COURSE DESCRIPTION:
This course takes a practical approach to improving your thinking, evaluating, and decision-making abilities. It will be a chance to reopen and reexamine ideas we usually take for granted. In this course, we'll read essays, write responses, discuss alternatives and break down ideas into something we can use and build upon.

COURSE OBJECTIVES:
This Critical Thinking course helps students develop and practice skills for bettering their critical thinking and decision-making. By the end of this course, students will improve in:
- Their understanding and application of fundamental logical concepts to work and life
- The ability to respond to arguments and expand upon or challenge them
- Their capacity to deduce or infer a solution from a complicated problem or situation
- Knowledge of rhetorical appeals and problems
- Considering the ethics of a situation or issue and making a judgment accordingly
- Encountering new concepts in texts, lectures, or media and approaching them critically

COURSE MATERIALS:
Readings, Journals, and other online resources will be available on our Canvas course site (go to https://canvas.uoregon.edu/ and log on with your Duck ID and password). There is no required book.

GRADING AND REQUIREMENTS:
This is a one-credit, pass/no pass course. You must complete all requirements fully and satisfactorily in order to earn course credit. Examples and details will be provided throughout the course as needed.

Attendance: Your presence and participation are necessary in order to make this course successful for you and your learning community. If you miss more than one class meeting (of seven total), you will not receive credit for the course. Remember that you are responsible for any missed work and information.

Conference: Plan to meet with me once at the UO Teaching and Learning Center for an individual conference to discuss TLC 199, your progress in and approaches to critical thinking in your classes, or other questions related to your university experience. To schedule a conference, you can either:
- come to my TLC drop-in hours (Tuesdays and Thursdays 10am-noon)
- make an appointment with me through the main TLC office (68 PLC, 541-346-3226)

Journal Entries: Essays (posted on Canvas) will offer us material for in-class discussion and serve as models of our course objectives. Carefully read each essay and write a two-paragraph response (see Canvas for details). Submit your work in your Canvas journal prior to each class.
Portfolio: Throughout the course, you will learn, practice, and reflect on critical thinking methods. On the final day of class, you will submit a collection of your work. A passing portfolio must contain all elements described in the instructions in this syllabus. Additional details, practice activities, and examples will be provided during class time or on Canvas.

ADDITIONAL STANDARDS:
Diversity: Open inquiry, freedom of expression, and respect for difference are fundamental to a comprehensive and dynamic education. The University of Oregon Teaching and Learning Center is committed to upholding these ideals by encouraging the exploration, engagement, and expression of divergent perspectives and diverse identities.

Academic Integrity: All students are expected to complete assignments in a manner consistent with academic integrity. Students must produce their own work and properly acknowledge and document all sources (ideas, quotations, paraphrases). Students can find more complete information about the University of Oregon’s Policy on Academic Dishonesty in the University of Oregon Student Handbook.

Accommodations: The University of Oregon works to create inclusive learning environments. If aspects of the instruction or design of this course limit your participation, I encourage you to talk with me as soon as possible so that we can strategize how you can get the most out of this course. If you have or may have a disability, you are also welcome to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu for more information.

CLASS SCHEDULE:

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<thead>
<tr>
<th>Date</th>
<th>Assignment Due</th>
<th>Critical Thinking Persona</th>
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<tbody>
<tr>
<td>Weds., Sept. 30</td>
<td>None</td>
<td>The Skeptic</td>
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<tr>
<td>Weds., Oct. 7</td>
<td>Journal Entry #1</td>
<td>The Logician</td>
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<td>Weds., Oct. 14</td>
<td>Journal Entry #2</td>
<td>The Detective</td>
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<td>Weds., Oct. 21</td>
<td>Journal Entry #3</td>
<td>The Lawyer</td>
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<td>Weds., Oct. 28</td>
<td>Journal Entry #4 and Issue Response List</td>
<td>The Archaeologist</td>
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<td>Weds., Nov. 4</td>
<td>Journal Entry #5</td>
<td>The Judge</td>
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<td>Weds., Nov. 11</td>
<td>Portfolio (Issue Response &amp; Self-Reflection)</td>
<td>The Ambassador</td>
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CRITICAL THINKING PORTFOLIO INSTRUCTIONS:

Your Portfolio is a compilation of your coursework, showcasing specific strategies as well as your overall observations and progress. Your completed portfolio will contain:

- an Issue Response
- a Self-Reflection on your critical thinking progress

ISSUE RESPONSE:
You will first create a write a 2-3 page paper (500-800 words) in response to an issue in debate. I will provide specific instructions for this task during the term, but you will need to find a present issue or argument that interests or challenges you, and create a list of points in favor or against the position. Be sure to turn in your pro/con list along with your paper!

SELF-REFLECTION:
Think about your strengths and weaknesses as a critical thinker and judge. In a 2-3 page paper (500-800 words) address the following questions or related ones. For example, how have you addressed your critical thinking skills and deficits this term? In what ways would you like to improve? Are there elements of logic, analysis, argument, or decision-making you’d specifically like to work on in the future? Are there ways the TLC can help you push your thinking further? What kind of critical problems remain for you to solve? Do you have plans to overcome these? How can you create good thinking habits?

(Note: Course Schedule and Requirements subject to change. Any work delivered electronically is considered to be permitted for explanatory use in future courses unless expressly prohibited.)