



**ORGL 197
Critical Thinking
Spring 2014**

Instructor: Delores Rice, Ph.D. - Assistant Professor
Office Location: Virtual
Office Hours: Virtual Daily
Office Phone: 512.900.1913
Office Fax: 903-886-5507
University Email Address: delores.rice@tamuc.edu

Critical Thinking

Purpose

This syllabus provides course information, which includes materials required for the course, the course description, and student learning outcomes (LOs) to help you navigate the course and complete requirements.

Policies

Technology Requirements

This is an online course and the following technological resources are required:

- Computer /Internet access and connection- high-speed preferred (not dial up)
- Speakers so you can hear audio enhanced assignments throughout the semester
- Headset/Microphone
- Webcam
- Microsoft Word, Excel, and PowerPoint

This course may also require the following:

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will catch Yahoo, Hotmail, etc.

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

Access and Navigation

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to:

<https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuccommerce.edu.

eCollege Student Technical Support:

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.
- Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to Dropbox, How to post to discussions, etc...)

Course Concerns:

If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.

Other Questions/Concerns:

Contact the appropriate TAMU-C department related to your questions/concerns. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.)

Communication and Support

Email is the best way to communicate as it is checked throughout the day. However, in order to avoid duplication of questions and answers I prefer that you post all class related questions in the Virtual Office course tab. It is likely that your peers will have the same question. Emails of a personal nature should be sent to my email address via eCollege. Or if you want to talk via phone, you may contact me via Google voice at 512.900.1913. Please do not call before 9 a.m. or after 9 p.m.

Course and University Procedures/Policies

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments),

and abuse (destruction, defacing, or removal) of resource material. Violation of these academic standards may result in removal or failure. Please see the TAMU Catalog.

Dropping the Class

If you need to adjust your schedule by dropping this course, please contact your Academic Coach. Please be aware that dropping your course may impact your financial aid, veterans and military benefits, three peat, 45-hour, and 30-hour rules. It is the student's responsibility to drop the course. If you fail to officially drop the class, a failing grade shall be assigned.

Incompletes

If you receive a grade of "I" or Incomplete you have one full term to complete the items that remain incomplete. If you have not submitted the necessary assignments by the end of the next full term your grade automatically converts to an "F."

Student Withdrawal

A student wishing to withdraw from all courses before the end of a term for which he/she is registered must clear his or her record by filing an application for voluntary withdrawal. Please contact your Academic Coach.

This action must be taken by the date stated in the as the last day to drop a class or withdraw. Any student who withdraws from the university is subject to the conditions outlined in the section regarding Scholastic Probation or Suspension in the university catalog. It is the student's responsibility to withdraw from classes if he or she does not plan to attend during the semester in he/she has enrolled. A student has one year from the first day of a semester to appeal a withdrawal refund. Courses withdrawn are counted as attempted hours and count towards the three-peat, 45-hour and 30-hour rules and financial aid and veterans and military benefits.

Instructor Withdrawal

Your instructor of record reserves the right to withdraw a student from his or her course based on inadequate access to and progress in the online course materials.

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See '[Code of Student Conduct](#)' from Student Guide Handbook)

Course Home

Course Objective: Describe the concepts essential to the comprehension, analysis, and creation of arguments culminating in the development of reasonable strategies for belief formation.

Critical thinking about information is a necessary skill for anyone to be able to problem solve including making clear decisions and conclusions. In this course, you dissect the components of arguments and interpret them based on your own perspectives. You are introduced to the processes of logical reasoning to interpret arguments and learn how to evaluate the quality of reasoning behind arguments, interpretations, and/or beliefs. You determine how a well-reasoned argument is created and how to determine the mode(s) of inquiry used to gather and generate information. You also interpret evidence/findings, especially alternative positions different from your own, formulate significant questions for exploration, and recognize your own biases by viewing an issue through multiple perspectives. Finally, you explore how to employ focus, organization, discipline, and empathy in approaching complex problems in order to evaluate your own position or conclusions through reflective thinking.

Throughout the course, you engage in a variety of readings, multimedia materials, a short presentation, individual or group exercises, as well as collaborative conversations to enable you to evaluate arguments balanced with your own perspectives to address problems with discipline leading to a conclusion through reflective thinking. In addition to these learning activities, each learning outcome has an assignment that presents a scenario or situation with questions to guide you to apply everything you have learned up to that point.

Content	Description	Notes
Syllabus	<p>For the first topic, Processes to Logical Reasoning:</p> <ul style="list-style-type: none"> • Review interactive presentation • Practice analyzing and defining arguments • Practice terminology with Flashcards • Discuss statements and arguments • Write a 2-page paper on argument components <p>For the second topic, Quality of Reasoning:</p> <ul style="list-style-type: none"> • Review interactive presentation • Read a chapter section • Practice reasoning • Practice assumption in reasoning • Answer questions <p>For the third topic, Well-reasoned arguments:</p> <ul style="list-style-type: none"> • Review interactive presentation 	<p>You have maximum responsibility for your learning and involvement in the course.</p> <p>It is important that you review the syllabus and keep up with the course materials and deadlines.</p>

- Read a chapter section
- Practice terminology with Flashcards
- Create a list of valid arguments
- Write paper on well-reasoned arguments

For the fourth topic, Mode(s) of Inquiry:

- Review interactive presentation
- Read a chapter
- Practice influence of data
- Discuss induction
- Write a newspaper article

For the fifth topic, Evidence and Findings:

- Review interactive presentation
- Read a chapter
- Practice terminology with Flashcards
- Identifying evidence and alternatives
- Research and write paper on evidence and alternatives

For the sixth topic, Questions for Exploration:

- Review interactive presentation
- Read a chapter
- Practice terminology with Flashcards
- Watch a video on formal fallacies
- Watch a video on complex questions and fallacies
- Practice identifying reasoning and fallacies
- Research and write paper on reasoning and fallacies

For the seventh topic, Biases:

- Review interactive presentation
- Watch a video on biases
- Discuss reasonableness vs.

	<p>biases</p> <ul style="list-style-type: none"> • Practice knowing your biases vs. others • Practice identifying words and where they come from • Write a 2-page speech on biases and perspectives <p>For the eighth topic, Arguments, Positions, and Beliefs:</p> <ul style="list-style-type: none"> • Review interactive presentation • Read a chapter • Practice analyzing evidence and forms • Practice evaluating components of suggestions • Create a presentation on assessing reasonableness <p>For the ninth topic, Approaching Complex Problems:</p> <ul style="list-style-type: none"> • Review interactive presentation • Read a chapter • Practice evaluating conflicts and conclusions • Practice evaluating roles in arguments • Create presentation evaluating evidence, outcomes, and support for outcomes <p>For the tenth topic, Reflective Thinking:</p> <ul style="list-style-type: none"> • Review interactive presentation • Read excerpts from a chapter • Practice a speech using a statement of reason format • Discuss premise, conclusion, structure and support • Create 2-page paper on statement, beliefs, reasoned argument for a new belief 	
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Pretest

The Pretest for this Critical Thinking course assesses your knowledge of Processes to Logical Reasoning, Quality of Reasoning, Well-reasoned arguments, Mode(s) of Inquiry,

Evidence and Findings, Questions for Exploration, Biases, Arguments, Positions, and Beliefs, Approaching Complex Problems, and Reflective Thinking.

The purpose of the pretest is to provide a baseline understanding of your knowledge in this competency. The pretest is required for the course. Passing grades for all competencies and assignments for this course are a score of 80 points or higher.

Content	Description	Time	Value	Notes
Pretest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	120 minutes	100 points	

Dropbox Instructions

Please submit your Assignments to the Dropbox in order to receive faculty feedback. To submit to the Dropbox, click on the Dropbox tab at the top of the course content frame. Click on the Submit an Assignment link. Choose the designated Dropbox Basket title for the assignment. Click the Add Attachments button to browse for the assignment document on your computer that you would like to submit. After attaching the document, you may add comments to your instructor in the Comments field if you wish, then click the Submit button.

Discussions

You are expected to participate/post in each discussion thread/activity in the module. Responses are not merely a restatement of information or ideas already presented. You are expected to present new ideas for consideration, pose questions to explore a topic deeper, and/or add to perspectives presented.

To respond to the discussion topic: If you're the first to enter the Discussion, there will only be a **Respond** button. Otherwise, you will see other's postings below. Click on the **+ Expand All** button to view all of the entries made by your fellow learner or click each one, one at a time. Please pose your response and then return later, or tomorrow, to read and respond to your classmates.

Posttest

The Posttest for this Critical Thinking course assesses your knowledge of Processes to Logical Reasoning, Quality of Reasoning, Well-reasoned arguments, Mode(s) of Inquiry, Evidence and Findings, Questions for Exploration, Biases, Arguments, Positions, and Beliefs, Approaching Complex Problems, and Reflective Thinking.

The Posttest is an assessment of your knowledge of the material required for the competency. A score of 80 points or higher is required to demonstrate competency. If you score less than 80 points on any competency you will have an opportunity to review the material and re-take the competency Posttest. You may take the Posttest assessment up to three times. If you have not passed the competency in three attempts, you will work with an Academic Coach to determine another method of fulfilling the program requirements in this subject. In order to demonstrate competency, a score of 80 points or higher is required.

If the term ends prior to you being able to demonstrate competency you will receive a grade of "I" and be required to complete the remaining competencies in the next term.

Content	Description	Time	Value	Notes
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Posttest	Measures your competency of learning outcomes through essay, short answer, and multiple choice questions.	180 minutes	100 points	
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