



COLORADO STATE UNIVERSITY
— GLOBAL —

HUM101: CRITICAL REASONING

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

COURSE DESCRIPTION:

This course includes a practical application of the subject of critical reasoning to help students learn and apply the skills in their coursework and everyday life. Students examine the processes of rhetoric, reasoning, and writing short critical-thinking essays on current events in an online forum in order to more clearly, insightfully, and effectively think and communicate. Students will also develop the abilities to solve problems, analyze topics, and make well informed decisions by utilizing their life experiences and current events. This course fulfills a general education Art and Humanities requirement. This is an approved Colorado gtPathways course. Appendix A, located at the end of this syllabus, reviews the gtPathways coverage for this GT-AH2 course.

COURSE OVERVIEW:

This course serves as an introduction to key concepts and ideas related to critical reasoning. The course outcomes emphasize practical engagement with critical reasoning as it applies to social, professional, and personal issues. You learn skills for critical reasoning through understanding how the human mind works to prevent clear thinking, argument analysis, deductive and inductive argument strategies, the scientific method, basic statistical reasoning, and strategic thinking. You learn tools to address media bias, egocentrism, sociocentrism, cognitive biases, and fallacious arguments. You engage multiple paradigms for reasoning carefully about ethics.

Modules 1 and 2 provide a broad overview of key concepts and terms in critical reasoning. These modules also introduce you to barriers to critical reasoning. Module 3 introduces you to argument analysis, meaning analysis, and cognitive biases. Module 4 provides a broad introduction to valid forms of reasoning (inductive and deductive logic) as well as common fallacies of reasoning. In Module 5, we will look more deeply into the skills necessary to be media literate in the digital age.

Module 6 provides broad coverage of the scientific method. Here, you apply the scientific method to your own thinking to deepen and broaden your understanding of critical reasoning. You also examine basic statistical

reasoning, statistical fallacies, and the nature of causal claims to explore more complex reasoning. Module 7 examines how critical reasoning should include ethical reasoning to address social, professional, and personal issues. Finally, Module 8 reviews tools to strengthen strategic and creative processes as this applies to social, professional, and personal issues.

COURSE LEARNING OUTCOMES:

1. Describe the central concepts of critical thinking and explain the importance of these concepts for developing strong critical thinking and reasoning skills.
2. Apply critical thinking to ethical models.
3. Appraise opinions and media-based information.
4. Apply decisions based on independent thought and informed judgment.
5. Evaluate bias and logical reasoning in print, audio, and visual communication and statistical data with regard to fallacies, credibility, validity, reliability, ethics, and irrational and rational persuasion.
6. Interpret rhetorical strategies in a public forum or media situations.
7. Logically analyze elements of an argument using inductive and deductive reasoning in writing.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

- Van Cleave, M. (2016). *Introduction to logic and critical thinking*. Retrieved from <https://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=457>
- Lau, J., & Chan, J. (2019). *Critical thinking*. Retrieved from <https://philosophy.hku.hk/think/>

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and peer responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Opening Exercises:** Take the Opening Exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The Opening Exercises will not affect your final grade.
- **Mastery Exercises:** Students may access and retake Mastery Exercises up to 3 times through the last day of the assignment week. Late contributions may not be awarded points.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

MODULE 1

Readings

- Lau, J., & Chan, J. (2017). What is critical thinking? Retrieved from <http://philosophy.hku.hk/think/critical/ct.php>
- Tan, L. (2016). Confucius: Philosopher of twenty-first century skills. *Educational Philosophy & Theory*, 48(12), 1233–1243. <https://doi-org.csuglobal.idm.oclc.org/10.1080/00131857.2016.1182416>
- Chapter 1 in Tittle, P. (2011). *Critical thinking: An appeal to reason*. New York, NY: Routledge.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Portfolio Project Milestone (25 points)

Options #1 and #2

Portfolio Project Milestone #1: Final Portfolio Project Topic

HUM101 requires a Final Portfolio Project. The Final Portfolio Project is designed for you to practice your critical thinking skills in an effort to understand your own mind.

You will first select an issue that you wish to investigate critically (social, professional, or personal). Begin to think about why this issue is important to you and what questions you have about the issue.

Examples:

- How can I secure a job in accounting when I have no experience in the field?
- What proposals has the city of Denver made to reduce water consumption? How might this impact individual consumers?
- What financial changes do I need to make to retire at the age of 62?
- Should wolves be reintroduced to Rio Blanco County?
- How can I manage my children's cell phone usage?
- How can the pay gap between men and women be reduced in my company?
- What are the most effective ways to address anxiety and depression? How can I use these to better my health?
- Is social media a positive or negative influence on me? On my children?
- With the stress and anxiety of modern-day society, how can I learn to live more optimistically and hopefully?

IMPORTANT: The Final Portfolio is not a traditional “term paper.” Rather, it is an exercise in critical thinking designed for you to practice applying intellectual standards and other critical thinking tools to the way that you think.

Please read the full Portfolio Project description in the **Module 8** folder page to preview your Portfolio Project assignment. Also, review the Portfolio Project grading rubric, which you can also access in the **Module 8** folder.

The two portfolio project milestones in this course will help you define your topic (Module 1) and then outline your topic (Module 4).

Module 1 Milestone Directions:

Critical Thinking Topic (3 paragraphs)

Submit a three-paragraph overview of your critical thinking topic that addresses the following:

1. What is your topic?
2. Why is this topic of interest to you?
3. What critical questions do you have on this topic?
4. How might you narrow your topic to think more clearly and carefully about issues related to your topic?

Include two scholarly sources that you could use in your Final Portfolio. Find scholarly sources that relate to your topic. The CSU-Global Library is a good place to find these sources. To understand what constitutes a scholarly source, review this link from the CSU Global Library (link in course).

Format your paper and references according to the *CSU-Global Guide to Writing & APA*. Include a title and reference page. If you need assistance with your writing style or you need writing tips or tutorials, visit the CSU-Global Writing Center. Review the grading rubric to see how you will be graded for this assignment.

MODULE 2

Readings

- Elder, L., & Paul, R. (2012). Critical thinking: Competency standards essential to the cultivation of intellectual skills, Part 4. *Journal of Developmental Education*, 35(3), 30-31.
- Elder, L., & Paul, R. (2013a). Critical thinking: Intellectual standards essential to reasoning well within every domain of thought. *Journal of Developmental Education*, 36(3), 34–35.
- Elder, L., & Paul, R. (2013b). Critical thinking: Intellectual standards essential to reasoning well within every domain of human thought, Part 3. *Journal of Developmental Education*, 37(2), 32–33.
- Elder, L., & Paul, R. (2019). Elements and standards learning tool. *The Foundation for Critical Thinking*. Retrieved from <http://www.criticalthinking.org/pages/elements-and-standards-learning-tool/783>
- Hyun-Jung, L. (2017). Thinking style across cultures: An interview with Richard Nisbett. *Cross Cultural & Strategic Management*, 24(1), 99-104.
- Paul, R., & Elder, L. (2008). Critical thinking: The art of Socratic questioning, part III. *Journal of Developmental Education*, 31(3), 34–35.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking (90 points)

Choose one of the following two assignments to complete this week. Do *not* complete both assignments. Identify your assignment choice in the title of your submission. Note that while there are two options for the Critical Thinking Assignment, there is only one rubric. Review the rubric to confirm you are meeting the assignment requirements.

Option #1: Critical Analysis Essay

Using the concepts learned through the readings and interactive lecture pages, write a critical analysis essay that answers two (and only two) of the following prompts or questions:

1. Describe the differences among inert information, assumptions, and inferences. Describe an assumption that you have made in the past that had important consequences.
2. What is the difference between activated ignorance and activated knowledge?
3. Why does critical thinking demand high levels of intellectual autonomy?
4. Why are concepts, theories, and ideas central to good critical reasoning?

Your essay should include a brief introduction and a conclusion that sums up your ideas.

Requirements:

- Cite all claims and ideas using scholarly sources. For this assignment, you may use the first person.
- Include at least one scholarly source that can be one of the required or recommended reading for this course. Or find a credible source in the CSU-Global Library.
- Format your paper and references according to the *CSU-Global Guide to Writing & APA*.
- Include a title and reference page.

You may wish to review the **APA Template Paper** (link in course) for help formatting your essay according to the requirements. If you need assistance with your writing style or you need writing tips or tutorials, visit the CSU-Global Writing Center. Review the grading rubric to see how you will be graded for this assignment.

Option #2: Letter to Your Future Self

Using the concepts learned through the readings and lecture pages, write a letter to yourself (your letter's body should be an APA-formatted essay) on critical reasoning that you will read one year from now. This letter should analyze and synthesize key concepts you have learned in Modules 1 and 2 to serve as a "benchmark" for your development as a thinker over the next year.

Include the following ideas and terms in your letter:

1. Which parts of the universal intellectual standards or the elements of reason are most difficult for you at this point? What strategies could you implement to grow?
2. To what stage of critical thinking do you aspire? How might assumptions, inert information, or activated ignorance impact your thinking?
3. What key concepts or ideas shape your thinking today? How might you actively examine, challenge, and, if necessary, replace these concepts or ideas to expand your critical thinking capacities?

Requirements:

- Cite all claims and ideas using scholarly sources. For this assignment, you may use the first person.
- Include at least one scholarly source that is not part of the required or recommended reading for this course. The CSU-Global Library is a good place to find these scholarly sources.
- Your paper should be 4-5 pages in length (not including the title page and reference page). Format your paper according to the *CSU-Global Guide to Writing & APA*.

You may wish to review the **Letter Template to Future Self** (link in course) for help formatting your essay according to the requirements. If you need assistance with your writing style or you need writing tips or tutorials, visit the CSU-Global Writing Center. Review the grading rubric to see how you will be graded for this assignment.

MODULE 3**Readings**

- Chapter 1 in *Introduction to logic and critical thinking*.
- Lau, J., & Chan, J. (2017). Cognitive biases. Retrieved from <https://philosophy.hku.hk/think/fallacy/biases.php>
- Lau, J., & Chan, J. (2017). Meaning analysis: Tutorials 1-10. Retrieved from <http://philosophy.hku.hk/think/meaning/>
- Popova, M. (2014). How to criticize with kindness: Philosopher Daniel Dennett and the four steps to arguing intelligently. *Brain Pickings*. Retrieved from <https://www.brainpickings.org/2014/03/28/daniel-dennett-rapoport-rules-criticism/>
- Wilke, A., & Mata, R. (2012). Cognitive bias. In V.S. Ramachandran (Ed.), *The encyclopedia of human behavior, vol. 1* (pp. 531-535). London: Academic Press. Retrieved from https://adweb.clarkson.edu/~awilke/Research_files/EoHB_Wilke_12.pdf

Opening Exercise (0 points)**Discussion (25 points)****Mastery Exercise (10 points)****Critical Thinking (90 points)**

Choose one of the following two assignments to complete this week. Do *not* complete both assignments. Identify your assignment choice in the title of your submission. Note that while there are two options for the Critical Thinking Assignment, there is only one rubric. Review the rubric to confirm you are meeting the assignment requirements.

Option #1: Cognitive Biases Essay

Write an essay that addresses the following issues and questions:

- As you think about your personal and professional goals and aspirations, what cognitive biases outlined by Wilke and Mata (2012) might impede your growth? What active steps might you take to recognize and combat such biased forms of thinking? Write an essay that addresses these issues and questions.
- Identify one example of scholarly research (peer-reviewed) for your final project and outline the main claim and ideas. Explain how this research on the topic you are exploring helps address any cognitive biases you may have had in your thinking. Does it help to change your thinking or approach to your topic?

Requirements:

- Cite all claims and ideas using scholarly sources.
- Include at least one scholarly source that is related to your topic for the final project. The CSU-Global Library is a good place to find these scholarly sources.
- Your paper should be 4-5 pages in length (not including the title page and reference page). Format your paper according to the *CSU-Global Guide to Writing & APA*.

You may wish to review the **APA Template Paper** (link in course) for help formatting your essay according to the requirements. If you need assistance with your writing style or you need writing tips or tutorials, visit the CSU-Global Writing Center. Review the grading rubric to see how you will be graded for this assignment.

Option #2: Cognitive Biases in the Workplace

You have been asked to teach a one-hour course on cognitive biases at your workplace. Write an essay that addresses the following:

1. Which of the cognitive biases would you address? Why would you address these cognitive biases?
2. What exercises would you use to identify cognitive biases?
3. What “push-back” might you expect from your co-workers? Why?
4. If you worked in a different industry, what different biases might you face? How might you address these?

Requirements:

- Cite all claims and ideas using scholarly sources.
- Include at least one scholarly source that is not part of the required or recommended reading for this course. The CSU-Global Library is a good place to find these scholarly sources.
- Your paper should be 4-5 pages in length (not including the title page and reference page). Format your paper according to the *CSU-Global Guide to Writing & APA*.

You may wish to review the **APA Template Paper** (link in course) for help formatting your essay according to the requirements. If you need assistance with your writing style or you need writing tips or tutorials, visit the CSU-Global Writing Center. Review the grading rubric to see how you will be graded for this assignment.

MODULE 4**Readings**

- Chapter 2 (pp. 122-133 only), Chapter 3 (pp. 146-153 only), and all of Chapter 4 in *Introduction to logic and critical thinking*.
- Lau, J., & Chan, J. (2017). Argument analysis: Tutorials 1-13. Retrieved from <https://philosophy.hku.hk/think/arg/index.php>

Opening Exercise (0 points)**Discussion (25 points)****Mastery Exercise (10 points)**

Portfolio Project Milestone (25 points)

Options #1 and #2

Portfolio Project Milestone #2: Revised Topic and Outline

HUM101 requires a Final Portfolio Project. This project will focus on an issue (social, professional, or personal) that you wish to investigate critically.

Please read the full Portfolio Project description in the **Module 8** folder page to preview your Portfolio Project assignment. Also, review the Portfolio Project grading rubric, which you can also access in the **Module 8** folder.

For this Portfolio Milestone, you will submit your revised topic and a draft outline of your Final Portfolio.

Directions:

Include the following in your milestone submission:

- A title page
- An outline of your project which includes:
 - Main points and sub-points
 - One paragraph describing your revised topic selection and a question or thesis statement to investigate critically.
 - One paragraph describing how you will use the intellectual standards to critically investigate the topic. You may wish to refer to Paul and Elder (2010).
 - One paragraph providing an overview of how your assumptions and questions on this issue could skew your critical thinking on this issue (Paul & Elder, 2010).
 - A reference page which includes three new scholarly references to investigate your critical thinking question or thesis. The CSU-Global Library is a good place to find these sources.

Format your paper and references according to the *CSU-Global Guide to Writing & APA*. Include a title and reference page. If you need assistance with your writing style or you need writing tips or tutorials, visit the CSU-Global Writing Center. Review the grading rubric to see how you will be graded for this assignment.

MODULE 5

Readings

- Chapter 1, Chapter 3, and Chapter 9 in Poepsel, M. (2018). *Media, society, culture, and you*. Open Textbook Library. Minneapolis, MN: Rebus Community.
- King, G., Pan, J., & Roberts, M. E. (2017). How the Chinese government fabricates social media posts for strategic distraction, not engaged argument. *The American Political Science Review*, 111(3), 484-501.
- Klausen, J. (2015). Tweeting the Jihad: Social media networks of Western foreign fighters in Syria and Iraq. *Studies in Conflict & Terrorism*, 38(1), 1-22.
- Machiorlatti, J. A. (2017). Media literacy. In M. Allen (Ed.), *The SAGE encyclopedia of communication research methods* (Vols. 1-4). Thousand Oaks, CA: SAGE Publications, Inc.
- Schiffrin, A. (2017). Disinformation and democracy: The internet transformed protest but did not improve democracy. *Journal of International Affairs*, 71(1), 117-125.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking (95 points)

Choose one of the following two assignments to complete this week. Do *not* complete both assignments. Identify your assignment choice in the title of your submission. Note that while there are two options for the Critical Thinking Assignment, there is only one rubric. Review the rubric to confirm you are meeting the assignment requirements.

Option #1: Media Literacy in the Digital Age

Using the concepts learned through the readings and interactive lecture pages, select a social issue or ethical dilemma in the news. Find two recent news articles from two different types of media sources on the issue. In your introduction, for both of your examples, be sure to carefully identify what types of sources you are analyzing (news story, editorial, commentary), the name of the media company, and the date and author. Then, answer the following questions:

1. What assumptions do you make about these articles before reading them? How is your mind already "at work"?
2. What is the main claim and/or point of view expressed (if there is one) by the article? Is the article objectively written? Be careful here - if the article is an editorial opinion, note that the purpose of this type of article is very different from that of a news story. If you are analyzing an editorial, is the argument presented logically?
3. Apply evaluative criteria to your analysis. Is there a particular audience that the article is targeting? Is there an appeal to sensationalism? Can you discern a vested ideological perspective?
4. What is a peer-reviewed source? What peer-reviewed sources did you find that helped in thinking critically about your issue?

Requirements:

- Cite all claims and ideas using scholarly sources.
- Include at least one scholarly source that is not part of the required or recommended reading for this course. The CSU-Global Library is a good place to find these scholarly sources.
- Your paper should be 4-5 pages in length (not including the title page and reference page). Format your paper according to the *CSU-Global Guide to Writing & APA*.

You may wish to review the **APA Template Paper** (link in course) for help formatting your essay according to the requirements. If you need assistance with your writing style or you need writing tips or tutorials, visit the CSU-Global Writing Center. Review the grading rubric to see how you will be graded for this assignment.

Option #2: Contemporary Examples of Media Bias and Propaganda

The required readings this week include a variety of recent examples of media bias and propaganda. Using these required readings, address the following prompts and questions:

- Compare and contrast the propaganda and bias emerging from jihadist fighters (Klausen, 2015) and the Chinese state (King, Pan, & Roberts, 2017).
- What arguments does Schiffrin (2017) make about social media and democracy?
- After reading these articles, what recommendations would you make regarding the dissemination of propaganda through popular or social media?

Requirements:

- Review the CSU-Global Library Guide for reading a peer-reviewed article (link in course).
- Cite all claims and ideas using scholarly sources.
- Include at least one scholarly source that is not part of the required or recommended reading for this course. The CSU-Global Library is a good place to find these scholarly sources.
- Your paper should be 4-5 pages in length (not including the title page and reference page). Format your paper according to the *CSU-Global Guide to Writing & APA*.

You may wish to review the **APA Template Paper** (link in course) for help formatting your essay according to the requirements. If you need assistance with your writing style or you need writing tips or tutorials, visit the CSU-Global Writing Center. Review the grading rubric to see how you will be graded for this assignment.

MODULE 6**Readings**

- Chapter 3 in *Introduction to logic and critical thinking*.
- Lau, J., & Chan, J. (2017). Scientific methodology: Tutorials 1-9. Retrieved from <https://philosophy.hku.hk/think/sci/>

Opening Exercise (0 points)**Discussion (25 points)****Mastery Exercise (10 points)****Critical Thinking (95 points)**

Choose one of the following two assignments to complete this week. Do *not* complete both assignments. Identify your assignment choice in the title of your submission. Note that while there are two options for the Critical Thinking Assignment, there is only one rubric. Review the rubric to confirm you are meeting the assignment requirements.

Option #1: Using the Scientific Method to Challenge Our Thinking

Using the concepts and ideas learned in Tutorials 1-9 in Lau and Chan (2017), write an essay in response to the following prompts.

1. Briefly define the Scientific Method using the Lau and Chan text.
2. Where have you made assumptions or drawn inferences on an important issue regardless of data or evidence to the contrary?
3. Analyze how you could improve your critical reasoning on this issue by using tools from the scientific method or statistical reasoning.
4. Provide a peer-reviewed example to add further support to the reasoning on your issue.

Requirements:

- Cite all claims and ideas using scholarly sources.
- Include at least one scholarly source that is not part of the required or recommended reading for this course. The CSU-Global Library is a good place to find these scholarly sources.
- Your paper should be 4-5 pages in length (not including the title page and reference page). Format your paper according to the *CSU-Global Guide to Writing & APA*.

You may wish to review the **APA Template Paper** (link in course) for help formatting your essay according to the requirements. If you need assistance with your writing style or you need writing tips or tutorials, visit the CSU-Global Writing Center. Review the grading rubric to see how you will be graded for this assignment.

Option #2: Persuasive Letter to a friend

Using the concepts and ideas learned in the Tutorials 1-9 of Lau and Chan (2017), write a letter (your letter's body should be an APA-formatted essay) to a close relative or friend who rejects the scientific consensus on an important issue. In this letter/essay, address the following questions:

1. How would you define scientific theories and how they operate?
2. Why do scientists employ the idea of falsifiability?
3. How would you try to convince this person to examine the issue using the scientific method in order to come to clear and careful assessments?
4. Why would you argue for engaging scientific, peer-reviewed sources on the issue?

Requirements:

- Cite all claims and ideas using scholarly sources.
- Include at least one scholarly source that is not part of the required or recommended reading for this course. The CSU-Global Library is a good place to find these scholarly sources.
- Your submission should be 4-5 pages in length (not including the title page and reference page). Format your submission according to the *CSU-Global Guide to Writing & APA*.

You may wish to review the **Letter Template to Public or Business Official** (link in course) for help formatting your essay according to the requirements. If you need assistance with your writing style or you need writing tips or tutorials, visit the CSU-Global Writing Center. Review the grading rubric to see how you will be graded for this assignment.

MODULE 7

Readings

- Azlin Puteh Salin, A. S., Ab Manan, S. K., Kamaluddin, N., & Nawawi, A. (2017). The role of Islamic ethics to prevent corporate fraud. *International Journal of Business & Society*, 18(S1), 113-128.
- Lau, J., & Chan, J. (2017). Values: Tutorials 1-10.
- Norenzayan, A. (2014). Does religion make people moral? *Behaviour*, 151(2/3), 365-384. doi:10.1163/1568539X-00003139
- United Nations General Assembly. (1948). *United Nations' Declaration of Human Rights*. Retrieved from https://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

MODULE 8

Readings

- Beard, K. (2015). Theoretically speaking: An interview with Mihaly Csikszentmihalyi on flow theory development and its usefulness in addressing contemporary challenges in education. *Educational Psychology Review*, 27(2), 353-364. doi:10.1007/s10648-014-9291-1
- Elder, L., & Paul, R. (2007). Critical thinking: The nature of critical and creative thought, Part II. *Journal of Developmental Education*, 30(3), 36–37.
- Elder, L., & Paul, R. (2015). Natural egocentric dispositions. *The Foundation for Critical Thinking*. Retrieved from <https://www.criticalthinking.org/resources/articles/natural-egocentric.shtml>
- Lau, J., & Chan, J. (2017). Strategic analysis: Tutorials 1-10. Retrieved from <http://philosophy.hku.hk/think/strategy/>

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Portfolio Project (300 points)

Choose one of the following two portfolio projects to complete. Do *not* complete both assignments. Identify your assignment choice in the title of your submission. Note that while there are two options for the Portfolio Project, there is only one rubric. Review the rubric to confirm you are meeting the assignment requirements.

Portfolio Project Option #1: Critical Investigation

Use Paul and Elder's (2012) intellectual standards to find a topic or problem that is clear, relevant, significant, and precise. Select an issue that you wish to investigate critically (social, professional, or personal). Examples of topics:

- How can I secure a job in accounting when I have no experience in the field?
- What proposals has the city of Denver made to reduce water consumption? How might this impact individual consumers?
- What financial changes do I need to make to retire at the age of 62?
- Should wolves be reintroduced to Rio Blanco County?
- How can I manage my children's cell phone usage?
- How can the pay gap between men and women best be addressed in my company?
- What are the most effective ways to address anxiety and depression? How can I use these to better my health?

IMPORTANT: The Final Portfolio is not a traditional "term paper."

Your final portfolio submission should include the following sections:

1. **Title page**
2. **Introduction**
3. **Engagement with issue or problem using scholarly sources and the intellectual standards proposed by Paul and Elder (2012):** What is the issue? Why is it significant? Why is this issue relevant to you (and/or your community)? What have you learned about the depth and breadth of the issue or problem from scholarly sources?

4. **Engagement with your own assumptions or thinking about the issue.** What assumptions do you bring to this subject? What concepts are "at work" in your mind as you investigate this issue? Why is this subject of interest to you and how might this skew your investigations? These questions constitute some of the issues covered by Paul and Elder (2012) in their "elements of reason."
5. **Engagement with scholarly sources:** How do the scholarly sources aid you as you think about the issue fair-mindedly and with depth? What have you learned from the scholarly sources that have helped you analyze the issue?
6. **Conclusion:** Reflect on your issue or problem and how the sources informed your thinking. What have you learned? How can you apply the intellectual standards and elements of reason to this issue or problem to come to creative solutions? What critical questions remain?
7. **References Page**

Details:

- You may write in the first person for your Final Portfolio Project.
- Your paper should engage a minimum of six scholarly sources that are not required or recommended readings for this course. The CSU-Global Library is a good place to find these sources.
- Your paper should be 7-8 pages in length and formatted according to the *CSU-Global Guide to Writing & APA*.
- Refer to the Revision Checklist (link in course) for an overview of items to consider as you add final polish to your draft.

Consult the Sample APA paper (link in course) for a more complete list of requirements. You may wish to review the APA Template Paper (link in course) for help formatting your essay according to the requirements. If you need assistance with your writing style or you need writing tips or tutorials, visit the CSU-Global Writing Center. Review the grading rubric to see how you will be graded for this assignment.

Portfolio Project Option #2: Critical Investigation

Select an issue or problem that you wish to investigate critically. Include your introduction that explains the context of the issue. From this introduction, formulate a question or thesis on the issue so that your research has a clear and cogent direction.

Use Paul and Elder's (2012) intellectual standards to find a topic or problem that is clear, relevant, significant, and precise.

Now, construct an annotated bibliography that addresses the problem or issue through scholarly sources. See link in the course for a good overview of how an annotated bibliography should be constructed and for an annotated bibliography example.

Your annotated bibliography should include the following:

1. **Title page:** include your name, date, title of annotated bibliography, and class
2. **Introduction:** provide a two-paragraph introduction that frames the issue or problem carefully
3. **Annotations:** Summarize the main point or arguments of each scholarly source. What are the main arguments? What is the point of this book or article? What topics are covered? If someone asked what this article/book is about, what would you say? After summarizing a source, it may be helpful to evaluate it. Is it a useful source? How does it compare with other sources in your

bibliography? Is the information reliable? Is this source biased or objective? What is the goal of this source? Each annotation should be roughly one or two paragraphs in length.

4. **Conclusion:** Provide a few paragraphs to conclude your annotated bibliography. Reflect on your issue or problem and how the sources informed your thinking. What have you learned? How can you apply the intellectual standards to your subject to think clearly? What assumptions did you take into the project—how were these assumptions challenged?
5. **References Page**

Details:

- Your annotated bibliography should include a minimum of 10 scholarly sources that are not required or recommended readings for this course. The CSU-Global Library is a good place to find these sources.
- You may write in the first person for the Final Portfolio.
- Your paper should be 7-8 pages in length and formatted according to the *CSU-Global Guide to Writing & APA*.
- Refer to the Revision Checklist (link in course) for an overview of items to consider as you add final polish to your draft.

If you need assistance with your writing style or you need writing tips or tutorials, visit the CSU-Global Writing Center. Review the grading rubric to see how you will be graded for this assignment.

COURSE POLICIES

Course Grading

20% Discussion Participation
0% Opening Exercises
8% Mastery Exercises
37% Critical Thinking Assignments
35% Portfolio Project & Milestones

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /repurposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the CSU-Global Guide to Writing & APA when citing in APA (based on the most recent APA style manual) for all assignments. A link to this guide should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults, or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.

APPENDIX A

Colorado General Transfer Pathways Alignment

Course Learning Outcomes	GT Pathways Competencies & Content Criteria	Assessment Methods
<p>CLO1. Describe the central concepts of critical thinking and explain the importance of these concepts for developing strong critical-thinking and reasoning skills.</p>	<p>CCa - Logic</p> <p>CT2a. Utilize Context Evaluate the relevance of context when presenting a position.</p> <p>CT2c. Utilize Context Analyze one’s own and others’ assumptions.</p>	<p><u>For GTH3</u></p> <p><u>For CT2a</u></p> <p>Module 2 - Critical analysis essay or letter.</p> <p><i>In this reflective writing exercise, students will analyze themselves with regard to the stage of development at which they see themselves as critical thinkers and critique their strengths and challenges in the matter of becoming advanced critical thinkers with advanced reasoning skills</i></p> <p><u>For CT2a</u></p> <p>Module 2 Discussion - Investigating Fair-Mindedness and Intellectual Standards in Critical Thinking</p> <p><i>Students discuss fair-mindedness in critical analysis as making ties to reasoning skills.</i></p> <p><u>CT2c</u></p> <p>Module 8 – Portfolio Assignment</p> <p><i>The goal of this assignment is to align a problem or issue while using a specific logic model from course content and where appropriate students may use other critical thinking tools they have used and learned about throughout the course.</i></p>
<p>CLO2. Analyze and apply critical thinking to verbal, written, and visual information.</p>	<p>CCa - Logic</p> <p>CT1a. Explain an Issue Use information to describe a problem or issue and/or articulate a question related to the topic.</p> <p>CT2a. Utilize Context</p>	<p><u>For CCa</u></p> <p><u>For CT1a</u></p> <p>Module 8 - Portfolio Assignment</p> <p><i>The goal of this assignment is to align a problem or issue with a specific logic model from Chapter Five (Exhibit 5.5, 115-122) from course content and where appropriate students may use other</i></p>

	<p>Evaluate the relevance of context when presenting a position.</p>	<p><i>critical thinking tools they have used and learned about throughout the course</i></p> <p><u>For CT1a</u></p> <p>Module 1 Assignment - <i>Students will select an issue they wish to investigate critically (social, professional, or personal). For this assignment students think about why an issue is important to them and what critical questions they have about the issue.</i></p> <p><u>For CT2a</u></p> <p>Module 1 Discussion – Critical Thinking Self-Assessment</p> <p><i>Students will evaluate and their positions as tied to critical thinking throughout the term. Students are asked to think of their initial positions in relation to their opinions at the end of the course. Ultimately – students are asked to provided context to their positions and any changed in their final portfolio paper.</i></p>
<p>CLO3. Evaluate opinions and media-based information.</p>	<p>CCc - The different questions dealt with by leading philosophers and/or theologians and their positions on those questions</p> <p>CT2a. Utilize Context Evaluate the relevance of context when presenting a position.</p> <p>CT2b. Utilize Context Identify assumptions.</p> <p>CT2c. Utilize Context Analyze one’s own and others’ assumptions.</p>	<p><u>For CCc</u></p> <p><u>For CT2a</u></p> <p>Module 3 – Discussion - <u>Investigating language, arguments, and cognitive biases</u></p> <p><i>In this discussion, students will evaluate context and deal with ideas of context and assumptions. In this assignment students are asked to interact with media and explain idea concerning concepts of cognitive bias and how critical thinking can be improved by investigating context. Students view videos on benefits of academic argumentation, read about how to deal with issues of imprecise language and cognitive biases.</i></p> <p><u>For CT2a</u></p> <p>Module 4 Discussion – Master the Content</p>

Students are asked to find an editorial opinion from a credible local or national newspaper. When searching newspaper sites and databases, include editorial/opinion in the search terms. Identify the premise of the topic/argument in the editorial and then identify their own premise regarding the issue identified in the editorial.

For CT2b

Module 5 – Critical Thinking - Media Literacy in the Digital Age/_Contemporary Examples of Media Bias and Propaganda

Students are asked to choose two different news articles from two different media sources. Write an essay comparing and contrasting two sources, clearly identify the author, title of article, name of publication, take notice of the type of article: local, national or international news story, editorial, or column, etc., Students Identify the main claim and supporting reasons or premises of the article, analyze the logic of the article according to the critical analysis tools used throughout the course, including identifying fallacies and rhetorical devices. They are then asked to delve deeper into the news coverage to discern the significant information that is omitted, and if the evidence is viable. Then they are asked to discern the logic of the arguments in each specific news article. They are advised to be alert to discern if there are rival causes and if the evidence is deceptive. Finally, students are asked to consider what significant information is omitted, or if other reasonable conclusions are possible in this assignment.

For CT2c

Module 7 Discussion – Critique

This discussion question asks students to draw upon course content to answer two

		<p>of the following four questions regarding concepts of ethical reasoning:</p> <ol style="list-style-type: none"> 1. What is the essential basis for ethical reasoning according to Paul and Elder? Why are ethical principles not a matter of subjective preference? 2. How might reasoning processes be used to achieve unethical goals? What examples of this have you witnessed in your personal or professional lives? 3. What are some challenges of moral absolutism and moral relativism? 4. How do you assess religious ideals as a source of value and ethics?
<p>CLO4. Make decisions based on independent thought and informed judgment.</p>	<p>CCa - Logic</p> <p>CCc - The different questions dealt with by leading philosophers and/or theologians and their positions on those questions</p> <p>CT2a. Utilize Context Evaluate the relevance of context when presenting a position.</p> <p>CT2b. Utilize Context Identify assumptions.</p> <p>CT2c. Utilize Context Analyze one’s own and others’ assumptions.</p> <p>CT5a. Understand Implications and Make Conclusions Establish a conclusion that is tied to the range of information presented.</p> <p>CT5b. Understand Implications and Make Conclusions</p>	<p><u>For CCa, CCc</u></p> <p>Module 3 Critical Cognitive Bias Essay (Personal or Professional) – Inference and Interpretation</p> <p><u>For CT2 a, b, c</u></p> <p><i>Students are asked think about their personal and professional goals and aspirations, what cognitive biases outlined by Wilke and Mata (2012) might impede their growth personally or professionally? They are asked to identify active steps they might take to recognize and combat such biased forms of thinking?</i></p> <p><u>For CT5a, b</u></p> <p>Module 8 Discussion – Lessons Learned and Future Applications</p> <p><i>Students are asked, after viewing the material in the required readings for the module, to develop an initial posting of one or two paragraphs that analyzes one topic related to moral reasoning and ethics. They are asked to make connections between strategic thinking and creativity. Students are asked to</i></p>

	<p>Reflect on implications and consequences of stated conclusion.</p>	<p><i>consider barriers to critical thinking and think of practical steps they can use moving forward. Students are asked to identify tools they plan to use in the course in their work or personal life.</i></p>
<p>CLO5. Analyze and evaluate bias and logical reasoning in print, audio, and visual communication with regard to fallacies, credibility, validity, reliability, ethics, and irrational and rational persuasion.</p>	<p>CCb - Ethics</p> <p>CT1a. Explain an Issue Use information to describe a problem or issue and/or articulate a question related to the topic.</p> <p>CT2a. Utilize Context Evaluate the relevance of context when presenting a position.</p> <p>CT2b. Utilize Context Identify assumptions.</p> <p>CT2c. Utilize Context Analyze one’s own and others’ assumptions.</p>	<p><u>For GTH3B</u> <u>For CT1 a, b, c</u></p> <p>Module 4 – Submit Portfolio Topic – Identify Fallacies inherent to topic <i>Within this milestone students are asked to indicate which of the two Portfolio Project options they have decided to complete and provide a one-paragraph write-up briefly explaining why you selected this option. They are to refer to the various fallacies featured in the Module 4 lecture pages for terms and concepts to use to ensure your topic will be logically and objectively presented.</i></p> <p><u>For CT1 a, b, c</u></p> <p>Module 5 Critical – Media Literacy in the Digital Age <i>Students, using the concepts learned through the readings and interactive lecture pages, select a social issue or ethical dilemma in the news.</i></p>
<p>CLO6. Explain and analyze the structure of rhetoric; apply rhetorical devices in a public forum.</p>	<p>CCa - Logic CCb - Ethics</p> <p>CT1a. Explain an Issue Use information to describe a problem or issue and/or articulate a question related to the topic.</p>	<p><u>For CCa, CCb</u> <u>For CT1a</u></p> <p>Module 5 – Critical Thinking - Critical Analysis Essay How to Detect Media Bias <i>Students are asked to choose two different news articles from two different media sources. They write an essay comparing and contrasting your two sources, clearly identify the author, title of article, name of publication, take notice of the type of article: local, national or international news story, editorial, or column, etc.</i></p>

Students Identify the main claim and supporting reasons or premises of your article., analyze the logic of the article according to the critical analysis tools we have been studying throughout the course, including identifying fallacies and rhetorical devices. They are then asked to delve deeper into the news coverage to discern the significant information that is omitted, and if the evidence is viable. Then they are asked to discern the logic of the arguments in each specific news article. They are advised to be alert to discern if there are rival causes and if the evidence is deceptive. Finally students are asked to consider what significant information is omitted, or if other reasonable conclusions are possible in this assignment.

For CT1a

Module 6 Discussion – Scientific Method and Critical Reasoning

Students are asked to use the tools of the scientific method and statistical reasoning to strengthen their critical thinking by answering two of the following prompts to explore these issues:

- 1. What intellectual virtues can we employ? Discuss an example from your professional or personal life where these virtues would help strengthen your ability to make logical inferences.*
- 2. What misconceptions often rise around the idea of a scientific “theory”? What are the characteristics of good scientific theories?*
- 3. What is a conjunction fallacy? Where have you committed this fallacy in your thinking?*
- 4. Where have you seen statistical data (or charts or graphs) used in a way that obscures critical*

		<p><i>thinking? Describe the issues and how you might correct these.</i></p>
<p>CLO7. Dissect elements of an argument using inductive and deductive reasoning in an organized persuasive essay.</p>	<p>CCa - Logic</p> <p>CCb - Ethics</p> <p>CCc - The different questions dealt with by leading philosophers and/or theologians and their positions on those questions</p> <p>CT1a. Explain an Issue a. Use information to describe a problem or issue and/or articulate a question related to the topic.</p> <p>CT2a. Utilize Context Evaluate the relevance of context when presenting a position.</p> <p>CT2b. Utilize Context Identify assumptions.</p> <p>CT5a. Understand Implications and Make Conclusions Establish a conclusion that is tied to the range of information presented.</p> <p>CT5b. Understand Implications and Make Conclusions Reflect on implications and consequences of stated conclusion.</p>	<p>For CCa, CCb, CCc</p> <p><u>For CT1a, CT2a, b</u></p> <p>Module 4 Critical Thinking- Investigating Fair-Mindedness in Critical Thinking</p> <p><i>Students are asked to use inductive and deductive reasoning as they work to prepare for their final portfolio.</i></p> <p><i>Students the reflect as to they will exhibit thinking skills as a fair-minded critical thinker.</i></p> <p><u>For CT5a</u></p> <p>Module 6 – Critical Thinking</p> <p><i>Using the concepts and ideas learned in the course, students write an essay in response to the following prompts.</i></p> <ol style="list-style-type: none"> 5. <i>Briefly define the Scientific Method using the Lau and Chan text.</i> 6. <i>Where have you made assumptions or drawn inferences on an important issue regardless of data or evidence to the contrary?</i> 7. <i>Analyze how you could improve your critical reasoning on this issue by using tools from the scientific method or statistical reasoning.</i> 8. <i>Provide a peer reviewed example to add further support to the reasoning on your issue.</i> <p><u>For CT5b</u></p> <p>Module 8 – Portfolio Assignment</p> <p><i>The goal of this assignment is to align a problem or issue while using a specific logic model from course content and where appropriate students may use other</i></p>

		<i>critical thinking tools they have used and learned about throughout the course.</i>
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CLO – Course Learning Outcome

CC – gtPathways Content Criteria GT-AH3

CT – gtPathways Critical Thinking Competency

Critical Thinking

Competency in critical thinking addresses a student’s ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.

Student Learning Outcomes (SLOs)

Students should be able to:

2. Utilize Context (required for GT- AH1, GT-AH2, GT-AH3, GT-SS1, GT-SS2 & GT-SS3)
 - a. Evaluate the relevance of context when presenting a position.
 - b. Identify assumptions.
 - c. Analyze one’s own and others’ assumptions.
5. Understand Implications and Make Conclusions (required for GT-AH1, GT-AH2, GT-AH3, GT-HI1, GT-SS1, GT-SS2 & GT-SS3)
 - a. Establish a conclusion that is tied to the range of information presented.
 - b. Reflect on implications and consequences of stated conclusion.

Written Communication

Competency in written communication is a student’s ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum.

Student Learning Outcomes (SLOs)

Students should be able to:

2. Develop Content (required for GT-CO1, GT-CO2, GT-CO3, GT-AH1 & GT-AH2)
 - a. Create and develop ideas within the context of the situation and the assigned task(s).
4. Use Sources and Evidence (required for GT-CO1, GT-CO2, GT-CO3, GT-AH1 & GT-AH2)
 - a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
 - b. Follow an appropriate documentation system.