



Lincoln University

COURSE SYLLABUS- Spring 2018

Course: English 75 - Critical Thinking (ENG75)

Class schedule: Thursdays, 9:00 AM – 11:45 AM

Course prerequisites/co-requisites: None

Credit: 3 units (45 lecture hours) / 15 weeks

Level: Introductory (I)

Instructor: Dr. Sylvia Y. Schoemaker Rippel

Office hours and location: Tuesday, Thursday -- 11:45 AM-12:30 PM and by arrangement, room 308

Office phone: 510-628-8036

University instructor email: sysr@lincolnuca.edu

Course-related email: profsylvia@gmail.com

Course blog and other content to be announced in class.

Instructional Materials and References

Required Texts:

Mayfield, M. (2014). *Thinking for yourself*. (9th Ed.). Boston, MA: Cengage Learning: Wadsworth. (TFY) ISBN 978-1133311188

Vaughn, L. (2015). *The power of critical thinking: Effective reasoning about ordinary and extraordinary claims* (5th ed.). New York: Oxford University Press. (TPCT) ISBN 9780199385423

Companion Sites

[Thinking for Yourself Site](#)

[ThePower of Critical Thinking](#)

Instructional Methodology

The course sessions will include lectures, A/V-augmented presentations (text-based and other topically related slides and relevant audio/video/web resources), written and oral classroom exercises applying course concepts, small group and classroom discussions, student presentations of individual and group assignments based on course units, with emphasis on engaging students in learning by doing.

This is a direct classroom instruction course.

Student Responsibilities

Students are expected to consistently attend class punctually and fully (arriving on time and leaving the classroom only at the scheduled break and end times). Successful students participate in individual and group work in a productive manner, prepare and perform well on tests, complete assignments according to schedule and at a level appropriate to university rubrics, and take personal responsibility for meeting the objectives of the course.

Topical Outline

Topics covered are factors in critical and creative thinking including observation skills, appropriate language skills and encoding strategies, differentiating among fact, inference, judgment, recognizing fallacies of reasoning and evaluation, understanding viewpoint, analyzing character, logic, and emotion in persuasion.

Homework Assignments

For each of the units outlined on the syllabus (as well as additional assignments given in class), students will do the following by the date listed on the schedule below:

Read assigned materials with care and understanding.

Respond to the main points of each chapter assigned by listing three or four key questions with answers (no more than two or three sentences each).

Reflect on the unit in writing (a brief paragraph or two).

Email your unit and chapter assignments to me at profsylvia@gmail.com, before the date on the schedule.

For midterm and final review assignments, students will present a review ePortfolios/PPTs adapted from the weekly assignments as individual or team projects.

SCHEDULE

#	Date	Unit	HOMEWORK ASSIGNMENTS Thinking for Yourself (TFY) The Power of Critical Thinking (TPCT)
1	1/18/2018	Introduction	TPCT Ch. 1: The Power of Critical Thinking Where Do You Stand?
2	1/25/2018	Observation	TFY C1, Observation Skills: What's Out There? TPCT Ch. 2: Obstacles to Critical Thinking

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3	2/1/2018	Language and Thought	TFY C2, Word Precision: How Do I Describe It?
4	2/8/2018	Facts	TFY C3 Facts: What's Real?
5	2/15/2018	Inferences	TFY C4, Inferences: What Follows? TPCT Ch. 9: Inference to the Best Explanation
6	2/22/2018	Assumptions	TFY C5, Assumptions: What's Taken for Granted? TPCT Ch. 4: Reasons for Belief and Doubt TPCT Ch. 5: Fallacies and Persuaders
7	3/1/2018	Opinions	TFY C6. Opinions: What's Believed? TPCT Ch. 11: Critical Thinking in Morality and Law Review; ePortfolio 1
8	3/8/2018	Midterm	
	Sp Recess	Spring Recess - (3-15)	
9	3/22/2018	Points of View	TFY C7, Viewpoints: What's the Filter?
10	3/29/2018	Argument	TFY C8, Argument: What's a Good Argument?
11	4/5/2018	Fallacies	TFY C9, Fallacies: What's a Faulty Argument?
12	4/12/2018	Induction	TFY C10, Inductive Reasoning: How do I Reason from Evidence?
13	4/19/2018	Inductive Fallacies	TFY C11, Inductive Fallacies: How Can Inductive Reasoning Go Wrong?
14	4/26/2018	Deductive Reasoning Review E-Portfolio/PPt 2 Presentations	TFY C12, Deductive Reasoning: How Do I Reason from Premises?
15	5/3/2018	Final	

Assessment Criteria & Method of Evaluating Students

Students will demonstrate their level of achievement through appropriate and accurate application of critical thinking theory, including problem-solving, analysis, and decision-making criteria in approaching and solving text, classroom, and real-world exercises, individually and as group participants. Evaluation will include exercises, daily assignments (oral and written), review ePortfolios of homework and expansions for midterm and final reviews, and midterm and final examinations. The distributions are indicated in the tables below.

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Items	Points
Exercises/ Daily Assignments, Oral and Written	20
Midterm	25
Review ePortfolio/Ppt I, II	10
Presentation of Assignments	10
Final Exam	35
Total	100

Points	Grade
100-95	A
94-90	A-
89-87	B+
86-84	B
83-80	B-
79-77	C+
76-74	C
73-70	C-
69-65	D+
64-60	D
59 or less	F

Catalog Course Description

Eng. 75 - Critical Thinking

Consideration of cognitive skills and communicative strategies for defining, applying, analyzing, synthesizing and evaluating information. Course includes structural and operational approaches to task/mission analysis, decision-making, change forecasting, adaptation, and evaluation. System approach to analysis and solution of complex problems. Conceptual issues in problem definition, goal determination and measurement of effectiveness. (3 units)

Educational Objectives

Skills emphasized include ability to examine objectively various sides of issues and to effectively use the procedures involved in systematic problem solving. Additional skills targeted include increased ability to develop and apply academic and professional communication skills, including improved ability to interact appropriately with challenging materials at an increased level of communicative competence.

Learning Outcomes and Assessment Activities

	Student Learning Outcomes Successful students are able to:	Program Learning Outcomes	Institutional Learning Outcomes	Assessment Activities As demonstrated by successful completion of or participation in:
1	Demonstrate acquisition of comprehensive cognitive skills and communicative strategies for defining, applying, analyzing, synthesizing and evaluating information.	PLO 1	ILO 1a, ILO 7a	Assigned reading responses and reflections; class presentations and discussions, quizzes, tests
2	Demonstrate ability to apply learning to academic and real-world critical and creative thinking, including applying a systematic approach to analysis and solution of complex problems and the use of structural and operational approaches to task/mission analysis, decision-making, change forecasting, adaptation, and evaluation.	PLO 1	ILO 1a, ILO 7a	Assigned exercises (homework and in class); presentations, quizzes, tests
3	Demonstrate ability to attain and apply an increased level of critical skills and communicative competence for significant personal, academic, and professional purposes; examine objectively various sides of issues and demonstrate ability to overcome obstacles to critical thinking	PLO 3	ILO 2a, ILO 6a	Class discussions, oral and written individual and team presentations,

4	Demonstrate appropriate and accurate application of critical and creative thinking theory, including problem-solving, analysis, and decision-making criteria in approaching and solving text, classroom, and real-world problems, individually and as group participants.	PLO 4	ILO 1a	Assigned exercises (homework and in class); presentations, quizzes, tests
5	Demonstrate ability to interact appropriately with challenging materials with clear observation skills, accurate separation of fact from opinion, and enhanced ability to draw appropriate inferences from relevant data; demonstrate clear analysis of assumptions and applications of reasoning and evaluation skills to issues of belief, morality, and law.	PLO 5	ILO 3a, ILO 4a	Weekly assigned reading and course unit responses and class presentations and discussions, quizzes, tests
6	Demonstrate critical and creative thinking with applications in communication in real world personal, professional, and academic contexts.	PLO 5	ILO 3a, ILO 4a	Class discussions, oral and written individual and team presentations, class discussions, exercises, midterm and final examinations

PLEASE NOTE:

Revisions to the schedule will be announced in class as needed. Class attendance is required. Required textbooks must be obtained as soon as possible and brought to class for each session. Class participation is necessary for enhanced learning through applied content, group interactions, and individual and small group presentations. Plagiarized content is strictly prohibited: Researched materials must be documented using a consistent style for both in-text and end-text citations of sources using the published standards of the most recent subject-appropriate style guide, such as APA (social sciences) or MLA (humanities), for example. Missed exams and assignments require certified excuses (signed documentation by an appropriate medical or other official representative). With documentation, a makeup exam may be scheduled. Electronics are not allowed during exams. Cell phones should not be active during class sessions. **Syllabus revised on 01/2018**

Appendix A. Program and Institutional Learning Outcomes.

Institutional Learning Outcomes (ILOs)	
<i>Graduates of the BA program of Lincoln University should be able to:</i>	
1a	Develop the habits and skills necessary for processing information based on intellectual commitment, and using these skills to guide behavior.
2a	Raise important questions and problems, and formulate them clearly and precisely in oral or written communication
3a	Act with dignity and follow the principles concerning the quality of life of all people, recognizing an obligation to protect fundamental human rights and to respect the diversity of all cultures.
4a	Focus on individual and organizational benefits; communicate to co-workers and company’s leadership in facilitation of collaborative environment; to be honest and transparent with regard to their work, and to be respectful of the work of others.
5a	Display sincerity and integrity in all their actions, which should be based on reason and moral principles; to inspire others by showing mental and spiritual endurance
6a	Show creativity by thinking of new and better goals, ideas, and solutions to problems; to be resourceful problem solvers.
7a	Define and explain the boundaries, divisions, styles and practices of the field, and define and properly use the principal terms in the field

Program Level Outcomes (PLOs)	
<i>Students completing General Education courses in BA program will be able to:</i>	
1	Demonstrate proficiency in college-level mathematics, English, sciences, humanities, and social sciences.
2	Represent mathematical information symbolically, visually, numerically, and verbally. Being able to interpret and apply arithmetical, algebraic, and geometric methods to solve problems.
3	Communicate effectively in multiple creative and academic writing genres by applying Standard American English.
4	Think critically and apply common sense in approaching and solving real-world problems.
5	Demonstrate proficiency in skills that sustain lifelong learning, particularly to think critically and responsibly in assessing, evaluating, and integrating information.
6	Understand the responsibilities of active citizenship, community engagement, and social responsibility.

Appendix B. Classification of LU curriculum courses:

Code	Classification	Description
Courses < 10, and 300A/300B	Review (R)	Review courses are supplemental courses that are not a part of any program.
Courses 10 - 99	Introductory (I)	Introductory undergraduate courses are designed to acquaint students with foundational concepts, ideas, and competences in a specific field of study as well as general education disciplines. General Education courses provide a background in the liberal arts and expose students to the fundamental aspects of human culture. They also help students to develop analytical and communication skills and foundation for advanced work in the major field of study.
Courses 100 - 199	Developed (D)	Developed undergraduate courses build upon the concepts, ideas, and competences introduced in the Introductory level; expanding students' understanding of the specific field of study.
Courses 200 - 286	Advanced (A)	Advanced courses in undergraduate programs are intended to bring students' comprehensive knowledge of concepts, ideas, and skills in the specific field of study to the highest level within the baccalaureate programs.
Courses 288 - 299	Bachelor Assessment (BA)	Bachelor Assessment courses are structured to provide opportunity to assess students' achievements of set program learning outcomes.