

LL 155 CRITICAL THINKING

Fall 2009

Faculty: Jean Marie Richine

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Location: Oak Forest Campus

Wednesday

Time: 6:30 PM – 9:30 PM

Date: September,09, 2009-November 11, 2009

Competence

Offered: LL 5 – Can analyze issues and reconcile problems through critical and appreciate thinking.

COURSE DESCRIPTION

What is Critical Thinking? We ponder and examine the process of thinking clearly, identifying any flaws in the process. We do this through a variety of methods: readings, assignments, dialogue, writing and research and apply these methods in our everyday life. We begin by examining individual thinking processes: what do we know? And how do we know it? From this starting point we begin to explore flaws in reasoning through examples and definitions of well-known flaws that we can recognize from our individual observation. We then take a more focused approach in recognizing these flaws in the world of information, considering all forms of information that we encounter such as media/print and TV/ internet, research, etc.

We begin to identify assumptions, both warranted and unwarranted, assertions, generalizations, analysis and construction of persuasive arguments and broaden our perspectives through dialogue, research, and writing. The course includes strategies for students to use in their personal and professional lives.

Faculty Biography

Jean Marie Richine has been teaching at the School for New Learning for many years. She has taught in the Lifelong Learning area, including Learning Assessment Seminar, Critical Thinking, and Research Seminar. In addition to teaching she has extensive experience as an academic advisor in the school. She has also taught in DePaul's School of Education, undergraduate courses in Philosophy of Education, and

graduate students seeking teaching certification and advanced certificates. Her work also includes supervision of student-teaching in the Chicago Public Schools.

Jean has a Bachelor Degree in Liberal Arts from DePaul University, Master Degree in Educational Leadership from University of Illinois-Chicago, and is a Doctoral candidate at the University of Illinois-Chicago in Education and Curriculum. She has worked as assistant editor on the American Educational Research Journal, Social and Institutional Analysis. Her research interests include teacher education, teacher certification / alternative teacher certifications, school policy and administration.

Criteria for demonstration of competence

In addition to homework (readings, writing, research) there will be several major pieces of work in the course:

1. Self-assessment – individual reflection of skills in critical thinking. There will

be (3) assessments: the first night of class, mid-term, and final assessment that

will add to your self-knowledge of development over the course, and recognition of strengths and areas that students believe they need improvement.

Practice of outlining in order to develop skills of organization, logic, and focus.

Several in-class reflective writings to help in understanding principles of critical thinking.

Final in-depth essay of approximately 10 pages (instructions will be given in class) on the construction of an argumentative, persuasive essay, benefited through solid research.

Policy on Academic Integrity

All work done for this course must observe the Guidelines for Academic Integrity as outlined in the Code of Student Responsibility (you can find this in the DePaul Student Handbook). For the code's Plagiarism Policy, see attachment at the end of syllabus.

Policy on Incompletes

See attachment at end of syllabus.

Expected Outcomes

By the end of the course, students should:

be able to identify claims and assess reasoning

be able to distinguish among different kinds of reasons to support claims

be able to distinguish between reports, inferences, and judgments

be able to identify common strategies and logical fallacies

be able to recognize, construct and draw conclusions among a variety of different arguments

be able to examine, recognize and evaluate personal and professional critical analysis

be able to construct a persuasive argument and evaluate its effectiveness

Learning Tools

Required Text

Ruggiero, Vincent, **The Art of Thinking: A Guide to Critical and Creative Thought**,(Longman – publisher)

Important note: students need to obtain the very latest edition for this text.

9th Edition

If you acquire an earlier edition, the page assignments will differ and it will cause problems in assignments.

Comprehensive pocket dictionary to be used in each class session (any pocket dictionary will suffice but you should attempt to get a comprehensive pocket).

Additional hand outs and information will be distributed in class.

Learning Strategies

The course will consist of class discussions, readings, assignments, information lectures, individual and group exercises, writing, research and final in-depth essay on argumentation.

Schedule of readings / assignments

Week One: 09/09/09

Introduction to course

Objectives of course – discussion

Group exercise from The Art of Thinking

Self-Assessment (#1)

Discussion: The importance of outlining

Homework assignment

Week Two: 09/16/09

Group discussion – homework assignment

Discussion of research: how/why

Defining terms (word precision)

Small group exercise

Determining rough draft of argument / persuasive essay

Homework assignment

Week Three: 09/23/09

Group discussion – homework

Observation – the importance of individual perception

Moral dilemmas – how we use critical thinking strategies

Small group exercise

In class reflective writing

Homework assignment

Week Four: 09/30/09

Group discussion – homework

Determination of final paper (argument / persuasive essay)

Examining: assumptions, assertions, claims, evidence, support

Guest speaker – librarian to inform research

Homework assignment

Week Five: 10/07/09

Self-Assessment (#2)

Group discussion – homework

Argument analysis: construction and writing

Small group exercise

Week Six: 10/14/09

Group discussion – homework

Examining information: media, research, etc. - where from and how do we know it to be true?

Debate exercise: two teams will choose argument: pro / con

Discussion of abstract / small group exercise

Homework assignment

Week Seven: 10/21/09

Group discussion – homework

Rough draft of final essay due – no exceptions!

In class reflective writing assignment

Homework assignment

Week Eight: 10/28/09

Group discussion – homework

Individual conference: rough draft evaluation

Small group exercise

Round table discussion of individual final papers

Homework assignment

Week Nine: 11/04/09

Group discussion – homework

Summary of course content: an overview of course objectives and class development

Evaluation of course

Small group exercises

Week Ten: 11/11/09

Self-Assessment (#3)

In class reflective writing

Straggles for future development

Wrap up

Week Eleven: 11/18/09

No class meeting – final papers are due by this date

Course Grading Scale

This course is taken Pass / Fail. For SNL courses taken for Pass / Fail, a "Pass" represents a grade of "A" for purposes of financial aid and employer reimbursement.

Academic Integrity

Please become familiar with <http://studentaffairs.depaul.edu/handbook/code16.html>

Plagiarism: Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.

Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.

Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.

The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If a facilitator finds that a student has plagiarized, the appropriate penalty is at the facilitator's discretion. Actions taken by the facilitator do not preclude the college or the university from taking further punitive action including dismissal from the university.

Incomplete Policy

IN: An instructor should not assign a grade of IN or Incomplete unless the student has formally requested it from the instructor before the class ends. This is a temporary grade indicating that the student has a satisfactory record, but for unusual or unforeseeable circumstances not encountered by other students in the class and acceptable to the instructor is prevented from completing the course requirements by the end of the term. If faculty agree to issue an IN grade, the student and faculty must complete a contract form http://www.sn1.depaul.edu/contents/current/forms/incomplete_contract.doc for the course. The contract must specify the latest date by which faculty agrees to assess missing coursework. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of the SNL Exceptions Committee.

Attendance

It is required that students attend all classes. Missing one or more classes will not allow for a passing grade. Exceptions will be made for emergencies only.