

ORIGINAL

General Education Course Proposal

California State University, Fresno
RECEIVED

JAN 27 2005

Office of the Associate Vice President
and Dean of Undergraduate Studies
Units 3

Proposed Course: GEOG 25 Critical Thinking In Geography
Prefix No. Title

Department: Geography College/School: Social Sciences

GE Category (Indicate one category only):

Foundation: A1 ___ A2 ___ A3 B4 ___
Breadth: B1 ___ B2 ___ C1 ___ C2 ___ D ___ E ___
Integration: B ___ C ___ D ___ International/Multicultural ___

Existing Course ___ Revised Course ___ New Course

Course Included in Current GE Program ___

New courses require the Undergraduate Course Proposal form in addition to this form.
Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Fundamentals of critical thinking with emphasis on: evaluating claims, geographical and cultural influences on perception, constructing arguments, deductive and inductive reasoning, recognizing fallacies and persuasive rhetoric, and explanations. These skills are applied to select topics drawn from various geographic contexts.

Enrollment limit per section: 30

Expected number of sections per semester - Year 1 2 Year 3 4

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

[Signature] 01/23/06
Department Chair Date

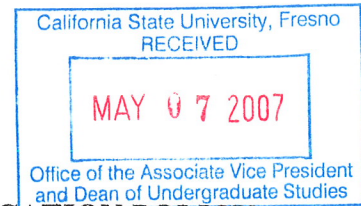
[Signature] 1/25/06
College/School Curriculum Committee Date

[Signature] 1/26/06
College/School Dean Date

[Signature] 9/7/07
General Education Subcommittee Date

[Signature] 9/7/07
Dean of Undergraduate Studies Date

**Forward Original and TWELVE copies to:
Dean of Undergraduate Studies Office, M/S TA 54**



ATTACHMENT 1

STATEMENT OF CONFORMITY TO GENERAL EDUCATION POLICY

CRITICAL THINKING IN GEOGRAPHY—GEOG 25

Executive Order 595 requires, *inter alia*, a minimum of three semester units of instruction in critical thinking. To comply with EO 595, a course must

Be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief [Instructions for General Education, Area A].

As detailed below and in the attached syllabus, Geography 25 has been designed to fully satisfy these and all other relevant criteria set forth in the executive order. Geography 25 also meets the five specifications for Critical Thinking (A3). Theory and concept are addressed in lectures and readings, while practice is emphasized in classroom discussions and formal exercises, informal self-test exercises in the textbook, and in the required essays and term paper. The relationship between theory and practice is further elucidated by the presentation and discussion of examples, including case studies, drawn from geographic literature. The intent here is to impart real-world knowledge and skills while responding fully to the sub-area (A3) specifications.

Course Specifications:

1. *Provide theory and practice in reaching factual or judgmental conclusions based on the sound inferences drawn from unambiguous statements of knowledge or belief.*

Geography 25 devotes considerable attention to this aspect of thinking through its focus on evaluating claims, recognizing sound and strong arguments, and distinguishing between reliable and weak explanations as well as through its critical treatment of fallacies, and pseudo-reasoning. Clear distinctions are drawn between objectivity and subjectivity, fact and opinion, and argumentative vs. non-argumentative persuasion. Lectures, class discussions, and essay assignments provide experience relating these concepts to such topics as bias, implicit assumptions, and stereotyping.

Objective 1a: Students will be able to critically evaluate claims

Objective 1b: Students will be able to distinguish between objectivity and subjectivity

- 2. Provide theory and practice in identifying the relationship of language and logic.*

This specification is well met by the orientation of Geography 25. With a spatial perspective, instructors are able to explore with students the fundamental relationships among language, perception, cognition, and reasoning in addition to the influence of various non-linguistic geographical factors on a person's worldview and approach to decision making. The spatial approach to critical thinking leads students to appreciate and understand in a broader context their own perspectives, biases, and reasoning processes. Finally, students examine the use of "code words," media manipulation, and language as tools in subliminal conditioning. These and other aspects of the relationship between language and logic are explored variously in readings, lectures, class discussions, and writing assignments.

Objective 2: Students will be able to understand the relationship between language and decision making.

- 3. Provide theory and practice in the structure of informal arguments and development of deductive and inductive reasoning skills with oral or written critiques by the instructor.*

Specification 3 is addressed thoroughly in Geography 25. Lectures and assigned readings, as well as student essays and class exercises, provide detailed attention to the definition, comparison, and use of inductive and deductive reasoning. The course explores the nature of deductive arguments (including the criteria for valid and sound arguments), categorical logic, and truth-functional logic. Further, it examines inductive arguments, analogical reasoning, and inductive generalizations. Considered, too, are the effects of accuracy, precision, vagueness, ambiguity, and conditional statements in premises. Examples and topics for discussion are drawn from a wide array of geographical contexts. The instructor's detailed critiques are both oral (during class discussion and exercises) and written (in the form of comments on essays and term papers).

Objective 3a: Students will understand differences between inductive and deductive arguments.

Objective 3b: Students will understand analogical reasoning and inductive generalizations.

- 4. Provide theory and practice in identifying and distinguishing the most common formal and informal fallacies of language and reasoning with oral or written critiques by the instructor.*

A major focus of Geography 25 is on the identification and critical assessment of a wide range of common fallacies and persuasive rhetoric (e.g. hyperbole, proof surrogates, stereotypes, scare tactics, burden of proof, line-drawing fallacies, slippery slope, etc.).

With respect to all five of the stipulations, but especially Numbers 3 and 4, students are expected to participate in classroom exercises, and discussions dealing with the subject matter, and to apply their knowledge and skills when writing assigned essays and papers. These learning formats allow for substantial oral and written critiques by the instructor. The same may be said of examinations, which are intended to measure the student's progress and point out strengths as well as any deficiencies in understanding key concepts.

Objective 4: Students will be able to identify and assess common fallacies and persuasive rhetoric.

- 5. Provide theory and practice in identifying and providing examples of the role of critical thinking in society.*

This final specification is met and exceeded by Geography 25, which treats the geographical context of critical thinking as a major theme throughout the course. Examples are drawn from various global scales, and all levels of society from individual acts to decisions of global consequence. In the context of spatial paradigms, instructors examine and illustrate with examples such topics as: relationships between critical thinking abilities and development; the potential of knowledge and reasoning skills to mitigate global problems, the rules of reasoning in adaptation to global change; and the increasing significance of critical thinking for the future survival and prosperity of global relationships.

Objective 5: Students will be able to relate course theories to the real world.

ATTACHMENT 2

GENERAL SYLLABUS

CRITICAL THINKING IN GEOGRAPHY—GEOG 25

Instructor: Dr. Michelle Calvarese
Office Phone: 559-278-2836
Department Phone: 559-278-2797

Email: mcalvare@csufresno.edu
Office hours: TBA
Units: 3

Course Description:

- This course explores the fundamentals of critical thinking with emphases on evaluating claims; cultural influences on perception/ construction arguments; deductive and inductive reasoning; recognizing fallacies and persuasive rhetoric; and explanations. Thinking skills are applied to select geographic topics and drawn from various global contexts.
- This course meets the following requirements: G.E. AREA A3, Critical Thinking.

Prerequisites: There are no prerequisites for this course.

Required Texts and Instructional Materials:

- Moore, B. N. and R. Parker, 2007, *Critical Thinking* 8th Edition, McGraw-Hill.
- Supplemental readings as required by the instructor
- Paul, R. and L. Elder, 2006, *The Thinker's Guide to the Art of Socratic Questioning*, Foundation for Critical Thinking
- There will also be several handouts throughout the course of required readings from philosophy and critical thinking journals and texts. Most of these handouts will be available via Blackboard.

This course may require the use of your university email account. (The University provides free email accounts to all students. Students may sign up for email online at http://www.csufresno.edu/it/online/online_email_signup.htm. Internet accounts are available for a modest fee at http://www.csufresno.edu/it/online/online_email_signup.htm.)

Optional Texts or References:

- Goodes World Atlas
- *Study Guide to Accompany Moore and Parker's Critical Thinking* by N. Pappas, McGraw-Hill.
- *Taking Sides: Clashing Views on Controversial Social Issues* by Kurt Finterbusch, 2004. McGraw-Hill, NY.

- *Taking Sides: Clashing Views on Controversial Environmental Issues* by Thomas Easton, 2003. McGraw-Hill, NY.
- *Taking Sides: Clashing Views on Controversial Global Issues* by James Harf, 2003, McGraw-Hill, NY.
- *Annual Editions: Global Issues 05/06* by Robert Jackson, 2005, McGraw-Hill, NY.
- *Global Issues 2005: Selections from the CQ Researcher* by CQ Press, 2005, CQ Press.

Course Objectives/Goals:

Readings, lectures, and work assignments are intended to promote a clear understanding of such basic concepts as:

- Fallacies
- Pseudoreasoning
- The nature of claims and procedures for their evaluation
- The structure and varieties of arguments
- Deductive and inductive reasoning
- Populations, sampling, and generalizations
- Explanations
- Justifications
- Philosophy, assumptions, and methods of science
- Moral and legal reasoning
- Aesthetic judgment
- Both Western and non-Western perspectives and modes of thinking

Students who successfully complete Geography 25 will be able to analyze, criticize, and advocate ideas. They will also be able to reason both inductively and deductively, and to evaluate claims, draw conclusions, and make informed decisions on the basis of reliable procedures and criteria. Importantly, they will be able to apply the concepts and methods of critical thinking to a wide range of global and geographical experiences.

Primary Learning Outcomes:

Student Learning Outcome	Assessment
1. Students will be able to identify the relationship of language and logic	Exam
2. Students will be able to analyze, criticize, and advocate ideas	Presentation, Exercise
3. Students will demonstrate the ability to reason inductively and deductively	Presentation, Exercise
4. Students will reach factual or judgmental conclusions based on sound inferences	Presentation, Exercise
5. Students will be able to recognize and/or define the structure of informal arguments	Exercise and Exam

6. Students will identify and distinguish the most common formal and informal fallacies of language and thought	Exam
7. Students will distinguish matters of fact from issues of judgment or opinion	Exercise and Exam
8. Students will identify and provide examples of the role of critical thinking in society	Presentation

Fees: There are no extra fees assessed for this course.

Classroom Policies:

ATTENDANCE/PARTICIPATION:

It is expected that you will attend class. You will miss valuable information that is not available in your text if you are absent. If you are absent, it is YOUR responsibility to get missed material from another student. **I do not repeat my lecture during office hours, nor photocopy class notes.** I strongly advise that students obtain a contact in class in case materials and/or notes are missed. **Attendance will be randomly taken 10 times throughout the semester and will count toward your final grade.**

Lecture, classroom exercises, and discussion are essential parts of the educational experience in this course. The readings, while very important, are not a substitute for active participation in Geography 25.

The following will not be tolerated in the classroom:

- Disruptive behavior (i.e. talking in class, calling out, unwarranted comments, etc.). You will be warned once and then asked to leave the class if the behavior continues.
- Newspapers may be read before class, but **MUST** be put away once class begins. This also includes books and course material from other classes.
- Cell phones and beepers.
- Excessive lateness
- You may wear baseball caps, but they must be turned around during exams and quizzes.

READINGS: Students are responsible for completing assigned readings in advance of each class meeting and to actively participate in discussions, activities, and instructional presentations. Reading assignments are listed on the class schedule.

NOTICE: Assignments for this class are expected to be your own work. If you are absent from class, it is your responsibility to ensure that any assignments that are due are turned in.

Grades will be based upon the following:**Essays**

Three essays, each analyzing a brief reading assignment, are to be submitted on the dates specified in the Class Calendar. Each essay is to be one page in length, typewritten, double-spaced with one-inch margins (approximately 250 words each totaling 1000 words for all four essays). The purpose of the essays is to evaluate the assigned readings and answer questions posed by the authors of the text. An evaluation is not a summary, so students should not reiterate the readings. Rather, the task is to assess the strengths and weakness of the published essays with respect to critical thinking.

A draft of the first essay will be turned in no later than one month prior to final due date. I will offer suggestions for improvement and return with my comments within 3 weeks of submittal.

Presentation

There will be one 15 minute presentation for this course. Written instructions for the presentation will be handed out separately.

Class Exercises

In addition to informal discussions of course material, three "formal" exercises are scheduled in the Course Calendar. Students are expected to participate in all of these exercises. Further information regarding the exercises will be presented in class.

Exams

Three exams worth 100 points will be given on the dates shown in the Class Calendar. Exams will test for knowledge of information provided in the readings, lecture, and class discussions. Although each exam will emphasize the subject matter covered since the time of the previous exam, some concepts presented earlier in the course may also be covered, especially if such concepts are essential for understanding the subsequent material.

Exams will include questions in various formats (e.g. fill-in, multiple choice, definition, matching, identification, short-essay, and other types of answers may be required). Students will be informed in advance if blue book or Scantron sheets are needed for an exam.

Attendance

Attendance will be randomly taken 10 times throughout the semester and will count as 5 points each toward final grade.

Assignment and Exam Schedule:

- See Course Calendar. All important dates are in bold.

GRADING

600 points are the maximum number of points you can accumulate in this class. The following is a breakdown of the number of points you need to accumulate for each grade. **You must accumulate that specified number of points. There will be no curving on exams or assignments or rounding up of final grades.**

A=540 points
B=480 points
C=420 points
D=360 points
F=below 360 points

Your grades will be based on the following:

• (3) Exams worth 100 points each:	300 points possible
• (1) Presentation worth 100 points:	100
• (3) One page essays worth 25 points each:	75
• (3) Class exercises worth 25 points each:	75
• Attendance--10 random, 5 pts each:	50
Total possible points:	600

Make Up Policy for Tardiness, Planned and Unplanned Absences:

- Exam make-ups are **only** allowed if a university approved excuse is provided (doctor's note, letter from athletics, funeral documentation, etc.). I understand that there are certain occasions where a university excuse is not possible, but your absence is still justified (i.e. job interview, professional meeting). In this case, I must be notified at least one week prior to the missed absence. Therefore, if I have not heard from you before your absence, you must furnish a university approved excuse in order to make-up an exam. All approved absences must be fully documented for my files. I do not allow make-ups due to work schedules or appointments made during class time. **All make-up exams must be taken the day of the final exam, after completing the final.**

- Late essays will be accepted with a penalty of 10 points. **Essays are considered late if they are not submitted in hard copy by the end of business day (5:00pm) the day they are due. Papers will not be accepted later than one week after the due date.** Papers will not be accepted via email.
- When a student is absent for an extended time period, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class for a serious and compelling reason or withdrawal from the university may be appropriate.

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

University Policies:

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Policy/Legal Statements) or the University Catalog (University policies)

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of

the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [copyright web page](#).

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COURSE TOPICS

1. Introduction to Critical Thinking
 - Introduction and scope of course
 - Basic concepts
 - Facts and opinions
 - Knowledge and belief
 - Role of critical thinking in society
 - Diverse global perspectives
2. Introduction to Arguments
 - Structuring persuasive communication
 - Role of critical thinking in argumentative speaking and writing
 - Organization, focus, clarity, accuracy, and precision
 - Problems in cross-cultural communication
 - Structure and elements of effective arguments
 - Deductive and inductive reasoning
 - Invalid, valid, and sound arguments
 - Evaluating arguments
3. Evaluating Informative Claims
 - Value the background knowledge

- Sources of information and credibility
 - Geographic factors influencing claims
 - Language, cognition, and perception
 - Methods for evaluating claims
4. Introduction to Non-Argumentative Persuasion
 - Rhetorical devices
 - Information tailoring
 - Geographical aspects of market segmentation and advertising
 - Pseudo-scientific reasoning
 - Appeal to common practice
 - Peer pressure
 - Scare tactics, pity, and spite
 - Burden of proof
 - Stereotyping
 - False dilemma, slippery slope, and begging the question
 - Alternatives to rational inquiry—divination, myths, and fraud
 5. Introduction to Explanations and Scientific Inquiry
 - Kinds of explanations
 - Identifying weak explanations
 - Scientific method
 - Science in geographic and social context
 - The need for scientific literacy
 - Science and future of humankind
 - Central role of critical thinking in scientific inquiry
 6. Relationships Between Emotions and Reason
 - Aesthetic reasoning
 - Cultural and geographic influences on perceptions of art and beauty
 - Artistic expression and societal values
 - Geographic perspectives on aesthetic reasoning
 7. Moral Reasoning and Societal Values
 - Morals in cross-cultural perspectives
 - Morality and moral reasoning in contemporary society
 - Legal reasoning in geographic context
 - Influences on the law
 - Justice and law
 - Principles of law in U.S. and world
 8. Critical Thinking and Geography
 - Geographical variability
 - Variations in societal perceptions on geography
 - Programs to promote geographical knowledge

Assignments:

- **Writing Requirement:** The University General Education policy states that each lower-division course in GE must have a 1,000 word writing requirement.

- Assignment due dates.
- Dates for discussion.
- Final Exam: Date, Time, Place

ATTACHMENT 3
TENTATIVE COURSE SYLLABUS
CRITICAL THINKING IN GEOGRAPHY—GEOG 25

Instructor: Dr. Michelle Calvarese
Office Phone: 559-278-2836
Department Phone: 559-278-2797

Email: mcalvare@csufresno.edu
Office hours: TBA
Units: 3

Course Description:

- This course explores the fundamentals of critical thinking with emphases on evaluating claims; cultural influences on perception/ construction arguments; deductive and inductive reasoning; recognizing fallacies and persuasive rhetoric; and explanations. Thinking skills are applied to select geographic topics and drawn from various global contexts.
- This course meets the following requirements: G.E. AREA A3, Critical Thinking.

Prerequisites: There are no prerequisites for this course.

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- Supplemental readings as required by the instructor
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. Internet accounts are available for a modest fee at
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Optional Texts or References:

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Readings, lectures, and work assignments are intended to promote a clear understanding of such basic concepts as:

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- Pseudoreasoning
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- Deductive and inductive reasoning
- Populations, sampling, and generalizations
- Explanations
- Justifications
- Philosophy, assumptions, and methods of science
- Moral and legal reasoning
- Aesthetic judgment
- Both Western and non-Western perspectives and modes of thinking

Students who successfully complete Geography 25 will be able to analyze, criticize, and advocate ideas. They will also be able to reason both inductively and deductively, and to evaluate claims, draw conclusions, and make informed decisions on the basis of reliable procedures and criteria. Importantly, they will be able to apply the concepts and methods of critical thinking to a wide range of global and geographical experiences.

Primary Learning Outcomes:

Student Learning Outcome	Assessment
1. Students will be able to identify the relationship of language and logic	Exam
2. Students will be able to analyze, criticize, and advocate ideas	Presentation, Exercise
3. Students will demonstrate the ability to reason inductively and deductively	Presentation, Exercise
4. Students will reach factual or judgmental conclusions based on sound inferences	Presentation, Exercise

5. Students will be able to recognize and/or define the structure of informal arguments	Exercise and Exam
6. Students will identify and distinguish the most common formal and informal fallacies of language and thought	Exam
7. Students will distinguish matters of fact from issues of judgment or opinion	Exercise and Exam
8. Students will identify and provide examples of the role of critical thinking in society	Presentation

Fees: There are no extra fees assessed for this course.

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The following will not be tolerated in the classroom:

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- Newspapers may be read before class, but **MUST** be put away once class begins. This also includes books and course material from other classes.
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NOTICE: **Assignments for this class are expected to be your own work. If you are absent from class, it is your responsibility to ensure that any assignments that are due are turned in.**

Grades will be based upon the following:**Essays**

Three essays, each analyzing a brief reading assignment, are to be submitted on the dates specified in the Class Calendar. Each essay is to be one page in length, typewritten, double-spaced with one-inch margins (approximately 250 words each totaling 1000 words for all four essays). The purpose of the essays is to evaluate the assigned readings and answer questions posed by the authors of the text. An evaluation is not a summary, so students should not reiterate the readings. Rather, the task is to assess the strengths and weakness of the published essays with respect to critical thinking.

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Attendance

Attendance will be randomly taken 10 times throughout the semester and will count as 5 points each toward final grade.

Assignment and Exam Schedule:

- See Course Calendar. All important dates are in bold.

GRADING

600 points are the maximum number of points you can accumulate in this class. The following is a breakdown of the number of points you need to accumulate for each grade. **You must accumulate that specified number of points. There will be no curving on exams or assignments or rounding up of final grades.**

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F=below 360 points

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Total possible points:	600

Make Up Policy for Tardiness, Planned and Unplanned Absences:

- Exam make-ups are **only** allowed if a university approved excuse is provided (doctor's note, letter from athletics, funeral documentation, etc.). I understand that there are certain occasions where a university excuse is not possible, but your absence is still justified (i.e. job interview, professional meeting). In this case, I must be notified at least one week prior to the missed absence. Therefore, if I have not heard from you before your absence, you must furnish a university approved excuse in order to make-up an exam. All approved absences must be fully documented for my files. I do not allow make-ups due to work schedules or appointments made during class time. **All make-up exams must be taken the day of the final exam, after completing the final.**

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- When a student is absent for an extended time period, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class for a serious and compelling reason or withdrawal from the university may be appropriate.

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

University Policies:

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Policy/Legal Statements) or the University Catalog (University policies)

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to

reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

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Tentative Course Schedule

WEEK	DATE	TOPIC	READING	OBJECTIVE
1	Aug 23	Introduction		
	Aug 25	Scope and purpose of course; organization and approach	Moore Ch. 1	1a, 1b
	Aug 30	Introduction to critical thinking, basic concepts, facts and opinions		
2	Sep 1	Knowledge and belief; the role of critical thinking in our society; diverse global perspectives		2, 5
	Sep 6	Labor Day		
	Sep 8	Introduction to arguments, structuring persuasive communication; the role of critical thinking in augmentative speaking and writing	Moore Ch. 2	2
	Sep 13	Organization, focus, clarity, accuracy, and precision; problems in cross-cultural/global communication	Handout #1	2
	Sep 15	Evaluating informative claims; the value of background knowledge; sources of information; Credibility; international	Moore Ch. 3	1a, 1b, 2

		factors influencing claims; language, cognition and perception; methods for evaluating claims		
Sep 20		Introduction to non-argumentative persuasion; rhetorical devices (slanters); Information tailoring; advertising, ethnic aspects of market segmentation and advertising	Moore Chps. 7 & 4	2
Sep 22		Pseudoreasoning: smokescreen; subjectivist fallacy	Moore Ch. 5	3a, 3b, 4
Sep 27		Appeal to common practice; peer pressure; wishful thinking; scare tactics; Pity; spite; stereotyping, origins of global ideologies		3a, 3b, 4
Sep 29		Burden of proof, false dilemma, slippery slope, begging the question	Moore Ch. 6	3a, 3b, 4
Oct 4		Pseudoreasoning exercise		
Oct 6		Alternatives to rational inquiry; divination; myths; fraud	Handout #2	4
Oct 11		Exam #1		
Oct 13		Introduction to explanations: kinds of explanations; identifying weak explanations		4
Oct 18		Exercise related to explanations		
Oct 20		The methodology of science; epistemology; hypothesis generation	Moore Ch. 11	1a, 1b
Oct 25		Validations; theory building; basic and applied science		1a, 1b
Oct 27		Science and technology; science in social context, the need for scientific literacy	Paul	2, 5
Nov 1		Science and the future of humankind; the central role of critical thinking in scientific inquiry		5
Nov 3		Critical thinking and global diversity; society and culture		2, 5
Nov 8		Perspectives on geography/global issues; maps	Handout #3	
Nov 10		Introduction to arguments: structure and elements of effective arguments; deductive and inductive reasoning	Moore Chps. 8-10	3a, 3b
Nov 12		Invalid; valid, and sound arguments; evaluating arguments		3a, 3b
Nov 15		Exercise related to deductive arguments		
Nov 17		Venn diagrams; square of opposition;		3a, 3b

		truth functional logic; categorical operations		
	Nov 29	Exercise dealing with deductive logic and arguments		
	Dec 1	Exam #2		
	Dec 6	Inductive arguments; inductive generalizations, sampling theory; casual arguments; the nature of causation; coincidence, correlation, and causality; weak causal arguments; Relationships between emotions and reason; aesthetic reasoning, global influences on perceptions of art and beauty and social values; moral reasoning; law in global context	Moore Ch. 12 Handout #4	3a, 3b, 4, 5
	Dec 8	Last class exercise		
		Final Exam		

Subject to Change: This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

ATTACHMENT 4

COST FACTORS

CRITICAL THINKING IN GEOGRAPHY—GEOG 25

There are no extra fees or any special cost factor associated with this course.