PROPOSED COURSE SYLLABUS

1. **COURSE TITLE**
   Critical Thinking in English

2. **COURSE CODE**
   ENG3823

3. **PRE-REQUISITE**
   Successful completion of required English courses, or at convener's discretion.

4. **CO-REQUISITE**
   Nil

5. **NO. OF UNITS**
   3 units

6. **CONTACT HOURS**
   3 hours per week

7. **OFFERING UNIT**
   English Language Centre

8. **SYLLABUS PREPARED & REVIEWED BY**
   Prepared by: Mr. Paul Stevenson
   Reviewed by: Dr. Robyn Bray (ELC Director) and ELC Board members

9. **AIMS & OBJECTIVES**
   Critical Thinking in English is an advanced language course designed to facilitate the improvement of students' skills in logic and argumentation. The course is as an introduction to various elements of critical thinking including formal and informal logic, argumentation, and rhetoric. In developing these skills, students will apply critical thinking to real-life situations and issues that will help to develop their understanding of the English language. Students should also expect to improve their confidence and clarity in both spoken and written English. The overall aim is to educate students on how to use critical thinking in English in order to develop both their academic skills and analytic capabilities.

10. COURSE CONTENT

The course content is designed to facilitate an understanding of critical thinking and the English language required to use it. Language skills will be developed throughout the course, with each discussion issue being accompanied by a list of relevant vocabulary and phraseology. A detailed outline is provided as follows:

The course structure compromises of three parts:
a) **Formal Logic:** vocabulary introduction, the structure of arguments, recognising arguments with real-life examples, and reconstructing arguments.
b) **Informal Logic:** analysing argument strength, types of rhetoric, recognising rhetoric with real-life examples, and logical fallacies.
c) **Applied Critical Thinking Skills:** skills will be applied to issues in the media, advertising, and technology.

The course will also employ various tasks and exercises that will assist the students in developing their skills in the above topics as they apply to English. Throughout the course, language exercises will be used to ensure that the skills covered in these topics are not learnt in 'abstraction' but are acquired and applied in academic and real-world situations.

11. COURSE INTENDED LEARNING OUTCOMES (CILOS) WITH MATCHING TO PILOS

Programme Intended Learning Outcomes (PILOs)

Programme Title: General Education	
PILO	**Upon successful completion of the Programme, students should be able to:**
PILO 1	Communicate effectively as speakers and writers in both English and Chinese;
PILO 2	Access and manage complex information and problems using technologically appropriate means;
PILO 3	Apply appropriate mathematical reasoning to address problems in everyday life;
PILO 4	Acquire an active and healthy lifestyle;
PILO 5	Use historical and cultural perspectives to gain insight into contemporary issues;
PILO 6	Apply various value systems to decision-making in personal, professional, and social/political situations;
PILO 7	Make connections among a variety of disciplines to gain insight into contemporary personal, professional, and community situations.

CILOs-PILOs Mapping Matrix

Course Code & Title: ENG3823 Critical Thinking in English		
CILO	**Upon successful completion of the course, students should be able to:**	**PILO(s) to be addressed**
CILO 1	Comprehend, critically analyse, and produce valid arguments in both written and spoken English;	PILO 1
CILO 2	Comprehend, critically analyse, and produce inductive arguments in both written and spoken English;	PILO 1
CILO 3	Recognise and evaluate rhetorical devices and logical fallacies;	PILO 1
CILO 4	Apply critical thinking skills to a variety of real-life situations in English;	PILO 1
CILO 5	Improve vocabulary and further language skills related to critical thinking and argumentation.	PILO 1

12. TEACHING & LEARNING ACTIVITIES (TLAS)

CILO No.	TLAs
CILO 1	• Students will encounter and explore real-life arguments in English through various forms of media. • Students will identify the various components of real-life arguments in English. • Students will analyse the terminology and structure of arguments in English and will reconstruct arguments to better understand them.
CILO 2	• Students will evaluate the strength of inductive arguments. • Students will take part in an in-class assessment analysing argument strength. • Students will complete an assessed quiz to evaluate their understanding of the concept of informal logic.
CILO 3	• Students will study how to recognise and critically evaluate arguments for rhetorical devices and logical fallacies. • Students will analyse examples of rhetorical devices and logical fallacies commonly used in spoken and written English through the exploration of debates, speeches, and persuasive articles. • Students will take part in an in-class assessment analysing and identifying logical fallacies.
CILO 4	• Students will analyse a range of current issues that involve critical thinking, specifically in media, advertising, and technology. • Students will evaluate real-world problems that exist in these three areas.
CILO 5	• Students will analyse the vocabulary and further language skills required when applying critical thinking.

13. ASSESSMENT METHODS (AMS)

Type of Assessment Methods	Weighting	CILO(s) to be addressed	Description of Assessment Tasks
Presentation and Interview	30%	1, 4, 5	**Engage in an In-Class Presentation & Interview** • Students will complete an in-class presentation and interview to assess their ability to construct and reconstruct arguments. • Students will present their own arguments in support of their chosen topic. • Students will answer questions from their classmates regarding their arguments, responding to any criticisms.
Critical Essay	30%	2, 3, 4, 5	**Critique** • Students will complete a critical essay, analysing the argumentation and rhetoric used within an article of their choosing. • Students will apply their critical thinking skills to a real-life topic and provide a written critique using concepts learnt throughout the course.
Argument Creation and Evaluation Presentation	20%	2, 3	**Produce a List of Arguments** • Students will produce a list of good and bad arguments. **Argument Evaluation** • Students will evaluate a list of arguments, identifying the use of rhetoric and logical fallacies.
Ongoing Assessments (Quiz)	20%	1, 2, 5	Assessed quizzes on vocabulary, logical fallacies, and further concepts learnt throughout the course.

14. TEXTBOOKS / RECOMMENDED READINGS

- Bowell, Tracy, & Kemp, Gary. (2019). *Critical Thinking: A Concise Guide*. London: Routledge. (**Supplementary**)
- Walton, Douglas (2006). Fundamentals of Critical Argumentation. New York: Cambridge University Press. (**Supplementary**)
- Thompson, Anne. (2009). *Critical Reasoning: A Practical Introduction*. New York: Routledge. (**Supplementary**)
- Lau, Joey Y. F. (2011). *An Introduction to Critical Thinking and Creativity: Think More. Think Better*. New Jersey: Wiley. (**Supplementary**)

15. MEDIUM OF INSTRUCTION
English

Approved by the ELC Board by postal vote on 6 January 2021. The proposed syllabus was sent for both CGE and QAC approval on January 7 2021.