

# ES2660

# Communicating in the Information Age

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## Module Description

In a context of prolific production and convenient access to content and innovation in the Information Age, how should one critically process and clearly communicate ideas to various audiences? In this module, students will learn to question and articulate their analysis of assumptions and assertions on issues facing the Information Age through processes such as identifying bias and substantiating arguments. Students will be introduced to influential models of critical thinking outlined in Ennis (2015) and Paul and Elder (2020). They will apply the principles of critical thinking to analyse online information and articulate cogent responses to arguments or defend their own positions in both written and oral form.

The course content will be approached from the perspective of **critical digital literacy** or CDL (Hinrichsen & Coombs, 2013; Pangrazio, 2016). This approach emphasizes the need to re-balance between a competencies-based digital literacy approach built around hard IT skills such as coding, and a capacities-based digital literacy approach focused on “distinctively human capacities” such as “creativity, critical thinking, systems thinking, entrepreneurship, cultural agility” (Bass, 2018, p. 37). ES2660 aims to develop students’ academic skills and practices, and at the same time their ability to critically question issues related to their discipline or profession.



The 5-resources model of CDL (Hinrichsen & Coombs, 2013)

**Decoding** – recognising conventions, stylistics and modalities of digital text

**Meaning making** – understanding and interpreting narratives within the content

**Analysing** – becoming discerning practitioners

**Using** – consuming and producing digital texts

**Persona** – building and managing online identities

This module is taught over one semester with two 2-hour sectional teachings per week for 12 weeks.

## Aims

ES2660 aims to cultivate the following in students:

- **Knowledge** – A general understanding of established critical thinking models, Barrett’s taxonomy of comprehension, and depth of knowledge in an IT topic of choice
- **Skills** – Analysis and evaluation of argumentative texts, construction and articulation of a cogent argument in speech and writing, effective communication in academic conversations both online and face-to-face
- **Attitudes** – A habit of mind in using CT skills and dispositions, ensuring accuracy, exercising circumspection, drawing warranted conclusions, making reasonable inferences, holding considered opinions and/or evidence, being willing to participate and contribute constructive opinions

## Communication Learning Objectives

By the end of the course, you should be able to:

1. Develop and apply a suitable method for critically analysing and evaluating online information, based on your understanding of established critical thinking models.
2. Articulate your ideas, views and analyses confidently and cogently, with appropriate and accurate substantiation:
  - By participating in academic conversations, e.g. panel discussion
  - By writing a commentary/response to an online text you have selected
3. Apply skills and strategies for thinking and speaking on your feet via extemporaneous speech.

## Module Structure

The course begins with an introduction to two prominent critical thinking models as outlined in Ennis (2015) and Paul and Elder (2020), followed by an application of Barrett's taxonomy of comprehension levels. Over Weeks 1-4, class activities will show how critical thinking skills can be applied to analyse and evaluate different online texts. Students will then demonstrate their deep understanding of the various skills required in 'consuming' of digital texts in their first group assignment, CA1 (Weeks 5-6).

In Weeks 7-9, the focus shifts towards the articulation of ideas, views and analyses in academic discussions. Students will be given opportunities to apply and practice academic conversational skills in a safe learning environment before the graded Panel Discussion in CA2.

Weeks 10-12 will be spent on developing skills necessary for 'producing' digital texts in the form of a written commentary in response to a selected online text based on a given theme.

Throughout the semester, students will be encouraged to develop and practise skills and strategies for expressing their views and ideas in impromptu and extemporaneous speech.

## References

- Bass, R. (2018) The Impact of Technology on the Future of Human Learning, *Change: The Magazine of Higher Learning*, 50:3-4, 34-39, DOI:10.1080/00091383.2018.1507380.
- Ennis, R. (2015). Critical thinking: A streamlined conception. In M. Davies et al. (Eds.), *The Palgrave Handbook of Critical Thinking in Higher Education*. Palgrave Macmillan, New York.
- Hinrichsen, J. & Coombs, A. (2013). The five resources of critical digital literacy: A framework for curriculum integration. *Research in Learning Technology*, 21. DOI: <https://doi.org/10.3402/rlt.v21.21334>
- Pangrazio, L. (2016). Reconceptualising critical digital literacy. *Discourse: Studies in the Cultural Politics of Education*, 37(2), 163-174, DOI: 10.1080/01596306.2014.942836.
- Paul, R., & Elder, L. (2020). *The miniature guide to critical thinking concepts and tools* (8th ed.). Rowman & Littlefield.

## Assessment Description

### Structure

We assess what we teach in the course objectives. You should be able to identify what information looks like in the Information Age – words, pictures, words spliced together or juxtaposed against pictures, words from multiple perspectives, a text by one author and many comments by readers – to which you will add your own analysis and evaluation. Your critical analysis is assessed in the group project, panel discussion and online commentary. And since we say you should be able to think and speak on your feet, there will be an impromptu speech assignment which is called “wild cards”. You will be assessed both in spoken and written communication. Both forms will be at the level of academic conversations, or essentially, the articulation or the nexus of **content** (knowledge), **language** (communication) and **thought** (critical thinking).

The rubrics assess the three main components of articulation. There are different rubrics for spoken and written communication as the skills differ slightly according to the context. These rubrics are also used to give you feedback which you can use to improve your performance and to gauge your own progress.

Content	Language	Thought
<i>Content Knowledge</i> Depth/breadth/accuracy & credibility shown; choice of sources	<i>Language use</i> e.g. questions/discussion frames  <i>Nonverbal language use</i> e.g. engagement through eye contact/posture  <i>Interacting in an academic discussion</i> e.g. facilitator/summariser/time keeper/devil's advocate/ tasks undertaken successfully	<i>Critical thinking skills</i> e.g. open-mindedness /analytical/logical reasoning/ /intellectual curiosity /scepticism, seen consistently

ES2660 is 100% based on Continuous Assessment. There is no final examination.

It is important to show sustained engagement throughout the course in order to maximise the extrinsic rewards of marks.

### Components for Continuous Assessment (CA)

Assessment	Tasks	Weighting	When (due)
CA1 Group Project	(a) Project paper	15%	Week 6
	(b) Oral presentation	10%	Week 6
CA2 Panel Discussion	Discussion (academic conversation/debate)	15%	Week 8
CA3 Online Commentary	Written commentary	30%	Week 12
CA4 Wild Cards	Impromptu talk	15%	Week 13
Class Participation	Critical reflection, peer reviews, participation in class activities	15%	Throughout
Total CA	written: spoken = 50:50 group: individual = 15:85	100%	

Please read the section **ES2660 Assessments and Rubrics** for details.

### Plagiarism versus Originality

Copying ideas from other sources or forgetting to acknowledge other sources is called plagiarism and it is a sign of intellectual dishonesty and or a lazy habit of mind. Please be reminded that plagiarism is viewed seriously by the University. Please read the [https://libguides.nus.edu.sg/new2nus/acadintegrity\\_plagiarism](https://libguides.nus.edu.sg/new2nus/acadintegrity_plagiarism) and make sure you fully understand NUS policy on academic dishonesty.

There is a premium placed on originality, especially in university. The chief training you receive in any tertiary institution is the training of your mind to think critically. Therefore, your critical thinking value-add to sources that you have read is where the marks come from. You will be rewarded for the depth, breadth and analytical vigour of your views on the sources of information used in spoken or written communication on this and every other course in your degree.

Please refer to the **Plagiarism Policy** on page 12 of this document for more details.

## ES2660 Assessments and Rubrics

### CA1 Group Project (25%)

#### Dates

CA1a Group Project Paper: end of Week 6 (20 Feb 2022)

CA1b Group Oral Presentation: Week 6 (T9: 14/15 Feb and T10: 17/18 Feb)

#### Task description

With the easy accessibility of huge amounts of unregulated information from various sources and in various forms, it is imperative to develop the skill of processing information critically. To do so we need to crack the 'code' the information is in – this code could be words, images, numbers, sound, colour or indeed a combination of several media. No matter how the information is coded, we need to express our understanding and views in words before evaluating the information for accuracy and credibility.

The aim of this project is to **develop an efficient way of processing and evaluating information**, henceforth referred to as “**SOP**” and to demonstrate how it works by applying it to **two** sources of information. The first source will be selected by your group and serve as a pilot test of your SOP that you will write about in the project paper. The second source is a prompt\* that we will send you a few days before your oral presentation in class to demonstrate how your SOP works.

You should also be able to persuade us that your SOP is effective because it is easy to remember and use. The SOP should be presented together with a **mnemonic**, a memory aid or tool that helps you remember it with a pattern of letters or relatable associations. An example of such a mnemonic is STEPS (**S**can, **T**race, **E**xamine, **P**rove, **S**ummarise).

#### Objective

By the end of the course, you should be able to develop and apply a suitable method for critically analysing and evaluating online information, based on your understanding of established critical thinking models.

#### Details of assessment

This assessment comprises 2 components: the project paper and the oral presentation.

##### **(a) Project paper (written) – maximum 5 pages, 11 pt font, single-spaced (15%, group mark)**

- i. Each individual should have read and reflected on Ennis (2015) and Paul and Elder (2020). This project requires you to show a degree of deep learning by **formulating an SOP (standard operating procedure)** useful for evaluating different forms and sources of information in the Information Age, e.g. website or online news. The SOP should be largely, though not necessarily exclusively, based on the two models of critical thinking.
- ii. **Apply the SOP** to evaluate an online information source of your group's choice.

##### **(b) Oral presentation – 4-5 min per speaker, maximum 20 min per team (10%, individual mark)**

- i. The team will be given a prompt\* (an online information source) in Week 5, in advance.
- ii. Team members should discuss how their SOP can be used to assess and evaluate information in the specified source.
- iii. The resultant discussion points should then be divided among the team members. Each team member will present a section.
- iv. At the end of all the short presentations, the team will take questions from the rest of the class who have been their audience. Make sure each member of the team gets some chance to answer at some point. You must be inclusive.
- v. Please note that the presentations will be recorded for feedback and assessment.

**\*Sample Prompt**

"How can your SOP be used or adapted for use on the 5-minute video at this link:

<URL> \_\_\_\_\_ in order to assess the veracity of the information or the claims made therein?"

**Possible information sources:** online news articles, video or an organisation's website.

**Assessment rubrics****Project Paper (15%)**

Component	Descriptors
Substance & Content Knowledge (30%)	Knowledge and understanding of established CT skills/frameworks and application
	Substantial basis provided for SOP derivation
	Knowledge of the topic in the chosen source
Analysis (40%)	Scope of SOP and its application
	Organization of SOP
	Ease of use of SOP/mnemonic
	Evidence of CT skills and dispositions in evaluation of source
Articulation (30%)	Language use, style and coherence of the entire paper (includes organization and structure)

**Oral Presentation (10%)**

Component	Descriptors
Content & Organisation (40%)	<ul style="list-style-type: none"> <li>• Good content knowledge</li> <li>• Systematic development of ideas with suitable signposting</li> <li>• Logical reasoning</li> <li>• Clear and appealing design of visuals</li> </ul>
Delivery (40%)	<ul style="list-style-type: none"> <li>• Clarity of articulation</li> <li>• Fluency of expression</li> <li>• Engagement of the audience</li> <li>• Effective use of visuals to aid delivery</li> </ul>
Teamwork (10%)	Evidence of collaboration and coordination within the team throughout the presentation (including Q&A)
Q&A (10%)	Ability to handle questions politely and accurately

**Penalties**

**Late submissions not supported by a medical certificate or other valid reason, will be penalised.**

- Late submissions up to 24 hours – Deduction of 10% of the total mark
- Late submissions beyond 24 hours – Not accepted/Case-by-case for students with special needs or extenuating circumstances. You should email your tutor if you have a special reason for not submitting your assignment on time.
- **Exceeding word limit** – Deduction of 10% of the total mark; anything beyond 10% above word limit will not be read
- **Exceeding time limit (for OP)** – Content presented after the time limit will not be accepted, with grace period provided for possible lag due to connectivity issues.

## CA2 Panel Discussion (15%)

Date: Week 8, T13 and T14 (7 Mar – 11 Mar 2022)

### Task description

This semester we will be exploring the umbrella topic: ***IT solutions for sustainable development***.

You are expected to be well informed about some of the various IT solutions and applications that have been developed or considered to address human problems not just in Singapore, but also in other parts of the world. How effective are these solutions? What might be some of the issues surrounding their use or implementation? How sustainable are these solutions? What needs to be done to ensure they are sustainable? There is much to be explored under this topic: you should therefore pick a specific area, e.g. *health, fashion, education, F&B, physical and mental wellness, finance, sports, environment*, that particularly interests, or worries you. You may explore the topic from a moral, socio-political or technological lens.

It is this particular aspect that you will be sharing your thoughts on during the panel discussion in [Week 8](#). A panel discussion comprises panellists who have knowledge about a topic and who may have different points of view about it. You are expected to research the given topic and prepare to share your information as a panellist. The panel discussions are graded as CA2.

It is envisaged that the panel discussions will lay the ground work for CA3, the online commentary. Each student would have taken part in one panel discussion and be better informed in one aspect of the topic, and because they have heard three other panel discussions, they will be better informed generally about other aspects of the topic. This will give each of you quite a lot of information and exposure to different online articles from which to decide on a topic and source text for your online commentary.

### Objective

By the end of the course, you should be able to articulate your ideas, views and analyses confidently and cogently, with appropriate and accurate substantiation:

- By participating in academic conversations, e.g. panel discussion

### Details of assessment

- (i) Choose an area of interest within the umbrella topic that you would like to focus on.
- (ii) In your 'interest groups', brainstorm interesting angles or issues in that area.
- (iii) Individually, choose one IT development within that area of interest to read up on, and share at least one article on the chosen area with others in the same interest group.
- (iv) Read all the articles before the panel discussion. You should be well informed of **at least 2 recent IT developments** in your area of interest, the **problems** they are intended to solve, and the **issues** surrounding their use.
- (v) You will be assigned your panel and your specific discussion prompt on the day of the panel discussion.
- (vi) Discuss the given question at the panel as the 'expert' in the chosen area of interest.
- (vii) After the 30/35-minute discussion, there will be a Q & A session where the audience can ask questions for the panellists to answer.



## Assessment rubrics

## Panel Discussion (15%) – individually graded

Component	Criteria for Success
Content knowledge	<ul style="list-style-type: none"> <li>Shows knowledge in topic, with relevant examples</li> <li>References credible evidence and their sources</li> <li>Sets parameters of discussion/giving outline or overview</li> <li>Shows knowledge of counter argument and ability to rebut</li> <li>Able to handle Q &amp; A</li> </ul>
Critical thinking (skills and dispositions)	<ul style="list-style-type: none"> <li>Contributes ideas with O-R-E (opinion, reasons, evidence /example)</li> <li>Is open-minded to ideas and feedback</li> <li>Defines key terms</li> <li>Builds on contributions</li> <li>Clarifies information or understanding</li> <li>Establishes and challenges assumptions</li> <li>Evaluates contributions</li> <li>Forms hypothesis</li> <li>Judges conclusions</li> <li>Synthesises information</li> </ul>
Language (Word choice, discussion frames, clarity, conciseness and fluency; vocalics)	<ul style="list-style-type: none"> <li>Articulates clearly</li> <li>Uses suitable word choices</li> <li>Uses suitable language structures</li> <li>Uses suitable discussion frames</li> <li>Is concise</li> <li>Is fluent</li> </ul>
Non-verbal (body language, facial expressions)	<ul style="list-style-type: none"> <li>Maintains eye contact</li> <li>Body language shows interest and engagement in the discussion</li> <li>Speaks spontaneously rather than reading from notes</li> </ul>
Interpersonal communication (etiquette, respect, sensitivity)	<ul style="list-style-type: none"> <li>Displays appropriate discussion behaviour, e.g.               <ul style="list-style-type: none"> <li>holding own ground</li> <li>disagreeing tactfully</li> <li>jumping in</li> <li>inviting (others) in</li> <li>giving way</li> <li>agreeing with others</li> </ul> </li> <li>Shows willingness to be part of a community of learners</li> </ul>

## CA3 Online Commentary (30%)

Date: End of Week 12 (10 April 2022)

### Task description

This semester we will be exploring the umbrella topic: **IT solutions for sustainable development**. You are expected to write an online commentary in response to a text\* that has been published or posted online. Your commentary should be focused on the main message in the focal text and not on the author of the text or the writing style. You may choose to **agree** with the author's message and extend the argument further, **disagree** and argue for a contrary position, or **present a new perspective** on the issue, using the focal text as a springboard for your argument. You are encouraged to upcycle information and research on the topic that you already have from your panel discussion, identify an issue addressed in the focal text and take a position on it. Alternatively, you could also choose to challenge the status quo and **argue** for a novel solution to be implemented.

*\*This may include news articles, opinion pieces, videos, tweets or other online posts.*

### Objective

By the end of the course, you should be able to articulate your ideas, views and analyses confidently and cogently, with appropriate and accurate substantiation:

- By writing a commentary/response to an online text you have selected.

### Details of assessment

- Begin by selecting a focal text that has been published on an established online platform. It may be selected from those discussed in CA1 and CA2, or otherwise. What is your critical response to the ideas or views presented in that text?
- Identify some underlying issue or problem related to the content of that focal text that should be addressed or solved. Research other sources on the IT development or issue.
- Based on your critical thinking on the text and your knowledge (previous and researched) in the relevant interest area, formulate a key message relevant to the umbrella topic and develop an argument of this message, supported by evidence drawn from your research.
- Write a persuasive commentary on that text/issue beginning from an introduction that provides the main message of the focal text and states your thesis (key message). Develop your position giving supporting details backed with source information, showing how your points are cogently linked, before coming to an overall conclusion.
- Your commentary should target publication on a public online platform such as Medium.

### Requirements

- Your commentary should be between **700 and 850 words**, and your reader can be assumed to be an educated professional, though not necessarily in the IT field.
- You should provide the **title** clearly at the top of your commentary, and a **link** to the focal text that your commentary is on. **Both the focal text and the title must be pre-approved by your tutor.**
- While academic referencing in-text is not required, you should use hyperlinks to indicate in-text citations.
- You should include a **Reference List in APA style** at the end of your commentary. This will not be included in the word count.
- Refer to the **Assessment Rubrics** on p. 9 for a detailed description of how you will be graded. Remember that you need to display critical thinking skills, an intellectually curious mind that has asked itself clarifying, elaborating and probing questions and answered them.
- Submit your commentary to LumiNUS Turnitin **AND** to Sway before the submission deadline.

**Draft and peer review**

- You are expected to submit the draft commentary in [Week 11](#) on MS Teams, and to review at least ONE commentary within your interest group. In your peer review, you should demonstrate how well you have transformed head knowledge of comprehension and critical thinking skills/dispositions into a habit of mind. Demonstrate analytical and evaluative skills, questioning skills and tact in the questions and comments you write for each other's commentary draft.
- You will be given a 10-15 minute slot to consult with your tutor on the draft in [Week 12](#). Prepare questions to ask your tutor during the brief consultation – they could be queries about specific points relating to the development of your argument, or about your peer reviewers' suggestions that you are unsure whether to take up on. Your draft will **not** be graded, nor should you expect detailed feedback on it from your tutor.
- Make revisions to your paper based on any salient points from the peer reviews and tutor consultation, and submit the revised paper after the discussion by the given deadline.

***Late submissions not supported by a medical certificate or other valid reason, will be penalized (see Penalties below).***

- Late submissions up to 24 hours – Deduction of 10% of the total mark
- Late submissions beyond 24 hours – Not accepted/Case-by-case for students with special needs or extenuating circumstances. You should email your tutor if you have a special reason for not submitting your assignment on time.
- **Exceeding word limit** – deduction of 10% of the total mark; anything beyond 10% above word limit will not be read

***Plagiarism will be severely penalised. Check that you do not have a high similarity index on Turnitin. On a brighter note, originality and critical thinking will be rewarded.***

**Assessment rubrics (30%)**

<b>Component (20% each)</b>	<b>Criteria for success</b>
<b>Content – Scope</b> Delineation and definition	<ul style="list-style-type: none"> <li>Title shows curiosity and/or addresses a controversial issue (not too common).</li> <li>Context provides rationale for the thesis (should be reasonably original).</li> <li>Thesis is thoughtful and reasonable; states position clearly.</li> <li>Scope is clearly defined, suitably narrow and focused.</li> <li>Key terms are clearly defined.</li> <li>Content is relevant to the umbrella topic and thesis.</li> </ul>
<b>Content – Substance</b> Substantiation and selection	<ul style="list-style-type: none"> <li>Knowledge and understanding of content – breadth and depth are displayed.</li> <li>All claims are supported by evidence.</li> <li>Supporting sources have been carefully selected – relevant, credible and balanced range.</li> </ul>
<b>Vigour Of analysis</b>	<ul style="list-style-type: none"> <li>Arguments are logically sound and reasoning is clear.</li> <li>There should be no invalid assumptions, over-generalisations nor fallacies used.</li> <li>Critical analysis and evaluation of the information sources are provided.</li> <li>All conclusions are warranted, based on evidence and reasoning.</li> </ul>
<b>Organisation and coherence</b>	<ul style="list-style-type: none"> <li>Elements of an argument are present, e.g. clearly identifiable thesis, main claims, counter arguments, refutations, effective summary and conclusion, reiteration of the thesis.</li> <li>Argument is cogent overall, from good use of subtitles, paragraphing, linking ideas between paragraphs and linking back to the thesis.</li> <li>Cohesive devices, transition signals and sign- posting show clear links within each paragraph.</li> </ul>
<b>Language and confidence</b>	<ul style="list-style-type: none"> <li>Writing is clear, accurate, concise and complete</li> <li>Rhetorical strategies are used in a balanced and appropriate manner to strengthen the reasoning and advance the position.</li> <li>Information sources are skilfully integrated into writing (no patch-writing), and cited both in-text and at the end of the text.</li> <li>Clear distinction is made between source information and the essay writer's view of that information.</li> <li>Language used is very appropriate for genre/medium. Consistent and effective awareness and engagement with target audience.</li> </ul>

## CA4 Wild Cards (15%)

Date: Week 13

### Task Description

Wild cards are short prompts and they may be in any medium – graphics, video, audio, text, photo, or a combination of more than one medium. This should not be surprising to you after a semester of looking at information from various sources in various forms. Prompts are based on current affairs, general knowledge or topics related to technology. You will have some time to put together your considered opinion on a given prompt before you are expected to deliver a 2-minute speech as your critical response to the prompt. **Formative assessments** will be conducted throughout the course where students take turns to give impromptu short talks in class. There will also be a dry run in [Week 11, Tutorial 19](#) to simulate assessment conditions.

### Objective

By the end of the course, you should be able to apply skills and strategies for thinking and speaking on your feet via extemporaneous speech.

### Details of assessment

You will be given 4 minutes to read, watch, listen and think about the randomly selected prompt. You will then speak on the prompt for 1-2 minutes. During that time, tell us how you have used your CT skills and dispositions to deconstruct the message and say why you think it is a fair or unfair message.

### Assessment rubrics (15%)

The criteria for success (not all may apply to any particular prompt) are listed below. However, the **overall quality of the deconstruction** of an argument and the **overall articulation** of an opinion based on evidence will be taken into consideration in the award of marks.

#### Content (40%)

- Deconstructs the prompt systematically, e.g.
  - defines key terms
  - identifies context, purpose and intended audience, etc.
- Critically analyses the prompt, e.g.
  - effectively evaluates the reasoning\*
  - questions/probes beneath the surface to deal with the complexity of issues, implications, applications and ramifications
  - considers alternative viewpoints
- Supports assertions/stand with sound reasons and credible evidence

#### Organisation (20%)

- Constructs a systematic and coherent response

#### Delivery: Language & Non-verbal (40%)

- Expresses ideas very clearly and fluently through varied sentence structures, accurate grammar and wide range of vocabulary
- Shows excellent presence and audience engagement through clear articulation, appropriate verbal strategies, clearly visible face on video, confident, natural and comfortable body language

\* Words such as *claims, evidence, fallacies, assumptions, pathos, ethos, logos, logic, rhetoric, warranted*, etc. are used appropriately. See Glossary of CT tools in LumiNUS Extras.

## Class Participation (15%)

Class participation has been broken down into 4 components, which approximate to your being in class in body, mind and spirit.

In Body 5%	In Mind 45%	In Spirit 50%	
		Critical reflection of Ennis (2015) or Paul & Elder (2020) – 25%	Peer Review – 25%
<b>Throughout the course:</b> <ul style="list-style-type: none"> <li>Attends class regularly</li> <li>Attends punctually</li> <li>(Explains absence and attempts make-up)</li> <li>Shows threshold preparedness for class</li> </ul>	<b>Throughout the course:</b> <ul style="list-style-type: none"> <li>Participates in class</li> <li>Shows interest by asking or answering questions</li> <li>Picks up on points raised in class and elaborates, clarifies, supports, without hogging</li> <li>Treats others or the POVs of others with kindness and respect</li> </ul>	<ul style="list-style-type: none"> <li>Hands in homework</li> <li>Shows knowledge and understanding of critical thinking frameworks</li> <li>Presents a reasoned response to either of the two readings in a suitable academic style</li> </ul>	<ul style="list-style-type: none"> <li>Completes the peer review task by the stipulated deadline</li> <li>Provides at least 3 comments/questions addressing the content and/or articulation of the argument in each draft.</li> <li>Demonstrates critical thinking and constructiveness in the comments given</li> </ul>

## Plagiarism Policy

### NUS Code of Student Conduct (Clause 4)

The University takes a strict view of cheating in any form, deceptive fabrication, plagiarism and violation of intellectual property and copyright laws. Any student who is found to have engaged in such misconduct will be subject to disciplinary action by the University.

Source: NUS Office of Student Affairs website (<https://www.nus.edu.sg/osa/resources/code-of-student-conduct>)

### Statement on the NUS Code of Conduct

“NUS students are expected to maintain and uphold the highest standards of integrity and honesty at all times, as well as embrace community standards, diversity and mutual respect for one another, both within the University and the wider Singapore community.

The Code of Student Conduct (published by the Office of Student Affairs) is intended to guide students' conduct in both the academic and non-academic aspects of their University life by providing an overview of the behavior generally expected of them as a member of the University community.

One of the fundamental principles on which this Code is based is that of "Academic, Professional, and Personal Integrity".

In this respect, it is important to note that all students share the responsibility for upholding the academic standards and reputation of the University. Academic honesty is a prerequisite condition in the pursuit and acquisition of knowledge.

Academic dishonesty is any misrepresentation with the intent to deceive or failure to acknowledge the source or falsification of information or inaccuracy of statements or cheating at examinations/tests or inappropriate use of resources. There are many forms of academic dishonesty and plagiarism is one of them. Plagiarism is generally defined as 'the practice of taking someone else's work or ideas and passing them off as one's own' (The New Oxford Dictionary of English). The University does not condone plagiarism.

Students should adopt this rule - You have the obligation to make clear to the assessor which is your own work, and which is the work of others. Otherwise, your assessor is entitled to assume that everything being presented for assessment is being presented as entirely your own work. This is a minimum standard. In addition, the following guidelines will provide some assistance.

- When using the ideas, phrases, paragraphs and data of others in work presented for assessment, such materials should be appropriately credited and acknowledged, so that it is clear that the materials being presented is that of another person and not the student's own.
- The amount of detail required when referencing and acknowledging a source will vary according to the type of work and norms of the discipline. For instance,
  - Supervised examinations will require less detail in referencing and acknowledgement.
  - Papers written other than under examination conditions will require a full citation of all the sources utilised.

While a particular style of citation is not prescribed, the citation should provide enough information for the reader to locate the sources cited.

- Research materials (including texts, graphics and data) obtained from the internet or other electronic resources should be treated in the same way as research materials obtained from traditional sources.
- Any student found to have committed or aided and abetted the offence of plagiarism may be subject to disciplinary action. In addition, the student may receive no grade for the relevant academic assignment, project, or thesis; and he/she may fail or be denied a grade for the relevant subject or module. Such a student caught plagiarizing would have to take that module for grade and not be allowed to exercise the S/U option for that module.

A student may not knowingly intend to plagiarise, but that should not be used as an excuse for plagiarism. Students should seek clarification from their instructors or supervisors if they are unsure whether or not they are plagiarising the work of another person."

The link to the latest NUS Plagiarism Policy is <https://myportal.nus.edu.sg/studentportal/student-discipline/all/docs/NUS-Plagiarism-Policy.pdf>.

Alternatively, you can also refer to the Staff and Student Portals for more information. Student Portal: <https://myportal.nus.edu.sg/studentportal/student-discipline/all/>

## ES2660 COURSE SCHEDULE (AY2021/2022 Semester 2)

Week	Mon/Tue	Thu/Fri	Intended Learning Outcomes <sup>1</sup>	Tutorial Activities	Submissions
2 17/1 – 21/1	<b>T1:</b> “The answer to life ...” – Introducing ES2660	<b>T2:</b> Mining for meaning - Barrett’s taxonomy	<ul style="list-style-type: none"> <li>Understand and reflect on recognized CT frameworks</li> <li>Apply Barrett’s taxonomy to analyze the meaning of a text</li> <li>Demonstrate understanding of and apply CT frameworks in devising an SOP for evaluating online information sources</li> <li>Demonstrate own CT SOP on a given prompt</li> <li>Demonstrate systematic analysis of a given prompt</li> <li>Avoid jumping to conclusions</li> <li>Judge conclusions</li> <li>Draw warranted conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions to mine for meaning using Barrett’s taxonomy of comprehension skills</li> </ul>	
3 24/1 – 28/1	<b>T3:</b> Unpacking critical thinking - Ennis (2015) and Paul and Elder (2020)	<b>T4:</b> Questioning assumptions, drawing conclusions		<ul style="list-style-type: none"> <li>Analyse Ennis (2015) and Paul and Elder (2020)</li> <li>Write an individual critical response to Ennis/Paul &amp; Elder – homework (class participation)</li> <li>Identify invalid assumptions, fallacies and flawed conclusions</li> </ul>	<b>Critical reflection</b> due on <b>30 Jan (Sun)</b> 2359h
4 31/1 – 4/2	<b>T6:</b> CA1 Project group discussion ( <i>day/time to be determined by individual groups</i> )  <b>(PH on 1,2 Feb – No classes on Mon pm, Tue and Wed)</b>	<b>T5:</b> Analyzing and evaluating online sources  <b>(Only Mon AM and noon groups can have T5 on Monday).</b>		<ul style="list-style-type: none"> <li>Mine for meaning in an article and video using Barrett’s taxonomy of comprehension skills</li> <li>Use selected/targeted CT skills and dispositions to analyze the article and video</li> </ul>	<b>CA1 Paper drafts</b> due at least 2 days before T7/T8
5 7/2 – 11/2	<b>T7:</b> Group project conference Teams A and B	<b>T8:</b> Group project conference Teams C and D		<ul style="list-style-type: none"> <li>Show progress of project in a conference with tutor.</li> <li>Complete Group Project with teammates.</li> </ul>	
6 14/2 – 18/2	<b>T9:</b> Project presentations Teams A and B All to attend	<b>T10:</b> Project presentations Teams C and D All to attend		<ul style="list-style-type: none"> <li>Project presentation – SOP</li> <li>Project presentation – application of SOP to given prompt</li> <li>Submit Project Paper</li> </ul>	T9/10: <b>CA1 OP; Project Paper</b> due on <b>20 Feb (Sun)</b> 2359h

<sup>1</sup> Intended learning outcomes as defined by Blooms, referenced from <https://tll.mit.edu/help/intended-learning-outcomes> as ‘skills, knowledge, attitudes’ but using Ennis’ taxonomy of CT skills and dispositions



Week	Mon/Tue	Thu/Fri	Intended Learning Outcomes	Tutorial Activities	Assessments
RECES S 21/2 – 25/2				<ul style="list-style-type: none"> <li>HW – read around the umbrella topic and select an area of interest</li> <li>Form considered opinions on the chosen area of interest</li> </ul>	
7 28/2 – 4/3	<b>T11:</b> Conducting academic conversations	<b>T12:</b> Mock Panel Discussion	Analyze academic conversation structures	<ul style="list-style-type: none"> <li>Academic conversation skills observations</li> <li>Practise asking quality questions</li> <li>Panel Discussion practice</li> </ul>	
8 7/3 – 11/3	<b>T13:</b> Panel Discussion Panels 1 and 2	<b>T14:</b> Panel Discussion Panels 3 and 4	Apply academic conversation structures	<ul style="list-style-type: none"> <li>Panel Discussion assessment</li> </ul>	T13 and 14: <b>CA2 Panel Discussion</b>
9 14/3 – 18/3	<b>T15:</b> Constructing an argument	<b>T16:</b> Writing an online commentary 1	<ul style="list-style-type: none"> <li>Evaluate an argument</li> <li>Construct an argument</li> <li>Structure an argument</li> </ul>	<ul style="list-style-type: none"> <li>Deconstruct and evaluate a sample commentary</li> <li>Develop an outline for your own online commentary</li> </ul>	
10 21/3 – 25/3	<b>T17:</b> Writing an online commentary 2	<b>T18:</b> Preparing for impromptu speech	<ul style="list-style-type: none"> <li>Select and synthesize information</li> <li>Develop an argument in a commentary</li> </ul>	<ul style="list-style-type: none"> <li>Draft the commentary for submission (peer review and consultation)</li> <li>Develop strategies for thinking and speaking on your feet</li> <li>Design and practise wild cards</li> </ul>	
11 28/3 – 1/4	<b>T19:</b> Wild Card assessment dry run	<b>T20:</b> Commentary peer review	<ul style="list-style-type: none"> <li>Apply CT skills, dispositions and comprehension strategies to impromptu speaking situations</li> <li>Apply analytical, evaluative &amp; questioning skills and tact in your peer review</li> </ul>	<ul style="list-style-type: none"> <li>Develop strategies for thinking and speaking on your feet</li> <li>Practise wild cards</li> <li>Peer review a commentary draft – Write questions and comments to help refine strength and articulation of argument</li> </ul>	<b>CA3 Commentary drafts</b> due on T20 Class time. <b>Peer reviews</b> due on same day.
12 4/4 – 8/4	<b>T21:</b> Consultation for online commentary (Teams C and D)	<b>T22:</b> Consultation for online commentary (Teams A and B)	Articulate your ideas, views and analyses confidently and cogently, with appropriate and accurate substantiation.	<ul style="list-style-type: none"> <li>Prepare questions to ask your tutors for help on your online commentary</li> </ul>	<b>CA3 Commentary final</b> due on <b>10 Apr</b> (Sunday) 2359h.
13 11/4 – 15/4	<b>T23:</b> Wild card assessment (Only Teams A and B)	<b>T24:</b> Wild card assessment (Only Teams C and D) (No classes on 14 and 15 Apr – All tutors will arrange make-up sessions.)	Apply CT skills and dispositions and comprehension strategies to impromptu speaking situations	<ul style="list-style-type: none"> <li>Wild cards assessment</li> </ul>	<b>CA4</b> Wild card Assessment