

Course Information

- Semester and Year: Fall 2026
- Course Title: College Critical Reading and Critical Thinking
- Course Prefix and Number: CRE101
- Section Number: 19157
- Credit Hours: 3
- Start Date: 9/08/2026
- End Date: 12/18/2026
- Class Format: Online

Instructor Information

- Instructor: Sara Cameron, Ed.D
- Email: sara.cameron@scottsdalecc.edu
- Phone: 480-423-6219
- Office Location: LC314
- Office Hours: In-person (LC314) & Virtual (GoodleMeet)

In-Person Office Hours

Location: Room **LC314** (Language & Communications Building)

Drop-In Hours: Thursdays 12PM-1PM

I am on campus every Thursday, in addition to other days for meetings. I am happy to schedule an appointment to meet with you in person on one of these days, or a different day, that works with your schedule. Send me an email requesting to meet.

Virtual Office Hours

Format: 15-Minute Google Meet Appointments

- **Mondays:** 11:00 AM – 12:00 PM
- **Wednesdays:** 11:30 AM – 12:30 PM
- **Thursdays:** 12:00 PM – 1:00 PM
- *Additional slots added weekly based on availability. I am available to connect in the evenings and on weekends with advance notice!*

[Book a Virtual 15-Minute Session](#)

Click the link or scan the QR code to view current availability and reserve your slot.

You will automatically receive a Google Calendar invitation with your Google Meet link.



Course Description

Develop and apply critical thinking skills through critically reading varied and challenging materials. Includes analysis, evaluation, interpretation, and synthesis through at least two substantial writing and/or speaking tasks.

Prerequisites and/or Corequisites

Prerequisites: None.

Corequisites: A grade of C or better in ENG101 or ENG107 and RDG095, RDG100, RDG100LL, RDG111, RDG112 or RDG113 or appropriate district placement or instructor permission. General Education Designation: Literacy and Critical Inquiry - [L]

Course Competencies

Students will learn how to read and think more critically at the college level by recognizing the nature of critical reading and thinking, the barriers that hinder these processes, the components of arguments and rhetoric, language use, types of reasoning, how to evaluate an argument, how to gather and evaluate evidence and sources of information to support an argument, and how to annotate and evaluate texts to demonstrate critical thinking and reading.

MCCCD Official Course Competencies

1. Analyze the nature of critical reading and its application to life in the contemporary world. (I)
2. Apply critical thinking techniques to a variety of materials and purposes for reading. (II)
3. Identify the structure of an argument. (III)
4. Evaluate material to ascertain tone, purpose, audience, and context. (IV)
5. Interpret assumptions, bias, author's point of view, and connotative meanings in text. (V)
6. Determine and analyze common errors in reasoning. (VI)
7. Evaluate the nature and accuracy of evidence given in support of an author's argument. (VII)
8. Gather and utilize internet, database, and print resources to evaluate the accuracy of information. (VIII)
9. Interpret, evaluate, and analyze internet, database, and print resources through the critical reading and critical thinking processes. (IX)
10. Synthesize multiple sources to evaluate the merits of arguments. (X)

Texts and Course Materials

All texts will be provided through pages and links in the Canvas Modules. Students must have internet access, an electronic device with audio and visual capabilities, and access to Canvas, Microsoft Office and/or Google Suite.

Course Policies

The following are policies specific to this course. Students are also responsible for the college policies included on the [Student Regulations](#) page of the Maricopa Community College District website.

Withdrawal Policy

If a student intends to withdraw from the course, the student is expected to discuss this with the instructor prior to initiating withdrawal. Students requesting to withdraw due to failing grades and/or failure to participate in class activities will be referred to campus support services as an alternative to being withdrawn for poor academic standing.

Course-Specific Withdrawal Dates

Students enrolled in CRE101 need to be aware of certain time periods impacting withdrawals.

- By, Sep. 11, 2026, a student can self-withdraw before this date for a refund. *If a student does not submit an assignment by Sunday, February 8, the student will be withdrawn.
- By, Oct. 15, 2026--Students can self-withdraw from the course, regardless of passing status, without instructor involvement.
- By, Nov 23, 2026-- The Instructor will not withdraw a student unless a student is inactive for 14 consecutive days; a student failing to participate in class activities after Week 12 will receive the grade earned. Student-requested withdrawals may only be approved by the instructor if sufficient evidence of an emergency is provided.

Assignments

Late Assignments

Students are encouraged to submit all work on time; however, if an assignment must be submitted late, it is valuable to know the penalties and expectations for late work. Students are expected to complete all work on time, as assignments build on each other and time management is essential in this class. There are four broad categories of assignments in this class: Formative, practice, summative, and final assessment.

If an extension on an assignment is needed, a student must contact the instructor via email before the assignment is due, providing information of progress made on the assignment and requesting a 24-hour extension. Timely communication is needed to receive extensions. The final exam is the only assignment that does not qualify for a one-day extension and must be completed on time.

Communication with your instructor is key. Unexpected things happen during the semester. If an extension on an assignment is needed, students must email the instructor before the assignment is due to request an extension. In emergencies, the student must email the instructor by the assignment due date. Do not wait until the assignment is late. Extensions without penalty will not be given if due dates lapse without an emailed request for an extension from the student.

Formative and Practice Assignments

In each Weekly Module, students will complete formative and practice assignments.

- **Formative work** allows students to interact with and reflect upon new terms and concepts. Notes and reflections are considered formative work.
- **Practice work** allows students to develop stronger critical thinking and reading skills by providing opportunities to apply and rehearse new learning. Discussions, quizzes, and other practice assignments are considered practice work. Practice assignments should be submitted before related summative work is completed since the formative and practice assignments provide preparation for summative assignments.
- **Late formative and practice work may not receive full credit unless the student has properly requested a 24-hour extension from the instructor.** These late assignments may be submitted until the day of the final exam for partial credit.

Summative Work

Throughout the course, students will complete summative assignments. Summative work shows what a student has mastered after instruction and practice and allows students to earn the “L” or “Literacy and Critical Inquiry” designation for this course. In MCCCDC, CRE101 must include substantive written work and/or oral presentations worth a minimum of 50% of the course grade. In this class, students will synthesize content from multiple sources at the end of each module, culminating in a final paper at the end of the course. This work is worth 55% of the course grade.

If an extension is needed, students must request the extension before the due date. If no extension is requested, late essays may result in a 10% deduction for the first week and a 50% deduction for essays submitted more than a week late.

Final Exam

During the last week of the course, students will complete a final exam to assess course competencies.

The final exam allows a student an opportunity to reflect on their learning and demonstrate cumulative learning of course content. The test contains questions from module quizzes, including short responses, multiple choice, and true/false. In total, the final exam composite is worth 10% of the overall course grade.

- The final exam is open note, and the notes taken throughout the course and used on the quizzes will be very useful on the final exam.
- The final exam will open in Canvas on Tuesday, December 15 at 6am and is due by 11:59pm on Wednesday, December 16.

Attendance Policy

Participation and engagement with your peers is expected in the course. Although this is an online course, some assignments will require you to interact with other students. Second, when you connect with other people and the professor, that connection becomes a supporting factor in your success. See the attendance policy for an online class below. Students

- should access and engage in Canvas instructional content and assignments at least three days a week, typically on Mondays, Wednesdays, and Sundays.
- who do not complete an assignment within the first week of class will be withdrawn.
- who fail to submit assignments for 14 consecutive days will be withdrawn from the course.

The following is a list of activities that constitute “academic attendance” for determining the Last Date of Attendance:

- submitting an assignment,
- completing a discussion/discussion board, or
- quiz.

Instructional Contact Hours and Minimum Course Expectations

This is a three (3) credit-hour course. A three (3) credit-hour course requires that 6-9 hours of work is completed each week. Plan to spend 3-6 hours per week learning course content (direct instruction, module notes) via videos and assigned reading instruction in Canvas. Plan on an additional 3-6 hours each week on homework or application of learned content (discussion boards, assignments, and quizzes) completed and submitted in Canvas for a total of 6-9 hours per week.

Instructional contact hours are the weekly time students spend directly learning with their instructor or course activities. These activities include, but are not limited to, lectures, discussions, labs, group work, and viewing recordings. Instructional contact hours vary by course; refer to the [MCCCD course bank](#) for your course’s details.

Minimum course expectations include the number of hours students are expected to spend outside of class (weekly) completing coursework. Students are encouraged to use the [Time Management Calculator](#) to help estimate their weekly time commitment for classes.

Course Technologies

View the [Accessibility Statements & Privacy Policies](#) of the technologies used in this course. The [SCC Help Desk](#) provides students with a primary point of contact within SCC for college-supported technology services and technical assistance.

Maricopa Systems

This course uses key Maricopa systems for course management and communication.

- Canvas Learning Management System
- Student Maricopa Gmail Account
- Maricopa Open Educational Resource Learning System (MOER)

Synchronous Communication Tools

This course implements the use of web conferencing and/or other synchronous course tools. This course will use Google Meet for online Coaching Hours. This course requires students to participate in or submit assignments using desktop or cloud-based applications including Google Products and/or Microsoft Office 365. This course implements the use of web conferencing and/or other synchronous

course tools.

Streaming Media/Audio/Video Tools

This course uses webcasting, lecture capture systems, YouTube, and/or other streaming media services.

- YouTube
- Screencast-O-Matic Student Assignment Tools

This course requires students to participate in or submit assignments using desktop or cloud-based applications.

Plagiarism Checker Tool (Turnitin)

Turnitin is a plagiarism check tool that matches text to a vast database of sources, including the internet, published works, commercial databases, and student work submitted to Turnitin in institutions internationally. Students must submit designated papers to Turnitin when instructed. Information and instructions for Turnitin are provided in the course. For your reference, read the [Turnitin Terms of Service](#).

Assignments that have been plagiarized will receive a zero.

Generative Artificial Intelligence (AI) Policy

The World Economic Forum defines generative AI as “a category of artificial intelligence (AI) algorithms that generate new outputs based on the data they have been trained on. Unlike traditional AI systems that are designed to recognize patterns and make predictions, generative AI creates new content in the form of images, text, audio, and more.”

Some examples of generative AI tools include but are not limited to: ChatGPT, Google Gemini, Microsoft Copilot, Stable Diffusion, GrammarlyGo, and Adobe Firefly.

Some Generative Artificial Intelligence (AI) Allowed in Specific Circumstances

There are situations and contexts within this course where you may be permitted to use generative AI tools. In these cases, specific guidelines will be provided in the assignment details. If you are unsure if the tool or website you are using is a generative AI tool or if it is permitted on a specific assignment, please contact the instructor for further clarification before submitting your work.

Grading Standards and Practices

Grade Scale

Letter Grade	Points Range
A	90 – 100%

B	80 – 89%
C	70 – 79%
D	60 – 69%
F	0 – 59%

Assignments

Overall course grades are not based on the total number of points. Assignments are weighted by groups, formative and summative.

Assignment Name	Percent of Grade
Formative (Notes, Quizzes, Discussion Boards)	35%
Summative (Assignments)	55%
Final Exam	10%
TOTAL:	100%

Student/Instructor Interaction

In this course, you can expect regular and substantive interaction (RSI) that aligns with Scottsdale Community College's mission to provide challenging and supportive learning experiences and the US Department of Education's requirement for regular and substantive interaction (RSI) for online courses. My commitment to your success includes the following:

- Being available during regularly scheduled office hours as stated in the syllabus.
- Sharing weekly information about the course materials, including key information, explanations, examples, and resources via recorded, and/or text-based lectures.
- Engaging in weekly discussions about course content within discussion boards in Canvas, or other discussion-based tools.
- Providing group or individual feedback regularly on assignments.
- Promptly responding to student questions about the course sent via email or the Canvas inbox. Regularly posting announcements about the course content and activities.
- Monitor your academic progress and communicate concerns, as needed.

Response Time

Students can expect a response time of 24 hours for the instructor to reply to messages sent via the Canvas Learning Management System or sara.cameron@scottsdalecc.edu email during the week and 48 hours for emails during weekends or holidays. Assignments that are submitted on time will be graded within one week of the assignment's due date.

Tutoring

SCC's tutors are available online to help with your courses. You may work with an SCC tutor remotely using Google Meet, your phone, or email. Visit the [Tutoring & Learning Centers](#) page for detailed information on the five learning centers' hours and procedures.

Embedded Literacy Coach

This course uses an embedded tutor, referred to as our literacy coach, Ginger Bouftouh. To best support your success in this course, you have access to a free academic tutor or "literacy coach," Ginger Bouftouh. Ginger knows this course and my expectations well, having been embedded in my courses for nearly ten years. She can assist with accessing course content, connecting with SCC services, addressing technology issues, and supporting you through the entire writing process- from brainstorming and discussing the assignment requirements to editing sentence flow, grammar, and MLA formatting. She will reach out to each of you throughout the semester to remind you of her services and support. If you are interested in contacting her directly, her information and hours of availability are below.

Ginger Bouftouh

- google voice number 443.585.2349 (text or call)
- carrie.bouftouh@scottsdalecc.edu
- available (for free) by appointment in SCC's Writing Center.
<https://www.scottsdalecc.edu/students/tutoring/writing-center>

Availability

- Monday-Thursday 8:30AM-1:30PM
- Additional hours by appointment (call/text)

If you need to work with a tutor outside regular hours, online and hybrid students now have access to a 24/7 online tutoring service called Brainfuse. To access Brainfuse and begin working with a tutor, visit the [SCC Online Tutoring Services Through Brainfuse](#) page.

MCCCD Policies

MCCCD is committed to providing a safe, fair, and accessible environment for all students. This includes laws such as the ADA and Title IX, which protect against discrimination. These statements explain your rights, available support, and where to go for help or more information. Please review the following policies:

[Classroom Accommodations for Students with Disabilities](#)

[Addressing Incidents of Title IX Sexual Harassment](#)

Students are responsible for the information contained in this syllabus, the Syllabus page in your Canvas course, and the **College Policies & Student Services** page found in the First Steps module of your Canvas course. Students will be notified by the instructor of any changes in course requirements or policies.