

Course Outline of Record

1. Course Code: ENG-305
2.
 - a. Long Course Title: Critical Thinking and Language Consciousness
 - b. Short Course Title: LANG CONSCIOUSNESS
3.
 - a. Catalog Course Description:
 In this course students examine the use of language in context. The course requires students to explore the cultural, social, and political meaning behind language and how the setting in which language is used can alter word meaning. Students explore appropriate word choice in varying settings. Attention begins at the individual word level then moves to the examination of phrases and sentences.
 - b. Class Schedule Course Description:
 In this course students examine the use of language in context.
 - c. Semester Cycle (if applicable): N/A
 - d. Name of Approved Program(s):
 - NEW CERTIFICATE IN PROGRESS Certificate of Completion
4. Total Units: 0 Total Semester Hrs: 8.00
 Lecture Units: 0 Semester Lecture Hrs: 8.00
 Lab Units: 0 Semester Lab Hrs: 0
 Class Size Maximum: 29 Allow Audit: No
 Repeatability Noncredit - Unlimited
 Justification Students may take this course as support for credit English classes, therefore they may take it as many times as they feel necessary for their education.
5. Prerequisite or Corequisite Courses or Advisories:
Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm I-A)
N/A
6. Textbooks, Required Reading or Software: (List in APA or MLA format.)
 a. Bullock, Richard, et al.. The Little Seagull Handbook. Norton , 02-01-2014.
7. Entrance Skills: *Before entering the course students must be able:*

8. Course Content and Scope:

Lecture:

1. Defining words.
2. Social implications of language.
3. Cultural meaning of language.
4. Political ramifications of language.
5. Choosing words for affect.

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

9. Course Student Learning Outcomes:
 1.
Define words.
 2.
Analyze how word definition changes in different settings.
 - 3.

ENG 305-Critical Thinking and Language Consciousness

Assess appropriate word choice for context and purpose.

4.

Select words for desired affect depending on purpose and context.

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

- a. Use a dictionary to define words.
- b. Examine the political, social, and cultural affect of word choice.
- c. Compare and contrast the effect of words in varying contexts.
- d. Choose language appropriate for specific purposes, audiences, and settings.

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

- a. Activity
- b. Collaborative/Team
- c. Discussion
- d. Lecture

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

In Class Hours: 8.00

Outside Class Hours: 16.00

a. In-class Assignments

1. Read several short essays on the same topic (such as immigration) but conveying different viewpoints and opinions.
2. Identify the main points and purpose of each essay.
3. In groups, create a list of words for each essay that students feel is important to the main point of each essay.
4. Identify the same/similar words used in each essay.
5. Define words from the list using basic dictionary definitions.
6. Analyze and discuss how the chosen words affect the political and social meaning of the text.
7. Write a brief report about how language choice affects the perception of the topic (such as immigrants) and how the use of these words position people in society.

b. Out-of-class Assignments

1. Choose a specific word that has currency in contemporary American culture and politics.
2. Find several articles on this topic.
3. Compare and contrast how word choice affects the meaning of this word/topic.
4. Draft a short essay on how word meaning and choice affects the topic.

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

- College level or pre-collegiate essays
Students will compose a short analytical essay on word meaning and change.
- Written homework
Students will write a short essay as well as short responses to texts.
- Critiques
Students will critique language meaning in texts.
- Reading reports
Reports will articulate students' language critiques.
- Group activity participation/observation
Students will work in groups to evaluate word choice in texts.

14. Methods of Evaluating: Additional Assessment Information:

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

PO-BS Reading and Writing Skills

Demonstrate reading skills to multiple texts.

Read complex passages with understanding.

Type structured texts in a variety of written forms according to purpose and audience.

Apply English conventions of grammar, mechanics, usage, punctuation, and format according to course intensity.

Summarize written texts with ability to differentiate fact from opinion.

Illustrate self-expression and original thinking through writing.

Recognize writing as a process (brainstorming, organizing, drafting) and revise and edit original work based on self-evaluation and peer review.

IO - Personal and Professional Development

Self-evaluate knowledge, skills, and abilities.

IO - Critical Thinking and Communication

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

16. Comparable Transfer Course

University System	Campus	Course Number	Course Title	Catalog Year
-------------------	--------	---------------	--------------	--------------

17. Special Materials and/or Equipment Required of Students:

18. Materials Fees: Required Material?

Material or Item	Cost Per Unit	Total Cost
------------------	---------------	------------

19. Provide Reasons for the Substantial Modifications or New Course:

This course is part of the Adult Education Block Grant. This particular course will focus on word choice and word meaning in varying contexts. This course examines how language affects people and reality, and how to appropriately convey ideas, opinions, and evidence depending on the purpose a student has for writing in academic and professional settings. Students may take this course as support for credit English and other classes.

20. a. Cross-Listed Course (*Enter Course Code*): *N/A*
 b. Replacement Course (*Enter original Course Code*): *N/A*

21. Grading Method (*choose one*): Pass/No Pass Only

22. MIS Course Data Elements

- a. Course Control Number [CB00]: CCC000580636
- b. T.O.P. Code [CB03]: 150100.00 - English
- c. Credit Status [CB04]: N - Noncredit
- d. Course Transfer Status [CB05]: C = Non-Transferable
- e. Basic Skills Status [CB08]: 1B = Course is a basic skills course
- f. Vocational Status [CB09]: Not Occupational
- g. Course Classification [CB11]: K - Other Noncredit Enhanced Funding
- h. Special Class Status [CB13]: N - Not Special
- i. Course CAN Code [CB14]: *N/A*
- j. Course Prior to College Level [CB21]: A = 1 Level Below
- k. Course Noncredit Category [CB22]: C - Elementary and Secondary Basic Skills
 - l. Funding Agency Category [CB23]: Y = Not Applicable
- m. Program Status [CB24]: 1 = Program Applicable

ENG 305-Critical Thinking and Language Consciousness

Name of Approved Program (if program-applicable): NEW CERTIFICATE IN PROGRESS

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

23. Enrollment - Estimate Enrollment

First Year: 10

Third Year: 30

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 Brian Fotinakes Origination Date 08/03/16