

**ABC 301 – SO YOU THINK YOU ARE A CRITICAL THINKER?
UNIQUE NUMBER: 12345
FALL 2016**

Class Meets: Tuesdays and Thursdays, 5:00 PM – 6:30 PM, CDF 212

Instructor: Dr. A Spock	Office: GHI 223
Pronouns: They/Them/Theirs	Office Hours:
Email: Use Canvas to email	Fridays 10:00 – 11:00 am
Phone: 512.232.0000 <i>office</i>	and by appointment

T.A.: James Kirk	Office: JKL 302
Pronouns: He/Him/His	Office Hours:
Email: Use Canvas to email	Mondays 2:00 – 3:00 pm
Phone: 512.232.9999 <i>office</i>	and by appointment

Course Description	Course Requirements	Policies
Course number and title Course times and location Names of instructional team & contact information Office hours and office location University catalog course description What will I learn? Skills and attitudes Learning outcomes How will I learn? Prerequisites for the course How to succeed in this course	Required materials and devices Location of course resources on the web Classroom expectations Subject matter for each class Description of major assignments Description of major assessments Course grades Course schedule including required readings, dates of major assignments and exams	Grading policies Policy on late work Q-drop policy Policy on absences Religious Holy Days Information about student services: -Undergraduate Writing Center -Students with disabilities statement -Honor Code and academic integrity Safety information Behavior Concerns Advice Line Emergency evacuation

Course Description

University Catalog Course Description

ABC 301 introduces 1st year students to the university’s academic community through exploration of new interests and engagement in college level thinking and learning

What will I learn?

Critical thinking is that mode of thinking - about any subject, content, or problem - in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them. Paul & Elder 2008

Life can be described as a sequence of problems that each individual must solve for one's self. Developing skills to grapple with those problems can be invaluable, both in life and in your university courses. Throughout the course you will be building critical thinking skills that will teach you how to collect, differentiate, analyze, and synthesize information from a variety of sources. You will learn how to process that information to reach decisions with full knowledge of assumptions and consequences in order to build a well-formed argument. As a member of a team, you will use those critical thinking skills to explore a controversial problem or issue and based on your research will develop and communicate an argument based on the issue in a creative and academically sound manner.

Main skills and attitudes to be developed

- Formulate ideas in writing
- Support ideas with effective evidence
- Develop critical thinking skills
- Understand and practice ethical communication
- Effectively collaborate with teams

Learning Outcomes

1. Identify the parts of an argument (including types of evidence, reasoning and fallacies).
2. Compare the quality of two or more competing explanations.
3. Evaluate evidence and make appropriate inferences from that evidence.
4. Create an ethical argument that makes a plausible case for a position on an issue.
5. Demonstrate effective teamwork skills.

How will I learn?

The structure of this course is built around Team-Based Learning (TBL) which is a highly participatory method. TBL will increase your understanding of course concepts by using them to solve authentic, real-world problems and help you develop your workplace learning skills. The primary course goal is to support **using** course content to solve significant problems; in fact, the bulk of class time will be spent solving problems and making decisions to help you become a critical thinker. It will be done in a way that will hold teams accountable for solving problems that will be shared and subject to cross-team discussion/critique.

Pre-requisites for the course

There are no prerequisites for this course but bringing an inquisitive approach and reflective attitude to what you will learn will allow you to reap maximum benefits.

How to succeed in this course

Focus on Process. This course is primarily about process, not content. We will have texts and videos that you have to read carefully in order to participate successfully in the class sessions where you will be using information to understand important concepts, foster engaging ideas and explore ways of thinking.

Be reflective. The assigned readings provide the backdrop for discussing the critical thinking ideas and concepts. Learning in this class is not just memorizing the material and being able to parrot it back. You will have the opportunity to reflect more deeply on your own and others' perspectives and assumptions, and be expected to draw, articulate, and justify conclusions with solid reasons.

Course Requirements

Required Materials

There are no textbooks that you are required to purchase for this course. Class materials, supplemental resources, grades, and announcements will be posted on the course Canvas site: <https://utexas.instructure.com>. We recommend bookmarking this course site in your default browser for easy access.

Required Devices

We will be using a classroom response system that allows participation via the web, which can be accessed on a laptop, tablet, or smartphone. You will need to purchase an account with Learning Catalytics: https://learningcatalytics.com/student_sign_up which will cost \$12 for the semester.

Classroom expectations

Your preparation for discussion and participation is extremely important for you and your team. Here are some ground rules:

- **Respect for others is vital.** You can expect that as the instructor, I am concerned about the educational experience of each student in the class, respectful of individual differences, encouraging of creativity, reasonably open and accessible to discuss material and assignments, thorough in evaluating assignments, and rigorous yet supportive in maintaining high standards for performance.
As a student, you are expected to work individually and with others, to create an atmosphere that is safe, valuing of one another, and open to diverse perspectives. Everyone is expected to show courtesy, civility, and respect for one another. Comments or postings that degrade or ridicule another, whether based on individual or cultural differences, are unacceptable.
- **Participation/Engagement.** Thinking is not a spectator sport. You need to participate in class by communicating your understanding and testing others' understanding with questions and dialogue. This course requires active participation, which is crucial to your success in becoming a critical thinker. The more you put into it, the more you will get out of it. Active participation includes being prepared to discuss readings, assignments, and concepts, engaging yourself in classroom activities and discussion, and putting your best effort in both formal and informal assignments.
- **Have fun!** This course is an adventure in exploring your thought processes, empowering yourself with the ability to evaluate information, and reasoning through arguments that you encounter. Some of what we do may be personally and intellectually uncomfortable. It is OK to express your discomfort as long as you are open to safely exploring beyond those comfort zones. Make the most of it and have fun!

Assignments

Assessment of your learning will occur through a variety of venues including the final project, reflection journals, homework assignments, quizzes, application activities, content synthesis, and class/team participation

1. Final Project (Outcomes 1, 2, 3, 4 and 5)

For your final project your team will choose a controversial issue and build a well-developed argument. You may **choose** to present this argument in a standard presentation format, a documentary (digital storytelling), a skit, or another means approved by me in advance. Regardless of how you and your team choose to present this project, you will each individually write a 1 page synopsis of the argument and a 1 page reflection on the process of building that argument. Complete instructions will be found on Canvas. (30% of your grade)

2. Reflection Journals (Outcomes 1 and 2)

You will have a series of four reflections to submit for this course, **submitted as a Canvas Journal entry**. You may **choose** to submit these reflections as written entries, audio recordings, or video diaries. *These reflections will be graded on use of critical thinking vocabulary, personal relevance, and depth of thought and self-analysis.* Each reflection will be outlined in detail on Canvas. In anticipation that your reflection thinking will improve over time as you incorporate the feedback you are given, each reflection journal counts for more points than the previous one. (20% of your grade)

3. **Homework Assignments** (*Outcomes 1 and 2*)

After your team in-class activities you be given assignments to show you understand and can use the concepts on your own. Your lowest two scores at the end of the semester will be dropped from the grade book. (10% of your grade)

4. **Readiness Assessment Quizzes** (*Outcomes 1 and 2*)

There are no formal exams in this course. There will be weekly Readiness Assurance Quizzes based on the assigned reading; these will ensure that you are prepared to discuss the material in class and apply the information to your other activities. Your lowest two scores at the end of the semester will be dropped from the grade book. (10% of your grade)

5. **Application Activities** (*Outcomes 1, 2, 3 and 5*)

Part of our time in class each week will be spent applying the concepts and skills that are being explored. These are strategic opportunities for individuals and their teams to apply various aspects of critical thinking. Grades will be generated based on individual and/or team work depending on the particular format of the in-class exercise. Your lowest two scores at the end of the semester will be dropped from the grade book. (5% of your grade)

6. **Content Synthesis** (*Outcome 1*)

Each week you will be given resources to give you information to be used in the next class. To help you analyze the content more thoughtfully you should fill out the chart given you each week and post it in Canvas by 5:00 p.m. each Wednesday. (5% of your grade)

7. **Team Participation** (*Outcome 5*)

Participating as a productive team member is crucial to this class, therefore, part of your grade will come from you evaluating other team members and them evaluating you. There will be two team evaluations where you give written feedback to your team members and a final evaluation that is a quantitative assessment. (10% of your grade)

8. **Class participation**

For the purposes of this class, **participation** means *obvious* engagement. We understand that folks “engage” in different ways – some like to talk it out, some like to listen and absorb, some write it down for later digestion. When we say “obvious engagement”, we mean being punctual, alert and attentive. Just to be clear, clues to us that you are not engaged and participating include head down on the desk, texting or generally having a mobile device in your hand, not being a contributing member of small team work we do in class, or talking amongst your classmates about something not related to what we’re discussing. (10% of your grade)

Grading for this Course

The following table represents how you will demonstrate your learning and how we will assess the degree to which you have done so.

Assignments	Points possible	Percent of Total Grade
1. Arguing an Issue Project	300	30%
2. Reflection Journals	200	20%
<ul style="list-style-type: none"> • Preliminary Reflection • Unit 1 Reflection • Unit 2 Reflection Integrated Reflection	20 40 60 80	2% 4% 6% 8%
3. Homework Assignments	100	10%
8 assignments, top 7 count	Points vary with assignment	
4. Readiness Assessment Quizzes	100	10%
11 quizzes, top 10 count	10 points each quiz	10 X 1%
5. Application Activities	50	5%
Given for in-class activities at various times		
6. Content Synthesis	100	10%
11 charts, top 10 count	10 points each assignment	
7. Team Participation	100	10%
<ul style="list-style-type: none"> • Preliminary peer evaluation • Mid semester peer evaluation • Final project peer evaluation 	20 30 50	
8. Class Participation	50	5%

Course Outline

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at <https://utexas.instructure.com>. Check this site regularly and use it to ask questions about the course schedule.

Changes to the schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced (although I will do my best to ensure that you receive the changes with as much advanced notice as possible).

Week	Date	Day	Class Topic	Out of class activities	Assignments due
1	8/30	Th	Intro to course: where does information come from?	Read and internalize syllabus	Homework assignment 1 due Monday before midnight
Unit 1: Nature of the Thinker					
2	9/4	T	Human tendencies in thinking	Reading 1, see Canvas for details	Completed reading chart due Wednesday before midnight
	9/6	TH	RAP 1 on human tendencies in thinking		Preliminary Reflection Journal (1) due
3	9/11	T	Ways of knowing and sources of information	Reading 2, see Canvas for details	Completed reading chart due Wednesday before midnight
	9/13	TH	RAP 2 on ways of knowing and sources of information		Homework assignment 2 due Monday before midnight
4	9/18	T	Use and evaluation of sources of information	Reading 3, see Canvas for details	Completed reading chart due Wednesday before midnight
	9/20	TH	RAP 3 on use and evaluation of sources of information		Homework assignment 3 due Monday before midnight
5	9/25	T	Critical thinking as an assessable skill	Reading 4, see Canvas for details	Completed reading chart due Wednesday before midnight
	9/27	TH	RAP 4 on critical thinking as an assessable skill		Homework assignment 4 due Monday before midnight
6	10/2	T	Critical thinking in model situations	Reading 5, see Canvas for details	Completed reading chart due Wednesday before midnight
	10/4	TH	RAP 5 on critical thinking in model situations		Homework assignment 5 due Monday before midnight
7	10/9	T	Critical reading	Reading 6, see Canvas for details	Completed reading chart due Wednesday before midnight
	10/11	TH	RAP 6 on critical reading		Homework assignment 6 due Monday before midnight

Unit 2: Tools of the Thinker					
8	10/16	T	Argument as a platform for critical thinking	Reading 7, see Canvas for details	Completed reading chart due Wednesday before midnight
	10/18	TH	RAP 7 on argument as a platform for critical thinking		Unit 1 Reflection Journal (2) due
9	10/23	T	Developing and building arguments	Reading 8, see Canvas for details	Completed reading chart due Wednesday before midnight
	10/25	TH	RAP 8 on developing and building arguments		Homework assignment 7 due Monday before midnight
10	10/30	T	Methods of persuasion	Reading 9, see Canvas for details	Completed reading chart due Wednesday before midnight
	11/1	TH	RAP 9 on methods of persuasion		Homework assignment 8 due Monday before midnight
11	11/6	T	Critical evaluation of arguments and methods of persuasion	Reading 10, see Canvas for details	Completed reading chart due Wednesday before midnight
	11/8	TH	RAP 10 on Critical evaluation of arguments and methods of persuasion		Overview of argument for documentary due start of class
12	11/13	T	Counter arguments and devil's advocate arguments.	Reading 11, see Canvas for details	Completed reading chart due Wednesday before midnight
	11/15	TH	RAP 11 on counter arguments and devil's advocate arguments.		Unit 2 Reflection Journal (3)
Unit 3: Being a Critical Thinker					
13	11/20	T	Developing team documentaries	Work on team documentary	
	11/22	TH	Thanksgiving: No class		
14	11/27	T	Presenting documentaries		Final project due, documentary and written paper, start of class
	11/29	TH	Presenting documentaries		
15	12/4	T	Reflection on presented arguments		Integrated Reflections (4) due, start of class
	12/6	TH	Closure and evaluation; return final papers		

Policies

Classroom Policies

Statement on Learning Success

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. I also encourage you to reach out to the student resources available through UT. Many are listed on this syllabus, but I am happy to connect you with a person or Center if you would like.

Grading Policies

As I hope you can see, flexibility is built into the assignments to support your success in this course. If you miss a smaller assignment or don't do as well on your earlier journal entries, your grade will not be impacted significantly. Consequently, the final grades are firm, and no additional curve is available.

Grade	Cutoff	Points needed
A	94%	940
A-	90%	900
B+	87%	870
B	84%	840
B-	80%	800
C+	77%	770
C	74%	740
C-	70%	700
D	65%	650
F	<65%	<650

Late work

Late work will be handled on a case-by-case basis. Generally, except in the case of an excused absence, work submitted after an assigned deadline will not be eligible for full credit. Please communicate with me if you are having problems keeping to the schedule. It is better to talk through problems than ignore them.

Absences

If you are absent on the day that your team meets, you are responsible for providing your team with the necessary information to compensate for your absence. *It is crucial to keep in communication with your team members; you are responsible for letting both us and your team know if you cannot make it to a class.*

Excused Absence: The only absences that will be considered excused are for religious holidays or extenuating circumstances due to an emergency. If you plan to miss class due to observance of a religious holiday, please let us know at least two weeks in advance. You will not be penalized for this absence, although you will still be responsible for any work you will miss on that day if applicable. Check with us for details or arrangements.

If you have to be absent, use your resources wisely. Ask your team and other classmates to get a run-down and notes on any lessons you miss. If you find there are topics that we covered while you were gone that raise questions, you may come by during office hours or schedule a meeting to discuss. Email specific questions you have in advance so that we can make the most of our time. "What did I miss?" is not specific enough.

University Policies

Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code: “As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.” **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT’s Academic Honesty and the University Honor Code which can be found at the following web address: http://deanofstudents.utexas.edu/sjs/acint_student.php

Q Drop Policy

If you want to drop a class after the 12th class day, you’ll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

Personal Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use (she/he/they/ze, etc). Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

University Resources for Students

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we’ll develop strategies to meet both your needs and the requirements of the course. There are also a range of resources on campus:

Services for Students with Disabilities

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329- 3986 (video phone). <http://ddce.utexas.edu/disability/about/>

Counseling and Mental Health Center

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. <http://www.cmhc.utexas.edu/individualcounseling.html>

The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Libraries: <http://www.lib.utexas.edu/>

ITS: <http://www.utexas.edu/its/>

BeVocal

BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: wellnessnetwork.utexas.edu/BeVocal.

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

Important Safety Information:

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

Title IX Reporting

Title IX is a federal law that protects against sex and gender based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](#).

Faculty members and certain staff members are considered "Responsible Employees" or "Mandatory Reporters," which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu For more information about reporting options and resources, visit titleix.utexas.edu or contact the Title IX Office at titleix@austin.utexas.edu.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.

- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at:
www.utexas.edu/emergency