



# Lincoln University

## ENGLISH 75 COURSE SYLLABUS

FALL 2020

### COURSE INFORMATION

<b>Course Title:</b>	Critical Thinking
<b>Course Number:</b>	English 75
<b>Class Schedule:</b>	Thursdays, 9:00 AM – 11:45 AM
<b>Course pre-/co-requisites:</b>	None
<b>Credit:</b>	3 units / 45 lecture hours)
<b>Level:</b>	Introductory (I)
<b>Instructor:</b>	Dr. Sylvia Y. Schoemaker Rippel
<b>University instructor email:</b>	<a href="mailto:sysr@lincolnuca.edu">sysr@lincolnuca.edu</a>
<b>Course-related email:</b>	<a href="mailto:profsylvia@gmail.com">profsylvia@gmail.com</a>
<b>Syllabus Last Revised:</b>	8/2020

### Course Description

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.

## Course Learning Outcomes<sup>1</sup>

	<b>Student Learning Outcomes</b> <b>Successful students are able to:</b>	<b>Program Learning Outcomes</b>	<b>Institutional Learning Outcomes</b>	<b>Assessment Activities</b> <b>As demonstrated by successful completion of or participation in:</b>
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	PLO 5	ILO 3a, ILO 4a	Weekly assigned reading and course unit responses and class

<sup>1</sup> Detailed description of learning outcomes and information about the assessment procedure are available at the [Center for Teaching and Learning](http://ctl.lincolnuca.edu) website (ctl.lincolnuca.edu).

	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.			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

## 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](#)

[The Power of Critical Thinking](#)

## Instructional Methods

Instruction will be conducted online. The course sessions will include topics with A/V-augmented materials (text-based and other topically related slides and relevant audio/video/web resources), written exercises applying course concepts, student assignments based on course units, with emphasis on student engagement in learning by doing.

Assignments and projects require students to actively use resources of the library. Detailed guides to *library resources* as well as the description of Lincoln University approach to *information literacy* are available at the [Center for Teaching and Learning](http://ctl.lincolnuca.edu) website ([ctl.lincolnuca.edu](http://ctl.lincolnuca.edu)).

## Student Responsibilities

Students are expected to complete assignments punctually and fully. Successful students participate in a productive manner, prepare and perform well on 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, students will do the assignments by the date listed on the schedule. For midterm and final personal review assignments, students will present a review evaluating their course learning to date as well as assigned ePortfolios/PPTs adapted from the weekly assignments.

Each of the assigned units listed will require the following:

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](mailto:profsylvia@gmail.com), before the date on the schedule.

## Course Schedule

#	Date	Unit	HOMEWORK ASSIGNMENTS Thinking for Yourself (TFY) The Power of Critical Thinking (TPCT)
1	8/27/2020	Introduction	TPCT Ch. 1: The Power of Critical Thinking Where Do You Stand?
2	9/3/2020	Observation	TFY C1, Observation Skills: What's Out There? TPCT Ch. 2: Obstacles to Critical Thinking
3	9/10/2020	Language and Thought	TFY C2, Word Precision: How Do I Describe It?
4	9/17/2020	Facts	TFY C3 Facts: What's Real?
5	9/24/2020	Inferences	TFY C4, Inferences: What Follows? TPCT Ch. 9: Inference to the Best Explanation
6	10/1/2020	Assumptions	TFY C5, Assumptions: What's Taken for Granted? TPCT Ch. 4: Reasons for Belief and Doubt TPCT Ch. 5: Fallacies and Persuaders
7	10/8/2020	Opinions	TFY C6. Opinions: What's Believed? TPCT Ch. 11: Critical Thinking in Morality and Law Review; ePortfolio 1
8	10/15/2020	Midterm	

9	10/22/2020	Points of View	TFY C7, Viewpoints: What's the Filter?
10	10/29/2020	Argument	TFY C8, Argument: What's a Good Argument?
11	11/5/2020	Fallacies	TFY C9, Fallacies: What's a Faulty Argument?
12	11/12/2020	Induction	TFY C10, Inductive Reasoning: How do I Reason from Evidence?
13	11/19/2020	Inductive Fallacies	TFY C11, Inductive Fallacies: How Can Inductive Reasoning Go Wrong?
--	11/24/20-11/28/20	<b>Fall Recess</b>	
14	12/3/2020	Deductive Reasoning Review E-Portfolio/Ppt 2 Presentations	TFY C12, Deductive Reasoning: How Do I Reason from Premises?
15	12/10/2020	Final	

## Assessment Criteria & Method of Evaluating Students

Evaluation will include daily assignments, review ePortfolios I and II, and midterm and final personal course assessment reviews.

## Grading Guidelines

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.

**The distributions are indicated in the tables below.**

Items	Points
Exercises /Daily Assignments	20
Midterm Personal Review	20
ePortfolio I	20
ePortfolio II	20
Final Personal Review	20
Total	100

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

**Please Note:**

Revisions to the schedule will be made as needed. Required textbooks should be obtained (either purchased or rented in print or email format) week one if possible and used for all applicable session assignments. Regular weekly email participation and submissions are required. 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.