

Course Outline of Record

1. Course Code: SOC-004
2.
 - a. Long Course Title: Sociological Analysis/Critical Thinking
 - b. Short Course Title: SOC/CRIT THINKING
3.
 - a. Catalog Course Description:

This course provides instruction in the principles of critical analysis and the composition of reasoned, written responses to a variety of social issues. These include issues falling within the scope of sociology, anthropology, economics, education, politics, criminology, biology and the physical sciences. Both deductive and inductive forms of reasoning are studied, including common formal and informal fallacies.
 - b. Class Schedule Course Description:

An introduction to the process of thinking, logic, and reasoning from a sociological perspective. The goal is to develop the critical understanding and effective analysis of arguments, personal problems, and social issues.
 - c. Semester Cycle (if applicable): Every semester
 - d. Name of Approved Program(s):
 - SOCIOLOGY Associate in Arts for Transfer Degree (AA-T)
4. Total Units: 3.00 Total Semester Hrs: 54.00
 Lecture Units: 3 Semester Lecture Hrs: 54.00
 Lab Units: 0 Semester Lab Hrs: 0
 Class Size Maximum: 35 Allow Audit: No
 Repeatability No Repeats Allowed
 Justification 0
5. Prerequisite or Corequisite Courses or Advisories:

Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm I-A)

 Prerequisite: ENG 001A and
 Prerequisite: MATH 054
6. Textbooks, Required Reading or Software: (List in APA or MLA format.)
 - a. Chaffee, John (2018). Critical Thinking (12/e). Guilford, CT Houghton-Mifflin Publishing Co..
 College Level: Yes
 Flesch-Kincaid reading level: 12
7. Entrance Skills: *Before entering the course students must be able:*
 - a. Exhibit skill in constructing essays with a focused thesis.
 - ENG 001A - Develop ideas coherently in writing through the drafting process.
 - ENG 001A - Write thesis statements, topic sentences, and ideas in an organized way in multi-page essays.
 - ENG 001A - Write essays with varied strategies, including persuasive essays, with a arguable theses and evidence from a variety types of sources.
 - ENG 001A - Use a variety of rhetorical strategies to write essays.
 - b. Integrate reference sources and materials into expository essays.
 - ENG 001A - Use writing reference materials and handbooks to perfect documentation skills with few errors.
 - ENG 001A - Identify and evaluate appropriate source, incorporating them appropriately quotations, summaries, paraphrases and appropriate facts.
 - c. Demonstrate understanding of various methods of development (narrative, explaining, describing, reporting, persuading, etc.): tone (from personal to formal): form (from personal feelings and values to conducting the impersonal “business” of everyday life); possible audiences (self, classmates, teacher, “the world”) as exhibited in writing.
 - ENG 001A - Understand how readers’ experiences influence the reading of texts.

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- ENG 001A - Develop ideas coherently in writing through the drafting process.
- ENG 001A - Write thesis statements, topic sentences, and ideas in an organized way in multi-page essays.
- ENG 001A - Write essays with varied strategies, including persuasive essays, with a arguable theses and evidence from a variety types of sources.
- ENG 001A - Use a variety of rhetorical strategies to write essays.

d. Respond to complex exam questions in written form.

- ENG 001A - Find, read, analyze, evaluate, interpret, and synthesize outside sources, including online information.
- ENG 001A - Read, analyze, and interpret varied texts (i.e. literature, digital forms, visual).
- ENG 001A - Understand how readers' experiences influence the reading of texts.

e. Solve 1st degree equations, linear inequalities, word problems with 1st degree equations and inequalities.

- MATH 054 - Understand the concepts of variables and how variables can be used to represent an unknown quantity or a range of quantities.
- MATH 054 - Apply learned principles and skills to novel situations in addition to situations that mimic those on the homework and those shown in class.
- MATH 054 - Use mathematical language to communicate ideas, especially in writing.

f. Add, Subtract, Multiply, Divide - Algebraic Expressions.

- MATH 054 - Add, subtract, multiply and divide polynomials.
- MATH 054 - Add, subtract, multiply, divide and simplify rational expressions.

g. Knowledge of Basic Real Number Axioms.

- MATH 054 - Identify, recognize and classify real numbers, as integers, rationals, or irrationals and locate their approximate positions on the real number line.

8. Course Content and Scope:

Lecture:

Thinking Critically

1. Thinking
2. Thinking Critically
3. Solving Problems
4. Perceiving
5. Believing and Knowing
6. Language and Thought
7. Forming and Applying Concepts
8. Relating and Organizing
9. Reporting, Inferring, and Judging
10. Constructing Arguments
11. Reasoning Critically
12. Thinking Critically, Living Creatively
13. Utilizing Textbook Material and Assigned Projects to Develop Writing and Reading Skills
14. Minimum of 6000 Words of Formal Writing in the Form of Short Essays, Research Papers, Essay Exams, Debate Evaluations

Lab: (if the "Lab Hours" is greater than zero this is required)

9. Course Student Learning Outcomes:

1.

Interpret, analyze, and evaluate evidence and arguments in order to distinguish information from supposition and effectively challenge knowledge claims.

2.

Compose thesis-driven arguments to suit a variety of rhetorical situations, including interpretation, evaluation, and analysis, and support them with a variety of appropriate textual evidence and examples.

3.

Use style, diction, and tone appropriate to the academic community and the purpose of the specific writing task; proofread and

edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

10. Course Objectives: *Upon completion of this course, students will be able to:*

- a. Apply an array of skills which enable him/her to read, understand, evaluate and compose carefully reasoned, written responses to knowledge-claims and the arguments presented on their behalf.
- b. Identify and articulate those objective and subjective elements which define a set of conditions or a pattern of behavior to be a social problem.
- c. Analyze published articles presenting opposing viewpoints on a wide variety of current matters of social concern. To achieve this objective, they must be able to: i. Identify which passages being read are arguments and which are not; ii. Distinguish the conclusion of an argumentative passage from the reasons given in its support;
- d. Identify what, if anything, is being assumed in the argument which has not been stated;
- e. Identify and explain the function of those statements in a passage which are not actually part of the argument;
- f. Distinguish reasons from emotional appeals -- that is, cognitive from emotive uses of language in argumentation;
- g. Determine if the argument is inductive and, if so, how to assess its strength and cogency;
- h. Identify common informal, inductive fallacies;
- i. Evaluate statistical evidence, whether in mathematical or graphic form.
- j. Determine if the argument is deductive and, if so, how to determine its validity and soundness;
- k. Identify frequently encountered formal fallacies;
- l. Identify points of agreement as well as those upon which there is disagreement.
- m. Identify basic philosophical differences and their effects on argument formation.
- n. Create and present arguments in written form in the context of an argumentative essay.
- o. Write critiques of argumentative essays written and published by persons of diverse personal, racial and cultural backgrounds.
- p. Plan oral presentations of their views and critiques in class and/or in private to the instructor in his/her office.
- q. Demonstrate an understanding of the fundamentals of hypothesis testing.
- r. Obtain information needed to support their written arguments and critiques.
- s. Compose thesis-driven arguments to suit a variety of rhetorical situations, including interpretation, evaluation, and analysis, and support them with a variety of appropriate textual evidence and examples.
- t. Analyze, interpret, and evaluate primary and secondary sources, incorporating them into written essays using appropriate documentation format without plagiarism.
- u. Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written essays using appropriate documentation format without plagiarism.
- v. Use style, diction, and tone appropriate to the academic community and the purpose of the specific writing task; proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

11. Methods of Instruction: (*Integration: Elements should validate parallel course outline elements*)

- a. Collaborative/Team
- b. Discussion
- c. Lecture
- d. Technology-based instruction

Other Methods:

a. Video analyses b. Debates c. Evaluative Critiques

12. Assignments: (*List samples of specific activities/assignments students are expected to complete both in and outside of class.*)

In Class Hours: 54.00

Outside Class Hours: 108.00

a. In-class Assignments

1. Listening to lectures and arguments as an active skill which involves both asking questions to clarify points made, providing appropriate feedback, summarizing, note-taking, etc.
2. Critical viewing of video and multimedia programs and, when appropriate, written summaries and/or

critiques of the information presented.

3. Oral presentations of arguments and critiques in class in the form of debates and evaluative critiques of other students' presentations.
4. Essay and objective type examinations.

b. Out-of-class Assignments

1. Library, periodical, and internet research and analysis of information on a variety of topics in preparation for in-class debates and discussion groups(e.g., medicine and health care, psychiatry and mental illness, economics, intercultural and interracial relations, gender equity, gerontology, crime and penal theory, urbanism, religion, international relations, demography, etc.) in preparation for in-class debates and discussion groups.
2. Creation and submission of essays and arguments in written form in which the writer takes and defends a position on an issue. These essays/arguments must include both a presentation of evidence on behalf of the position taken and a section on possible objections and plausible replies.
3. A personal or class research project involving the collection, compilation and interpretation of data, including the composition of relevant written reports.
4. Small group meetings to prepare for in-class presentations.

13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

- College level or pre-collegiate essays

Essay: The primary method of evaluation employed in this course will be based on an assessment of both the form and content of written assignments/tests enumerated below: 1. A set of objective and subjective content exams given in class. 2. Students will submit essays written outside class on assigned topics. These will generally involve multiple drafts based on instructor feedback. 3. Students will submit a well developed written report on an issue which has required them to collect, compile and interpret relevant data.

- Written homework
- Critiques
- Term or research papers
- Reading reports
- Computational/problem solving evaluations

Computation: While not a major factor in this course, students will be tested in class on their ability to calculate and interpret probability values determining the level of confidence appropriate to inductively based truth-claims. Additionally, students will be tested on their ability to interpret and construct graphic representations of quantitative data which serve as evidence in arguments.

- Presentations/student demonstration observations

Skill Demonstration: In addition to skills already mentioned, the student will be tested on his/her ability: 1. to construct arrow-diagrams which demonstrate the organization of complex arguments 2. to demonstrate validity/ invalidity by reference to the construction of Venn Diagrams, truth-tables, or by showing the deductive form in question to be an instance of a valid rule of inference.

- Group activity participation/observation
- Self/peer assessment and portfolio evaluation
- True/false/multiple choice examinations

Multiple Choice: This method of testing will be used to evaluate the student's knowledge of technical concepts and principles related to logic, syntax, grammar as well as the substance of the social issues considered. Other: True/false, matching or fill-in quizzes will be used occasionally during class sessions to stimulate discussion and evaluate student comprehension of specific points under consideration at those times.

- Mid-term and final evaluations
- Student participation/contribution

1. Students will be tested on their ability to identify argument types and structures, to compose written arguments of the same types with analogous structures, and to construct counter examples, where appropriate. 2. Students will also be tested on their ability to identify and specify in writing cognitive claims which, though not stated, are critical to

arguments being examined.

14. Methods of Evaluating: Additional Assessment Information:

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

IGETC Area 1: English Communication

B: Critical Thinking-English Composition

CSU GE Area A: Communication in the English Language and Critical Thinking

A3 - Critical Thinking

PO-GE C2 - Social and Behavioral Sciences

Identify and analyze key concepts and theories about human and/or societal development.

Critique generalizations and popular opinion about human behavior and society, distinguishing opinion and values from scientific observations and study.

Understand and think critically about different cultures (including topics such as race, gender, and class) and their influence on human development or society.

Examine the biological, psychological, and sociological factors that influence the personalities and behaviors of females and males from a multicultural perspective.

Develop individual responsibility, personal integrity, and respect for diverse people and culture.

PO-GE C4.a - Language & Rationality (English Composition)

Communicate in many different situations, involving diverse people and viewpoints.

Listen and analyze the substance of others' comments.

Summarize and analyze fiction and nonfiction.

Conduct research, synthesize and evaluate information, develop arguments and organize evidence into oral and written presentations, using proper research methods and documentation.

Recognize public presentation of oral and written work as a process subject to brainstorming, organizing, drafting, and revising.

IO - Personal and Professional Development

Self-evaluate knowledge, skills, and abilities.

Develop realistic goals.

Display habits of intellectual exploration, personal responsibility, and physical well being.

Demonstrate an understanding of ethical issues to make sound judgments and decisions.

Value diverse cultures and populations.

Value the feedback of others.

IO - Scientific Inquiry

Collect and analyze data. Skills of data collection include an understanding of the notion of hypothesis testing and specific methods of inquiry such as experimentation and systematic observation.

Analyze quantitative and qualitative information to make decisions, judgments, and pose questions.

Recognize the utility of the scientific method and its application to real life situations and natural phenomena.

IO - Critical Thinking and Communication

Apply principles of logic to problem solve and reason with a fair and open mind.

Compose and present structured texts in a variety of oral and written forms according to purpose, audience, and occasion with implementation of thesis, supporting details and idea development.

Apply standard conventions in grammar, mechanics, usage and punctuation.

Appreciate diversity as it is expressed in multiple disciplines and across various cultures through reading, speaking and writing.

Conduct research, gather and evaluate appropriate information, organize evidence into oral and written presentation, using proper MLA, APA, and other discipline-specific formats to cite sources.

Summarize, analyze, and interpret oral and written texts, with the ability to identify assumptions and differentiate fact from opinion.

Utilizing various communication modalities, display creative expression, original thinking, and symbolic discourse.

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IO - Global Citizenship - Scientific & Technological Literacy

Utilize quantitative expression in a variety of contexts. These would include units of measurement, visual representations, and scales and distributions.

Synthesize, interpret, and infer, utilizing information, data, and experience to solve problems, innovate, and explore solutions.

Produce oral and written information in various modes and media, using technology such as computers, the Internet, and library databases.

IO - Global Citizenship - Ethical Behavior

Apply ethical reasoning to contemporary issues and moral dilemmas.

Appreciate the complexity of global relationships between self and others, as well as self and the environment.

Integrate universally accepted values such as honesty, responsibility, respect, fairness, courage and compassion into judgments and decision-making.

16. Comparable Transfer Course

University System	Campus	Course Number	Course Title	Catalog Year
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17. Special Materials and/or Equipment Required of Students:

18. Materials Fees: Required Material?

Material or Item	Cost Per Unit	Total Cost
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19. Provide Reasons for the Substantial Modifications or New Course:

change class size from 50 to 35. This class is writing intensive and would not serve the students at 50 per class.

20. a. Cross-Listed Course (*Enter Course Code*): SOC-004

b. Replacement Course (*Enter original Course Code*): N/A

21. Grading Method (*choose one*): Letter Grade Only

22. MIS Course Data Elements

a. Course Control Number [CB00]: CCC000276715

b. T.O.P. Code [CB03]: 220800.00 - Sociology

c. Credit Status [CB04]: D - Credit - Degree Applicable

d. Course Transfer Status [CB05]: A = Transfer to UC, CSU

e. Basic Skills Status [CB08]: 2N = Not basic skills course

f. Vocational Status [CB09]: Not Occupational

g. Course Classification [CB11]: Y - Credit Course

h. Special Class Status [CB13]: N - Not Special

i. Course CAN Code [CB14]: N/A

j. Course Prior to College Level [CB21]: Y = Not Applicable

k. Course Noncredit Category [CB22]: Y - Not Applicable

l. Funding Agency Category [CB23]: Y = Not Applicable

m. Program Status [CB24]: 1 = Program Applicable

Name of Approved Program (*if program-applicable*): SOCIOLOGY

Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)

23. Enrollment - Estimate Enrollment

First Year: 0

Third Year: 0

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24. Resources - Faculty - Discipline and Other Qualifications:

a. Sufficient Faculty Resources: Yes

b. If No, list number of FTE needed to offer this course: N/A

25. Additional Equipment and/or Supplies Needed and Source of Funding.

N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. (*Explain:*)

N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

28. Originator Nicole Tortoris Origination Date 10/26/14