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Syllabus

# BC 301: Critical Thinking

# School of Business and Management

5 Credits, Graduate Course

Fall, Section: 12111029

Course Dates: 7/5/2020 - 9/14/2020

Delivery Mode: In-Person, Location: Seattle

Pre-requisite: Co-Requisite:

*Access to the Internet is required.*

*All written assignments must be in Microsoft-Word-compatible formats.*

*See the library’s APA Style Guide tutorial for a list of resources that can help you use APA style.*

# **Faculty Information**

Professional experience information for instructors is found under *Faculty Information* in the online course menu.

# **Contact Information**

Contact information for instructors is found under *Faculty Information* in the online course menu.

# **Course Description**

This course introduces the student to critical thinking processes used to analyze today's business issues and aid identifying rational solutions. This course focuses on building and analyzing arguments; forms and standards of critical thinking; and evaluating sources of information. Students learn foundational skills that will serve them throughout the program and their business careers.

# **Course Resources**

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](https://cityu.alma.exlibrisgroup.com/leganto/login?auth=SAML). Note: resources listed under "Required - Must Purchase" should be purchased from a vendor of the student’s own choosing; resources listed under "Available from the Library" are available at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](https://www.cityubookstore.ca/index.asp), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

# **Course Outcomes**

As a result of this course, students will know or be able to do the following:

* Trace the development of an argument from proposition to conclusion
* Construct an argument that defends a business claim with appropriate supporting data and logical consistency
* Analyze business propositions for examples of fact and inference, inductive and deductive reasoning, and emotional appeal
* Apply the principles of critical thinking to writing
* Compare attitudes or values as expressed by writers with differing perspectives
* Recognize assumptions and how assumptions may be used to benefit or hinder critical thinking
* Evaluate the reliability of source materials
* Design and produce a team-written document

# **Additional Information**

*Create text to add to Master if this cannot be hidden when blank in the Master and Section syllabi.*

# **Grading Scale**

The grades earned for the course will be calculated using City University of Seattle’s decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

# **Course Assignments and Grading**

### **Team Inference Discussion and Essay (20% of Final Grade)**

Students will be assigned to a team to complete this assignment. All teams will discuss the following question: What do students perceive to be the outside world’s assumptions and inferences about ethnic identity or some other characteristic by which people might classify others.

For example, a student might identify with a national or ethnic group, or identify with people having certain physical traits in common, such as being thin, fat, tall, short, bald, blond, etc. Students might also identify with a group that is classified by non-physical traits such as professional, political or religious affiliation, or identification with a minority gender orientation or interest group. The point here is for individuals to be able to identify themselves with a group wo that students can then explore and examine negative or positive automatic assumptions people often apply to such groups.

1. Start by individually making some notes and reflecting on what inferences are made about others. How does this affect every student? What is untrue about the inferences?
2. After reflecting on the inferences, students will post their answers to the above discussion questions on the group discussion board.
3. Respond to each team mates’ posts to have a thorough discussion about inferences and how they affect students given the original post and the questions above. Students will respond to teammates about what you’ve learned about inferences made about them. Sometimes it is surprising an insightful to learn about other peoples’ experiences with inferences.
4. After conducting a substantial discussion on this topic, collaborate on an essay with the following purpose: examine the concept of inferences and describe one or more inferences made about team members based on identification with a specific ethnic group, physical characteristics, gender, religious affiliation, etc. Describe the negative or positive assumptions that people infer about these groups. Students will write a three to five-page essay explaining what they perceive to be the outside world’s assumptions and inferences about the chosen groups.

Viewpoints Comparison (15% of Final Grade)

Students will conduct research to find two different or paradoxical perspectives (e.g., systems thinking vs. reductionism and deontology vs. consequentialism).

1. Students should clearly describe each perspective and provide some background information regarding the history and development of each viewpoint.
2. Students will select a situation/case of conflict from their workplace, literature, or a company of interest and after briefly describing the dynamics of the case, they will utilize each of the two perspectives to analyze the situation toward resolving the conflict.
3. Next, students will discuss how each perspective helped them gain an understanding of the situation and develop a solution to resolve the conflict (i.e., compare and contrast the two viewpoints).
4. Finally, students will examine whether or not they could gain a deeper understanding of the case and generate a more effective solution by combining the two viewpoints (i.e., an integrated perspective). APA writing conventions should be followed with a minimum of three (3) sources referenced and cited.

### **Editorial Evaluation Essay (15% of Final Grade)**

Students will read an editorial in a current newspaper (hard copy or online) and write a two-page essay evaluating the argumentation types and effectiveness it demonstrates using the concepts introduced in the class. Be sure to select an editorial. Look up the definition of an editorial before searching for an appropriate article to use. A minimum of two APA references is required.

### **Argumentative Essay (30% of Final Grade)**

In this assignment, students will be required to write an argumentative essay. There will be three parts in the assignment:

1. Thesis Statement  
   Students will select a controversy surrounding businesses (i.e dress code policies or outsourcing training or the sales group) and will write a thesis statement to support their argument to be submitted to their instructor for approval.
2. Thesis Outline  
   Upon approval of their thesis topic, the students will prepare an outline of their argumentative essay. They must use at least five sources in support of their arguments with the majority selected from appropriate professional or scholarly journals or ebooks. The final reference list and outline of the paper will be submitted to the instructor for approval.
3. Completed Essay  
   The completed essay must incorporate any feedback received from the instructor and must be 10 -12 pages long, APA formatting, and double spaced. An introductory statement, body, conclusion, and a full reference list of all works cited are required.

*Note: This assignment is used for program outcome assessment.*

### **Instructor Determined Assignments (20% of Final Grade)**

The instructor will determine a set of activities that support the course outcomes and major assignments of the class. These activities could include: collaboration, discussion, participation, peer-review, learning reflections, learning checks or other activities online or in-class. Descriptions are provided by the instructor in the course.

*~~Note: In rare instances, based on delivery location requirements, the details of these assignments may be modified. Modifications will be found in the online course under Assignments in the menu.~~*

# **Course Policies**

Course policies on topics such as *Late Assignments, Participation,* and *Professional Writing* are found under *Course Information* in the online course menu. Students are responsible for reviewing and applying these policies while enrolled in this course.

# **University Policies**

Students are responsible for understanding and adhering to all of City University of Seattle’s academic policies. The most current versions of these policies can be found in the [University Catalog](http://www.cityu.edu/catalog/) that is linked from the CityU Web site.

### **Title IX Statement**

City University of Seattle and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If students have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage them to report this to the University. If a student speaks with a faculty member about an incident of misconduct, that faculty member must notify CityU’s Title IX coordinator and share the basic fact of the experience. The Title IX coordinator will then be available to assist students in understanding all of the options and in connecting students with all possible resources on and off campus.

To view CityU’s sexual misconduct policy and for resources, please visit the [Title IX](https://my.cityu.edu/titleix/) and [Campus Safety](https://my.cityu.edu/department/campus-safety/) pages in the my.cityu.edu portal.

### Religious Accommodations

Washington state law requires that City University of Seattle develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University’s policy, including more information about how to request an accommodation, is available in the University Catalog. Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

### Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU’s policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](http://www.cityu.edu/catalog/) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy.*

### **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session.  For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](http://www.cityu.edu/catalog/) under *Student Rights and Responsibilities* on the page titled *Attendance.*

# **Support Services**

### **Disability Services Accommodations Statement**

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [*disability@cityu.edu*](mailto:disability@cityu.edu) or 206.239.4752 or visit the [Disability Support Services](https://my.cityu.edu/department/disability-support-services/) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

### **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](http://library.cityu.edu/ask-a-librarian/)service, or access [library resources and services online](http://library.cityu.edu/), 24 hours a day, seven days a week.

### **Smarthinking Tutoring**

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU’s Student Support Center at [help@cityu.ed](mailto:help@cityu.ed) to request a user name and password.

Is there data on who uses this service?

# **Course Schedule**