



Lincoln University Course Syllabus

Course: English 75 - Critical Thinking
Semester: Fall 2014– Thursdays, 12:30 – 3:15
Course prerequisites/co-requisites: None
Credit: 3 units, 45 lecture hours
Syllabus last revised 8/14

Instructor: Dr. Sylvia Y. Schoemaker Rippel
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Course Description

(Current University Catalog 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

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| Required Texts | Mayfield, M. (2014). <i>Thinking for yourself</i> . (9th Ed.). Boston, MA: Cengage Learning: Wadsworth. (TFY)
ISBN: 9781133311188 |
| | Daiek, D., & Anter, N. (2004) <i>Critical reading for college and beyond</i> . New York, NY: McGraw-Hill. (CRCB)
(ISBN: 0072473762) |
| Recommended Text | Harris, Robert. A. <i>Creative problem solving</i> . (2002). Los Angeles, CA: Pyrczak.
(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

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 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 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.

Assignments

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

- Read and reflect on assigned units as outlined on the course schedule.
- Review and respond to the assignments in writing (a brief paragraph or two. In your response, outline the key questions and answers generated by your reading and reflection.
- Email your assignments to me at profsylvia@gmail.com.

Midterm and final review presentations are based on course unit responses.

Fall 2014 Assignment Schedule

Session	Date	Unit	Thinking for Yourself (<u>TFY</u>)	Critical Reading for College and Beyond (<u>CRCB</u>)
1	8/28/2014	Introduction Where Do You Stand?		
2	9/4/2014	Observation	TFY C1, Observation Skills: What's Out There?	CRCB C1, Reading in College
3	9/11/2014	Language and Thought	TFY C2, Word Precision: How Do I Describe It?	CRCB C2, Developing Your College Vocabulary
4	9/18/2014	Facts	TFY C3, Facts, What's Real?	CRCB C3, Remembering What You Read
5	9/25/2014	Inferences	TFY C4,. Inferences: What Follows?	CRCB C4, Managing Reading Time
6	10/2/2014	Assumptions Review	TFY C5, Assumptions: What's Taken for Granted?	CRCB C5, Locating Stated Main Ideas
7	10/9/2014	Opinions	TFY C6. Opinions: What's Believed?	CRCB C6, Finding Supporting Details
8	10/16/2014	Midterm		
9	10/23/2014	Points of View	TFY C7. Viewpoints: What's the Filter?	CRCB C7, Inference
10	10/30/2014	Argument	TFY C8. Argument: What's a Good Argument?	CRCB C8 Text Org.
11	11/6/2014	Fallacies	TFY C9. Fallacies: What's a Faulty Argument?	CRCB C9, Using PSR Strategies CRCB C10 Textbook Marking
12	11/13/2014	Induction Inductive Fallacies	TFY C10. Inductive Reasoning: How Do I Reason from Evidence? TFY C11. Inductive Fallacies: How Can Inductive Reasoning Go Wrong?	CRCB C11, Reading, Understanding and Creating Visuals

13	11/20/2014	Deduction	TFY C12.Deductive Reasoning: How Do I Reason from Premises?	CRCB C12, Identifying and Evaluating Arguments CRCB C13, Reading Beyond the Words CRCB C14, Evaluating Internet Resources
	11/27/2014	Fall Recess		
14	12/4/2014	Review E-Portfolio/PPt Presentations		
15	12/11/2014	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.

Items	Points
Exercises/ Daily Assignments, Oral and Written	20
Midterm	25
E-Portfolio 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

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