

CRITICAL THINKING

School of Business

Course Number: ENL1798	Contribution to Program:	Educator(s): Business English Faculty
Applicable Program(s): Two, and Three Year Business Programs	AAL: 3, 4, 5, 6	Approval Date: August, 2007
Course Hours: Delivered: 45 Normative: 45	Prerequisites: None	Approved By: <hr/> Title: Acting Chair, Business Administration Core and Service Courses
Prepared by: Sheryl Gillespie	Corequisites: None	Approved for Academic Year: 2007-2008

COURSE DESCRIPTION

This course gives you the opportunity to sharpen your critical thinking skills. It will help you to recognize how your own hidden assumptions, values, and biases affect your decision-making. In this collaborative environment, you will analyze the manipulative techniques used by individuals, vested interest groups and the media. You will learn how to identify false arguments and misleading arguments..

RELATIONSHIP TO PROGRAM LEARNING OUTCOMES

This is a general education course that supports learning in the following goal areas:	This course contributes to your program by helping you to achieve the following essential employability skills (EES) outcomes:
Theme #3: Social and Cultural Understanding.	(#1) Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. T A CP (#2) Respond to written, spoken, or visual messages

	<p>in a manner that ensures effective communication. T A</p> <p>(#4) Apply a systematic approach to solve problems. T A CP</p> <p>(#6) Locate, select, organize, and document information using appropriate technology and information systems. T A CP</p> <p>(#7) Analyze, evaluate and apply relevant information from a variety of sources. T A CP</p> <p>(#8) Show respect for the diverse opinions, values, belief systems, and contributions of others. T A</p> <p>(#9) Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals. T A</p>
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COURSE CURRICULUM

I. Course Learning Requirements/Embedded Knowledge and Skills

Course Learning Requirements	Knowledge and Skills
When you have earned credit for this course you will have demonstrated an ability to:	
1. Reframe information into the standard components of an argument	<ul style="list-style-type: none"> ▪ Identify the parts of an argument ▪ Write arguments in a standard form
2. Distinguish between fact and opinion, understanding that scientific facts change over time and may be affected by one's belief system	<ul style="list-style-type: none"> ▪ Distinguish between facts and opinions ▪ Detect hidden assumptions
3. Detect common reasoning errors expressed in the writing and speaking of others who may be trying to mislead us.	<ul style="list-style-type: none"> ▪ Identify a variety of common reasoning errors such as the following: slippery slope, ad hominem, red herring, false dilemmas, and begging the question.
4. Evaluate experimental research data, statistical evidence and survey results for incorporation into a research paper.	<ul style="list-style-type: none"> ▪ Understand the criteria for sound scientific research ▪ Be able to evaluate reported survey results ▪ Understand the difference between cause and effect
5. Detect the devices used by television and the print media to influence our decision-making	<ul style="list-style-type: none"> ▪ Understand how words such as doublespeak and weasel words can be used to confuse and mislead us ▪ Examine how technical factors such as camera angles, cut, distance and framing can affect our perceptions ▪ Explore the notion of subliminal persuasion.
6. Prepare well-organized research papers advocating ideas and positions about issues that are important in our society today.	<ul style="list-style-type: none"> ▪ Research the historical origins of a current social problem in Canada today ▪ Construct arguments on current social/political issues that are free of unethical manipulative

	devices, ▪ Incorporate scientific research data and expert testimony into persuasive papers to support the author's claims
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II. Learning Resources

Diestler, Sherry *Becoming a Critical Thinker*, Fourth Edition, Prentice-Hall, Inc.

III. Teaching/Learning Methods

During this course you will be required to work in groups for many of the exercises. You may also experience the following:

- Individual activities and assignments
- Individual reading and research
- Group/individual presentations
- Online self-checking quizzes
- Mini-lectures

IV. Learning Activities and Assessment

Samples of learning activities include the following:

- Evaluating the arguments found in advertisements
- Identifying common rationalizations people give to justify their opinions
- Evaluating statistical evidence used in advertising
- Identifying common fallacies in everyday arguments in the media and in public forums
- Finding doublespeak and weasel words in the media
- Creating arguments that take a position on current social/political issues in our society

V. Evaluation/Earning Credit

The following will provide evidence of your learning achievement:

50% Written/oral exercises (individual/group) associated with each lesson

- Analyzing arguments (CLR 1 and 2)
- Analyzing survey data (CLR 4)
- Analyzing experimental research data (CLR 4)
- Identifying reasoning fallacies (CLR 3)
- Identifying misuse of language (CLR 3, 4, and 5)
- Analyzing persuasive techniques in the media (CLR 5)
- Documenting sources using APA Style (CLR 6)
- Additional optional exercises at the discretion of the professor

10% Quizzes (CLRs 1, 2, 3, 4, 5)

15% Proposal (CLR 6)

25% Major Assignment: extended research paper on a current, controversial social/political issue in Canada, arguing both for and against a conclusion taken on the issue. (CLR 6)

Grading will be in accordance with the College Grading System.

VI. Prior Learning Assessment

A three-hour challenge exam to be arranged by the PLA office at Algonquin College.

RELATED INFORMATION

- If you are a student with a disability, it is strongly recommended that you identify your needs to the professor and the Centre for Students with Disabilities (CSD) by the end of the first month of the semester in order that any necessary support services can be arranged for you.
- In all course work, students must comply with the conventions of standard English.

It is Algonquin College's policy to give students the opportunity to complete a course assessment survey in each course that they take which solicits their views regarding the curriculum, the professor and the facilities.

SOFTWARE COPYRIGHT

In the past few years the Copyright Act has been updated to cover computer software. If the police lay charges against someone infringing copyright, the maximum penalties for a summary conviction are "a fine not exceeding twenty five thousand dollars or to imprisonment for a term not exceeding six months or both." The maximum penalties for an indictable conviction are "a fine not exceeding one million dollars or to imprisonment for a term not exceeding five years or both."

Making a copy of a software package for your own use other than a backup copy of a package that you have purchased as allowed in your license agreement would make you liable for the above penalties.

STUDENT ACADEMIC RESPONSIBILITIES

Students, you are responsible for the following:

- Maintaining a folder for all work you do in the course;
- Knowing the due dates for assignments and meeting these dates;
- Handing in assignments that are your own work.

Plagiarism is the submission of work that is in whole or in part someone else's work that you claim as your own. You should be aware of the college policy of plagiarism (Algonquin Directive E43).

www.algonquincollege.com/directives/sectionE/E43.pdf

LATE ASSIGNMENT POLICY: Extraordinary Circumstances

"Wherever possible, students are expected to anticipate their needs for special allowances, and enter into discussion and make necessary arrangements with the appropriate faculty member (or other academic officer) in advance of the situation. In all cases, special allowances are subject to negotiation and agreement between the faculty member and the student concerned" (Algonquin Directive E3).

EXEMPTIONS:

Exemptions may be granted to students who have passed (with the minimum grade of C) an equivalent course at a post-secondary institution. Anyone wishing to apply for an exemption should submit an application to the English Department during the first week of classes. The deadline for applying for an exemption is the end of the third week of classes.

DATE FOR OFFICIAL ACADEMIC WITHDRAWAL:

Please consult the timetable you received from the Registrar's Office.

Students, it is your responsibility to retain course outlines for possible future use to support applications for transfer of credit to other educational institutions.

ENL1798 (Sample Syllabus for daytime online sections)

Use **Internet Explorer**, not Netscape Navigator, to view this course.

To view a link, click on it, and it will appear in a new window as an html file.

To return to this Planner, click on the X in the upper right-hand corner of the new window.

To print the file in a link, right click on the link and choose Print from the menu (must be in Internet Explorer).

To see the **Marking Scheme** and **Late Submission Penalties**, scroll to the bottom of this document.

Week and Unit	Reading	Weekly Learning Activities (Both group work and individual activities)	Deadlines
Week 1 Unit 1: Introduction and Orientation	Lesson One: Introduction 1. Read the Lesson One Notes . 2. Read Introduction to Group Activities in ENL1798. 3. Get text book: Sherry Diestler's <i>Becoming a Critical Thinker: A User Friendly Manual. 4th Edition brown cover.</i>	Individual Work 1. Complete E1: Readiness for Online Learning and submit via the digital drop-box. Directions. 2. If you wish to form your own group, submit the names of the members of your group to your professor by email (2-4 people). Be sure to put your section number in your email and to give full names of everyone in your group. Everyone in your group must be in the same critical thinking course section. 3. Post a brief Introduction of yourself in the Discussion Board (Directions) and respond to at least three other Introductions. (One bonus mark if you both post and respond to 3 others).	See Weekly Planner for precise due dates for every week.
Week 2 Unit II: Analyzing Arguments	Lesson Two: Parts of an Argument 1. Read the Lesson Two Notes . 2. Read Chapter 1, pages 1-15 in your text, and prepare your own notes on the reading. Skip over all the exercises.	Individual Work 1. Read the Directions for Taking Online Quizzes . 2. Complete T/F and Matching quizzes for Chapter One in the companion website for the 3 rd edition of your text.	
Week 3 Unit II: Analyzing	Lesson Three: Analyzing Arguments 1. Read the Lesson	Group work: 1. Find your interim group by clicking on the Groups button in the Menu Selection on the left in your	

<p>Arguments Continued</p>	<p>Three Notes.</p> <ol style="list-style-type: none"> 2. Read Chapter 2, pages 30-36, in your text and prepare your own notes on the reading. Skip over all the exercises. 3. Read Chapter 3, pages 63-73, in your text and prepare your own notes on the reading. Skip over all the exercises. 	<p>Blackboard course.</p> <ol style="list-style-type: none"> 2. Read The Procedure for Doing Group Work. Very important! 3. As a group, in your group discussion forum for E2, complete E2: Analyzing Arguments. 	
<p>Week 4 Unit III: Analyzing Statistical Data and Opinion Poll Surveys</p>	<p>Lesson Four: Arguments Based on Statistical Evidence and Survey Data</p> <ol style="list-style-type: none"> 1. Read the Lesson Four Notes. 2. Read Chapter 4, pages 101-121. Pay particular attention to everything relating to survey data. Skip over all the exercises. 	<p>Individual Work</p> <ol style="list-style-type: none"> 1. Read the Directions for Taking Online Quizzes if necessary. 2. Complete T/F and Matching quizzes for Chapter Four in the companion website for the 3rd edition of your text. 	
<p>Week 5 Unit III: Analyzing Statistical and Opinion Poll Data (Continued)</p>	<p>Lesson Five: Analyzing Survey Data cont.</p> <ol style="list-style-type: none"> 1. Read Lesson Five Notes (very short). 	<p>Group Work</p> <ol style="list-style-type: none"> 1. Complete E3: Analysis of Survey Data/Brainstorming Essay Topics. 	
<p>Week 6 Unit IV: Analyzing Experimental Research Studies</p>	<p>Lesson Six: Arguments Based on Experimental Research Data</p> <ol style="list-style-type: none"> 1. Read Lesson Six Notes. 2. Read Chapter 5, pages 153-167, and prepare your own notes on the reading. 	<p>Individual Work</p> <ol style="list-style-type: none"> 1. Read the Directions for Taking Online Quizzes if necessary. 2. Complete T/F and Matching quizzes for Chapter Five in the companion website for the 3rd edition of your text. 	
<p>Week 7 Unit IV: Analyzing Experimental Research Studies (Continued)</p>	<p>Lesson Seven: Analyzing an Experimental Research Study</p> <ol style="list-style-type: none"> 1. Read Lesson Seven Notes (very short). 	<p>Group Work</p> <ol style="list-style-type: none"> 1. Complete E4: Evaluating Experimental Research Studies. 	
<p>Week 8</p>	<p>Lesson Eight:</p>	<p>Individual Work</p>	

<p>Documenting Sources Using APA Style</p>	<p>Documenting Your Sources</p> <ol style="list-style-type: none"> 1. Read the Lesson Eight Notes. 2. Read the APA Guidelines for Footnotes and Bibliography. 	<ol style="list-style-type: none"> 1. Complete E5: Documenting Information Using APA Style. 	
<p>Week 9 Unit V: The Proposal</p>	<p>Lesson Nine: The Proposal (A1)</p> <ol style="list-style-type: none"> 1. Read the Lesson Nine Notes. 2. Study A1: The Proposal very carefully. It is your first major individual assignment. 	<p>Individual Work</p> <ol style="list-style-type: none"> 1. Get approval for your issue right away. 2. Write the proposal (A1). 	
<p>Week 10 Unit VI: Detecting Reasoning Fallacies</p>	<p>Lesson Eleven: Everyday Fallacies</p> <ol style="list-style-type: none"> 1. Read the Lesson Ten Notes. 2. Read Chapter 6, pages 200-238, and prepare your own notes on the reading. Skip over all the exercises. 	<p>Individual Work</p> <ol style="list-style-type: none"> 1. Complete the T/F and Matching quizzes for Chapter 6 that are found in the companion website. <p>Group Work</p> <ol style="list-style-type: none"> 2. Complete E6: Identifying Reasoning Fallacies. 	
<p>Week 11 Unit VII: Detecting Language Misuse</p>	<p>Lesson Twelve: Word Problems in Arguments</p> <ol style="list-style-type: none"> 1. Read the Lesson Eleven Notes. 2. Read Chapter 7, pages 250-273, and prepare your own notes on the reading. The last part is the most important! Skip over all the exercises. 	<p>Individual Work</p> <ol style="list-style-type: none"> 1. Complete the T/F and Matching quizzes for Chapter 7 that are found in the companion website. <p>Group Work</p> <ol style="list-style-type: none"> 2. Complete E7: Misuse of Language in Arguments. 	
<p>Week 12 Unit VIII: Writing Argument Papers</p>	<p>Lesson Thirteen: The Argument Essays (A2)</p> <ol style="list-style-type: none"> 1. Read the Lesson Twelve Notes. 2. Study the model paper to see what is expected of you when you write your argument essays. 3. Study the directions for A2: the Argument Essays very carefully. It is your second major individual assignment. 	<p>Individual Work</p> <ol style="list-style-type: none"> 1. Using the material from your Proposal, write your argument essays. (A2: Argument Essays) 	

<p>Week 13</p> <p>Unit IX: Analyzing Media Messages</p>	<p>Lesson Fourteen: Persuasion in the Media</p> <ol style="list-style-type: none"> 1. Read Lesson Thirteen Notes. 2. Read Chapter 8, pages 287- 310, and prepare your own notes on the reading. Skip over all the exercises. 	<p>E8 can be completed individually or in a group.</p> <p>Let your group know your decision by Monday night, November 27 in your Group Discussion Forum if you wish to work in a group.</p> <p>Otherwise, you will be deemed to be working alone on this exercise this week. If you work alone, only the Sunday night deadline will apply to you.</p> <ol style="list-style-type: none"> 1. Complete E8: Persuasive Techniques in the Media. 	
<p>Week 14</p> <p>Unit IX: Analyzing Media Messages (Continued)</p>	<p>Lesson Fifteen: Persuasion in the Media continued.</p> <ol style="list-style-type: none"> 1. Read Lesson Fourteen Notes. 	<p>Individual Work</p> <ol style="list-style-type: none"> 1. Complete T/F and Matching quizzes for Chapter Eight in the companion website for the 3rd edition of your text. 	
<p>Week 15 Exam Week</p>	<p>No exam in Critical Thinking! Good luck with your exams in your other courses!!!</p>		

**Late Submission Penalties on All Individual Exercises and Assignments
(No extensions can be granted on the tasks involved in the group work exercises)**

One day late (Monday)	-5%
Two days late (Tuesday)	-10%
Three days late (Wednesday)	-15%
Four days late (Thursday)	-20%
Five days late (Friday)	-25%
<p>Exercises and assignments submitted beyond the fifth day after the due date will be worth a grade of 0; however, I will accept them for feedback. No quizzes will be accepted after the due date.</p>	