

Course Code	SSH124			
Course Name	Critical Thinking			
Credits	4			
Course Offered to	UG			
Course Description	This course introduces the learner to the fundamentals of critical thinking and informal logic. We will use a 'mixed' instructional methodology that includes lecture, Q&A, learning team activities, discussion of videos, slides, print articles and the text.			
Pre-requisites				
Pre-requisite (Mandatory)	Pre-requisite (Desirable)	Pre-requisite(other)		
None	None	None		
Post Conditions				
CO1	CO2	CO3	CO4	CO5
Demonstrate the knowledge of underlying assumptions in all statements, positions and arguments.	Being able to apply the distinction between perceptions, opinions, facts, values, knowledge.	Define and recognize the stereotypes, rationalization, prejudice-- The differences and the overlap between these categories.	Practicing the art of active listening in any discussion.	'loaded' issues—political, economic, religious, and philosophical. Why a single perspective analysis often lands us in circular arguments, dogma and an inability to register or
CO6	CO7	CO8	CO9	
Uncovering common prejudices through the knowledge of semantic maps and territories.	Demonstrate the differences between Critical and Creative Thinking -- how and why they supplement each other.	Spotting common fallacies in arguments.	Spot the differences between formal and informal logic.	
Weekly Lecture Plan				
Week Number	Lecture Topic	COs Met		Assignment/Labs/Tutorial
1	Introduction to the course. What is Thinking? Distinction between Critical and Creative Thinking. Spot that assumption!	CO1, CO7		Formation of Learning Teams. Learning team activity preparation. (Present a video clip or newsprint article and tract it assumptions next week)
2	The art of meaningful discussion. Active Listening. Perception exercises, including Gestalt image flips. Learning team 'assumptions activity'	CO2, CO4		Peer critique of learning team activity. Reading assignment
3	Discussion of opinion formation. Learning team preparation and presentation: Examples of opinion formation. Karl Popper on scientific theory as an 'open' myth. (Conjectures and Reputations). Distinction between 'opinion' and 'belief'. A large percentage of 'reality' and 'fact' constructs as opinion or belief. Clip from 'The Matrix'	CO2		Learning team preparation and activity. Peer critique of learning team presentations. Reading assignment
4	Is there a 'truth' or a 'fact'? Samples of media bias in reportage	CO3		Researching samples of media bias. Learning team presentation. Peer critique and discussion
5	Stereotypes and over generalizations. Are limited generalizations okay? Brief discussion of inductive logic. Stereotypes and prejudices: overlap and similarities	CO3		Learning team preparation and presentation. Peer critique
6	David Hume on Induction and Inductive Logic. Answering Hume's skepticism	CO4		In class small group exercise
7	Multi-perspective thinking vs. single perspective thinking. Why thinking out of the 'box' implies critical and creative thinking	CO5, CO7		Reading assignment. Application of class discussion in individual presentations
8	General Semantics and its connection to Critical Thinking. The theories of Hayakawa and Korzybski exercises	CO6		Reading assignment. Learning team activity, applying concepts learned, to sample situations picked by each learning team
9		CO7		Reading and research assignment
10	De Bono and 'Po' thinking. Informal and formal logic. Preparation for research paper due by week 12	CO9		Learning team presentations. Peer critique
11	Following the lame calf vs. innovation and thinking for oneself.	CO5		Reading assignment. Learning team presentations. Peer critique
12	Can one be a consistent critical thinker? Research paper due	CO7		Research paper submission. In class small group exercise
13	An analysis of common Fallacies. Basics of Deductive Logic	CO8, CO9		Hot seat exercise
Assessment Plan				
Type of Evaluation	% Contribution in Grade			
Learning Team Projects	20			
Research Papers	20			
Mid-Term	20			
Class Attendance and Participation	10 (which will be marked only if you have a minimum 70% attendance including atleast 5 'lunchbox philosophers' sessions)			
End-Sem	30			
Resource Material				
Type	Title			
Textbook	The Art of Thinking, 10 th Ed. Longman. (Text.), Ruggiero, Vincent Ryan			
Reference	2012. (Reference.), Bassham et al.			
Reference	(Reference.), Hayakawa, S.I			
Reference	How Real is Real? Vintage, 1977. (Reference.), Watzlawick, Paul			
Reference	Po-Beyond Yes and No. Penguin, 1990. (Reference.), Edward de Bono			