



Catalog Description

COMM C1000 - Introduction to Public Speaking

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

In this course, students learn and apply foundational rhetorical theories and techniques of public speaking in a multicultural democratic society. Students discover, develop, and critically analyze ideas in public discourse through research, reasoning, organization, composition, delivery to a live audience and evaluation of various types of speeches, including informative and persuasive speeches. (C-ID COMM 110).

Objectives

Upon successful completion of this course, the student should be able to:

1. Apply rhetorical theories to create and analyze public speeches in a variety of contexts including historical and/or contemporary.
2. Formulate and implement effective research strategies to gather information and ideas from primary and secondary sources, evaluating them for credibility, accuracy, and relevancy.
3. Employ sound reasoning and construct compelling arguments in support of a guiding thesis and organizational pattern appropriate for the audience, occasion, and purpose.
4. Demonstrate rhetorical sensitivity to diversity, equity, inclusion, accessibility, and belonging and adhere to ethical communication practices which include truthfulness, accuracy, honesty, and reason.
5. Compose and deliver a variety of speeches, including Informative and Persuasive speeches, to a live audience (one to many) using effective delivery practices.
6. Employ effective listening practices.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Foundational rhetorical theories, including the canons of rhetoric and Aristotelian proofs, as well as relevant principles of human communication.

Critical analysis of historical and contemporary public discourse.

Ethical communication practices as senders and receivers.

Effective listening and principles of constructive feedback.

Rhetorical sensitivity to diverse audiences.

Adaptation to audiences, rhetorical situations, and purposes.

Types of speeches (for example, speeches to inform, persuade, entertain).

Outline and compose effective speeches based on purpose and appropriate subject matter, topic, thesis, and organizational patterns.

51.00

Research strategies for locating and critically evaluating ideas and information from primary and secondary sources.

Use of credible evidence and sound reasoning to support a variety of claims, including appropriate written and oral citations.

Effective practice and delivery skills using various modes of delivery.

Effective verbal and nonverbal practices while delivering a speech.

Techniques for managing communication apprehension.

Delivery of a variety of student-composed speeches, including Informative and Persuasive speeches.

Total Hours:

51.00

Methods of Instruction

- A. Class Activities
- B. Discussion
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Lecture
- E. Multimedia Presentations
- F. Reading Assignments
- G. Peer-to-peer feedback and evaluation of presentations

Methods of Evaluation

- A. A minimum of three faculty-supervised, faculty-evaluated, oral presentations in front of a live audience (one to many), including an Informative speech of at least five minutes and a Persuasive speech of at least six minutes in length; speech outlines and works cited/references; critiques of speeches.
- B. Additional methods of evaluation are at the discretion of local faculty.

Examples of Assignments

Reading Assignments

1. Using the Butte College online database "CQ Researcher," locate and read the pro and con side of a current controversial issue. Come to class prepared to discuss the article and its value as a possible source for a persuasive speech.
2. Read the assigned chapter on types of evidence and come to class with at least two examples of each type of evidence listed. Bring your APA style guide and be prepared to complete properly formatted source citations and referencing in class, working with a partner (no more than one page).

Writing Assignments

1. Based on the information and examples provided in class and in the textbook chapter on Outlining, prepare a formal, full-sentence preparation outline for a 5-7 minute informative speech, including a minimum of 4 sources, 2 of which are from academic journal articles, with corresponding references per APA guidelines. Your outline should be 3-4 pages long.

2. Review three of your own videotaped speeches and write a 2-3 page self-evaluation essay, analyzing content, organization and delivery of each speech. Provide an assessment of your strengths and weaknesses as a speaker, and discuss specific methods for improvement.

Out-of-Class Assignments

1. Review the sample speech provided online and come to class with no more than one page of suggestions for improvement.
2. Working with a partner, prepare a poster-size diagram of the Transactional Model of Communication, illustrating a specific communication context (e.g. public speech, private conversation, argument among friends, etc. Make sure you illustrate and label all parts of the Model. You will present your poster to the class, and we will display it in the classroom for the rest of the semester. Be colorful and creative, and have fun!

Recommended Materials of Instruction

Floyd, K. (2023). *Public Speaking Matters. McGraw-Hill, 3rd.* 9781264377718.

Lucas, S. and Stob, P. (2023). *The Art of Public Speaking. McGraw Hill, 13th.* 9781265457082.

German, Kathleen. (2021). *Principles of Public Speaking. Routledge, 20th.* 9780367860288.

Zero Cost Textbook

Barton and Tucker. *Exploring Public Speaking.* (Latest edition). LibreTexts. (OER)

[https://socialsci.libretexts.org/Bookshelves/Communication/Public_Speaking/Exploring_Public_Speaking_4e_\(Barton_and_Tucker\)](https://socialsci.libretexts.org/Bookshelves/Communication/Public_Speaking/Exploring_Public_Speaking_4e_(Barton_and_Tucker))

Mapes, M. *Speak Out, Call In: Public Speaking as Advocacy.* LibreTexts. (OER)

[https://socialsci.libretexts.org/Bookshelves/Communication/Public_Speaking/Speak_Out_Call_In%3A_Public_Speaking_as_Advocacy_\(Mapes\)](https://socialsci.libretexts.org/Bookshelves/Communication/Public_Speaking/Speak_Out_Call_In%3A_Public_Speaking_as_Advocacy_(Mapes))

Cunill, M. *Fundamentals of Public Speaking.* (Latest Edition). LumenLearning (OER)

<https://lumenlearning.com/courses/public-speaking/>

Other Learning Materials

Texts used by individual institutions and instructors may vary based on local college practice.

Minimum Qualifications

Communication Studies

Created/Revised by: [REDACTED]

Date:04/08/2024



Catalog Description

ENGL C1000 - Academic Reading and Writing

Transfer Status: CSU/UC

Prerequisite: Placement as determined by the college's multiple measures assessment process

Unit(s): 4.00

Contact Hours: 68.00 Lecture

Out of Class Hours: 136.00

Total Course Hours: 204.00

Course Description:

In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research. This course focuses on close reading; expository, argumentative, and fictional texts; and develops expository, persuasive and argumentative academic writing. Essays will demonstrate analysis, critique, and synthesis. Graded only. (C-ID ENGL 100).

Objectives

Upon successful completion of this course, the student should be able to:

1. Read analytically to understand and respond to diverse academic texts.
2. Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
3. Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
4. Analyze stylistic choices in their own writing and the writing of others.
5. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
6. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using MLA or other appropriate documentation format.
7. Use style, diction, and tone appropriate to a diverse academic community and the purpose of the specific writing task.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Read, analyze, and evaluate diverse texts, primarily non-fiction, for rhetorical strategies and styles.

Apply a variety of rhetorical strategies in academic writing, including well-organized essays with effective theses and support.

Develop varied and flexible strategies for generating, drafting, revising, editing, and proofreading formal writing.

Analyze rhetorical choices in students' own and peers' writing and effectively provide and incorporate feedback.

Write in various genres and modalities, including low stakes, analytical, argumentative, collaborative, reflective writing, synthesis, literature review, and other forms.

Exhibit acceptable college-level control of mechanics, organization, development, and coherence.

Identify, evaluate, and effectively integrate material from source texts through paraphrasing, summarizing, and quoting using appropriate documentation conventions.

Compose a minimum of 5,000 words of formal writing across major assignments.

Critical and analytical reading of college-level texts

- Annotating texts
- Identifying key points, drawing inferences, and understanding broader implications

Audience and Purpose

- Identifying target audiences
- Anticipating reader response and addressing opposing or differing perspectives
- Identifying and following conventions that meet the needs of particular audiences
- Understanding the various influences that shape perspectives, values, language and identities

- Understanding the variety of platforms and disciplines in which writing occurs and the intricacies of each

Research strategies and documentation methods

- Strategies for focusing searches and finding strong sources
- Methods for organizing research
- Understanding discipline-specific conventions for documenting research
- Using research handbooks/websites to identify the necessary format for documenting individual sources

Evaluating and integrating sources into a research essay

- Identifying scholarly versus non-scholarly sources
- Navigating a variety of popular and scholarly sources of information whether in print, media, or online
- Identifying methods for evaluating popular media, online, and print sources
- Using strategies for synthesizing points from source materials into more complex, college-level arguments

68.00

Total Hours:

68.00

Methods of Instruction

- A. Collaborative Group Work
- B. Discussion
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Lecture
- E. Individual conferences; online resources and technology enhanced instruction; a minimum of 6,000 words will be written

Methods of Evaluation

- A. Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives will include primarily academic writing, which may include timed/in-class writing.
- B. Methods of evaluation are at the discretion of local faculty.
- C. Quizzes, oral presentations, class participation, and class discussion.

Examples of Assignments

Reading Assignments

1. Read the essay assigned by the instructor. As you read, note the author's claim and supporting evidence as well as his or her focus on audience, tone, and rhetorical strategies.
2. Carefully read the essay assigned by the instructor. Note the author's use of inductive and/or deductive logic, attention to counterarguments, and use of fallacious reasoning to persuade the reader.

Writing Assignments

1. Construct a well-developed essay in which you propose a concrete solution to a common societal problem and support that solution with evidence gleaned from a variety of sources. To gather ideas for your essay, conduct research on our college's databases. Cite your sources using MLA or APA style. Minimum of 3 to 5 pages.
2. Construct a well-developed essay in which you critique an author's support for a claim, focusing on the quantity and quality of evidence as well as on the use of logic and fallacies. Minimum of 3 to 5 pages.

Out-of-Class Assignments

1. Use our college's online databases to research what other scholars have to say about an issue detailed in an assigned academic article. Bring two articles to the next class.
2. Find a scholarly and a popular source that both address the same aspect of the issue you are writing about for your inquiry project. Note similarities and differences in how the two sources treat the topic, including any information or perspectives that are glossed over or omitted in either source.

Recommended Materials of Instruction

Jacobus, Lee (Ed.). (2020). *A World of Ideas: Essential Readings for College Writers*. Macmillan, 11th. 9781319194444.

Shrodes, Caroline F. et. al. (2011). *The Conscious Reader*. Pearson, 12th. 9780205803286.

Graff, G., Birkenstein, C. (2024). *They Say/I Say*. *W.W. Norton*, 5th. 9781324070030.

Zero Cost Textbook

Wangler, S. & Ulrich, T. (2019). *88 Open Essays: A Reader For Students Of Composition & Rhetoric*. OER. <https://openwa.pressbooks.pub/lwtech88readings/>

Guptil, A. (2016). *Writing in College: From Competence to Excellence*. OER. <https://open.umn.edu/opentextbooks/textbooks/247>

Other Learning Materials

An anthology, or appropriate Open Educational Resources (OER) containing culturally diverse college-level essays, articles, or other texts.

A college-level handbook on writing and documentation or evidence of similar writing pedagogy.

Course texts may include book-length works.

Texts used by individual institutions and even individual sections will vary. The list of representative texts must include at least one text with a publication date within seven (7) years of the course outline approval date.

The Purdue Online Writing Lab (OWL), film, video and other electronic sources.

Minimum Qualifications

English (Masters Required)

Created/Revised by: XXXXXXXXXX



Catalog Description

ENGL C1000E - Academic Reading and Writing

Transfer Status: CSU/UC

Prerequisite: Placement as determined by the college's multiple measures assessment process

Unit(s): 4.00

Contact Hours: 51.00 Lecture/34.00 Activity

Out of Class Hours: 119.00

Total Course Hours: 204.00

Course Description:

In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research. This course includes embedded support. This course builds on literacy practices by developing expository and argumentative writing, awareness of audience, purpose and research strategies including documentation. Primarily expository and argumentative texts will be used, responding to a variety of rhetorical situations. Graded only. (C-ID ENGL 100).

Objectives

Upon successful completion of this course, the student should be able to:

1. Read analytically to understand and respond to diverse academic texts.
2. Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
3. Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
4. Identify and apply intensive strategies for working with college-level readings.
5. Use information technologies to support college reading, writing, and research.
6. Identify, evaluate, and apply strategies from multiple literacy backgrounds to college reading and writing.
7. Analyze stylistic choices in their own writing and the writing of others.
8. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
9. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using MLA or other appropriate documentation format.
10. Write timed/in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.

Course Content

Topic Titles / Suggested Time Topic

Lecture/Activity

Topics

Lec Hrs

Act Hrs

Read, analyze, and evaluate diverse texts, primarily non-fiction, for rhetorical strategies and styles.

51.00

34.00

Apply a variety of rhetorical strategies in academic writing, including well-organized essays with effective theses and support.

Develop varied and flexible strategies for generating, drafting, revising, editing, and proofreading formal writing.

Analyze rhetorical choices in students' own and peers' writing and effectively provide and incorporate feedback.

Write in various genres and modalities, including low stakes, analytical, argumentative, collaborative, reflective writing, synthesis, literature review, and other forms.

Exhibit acceptable college-level control of mechanics, organization, development, and coherence.

Identify, evaluate, and effectively integrate material from source texts through paraphrasing, summarizing, and quoting using appropriate documentation conventions.

Compose a minimum of 5,000 words of formal writing across major assignments.

Critical and analytical reading of college-level texts

- Multiple literacy backgrounds and target audience and purpose
- Code meshing strategies
- Intensive college-level reading and annotating strategies (previewing, predicting, monitoring comprehension, determining meaning from context)

Audience and purpose

- Identifying target audiences
- Anticipating reader response and addressing opposing or differing perspectives
- Identifying and following conventions that meet the needs of particular audiences
- Strategies for using information technology at each stage of the writing process

Research strategies

- Strategies for focusing searches and finding strong sources
- Strategies for using information technology for research
- Methods for organizing research
- Understanding discipline-specific conventions for documenting research

Evaluating and integrating sources into a research essay

- Identifying scholarly versus non-scholarly sources
- Methods for evaluating popular media, online, and print sources
- Strategies for using online and print resources to guide integration

and documentation of research

• Strategies for synthesizing points from source materials into more complex, college-level argument

Total Hours: 51.00 34.00

Methods of Instruction

- A. Collaborative Group Work
- B. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- C. Instructor Demonstrations
- D. Lecture

Methods of Evaluation

- A. Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives will include primarily academic writing, which may include timed/in-class writing.
- B. Methods of evaluation are at the discretion of local faculty.
- C. Quizzes, homework, and class discussion.

Examples of Assignments

Reading Assignments

1. Read the essay assigned by the instructor. As you read, make annotations on the author's claim and supporting evidence as well as their focus on audience, tone, and rhetorical strategies. Be prepared to discuss your annotations of the essay's strategies and compare to strategies you've used to persuade or convince an audience in class.
2. Carefully read the essay assigned by the instructor. Take notes on the author's use of inductive and/or deductive logic, attention to counterarguments, and use of fallacious reasoning to persuade the reader. Be prepared to share your notes in class.

Writing Assignments

1. Write an essay in which you compare and contrast the literacy practices used in two of our readings. Explain how these practices help the writers achieve their purposes in relation to their target audiences. Minimum of 3 pages.
2. Construct a well-developed essay in which you propose a concrete solution to a common societal problem and support that solution with evidence gleaned from a variety of sources. To gather ideas for your essay, conduct research on our college's databases. Cite your sources using MLA or APA style. Minimum of 3 pages.

Out-of-Class Assignments

1. Find both a scholarly and a popular source that address the same aspect of the issue you are writing about for your inquiry project. Use the graphic organizer provided in class to note the similarities and differences in how the two sources treat the topic, including any information or perspectives that are glossed over or omitted in either source, and explain how their treatment of the topic might be related to their different target audiences.
2. Use our college's online databases to research what other scholars have to say about an issue detailed in an assigned academic article. Bring two articles that argue two different perspectives on the topic to the next class.

Recommended Materials of Instruction

Jacobus, Lee (Ed.). (2020). *A World of Ideas: Essential Readings for College Writers*. Macmillan, 11th. 9781319194444.

Howard, R.M. (2021). *Writing Matters: A Handbook for Writing and Research*. McGraw Hill, 4th. 9781260860306.

Other Learning Materials

An anthology, or appropriate Open Educational Resources (OER) containing culturally diverse college-level essays, articles, or other texts.

A college-level handbook on writing and documentation or evidence of similar writing pedagogy.

Course texts may include book-length works.

Texts used by individual institutions and even individual sections will vary. The list of representative texts must include at least one text with a publication date within seven (7) years of the course outline approval date.

Minimum Qualifications

English (Masters Required)

Created/Revised by: XXXXXXXXXX



Catalog Description

ENGL C1001 - Critical Thinking and Writing

Transfer Status: CSU/UC

Prerequisite: College-level composition (ENGL C1000/ ENGL C1000H/ ENGL C1000E/ C-ID ENGL 100) or equivalent

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

In this course, students receive instruction in critical thinking for purposes of constructing, evaluating, and composing arguments in a variety of rhetorical forms, using primarily non-fiction texts, refining writing skills and research strategies developed in ENGL C1000 Academic Reading and Writing (or C-ID ENGL 100) or similar first-year college writing course. This course offers instruction in information literacy, and proper documentation. Students are required to write essays with progressive revisions and multiple drafts (minimum 5,000 words). (C-ID ENGL 105).

Objectives

Upon successful completion of this course, the student should be able to:

1. Define, recognize, and utilize forms of critical reasoning, including deductive and inductive reasoning, in a variety of rhetorical contexts.
2. Reflect critically on one's own thought processes to identify and avoid cognitive biases and common fallacies of language and thought.
3. Employ critical reading and research strategies to locate and evaluate complex texts representative of diverse experiences, perspectives, and forms of authority.
4. Evaluate and document evidence to construct arguments in a variety of rhetorical situations, distinguishing knowledge from belief and fact from judgment.
5. Draft written arguments to respond appropriately to texts, with attention to intended audience, purpose, and social context, and revise for clarity, cogency, persuasiveness, and soundness.
6. Identify a text's premises and assumptions in various social, historical, cultural, psychological, or aesthetic contexts.
7. Compose thesis-driven arguments in the form of essays and presentations as part of a 5,000-8,000 word writing requirement.
8. Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written essays using MLA or other appropriate documentation format without plagiarism.
9. Use style, diction, and tone appropriate to a diverse academic community and the purpose of the specific writing task; proofread, edit, and revise essays so English grammar, usage, or punctuation does not impede clarity.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Develop writing and reading skills for logical reasoning and argumentation using primarily non-fiction texts. Minimum 5,000 words of writing which may include a combination of drafts, written peer response, and other forms of writing that inform students' inquiry-driven research and writing process. Students should revise and receive feedback from their instructor on at least one extended argument.

- Logical fallacies
- Rhetoric
- Evaluating Extended Written and Oral Arguments
- Persuasion and the State
- Advertising and the Media

51.00

Total Hours:

51.00

Methods of Instruction

- A. Class Activities
- B. Discussion
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Lecture
- E. Reading Assignments
- F. Reading and Writing (minimum 5,000 word writing requirement)

Methods of Evaluation

A. Methods of evaluation used to observe or measure students' achievement of course outcomes are at the discretion of local faculty but must include at least one extended argument through draft and revision. Additional assessments could include, but are not limited to, peer evaluations, discussions, metacognitive reflections, presentations, quizzes, exams, projects, etc.

Examples of Assignments

Reading Assignments

1. Read and interpret the section of the text assigned by the instructor. Be prepared to work in small groups identifying whether or not a passage is an argument, and if it is, identify the parts of the argument.
2. Read the section of the text assigned by the instructor and evaluate specific fallacies and definitions found in the section. Be prepared to identify the fallacies in class when given examples by the instructor.

Writing Assignments

1. Design and present a style analysis of three TV/multimedia ads. Choose ads and analyze their content, using extensive vocabulary and concepts from this list (instructor provides list). Presentations will provide links to the ads and will summarize the type of ads, explaining how they manipulate the consumer and exploring the effects of that manipulation.
2. In formal essay form, 1,000 word minimum, respond to one of the course films to articulate how it demonstrates specific, critical thinking-based concepts. Be sure to consistently synthesize specific evidence from the film to illustrate and support those concepts.

Out-of-Class Assignments

1. For an online discussion post, watch or listen to a music video or song and take notes, specifically looking/listening for rhetorical elements. When watching/listening to the videos/songs, identify as many of the rhetorical appeals as you can in each song. And then identify the specific audience for each performance and how that audience might respond to the performance. After you finish your posting, respond to a specific aspect of at least one of your peer's comments.
2. After locating a print advertisement, write a two page, double-spaced analysis of the visual rhetoric explicitly and implicitly used in the advert and identify the fallacies (remember to include why a fallacy is a specific fallacy and include a summary of your interpretation of what you "see" on the page).

Recommended Materials of Instruction

- Bullock, Richard, et al. (2024). *The Little Seagull Handbook*. *W.W. Norton & Company*, 5th. 978-1-324-06000-0.
- Rottenberg, Annette. (2021). *The Elements of Argument*. *Macmillan*, 13th. 9781319214739.
- Paul, R. and Elder, L. (2020). *Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life*. *Rowman & Littlefield*, 2nd. 978-1-5381-3952-3.
- Barnet, Sylvan. (2023). *Current Issues and Enduring Questions*. *Macmillan*, 13th. 9781319332068.
- Booth, Wayne C. et al. (2024). *The Craft of Research*. *University of Chicago Press*, 5th. 9780226826677.
- Foresman, Galen A., and Peter S. Fosl. (2016). *The Critical Thinking Toolkit*. *Wiley-Blackwell*, 1st. 978-0-470-65869-7.
- Boardman, Frank, Cavender, Nancy M. & Kahane, Howard. (2018). *Logic and Contemporary Rhetoric: The Use of Reason in Everyday Life*. *Cengage*, 13th. 9781305956025.
- Chaffe, John. (2019). *Thinking Critically*. *Cengage*, 12th. 9781337558501.
- Brooks, Kenneth. (1995). *Cultural Diversity Without Prejudice: A Guide for Critical Thinking in the 21st Century*. *Amper Pub*, 1st. 9780963904225.
- Solnit, Rebecca. (2009). *A Paradise Built In Hell: The Extraordinary Communities That Arise In Disaster*. *Penguin*, 1st. 9780143118077.
- Hacker, D. and Sommers, N. (2025). *A Writer's Reference*. *Macmillan*, 11th. 9781319413002.
- Lunsford, A. and Ruszkiewicz, J. (2022). *Everything's an Argument*. *Macmillan*, 9th. 9781319244484.

Zero Cost Textbook

Mills, Anna. *How Arguments Work: A Guide to Writing and Analyzing Texts in College*. OER Libretexts. 2022. [https://human.libretexts.org/Bookshelves/Composition/Advanced_Composition/How_Arguments_Work_-_A_Guide_to_Writing_and_Analyzing_Texts_in_College_\(Mills\)](https://human.libretexts.org/Bookshelves/Composition/Advanced_Composition/How_Arguments_Work_-_A_Guide_to_Writing_and_Analyzing_Texts_in_College_(Mills))

Dowden, Bradley H. (2017). *Logical Reasoning*. OER. <https://open.umn.edu/opentextbooks/textbooks/745>
Introduction to Logic and Critical Thinking by Matthew Van Cleave, 2016, Open Textbook Library

Other Learning Materials

Materials shall be primarily non-fiction, are expected to represent culturally diverse perspectives, and will vary by individual institutions and sections. A writing handbook must be included. Open Educational Resources (OER) materials are encouraged.

Film, video, and other electronic sources, for example Crash Course videos, the documentary 13th (dir. by Ava DuVernay, free on YouTube), or feature films Don't Look Up (dir. by Adam McKay), Fed Up (dir. by Stephanie Soechtig)

Handouts and websites assigned by instructor, for example, Purdue OWL (Online Writing Lab), Otero's Media Bias Chart, The Onion (satirical publication)

Minimum Qualifications

English (Masters Required)

Created/Revised by: [REDACTED]



Catalog Description

POLS C1000 - American Government and Politics

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This course is an introduction to government and politics in the United States and California. Students examine the constitutions, structure, and operation of governing institutions, civil liberties and civil rights, political behaviors, political issues, and public policy using political science theory and methodology. (C-ID POLS 110).

Objectives

Upon successful completion of this course, the student should be able to:

1. Explain the founding and development of the U.S. and California Constitution.
2. Critique governing institutions and political processes within the United States and California.
3. Employ introductory political science research methods to contextualize contemporary political issues and operations in the United States and California.
4. Assess civil liberties and civil rights of individuals and groups as articulated in the U.S. and California Constitutions and subsequent court decisions.
5. Investigate the role of identity and political ideology in shaping public opinion and public policy in the United States and California.
6. Analyze how to effectively participate in politics at the national, state, county, and/or city levels.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

The purpose of government and nature of democratic governance

- Political philosophies that underlie democratic government
- Comparison of representative and direct democracy
- The value of, influences on, and consequences of participation and non-participation in democratic government

The U.S. and California Constitutions as frameworks for government

- Political philosophies of the framers and critics of the U.S. Constitution
- Processes for amending and interpreting the U.S. and California Constitutions

The theory and practice of federalism in the United States, focusing on California

- The framework and operation of federal, state, and local relations
- Interaction between the federal government and Native American tribes and entities

The structure and contemporary operations of federal, state, and local governing institutions in the United States and California including the

- Executive branch
- Legislative branch
- Judicial branch

Civil liberties and civil rights of individuals and groups

- Civil liberties and rights as articulated in the U.S. and California Constitutions and federal and state court decisions
- Contemporary and historical interactions between government and marginalized populations within the United States based on factors such as race, ethnicity, sex, gender and gender expression, sexual orientation, class, ability status, age, citizenship status, language, religion, and/or other forms of identity

51.00

Individual and group behaviors within the context of the U.S. and California constitutions, including

- Elections, campaigns, and voting
- Political parties
- Interest groups
- Social movements

Factors that shape politics and policymaking including

- Political culture
- Political socialization
- Political ideologies
- Public opinion
- Media

Political issues and public policies

- Domestic
- Economic
- Foreign

Introductory research methods used in political science including

- Qualitative tools and techniques
- Quantitative tools and techniques

Total Hours:

51.00

Methods of Instruction

- A. Discussion
- B. Group Discussions
- C. Guest Speakers
- D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- E. Lecture

Methods of Evaluation

- A. Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, exams, essays, field journals, projects, critical analysis papers, service learning, simulations, research demonstrations, etc.
- B. Methods of evaluation and appropriate representative assignments will be determined at the discretion of local faculty.

Examples of Assignments

Reading Assignments

1. Read the chapter on public opinion, then read the supplementary article from the Washington Post's Monkey Cage Blog. Come to class prepared to contrast the majoritarian and pluralist models of democracy with respect to their assumptions about public opinion. Also, be prepared to explain what is happening in the figure about Proposition 19 and social desirability.
2. Read the article about redistricting. Be prepared to discuss the difference between redistricting and gerrymandering, how redistricting impacts the incumbency advantage, and what the United States Supreme Court said in the Rucho case in 2019.

Writing Assignments

1. After reading the chapter on federalism, find a news article that relates to either dual or cooperative federalism in a California based newspaper, like the Sacramento Bee. Write a one-page summary of your article and explain how it relates to either dual or cooperative federalism. Include MLA or APA citations.
2. Comedian Stephen Colbert took the political world by storm in 2011 when he announced the creation of his "Americans for a Better Tomorrow, Tomorrow" Super PAC, an independent expenditure committee that would allow him to raise funds from individuals and corporations and engage in unlimited political spending (Comedy Central 2011). After reading the essay on Campaign Finance Reform and watching the video from Comedy Central, write a 2 page essay explaining the differences between Political Action Committees and Independent Expenditure Committees (Super PACs). Your short essay should also discuss the effects of Citizens United v. Federal Election Commission, a landmark Supreme Court case in 2010 that held that the First Amendment protects corporate political speech as part of "an essential mechanism of democracy" (Citizens United v. FEC 2010).

Out-of-Class Assignments

1. In Fall of 2022 various candidates ran for public office at the state level. Locate two speeches or campaign events online. Be able to discuss the public policy differences in the events you observed during our next class. Please review the reading, from our textbook, on Elections and Campaigns before viewing the speeches and be prepared to incorporate key ideas and key terms from the chapter during class discussion.
2. Attend the student debate on campus dealing with diversity and education. Be prepared to discuss in class. Be prepared to describe what "Affirmative Action" is; how this idea was treated by various parties in the debate.

Recommended Materials of Instruction

Patterson, T. (2024). *We The People*. McGraw Hill, 15th. 9781265634568.

Sidlow and Henschen. (2025). *GOVT 12: Principles of American Government*. Cengage, 12th. 9798214147062.

Van Vechten. (2023). *California Politics: A Primer*. Sage, 7th. 9781071875445.

Janda, K., Berry, J.M., Goldman, J, Schildkraut, D, & Manna, P. (2024). *The Challenge of Democracy: American Government in Global Politics*. Cengage, 15th. 9780357794555.

Zero Cost Textbook

Glen Krutz and Sylvie Waskiewicz. (2024). American Government 3e. OER. <https://openstax.org/details/books/american-government-3e/>

Reti. 2023. Introduction to California Government and Politics. (OER)

[https://socialsci.libretexts.org/Bookshelves/Political_Science_and_Civics/Introduction_to_California_Government_and_Politics_\(Reti\)](https://socialsci.libretexts.org/Bookshelves/Political_Science_and_Civics/Introduction_to_California_Government_and_Politics_(Reti))

Other Learning Materials

Any college-level introduction to American government and politics textbook. May also include supplementary materials such as, but not limited to, primary sources (e.g. The Federalist Papers), readers, etc.

The Sacramento Bee newspaper

Minimum Qualifications

Political Science (Masters Required)

Created/Revised by: [REDACTED]



Catalog Description

PSYC C1000 - Introduction to Psychology

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This course is an introduction to psychology, which is the study of the mind and behavior. Students focus on theories and concepts of biological, cognitive, developmental, environmental, social, and cultural influences; their applications; and their research foundations. Topics also include the science of psychology, ethics, perception, learning and memory, motivation and emotion, sexuality and gender, stress and health, personality, psychological disorders and therapies, and applied psychology. (C-ID PSY 110).

Objectives

Upon successful completion of this course, the student should be able to:

1. Demonstrate fundamental knowledge and comprehension of major concepts, theoretical perspectives, historical and cultural contexts, and empirical findings within the broad discipline of psychology.
2. Use a scientific approach (including critical and creative thinking) to understand individuals' mind and behavior within psychological, biological, sociocultural, and ethnocultural contexts while recognizing that biases filter experiences.
3. Apply psychological theories, concepts, and values to individual, interpersonal, group, and societal issues to demonstrate awareness of self and others.
4. Draw logical and objective conclusions about the mind and behavior from evidence to show how psychology evaluates, modifies, and supports its claims and counters unsubstantiated statements, opinions or beliefs.
5. Describe and demonstrate an understanding of applied areas of psychology, including clinical, counseling, forensic, community, organizational, school, and health psychology.
6. Draw the distinction between scientific and non-scientific methods of understanding and analysis, including statistical analysis.
7. Recognize and understand the impact of diversity on psychological research, theory, and application, including (but not limited to) aspects of race, ethnicity, culture, gender, socio-economic status, disability, and sexual orientation.
8. Demonstrate knowledge and understanding representing selected content areas of psychological theory and research representing each of the following nine general domains: a. biological bases of behavior and mental processes; b. sensation and perception; c. learning and memory; d. cognition and consciousness; e. individual differences, psychometrics, and personality; f. social processes, including socio-cultural and international dimensions; g. developmental psychology; h. psychological disorders; and i. motivation and emotion.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Cover at least two topics within each of the following major areas, addressing both theory and application:

- Biological (e.g., Neuroscience, Sensation, Consciousness)
- Cognitive (e.g., Cognition, Memory, Perception, Intelligence)
- Development (e.g., Learning, Lifespan Development, Language)
- Social and Personality (e.g., Motivation, Emotion, Social, Personality, Sex/Gender/Sexuality)
- Mental and Physical Health (e.g., Psychopathology, Health, Therapies)

Incorporate psychology's seven integrative themes throughout the course:

- How psychological science relies on evidence and critical thinking, adapting as new data develop
- How psychology explains general principles that govern behavior while recognizing individual differences
- How psychological, biological, social, and cultural factors influence behavior and mental processes
- How psychology values diversity, promotes equity, and fosters inclusion in pursuit of a more just society
- How our perceptions and biases filter our experiences of the world through an imperfect personal lens
- How applying psychological principles can change our lives, organizations, and communities in positive ways
- How ethical principles guide psychology research and practice

51.00

Emphasize and illustrate how scientific inquiry, research methodology, and evidence serve as the foundation for all content areas:

- While recognizing limitations and problematic outcomes, biases, systemic injustice, and opportunities for on-going research
- To counter unsubstantiated statements, opinions, or beliefs

Emphasize how sociocultural factors and diversity, not limited to historically dominant Western perspectives, influence content areas covered

Total Hours:

51.00

Methods of Instruction

- A. Class Activities
- B. Collaborative Group Work
- C. Group Discussions

- D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- E. Lecture
- F. Multimedia Presentations
- G. Reading Assignments

Methods of Evaluation

A. Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, exams, laboratory work, field journals, projects, research demonstrations, etc. Methods of evaluation are at the discretion of local faculty.

Examples of Assignments

Reading Assignments

1. Review the chapter on neurotransmitters and provide a 100-word reflection on their potential role in mood disorders. Be ready to discuss your thoughts during class.
2. Read the chapter on the history and systems of psychology, and write a 100-word reflection on their contribution to contemporary perspectives and applications of psychology. Be prepared to discuss your insights during class.

Writing Assignments

1. Retrieve a recent peer-reviewed research article from the field of psychology, published within the last five years, and provide a 300-word summary in your own words. Be prepared to discuss in class.
2. Compose a 3-page essay summarizing research findings pertaining to the neurology and psychology of stress. Be prepared to discuss in class.

Out-of-Class Assignments

1. Write a 200-word personal analysis of your behaviors when you experience stress using the four major theoretical perspectives outlined in Chapter 7. Share your findings with the class.
2. Apply the key concepts from the chapter on consciousness to interpret one of your dreams in a 200 word essay. Share your findings with the class.

Recommended Materials of Instruction

- W. Weiten. (2022). Themes and Variations in Psychology. *Cengage*, 11th. 978-0357374825.
- Robert Feldman. (2024). Understanding Psychology. *McGraw*, 15th. 9781266057199.
- Grison & Gazzaniga. (2022). Psychology in Your Life. *WW Norton*, 4th. 978-0-393-87753-3.
- Kassin, S., Privitera, G., and Clayton, K. (2021). Essentials of Psychology. *Sage*, 1st. 9781544348438.
- Wade, C., Tavis, C., Sommers, S., and Shin, L. (2023). Psychology. *Pearson*, 14th. 9780138061937.
- Licht, D., Hull, M., and Ballantyne, C. (2025). Scientific American: Psychology. *Macmillan*, 4th. 9781319426934.
- Meyers and DeWall. (2022). Exploring Psychology. *Macmillan*, 12th. 9781319132118.
- Ciccarelli and White. (2021). Psychology and Exploration. *Pearson Education*, 5th. 9780135198018.

Zero Cost Textbook

Spielman, Jenkins, Lovett, et. al. (2024). Psychology. <https://openstax.org/details/books/psychology-2e>, 2nd. OER

Diener & Biswas-Diener (eds), Discover Psychology 2.0: A Brief Introductory Text (<https://nobaproject.com/textbooks/discover-psychology-v2-a-brief-introductory-text>)

Additional OER examples can be found at <https://asccc-ori.org/open-educational-resources-and-psychology/>

Other Learning Materials

Texts used by individual institutions and in individual sections will vary.

Minimum Qualifications

Psychology (Masters Required)

Created/Revised by: ██████████



Catalog Description

STAT C1000 - Introduction to Statistics

Transfer Status: CSU/UC

Prerequisite: Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of intermediate algebra

Unit(s): 4.00

Contact Hours: 68.00 Lecture

Out of Class Hours: 136.00

Total Course Hours: 204.00

Course Description:

This course is an introduction to statistical thinking and processes, including methods and concepts for discovery and decision-making using data. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-squared, and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Students apply methods and processes to applications using data from a broad range of disciplines. (C-ID MATH 110).

Objectives

Upon successful completion of this course, the student should be able to:

1. Assess how data were collected and recognize how data collection affects what conclusions can be drawn from the data.
2. Identify appropriate graphs and summary statistics for variables and relationships between them and correctly interpret information from graphs and summary statistics.
3. Describe and apply probability concepts and distributions.
4. Demonstrate an understanding of, and ability to use, basic ideas of statistical processes, including hypothesis tests and confidence interval estimation.
5. Identify appropriate statistical techniques and use technology-based statistical analysis to describe, interpret, and communicate results.
6. Evaluate ethical issues in statistical practice.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Introduction to statistical thinking and processes

Technology-based statistical analysis

Applications using data from four or more of the following disciplines: administration of justice, business, economics, education, health science, information technology, life science, physical science, political science, psychology, and social science

Units (subjects/cases) and variables in a data set, including multivariable data sets

Categorical and quantitative variables

Sampling methods, concerns, and limitations, including bias and random variability

Observational studies and experiments

68.00

Data summaries, visualizations, and descriptive statistics

Probability concepts

Probability distributions (e.g., binomial, normal)

Sampling distributions and the Central Limit Theorem

Estimation and confidence intervals

Hypothesis testing, including t-tests for one and two populations, Chi-squared test(s), and ANOVA; and interpretations of results

Regression, including correlation and linear regression equations

Total Hours:

68.00

Methods of Instruction

A. Collaborative Group Work

B. Discussion

C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture

D. Lecture

Methods of Evaluation

A. Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, exams, laboratory work, field journals, projects, research demonstrations, etc. Methods of evaluation are at the discretion of local faculty.

Examples of Assignments

Reading Assignments

1. Read the section in the textbook on measures of variation and be able to describe the range, variance, and standard deviation for a data set.
2. Read the section in the textbook on sampling distributions and be able to describe a sampling distribution of sample means and state the Central Limit Theorem.

Writing Assignments

1. Write a paragraph explaining how to find a deviation of an entry in a data set and how you find the standard deviation for the data set.
2. After applying the Central Limit Theorem to find the probability of a sample mean, write a sentence interpreting your results.

Out-of-Class Assignments

1. Review the section on measures of central tendency and solve the problems in the exercises assigned by the instructor.
2. Review the section on sampling distributions and solve the problems in the exercises assigned by the instructor.

Recommended Materials of Instruction

Peck, R., Case, C. (2024). *Statistics: Learning from Data. Cengage, 3rd.* 978-0357758298.

Gould, R., Wong, R., Ryan, C. (2025). *Introductory Statistics Exploring the World Through Data. Pearson, 4th.* 9780138242145.

Triola, M. (2023). *Essentials of Statistics. Pearson, 7th.* 9780137466092.

Zero Cost Textbook

Introduction to Modern Statistics 2e, Çetinkaya-Runde, M., Hardin, J., OpenIntro, 2024:

<https://www.openintro.org/book/ims/>

Introductory Statistics 2e, Illowsky, B., Dean, S., OpenStax, 2023:

<https://openstax.org/details/books/introductory-statistics-2e>

Introductory Statistics: Analyzing Data with Purpose, The Dana Center Mathematics Pathways, Charles A. Dana Center, University of Texas at Austin, 2021: <https://www.utdanacenter.org/products/introductory-statistics>

Other Learning Materials

MyMathLab, a computer web-based learning system; graphing calculator with statistical capabilities

Minimum Qualifications

Mathematics (Masters Required)

Created/Revised by: XXXXXXXXXX



Catalog Description

STAT C1000E - Introduction to Statistics

Transfer Status: CSU/UC

Prerequisite: Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of intermediate algebra

Unit(s): 4.00

Contact Hours: 34.00 Lecture/68.00 Activity

Out of Class Hours: 102.00

Total Course Hours: 204.00

Course Description:

This course is an introduction to statistical thinking and processes, including methods and concepts for discovery and decision-making using data. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-squared, and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Students apply methods and processes to applications using data from a broad range of disciplines. This course has embedded support. (C-ID MATH 110).

Objectives

Upon successful completion of this course, the student should be able to:

1. Assess how data were collected and recognize how data collection affects what conclusions can be drawn from the data.
2. Identify appropriate graphs and summary statistics for variables and relationships between them and correctly interpret information from graphs and summary statistics.
3. Describe and apply probability concepts and distributions.
4. Demonstrate an understanding of, and ability to use, basic ideas of statistical processes, including hypothesis tests and confidence interval estimation.
5. Identify appropriate statistical techniques and use technology-based statistical analysis to describe, interpret, and communicate results.
6. Evaluate ethical issues in statistical practice.

Course Content

Topic Titles / Suggested Time Topic

Lecture/Activity

Topics

Lec Hrs

Act Hrs

Introduction to statistical thinking and processes

Technology-based statistical analysis

Applications using data from four or more of the following disciplines: administration of justice, business, economics, education, health science, information technology, life science, physical science, political science, psychology, and social science

Units (subjects/cases) and variables in a data set, including multivariable data sets

Categorical and quantitative variables

Sampling methods, concerns, and limitations, including bias and random variability

34.00

68.00

Observational studies and experiments

Data summaries, visualizations, and descriptive statistics

Probability concepts

Probability distributions (e.g., binomial, normal)

Sampling distributions and the Central Limit Theorem

Estimation and confidence intervals

Hypothesis testing, including t-tests for one and two populations, Chi-squared test(s), and ANOVA; and interpretations of results

Regression, including correlation and linear regression equations

Total Hours:

34.00

68.00

Methods of Instruction

A. Class Activities

B. Collaborative Group Work

C. Discussion

D. Homework: Students are required to complete one hour of outside-of-class homework for every two hours of activity

E. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture

F. Lecture

Methods of Evaluation

A. Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, exams, laboratory work, field journals, projects, research demonstrations, etc. Methods of evaluation are at the discretion of local faculty.

Examples of Assignments

Reading Assignments

1. Read the article provided and produce a series of follow up questions skeptically addressing the sampling strategy. Prepare to discuss these questions in your activity section.
2. Read the section in the text book on sampling distributions and be able to describe the sampling distribution of sample means and state the Central Limit Theorem.

Writing Assignments

1. Compare two data sets and discuss the commonalities between the measures of central tendency for each. Discuss the appropriateness of the use of the mean and the median for describing the center of each data set.
2. After applying the Central Limit Theorem to find the probability of a sample mean, write a paragraph interpreting your results.

Out-of-Class Assignments

1. Review the section on sampling distributions and solve the problems in the exercises assigned by the instructor.
2. Students will: 1) Write a question they want to answer. 2) Design a study using appropriate sampling methods and other techniques as taught in this course. 3) Write a report on their findings and assess weaknesses in the study.

Recommended Materials of Instruction

Peck, R., Case, C. (2024). *Statistics: Learning from Data*. Cengage, 3rd. 978-0357758298.

Gould, R., Wong, R., Ryan, C. (2025). *Introductory Statistics Exploring the World Through Data*. Pearson, 4th. 9780138242145.

Triola, M. (2023). *Essentials of Statistics*. Pearson, 7th. 9780137466092.

Zero Cost Textbook

Introduction to Modern Statistics 2e, Çetinkaya-Runde, M., Hardin, J., OpenIntro, 2024:

<https://www.openintro.org/book/ims/>

Introductory Statistics 2e, Illowsky, B., Dean, S., OpenStax, 2023:

<https://openstax.org/details/books/introductory-statistics-2e>

Introductory Statistics: Analyzing Data with Purpose, The Dana Center Mathematics Pathways, Charles A.

Dana Center, University of Texas at Austin, 2021: <https://www.utdanacenter.org/products/introductory-statistics>

Other Learning Materials

Free online materials abound for this subject; TI-84 Calculator

Minimum Qualifications

Mathematics (Masters Required)
