporating active reading techniques for college-level reading such as identifying a purpose for reading, vocabulary building, annotating, outlining, and summarizing. |
| 5 | Assess and apply reading strategies appropriate to regulate reading rate depending on reader's purpose and varied content of college-level materials.   |
| 6 | Accurately cite sources with appropriate citation methods for direct quotes, paraphrasing and summarizing avoiding plagiarism.  |

**Course Content****Lecture/Course Content****A. Employing Active and Critical Reading Strategies**

1. Previewing and creating a purpose for reading
2. Establishing an appropriate reading rate dependent upon content and purpose
3. Annotating strategies that include summarizing and paraphrasing, questioning, comparing and contrasting, connecting the reading to the purpose
4. Identifying through annotations of stated and implied ideas, reasons, facts vs. opinions, author's purpose, tone and bias
5. Vocabulary acquisition through application of knowledge of word parts and contextual analysis.
6. Outlining and clustering to discover ideas, organization and structural patterns within the reading

**B. Employing Critical Reading Analysis and Evaluation of Arguments**

1. Assessing the author's position, analyzing assumptions
2. Preconceptions, open-mindedness and intellectual curiosity
3. Identifying use of pathos, logos, ethos
4. Inductive and deductive reasoning
5. Evaluating evidence, authoritative testimony
6. Logical Fallacies of ambiguity, presumption, and irrelevance

**C. Responding to readings using critical writing strategies**

1. Synthesizing information using brainstorming, freewriting, listing, diagramming, clustering to discover ideas across readings
2. Developing a reaction response
3. Establishing a position and constructing a well-supported argument anticipating counterarguments integrating multiple perspectives
4. Citing scholarly sources

**Laboratory or Activity Content**

None

## Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams  
Group projects  
Individual projects  
Journals  
Objective exams  
Oral presentations  
Other (specify)  
Quizzes  
Reports/papers  
Research papers

### Other

Debate

## Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations  
Computer-aided presentations  
Collaborative group work  
Class activities  
Class discussions  
Distance Education  
Demonstrations  
Field trips  
Group discussions  
Guest speakers  
Instructor-guided interpretation and analysis  
Instructor-guided use of technology  
Internet research  
Lecture  
Small group activities

Describe specific examples of the methods the instructor will use:

1. The instructor will utilize lectures, modeling and demonstrations to present strategies for the recognition and understanding of elements of argumentation including inductive and deductive reasoning, rhetorical elements of ethos, pathos, and logos, and logical fallacies.
2. The instructor will facilitate small group discussions among students on the validity of arguments in a reading.
3. Students will be asked to critically analyze readings looking for specific elements of logic and argumentation from various texts across the disciplines.
4. The instructor will provide lectures, demonstrations and examples to facilitate the process for students to formulate and defend a position in a debate with their peers.

## Representative Course Assignments

### Writing Assignments

1. Written reflections for each strategy practiced.
2. Written analysis and identification of specific elements focused on in lecture and readings.
3. Original examples for strategies practiced.
4. Use of the steps of the writing process to edit and revise written work incorporating peer and instructor feedback.

Sample Writing Assignment: Within your in-class peer group, choose one of the following topics and create a list of all the pro and con arguments you can think of. Use this list as the brainstorm for your written assignment. Assignment: Write a balanced dialogue between two imagined speakers who hold opposing views on the issue. Present both sides as strongly as possible. (You may want to give the two speakers distinct characters or personas.) After you have completed the exercise, write an exploratory essay in which you first identify the issue, then work through different perspectives, positions, ideas, and solutions related to your issue.

Possible topics: Women in the military should be allowed to serve in ground combat roles, Colleges with large athletic programs should pay student athletes a salary or stipend, High school teachers should have the right to carry concealed firearms in the schools, Smoking should be prohibited on all college campuses, Honors students should have the privilege of registering for classes earlier than other students, or a topic of your own choosing with approval from instructor.

### Critical Thinking Assignments

1. Students explore the varied ways in which arguments are formulated across different rhetorical genres.
2. Students participate in a class debate based a topic from class readings, formulating and defending a position.
3. Discussion in small groups and as a class on an author's purpose, tone, bias, and validity of arguments from the readings.
4. Develop a tool box of strategies for critical thinking and reading in college courses across the curriculum and also with specific focus on types of readings from the student's major field of study.

Sample Critical Thinking Assignment: Analyzing Assumptions: Read the excerpt from the autobiography of Annie Dillard *An American Childhood*. Write a paragraph analyzing an assumption you found intriguing in Dillard's story. As an example, Dillard makes an assumption about the value of rules and fair play and another assumption about the superiority of boys' play. You may use one of these or one of your own. Identify the assumption and then describe an example from the story that demonstrates the assumption you have chosen and explain to what extent you agree or disagree with this assumption and why.

### Reading Assignments

1. Readings from the textbook on varied topics allowing for students to focus on specific elements of critical thinking in the reading.
2. Read texts by diverse authors with varied opinions.
3. Research studies from various disciplines.
4. A book length, non-fiction text.

Sample Reading Assignment with follow-up writing assignment: Read the essay "We Must Make Public Colleges and Universities Tuition Free" by Bernie Sanders. As you read this essay, annotate using summary notes in the margin as well as the other techniques discussed in class including asking questions, making connections, and noting where you agree/disagree with the author. Additionally, as you annotate this essay, identify the assumptions made by the author and the the parts of the essay in which Sanders uses emotional appeals (pathos). After reading and annotating the essay, complete the following assignment: Use the structure of the syllogism to list a series of premises in Sanders' argument that lead to the conclusion, "Therefore, we must make US colleges and universities tuition free." Do you think the argument is valid? If you had to undermine it, where would you point in the premises to show areas that are challengeable?

### Outside Assignments

#### Representative Outside Assignments

1. Read a book-length, non-fiction text.
2. Weekly textbook readings of chapters and articles in addition to teacher and student selected research studies from diverse authors in a variety of disciplines.
3. Weekly written reflections for each strategy practiced.
4. Written analysis and identification of specific elements focused on in lecture and readings.
5. Preparation for an in-class debate.
6. Original written examples for strategies practiced.
7. Use of the steps of the writing process to edit and revise written work incorporating peer and instructor feedback to create rough and final drafts for written work.

### Articulation

#### Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Santa Barbara City College	ENG 103	Critical Reading and Thinking	3
Coastline College	READ C102	Critical Reading	3
American River College	ENGRD 310	Critical Reading as Critical Thinking	3
Folsom Lake College	ENGRD 310	Critical Reading as Critical Thinking	3
Santiago Canyon College	READ 150	Critical Reading	3
Modesto Jr. College	READ 184	Critical Reading	3
Cerritos College	READ 103	Analysis and Critical Reading	3

**District General Education**

**A. Natural Sciences**

**B. Social and Behavioral Sciences**

**C. Humanities**

**D. Language and Rationality**

**E. Health and Physical Education/Kinesiology**

**F. Ethnic Studies/Gender Studies**

Course is CSU transferable

Yes

**CSU GE-Breadth**

**Area A: English Language Communication and Critical Thinking**

A3 Critical Thinking

Proposed

**Area B: Scientific Inquiry and Quantitative Reasoning**

**Area C: Arts and Humanities**

**Area D: Social Sciences**

**Area E: Lifelong Learning and Self-Development**

**Area F: Ethnic Studies**

**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

**IGETC**

**Area 1: English Communication**

**Area 2A: Mathematical Concepts & Quantitative Reasoning**

**Area 3: Arts and Humanities**

**Area 4: Social and Behavioral Sciences**

**Area 5: Physical and Biological Sciences**

**Area 6: Languages Other than English (LOTE)**

**Textbooks and Lab Manuals**

Resource Type

Textbook

Classic Textbook

Yes



**Description**

Barnet, S., Bedau, H., & O'Hara, J. (2020). *Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings* (12<sup>th</sup> ed.). Bedford/ St. Martin's Macmillan Learning.

**Resource Type**

Textbook

**Classic Textbook**

Yes

**Description**

Axelrod, R.B., Cooper, C. R., & Carillo, E. C. (2020). *Reading Critically Writing Well: A Reader and Guide* (12th ed.). Bedford/ St. Martin's Macmillan Learning.

**Resource Type**

Textbook

**Classic Textbook**

Yes

**Description**

Wright, L. (2012). *Critical Thinking: An Introduction to Analytical Reading and Reasoning*. Oxford University Press.

**Library Resources****Assignments requiring library resources**

Research Papers from academic databases

**Sufficient Library Resources exist**

Yes

**Distance Education Addendum****Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

**Faculty Certifications**

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

## Regular Effective/Substantive Contact

### Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts.
Face to Face (by student request; cannot be required)	The instructor may hold regularly scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online.
Other DE (e.g., recorded lectures)	A variety of ADA compliant tools and media integrated within the learning management system to help students reach competency. Tools may include: recorded lectures, narrated slides, screencasts, online library resources, 3rd party (publisher-created) tools, websites and blogs, multimedia and streaming platforms like YouTube, Films on Demand, 3CMedia, Khan Academy, etc.
Synchronous Dialog (e.g., online chat)	A set time each week may be provided when the instructor is available for synchronous chat to answer questions.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.

### Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts.

Face to Face (by student request; cannot be required)	The instructor may hold regularly scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online.
Other DE (e.g., recorded lectures)	A variety of ADA compliant tools and media integrated within the learning management system to help students reach competency. Tools may include: recorded lectures, narrated slides, screencasts, online library resources, 3rd party (publisher-created) tools, websites and blogs, multimedia and streaming platforms like YouTube, Films on Demand, 3CMedia, Khan Academy, etc.
Synchronous Dialog (e.g., online chat)	A set time each week may be provided when the instructor is available for synchronous chat to answer questions.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.

### 100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts.
Face to Face (by student request; cannot be required)	The instructor may hold regularly scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online.
Other DE (e.g., recorded lectures)	A variety of ADA compliant tools and media integrated within the learning management system to help students reach competency. Tools may include: recorded lectures, narrated slides, screencasts, online library resources, 3rd party (publisher-created) tools, websites and blogs, multimedia and streaming platforms like YouTube, Films on Demand, 3CMedia, Khan Academy, etc.
Synchronous Dialog (e.g., online chat)	A set time each week may be provided when the instructor is available for synchronous chat to answer questions.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.

## Examinations

### Hybrid (1%–50% online) Modality

Online  
On campus

### Hybrid (51%–99% online) Modality

Online  
On campus

**Primary Minimum Qualification**

READING

**Review and Approval Dates**

**Department Chair**

09/17/2020

**Dean**

09/17/2020

**Technical Review**

9/23/2020

**Curriculum Committee**

9/23/2020

**DTRW-I**

10/8/2020

**Curriculum Committee**

10/14/2020

**Board**

11/10/2020

**CCCCO**

11/14/2020

**Control Number**

CCC000620088

**DOE/accreditation approval date**

MM/DD/YYYY