

V. COURSE COMPETENCIES

The 1990 Delphi Report, "Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction," lists the following as important competencies in critical thinking:

1. Comprehend and express the meaning or significance of a wide variety of experiences.
 - 1.1 Categorizes appropriately
 - 1.2 Detects motives and informational content
 - 1.3 Clarifies meaning
2. Identify inferential relationships among statements
 - 2.1 Compare ideas and identify issues
 - 2.2 Detects arguments
 - 2.3 Analyzes arguments
3. Assess inferential relationships among statements
 - 3.1 Assesses the reasonableness of claims and sources
 - 3.2 Determines whether inferences are valid or strong
4. Identifies information needed to draw reasonable conclusions and formulate reasonable hypotheses
 - 4.1 Recognizes premises that need additional support
 - 4.2 Projects alternative hypotheses
 - 4.3 Determines what view to take given the evidence at one's disposal
5. Presents one's reasoning in a convincing way
 - 5.1 Produces accurate representations of one's reasoning processes
 - 5.2 Presents the evidence, criteria, and methodology that one used in forming a view
 - 5.3 Gives reasons for one's claims and answer criticisms of them
6. Self-reflective about one's own reasoning
 - 6.1 Makes an objective self-assessment of one's views and reasons for holding them
 - 6.2 Develops a reasonable strategy for alleviating errors and deficiencies discovered through self-assessment

VI. SPECIFIC COURSE OBJECTIVES

1. To define critical thinking as it is used in daily lives.
2. To define "argument," "claim," "premise," "issue," and "conclusion."

3. To distinguish objective from subjective claims.
4. To recognize vagueness, ambiguity, and definition in sentences.
5. To define "good argument," "valid argument" and argument fallacy.
6. To recognize when an argument can be repaired by adding an unstated premise or conclusion.
7. To determine whether to accept, reject, or suspend judgment on a claim.
8. To analyze compound claims.
9. To analyze complex arguments.
10. To recognize slanted language.
11. To identify emotion in arguments.
12. To analyze analogy in arguments.
13. To evaluate the use of numbers in data.
14. To analyze generalization in arguments.
15. To evaluate causal claims.

VII. COURSE ADMINISTRATION

A. Grading:

(1) To determine your final grade, the graded items will be weighted according to the following scale:

20% - Other Assignments: See items B,C,E and F below

15% - First exam

15% - Second exam

15% - Third exam

15% - Fourth exam

20% - Comprehensive final exam

100% - Total

(2) Any assignment that is not turned in on time (i.e. at the beginning of the class period on which it is due) and for which your instructor has not agreed in advance to a late submission, gets a score of zero.

(3) The University standard scoring scale is as follows:

A 92 - 100 **B** 83 - 91 **C** 73 - 82 **D** 64 - 72 **F** below 64

(4) The following grading standards for essays and other writing requirements (exercises, exams) will be used:

A correct and complete item gets an "A"; one that otherwise meets the standard for an "A" but that has minor mistakes and/or blemishes of expression gets a "B"; one that does an adequate basic job and misses no more than one important point gets a "C"; one with serious omissions or errors, but that does express some important points gets a "D"; and, anything below that gets an "F". Standard English usage is considered in assigning grades.

Missed exams, assignments, quizzes, and in-class activities can only be made up pending advanced arrangement with the instructor.

- B. Course Assignments: Assignments are due at the beginning of the class period for which assigned. **Reading assignments are to be completed prior to attending class.**
- C. Quizzes/ Writing Assignments: Quizzes may be composed of short-answer questions or multiple-choice questions. A variety of writing assignments (in-class or outside class) will also be completed. Your quizzes/writing assignments will be determined by the instructor. You will be completing at least ten graded quizzes/writing assignments. Quizzes may be given with or without prior notice.
- D. Exams: Exam questions will be based on the objectives stated in this syllabus. A variety of types of questions will appear on exams: short expository questions, definition questions, multiple-choice questions, etc.
- E. Essays: Essays should be typed dark ink on standard-sized paper. Additional directions for each essay will be provided by the instructor.
- F. Computer-Assisted Instruction: Computer exercises for this course can serve as a tutorial tool. As indicated by your professor, the computer exercises may provide extra credit points in this course by successfully completing specified computer exercises and presenting your verified results to your instructor.
- G. Tutoring: If you would like peer tutoring in Critical Thinking, then call 486-1171 or stop by Student Support Services in Room 109 of the Helen Chick Building. Also, after studying the material you may want to discuss it with the instructor during office hours.
- H. Teaching Strategies: A variety of teaching strategies will be used in the course, including lecture, lecture/discussion, cooperative learning groups, pair-groups, individual students working problems at the chalkboard, and computer-assisted instruction.
- I. Attendance: You are responsible to know and comply with the University Attendance Policy. It is your responsibility to explain to the instructor, at the earliest possible time, any absence, lateness, or early departure from class. Missing consecutive or excessive classes without prior notice to the instructor may result in administrative withdrawal.
- J. Students are responsible for all course material from the first day of class to the last day of the semester; this includes material missed due to late registration and/or excused absences, and all assignments whether or not discussed in class.

VIII. Course Outline and Assignment Schedule*

Course Introduction: Review syllabus, course requirements, evaluations, and daily assignments; and discuss nature, purpose, and goals and objectives of the course. Introduce material **Objectives:** 1. Explain the goals and objectives of the course; 2. Review syllabus and other important information. * **These are bench mark dates pending how fast we proceed as a class.**

Part I. Giving Reasons to Support Claims

Unit 1: Aug 20-29 **Library Faculty Reserve Readings: “Critical Thinking Concepts and Tools,” “Becoming a Fair-Minded Thinker” Chapter 1 Understanding Arguments** Discuss pp. 1-25. **Objectives:** 1. Explain the functions of reasoning. 2. Define terms such as “claims,” “argument,” “propositions,” “conclusion,” “resolution,” “thesis statement”, “premises,” “inference.” 3. Distinguish arguments from other sorts of discourse, such as reports, descriptions, explanations, expressions of emotions, unsupported claims, threats, seductions. 4. Evaluate specific passages to determine the type of discourse they are. **In-Class:** Complete selected exercises and Writing Assignment (to be submitted for a grade) **Late Registration Drop/Add Ends 27th Exam #1**

Unit 2 Sept 3-8 **Chapter 2 Analyzing Arguments** Discuss pp.28-50. **Objectives:** 1. Understand and use the four step process that leads to understanding an argument: identify the issue; identify the claim that is defended; identify reasons used to defend claim; represent the structure of an argument. 2. Write an argument summary. 3. Diagram arguments. **In-Class:** Complete selected exercises. **Labor Day 1st Fall Convocation 4th**

Unit 3 Sept 10-12 **Chapter 2** (Continued) Discuss pp. 50-61 **Objectives:** 1. Recognize missing premises and conclusions in arguments. 2. Identify underlying value judgments in arguments. **In-Class:** Complete selected exercises. **Exam # 2**

Unit 4 Sept 15-19 **Chapter 3 Putting Arguments Together** Discuss pp. 64-98. **Objectives:** 1. Explain the strategies presented in chapter two for developing arguments. 2. Use the strategies to develop claims, evidence, and arguments. 3. Explain the strategies presented in chapter two for drafting and revising arguments. 4. Use the strategies presented to develop a well-written argument. **In-Class:** Complete selected exercises and writing assignment.

Part II. Developing a Repertoire of Argument Strategies

Unit 5 Sept 22-29 **Chapter 4 Deductive Argument Strategies** Discuss pp. 103- 138 **Objectives:** 1. Define "deductive" argument, "valid argument," and "sound argument," and "syllogism." 2. Develop specific examples of deductive, valid, and sound arguments. 3. Identify examples of statements of each of the following types: simple statement (A), complex statements, such as disjunctive statements (B or C) and hypothetical or conditional statements (If A, then D) and categorical statements (All E is F and No G is H). 4. Analyze examples of disjunctive syllogisms. 5. Evaluate conditional statements or "if-then" statements. 6. Identify arguments in the forms of hypothetical syllogism and

conditional syllogism. 7. Recognize valid (affirming the antecedent and denying the consequent) and invalid (denying the antecedent and affirming the consequent) forms of the conditional syllogism. **In-Class:** Complete selected exercises.

Unit 6 Oct 1-10 **Chapter 4** (Continued) Discuss pp. 138-151. **Objectives:** 1. Recognize the form of the argument called "complex dilemma." 2. Give specific examples of "going between the horns of the dilemma" and "seizing the bull by the horns." 3. Recognize two different forms of the "categorical syllogism." 4. Identify examples of each type of categorical syllogism. 5. Recognize common mistakes in categorical syllogisms, such as, mistakes in form and mistakes in content. 6. Test arguments for their validity. **In-Class:** Complete selected exercises.

Unit 7 Oct 13-15 **Chapter 5 Arguments by Analogy** Discuss pp. 153- 160 **Objectives:** 1. Explain the purposes of analogies. 2. Analyze specific analogies. **In-Class:** Complete selected exercises. **Fall Break 16th /17th**

Unit 8 Oct 20-24 **Chapter 5** (Continued) Discuss pp. 161- 191 **Objectives:** 1. Explain the various ways analogies are used in arguments, such as, analogy as a basis for claims about facts and predictions about the future; analogy as a basis for moral judgments; analogy as a basis for legal decisions; analogy as the basis for policy decisions. 2. Identify and evaluate specific examples of each of the different types of analogical arguments. 3. Recognize examples of false analogies. 4. Analyze and evaluate arguments based on analogies. **In-Class:** Complete selected exercises. **Deadline to clear "I" Grades 24th Last Day to Withdraw from Classes 24th Homecoming 25th**

Unit 9 Oct 27-Oct 31 **Chapter 6 Reasoning from Experience** Discuss pp. 192-205 **Objectives:** 1. Explain the structure of inductive reasoning. 2. Identify some of the difficulties of reasoning from experience. 3. Develop examples of inductive generalizations. 4. Analyze inductive generalizations. 5. Recognize fallacies of inductive generalization. **In-Class:** Complete selected exercises. **Exam # 3**

Unit 10 Nov 4-8 **Chapter 6** (Continued) Discuss pp. 206-231 **Objectives:** 1. Explain the steps of hypothetical reasoning. 2. Analyze and evaluate specific examples of hypothetical reasoning. 3. Discuss the structure of causal generalizations. 4. Explain the problems inherent in causal reasoning. 5. Identify causal fallacies in specific arguments. 6. Test specific causal hypotheses. **In-Class:** Complete selected exercises **Last Day for WN Submission 7th University Day Spring 2004 Pre-registration**

Part III. Putting Arguments to Work

Unit 11 Nov 10-14 **Chapter 7 Honor in Argument** Discuss pp. 234-252 **Objectives:** 1. Understand that fallacies are patterns of reasoning that violate the basic principles of argumentation. 2. Identify specific fallacious appeals to emotion, such as appeal to pity, appeal to fear, bandwagon appeals, appeals to pride, *ad populum* appeals. 3. Distinguish fallacious appeals to emotion from appropriate uses of emotion. **In-Class:** Complete selected exercises.

Unit 12 Nov 17-21 **Chapter 7** (Continued) Discuss pp. 252-273 **Objectives:** 1. Explain fallacious appeals to authority, *ad hominem* arguments, and the appropriate roles of credibility in arguments. 2. Explain specific forms of sophistries, such as straw arguments, red herrings, shifting the burden of proof,

fallacious appeals to ignorance, and proof substitutes. **In-Class:** Complete selected exercises. **WN Appeals 18th**

Unit 13 Nov-24-26 Chapter 8 Clarity

in Argument Discuss pp. 275-286 **Objectives:** 1. Explain the problems of ambiguity, vagueness. 2. Identify the problems of ambiguity and vagueness in specific examples. 3. Identify examples of the fallacy of emotive language, doublespeak, slanting, complex questions, and circular reasoning. 4. Develop strategies for writing clear sentences **In-Class Assignment:** Complete selected exercises.

Thanksgiving Last Day to Withdraw from University 20th

Unit 14 Dec 1-3 Chapter 9 Refutation Strategies Discuss pp. 311-342 **Objectives:** 1 Cite examples of specific strategies for refuting arguments, including refutation by logical analogy, refuting universal generalizations, the *reductio* refutations, refuting claims of fact, refuting value claims, refuting policy statements. 2. Use refutations to clear the way for their own arguments. 3. Use a series of refutations as evidence for a conclusion. 4. Use refutations as Indirect Proofs. **In-Class:** Complete selected exercises. **Exam # 4:**

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