

MSOM 601: Problem Solving and Critical Thinking



Prerequisite(s): None

Credits: 3

I. Course Description

This course introduces students to strategies for academic, professional, and personal success related to critical thinking and problem-solving. Students will be presented different reasoning, logic, and argument strategies that will help them distinguish the validity of emotional and rational claims. Conceptual, analytical, and practical foundations of problem-based application strategies will be applied through the context of problem definition, research, information utilization, critical thinking, and communication. A focus on how the use of language, definitive words, and social media can impact critical thinking will be reviewed.

II. Course Objectives

After completing this course, students should be able to:

1. Define critical thinking.
2. Engage in analyzing the argument culture while sharing the impact of biases, vagueness, and ambiguity have on thinking and actions.
3. Share how critical thinking, analyzing claims, and evaluating research source credibility is important in critical thinking.
4. Share how different fallacies can impact the quality of arguments and critical thinking.
5. Study and implement a model for students to use in applied problem-based issues presented in professional and personal settings
6. Share how different reasoning strategies and rhetoric impact critical thinking.
7. Discuss how language, definitive words, and social media can impact critical thinking.

III. Course Textbooks and Reading Materials

*Students must purchase in advance texts and/or materials for this course.

Critical Thinking

Moore and Parker

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IV. Weekly Information

Week 1

Introduction to Critical Thinking

Objectives

At the end of this Module, you should be able to:

1. Define critical thinking (Alignment course objective 1)
2. Explain the role of beliefs and claims in critical thinking (Alignment course objective 8)
3. Identify issues in real-world situations (Alignment course objective 6)
4. Recognize an argument (Alignment course objective 3)
5. Define and identify the common biases that affect critical thinking. (Alignment course objective 3)
6. Recognize general features of arguments (Alignment course objective 3)
7. Distinguish between deductive and inductive arguments (Alignment course objective 3)

Reading and Lectures

Chapter 1 & 2

Deliverables

Video Blog: Introduction

Video Blog: What is Critical Thinking?

Short Answer: Bias and Arguments

Journal Application: Fact vs. Faith

Week 2

Clarity and Credibility

Objectives

At the end of this Module, you should be able to:

1. Determine acceptable and unacceptable degrees of vagueness (Alignment course objective 3)
2. Identify type of ambiguity (Alignment course objective 3)
3. Evaluate the sources and content of claims (Alignment course objective 4)
4. Evaluate the credibility of sources (Alignment course objective 4)
5. Understand the impact of advertising and social media on consumer behavior (Alignment course objective 8)

Reading and Lectures

Chapters 3 & 4

Deliverables

Video Blog: Vagueness and Ambiguity

Short Answer: Vagueness, Ambiguity, and Clarity

Journal Application: Credibility

Week 3

Rhetoric

Objectives

At the end of this Module, you should be able to:

1. Explain the concepts of rhetorical force and emotive power (Alignment course objective 8)
2. Identify and critique different rhetorical devices (Alignment course objective 8)
3. Share how different rhetorical devices can impact communication (Alignment course objective 8)

Reading and Lecture

Chapter 5

Deliverables

Video Blog: Definitive Words

Short Answer: Rhetoric

Journal Application: Listening

Week 4

Fallacies

Objectives

At the end of this Module, you should be able to:

1. Recognize and define different fallacies that can lead to incorrect conclusions (Alignment course objective 5)
2. Recognize reasoning fallacies masquerading as valid inferences. (Alignment course objective 5)
3. Evaluate the logical strength of inferences presented to support or justify the belief that their conclusions are very probably, but not necessarily, true. (Alignment course objective 5)
4. Recognize fallacies involved in generalizing (Alignment course objective 5)

Reading and Lectures

Chapter 6, 7, & 8

Deliverables

Video Blog: Fallacies

Short Answer: Impact of Fallacies

Journal Application: Motivated Reasoning

Week 5

Deductive Arguments

Objectives

At the end of this Module, you should be able to:

1. Explain the four types of categorical claims (Alignment course objective 4)
2. Explain different categorical logic approaches (Alignment course objective 4)
3. Share the basics of truth tables and logical symbols (Alignment course objective 4)

Reading and Lecture

Chapter 9 & 10

Deliverables

Video Blog: Deduction
Short Answer: Deductive Reasoning
Journal Application: Arguments

Week 6

Inductive Reasoning

Objectives

At the end of this Module, you should be able to:

1. Identify and evaluate arguments from analogy (Alignment course objective 3)
2. Evaluate generalizations from samples (Alignment course objective 3)
3. Explain inferences. (Alignment course objective 7)
4. Explain argument strengths (Alignment course objective 7)

Reading and Lecture

Chapter 11

Deliverables

Video Blog: Analogy Argument
Short Answer: Analogies, Generalizations, and Causation
Journal Application: Analogy

Week 7

Moral Reasoning and Truth

Objectives

At the end of this Module, you should be able to:

1. Explain the role of value judgment in moral reasoning (Alignment course objective 7)
2. Demonstrate the use of strong critical thinking by organizing and developing an effective presentation. (Alignment course objectives 2 & 6)
3. Explain the principles involved in aesthetic reasoning (Alignment course objective 7)
4. Explain the principles involved in legal reasoning (Alignment course objective 7)

Reading and Lecture

Chapter 12

Deliverables

Video Blog: Recap and Impact
Short Answer: Moral Reasoning
Journal Application: Moral Reasoning

V. Course Information and Grading

Course Requirements (Weekly)

Each Module will be based on the inclusion and grading of the following segments: Discussion Blogs/ Short Answer/ Journals.

Class Discussions/Blogs/Journals

Successful online learning requires active and meaningful participation in the Discussion Board Forum. Critical thinking, appropriate use of judgment and professional comments are required for all responses. Simple agreement or disagreement with a fellow student does not constitute a quality response. Student opinions are important but must be supported by relevant data obtained in the literature or text.

1. One initial discussion board post is due by the fourth day (Thursday @ 11:59 pm) of each weekly module and two response posts are due by the last day (Sunday @ 11:59 pm) of each weekly module.
 - a. Undergraduate Word Count Requirements:
 - i. Initial post must be >200 words
 - ii. Responses must be >150 words
 - b. Graduate Word Count Requirements:
 - i. Initial post must be >250 words
 - ii. Responses must be >200 words
2. Participation – Students must meet initial and response post deadlines to be eligible for full points. Late initial posts may be accepted with a 33% reduction in the overall score assessed for each day late. Two response posts are required. If only one is received, then the overall score will be reduced by 25%. If no response posts are received, then the overall score will be reduced by 50%.
3. Students should be respectful and write in a proper and professional manner.
4. Refer to instructions inside the course for blogs and journals.

Please refer to the Discussion Board Rubric located within course syllabus for specific requirements and guidance on delivering a substantial discussion.

Late and Make-up Assignments/Short Answers

All deliverables are due by 11:59 PM on the due dates indicated. When substantive emergencies occur, acceptance of late submissions is left to the discretion of the course instructor.

Assignments that are submitted after the due date with prior written approval (text or email) from the instructor may receive the following deductions:

1. Late assignments are subject to a deduction of 10% of the available points for each day late.
2. Assignments submitted later than one week after due date will not be accepted and will receive a zero (0).
3. No work may be submitted after the last day of the course.
4. See Class Discussions for late discussion post policy.

Written Work

- All graded assignments must be typewritten, as designated by the professor of record for the course.
- All referenced materials must be presented according to the Publication Manual of the American Psychological Association (APA), based on the most current published edition. (current, 7th edition) (Except for English courses that specify use of MLA format.)
- All required written assignments are due on the last night of each lesson week at 11:59pm EST. This information is included in the course scheduler and calendar of every course.
- All written and graded assignments are considered the property of the College of Adult and Professional Studies and should be returned to the appropriate professor of record for the related course.
- SafeAssign may be used to check for plagiarism.

Grading Scale and Assigned Letter Grades

Charleston Southern Online Graduate classes follow the following numerical and letter grading scale. Grades will be posted by the Sunday night following the closing of the Module. No grades will be given to students over the phone.

A: 930 - 1,000 points
B+: 900 - 929 points
B: 830 - 899 points
C: 750 - 829 points
F: 0 - 749 points

Application: Problem Solving and Short Answer Rubric

Short Answer Rubric	Minimal	Competent	Effective	Mastery
Grade	0-74%	75-82%	83-92%	93-100%
Clarity	<ul style="list-style-type: none"> Consistently below expectations Lacks significant details of the assignment Lacks critical thought, analysis, and application Partially addresses the topic 	<ul style="list-style-type: none"> Inconsistent comprehension Marginal responses Content, concepts, ideas/responses are not fully developed 	<ul style="list-style-type: none"> Demonstrates satisfactory understanding Lacks answer to all questions/full scenario Demonstrates some knowledge of content and professional vocabulary Content needs additional focus for innovative responses other than restatement of text 	<ul style="list-style-type: none"> Relevant use of vocabulary throughout Demonstrates superior knowledge of concepts and theories Addresses problem/issue directly Demonstrates active critical thinking relevant to problem identification and effective solutions
Depth	<ul style="list-style-type: none"> Lacked detail that demonstrates active thought One-sentence answer 	<ul style="list-style-type: none"> Provided enough detail for marginal requirement “Textbook” in nature (restatement of what was in textbook) 	<ul style="list-style-type: none"> Demonstrated some form of outside material used Shows some critical thinking and active thought 	<ul style="list-style-type: none"> Articulates critical thoughts & analysis throughout the answer Obvious use of outside resources to supplement resources
Quality	<ul style="list-style-type: none"> Unorganized Poorly written 0 points for late assignments 	<ul style="list-style-type: none"> Lacks focus on content Some writing errors 	<ul style="list-style-type: none"> Follows assignment instructions Well-written Few writing errors 	<ul style="list-style-type: none"> Professional writing structure Well-organized response Free of grammatical, spelling, & formatting errors

Blog Rubric			
Criteria	Novice	Competent	Proficient
Content ⚡ Weight 75.00%	0.00 % Blog content was not relevant to the topic and did not engage the viewer.	50.00 % Blog content was general versus specific. Met minimum standards for engagement. Little critical thinking was observed.	100.00 % Blog content was specific and added to the discussion. Evidence of critical thinking was seen.
Timing ⚡ Weight 25.00%	0.00 % Content or comments were not submitted.	50.00 % Content and comments were submitted beyond the due dates.	100.00 % Content and comments met due date requirements.

Journal Rubric

	Levels of Achievement	
Criteria	Minimal	Effective
Initial Journal Response ⚡	0 to 10 points No journal entry or minimal following instructions.	11 to 15 points Journal followed instructions
Journal Response ⚡	0 to 5 points No journal entry or minimal following instructions.	6 to 10 points Journal followed instructions