

**Chaminade University of Honolulu
Summer I
May 19 – June 27, 2003
Henry Hall 202**

COURSE: PH 10301 Critical Thinking

TIME: MTWRF 9:40 -11:10 a.m.

Final Exam: Friday, June 27, 9:00-11:00 a.m.

INSTRUCTOR: Dr. Poranee Natadecha-Sponsel

OFFICE HOURS: Tuesday and Thursday 3:00-5:00 p.m.
Appointments are welcome.
Eiben Hall # 118
Telephone: 735-4822
Email psponsel@chaminade.edu

REQUIRED TEXTBOOK:

Bassham, Greg; Irwin, William; Nardone, Henry; Wallace, James M., 2002, **CRITICAL THINKING: A STUDENT'S INTRODUCTION**, Boston, MA: McGraw-Hill.

INTRODUCTION:

A critical thinker understands the structure of an argument, whether that argument is presented by a politician, a salesperson, a talk-show host, a friend, or a child.

A critical thinker recognizes the issue under discussion and the varying conclusions about the issue.

A critical thinker examines the reasons given to support the conclusion.

A critical thinker examines the power of language and how it can be used or misused in an argument.

*Sherry Diestler
Becoming a Critical Thinker, p.1, 219*

He who knows most, knows best how little he knows.
Thomas Jefferson

COURSE DESCRIPTION:

This course examines structures of arguments and the reasoning process that lend support to a conclusion. Students will study logical concepts and fallacies as they evaluate arguments. They will learn to identify the basic standards of critical thinking. The purpose of this class is to assist students to recognize, develop, and apply critical thinking to explore, analyze, and understand rhetorical language and discourse. Students will be able to present their thinking, writing and speaking in a clear and focused expression.

CLASS OBJECTIVES:

- ❖ Identify the essential elements of critical thinking.
- ❖ Analyze structure of an argument.
- ❖ Compare and contrast ethical values, standards and practice in presenting arguments.
- ❖ Understand and be able to use deductive and inductive reasoning to discover truth and avoid stereotyping.
- ❖ Recognize and be able to handle fallacies.
- ❖ Examine the use of language in arguments cross-culturally.
- ❖ Identify the influence of media in suggestion and persuasion.
- ❖ Develop active listening skills to understand opposing viewpoints with an open mind.
- ❖ Integrate critical thinking to Marianist values and mission.

CLASS FORMAT:

This class will be an interactive, cooperative learning experience for the students and the instructor. The format integrates lectures, small group discussions, student presentations, role-plays, and debates. Students are encouraged and expected to actively participate in class activities. They are required to come to class with intensive reading to contribute to extensive discussion of the textbook and relevant videos.

Controversial issues identified by the students and the instructor will be critically analyzed from all points of view through student debates.

REQUIREMENTS:

Students are required to be open minded and courteous in class discussion and to participate regularly in all class activities. Each student is expected to carefully read the assigned chapters in the textbook and be prepared to discuss it for the class period of the assignment.

The building of teamwork and a community of learning and inquiry are the main factors for the success of this class. The important ground rules must be enforced to provide an effective learning environment for everyone in class. Please cooperate by following these policies. Also keep in mind that all students will be graded on the following requirements and some of these can be subjective and within the discretion of the instructor.

➤ **Attendance Policy:**

- Come to class on time and stay for the whole period. Three unexcused tardiness and/or early exit will be counted as three unexcused absence and one letter grade will be reduced.
- Three unexcused absences will result in one letter grade being lowered.

➤ **Participation Policy:** One letter grade will be reduced if the following behaviors persist after three verbal or non-verbal warnings:

- Side conversation. Both parties will be graded down by this policy regardless of who initiates it.
- Not being courteous and professional in class discussions, i.e., refuse to take turns in speaking, not allowing others to express their ideas without interruption, communicate with negative, disruptive verbal and non-verbal language.
- Refuse to turn off the cell phone or insist in answering the phone during the class period.
- Neglect to show respect and an open mind to different ideas and opinions from class members.
- Lack of being responsible to cooperate and complete class/team projects on time.

➤ **Turning in Assignments Policy:**

- All class assignments must be turned in class on time. No email or fax will be accepted.
- One point will be deducted for each day for late assignment.
- One letter grade will be deducted for one - week late assignment.
- More than two weeks late assignment will not be accepted.

➤ **Partnership in Learning:**

- Students are encouraged to form a study group to review the class material outside the classroom.
- Each student should have at least one or two partners from this class to follow up on class assignment if one must miss the class.

“TO LEARN IS TO CHANGE”

The Ingredients for Successful Learning:

**Time management
Commitment
Honesty
Interest
Open mind**

**Desire
Discipline
Devotion
Dedication
Determination**

GRADING:

The grading will be based on

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|----|--|---------|
| 1. | Class attendance | 10 pts. |
| 2. | Class participation and feedback paper | 10 pts. |
| 3. | Reflection journal (3 entries) | 15 pts. |
| 4. | Presentation of samples of arguments (5) | 10 pts. |
| 5. | Mid-term take – home exam | 15 pts. |
| 6. | Quiz | 10 pts. |
| 7. | Group research project report | 15 pts. |
| 8. | Final exam | 15 pts. |

90-100 =A, 80-89 =B, 70-79 =C, 60-69 =D, 59 AND BELOW=F

RESEARCH PROJECT:

The purpose of the project is for students to creatively apply knowledge from classroom to real life experience. Students may choose a research topic relating to the problems and issues of critical thinking practices in the society. The research should identify how arguments, persuasion, and stereotyping in the media have any impacts on social and personal ethics that may contribute to conflicts or create more peaceful and accepting communities locally and globally. The research methodology includes survey, interviews, and a literature review.

The written report of the research should be within the range of 5-7 double-spaced typed pages. It will be due on June 25, 2003.

Plagiarized work will lead to failure of the course. Also, it will be reported to the university for disciplinary action.

REFLECTION JOURNAL:

Each student is required to write three 1-2 -page reflection journals. Each journal due date is on the class schedule and timetable. Each paper should reflect the student's general understanding of significant elements of different arguments. The contents of this paper should include:

- 1) general knowledge of the structure of argument;
- 2) insightful comment on the impact of the practice on social ethical issues; and your cross-cultural perception of the persuasion of that argument;
- 3) 3 supporting reasons to the argument.

General Guidelines for an "A" grade work:

- knowledge of the subject matter from textbooks, class lectures, discussion, videos, resources from research, outside class activities.
- ability to provide relevant examples to support viewpoints.
- ability to apply the knowledge to understand current issues in society.
- clarity and logical presentation.
- demonstration of having an understanding of the subject matter objectively and from opposing viewpoints.
- demonstration of achieving the objectives of this class.
- ability to analyze, critically review, and compare the issues cross-culturally.

SCHEDULE

<u>DATE</u>	<u>TOPIC</u>	<u>READING</u>
May 19-23	Introduction	Chapter 1-4
May 26	Memorial Day	NO CLASS
May 27-30		Chapter 5-8
June 2-6		Chapter 9-11
June 9-23	Group Research	Chapter 12-14
June 11	Kamehameha Day	NO CLASS
June 24-27	Review	Chapter 12-14 Chapter 15

IMPORTANT DUE DATES AND EXAM

May 22 ²³	Presentation of Argument # 1	Your Grade ___
May 23	Journal # 1 due	Your Grade ___
May 27	Quiz	Your Grade ___
May 28	Presentation of Argument # 2	Your Grade ___
May 29	Presentation of Argument # 3	Your Grade ___
May 30	Journal # 2 due	Your Grade ___
	Distribution of Mid-Term Take-Home Exam Questions	
June 2	Mid-Term Exam due	Your Grade ___
June 2	Presentation of Argument # 4	Your Grade ___
June 24	Journal # 3 due	Your Grade ___
June 25	Group Research Report due	Your Grade ___
June 26	Presentation of Argument # 5	Your Grade ___
June 27	Final Exam	Your Grade ___

The instructor reserves the right to make any adjustment to the course syllabus to accommodate any unforeseen circumstances. The information regarding changes will be announced in class or via the email address of class members. It is in the interest of students to check with their class partners for any pertinent information should they miss the class. Also, students are responsible to update the information given in the forms on the first day of classes.