

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

Courses must be submitted by November 9, 2007, to make the next catalog production

DATE (CHANGE DATE IF REVISED): 2 NOVEMBER, 2007 REV 12.19.07

PROGRAM AREA(S): VARIOUS

1. Catalog Description of the Course. *[Follow accepted catalog format.]*
(If Cross-listed please submit prefixes for each discipline being modified)

OLD

Prefix UNIV Course# 110 Title Critical Thinking and the University
 Units (3)
 2 hours lecture per week
 1 hours seminar per week

- Prerequisites:
 Corequisites:

Description (Do not use any symbols): This course explores the language and the logic of academic disciplines and teaches critical thinking skills. The heuristics of logic including inductive and deductive reasoning, form a major part of the course content. Professors from each discipline will participate in lectures and discussion to provide exposure to methods and ways of knowing across the curriculum. Through lecture and class discussion, students learn to form various types of argument, apply rhetorical methodologies, and comprehend the relationship of language to logic. Through written assignment, oral presentations, and group work, students learn to express their ideas and accept constructive criticism from peers. The class exercises and lectures will also provide students with means to acquire or improve their academic and professional skills (eg., information literacy, library skills, research methods).

- Gen Ed Categories A3
 Lab Fee Required
 Hegis Code
- Graded
 CR/NC
 Repeatable for up to _____ units
 A - F
 Multiple Enrollment in (Student's same semester choice)

- Mission Based Learning Objectives: Interdisciplinary International Multicultural Service Learning
 American Institutions, Title V Section 40404: Government US Constitution US History (Refer to EO 405, for more information at: <http://senate.csuci.edu/comm/curriculum/resources.htm>)
 Service Learning Course

NEW

Prefix UNIV Course# 110 Title Critical Thinking through the University Mission
 Units (3)
 3 hours lecture per week
 0hours blank per week

- Prerequisites:
 Corequisites:

Description: This course teaches critical thinking skills, including forms of logic, by introducing students to the four components of our mission. Through special presentations, guest lectures, and small discussion sections. Students will apply various types of arguments and understand the relationship of language to logic in analyzing issues and opportunities specific to multiculturalism, internationalism, interdisciplinarity and community engagement.

- Gen Ed Categories A3
 Lab Fee Required
- Graded
 CR/NC
 Repeatable for up to _____ units
 A - F
 Multiple Enrollment in same (Student's semester choice)

2. Mode of instruction (Hours per Unit are set for you)

Existing

	Units	Hour Per Unit	Benchmark Enrollment	CS# Units (filled out by Dean)
Lecture	<u>2</u>	<u>1</u>	<u>200</u>	_____
Seminar	<u>1</u>	<u>1</u>	<u>25.</u>	_____
Laboratory	_____	<u>3</u>	_____	_____
Activity	_____	<u>2</u>	_____	_____
Field Studies	_____	_____	_____	_____
Indep Study	_____	_____	_____	_____
Other blank	_____	_____	_____	_____

Proposed

	Units	Hour Per Unit	Benchmark Enrollment	CS# Units (filled out by Dean)
Lecture	<u>3</u>	<u>1</u>	<u>25</u>	_____
Seminar	_____	<u>1</u>	_____	_____
Laboratory	_____	<u>3</u>	_____	_____
Activity	_____	<u>2</u>	_____	_____
Activity	_____	<u>2</u>	_____	_____
Activity	_____	<u>2</u>	_____	_____
Activity	_____	<u>2</u>	_____	_____

3. Course Content in Outline Form if Being Changed. *[Be as brief as possible, but use as much space as necessary]*

OLD

- (1) What is Critical Thinking?
- (2) What is an Argument?
- (3) Explanations and Value Arguments
- (4) What is the Argument? Conclusion and Premises.
- (5) Reformulation and Complex Arguments
- (6) Evaluating Argument Form
- (7) Deductive Arguments
- (8) Evaluating Argument Content
- (9) Language and Meaning
- (10) Induction and Causal Arguments
- (11) All-things-considered Arguments and Analogies

NEW

- (1) What is Critical Thinking?
- (2) What is an Argument?
- (3) Explanations and Value Arguments
- (4) What is the Argument? Conclusion and Premises.
- (5) Applying Arguments:
a) Multiculturalism; b) Internationalism; c) Interdisciplinarity/synergy; d) Community Engagement
- (6) Evaluating Evidence and kinds of evidence
- (7) Induction and Causality

4. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

OLD

The course meets the A-3 GE requirement. At the conclusion of the course, students will be able to:

- (1) Discuss the major problems of language as they apply to Critical Thinking/Reasoning;
- (2) Discuss the major problems inherent in definition and control of meaning;
- (3) Identify and define common types of material, psychological, and logical fallacies in argumentation;
- (4) Assess the weighing of evidence, as it is basic to the development of logical arguments;
- (5) Distinguish formal fallacies in logic;
- (6) Distinguish fact from judgment or opinion;
- (7) Explain the value of multiple ways of knowing;
- (8) Demonstrate the uses of inductive and deductive reasoning.

NEW

The course meets the A-3 GE requirement. At the conclusion of the course, students will be able to:

- (1) Discuss issues inherent in the control of meaning;
- (2) Identify and define common types of material, psychological, and logical fallacies in argumentation;
- (3) Assess how evidence is applied to substantive issues tied to each of the four mission-based elements;
- (4) Choose an issue and develop and assess various arguments used to promote specific social policy, law, curriculum, etc.;
- (5) Assess fallacies; distinguish fact from opinion; and be able to examine various facets of complex issues or problems;
- (6) Demonstrate the uses of inductive and deductive reasoning.

5. References. *[Provide 3-5 references on which this course is based and/or support it.]*

OLD

NEW Campus Reading Celebration text (assuming that choosing criteria continues to include meeting University Mission) Writing Logically, Thinking Critically, 2nd. ed. (Longman, 1977)

Sheila Cooper and Rosemary Patton

California Dreams and Realities: Readings for Critical Thinkers and Writers (Bedford, 2nd ed., 1999)

Sonia Maasik and Jack Solomon

Rereading America: Cultural Contexts for Critical Thinking and Writing, 5th ed (Bedford, 2001)

Gary Colombo, Robert Cullen, and Bonnie Lisle

Paul, R. & Elder, L. (2007). The Miniature Guide to Critical Thinking: Concepts and Tools. The Foundation for Critical Thinking.

6. Indicate Changes and Justification for Each. *[Check all that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]*

- Course title
- Prefix/suffix
- Course number
- Units
- Staffing formula and enrollment limits
- Prerequisites/corequisites
- Catalog description
- Course content

- References
- GE
- Other

Justification: The Center directors collaborated to remake the course as a Mission-focused course. Accordingly we have changed the title and description to reflect our new emphasis. We have also modified the structure of the course in order to create a course that can more effectively integrate the mission ideals with critical thinking tools. This change in structure allows for flexibility for sections to be combined for guest lectures and joint activities. We believe that this will help us to build learning communities and cohorts of students to fulfill the mission of the university.

7. **General Education Categories:** All courses with GE categories notations (including deletions) must be processed at the GE website: <http://summit.csuci.edu/geapproval>. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

- A (English Language, Communication, Critical Thinking)**
- A-1 Oral Communication
- A-2 English Writing
- A-3 Critical Thinking
- B (Mathematics, Sciences & Technology)**
- B-1 Physical Sciences
- B-2 Life Sciences – Biology
- B-3 Mathematics – Mathematics and Applications
- B-4 Computers and Information Technology
- C (Fine Arts, Literature, Languages & Cultures)**
- C-1 Art
- C-2 Literature Courses
- C-3a Language
- \C-3b Multicultural
- D (Social Perspectives)**
- E (Human Psychological and Physiological Perspectives)**
- UD Interdisciplinary**

8. **New Resources Required.** YES NO

If YES, list the resources needed and obtain signatures from the appropriate programs/units on the consultation sheet below.

- a. Computer (data processing), audio visual, broadcasting needs, other equipment)
- b. Library needs
- c. Facility/space needs

9. **Will this course modification alter any degree, credential, certificate, or minor in your program?** YES NO

If, YES attach a program modification form for all programs affected.

10. **Effective Date (Semester and Year – all modifications submitted prior to November 9th will be effective in the Fall 2008 catalog):** Fall 2008

Beth Hartung, Trudy Milburn, Andrea Grove, Brad Monsma, Julia Balen	11.2.07
Proposer of Course Modification	Date

Request for UNIV 110: Critical Thinking through the Mission to be added to GE Category A3: Critical Thinking.

Committee Response:

Approved by committee on 11-07-2007

Criteria and Justifications Submitted:

- *Prepare the student to use reasoning of both inductive and deductive types*
Through the textbook and supplemental readings, students will be introduced to both types of reasoning. We will use mission-based examples for students to practice using inductive and deductive reasoning skills.
- *Focus on the analysis of written, oral, visual and/or symbolic communication*
Within this course, students will have the opportunity to use oral and written language to demonstrate their comprehension of arguments within a variety of communication genre (film, internet, TV, journal articles, etc).
- *Prepare the student to assess common fallacies in reasoning*
This course will present arguments on a variety of mission-related topics such as multiculturalism, internationalization, interdisciplinarity, and social issues. The students will have to recognize which fallacies are commonly used within particular discourses. Furthermore, students will have to critique particular messages while abstaining from common fallacious traps. Popular discourse is filled with fallacious arguments about each of the center areas. This course will introduce students, through critical thinking models, to academic discourse expectations with regard to these topics.
- *Address modes of argument, rhetorical perspectives, and the relationship of language to logic*
The mission centers present an ideal focus for helping students to discern the relationship between language and action. Through assignments, guest speakers and class discussion, students will have to compare different perspectives and produce logically sound arguments.

Approvals

Program/Course: Univ 110

Program Chair(s)	Date
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General Education Chair(s)	Date
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Curriculum Committee Chair(s)	Date
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Dean of Faculty	Date
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