



## Course Outline of Record

## LIS 20 - Critical Thinking and Advanced Digital Literacy

|   |                                  |                    |            |
|---|----------------------------------|--------------------|------------|
| Department:                               | A - LIBRARY                      | Effective Date:    | 08/01/2026 |
| Originator:                               | Jane McKenna                     | Approval Dates:    |            |
| State Control #:                          | CCC000658212                     | State:             | 02/02/2026 |
| TOP Code:                                 | 1699.00 - Other Library Science  | Board of Trustees: | 01/13/2026 |
| C-ID:                                     | Curriculum Committee: 11/18/2025 |                    |            |
| Meets GE/Transfer requirements (specify): |                                  |                    |            |

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| LIS 20 - Critical Thinking and Advanced Digital Literacy | 3.000 Units |
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**Course Description:** Critical inquiry and research: Analysis and synthesis of ideas presented in assigned readings across academic and popular sources; iterative research writing through critiques, exploratory exposition, and evidence-based essays; strategic information exploration in diverse contexts; integration of multiple perspectives and ethical reasoning.

| Type    | Units/Hours | In-Class Hours | Out-of-Class Hours | Total Student Learning Hours |
|---------|-------------|----------------|--------------------|------------------------------|
| Lecture | 3.000       | 52.500         | 105.000            | 157.500                      |
| Lab     |             |                | 0.000              |                              |
| Total   | 3.000 Units | 52.500         | 105.000            | 157.500                      |

**Grading Policy:** Both Letter Grade or Pass/No Pass

**Requisites:**

**Prerequisite:** ENGL C1000 or ENGL C1000E

**Student Performance Objectives (Exit Skills):**

1. Apply critical thinking to iteratively find, select, and access diverse information sources in various contexts and modes, including library databases.
2. Apply critical thinking to deconstruct academic articles and reports, identifying common components of research writing and their usefulness.
3. Write a research question with an articulated research strategy that is flexible and adaptable to accommodate discoveries.
4. Write annotations and critiques of varying information resources and their purpose, including the ability to distinguish objective information and subjective information.
5. Demonstrate continued progress in college-level research writing that extracts meaning from existing knowledge and is infused with specific evidence to support findings.
6. Write research-infused prose that extracts meaning from scholarly and popular sources.
7. Write and create ethically by practicing the use of parenthetical and bibliographic citations.
8. Apply organizational structures, like section headings, to written assignments to create cohesion and facilitate audience understanding.

**Course Content:**

Lecture Content:

- **Critical Thinking, Reading, and Annotating - 20%**

- Deconstructing academic writing
  - Identifying components of academic writing
  - Developing critical and meaningful annotations
  - Extracting meaning and significance

- Analyzing evidence in academic and other readings
  - Clarifying facts, evidence, concepts, and other support for findings
  - Contextualizing currency and scope of evidence
  - Contextualizing authority and perspective
  - Applying a critical lens to illuminate biases
- Identifying evidence and support
  - Logic and reasoning
  - Quantitative evidence
  - Qualitative evidence
- Identifying patterns of reasoning
  - Deductive vs inductive reasoning
  - Understanding and identifying fallacies

- **Critical Thinking & Exploratory Research - 20%**

- Engaging multiple types of information and media
- Finding, selecting, and accessing information from varyingSources
  - Databases
  - Catalogs
  - Internet
  - Media
- Distinguishing types of information
  - Objective vs subjective
  - Scholarly vs popular
- Defining types and components of information literacy
  - Academic, media, personal, health, etc.
  - Identify, find, select, access, use, and acknowledge information
- Writing flexible and adaptable strategies for research
- Engaging in iterative research that challenges assumptions
- Using advanced search techniques in library databases, Google, and other resources

- **Writing for Exploratory Research – 20%**

- Writing an exploratory essay
- Using annotations from readings
- Testing research questions for sustainability
- Challenging personal assumptions based on new evidence
- Discovering and integrating new knowledge
- Integrating diverse perspectives and challenging assumptions

- **Writing Critiques and Evaluating Information – 20%**

- Writing critiques/evaluations of information sources
  - Perspective (lens) and purpose
  - Authorship, authority, and credibility

- Relevancy and scope
  - Synthesizing information across content areas and differing sources
  
  - Writing resource evaluations
  - Writing critical annotations
  - Relevancy and scope
  - Synthesizing literature and integrating knowledge to discover themes
  
  - Developing multimedia presentation of findings
  - Literature reviews
- **Writing a Research Paper - 20%**
    - Writing a research question that is sustainable for undergraduate study
    - Synthesizing information to include many perspectives and conflicting evidence
    - Writing with organized headings, thoughts, and ideas
    - Writing with organization and visual cues that help the audience engage in content and extract meaning
    - Ethically using information with the correct use of parenthetical and bibliographic citations

**Lab Content:**

n/a

**Texts, Readings, and Materials:**

\*Date is required: Transfer institutions require current publication date(s) within 5 years of outline addition/update.

- Larry Wright. *Critical Thinking: An Introduction to Analytical Reading and Reasoning*. Oxford University Press, 2022.
- Wright, Larry. *The Craft of Research*. 5th edition University of Chicago Press, 2024.

**Methods of Instruction:**

- Activity
- Lecture
- Observation and Demonstration
- Discussion
- Critique
- Projects
- Individualized Instruction
- Threaded Discussions
- Multimedia Content

**Assignments:****Writing Assignments:**

Short-answer responses to course readings may be evaluated for reading comprehension.

Students will complete a minimum of 60 written assignment pages within the course, demonstrating progressive improvement in research writing. Below are sample assignments students may submit:

\*Annotations, paraphrases, and summaries

\*Deconstruction and analysis of academic writing

\*Critiques of scholarly literature  
\*Reflection essays  
\*Discussion posts  
\*Exploratory essay  
\*Research strategy  
\*Research question  
\*Research essay (multiple drafts)  
College research essay draft(s) and final  
shows that demonstrate that findings are supported by parenthetical  
and bibliographic evidence.

Quizzes may be used to assess mastery of technical skills  
and retention of learning materials.

Worksheets may be used to evaluate for critical  
reading and competency.

Presentations which can include the use of  
multimedia.

Exams - Multiple choice and true/false questions  
may provide reading comprehension and skills checks.

**Student Assessment (Grades are based on):**

- **ESSAY** (Includes "blue book" exams and any written assignment of sufficient length and complexity to require students to select and organize ideas, to explain and support the ideas, and to demonstrate critical thinking skills.)
- **Other:** Writing Assignments: Short-answer responses to course readings may be evaluated for reading comprehension. Students will complete a minimum of 60 written assignment pages within the course, demonstrating progressive improvement in research writing. Below are sample assignments students may submit: \*Annotations, paraphrases, and summaries \*Deconstruction and analysis of academic writing \*Critiques of scholarly literature \*Reflection essays \*Discussion posts \*Exploratory essay \*Research strategy \*Research question \*Research essay (multiple drafts) College research essay draft(s) and final shows that demonstrate that findings are supported by parenthetical and bibliographic evidence. Quizzes may be used to assess mastery of technical skills and retention of learning materials. Worksheets may be used to evaluate for critical reading and competency. Presentations which can include the use of multimedia. ExamsMultiple choice and true/false questions may provide reading comprehension and skills checks.

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| <b>CB 004:</b> | D - Credit - Degree Applicable   | <b>CB 005:</b> | A - Transferable to both UC and CSU.  |
| <b>CB 008:</b> | N - Not Basic Skills   | <b>CB 009:</b> | E - Non-Occupational  |
| <b>CB 010:</b> | N - Is not part of a cooperative work experience<br>education program. | <b>CB 011:</b> | Y - Credit Course   |
| <b>CB 013:</b> | N - Course is not a special class.                                     | <b>CB 021:</b> | Y - Not applicable  |
| <b>CB 022:</b> | Y - Not Applicable, Credit course                                      | <b>CB 023:</b> | Y - Not Applicable (funding not used to develop<br>course)  |
| <b>CB 024:</b> | 1 - Program Applicable   | <b>CB 025:</b> | A - Course meets any of the following: (1) CSU<br>General Education Breadth Area A2: Written<br>Communication (2) CSU General Education<br>Breadth Area A3: Critical Thinking (3) UC IGETC<br>Area 1A: English Composition (4) UC IGETC Area<br>1B: Critical Thinking-English Composition (5)<br>Course has a general education certification or<br>articulation agreement that ensures the course<br>fulfills English composition requirements at an<br>accredited four year institution (6) Course fulfills<br>local general education requirements for English |

**CB 026:**

N - Course is not a support course

Composition as outlined in Title 5 Section 55063

**CB 027:**

N - Course is not an upper division course