

LL 155 *Critical Thinking*

DePaul University School for New Learning

Faculty: Rebecca Schwan
Telephone: 630.241.4977
e-mail: rschwan@depaul.edu

Quarter: Spring 2007
Day and Dates: Wednesday, March 28 – June 06, 2007
* see schedule

Time: 6.30 - 9.30 PM
Location: Naperville Campus
Competence: LL-5
Credit hours: Four

Rebecca Schwan holds a B.A. from Dominican University and an M.M. from Northern Illinois University where she is currently pursuing an Ed.D. She is a musicologist, and has taught and/or is teaching World/Culture courses in the classroom and/or on-line at Saint Xavier University, Aurora University, Northern Illinois University, and the Chicago Musical College of Roosevelt University. She has also taught ALL THAT JAZZ, Great Classical Musics of Europe and India, Understanding the World's Great Cinema, College Writing, and Critical Thinking at DePaul University in conjunction with the International Bank of Asia, Hong Kong. Because of her interest in culture and communication, and her English as a Second Language teaching experience, in the spring of 2000 Ms. Schwan developed and implemented the LanguageLab (an in-house language enhancement program) for a multi-national IT corporation. Here she is Organizer of the LanguageLab, and an individual language tutor and editor. At the university and in the corporate world, her interests are in developing curricula and serving as a learning facilitator in situations that promote reverence for life, pluralism, and life-long learning.

Course Description

The focus of this course will be on critical listening and reading, and the development of speaking and writing skills that are appropriate to the college-university level. The learner will become familiar with the basic concepts underlying these skills, and will have opportunities to practice them in a structured but experimental environment. Models of each concept from a variety of sources (including video and audio material, printed media, and learner contributions) will be available.

Course Overview

Enabling each learner to evaluate the objectivity of data, and to formulate objective data for her/himself will be a primary focus of this course. Complementary to this focus will be the learner's acquisition of writing and speaking skills that exhibit evidence of college-university level reasoning.

Course Objectives

Upon successful completion of this course, learners will have enhanced their abilities to critically analyze the multi-faceted media with which we are all confronted. Writing and speaking skills based on reasoning techniques learned in class will also be strengthened.

Learning Strategies

A variety of learning strategies will be encountered throughout this course. Each learner will have opportunities to learn in an individual, small group, and larger group setting. Taking in information will be equally important to producing it. Individual reflection on and summary of class meetings will be an essential component of the learner's reasoning experience.

Teaching Strategies

In his address to incoming students at Elizabeth College in Pennsylvania, Professor Jacob Neusner states that you can learn more from an encyclopedia than you can from a professor. The memorable professors that you encounter will teach by helping students learn on their own. He goes on to say that professors are here to guide, to help, to goad, to irritate, to stimulate, and that students are here to explore, inquire, to ask questions, to experiment, to negotiate knowledge. Professor Neusner concludes by reminding us that great teachers don't teach. They help students learn. All teaching strategies in this course are meant to exemplify these thoughts!

Evaluation of Teaching/Learning

In order to foster an atmosphere where learning and teaching are mutually supportive, several opportunities for evaluation of the teaching and learning processes will occur. Each learner will be reminded to evaluate her/his mastery of course objectives. This will occur midway through the course, and again at the conclusion to reinforce the premise that this course serves as a foundation for life-long learning.

Attendance Policy

Successful completion of this course necessitates CONSISTENT attendance. Absence may (at the discretion of faculty) necessitate the repetition of a class (during the following quarter), or the entire course. There is NO way to duplicate class participation. If an absence occurs and since making up class time is not possible, individual contracts between absentee and faculty would become necessary. **This is the learner's responsibility.** Learner-generated supplementary course material that has been approved by the instructor would be an appropriate project. *This is MUCH more individual work!*

Tentative Schedule

- Class 1: Introductions, finding a partner, forming a group; Professor Jacob Neusner's commencement speech; Frank Trippett's thoughts on the "loaded" word; unloading the "loaded" word assignment; examples of the "loaded" word assignment
- Class 2: Rewritten paragraph **due**; examples of "loaded" words **due**; discussion; censorship video; reaction assignment
- Class 3: Reaction assignment **due**; the "shrunk" essay exercise; Figures of Speech discussion; definitions of Figures of Speech assignment; audio examples of Figures of Speech assignment
- Class 4: Definitions **due**; audio examples **due**; Figures of Speech assignment
- Class 5: Figures of Speech **quiz 1**; speech of an American idealist; Figures of Speech assignment **due**
- Class 6: Figures of Speech **quiz 2**; Creative and Critical Thinking discussion; Six methods of arriving at truth; reasoning via Induction, Deduction, and Analogy; Syllogisms: recognizing and creating
- Class 7: **Quiz**: Reasoning types; introduction to Fallacies of Thinking; review of writing types; discussion of final assignment
- Class 8: Fallacies **quiz 1**; discussion; opportunity for presentation of final projects
- Class 9: Fallacies **quiz 2**; Presentation of final projects; tools for Life-long Learning
- Class 10: Final projects; concluding activities; official evaluations

* *Class 11: Make up work, and individual tutoring*

Essential Materials:

Dictionary, loose leaf notebook, and writing tools
Source list (to be compiled by faculty and learners)
There is not an assigned text for this class.

Ethics/Plagiarism Statement: Refer to DePaul's student handbook