

Course Syllabus

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| 1. Program of Study | Bachelor of Science Program Bachelor of Arts Program Bachelor of Business Administration Bachelor of Nursing Science Program |
| Faculty/Institute/College | Mahidol University International College |
| 2. Course Code | ICHM 221 |
| Course Title | Critical Thinking |
| 3. Number of Credits | 4 (Lecture/Lab/Independent study) (4-0-8) |
| 4. Prerequisite(s) | None |
| 5. Type of Course | General Education |
| 6. Session/Academic Year | Every Trimester |
| 7. Enrollment Cap | 25 students |

8. Course Description

Understanding the process and principals of critical thinking, evaluating ideas, exploring specific thinking skills to reach supported conclusions. Practice in applying individual skills and methods to three thematic areas, namely citizenship, the environment, and aesthetics.

9. Course Objective(s)

After successful completion of this course, students will be able to:

- 9.1 Evaluate ideas through critical reading, listening, and questioning
- 9.2 Distinguish between fact, opinion, and bias
- 9.3 Assess information (reliability of sources, accuracy, and sufficiency)
- 9.4 Assess arguments
- 9.5 Clarify facts, concepts, and arguments
- 9.6 Identify the use of rhetorical devices and their purpose and/or effect
- 9.7 Apply the above skills to critical self-evaluation

10. Course Outline

| Week | Topic | Hour | | | Instructor |
|------|---|---------|-----|------------|---|
| | | Lecture | Lab | Self-Study | |
| 1 | 1. Introduction to Critical Thinking and some of the specific skills required to think critically 2.1. Introduction to the theme of citizenship (i.e.: death penalty, human/civil rights, etc.) 2.2. Introduction to the following skills a) raising and pursuing significant or core questions, including the anticipation of potential problems b) clarifying issues, conclusions, & beliefs c) recognizing bias d) refining generalizations and avoiding oversimplifications | 4 | 0 | 8 | Instructor from the Humanities and Language |
| 2 | 1. Thematic reading and discussion 2. Controlled practice and application of skills introduced in week 1 | 4 | 0 | 8 | |
| 3 | 1. Thematic Films with a clear bias or political position (to be determined by the instructor) 2.1. Discussion of the film and introduction and definition of bias 2.2. Controlled practice in recognizing the film's bias | 4 | 0 | 8 | |
| 4 | 1. Thematic reading and discussion 2.1. Introduction and definition of generalizations and oversimplification 2.2. Controlled practice in refining generalizations and avoiding oversimplifications | 4 | 0 | 8 | |
| 5 | 1. Introduction to the second theme, the environment (i.e.: deforestation, global warming, etc.) 2.1. Introduction to the difference between fact and opinion 2.2. Thematic reading: Editorial/Op-ed and discussion | 4 | 0 | 8 | |

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| 6 | <ol style="list-style-type: none"> 1. Controlled practice in distinguishing fact from opinion 2. Introduction to research and methods of evaluating and determining the credibility of sources | 4 | 0 | 8 | |
| 7 | <ol style="list-style-type: none"> 1.1. Thematic video of a TV program (i.e.: National Geographic, the Discovery, or History channel, etc.) 1.2. Controlled practice in establishing a criteria for evaluation 2. Thematic reading and discussion | 4 | 0 | 8 | |
| 8 | <ol style="list-style-type: none"> 1. Introduction to methods of evaluating arguments, alleged facts, and the importance of providing supported reasons 2.1. Controlled practice in analyzing and evaluating arguments in week 7's reading 2.2. Providing reasons for the interpretation and evaluation of the reading | 4 | 0 | 8 | |
| 9 | <ol style="list-style-type: none"> 1. Introduction to the third theme in the content area of aesthetics (i.e.: art history, literature, etc.) <ol style="list-style-type: none"> a) Slide show of a specific art movement or the reading and discussion of a specific literary movement b) Discussion of the distinguishing characteristics or techniques of a specific art or literary movement 2. Controlled practice in detecting specific characteristics or techniques of an art or literary movement to an unfamiliar artist, writer, or context. | 4 | 0 | 8 | |

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| 10 | 1. Introduction to finding and creating common threads a) Examining an historical event from a political, social, literary, philosophical, and artistic perspective b) Reading and discussion 2. Controlled practice in finding and creating a common thread using multiple sources. | 4 | 0 | 8 | |
| 11 | Student-teacher conferencing | | | | |
| Total | | 44 | 0 | 88 | |
| <i>Final Exam</i> | | | | | |

11. Teaching Methods

- 11.1 Lecture
- 11.2 Self-study
- 11.3 Group discussion and presentation

12. Instructional Media

- 12.1 Films and videos of content related TV programs
- 12.2 Computer, DVD player, VCR
- 12.3 Handouts

13. Evaluation and Assessment of Student Achievement

Students will demonstrate their ability to:

- 13.1 Evaluate ideas through critical reading, listening, and questioning
- 13.2 Distinguish between fact, opinion, and bias
- 13.3 Assess information (reliability of sources, accuracy, and sufficiency)
- 13.4 Assess arguments
- 13.5 Clarify facts, concepts, and arguments
- 13.6 Identify the use of rhetorical devices and their purpose and/or effect
- 13.7 Apply the above skills to critical self-evaluation.

Student achievement will be graded according to College and University standard using the symbols A, B+, B, C+, C, D+, D and F.

Students must have attended at least 80% of the total class hours of the course to receive a final grade.

Student achievement will be evaluated by means of:

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| Oral presentations | 15% |
| Journals | 20% |
| Quizzes | 20% |
| Essays | 20% |
| Final project | 25% |
| Total | 100% |

13.3

14. Course Evaluation

- 14.1 Student achievement as indicated in number 13 above.
- 14.2 Student evaluation of course and instructor by means of questionnaire.

15. Reference(s)

- 15.1 Ruggiero, V. (1999). *Becoming a Critical Thinker*. Boston: Houghton Mifflin.
- 15.2 Vaughn, L. (2005). *The Power of Critical Thinking: Effective Reasoning About Ordinary and Extraordinary Claims*. Oxford: Oxford University Press.

16. Instructors

TBA

17. Course Coordinator

Mark Rodell.