ENGL 20: COLLEGE COMPOSITION AND CRITICAL THINKING

In Workflow

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Approval Path

1. 2026-05-08T20:55:46Z
   Torsa Ghosal (torsa.ghosal): Approved for ENGL Committee Chair
2. 2026-07-17T23:01:44Z
   Torsa Ghosal (torsa.ghosal): Approved for ENGL Chair
3. 2026-10-07T19:21:30Z
   Rebekkah Mulholland (rebekkah.mulholland): Rollback to Initiator
4. 2026-10-19T23:58:28Z
   Torsa Ghosal (torsa.ghosal): Approved for ENGL Committee Chair
5. 2026-10-19T23:59:43Z
   Torsa Ghosal (torsa.ghosal): Approved for ENGL Chair
6. 2026-10-20T13:57:44Z
   Rebekkah Mulholland (rebekkah.mulholland): Approved for ALS College Committee Chair
7. 2026-10-20T14:23:19Z
   Matt Schmidtlein (schmidmc): Approved for ALS Dean

Date Submitted: 2026-10-14T18:00:38Z

Viewing: ENGL 20 : College Composition and Critical Thinking

Last edit: 2026-10-14T18:00:36Z

Changes proposed by: Hogan Hayes (218650875)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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Catalog Title:
College Composition and Critical Thinking

Class Schedule Title:
Composition/Critical Thinking

Academic Group: (College)
ALS - Arts & Letters

Academic Organization: (Department)
English

Will this course be offered through the College of Continuing Education (CCE)?
No

Catalog Year Effective:
Spring 2027 (2026/2027 Catalog)

Subject Area: (prefix)
ENGL - English

Catalog Number: (course number)
20

Course ID: (For administrative use only.)
127846

Units:
3

Is the ONLY purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?
No

In what term(s) will this course typically be offered?
Fall, Spring

Does this course require a room for its final exam?
No, final exam does not require a room

This course complies with the credit hour policy:
Yes

Justification for course proposal:
This proposal updates English 20 to include the Critical Thinking General Education Learning Outcomes. The most recent updates also reflect feedback from the College where we were asked to move the GE outcomes out section with the course ELOs.

An experimental version of this course was introduced and run in the Spring of 2026 as part of the Lower Division Writing Intensive pilot program. The course combines the learning outcomes for the Second Semester Composition Graduation Requirement with those for the Critical Thinking GE Requirement to streamline the GE/GR pathway for students while delivering crucial learning outcomes. This combination of composition and critical thinking also aligns our campus with the California General Education Transfer Curriculum.

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)
Advanced writing that builds upon the critical thinking, reading, and writing processes introduced in ENGL 5 and ENGL 5M. Emphasizes rhetorical awareness by exploring reading and writing within diverse academic contexts with a focus on the situational nature of the standards, values, habits, conventions, and products of composition. Students will research and analyze different disciplinary genres, purposes, and audiences with the goals of understanding how to appropriately shape their writing for different readers and demonstrating this understanding through various written products.

Are one or more field trips required with this course?
No

Fee Course?
No

Is this course designated as Service Learning?
No

Is this course designated as Curricular Community Engaged Learning?
No

Does this course require safety training?
No

Does this course require personal protective equipment (PPE)?
No

Course Note: (Note must be a single sentence; do not include field trip or fee course notations.)
Writing requirement: a minimum of 5,000 words

Does this course have prerequisites?
Yes

Prerequisite:
Completion of ENGL 5 or ENGL 5M OR ENGL 11 or ENGL 11M or equivalent with a C- or better; sophomore standing (must have completed 30 units prior to registration).

Prerequisites Enforced at Registration?
Yes

Does this course have corequisites?
No

Graded:
Letter

Approval required for enrollment?
No Approval Required

Course Component(s) and Classification(s):
Discussion

Discussion Classification
CS#04 - Lecture /Recitation (K-factor=1 WTU per unit)
Discussion Units
3

Is this a paired course?
No

Is this course crosslisted?
No

Can this course be repeated for credit?
No

Can the course be taken for credit more than once during the same term?
No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Demonstrate awareness of how disciplinary values influence how a writer approaches a topic, identifies audience, develops a persona, and articulates a purpose for writing.	Papers, reading responses, in-class activities, reflective journal
2	Develop an understanding of the ways texts are written, researched, organized, and disseminated in multiple disciplines.	Papers, reading responses, in-class activities
3	Synthesize and analyze credible and relevant evidence and/or sources to support ideas for specific rhetorical purposes appropriate to a variety of disciplines.	Papers, in-class activities
4	Consistently use conventions relative to a variety of disciplines to develop organization, content, presentation, and style.	Papers, final portfolio
5	Construct texts in a variety of discipline-specific genres and media that communicate a controlling idea with clarity and fluency. Demonstrate consistent control of written language.	Papers, final portfolio

Attach a list of the required/recommended course readings and activities:
ENGL 20 LDWI 2026.pdf

Is this course required in a degree program (major, minor, graduate degree, certificate?)
No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

Yes

Indicate which department(s) will be affected by the proposed course:

Department(s)
All College

Attach evidence of consultation with the affected department

Consultation Process for the Revision of English 20.pdf

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Intellectual and practical skills
Integrative learning

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

Is this a General Education (GE) or Graduation Requirement (GR) course or is it being considered for GE/GR?

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

1B. Critical Thinking and Composition

Which GE objective(s) does this course satisfy?

Read, write, and understand relatively complex and sophisticated English prose.
Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

ENGL 20 LDWI 2026.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

Yes

Provide a description of what would be considered common to all sections and what might typically vary between sections:

Writing assignments across multiple genres, peer review, iterative drafting, and process-oriented grading

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:

Writing program coordinator in the English Department will evaluate

What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?

Faculty evaluation, composition-specific student evaluations, semester orientations

General Education - Area 1B: Critical Thinking and Composition

Section 1.

Indicate in written statements how the course meets the following criteria for Area 1B. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Students study about and consciously develop skills in critical thinking.
Students read about techniques used to analyze and critique arguments and then write papers demonstrating the outcome of that analysis and critique.

Knowledge through logical analysis and argument construction is pursued throughout the course.
Students learn to use the tools of rhetorical analysis to identify and critique logical appeals in arguments.

Instruction develops understanding of logical relationships between premises and conclusions.
At least two of the papers written for this course focus on evidence-based arguments and how to properly use claim-evidence structures to help readers reach a conclusion.

Instruction develops ability to recognize more common formal and informal fallacies.
The reading responses explicitly ask students to identify logical fallacies and other manipulative appeals.

Grading reflects emphasis on logical processes.
The papers are graded based on the students' ability to analyze and form a logical argument.

Develops basic skills, applicable to a variety of academic subjects and to the fulfillment of such roles as citizen, consumer, leader and moral agent.

1) Skill in evaluating the validity, strength and relevance of arguments.

2) A sense of logical structure of both inductive and deductive forms.

3) Awareness of uses and abuses of argument language, including connotation, ambiguity and definition.

4) Skill in handling a variety of arguments in variety of contexts.

5) Ability to argue fairly and to handle bias, emotion, and propaganda.
The papers developed over the course of the semester are all assessed by peers and by the faculty using the above elements.

Includes a writing component described on course syllabus.

l) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, bemevaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

This course meets the requirements for a Lower-Division Writing Intensive Course, as developed by the GE/GR Committee.

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found on PP. 2-3 of the "Statement of Policies Pertaining to the G.E. Program" of August, 1991.
This is the result of a successful experimental course

Reviewer Comments:
Rebekkah Mulholland (rebekkah.mulholland) (Wed, 07 Oct 2026 19:21:30 GMT): Rollback: Thanks for your proposal. The committee has the following comments: ELO #4 doesn't start with a verb. Change from "Consistently use conventions..." To "Utilize conventions

relative to a variety of disciplines to develop organization, content, presentation, and style." On the proposal, remove the attachments, only attach the syllabus.

Key: 1923