

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA A3: Critical Thinking

See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number: PSYC 110		Course Title: Critical Thinking in Psychology	
Number of Units: 3			
College or Program: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other		Desired term of implementation: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year:	Mode of Delivery: <input checked="" type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Colleen Moss		Email: cmoss@csusm.edu	Submission Date: 2/24/2014

- 1. Course Catalog Description:** An introduction to critical thinking skills as they are applied in the science of psychology. Basic critical thinking skills covered include logical inferences and fallacies, distinguishing fact from opinion, scientific reasoning and interpreting research findings. Emphasis will be on using critical thinking skills to examine a number of contemporary issues involving human behavior, such as hypnosis, ESP, subliminal perception, persuasion and propaganda, drug legalization, AIDS prevention, and the effects of television.
- 2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:**

X	Course description, course title and course number
X	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
X	Topics or subjects covered in the course
X	Registration conditions
X	Specifics relating to how assignments meet the writing requirement
X	Tentative course schedule including readings
X	Grading components including relative weight of assignments

SIGNATURES




 Course Proposer Date Department Chair date

Please note that the department will be required to report assessment data to the GEC annually.

DC Initial

_____	Support	Do not support*	_____	Support	Do not support*
Library Faculty	<input type="checkbox"/>	<input type="checkbox"/>	Impacted	<input type="checkbox"/>	<input type="checkbox"/>
Date			Discipline Chair	Date	
_____	Support	Do not Support*	_____	Approve	Do not Approve
Impacted Discipline	<input type="checkbox"/>	<input type="checkbox"/>	GEC Chair	<input type="checkbox"/>	<input type="checkbox"/>
Chair			Date		

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: 760-889-4721 Phone Email: cmoss@csusm.edu

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Part A: Critical Thinking General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Critical Thinking GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
A3.1: Distinguish matters of fact from issues of judgment or opinion and derive factual or judgmental inferences from unambiguous statements of knowledge or belief.	This is a theme woven throughout all topics taught in this course. There is also a specific unit taught on the difference between knowing and belief.	Specific multiple choice questions on exams and quizzes
A3.2: Judge the reliability and credibility of sources.	Taught as part of a specific unit on judging reliability of evidence.	Specific multiple choice questions on exams and quizzes.
A3.3: Effectively argue a point of view by clarifying the issues, focusing on the pertinent issues, and staying relevant to the topic.	This is a theme taught throughout the course.	Class discussion, and final paper
A3.4: Understand the nature of inductive and deductive reasoning, identify formal and informal fallacies of reasoning, and employ various methods for testing the strength, soundness, and validity of different argument forms.	Taught as part of a specific unit on inductive and deductive reasoning, and fallacies.	Specific multiple choice questions on exams and quizzes.
A3.5: Understand the basic concepts of meaning (sense, reference, connotation, etc.) and identify different methods of word definition.	This is a theme woven throughout all topics taught in the course.	Specific multiple choice questions on exams and quizzes.
A3.6: Understand logic and its relationship to language by identifying the basic components of reasoning, including the propositional content of statements, the functions of premises and conclusions in the makeup of arguments, the linkage between evidence and inference, and the rules of inference and logical equivalence.	There is a theme taught about the basic structure of arguments. It is also a theme woven throughout the course.	Specific multiple choice questions on exams and quizzes.

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Students write reflection papers after each class session, and write a final paper. How to effectively write the final paper is specifically taught.	Final paper.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Do not complete. This information is provided in Part A.	Do not complete. This information is provided in Part A.
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Students are taught a unit on finding and evaluating evidence.	Specific multiple choice questions on quizzes and exams.

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Part C: GE Programmatic Goals: *The GE program aligns with CSUSM specific and LEAP Goals. All A3 courses must meet at least one of the LEAP Goals.*

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>This is woven throughout the course, but specific info on enculturation is taught.</i>
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>This is woven throughout the course, but specific info is taught about how all of us are connected.</i>

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	Daily reflection papers, as well as 8-10 page final paper.
Critical thinking may be taught in the context of a subject area, by including specific attention to general principles of critical thinking and applying them to examples and exercises in the subject area.	This is taught from a perspective of psychology, and students are taught how to use critical thinking skills to understand their own behavior. They are also taught about scientific reasoning.
The course proposals will demonstrate the application of information literacy to the course materials.	Students are taught how to find and evaluate evidence.
All critical thinking courses will be open to all students regardless of their majors; therefore, the basic reasoning skills listed in the above objectives must be explicitly covered.	All topics are taught so that they are applicable to all students.

SYLLABUS
PSYCHOLOGY 110
CRITICAL THINKING IN PSYCHOLOGY

Spring 2014
Section 01--CRN 27843
Monday/Wednesday 11:30-12:45
ACD 102

INSTRUCTOR AND CONTACT INFORMATION

Name: Colleen Moss, Ph.D.

Office: SBSB 3226

Office Hours: Monday/Wednesday 12:45-2:15; Tuesday/Thursday 1:15-2:15; or by appointment

E-mail address: cmoss@csusm.edu

REQUIRED TEXT

1. Chaffee, J. (2004). *Thinking Critically: A Concise Guide*. Houghton Mifflin Co.: Boston.
2. Kubler-Ross, E. & Kessler, D. (2000). *Life Lessons*. Scribner: New York

STUDENT LEARNING OUTCOMES

Specific Course SLOs

1. Students will learn specific skills for thinking critically.
2. Students will learn how to distinguish between fact and belief.
3. Students will learn how to critically evaluate information, including information from the media, and scholarly research.
4. Students will learn to critically evaluate their own thinking, including how emotions, assumptions, and biases influence their thinking.
5. Students will learn to apply critical thinking skills to real life issues and problems, including issues specifically related to psychology.
6. Students will improve their overall writing, research, and oral communication skills.

Program SLOs

1. Students will apply creative and critical thinking and employ skeptical inquiry to addressing issues and solving problems related to psychological phenomena.
2. Students will thoughtfully consider and appraise alternative viewpoints, diverse socio-cultural perspectives and ethical issues related to psychological topics.

COURSE DESCRIPTION

Welcome to Psychology 110! This course is an introduction to critical thinking skills as they are applied in science and psychology. Basic critical thinking skills covered include logical inferences and fallacies, distinguishing fact from opinion, scientific reasoning and interpreting research findings. Emphasis will be on using critical thinking skills to examine a number of contemporary and personal issues.

Learning how to be a critical thinker is not a passive process; it can only be achieved through active mental involvement on the part of each student. This active involvement will ultimately lead to greater understanding of material, and greater success in the course. Many of the decisions that I have made about how this course is structured are designed to achieve this goal. I expect each and every student to actively participate in this process and to fully participate in class discussions and activities.

STUDENTS WITH SPECIAL NEEDS

A student with a verified disability may be entitled to appropriate academic accommodations. Please contact your instructor and/or Disabled Student Services in Craven Hall 5202, ext. 4905, for further assistance.

EVALUATION CRITERIA

<u>Assignments and Evaluation</u>		<u>Point Scale</u>
Quizzes (3 @ 34 pts each)	100 points	360-400 = A
Final exam	100 points	320-359 = B
Paper	100 points	280-319 = C
Class attendance/participation (~3 pts per day!!!)	100 points	240-279 = D
TOTAL = 400 points		below 240 = F

***Final grades will be determined on the basis of total points earned.

***Exam grades and final grades will not be curved.

***Plus or minus grades will not be given.

***No extra credit will be given

Your instructor reserves the right to change the evaluation criteria (including adding or deleting assignments) as needed. If this occurs, the grading scale will be adjusted and the revised grading scale will be posted on Cougar Courses.

COUGAR COURSES

This course will be supported by Cougar Courses. Students should check Cougar Courses on a regular basis to keep track of announcements, and to download the syllabus and class assignments. Students will also submit their papers to "Turn-It-In" via Cougar Courses. In addition, students are strongly encouraged to participate in the discussion board. Thoughtful, and regular participation in the discussion board will be taken into consideration when assigning class participation points.

CLASS REQUIREMENTS AND POLICIES

A. Quizzes and Final Exam

There will be 3 quizzes worth 34 points each. Each quiz will take approximately 20 minutes to complete and will be based on material discussed in class previously and/or

taken directly from the assigned reading. You must bring a scantron (Form No. 882-E) for each of the quizzes. Students who do not use a scantron for the quiz will be penalized 5 points for that quiz.

There will also be one final exam worth 100 points that will be taken during the final exam time (see class schedule). This exam is comprehensive. Attendance for this exam is absolutely required. **No make-ups for any quiz or exam will be allowed without prior arrangement with the instructor, and make-ups will only be granted for documented emergencies (e.g. death in the family, or car accident).**

B. Quotation/song lyric

Students are required to pick a favorite quotation or song lyric, and share it with the class. Please refer to the supplemental handout on this assignment that is attached to this syllabus for more information on this assignment.

C. Paper/Other Writing Assignments

Students will write a paper worth 100 points. This paper, along with other writing activities and assignments, will fulfill the campus writing requirement. The paper will require that the student apply reading material to real-life situations. Please refer to the supplemental handout on this assignment that is attached to this syllabus for more information on this assignment.

D. Attendance and participation

It is expected that students will attend all class sessions, arrive to class on time and stay for the entire class period. ***It will be virtually impossible for students to do well in this class without good attendance.*** In addition to attendance points, much of the content of the course is not covered in the textbook, and failure to attend class will impact quiz grades significantly. If you miss class, it is your responsibility to get notes from other students and to be aware of any changes in the schedule.

Participation in class and small group discussion, as well as participation in the presentations of others is considered to be an extremely vital part of this class. Students who attend class on a regular basis and who participate in discussions and class presentations will be rewarded approximately 3 points per day. ***(Please note that class attendance/participation comprises approximately 23% of your total grade!!)***

Because attendance and participation is so important to your success in this class, it is vital that my attendance records are accurate. It is the student's responsibility to make sure that you get your name on the attendance roster. ***Student arriving more than 5 minutes late, or leaving early will NOT be allowed to earn full participation points for that day. In addition, students who are disruptive during class, or who choose not to participate in class activities, will NOT receive their participation points, and in addition may be asked to leave the classroom.***

E. Name Tags

Students are required to display a name tag everyday in class. The name tag must be large enough to read from the front of the class. Students who fail to display their name tag, will not earn full participation points for that day.

F. Course Assistance and Office Hours

If you are experiencing problems with the course material, you should discuss this with me immediately. Students who are doing poorly, are often able to raise their grade by doing so. In addition, it is extremely important that you consult with me if you are unsure about class requirements or are unsure about your standing in the class. I am also available to work with you on your papers (i.e. to offer suggestions, to check your progress, to give feedback, and to read rough drafts). It is strongly suggested that you take advantage of this!

Office hours are kept so that students can have an opportunity to meet with me. As stated above, students should contact me immediately if they are having difficulty with the class. However, students may also stop by to visit me for other reasons including just wanting to talk. Please stop by! You do not need an appointment to see me during my office hours. I will see students on a first come, first served basis. If students are not available during scheduled office hours, other meeting times can be arranged.

G. Class Standing

Your instructor wants you to know "where you stand" as the semester progresses. It is a simple matter for you to calculate your grade at any point during the semester by dividing your *points earned* by the *total points possible so far*. It is your responsibility to know your standing at all times during the course, and you should do this by keeping an accurate record of your grades. If you have questions, or need help with this, please contact your instructor.

H. Academic Dishonesty

Academic dishonesty will not be tolerated in this course. This includes using or attempting to use unauthorized materials, information, or study aids in any academic exercise; failure to properly acknowledge the actual source from which cited information was obtained; attempting to alter or resubmit academic work with an attempt to defraud the instructor; and putting your name as an author on a group project to which no contribution was actually made. Further explanations of academic dishonesty are outlined in detail in the college catalogue. If you are academically dishonest in this course, you risk receiving an F in the course and/or receiving further university sanctions.

I. Other Student Responsibilities

Each student is expected to be an *active* participant in their own learning. This includes active participation in class lectures and discussions, active participation in activities and presentations, being sure that you understand all aspects of the course

requirements and expectations, keeping track of your progress in the course, keeping up with reading and other assignments, and seeking help when needed.

TENTATIVE SCHEDULE

All dates given are tentative. It may be necessary to change testing dates and/or due dates. *It is the student's responsibility to keep track of any changes in the schedule.*

<u>DATE</u>	<u>TOPIC</u>	<u>READING ASSIGNMENTS</u> (Read assignment BEFORE coming to class!)
MODULE #1: <i>Introduction</i>		
	<ul style="list-style-type: none"> • Critical thinking • Sensation and perception 	
Jan. 22	Introduction	None
Jan. 27	More introductory info; sensation and Perception	Chapters 1 and 2 (Chaffee) "Message from Elizabeth", "Message from David", & Chapter 1 (<i>Life Lessons</i>)
Jan. 29	Sensation and Perception	Chapters 1 and 2 (Chaffee) Chapter 2 (<i>Life Lessons</i>)
MODULE #2: <i>Self-reflection</i>		
	<ul style="list-style-type: none"> • Personal barriers to critical thinking • Using critical thinking to construct a meaningful life 	
Feb. 3	<i>Quotation/song lyric assignment due</i> Personal barriers to critical thinking	Chapter 3 & 4 (<i>Life Lessons</i>)
Feb. 5	Personal barriers to critical thinking: enculturation and egocentrism	Chapter 5 & 6 (<i>Life Lessons</i>)
Feb. 10	Personal barriers to critical thinking: ego defenses	Chapter 7 & 8 (<i>Life Lessons</i>)
Feb. 12	Personal barriers to critical thinking: self-serving biases and irrational beliefs	Chapter 9 & 10 (<i>Life Lessons</i>)
Feb. 17	Personal barriers to critical thinking: stereotyping and conformity	Chapter 11 & 12 (<i>Life Lessons</i>)
Feb. 19	Personal barriers: application of what we've learned	Chapter 13 & 14 (<i>Life Lessons</i>)

Feb. 24	Quiz #1 Moving towards a life of significance: how we can use our critical thinking skills to create a meaningful life	Chapter 8 (Chaffee)
Feb. 26	Choosing to be a critical thinker	Chapter 8 (Chaffee)
MODULE #3: <i>Using and evaluating evidence</i>		
	<ul style="list-style-type: none"> ▪ <i>Fact vs. belief</i> ▪ <i>Scientific reasoning</i> 	
Mar. 3	Believing vs. knowing	Chapter 4 (Chaffee)
Mar. 5	Reporting, inferring, judging	Chapter 5 (Chaffee)
Mar. 10	Inductive vs. deductive reasoning/ Logical and scientific thinking	Chapter 7 (Chaffee pp. 227-233)
Mar. 12	Logical and scientific thinking	Chapter 7 (Chaffee pp. 227-233)
Mar. 17	Logical and scientific thinking	Chapter 7 (Chaffee pp. 227-233)
Mar. 19	Logical and scientific thinking	Chapter 7 (Chaffee pp. 227-233)
Mar. 24	Logical and scientific thinking Paper due	Chapter 7 (Chaffee pp. 227-233)
Module #4: <i>Avoiding common reasoning errors</i>		
	<ul style="list-style-type: none"> ▪ <i>Inductive vs. deductive reasoning</i> ▪ <i>Fallacies in thinking</i> 	
Mar. 26	Deductive reasoning; constructing arguments	Chapter 6 (Chaffee)
Mar. 31	Cesar Chavez Day	
Apr. 2	Spring Break	
Apr. 7	Quiz #2 Deductive reasoning; constructing arguments Reasoning Fallacies	Chapter 6 (Chaffee) Chapter 7 (Chaffee pp. 233-274)
Apr. 9	Reasoning fallacies	Chapter 7 (Chaffee pp. 233-274)

Apr. 14	Reasoning fallacies	Chapter 7 (Chaffee pp. 233-274)
Module #5: <i>Moral and Ethical Reasoning</i>		
Apr. 16	Moral and ethical reasoning	None
Apr. 21	Moral and ethical reasoning	None
Apr. 23	Quiz #3 Moral and ethical reasoning	None
Module #6 <i>Using critical thinking in your real life</i>		
Apr. 28	"Finding Joe"	None
Apr. 30	"Finding Joe"	None
May 5	Using critical thinking in your real life	None
May 7	Wrap-up	None

Final Exam (Cumulative)
Monday, May 12th
1:45- 3:45