

DePaul University
School for New Learning ~ Undergraduate Programs

LL270 – Critical Thinking

Spring Quarter 2019

Late Start (starts in second week of the quarter)

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SNL BAIFA Competence: L-5 → Course # 32749

SNL BAPS: → Course #32749

Faculty

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See *Faculty Biography* section below for further information

Course Dates & Location

Wednesdays: April 10, 17, 24, May 1, 8, 15,* 22, 29, June 5,* June 12 – 5:45-9:00pm

Loop Campus – Daley 1502

*Week of May 15th – D2L Week – no campus meeting/required activities on D2L

**Week of June 5th – Class will meet via Zoom virtual technology, 5:45-9:00pm

Course Description

This course aims to help students develop their critical thinking abilities and apply them to college-level intellectual activity. When we study critical thinking, we cultivate the skills and strategies of thoughtful reflection, close inquiry and focused analysis. We also foster openness to the viewpoints of others and a healthy skepticism about what's taken for granted. Among other things, this entails becoming aware of cognitive processes and cultural frameworks which enable us to make sense of the world – processes and frameworks that are so deeply ingrained in us that their operation in everyday life is virtually invisible. It also involves practice in the recognition, construction and evaluation of arguments, a pursuit in which we consider principles of logic, styles of persuasion and techniques of propaganda. We also encounter some methods of thinking outside the box. We do this through a variety of readings, exercises, in-class experiential activities, and projects designed to help students develop competence in reflecting on experience, connecting assertions with evidence, engaging the ideas of others and bringing multiple perspectives to bear on complex issues. Such abilities are crucial to individual development, communal engagement and democracy itself.

Course Learning Goals & Outcomes and L-5 Competence (BAIFA)

Learning Goals

After completing this course, you will be able to:

- Identify claims and assess their fit with reasons
- Distinguish among different kinds of reasons presented to support claims

- Distinguish between reports, inferences and judgments
- Identify and analyze common rhetorical strategies, logical fallacies and propaganda devices
- Recognize, construct and make evaluative distinctions among different kinds of arguments
- Examine experiences with critical scrutiny
- Discuss the roles played by perception, emotion and belief in shaping views
- Identify and dramatize problems and limitations inherent in linguistic discourse
- Appreciate, engage with, and make use of viewpoints other than one's own

L-5 Competence (BAIFA students)

Can analyze issues and reconcile problems through critical and appreciative thinking.

1. Analyzes, critiques, and evaluates different forms and level of thinking and reasoned discourse.
2. Constructs well-reasoned arguments in the context of real-life experiences and issues

Students demonstrate this competency by applying the elements of reasoning and critical thinking. Students will be able to critique as well as construct arguments by analyzing and creating claims, appropriate reasons, and rebuttals. Students will also analyze the audience and address a variety of points of view. Students should continue to develop their critical thinking skills throughout the program.

Addressing the L-5 Competence – All Lifelong Learning courses offered by the School for New Learning emphasize overarching skills in three categories: Learning from Experience; Inquiry; and Decision-making. The assignments listed above track with these categories as follows:

- the Personal Narrative Essay emphasizes learning from experience;
- the Argument Analysis Paper emphasizes inquiry and decision-making;
- the Take Home Exercises and class discussions emphasize inquiry; and
- the Play On A Word project emphasizes all three overarching skills.

Learning Resources & Strategies for All Students

Learning Resources

NOTE: there is no hard copy textbook to purchase for this course. Instead, we will use a collection of readings housed in our D2L course site. Each week you will be directed to specific articles and links, and these will be located in the weekly assignment sections. All specific readings will be assigned via D2L, therefore it will be critical for you to pay attention to the supplemental D2L course site.

Learning Structures and Strategies

Course Structure – This course consists of ten “modules” which coincide with the ten weeks of the course. Here is how we will meet:

- ⇒ **We will meet on campus for eight** weeks,
- ⇒ **One week we will have required asynchronous D2L forum activities** (which count as attendance/participation for that week) – no campus meeting this week; and
- ⇒ **One week we will meet synchronously (at class time) via Zoom** (see <https://zoom.us> – complete instructions will be provided).
- ⇒ **All ten weeks require your attendance** – whether on-ground or online, synchronous or asynchronous, we will have critical in-class activities that connect to the theme of the module.

Our Course Structure also offers opportunities to examine our thinking and interacting as we “meet” in various formats.

Learning Strategies

In-class participation in hands-on activities (which contains collaborative as well as individual learning); class discussions (dyad/small group/large group; face-to-face or virtual); in-class peer exercises and writings; class review of videos; weekly readings from articles; completion of Personal Narrative Essay; completion of Argument Analysis paper; completion of “Play on a Word” project, Part 1 and Part 2, and presentation to class.

Learning Deliverables

All students will be expected to demonstrate the course Learning Goals by:

Completing Three Major Writing Assignments:

1. a Personal Narrative essay;
2. a detailed Argument Analysis Paper;
3. and a quarter-long project called “Play On A Word” (Part 1 and Part 2)

Completing Other Learning Deliverables: Several modules require that you submit a set of written Take Home Exercises and all modules require that you participate in a class discussions and activities.

Assessment of Student Learning

Pass/Fail Grading/Letter Grade Option

It is assumed students will take SNL's Critical Thinking course on a Pass/Fail grading basis (i.e., PA or F). If you are enrolled in the course then the grade roster already lists you as taking the course on the Pass/Fail basis. Most of the courses in SNL's Lifelong Learning Area are set up this way. However, if you like, you may elect to take Critical Thinking for

a letter grade (i.e., A, B, C, D or F) instead. If you're interested in taking the course for a letter grade, you should discuss the matter with your instructor. (You want to choose the option that's best for you.) *If you wish to take the course for a letter grade, you must notify the instructor of your wish to do so by the end of WEEK 2/start of WEEK 3 of the quarter (in other words, by the time you come to our WEEK 3 class).*

You should be aware that if you choose the letter grade option in this course, then the grade you receive (whether A, B, C, D or F) will impact your grade point average in the standard fashion. On the other hand, if you take the course on the Pass/Fail basis and you receive a Pass grade, then there is no impact on your grade point average. Finally, if you take the course on the Pass/Fail basis and receive a Fail grade, then you receive negative credit.

The grading basis may not be changed after these deadlines, with no exceptions. In other words, once you commit to taking the course for a letter grade, you cannot switch back to the Pass/Fail.

Meaning of Pass/Fail and Letter Grades

Each of the major assignments in the course has its own mini-rubric for assigning points. Speaking generally though, the following descriptions apply:

Work assessed as A or Pass with high marks is characterized by *thorough and thoughtful engagement* with the material, superior comprehension of key concepts and exceptionally fluent, college-level writing. Work that is "thoughtfully engaged" covers the basics but goes beyond them by a) drawing insightful connections; b) raising incisive questions; and c) making well-supported evaluations, inferences or arguments.

Work assessed as B or Pass with good marks is characterized by *thorough engagement* with the material, good comprehension of key concepts and fully fluent, college-level writing. Work that is "thoroughly engaged" covers the basics and applies them aptly and consistently while providing the occasional provocative connection, relevant question or well-supported evaluation.

Work assessed as C or Pass with adequate marks is characterized by *engagement* with the material, comprehension of key concepts and mostly fluent, college-level writing. Work that is "engaged" covers the basics and applies them aptly without going beyond them.

Work assessed as D or Fail with mostly low marks is characterized by *low engagement* with the material, comprehension of few key concepts and writing that is intermittently fluent. Work that is "lowly engaged" occasionally covers the basics and attempts to apply them with limited success.

Work assessed as F or Fail with overall low marks is characterized by poor engagement with the material, incomprehension of key concepts and writing that lacks fluency. Work that is “poorly engaged” covers few or no basics and attempts to apply them without success.

Grading Criteria & Scale

Attendance and Participation in 10 Class Sessions (2.5% earned per class) (8 on-ground /1 D2L week/1 Zoom week)	25%
Take Home Exercises	15%
Personal Narrative Essay	15%
Argument Analysis Paper	20%
“Play on a Word” Project, Parts 1 and 2 / Word Party	25%

Points correlation to letter grading system for assignments and overall course grades:

A	100-96
A-	95-91
B+	90-86
B	85-81
B-	80-76
C+	75-71
C	70-66
C-	65-61 **
D+	60-56
D	55-51
F	50 or below

***Please note: Overall course grades lower than a C- do not earn credit toward your degree at the School for New Learning*

Course Schedule – Spring 2019

NOTE: Schedule will be updated according to needs/interests of class

Assigned Readings: Articles/book excerpts will be housed in our D2L course site. Each week you will be directed to specific articles and links, and these will be located in the weekly assignment sections. **Note:** the “Chaffee” PDF reading is one long document (housed in D2L) – you will have specific page assignments from this document throughout the quarter.

All Assignment Details/Guidelines: Housed in D2L under “Content.” Assignments are noted on the schedule several weeks before they are due, and **highlighted in red in the week/section immediately before they are due.**

In Each Class Session, You Can Expect: To engage in class discussions and dyad/small-group interactive activities around the weekly theme, and to participate in in-Class peer exercises and writings based on the readings assigned for that week (this participation is a component of your overall course grade).

On Campus Meetings are not Shaded

Online/D2L Week is Shaded

Zoom Class Meeting is in Green Font/not Shaded

Changes/Updates: The Course Schedule (including assigned readings) may be modified as we progress, in conjunction with the needs/interests of the class, or unforeseen events. I will email you with any changes/updates and also note these in D2L under "Content."

Week/Date	Class Learning Focus	Readings & Assignments for Next Week
WEEK 1 April 10	Module 1 Thinking Critically in Our Culture	<p>Readings (find on D2L/Assignments for WEEK 2)</p> <p>1-Read Module 1 Introduction 2-Read Module 2 Introduction 3-Read in Chaffee PDF – pp.52-53 4-Read Staples, "Just Walk on By" 5-Read Cisneros, "Only Daughter" ~</p> <p>Assignments (guidelines in D2L)</p> <p>"Play on a Word" – Part 1, Submission Form due in D2L dropbox/submissions by April 17, 5:45PM (at class time) + bring to class for discussion</p> <p>"Play on a Word" – Part 1 ALL definitions due in dropbox/submissions by May 15, 5:45PM (at class time)</p>
WEEK 2 April 17	Module 2 Perceiving and Using Language	<p>Readings (find on D2L/Assignments for WEEK 3)</p> <p>1-Read Module 3 Introduction 2-Read in Chaffee PDF – pp.132-142, 230-235 ~</p> <p>Assignments (guidelines in D2L)</p>

		Personal Narrative Essay DUE April 24, by 5:45PM (class time) in D2L Submissions/Dropbox
WEEK 3 April 24	Module 3 Believing and Knowing	<p><u>Readings (find on D2L/Assignments for WEEK 4)</u></p> <p>1-Read Module 4 Introduction 2-Read in Chaffee PDF – pp.178-185 3-Read O'Harrow, "Conspiracy Theory Wins Converts" ~</p> <p><u>Assignments (guidelines in D2L)</u> "Play on a Word" – ALL definitions due in dropbox/submissions by May 15, 5:45PM (at class time)</p>
WEEK 4 May 1	Module 4 Reporting, Inferring, Judging ~ "Play on a Word" definitions check-in	<p><u>Readings (find on D2L/Assignments for WEEK 5)</u></p> <p>1-Read Module 5 Introduction 2-Read in Chaffee PDF – pp.152-153 and 370-393 3-Read Feakes, "Needham Market UFO Sighting" ~</p> <p><u>Assignments (guidelines in D2L)</u> Take home exercises DUE May 8, by 5:45PM – *BRING TO CLASS* for discussion + submit to D2L dropbox/submissions by May 10, 11:59PM</p> <p>"Play on a Word" – ALL definitions due in dropbox/submissions by May 15, 5:45PM (at class time)</p>
WEEK 5 May 8	Module 5 Reasoning in Our Culture, Part I	<p><u>Readings (find on D2L/Assignments for WEEK 6)</u></p> <p>1-Read Module 6 Introduction 2-Read in Chaffee PDF – pp.456-457 3-Read Carr, "Is Google Making Us Stupid?" ~</p> <p><u>Assignments (guidelines in D2L)</u> "Play on a Word" – ALL definitions due in dropbox/submissions by May 15, 5:45PM (at class time)</p>
Week 6	Module 6	<u>Readings (find on D2L/Assignments for WEEK 7)</u>

<p>May 15 D2L Week</p>	<p>Reasoning in Our Culture, Part II ~ Class meets "asynchronously" (not at class time) this week with two required D2L forums – go to Content and Discussions in D2L for details and posting deadlines</p>	<p>1-Read Module 7 Introduction 2- Read Rosenthal, "The Case for Slavery" 3-Additional readings TBA ~ <u>Assignments (guidelines in D2L)</u> Argument and Analysis Paper DUE in dropbox/submissions by June 5, 5:45PM (at class time)</p>
<p><u>Week 7</u> May 22</p>	<p><u>Module 7</u> Communicating and Feeling – The Self ~ "Play on a Word" Part 2 assigned</p>	<p><u>Readings (find on D2L/Assignments for WEEK 8)</u> 1-Read Module 8 Introduction 2-Read Vidal, "Drugs" 3-Additional readings TBA ~ <u>Assignments (guidelines in D2L)</u> Argument and Analysis Paper DUE in dropbox/submissions by June 5, 5:45PM (at class time)</p> <p>"Play on a Word" Part 2 – DUE DATES: (a) Word Party in class, June 12; (b) D2L dropbox/submissions by June 17, 11:59PM</p>
<p><u>Week 8</u> May 29</p>	<p><u>Module 8</u> Communicating, Feeling and Listening – Others</p>	<p><u>Readings (find on D2L/Assignments for WEEK 9)</u> 1-Read Module 9 Introduction 2-Read de Bono, "Vertical and Lateral Thinking" 3-Read Dornen & Edidin, "Original Spin" ~ <u>Assignments (guidelines in D2L)</u> Argument/Analysis Paper DUE next week – in D2L dropbox/submissions by June 5, 5:45PM (at class time)</p> <p>"Play on a Word" Part 2 – DUE DATES: (a) Word Party in class, June 12; (b) D2L dropbox/submissions by June 17, 11:59PM</p>

<p>Week 9 June 5 Zoom Week <u>- do not come to campus -</u> <u>connect to your computer/device!</u></p>	<p>Module 9 Critical and Creative Thinking</p> <p>Class meets at 5:45PM-9:00PM via Zoom – see D2L and email from instructor for link and instructions</p>	<p>Readings (find on D2L/Assignments for WEEK 10) 1-Read Module 10 Introduction 2-Read Sabini and Silver, “Critical Thinking and Obedience to Authority” 3-Read Perkinson, “The Educated Person: A Changing Ideal” ~ <u>Assignments (guidelines in D2L)</u> “Play on a Word” – Part 2 DUE next week: (a) Word Party in class, June 12; (b) D2L dropbox/submissions by June 17, 11:59PM</p>
<p>Week 10 June 12</p>	<p>Module 10 Questioning, Leading and Following ~ “Play on a Word” – Word Party</p>	<p><i>Go forth... as critical thinkers, and engaged citizens!</i></p>

Course Policies

Attendance and Participation Policies

Attendance at all class sessions (8 on campus/1 via Zoom) and participation in 1 D2L week are critical to your success in the LL270 Critical Thinking course. Students should plan their time accordingly to ensure they can attend class. **If emergent circumstances arise that will affect your attendance,** (and I recognize that sometimes they do), please proactively communicate with the instructor to see if there is any possibility of working within the constraints of this short time frame. No extra credit is available in this course.

Missing more than two class sessions (which can also accumulate if you are late to class – including our Zoom class) may mean that you will be unable to pass this course. Please proactively communicate with the instructor about your circumstances.

The reason that attendance and participation are essential in this class is that our campus sessions will be highly interactive, where you will have the opportunity engage in activities to deepen your grasp of critical thinking in a hands-on, collaborative way. This happens “in the moment” and if any portion of class is missed, you will miss the direct learning experience of the class session with your peers. *We will also miss your presence and contributions as a member of our class community! 😊*

Late Work

Late assignments will be marked down by 2% per day, and will only be assessed for points; assignments more than a week late will receive zero points. It is to your advantage to turn your work in on time, both for grading purposes and in order to receive feedback. If you have extenuating circumstances that prevent you from submitting your work on time, please proactively communicate with the instructor.

Criteria for Incompletes in This Course (see also link below for University policy)

The intent of the Incomplete grade is to allow students extra time to complete their final assignments. This need arises because, in the closing weeks of the course, they have an event of significant magnitude that adversely affects their ability to complete the course, e.g. serious illness, death in the family, overseas deployment, or natural disaster.

In order for a student to have an incomplete (IN) grade granted in this course, there must be a significant extenuating circumstance evidenced by the student. Generally, students must have attended class and completed three-fourths of the assigned work – equaling 75% of attendance/work – incompletes cannot be considered if there has been no attendance and no work submitted. The student will need to first contact the instructor for approval, and then initiate and file an SNL Incomplete grade contract **before** the final session of the course to receive an incomplete grade. Students are strongly advised to review the university deadlines for withdrawal without tuition refund and the implications for financial aid and grades.

The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be first discussed with the instructor for approval, and then made in writing before the end of the quarter in which the student is enrolled in a course.

Academic Integrity

For a complete overview of what “academic integrity” means, see the link below. In short, DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution.

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. It is important to understand what plagiarism involves, especially in our highly digital age, where sources and materials are posted and re-posted. **Plagiarism is also a key element to understand in the context of critical thinking.** Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's (yes, this does include posting something on social media that is not your own, and not acknowledging the source).
- Copying of any source in whole or part with only minor changes in wording or syntax, *even with acknowledgement*.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.
- Resubmitting one's own previous work from a different course or college, without the permission of the current instructor.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

College & University Policies

This course includes and adheres to the college and university policies described in the links below:

[Academic Integrity Policy](#) (UGRAD)

Relates to issues of plagiarism, but more. For details on plagiarism, see above notes.

[Incomplete Policy](#)

This link takes you to the University policy. Please also make sure to refer to the information outlined above for this course.

[Course Withdrawal Timelines and Grade/Fee Consequences](#)

This link is important to review if you anticipate any potential schedule interruptions that may affect your attendance and participation in this class.

[Accommodations Based on the Impact of a Disability \(Center for Students With Disabilities/CSD\)](#)

Students are also invited to contact the instructor privately to discuss any challenges and how the instructor may assist in facilitating the accommodations you will use in this course. This is best done early in the term and the conversation will remain confidential.

[Protection of Human Research Participants](#)

If you plan to collect data directly from others as part of your project work in this class, click here for information on doing this properly.

Course Resources

Writing Help/Tutoring at DePaul

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the [Writing Guide for SNL Students](#). For on-campus and online tutoring, see the [DePaul University Writing Centers](#) website.

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are *free*.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email. Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you'll receive. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit www.depaul.edu/writing.

Dean of Students Office – “Recognize, Respond, Resolve, Reassure...”

“The Dean of Students Office is an invaluable resource, advocate and support for providing and identifying resources and services for students. The office helps individuals in navigating the university, particularly during difficult situations, as in personal, medical, mental health, and/or family crises. The Dean of Students Office is also responsible for overseeing the Code of Student Responsibility and managing the Student Conduct Process.

The Dean of Students Office at DePaul University promotes student learning, health, wellness, and ethical decision making in an inclusive and validating environment." See: the [Dean of Students Website](#).

About the School for New Learning (SNL)

Please also note that this is a course offered by DePaul University's School for New Learning (SNL), a college for undergraduate and graduate degree-seeking students 24 years and older. SNL welcomes the perspectives and encourages the participation of all DePaul students, and students who take this course should respect and be mindful of SNL's mission in supporting a diverse and inclusive environment. More information about SNL can be found [here](#).

Faculty Biography

Caroline M. Kisiel is an Assistant Professor and a member of the SNL Resident Faculty. She holds an M.A. in Interdisciplinary Arts (Columbia College Chicago), an M.Res. in Humanities and Cultural Studies (Birkbeck College, University of London), and a Ph.D. in Literature (University of Essex, UK). Prior to her work at DePaul, Dr. Kisiel taught critical thinking to adult learners for 15 years at Roosevelt University. Her background includes work in the fields of immigration law, training and development, creative writing, and improvisational storytelling and movement. Integrating the arts with workplace, cultural, and identity concerns, she aims to cultivate onsite and online classrooms that enable adult learners to express themselves deeply and authentically. A travel writing scholar with a focus on Illinois and Ohio Valley history and early American culture, her research explores the intersections between travel, culture and creativity, in both print and digital arenas. Dr. Kisiel is also a Certified Leader in the improvisational practice of InterPlay®, has facilitated workshops in this practice both nationally and internationally for many years, and writes about adult learning, civic engagement and embodiment.