



**Lincoln University
Course Syllabus**

Course: **Critical Thinking**

Department and number: **English 75**

Credit: 3 units

Course prerequisites: none

Semester: Spring 2011 – Tuesdays, 9:00-10:15, 10:30-11:45

Instructor: Dr. Sylvia Y. Schoemaker Rippel

Email: sysr@lincolnuca.edu

Course-related email for the semester: profsylvia@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. (ISBN-13: 978-1-4282-3144-3) (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:](#)

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

- Read assigned materials with care and understanding,
- Create a personalized, three-level outline for assigned readings, turning text headings into questions for the first level of the outline, and developing the second and third level with your main and more detailed answers to your formulated questions.
- Reflect on the assignments in writing (a brief paragraph or two), discussing your thoughts on the primary content; include points of personal interest.
- Email your assignments to me at profsylvia@gmail.com, with your outline and reflections written (or copied and pasted) 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.

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

Session	Date	Unit	TFY Text Reference	CRCB Text Reference
1	18-Jan-2011	Introduction Where Do You Stand?		
2	25-Jan-2011	Observation	TFY C1, Observation	CRCB C1, Reading
3	1-Feb-2011	Language and Thought	TFY C2, Word Precision	CRCB C2, Vocabulary
4	8-Feb-2011	Facts	TFY C3, Facts	CRCB C3, Memory
5	15-Feb-2011	Inferences	TFY C4, Inferences	CRCB C4, Time
6	22-Feb-2011	Assumptions	TFY C5, Assumptions	CRCB C5, Main Ideas
7	1-Mar-2011	Opinions	TFY C6, Opinions	CRCB C6, Details
8	8-Mar-2011	Evaluations	TFY C7, Evaluations	CRCB C7, Inference
	15-Mar-2011	Spring Recess		
9	22-Mar-2011	Midterm		
10	29-Mar-2011	Argument	TFY C8, Viewpoints TFY C9, Argument	CRCB C8, Texts
11	5-Apr-2011	Fallacies	TFY C10, Fallacies	CRCB C9, PSR Strategies
12	12-Apr-2011	Induction	TFY C11, Inductive Reasoning	CRCB C10, Marking
13	19-Apr-2011	Inductive Fallacies	TFY C12, Inductive Fallacies	CRCB C11, Advanced Strategies
14	26-Apr-2011		TFY C13, Deductive Reasoning	CRCB C12, Arguments
15	3-May-2011	Review	Review Presentations	Review Presentations
16	10-May-2011	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, chapter exercises, special content	10%
Projects, personal course reflections and applications	15%
Term Assignments, topics emailed, ePortfolios, PowerPoint 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

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.