

**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:

- 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


4/9/14
Date

4/9/14
date

Course Proposer
Department Chair
DC Initial

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

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

**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

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.	There is also a specific unit taught on the difference between knowing and belief to help students understand the difference between fact and opinion/judgment.	Specific multiple choice questions on exams and quizzes which require students to demonstrate that they understand the difference between fact and belief.
A3.2: Judge the reliability and credibility of sources.	Taught as part of a specific unit on judging the reliability of evidence and sources of evidence, with an emphasis on scientific and empirical evidence.	Specific multiple choice questions on exams and quizzes which require that students demonstrate that they can judge the reliability and credibility of sources and empirical evidence.
A3.3: Effectively argue a point of view by clarifying the issues, focusing on the pertinent issues, and staying relevant to the topic.	During class discussions, students are asked to provide supporting evidence for their arguments. In addition, the final paper requires students to read an assigned book, pick out main ideas, discuss main ideas, support ideas with evidence, and apply to their real life. This paper therefore requires that they must argue a point of view, clarify issues, and stay relevant to the topic.	Class discussion, and final paper. Specific criteria on the grading rubric focus on their ability to meet this GELO.
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. Students get examples and practice with judging the soundness and validity of various deductive argument forms. With inductive reasoning, emphasis is placed on the scientific method (since in this course we emphasis critical thinking from a psychology perspective). Scientific reasoning is a form of inductive reasoning.	Specific multiple choice questions on exams and quizzes, which require that students can distinguish between deductive and inductive reasoning, recognize the different forms of deductive arguments, judge validity and soundness of arguments, and understand inductive and scientific reasoning.
A3.5: Understand the basic concepts of meaning (sense, reference, connotation, etc.) and identify different methods of word definition.	This is applied at a more general level, vs. a specific linguistic level. It is addressed in a specific lecture where students are taught about the nature and meaning of concepts, concept formation, and concept structure (i.e. sense, reference,	Specific multiple choice questions on exams and quizzes, which require that students demonstrate that they understand the nature and meaning of concept structure and formation.

**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

	& connotation from a larger concept perspective rather than a specific word perspective).	
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 specific unit taught about the basic structure of arguments, including premises and conclusions. In addition, since this is a critical thinking class as it pertains to psychology, a specific unit is taught about scientific evidence, including the process of the scientific method, how to evaluate scientific/empirical evidence, and how to find it (evaluating sources of evidence).	Specific multiple choice questions on exams and quizzes which require that students understand premises and conclusions in arguments, evidence, and inference.

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

GE Outcomes required of <u>all</u> 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.	Daily reflection papers, and final paper. A criterion for effective communication is included in the grading standards for the 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 which require that students demonstrate an ability to know where to find and evaluate empirical evidence.

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 checked="" 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 checked="" 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): This is woven throughout the course, but specific info on enculturation is taught.
CSUSM 2: Exposure to and critical thinking about the	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): This is woven

**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

interrelatedness of peoples in local, national, and global contexts.	<i>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 course is taught from a perspective of psychology, and a specific unit is included where students are taught how to use critical thinking skills to understand their own thinking and behavior. They are also taught about scientific reasoning, since Psychology uses the scientific method.
The course proposals will demonstrate the application of information literacy to the course materials.	<i>Students are taught how to find and evaluate evidence.</i>
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.	<i>All topics are taught so that they are applicable to all students.</i>