



Lincoln University

COURSE SYLLABUS

Course: English 75 – Critical Thinking
Semester: Spring 2013
Class meetings: Tuesdays, 9-11:45 (9:00-10:15, 10:30-11:45)
Course prerequisites/co-requisites: None
Credit: 3 units, 45 lecture hours
Instructor: Dr. Sylvia Y. Schoemaker Rippel
Office hours and location: T, Th 11:45-12:30 and by arrangement, room 307
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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)

LEARNING 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.

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: Pyrczak 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

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.

INSTRUCTIONAL METHODS

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.

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.

SCHEDULE: SPRING 2013

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

Session	Due Date	Unit	Thinking for Yourself (TFY) Text Assignment	Critical Reading for College and Beyond (CRCB) Text Assignment
1	1/22/2013	Introduction Where Do You Stand?		
2	1/29/2013	Observation	TFY C1, Observation	CRCB C1, Reading
3	2/5/2013	Language and Thought	TFY C2, Word Precision	CRCB C2, Vocabulary
4	2/12/2013	Facts	TFY C3, Facts	CRCB C3, Memory
5	2/19/2013	Inferences	TFY C4, Inferences	CRCB C4, Time
6	2/26/2013	Assumptions	TFY C5, Assumptions	CRCB C5, Main Ideas
7	3/5/2013	Opinions	TFY C6, Opinions	CRCB C6, Details
8	3/12/2013	Evaluations	TFY C7, Evaluations	CRCB C7, Inference
Spring Recess 3/19 - 3/24				
9	3/26/2013	Midterm		
10	4/2/2013	Points of View	TFY C8, Viewpoints	CRCB C8, Texts
11	4/9/2013	Argument	TFY C9, Argument	CRCB C9, PSR Strategies
12	4/16/2013	Fallacies	TFY C10, Fallacies	CRCB C10, Marking
13	4/23/2013	Induction	TFY C11, Inductive Reasoning	CRCB C11, Advanced Strategies
14	4/30/2013	Deduction	TFY C12, Deductive Reasoning	CRCB C12, Arguments
15	5/7/2013	Final		

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.

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

Items	Points
Exercises / Daily Assignments: Oral and Written	10
Midterm	30
ePortfolios I, II	10
Presentation of Assignments	10
Final Exam	40
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 <	F

Revised: January 2013