



Lincoln University
COURSE SYLLABUS

Course Title: **Critical Thinking**

Course Number: ENG 75

Semester: Summer 2012

Credit: 3 Units

Prerequisite(s)/Co-requisite(s): None

Instructor: Dr. Sylvia Y. S. Rippel

Email: sysr@lincolnuca.edu

Course-related email for the semester: profsylvia@gmail.com

Office Hours: M, W 11:45-12:30 & Arranged

Office Location: Room 307

Office phone: 510-628-8036

Course blog and online content to be announced in class.

INSTRUCTIONAL MATERIALS AND REFERENCES

REQUIRED TEXTS

Mayfield, M. (2010). Thinking for yourself. (8th Ed.). Boston: Cengage Learning: Wadsworth. (TFY)
ISBN: 978-1-4282-3144-3

Daiek, D., & Anter, N. (2004) Critical reading for college and beyond. New York: McGraw-Hill. (CRCB)
ISBN: 0072473762

**RECOMMENDED
TEXT:**

Harris, Robert. A. Creative Problem Solving. Los Angeles: Pirczak Publishing, 2002. (CPS)
ISBN: 1-884585-43-4

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 (ENG75 – 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)

OBJECTIVES

Skills emphasized include ability to examine objectively various sides of issues as demonstrated in oral written text and course-assigned exercises. Students will demonstrate increased ability to effectively use the procedures involved in systematic problem solving based on text and class selected examples. 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 as measured in exercises, quizzes, midterm and final exams.

FORMAT

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.

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 (as well as additional assignments given in class), students will do the following:

- **Read** assigned materials with care and understanding;
- **Reflect** on the assignments in writing (a brief paragraph or two), discussing your thoughts on the primary content; include points of personal interest;
- **Review** main points of the reading and create a personalized three-level primary question and answer outline on a minimum of three or four selected items from the assigned readings. The outline should develop the main topics in question form with a clear and concise answer followed by significant details with definitions and examples, including your own ideas and evaluations;

- **Email** your assignments to me at profsylvia@gmail.com, with your outline and reflections attached or in the body of your email. Be sure to keep a copy of the email for yourself and add it to your ePortfolios/PowerPoint presentations for midterm and final submission and sharing.

STUDENT RESPONSIBILITIES

Students are expected to attend class punctually and fully (arriving on time and leaving the classroom only at the scheduled break and end times). Students are expected 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.

Assignments are due on the dates indicated on the schedule below.

SCHEDULE

#	Date	Topic	TFY Text Assignment	CRCB Text Assignment
1	6/4/2012	Introduction Where Do You Stand?		
2	6/6/2012	Observation Language and Thought	TFY C1, Observation TFY C2, Word Precision	CRCB C1, Reading CRCB C2, Vocabulary
3	6/11/2012	Facts	TFY C3, Facts	CRCB C3, Memory
4	6/13/2012	Inferences	TFY C4, Inferences	CRCB C4, Time
5	6/18/2012	Assumptions	TFY C5, Assumptions	CRCB C5, Main Ideas
6	6/20/2012	Opinions Evaluations ePortfolio I	TFY C6, Opinions TFY C7, Evaluations ePortfolio I	CRCB C6, Details CRCB C7, Inference ePortfolio I
7	6/25/2012	Midterm		
8	6/27/2012	Points of View	TFY C8, Viewpoints	CRCB C8, Texts
9	7/2/2012	Argument	TFY C9, Argument	CRCB C9, PSR Strategies
10	7/4/2012	Holiday		
11	7/9/2012	Fallacies	TFY C10, Fallacies	CRCB C1, Reading

12	7/11/2012	Induction Deduction	TFY C11, Inductive Reasoning	CRCB C11, Advanced Strategies CRCB C12, Arguments
13	7/16/2012	Fallacies Deduction Inference and Evaluation ePortfolio II	TFY C12, Inductive Fallacies TFY C13, Deductive Reasoning ePortfolio II	CRCB C13, Reading beyond the Words CRCB C14, Evaluating Internet Resources ePortfolio II
14	7/18/2012	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. Students attaining the higher levels of course goals will show successful application of critical and creative communication skills in approaching and solving academic and real-world examples, individually and as group participants. The following tables quantify assignment areas and grade distribution scales.

Grading Guidelines

Items	Points
Class Participation	10
Quizzes/Midterm	20
Projects/ePortfolio	10
Daily Assignments and Attendance	25
Presentation of Assignments	10
Final Exam	25
Total	100

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

PLEASE NOTE:

Revisions to the schedule will be announced in class as needed. Class attendance is required. Class participation is encouraged 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.

Revised 5-12