



Lincoln University

Course Syllabus

Course: **Critical Thinking**

Department and number: **English 75**

Credit: 3 units

Course prerequisites: none

Semester: Fall 2010 – Thursdays, 12:30-1:45, 2:00-3:15

Instructor: Dr. Sylvia Y. Schoemaker Rippel

Email: sysr@lincolnuca.edu

Course-related email for the semester: drsyr@gmail.com Office hours and location: T, Th 11:45-12:30 and by arrangement, room 307

Office phone: 510-628-8036

Instructional Materials and References

REQUIRED TEXTS:

Mayfield, M. (2010). Thinking for yourself. (8th Ed.). Boston: Cengage Learning: Wadsworth.

Textbook ISBN-13: 978-1-4282-3144-3

(Schedule ID: TFY)

Daiek, D., & Anter, N. (2004) Critical reading for college and beyond. New York: McGraw-Hill.

ISBN: 0072473762

(CRCB)

RECOMMENDED TEXT:

Harris, Robert. A. Creative Problem Solving. Los Angeles: Pycszak Publishing, 2002.

ISBN: 1-884585-43-4 (CPS)

COMPANION SITES

[Thinking for Yourself Site](#)

[Critical Reading for College and Beyond Companion site:](#)

Note: Course and student blogs and wiki sites to be presented in class

COURSE DESCRIPTION

Critical thinking (E75) considers the cognitive skills and communicative strategies for defining, applying, analyzing, synthesizing and evaluating information. The course includes structural and operational approaches to task/mission analysis, decision-making, change forecasting, adaptation,

and evaluation. Systems approach to analysis and solution of complex problems. Conceptual issues in problem definition, goal determination and measurement of effectiveness. (3 units)

OBJECTIVES

Students will develop their cognitive skills and enhance their communicative strategies for defining, applying, analyzing, synthesizing and evaluating information.

FORMAT

The course sessions will include presentation, discussion, and application modes.

STUDENT RESPONSIBILITIES

Students are expected to attend class, to participate in individual and group work in a productive manner, to complete assignments according to schedule and at a level appropriate to university rubrics, and to take personal responsibility for meeting the objectives of the course.

TOPICAL OUTLINE

Topics covered include 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.

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

- Read assigned materials with care and understanding,
- Complete and present selected exercises relevant to the class and text materials
- Reflect on the weekly assignments in writing, addressing primary content and points of personal interest,
- Create a personalized, three-level map for each week's assignment using the open source program Freemind (available in the computer lab and downloadable from http://freemind.sourceforge.net/wiki/index.php/Main_Page
- Email your assignments to me at profs360@gmail.com,
- Blog your work for sharing and presentations. (For help see: [How-to Video](#) and help.blogger.com)

Note: The maps for your blog need to be in graphic (.png or .jpg) format and you will need to save the native Freemind (.mm) format for submitting your work to me by email.

Assignments are due on the dates indicated in the schedule below. Additions/revisions to the schedule will be announced in class as needed. Class attendance is mandatory for content, interactions, and presentations. 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.

SCHEDULE

#	Date	Unit	TFY Text Reference	CRCB Text Reference
1	26-Aug	Introduction Where Do You Stand?		
2	2-Sep	Observation	TFY C1, Observation	CRCB C1, Reading
3	9-Sep	Language and Thought	TFY C2, Word Precision	CRCB C2, Vocabulary
4	16-Sep	Facts	TFY C3, Facts	CRCB C3, Memory
5	23-Sep	Inferences	TFY C4, Inferences	CRCB C4, Time
6	30-Sep	Assumptions	TFY C5, Assumptions	CRCB C5, Main Ideas
7	7-Oct	Opinions	TFY C6, Opinions	CRCB C6, Details
8	14-Oct	Evaluations Points of View	TFY C7, Evaluations TFY C8, Viewpoints	CRCB C7, Inference CRCB C8, Texts
9	21-Oct	Midterm		
10	28-Oct	Argument	TFY C9, Argument TFY C10, Fallacies	CRCB C9, PSR Strategies CRCB C10, Marking
11	4-Nov	Induction	TFY C11, Inductive Reasoning TFY C12, Inductive Fallacies	CRCB C11, Advanced Strategies
12	11-Nov	Veteran's Day Holiday		
13	18-Nov		TFY C13, Deductive Reasoning	CRCB C12, Arguments
--	25-Nov	Fall Recess		
14	2-Dec	Review	Review Presentations	Review Presentations
15	9-Dec	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.

Grading Guidelines

Class Work: oral and written exercises	15%
Quizzes, chapters, special content	10%
Projects, personal course blog	15%
Term Assignments, topics mapped, blogged, emailed, in-class presentations	30%
Collaborations on special unit topics	10%
Final, written, objective, closed book	20%
Total	100%

100-95	A
94-90	A-
89-87	B+
86-84	B
83-80	B-
79-77	C+
76-74	C
73-70	C-
69-67	D+
66-64	D
63-60	D-
59 or less	F

Updated: August 2010

INSTRUCTOR INFORMATION:



Dr: Sylvia Yvonne Schoemaker Rippel (sysr@lincolnuca.edu)

Education

BA, MA, MA (San Francisco State University—English/Communication/Instructional Technology) EdD. (Nova Southeastern University--Education). Most recent degree (2008) is a second Master's Degree from SFSU in the area of technology and education, with application to contemporary communication and online publishing. Certificate in Web Development (Skyline College) with emphasis on business communication.

Experience

Chair/Professor, English and Communication Studies, Lincoln University. Long-term, experienced instructor of English and communication courses, including business communication, ESL, critical thinking, communication in leadership and negotiation, oral and written communication, vocabulary studies, business research, report writing, and a variety of specialized courses applying contemporary communication technologies. Member of various university and professional organizations, including SFSU and NSU Alumni Associations, ABC (Association for Business Communication (ABC), National Council of Teachers of English (NCTE), national and California Teachers of English to Speakers of Other Languages associations (TESOL, CATESOL), as well as Lincoln University faculty associations and committees. Student English advisor. MBA Project Advisor.

International teaching experience: Toronto, Vancouver, Vietnam, Singapore, Serbia, Nigeria.