

NOTRE DAME COLLEGE COURSE SYLLABUS

PH 200 – Critical and Creative Thinking

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Syllabus

About the Course

Instructor

Instructor information is listed in the Moodle course.

Course Rationale

Philosophy courses at Notre Dame College challenge students to think critically about our world and the human condition, providing a strong foundation for a liberal arts education. Philosophy is an important part of our liberal arts tradition because it directly fosters a life-long pursuit for truth, beauty and goodness. Philosophical thinking can be applied in any life situation because it teaches general problem solving, clear and persuasive communication, and writing that is ordered, coherent and complete. For this reason, one can argue that the study of philosophy is an invaluable compliment to any academic discipline.

Course Description

Thinking is both a skill and an art, with its own purposes, principles, strategies and precautions. This course is designed to develop and strengthen one's thinking by exploring the creative processes involved in problem identification and solution, the role of argument formation and criticism, and finally, communicating one's thinking. Both current events and timeless philosophical questions will be explored. Critical and Creative Thinking is a strong foundational course for all academic disciplines and majors.

Student Learning Outcomes

Program Learning Outcomes

Program outcomes aligned with this course are as follows:

1. Thinking logically, analytically, and creatively
2. Communicating effectively in speech and in writing
3. Demonstrating mastery of an academic discipline
4. Engaging in the lifelong search for truth, beauty, and justice

Course Learning Outcomes

By the end of this course, students will be able to:

1. Knowledge
2. Comprehension
 - a. Recognize that observation skills can be improved through more conscious use of the senses.

- b. Describe how we know when a fact is truly a fact.
 - c. Recognize how inferences can help us become better thinkers when expressed properly.
 - d. Identify how the student thinks and recognize areas of improvement in critical thinking.
3. Application
- a. Employ words in a more precise and definite way.
 - b. Illustrate inferential thinking.
 - c. Discover assumptions and demonstrate that proper argumentation is not based on assumptions.
4. Analysis
- a. Analyze and appraise the validity of an opinion.
 - b. Define evaluations and recognize evaluative words.
5. Synthesis
- a. Reconstruct critical thinking skills and analysis to revise an increase in communication, sound judgments, and enhanced reasoning skills.
 - b. Use critical reading and active listening skills to improve our critical thinking.
 - c. Incorporate the conscious use of our senses to improve our critical thinking.
6. Evaluation
- a. Assess critical thinking skills and analysis to interpret and defend an increase in appraisal, interpretation, and judgements in critical and creative thinking.
 - b. Compose an essay addressing a philosophical problem, incorporating learned critical thinking skills.

Required Course Materials

Herrick, Paul. *Think with Socrates: An Introduction to Critical Thinking*. Oxford University Press. ISBN: 978-0-19-933186-4

Recommended Readings and Materials

None required.

About Notre Dame College

Notre Dame College Mission Statement

Notre Dame College of Ohio, a Catholic institution in the tradition of the Sisters of Notre Dame, educates a diverse population in the liberal arts for personal, professional, and global responsibility.

Notre Dame College Goals

Notre Dame College engages students, staff, and the wider community in the educational experience. Those who choose a Notre Dame education are encouraged to develop core values and skills. The objectives and requirements of this course further the values/skills related to thinking logically, analytically, and creatively; communicating effectively in speech and writing; demonstrating mastery of an academic discipline; and choosing wisely for health and well-being.

Institutional Learning Objectives

Undergraduate students, as members of the Notre Dame College learning community, will be able to do the following:

- **Be Responsible:**
 - **Personally:** Choose a life that honors values, purpose, and accountability to self and others.
 - **Professionally:** Contribute to and enrich one's chosen discipline by acting morally and ethically.
 - **Globally:** Appreciate the world at local, national, and global levels and strive to have a positive impact.
- **Communicate Effectively:** Articulate thoughts and ideas clearly and effectively in written and oral forms in a variety of formats and situations.
- **Think Critically:** Exercise open-minded reflection and reasoning to analyze, evaluate, and make decisions.
- **Be Information Literate:** Research and evaluate information for accuracy, value, context, and meaning in order to formulate an argument.
- **Practice Ethical Inquiry:** Investigate and apply ethical reasoning in decision-making using ethical principles, including Catholic social teaching.

College Policies

Academic Policies and Procedures

See [Notre Dame College Catalog](#) for policies:

- **Incompletes**
- **Appealing a grade**
- **Course withdrawal policy**
- **Students with disabilities:** Students with documented learning disabilities must work with the director of the Learning Center who will provide the student with a letter for the instructor that documents the accommodation to be made. Refer to the catalog for the stated policy.

Personal Responsibility

Please take personal responsibility for your work and your future. You need to take responsibility for working diligently in your classes, planning for assignments and exams, doing

your best, and taking responsibility for your performance. This set of expectations is something you should be able to transfer into your future professional world.

Academic Dishonesty

Academic dishonesty includes, but is not limited to, the following: 1) the completion or attempted completion of any academic work by means other than those permitted; and 2) the alteration of a document relating to the grading process, including changing an instructor's grade book or changing answers on a test after the time to complete the test is over.

Examples of academic dishonesty include, but are not limited to, unauthorized collaboration, copying another student's answers, unauthorized aids on a test, using purchased or premade term papers, plagiarism, and destroying another student's work.

Plagiarism occurs when an individual presents the ideas, thoughts, or words of another as his or her own. Plagiarism includes, but is not limited to, using phrases, sentences, or ideas from a published source, including the Internet, without citing that source representing another's unpublished work as your own; rewriting or paraphrasing the work of another without giving credit to that person by citation; and submitting a paper as one's own work that has been copied, in whole or in part, from another's work.

Generally, the faculty decides upon sanctions for acts of academic dishonesty. Thus, academic dishonesty may carry specific penalties carried out by the faculty outside of the judicial procedure. Those penalties include, but are not limited to, failure on the specific assignment, failure of the course, and a creation of a plagiarism file, which includes an Incident of Plagiarism Form detailing the offense, filed with the Office of Academic Affairs. Note that although deference is given to the faculty to handle matters of academic dishonesty, such action does not preclude further disciplinary action under the college judicial procedure.

For further information on academic dishonesty, access the [Notre Dame College Catalog](#).

Disruptive Student Policy

The College seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of Notre Dame College. Similarly, the College seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of Notre Dame College; and that does not threaten the physical or mental health or safety of members of the College community. As a student at Notre Dame College, you are expected to adhere to the Student Code of Conduct. To review the Student Conduct Code, please see the [Student Handbook](#).

Students With Disabilities

Notre Dame College makes reasonable accommodations for students with disabilities. A qualified student with a disability may request support services from the Dwyer Learning Center on a yearly basis. In order to receive services at Notre Dame College, students with disabilities must provide documentation such as a statement from a medical doctor or licensed psychologist which meets state and federal standards for indicating the presence of a disability. (See "[Disability Services](#).")

Technology and Skills Requirements

Succeeding in Online Courses (Undergraduate)

How do I know if I can succeed in an online course?

Succeeding in accelerated online courses is much different from succeeding in traditional classroom courses. A different set of skills and habits is required for students to be successful in any accelerated course, especially those that are taken online. Research conducted over the years has demonstrated that students who can identify with most of the characteristics listed below are likely to be successful in accelerated online courses:

- They are self-starters who do not procrastinate.
- They are good at meeting deadlines.
- They are motivated to read, write, and participate in class activities.
- They have the ability to work independently and in teams.
- They are resourceful in solving routine technological problems.
- They are strong in reading, writing, and English language grammar skills.
- They schedule specific time each week to participate in online courses.
- They don't delay in asking questions when they don't understand something.
- They have reliable and consistent access to the Internet.
- They are proficient in basic computer and e-mail skills.
- They are disciplined in managing their time and daily schedule.

What do I need to participate in an online course?

Taking online courses at Notre Dame College is rewarding and fulfilling; however, to succeed, students must be highly organized and disciplined. Online faculty and the Finn Center monitor student engagement and participation in online courses. Students who do not log in to their courses at the beginning of a term may be administratively withdrawn.

Minimally, students need the following:

- A desktop or laptop computer purchased in the last few years
- A recent version of Microsoft Office products including Word, PowerPoint, and Excel
- An Internet browser (highly recommended: Google Chrome)
- A recent version of Adobe Acrobat Reader (available free online)
- A media player such as QuickTime or Windows Media Player
- Reliable high-speed (cable or DSL) Internet access
- A backup plan in the event the computer crashes

Help Desk

Students enrolled in any course through Notre Dame College can contact the help desk 24 hours a day, seven days a week. To contact the help desk:

- Call: 1 (800) 985-9781 (from anywhere in the United States)
- E-mail: support@learninghouse.com (from anywhere in the world)

Course Policies

Attendance Policy

For verification of enrollment in online courses, students must log in during Week 1 of each eight-week “D” term.

All students who have not logged in to their class by the end of the first week of each eight-week D term will be automatically dropped from their course.

All students enrolled in an online course at Notre Dame College must complete one of the following academically related activities within their online course in order to be marked as having attended and actively participated in the online course(s):

1. Post to a discussion board.
2. Submit an assignment.
3. Submit a quiz or exam.
4. Submit some other assessment as assigned.

Simply logging in to a course and navigating within the virtual classroom will not constitute participation; the student must complete one of the above academically related activities.

All students who have logged into their course but who have not participated academically by the end of the second week of the D term will be automatically dropped from their course.

Makeup Exam Policy

Document Submission Policies: Please submit all work in Moodle. Emailing assignment will only be acceptable in emergency situations and are at the sole discretion of the instructor.

Acceptable Document Formats: Please submit all assignments with an updated word format or PDF format. This will allow for ease in downloading and grading.

Acceptable Citation Formats: APA is acceptable.

Revision of Work Submitted: Criteria for revision: Revisions are accepted at the sole discretion of the instructor. These will be resubmitted within 24 hours of the professor’s notification.

Late Work Policy: Late work will be accepted for assignments until the last day of the course as identified in the academic calendar.

Late Assignments: Late assignments be reduced 25% per day. Any assignment submitted past 4 days will not be accepted.

Late Discussion Board Postings: Late Discussion Board Postings are permitted at a maximum of 4 per course. These must be done within 2 days of the initial post’s due date and time.

Instructor Feedback Time: The best way to reach me is through email. I will respond to emails during the week within 24 hours. On weekends, I will not be checking my email as much, if at all. If there is a need for a phone conversation to further help you in the course, I am willing to do that.

Netiquette Guide

1. **Ask questions.** If you find something confusing or want to know more, do not hesitate to ask questions. Make sure to post your questions in the appropriate thread.
2. **Participate.** Do not hide in the background; it is not fair to lurk and let others do all the work. Contribute to discussions to get as much as possible from the course and maintain your participation grade.
3. **Do not dominate a discussion.** Share your knowledge, but not to the point of excluding others. If you have something to offer, please share it, but allow everyone to contribute equally to a discussion.
4. **Be intellectually rigorous.** Do not excuse sloppy or illogical thinking. Challenge yourself and one another.
5. **Be tactful.** Be critical of ideas, but remember there are other people involved. Be tactful and kind. You can hurt the feelings of a person reading your post.
6. **Forgive other students' mistakes.** Do not correct others, even if you follow the rules of netiquette and use good manners. Just because you do not agree with a student's post does not mean that he or she is wrong. Instead, offer a different perspective to encourage further discussion.
7. **Read the whole thread before posting.** Read all the posts in a thread before responding so you don't repeat what others have already said. Try to contribute clarifying information or a new idea to a discussion.
8. **Be concise.** Do not waste people's time by posting basic, repetitive information. Make your point clearly and quickly.
9. **Reread and check your posts.** Practice professionalism. Be mindful of how you look online; others will likely judge the tone and quality of your writing. Reread your posts and edit for clarity and mechanics.
10. **Cite your sources.** If you use a source, cite it properly. Give credit where credit is due. Include links where appropriate.
11. **Maintain confidentiality.** Respect your classmates' privacy. Do not repeat the personal information that others share.
12. **Report technical problems.** If the platform is not working properly, please let your instructor know as soon as possible.

Course Requirements and Methods of Evaluation

Grade Allocation

Assignment	Point Values	Percent of Total Grade
Introductory Forum	10	1%
Weekly Discussion Forums 8 at 50 Points Each	400	40%
Quizzes (Weeks 2, 6) 2 at 10 Points Each	20	2%

Assignment	Point Values	Percent of Total Grade
Critical Response Essay (Weeks 3, 5, 7) 3 at 50 Points Each	150	15%
Journals (Weeks 1, 2, 4, 6) 4 at 20 Points Each	80	8%
Debates (Week 3, 5) 2 at 20 Points Each	40	4%
Midterm Exam (Week 4)	100	10%
Final Exam	200	20%
Total	1000	100%

Grading Scale

Letter Grade	Numerical Equivalent	Quality Points
A	93–100%	4.0 per credit hour
A-	90–92%	3.7 per credit hour
B+	87–89%	3.3 per credit hour
B	83–86%	3.0 per credit hour
B-	80–82%	2.7 per credit hour
C+	77–79%	2.3 per credit hour
C	73–76%	2.0 per credit hour
C-	70–72%	1.7 per credit hour
D	65–69%	1.0 per credit hour
F	0–64%	0.0 per credit hour

Undergraduate Nursing Courses Only

- A minimum grade of C is required in all nursing prerequisites, support courses, and nursing courses in the nursing major. Students must achieve a minimum exam average of 75% in each nursing course and complete all course requirements as specified in the course and clinical syllabus in order to satisfactorily pass the nursing course with a grade of C or greater.
- If a student achieves less than a 75% exam average in a nursing course, the student must repeat the theory, lab, and clinical component (if included) of the nursing course. The nursing program grading scale for exams differs from the College grading scale.
- If a nursing course has a clinical/lab component, students must achieve a satisfactory rating in the clinical/lab component, as well as meet all other course requirements, in order to successfully pass the course. Students who receive an unsatisfactory clinical/lab rating, but maintain an overall average of 70% or greater for ALL course

assignments (including tests and quizzes), will receive a grade of C-. Prerequisite courses and support courses may be repeated only once if a student receives a grade lower than a C.

- Two unacceptable grades in any combination of nursing courses (NR), including nursing elective courses, will be grounds for dismissal from the nursing program.

Assignment Descriptions

This course has a 1,000-point scale which allows you to easily calculate your performance as we move along. There will be three written assignments, two quizzes, eight forums, four journals, two debates, one midterm exam and one final exam required for this course. We will be having lively conversations in the forum each week. Online participation is very important to have an effective online class. You are required to post responses, feedback and rebuttals during the week. Online time is the true learning component of philosophy classes. We will discuss the reading, however more to the point; we will be attempting to ‘do philosophy’, to shape our own ideas. You are not required to be online at the same time as fellow students; however, you are required to participate throughout the week.

Please review the rubrics for each assignment carefully.

Critical Response Essay Assignments	Points Allocated
Grammar	10 points
Comprehension of Content	20 points
Specific Paper Guidelines Followed/Connection to Text	20 points
Total	50 points

Rubric for Debate Assignments	Points Allocated
Strength of Argument in Post	10 points
Reply to Other Side	10 points
Total	20 points

Rubric for Discussion Forums	Points Allocated
Meeting by Wednesday with Initial Post Rule	5 points
Participating in Forum on Three Separate Days of the week	5 Points/Post = 15 Points
Quality of Posts	10 Points/Post = 30 Points
Total	50 points

Rubric for Journal Assignments	Points Allocated
<i>Your journal entries should connect to our course content with both breadth and depth. You are not meeting a word count, rather you are responding with your thoughts in a robust manner. If you able to accomplish this goal in 1-2 paragraphs, then you have adequately met the journal requirements.</i>	
Connection to Course Content	10 points
Depth of Entry	10 points

Total	20 points
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The quizzes will be short online assessments covering material from the text for that week.
Exams (Midterm and Final Exam) The exams will be online assessments covering material from the text. Please note that the midterm covers the first half of the course and the final covers the entire course.

Course Calendar

The instructor reserves the right to make changes in the schedule and assignments based on the needs of the class. For important College dates, including withdrawal dates, please refer to the [academic calendar](#).

Module	Learning Resources	Assignments Due	Course Learning Outcomes
1	Read Unit 1 Socrates Part 1: Life and Method Appendix. An Excerpt from <i>The Clouds</i>	Introductory Forum (Flipgrid) Discussion Forum 1 (MLO 1, 2, 3) Journal (MLO 3)	
2	Read Unit 1 Socrates Part 2: Life and Death	Discussion Forum 1 (MLO 1) Quiz (MLO 2) Journal	
3	Read Unit 1 On Socrates's Two Favorite Questions Interlude: Socrates at Work	Discussion Forum Critical Response Essay Debate	
4	Read Unit 2 Cognitive Biases	Discussion Forum Journal Midterm Exam	
5	Read Unit 2 Relativism and Skepticism	Discussion Forum Critical Response Essay Debate	
6	Read Unit 3 Reason and the Senses Personal Experience, Testimony, and Expert Authority	Discussion Forum Quiz Journal	
7	Read Unit 3 Watch Out for Logical Fallacies	Discussion Forum Critical Response Essay	
8	Read Unit 3 The Internet, News Media, and Advertising	Discussion Forum Final Exam	

Module	Learning Resources	Assignments Due	Course Learning Outcomes
	Interlude: The Myth of the Cave		