

GENERAL ELECTIVE

Fall 2012
AHSS 1250

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OFFICE HOURS:	TBA
PROGRAM HEAD:	General Elective Course. Please contact appropriate Program Head within your program area.
ACADEMIC ADVISOR:	General Elective Course. Please contact appropriate Academic Advisor within your program area.
GUELPH HUMBER WEBSITE:	www.guelphhumber.ca

Course Title:	Critical Thinking
Pre-requisites:	None
Co-requisites:	None
Credits:	0.5
Course Website (If applicable):	http://www.onlineguelphhumber.ca/

Calendar Description

In this course, students will be challenged to *think about thinking* and to recognize faulty reasoning and to support reliable conclusions in their own arguments

Instructor's Course Description:

This course will introduce analytical methods. The ability to believe in the truth of a fact, proposition, theory, or analysis is one of the most important attributes humans possess. Believing is a daily activity; it occurs in many ways – repetition alone is enough to engender it – as we take in information from family and friends, news analysts and authors, politicians and professors. Being able to assess the logical correctness of an assertion, therefore, is an absolute necessity if we are to be in charge of what we believe rather than allowing what we believe to be in charge of us. Students will develop the ability to recognize and eliminate faulty reasoning and to focus on the information needed to support reasonable conclusions in both inductive and deductive arguments.

Course Learning Outcomes

On completion of this course the student will be able to:

1. Evaluate critically the arguments they encounter in daily life: debates, textbooks, speeches, news sources, essays, books, etcetera;
2. Recognize fallacies and logically refute fallacious claims;
3. Construct arguments that demonstrate informed judgments and supportable decisions when dealing with the issues/problems of contemporary life.

Learning Resources

Required Textbook(s):

Title: The Power of Critical Thinking
Author: Lewis Vaughn, Chris MacDonald
Edition: 2nd Canadian
***ISBN:** 9780195445046

Course Schedule

Week(s)/ Lesson	Topic	Reading(s)/ Activities
1	Introduction to the Course The Power of Critical Thinking	2-20
2	Making Sense of Arguments	64-88
3	Diagramming Arguments	92-98
4	Experts and Evidence TEST 1	127-134
5	Reasons for Belief and Doubt	134-154
6	Faulty Reasoning	169-172 180-182 183-186
7	Inference to the Best Explanation	332-370
8	Enumerative Induction TEST 2	270-277
9	Opinion Polls & Analogical Reasoning ESSAY DUE	278-283 291-297
10	Analogical Reasoning: Judith Jarvis Thomson, "A Defense of Abortion"	Link to article on course website

Week(s)/ Lesson	Topic	Reading(s)/ Activities
11	Causal Reasoning	300-316
12	Judging Scientific Theories	375-420

Evaluation and Due Dates

Students will be evaluated in this course through:

Quizzes (to be announced in class)	10%
Test 1 (week 5)	20%
Test 2 (week 9)	20%
Essay (week 10)	20%
Final Exam (TBA)	30%
Total	<u>100%</u>

- Late assignments will be penalized at a rate of 5% per day and will not be accepted after 1 week past the deadline.
- An assignment due date can only be extended and a missed mid-term can only be made-up at the discretion of the instructor with submission of compelling and documented evidence of a family, medical, or analogous emergency or crisis.
- The University of Guelph-Humber Academic Regulations shall apply to missed final exams.

Drop Box Policy

- If late submissions are permitted by the late policy of this course outline, such assignments submitted after the due date must be electronically date stamped and placed in the secure assignment drop box, located on the second floor in the Learning Commons.

Academic Policies

Important University of Guelph-Humber Academic Regulations

Academic Integrity / Academic Honesty

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the policies on Misconduct in Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals, (instructors, Program Advisor) and follow the available procedures for academic consideration outlined in the University's calendar.

Students are encouraged to review the policy in the 2012-2013 Academic Calendar at: <http://www.uoguelph.ca/registrar/calendars/guelphhumber/current/c07/c07-amisconduct.shtml>

Grading Procedures

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress on learning objectives. Feedback often goes beyond grading-an indication of the standard achieved-to include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the University of Guelph is committed to providing students with appropriate and timely feedback on their work. Instructors must provide meaningful and constructive feedback prior to the 40th class day. This may include but is not exclusive to returning papers, assignments, in-class or laboratory quizzes, laboratory reports, or mid-term examinations prior to the 40th class day. In research and independent study courses, instructors must provide students with a realistic idea of their performance by discussing progress directly with the student and, if necessary, identify specific areas for improvement. This may include the assessment of a research plan, literature review, annotated bibliography, oral presentation or other assessment tools.

Missed Final Exams / Deferred Privileges

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of **medical**, **psychological** or **compassionate** consideration. Please see your Admission and Program advisor for details.

Accommodation Procedures

Students will identify themselves to Services for Students with Disabilities and, where required, provide appropriate documentation of their need. Where appropriate, students will inform individual instructors of their disabilities and academic accommodations required, by distributing the "*SSD Memo to Faculty*".

When students require test accommodations, they will:

- Remind instructors at least **one week in advance** of each test or as soon as possible, that they require test accommodations
- Book the test date and time in the SSD office or make the appropriate arrangements to write in the Test Centre at least one week in advance of each test, or as soon as possible.

Students with special needs are accommodated through Humber ITAL Services for Students with Disabilities. Students should make themselves familiar with the policies relating to special accommodations by visiting the website at:

http://studentservices.humberc.on.ca/ssd/pnp/fac_resp.htm.

It is the student's responsibility to be familiar with the University's policies and Academic Regulations. These policies can be found at:

<http://www.guelphhumber.ca/cstudents/policies/index.shtml>