Course Description

Explores different methods of enhancing the quality of learning and life by systematically improving an individual’s way of thinking.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Recognize the traits of the fair-minded thinker.
2. Explain the concept of intellectual standards for thinking.
3. Formulate questions that result in critical thinking.
4. Apply analytical reasoning to a variety of disciplines.
6. Evaluate decision-making patterns that result in problem solving.
7. Detect bias and fallacies in messages from mass media and other sources.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Study Guide**: Each unit contains a Study Guide that provides students with the learning outcomes, unit lesson, required reading assignments, and supplemental resources.
2. **Learning Outcomes**: Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
3. **Unit Lesson**: Each unit contains a Unit Lesson, which discusses lesson material.
4. **Reading Assignments**: Each unit contains Reading Assignments from one or more chapters from the textbook and/or outside resources.
5. **Suggested Reading**: Suggested Readings are listed in Units II, IV, V, and VII. Students are encouraged to read the resources listed if the opportunity arises, but they will not be tested on their knowledge of the Suggested Readings.
6. **Learning Activities (Non-Graded)**: These non-graded Learning Activities are provided to aid students in their course of study.
7. **Discussion Boards**: Discussion Boards are part of all CSU term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.
8. **Unit Assessments**: This course contains four Unit Assessments, one to be completed at the end of Units I, III, V, and VII. Assessments are composed of multiple-choice, matching, and/or written-response questions.
9. **Unit Assignments**: Students are required to submit for grading Unit Assignments in Units II, IV, VI, and VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.
10. **Ask the Professor**: This communication forum provides you with an opportunity to ask your professor general or course content related questions.

11. **Student Break Room**: This communication forum allows for casual conversation with your classmates.

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**CSU Online Library**

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, *Ask a Librarian*, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

**LibGuides**

Click [here](#) for the LibGuide for this course.

Think of a LibGuide (a Library Guide) as a mini-website to help you with your assignments. It has relevant information such as databases, ebooks, and websites specific to your courses. If you have any questions, please reach out to your friendly library staff.

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**Unit Assignments**

**Unit II Journal Assignment**

As you journey through this unit, and are honing in on your critical thinking skills, you might have recognized the information regarding the Game Plan.

To help in your critical thinking process, the Game Plan, located on pages 38-42 in your textbook, consisting of 10 strategies, was created to help assist you in making critical decisions. Strategy number 4, *Keep an Intellectual Journal*, will be the main focus of this assignment, however, other strategies will be included. Be sure to read through the 10 strategies before continuing with this assignment.

Throughout the week you are to keep a journal. Within this journal, list at least three situations that have occurred during the week that are emotionally significant to you (meaning things you deeply care about). The only journal entry requirement is to record these situations and respond to the prompts below. You do not need to make an entry every day.

From your list, accomplish the following, while keeping each situation separate from the rest:

1. Describe each situation and explain why each was important to you.
2. Describe how you behaved, with precise details, in each situation.
3. Formulate at least two questions that ask what was going on during the situation, and explain your answer to each question as a means of self-assessment.
4. Of the nine strategies remaining, remember you are keeping an intellectual journal, choose two and explain how using them will help you in decision making to solve each situation you listed.

Your journal needs to be a minimum of two pages in length, double spaced, and typed using 12-point Times New Roman font. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying APA citations.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.
Unit IV PowerPoint Presentation

Select and describe an important problem faced by society today (e.g., income inequality, gun violence, online privacy). Once you have selected your problem, be prepared to address the following in your presentation:

1. Provide your own analysis by asking—and answering—a relevant question from at least three domains of thinking. Examples of these can be found on pages 139-140 of your textbook.
2. The intellectual standards will help you better think about your chosen problem. In your answers to the above questions, apply at least three intellectual standards and explain why the standards are important in this context (i.e., the standards of reasoning which apply to the elements). The standards are discussed in Chapter 5 on pages 91-103.
3. Explain why each question you have selected is either a question of fact, preference, or judgment. This information can be located on pages 126-127 of your textbook.
4. Finally, in one paragraph, reflect on your analysis of the problem that you selected, and describe how your consideration of this problem demonstrates deep learning. This information can be located on pages 144-145 of your textbook.

To accomplish this, you must compose a 12 slide PowerPoint presentation that meets the guidelines below. Your PowerPoint slides should be arranged in the following manner:

Slide 1: The problem selected and your description of it.
Slides 2-5: Provide your own analysis by asking—and answering—a relevant question from at least three domains of thinking.
Slides 6-8: Your three intellectual standards and explanation of why they are important in this context.
Slides 9-11: Explain why each question is question of fact, preference, or judgment.
Slide 12: Conclusion slide with your one paragraph that reflects on your analysis and describes your consideration and learning of this problem.

You must also include a title and reference slide (that does not count towards your total slides). Also, all sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations in APA format.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VI Essay

Provide an example from your own experience where you acted in accordance with one or more of the patterns of irrational or unethical decision making. Explain the egocentrism or sociocentrism, as well as any pathological tendencies of mind, involved in your thought process. How could you have applied the keys to sound decision making to approach the situation more rationally?

If you prefer not to discuss your own decision making experience, you may instead discuss someone you know, a historical figure, or a fictional character.

Your response should be at least two pages in length and should be typed using 12-point Times New Roman font. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations in APA format. The title and reference page do not count towards the two-page minimum.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VIII Reflection Paper

Provide an example of a possible confusion between theological beliefs and ethical principles in a commonly-held religious belief system. Are there practices within this faith that might be critiqued as unethical? How should we apply the fundamentals of ethical reasoning in this case?

Your response should be at least two pages in length and should be typed using 12-point Times New Roman font. You are required to use at least your textbook and one scholarly article from any database within the CSU Online Library as source material for your response. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations in APA format. The title and reference page do not count towards the two-page minimum.
Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**APA Guidelines**

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide by clicking [here](#). This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

**Grading Rubrics**

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

**Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.**

**Communication Forums**

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

[Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.](#)

**Ask the Professor**

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.
Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Discussion Boards (8 @ 2%)</td>
<td>16%</td>
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<tr>
<td>Unit Assessments (4 @ 10%)</td>
<td>40%</td>
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<tr>
<td>Unit II Journal Assignment</td>
<td>11%</td>
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<tr>
<td>Unit IV PowerPoint Presentation</td>
<td>11%</td>
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<tr>
<td>Unit VI Essay</td>
<td>11%</td>
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<tr>
<td>Unit VIII Reflection Paper</td>
<td>11%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

<table>
<thead>
<tr>
<th>Unit I</th>
<th>Introduction and Fairminded Thinking</th>
</tr>
</thead>
</table>
| Review: | - Unit Study Guide  
          - **Learning Activities (Non-Graded):** See Study Guide |
| Read:   | - **Introduction**  
          - **Chapter 1: Become a Fairminded Thinker**  
          - **Additional Reading Assignment(s):** See Study Guide |
| Discuss: | - **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time)  
           - **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time) |
| Submit: | - **Assessment** by Tuesday, 11:59 p.m. CST (Central Time) |
| Notes/Goals: | |

<table>
<thead>
<tr>
<th>Unit II</th>
<th>Stages in Thinking and Self-Understanding</th>
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| Review: | - Unit Study Guide  
          - **Learning Activities (Non-Graded):** See Study Guide |
| Read:   | - **Chapter 2: The First Four Stages of Development: At What Level of Thinking Would You Place Yourself?**  
          - **Chapter 3: Self-Understanding**  
          - **Additional Reading Assignment(s):** See Study Guide  
          - **Suggested Reading:** See Study Guide |
| Discuss: | - **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time)  
           - **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time) |
| Submit: | - **Journal Assignment** by Tuesday, 11:59 p.m. CST (Central Time) |
| Notes/Goals: | |
# Unit III: Thinking Elements and Standards

## Review:
- [ ] Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

## Read:
- [ ] Chapter 4: The Parts of Thinking
- [ ] Chapter 5: Standards for Thinking
- [ ] **Additional Reading Assignment(s):** See Study Guide

## Discuss:
- [ ] **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time)
- [ ] **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time)

## Submit:
- [ ] **Assessment** by Tuesday, 11:59 p.m. CST (Central Time)

## Notes/Goals:

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# Unit IV: Mastery of Critical Thinking

## Review:
- [ ] Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

## Read:
- [ ] Chapter 6: Ask Questions That Lead to Good Thinking
- [ ] Chapter 7: Master the Thinking, Master the Content
- [ ] **Additional Reading Assignment(s):** See Study Guide
- [ ] **Suggested Reading:** See Study Guide

## Discuss:
- [ ] **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time)
- [ ] **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time)

## Submit:
- [ ] **PowerPoint Presentation** by Tuesday, 11:59 p.m. CST (Central Time)

## Notes/Goals:

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## Course Schedule

### Unit V: Designing and Evaluating Your Own Learning

| **Review:** |  
| --- | --- |
| Unit Study Guide | ![Image](https://via.placeholder.com/150) |
| **Learning Activities (Non-Graded):** See Study Guide |

| **Read:** |  
| --- | --- |
| ![Image](https://via.placeholder.com/150) |  
| Chapter 8: Discover How The Best Thinkers Learn |  
| Chapter 9: Redefine Grades as Levels of Thinking and Learning |  
| Additional Reading Assignment(s): See Study Guide |

| **Discuss:** |  
| --- | --- |
| ![Image](https://via.placeholder.com/150) |  
| **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time) |  
| **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time) |

| **Submit:** |  
| --- | --- |
| ![Image](https://via.placeholder.com/150) |  
| Assessment by Tuesday, 11:59 p.m. CST (Central Time) |

### Unit VI: Making Decisions, Problem Solving, and the Irrational Mind

| **Review:** |  
| --- | --- |
| Unit Study Guide | ![Image](https://via.placeholder.com/150) |
| **Learning Activities (Non-Graded):** See Study Guide |

| **Read:** |  
| --- | --- |
| ![Image](https://via.placeholder.com/150) |  
| Chapter 10: Make Decisions and Solve Problems |  
| Chapter 11: Deal with Your Irrational Mind |  
| Additional Reading Assignment(s): See Study Guide |

| **Discuss:** |  
| --- | --- |
| ![Image](https://via.placeholder.com/150) |  
| **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time) |  
| **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time) |

| **Submit:** |  
| --- | --- |
| ![Image](https://via.placeholder.com/150) |  
| Essay by Tuesday, 11:59 p.m. CST (Central Time) |

### Notes/Goals:

- **Unit V:**
  - Review:
    - Unit Study Guide
    - Learning Activities (Non-Graded): See Study Guide
  - Read:
    - Chapter 8: Discover How The Best Thinkers Learn
    - Chapter 9: Redefine Grades as Levels of Thinking and Learning
    - Additional Reading Assignment(s): See Study Guide
  - Discuss:
    - Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time)
    - Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time)
  - Submit:
    - Assessment by Tuesday, 11:59 p.m. CST (Central Time)

- **Unit VI:**
  - Review:
    - Unit Study Guide
    - Learning Activities (Non-Graded): See Study Guide
  - Read:
    - Chapter 10: Make Decisions and Solve Problems
    - Chapter 11: Deal with Your Irrational Mind
    - Additional Reading Assignment(s): See Study Guide
  - Discuss:
    - Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time)
    - Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time)
  - Submit:
    - Essay by Tuesday, 11:59 p.m. CST (Central Time)
<table>
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<tr>
<th>Unit VII</th>
<th>How to Detect Media Bias and Propaganda in National and World News</th>
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| Review:  | □ Unit Study Guide  
|          | □ Learning Activities (Non-Graded): See Study Guide               |
| Read:    | □ Chapter 12: How to Detect Media Bias and Propaganda in National and World News  
|          | □ Additional Reading Assignment(s): See Study Guide               |
|          | □ Suggested Reading: See Study Guide                              |
| Discuss: | □ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time)  
|          | □ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time) |
| Submit:  | □ Assessment by Tuesday, 11:59 p.m. CST (Central Time)           |

Notes/Goals:

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<thead>
<tr>
<th>Unit VIII</th>
<th>Fallacies: The Art of Mental Trickery and Manipulation</th>
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| Review:   | □ Unit Study Guide  
|          | □ Learning Activities (Non-Graded): See Study Guide   |
| Read:     | □ Chapter 13: Fallacies: The Art of Mental Trickery and Manipulation  
|          | □ Chapter 14: Develop As an Ethical Reasoner          |
| Discuss:  | □ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. CST (Central Time)  
|          | □ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. CST (Central Time) |
| Submit:   | □ Reflection Paper by Tuesday, 11:59 p.m. CST (Central Time) |

Notes/Goals: