



CRT 205
Critical Thinking

Version 4 09/24/07

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Course Syllabus

Course Title: CRT 205—Critical Thinking

Required Texts:

Moore, B.N., & Parker, R. (2007). *Critical thinking* (8th ed.). New York: McGraw-Hill.

Axia College's *Writing Style Handbook*, available online at https://axiaecampus.phoenix.edu/Writing_Style_Handbook_AxiaUOP.pdf

Electronic Resources:

Please Note: All required text and materials are found on the aXcess course page. The aXcess page can be accessed through the Axia College of University of Phoenix Student and Faculty Web site at <https://axiaecampus.phoenix.edu/>

A book companion Web site for *Critical Thinking* is available at <http://www.mhhe.com/criticalthinking8>

A tutorial for accessing supplemental Web resources is available at http://corptrain.phoenix.edu/axia/crt205V11/website_resources_tutorial.htm

A tutorial for completing the online review quizzes is available at <http://corptrain.phoenix.edu/axia/crt205V11/crt205v11.html>

A tutorial on giving and receiving constructive feedback is available at http://204.17.25.69/AXIA/CRT205/constructive_feedback.html

All e-text readings for this course are provided in a downloadable format on aXcess.

Course Overview

COURSE DESCRIPTION

In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media—including television, Internet, and print—to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

TOPICS AND OBJECTIVES

Thinking Critically

- Demonstrate knowledge of the elements and criteria involved with critical thinking.
- Recognize the importance of thinking critically.

Critical Thinking and Writing

- Recognize the relationship between critical thinking and clear writing.
- Examine written content for vagueness and ambiguity.

Credibility

- Evaluate the credibility of arguments.
- Assess the credibility of media and advertising claims.

Rhetorical Devices

- Recognize rhetorical devices used to influence attitudes and beliefs.

Fallacies

- Categorize fallacies based on their characteristics.

Analyzing Arguments

- Identify the elements and structure of an argument.

Evaluating Arguments

- Assess the validity of an argument.

Arguments and Morality

- Determine the impact of moral principles on an argument.

Critical Analysis

- Analyze research information using critical thinking skills.

Point Values for Course Assignments

Week One: Thinking Critically	
CheckPoint: Taking a Position	30
Assignment: Supporting a Position	100
Week Two: Critical Thinking and Writing	
Discussion Questions	15
Participation	15
Exercise: Review Quizzes (Ch. 1, 2, & 3)	20
Week Three: Credibility	
CheckPoint Part 1: Argument Credibility	15
CheckPoint Part 2: Argument Credibility Peer Review	15
Assignment: Analyzing Credibility	100
Week Four: Rhetorical Devices	
Discussion Questions	15
Participation	15
Exercise: Review Quizzes (Ch. 4, 5, & 6)	20
Week Five: Fallacies	
CheckPoint: Identifying Fallacies	30
Assignment: Categorizing Fallacies	100
Week Six: Analyzing Arguments	
Discussion Questions	15
Participation	15
Exercise: Review Quizzes (Ch. 7)	20
Week Seven: Evaluating Arguments	
CheckPoint 1: Argument Validity	20
CheckPoint 2: Critical Thinking Quiz	10
Assignment: Argument Evaluation	100
Week Eight: Arguments and Morality	
Discussion Questions	15
Participation	15
Exercise: Review Quizzes (Ch. 12)	20
Week Nine: Critical Analysis	
Capstone CheckPoint	30
Assignment: Comprehensive Argument Analysis	250
Point Totals	1,000

Policies and Procedures

Online Weekly Schedule

The class week begins on Monday. Notice the schedule refers to “Day 1,” etc. For time management and scheduling purposes, keep the following in mind:

Day 1–Monday
Day 2–Tuesday
Day 3–Wednesday
Day 4–Thursday
Day 5–Friday
Day 6–Saturday
Day 7–Sunday

For example, when an assignment is due on Day 5, it must be posted no later than midnight Arizona time (MST) on Friday of that week.

Copyright Guidelines

Feel free to post a URL to a Web site of interest in the forum, but **do not post any copyrighted material in any classroom forum**—anything from an article to a cartoon—without the express permission of the copyright owner.

Academic Resources

Coursework in this class must uphold the high standards of academic integrity established by Axia College of University of Phoenix. Consequently, the majority of your research must be based on credible sources—peer-reviewed academic journals, such as those in the University Library, or the additional readings on the rEsource page for this course.

Please note: Internet searches often lead to nonacademic information resources, such as Wikipedia.org, Ask.com, Encarta.msn.com, Infoplease.com, etc. You may supplement your research with these sources, but keep in mind that the information you find there may not be accurate, because it does not come under a formal oversight or peer-review process.

While you may use and cite nonacademic resources such as Wikipedia when working on assignments, you may not rely on them exclusively. The majority of your sources must be peer-reviewed academic journals. Furthermore, you are responsible for the accuracy of any facts presented in your assignments and, therefore, must confirm the veracity of information you find in nonacademic sources with further research.

Attendance

In order to be in attendance during a week, post at least **one** message to one of the course forums on **2 separate days** during the online week using your username@email.phoenix.edu address. If you are out of attendance for 3 weeks of a 9-week course, you will be automatically withdrawn and will not be eligible to receive credit or earn a letter grade. Remember that attendance is taken electronically. Please refer to the policies note that is posted by Academic Affairs as the first message in the **Main** forum.

Participation

Get involved! Your success, enjoyment, and learning in this course are closely related to how you engage the material presented. Participation is initiated by your instructor, who posts discussion questions (DQs) during weeks that contain a participation component. You are expected to contribute to the class discussion in a substantive way by posting **two substantive notes** in the **Main** forum for **3 out of 7 days** of each week that contains a participation component. When the

discussion centers on a lively topic, it is not unusual for students to read what classmates are talking about and to post multiple notes.

Please note: CheckPoints, exercises, and assignments are due on different days so you can meet attendance requirements. If you complete your assignments early, please post each assignment on its appropriate due date to ensure you meet the attendance requirements and are not auto-dropped from class.

Substantive notes go beyond "I agree" or "I see your point." Effective responses relate theory or methods to personal experience, so feel free to comment, critique, and suggest. Think about quality and frequency as you strike up a conversation with your fellow classmates. Remember to post notes in the **Main** forum, to which everyone has access.

Please note: When you post an answer to the discussion question, points are given only for the discussion question portion of the grade. Your participation grade is based on substantive replies to others' notes.

Expectations for Classroom Discussion

- Respond to assigned discussion questions under the designated threads in the **Main** forum.
- Read and consider your classmates' posts, and respond constructively.
- Offer personal experiences relevant to the discussion.

Late Assignments

Late assignments receive a 10% deduction for each day they are late. Assignments are late if they are not posted by midnight Arizona time (MST) of the day they are due. Assignments that are more than 4 days late will not be accepted unless we have negotiated and mutually agreed upon an alternative submission date in advance. Unless an Incomplete grade has been granted, student assignments submitted after the last day of class will not be accepted.

Please note: University of Phoenix server problems are not an excuse for late papers. If you are unable to connect to the University of Phoenix server and upload an assignment to your **Individual** forum, send a copy of the assignment to your instructor's inbox or alternate email address as proof that you attempted to post the assignment on time. In your email, you must tell your instructor that you were unable to connect to the University of Phoenix server. You must then upload the assignment to your **Individual** forum at your earliest opportunity. Send assignments to your instructor's inbox **ONLY** if the University of Phoenix server is down. An instructor cannot, by University of Phoenix policy, grade an assignment that comes to his or her personal email. It must be posted in your **Individual** forum to count for grading purposes. These policies are necessary because any contact outside of class forums cannot be verified or archived.

Extra Credit

The curriculum for Axia College courses is carefully designed to fit the number of course weeks, and the assignment schedule is relatively full. In order to uphold academic rigor and integrity, students must be graded based on the degree to which they fulfill the requirements of assignments listed in the syllabus. Extra credit assignments are not allowed at Axia College.

Feedback

Instructors return feedback for CheckPoints to your **Individual** forum by the next office day after the due date of the assignment. Feedback for written assignments is returned to the student's **Individual** forum within 7 days. Instructors respond to questions submitted during established office hours the same day. Instructors respond to questions submitted outside of office hours

during the next established office hours. A weekly grade summary is posted to the student's **Individual** forum within 7 days of the conclusion of each week. Final course grades are submitted to the university within 7 days of the conclusion of the course.

Incompletes

An Incomplete grade may be granted only if all of the following criteria are met:

1. The instructor determines that an Incomplete grade is appropriate under the circumstances
2. Attendance requirements have been met for the course, and the student is therefore eligible for a grade
3. Student is earning a passing grade in the course at the time the Incomplete is requested
4. Student requests, in writing, a grade of Incomplete during the last week of class, prior to the course end date
5. Student and instructor enter into a written agreement containing:
 - a) A course completion plan
 - b) A clearly identified extended course deadline not to exceed 5 weeks from the original course end date
 - c) Acknowledgment that the final course grade **will** be reduced one (1) full letter grade in exchange for the extra time allowed to complete the coursework, regardless of the circumstances

Please Note: Unless an Incomplete grade has been granted, student assignments submitted after the last day of class are not accepted. Accordingly, grade changes are not permitted for work submitted after the end of a class.

Academic Honesty

University of Phoenix students utilize university resources with honesty and integrity. These resources include, but are not limited to, the online library, online consultation with faculty, and registration systems. In addition to truthful representation in these areas, students must acknowledge references from original works, avoid plagiarism, and use writing and formatting styles generally accepted as sound academic writing.

Privacy and Confidentiality in the Online Classroom

If at any time you would like to communicate with your instructor confidentially, you may do so via the **Individual** forum. This forum can be viewed only by the individual student and the faculty member.

All postings to any forum in this class are considered confidential and for consideration and discussion only by members of this class. Specifically, do not forward materials or messages from this class by email or distribute hard copies.

Grading Scale

100-95	A	76-73	C
94-90	A-	72-70	C-
89-87	B+	69-67	D+
86-83	B	66-63	D
82-80	B-	62-60	D-
79-77	C+	59 or <	F

Week One

Thinking Critically

- Demonstrate knowledge of the elements and criteria involved with critical thinking.
- Recognize the importance of thinking critically.

ASSIGNMENTS

1. **Read** objectives and welcome.
 - **Read** instructor's bio, and post your own bio.
 - **Due Date:** Day 1 [post to the **Chat Room** forum]
2. **Read** Appendix A regarding the final project requirements.
3. **Read** Ch. 1 of *Critical Thinking*.
4. **Review** the Answers, Suggestions, and Tips for Triangle Exercises e-text chapter provided for your reference in the text. Although you are not required to complete end-of-chapter exercises, it is helpful to review these worked examples in preparation for completing the Review Quizzes in Weeks Two, Four, Six, and Eight. Refer to this information if you need help understanding concepts from the assigned readings.
5. **Review** the Web Site Resources Tutorial and Ch. 1 Web resources.
 - *Resource:* A tutorial for accessing supplemental Web resources
http://corptrain.phoenix.edu/axia/crt205V11/website_resources_tutorial.htm
 - **Review** the Chapter Overview, Frequently Asked Questions, Tips on Applications, Help with Exercises, and PowerPoint Presentations sections of the McGraw-Hill companion Web site for Ch. 1 at <http://www.mhhe.com/criticalthinking8>.

6. **CheckPoint:** Taking a Position

Axia College uses this definition of critical thinking, originally coined by the NCTE Committee on Critical Thinking and the Language Arts: Critical thinking is "a process which stresses an attitude of suspended judgment, incorporates logical inquiry and problem solving, and leads to an evaluative decision or action."

Reference

Tama, M.C. (1989). *Critical thinking: Promoting it in the classroom*. Retrieved October 2, 2006 from Indiana University, Clearinghouse on Reading, English, & Communication Web site: <http://www.indiana.edu/~reading/ieo/digests/d40.html>

- *Resource:* Appendix B
- **Due Date:** Day 4 [post to the **Individual** forum]
- **Read** the Coffee Break comic strip in Appendix B.
- **Address** the following in a 100- to 150-word response:
 - State the key issue from the comic strip.
 - Does Anita suspend judgment before taking a position, or does she immediately take a position on the issue? Explain your answer.

- Does Anita use logic when looking into the issue, or is her position based on a moral value judgment? Explain your answer.
- Does she solve a problem, make a decision, or take action as a result of taking the position she did? Explain your answer.
- **Recall** a situation in your life in which you took a position on an issue. The issue could concern a political matter, a family or community topic, or a moral or ethical problem.
- **Address** the following in a 100- to 150-word response:
 - State the issue, the position you took, and the considerations that helped you determine your position.
 - Did you suspend judgment before taking a position, or did you immediately take a position on the issue? Explain your answer.
 - Did you use logic when looking into the issue, or was the position you took based on a moral value judgment? Explain your answer.
 - Did you solve a problem, make a decision, or take action as a result of taking the position you did? Explain your answer.

7. **Assignment:** Supporting a Position

- *Resource:* National Public Radio (NPR) podcast: “Florida Mulls Lethal-Injection Problems” or article “Execution Rules Still Inhumane”
- **Due Date:** Day 7 [post to the **Individual** forum]
- **Listen** to the NPR Podcast or read the article located on aXcess for Week One.
- **Consider** the issues raised by the question, “Should the U.S. continue to use capital punishment?”
- **Post** a 350- to 700-word response in which you identify the question’s principal issues. Be sure to:
 - Choose a position on capital punishment and support your position in your response.
 - Support your position with facts about capital punishment.

Week Two

Critical Thinking and Writing

- Recognize the relationship between critical thinking and clear writing.
- Examine written content for vagueness and ambiguity.

ASSIGNMENTS

1. **Read** Ch. 2 & 3 of *Critical Thinking*

2. **Review** Ch. 2 & 3 Web resources

- *Resource:* Web Site Resources Tutorial at http://corptrain.phoenix.edu/axia/crt205V11/website_resources_tutorial.htm
- **Review** the Chapter Overview, Frequently Asked Questions, Tips on Applications, Help with Exercises, and PowerPoint Presentations sections of the McGraw-Hill companion Web site for Ch. 2 & 3 at <http://www.mhhe.com/criticalthinking8>.

3. **Discussion Question 1**

- **Due Date:** Day 2 [**Main** forum]
- **Post** your response to the following: How does critical thinking affect you as a reader and writer? How can thinking critically improve your writing?

4. **Discussion Question 2**

- *Resource:* Ch. 2 of *Critical Thinking*
- **Due Date:** Day 4 [**Main** forum]
- **Read** the following discussion question response written by Owen, a fictional Axia student. Identify areas of vagueness and ambiguity and discuss how you could clarify the email's message using the writing principles addressed in the text.

Hi class,

I don't have a lot of time to explain but off the top of my head answer is as a reader critical thinking affects me all ways. Not just reading but writing too. Sometimes what I read I must write about later like this discussion question so clearly I have to read. Clear writing is the hardest thing in the world.

Though I don't the average writer has to write business rappers which can build report and be inter personal. In critical writing, writers construct sentences with clear intentions.

Business people write fast because the business people I know are always in a hurry.

Business reading is reports, memos and articles. My aunt is a university professor and she writes articles for journals. She is smart and a better writer than my uncle who is a businessman. So critical writers are better than business writers. But critical writing like argumentative essays have structure, so business writing has structure too. It's not a matter of one kind of writing being harder than the other it's that the structure is harder.

Thanks,

Owen

5. **View** the Review Quiz Tutorial

- *Resource:* Demonstration of navigating the Web site to your Review Quizzes at <http://corptrain.phoenix.edu/axia/crt205V11/crt205v11.html>
- **Complete** the tutorial prior to completing the exercise below.

6. **Exercise:** Review Quizzes (Ch. 1, 2, & 3)

- **Due Date:** Day 5 [**Individual** forum]
- **Complete** the following Review Quizzes at <http://www.mhhe.com/criticalthinking8>
- **Copy and paste** your quiz results into a new post. The subject line of the post should tell the instructor which quiz you are posting (for example, Chapter 1—Claims and Arguments Quiz).

Ch. 1	<ul style="list-style-type: none"> • Claims and Arguments Quiz • Subjectivism and Value Judgments Quiz
Ch. 2	<ul style="list-style-type: none"> • Vagueness Quiz • Ambiguous Claims Quiz • Defining Terms Quiz I • Writing Argumentative Essays Quiz II
Ch. 3	<ul style="list-style-type: none"> • Chapter Review Quiz

Week Three

Credibility

- Evaluate the credibility of arguments.
- Assess the credibility of media and advertising claims.

ASSIGNMENTS

1. CheckPoint Part 1: Argument Credibility

- **Due Date:** Day 2 [**Individual** forum]
- **Find** a link to an online video or print news story from your favorite online news source. Your choice of source may range from a major news network to a small opinion magazine, and should not include YouTube or Google Video. Select a story in which claims are made and note the story title and source name. **Note:** If you cannot obtain a direct link to a video, write a summary of the video's key points and provide a link to the Web site where you found the clip.
- **Answer** the following questions in a 100- to 200-word response:
 - What claims are being made?
 - Do the claims conflict with your personal observations?
 - What background information do you have about the claims?
 - What is the expertise of the author, if any?
 - Is the author biased and untrustworthy, or unbiased and trustworthy?
- **Post** your response and the link to your online source.

2. CheckPoint Part 2: Argument Credibility Peer Review

- *Resource:* A classmate's CheckPoint Part I response
- **Due Date:** Day 4 [**Individual** forum]
- **Review** the Constructive Feedback Tutorial at http://204.17.25.69/AXIA/CRT205/constructive_feedback.html. Note: This tutorial uses audio narration and is about ten minutes in length.
- **Perform** a peer review of a classmate's CheckPoint Part I response, which your instructor will place in your **Individual** forum on Day 3.
- **Answer** the following questions in a 100- to 200-word response:
 - Do you think your classmate accurately identified the claims? Explain your answer.
 - Your classmate has compared the claims against his or her personal observations; how do the claims agree or conflict with your own personal observations? How are the observations made by you and your classmate the same or different?
 - Your classmate has compared the claims against his or her background information; how do the claims agree or conflict with your own background information? How are the background analyses of you and your classmate the same or different?
 - Do you feel your classmate made an accurate judgment about the author's bias or trustworthiness? Explain your answer.
 - Which concepts from the feedback tutorial did you use to conduct this peer review?

- **Post** your answers and your classmate's CheckPoint Part I online news source and response.

3. **Assignment:** Analyzing Credibility

- *Resources:* "Giuliani Remembers 9/11" news clip and video ads located at one of the links listed below.
- **Due Date:** Day 7 [**Individual** forum]
- **View** and assess the credibility of these media and advertising examples:
 - The CNN Pipeline news clip located on aXcess for Week Three.
 - Select one of the following links to view the video ads available at that Web site:
 - http://www.jnj.com/our_company/our_videos/
 - <http://www.vw.com/gti/films/en/us/#/WVBI70085/med/>
 - <http://www.progressive.com/commercials/progressive-commercials.aspx>
 - <http://www.pedigree.com.au/tv/>
 - <http://www.wendys.com/ads/>
- **Answer** the following in regard to each of the two examples in a 100- to 200-word response:
 - Who paid for each example to be created?
 - Can you detect a slant—that is, a secondary opinion conveyed by the examples' creators?
 - What does each example reflect about society at large? Is it credible? Explain your answers.
- **Answer** the following in regard to the news clip in a 50- to 100-word response:
 - Are you skeptical of the sources' credibility? Why or why not?
 - Do you detect any bias? Why or why not?
- **Answer** the following in regard to the video ad on one of the links above in a 100- to 200-word response:
 - Does the ad make a claim?
 - What fear or desire does the ad play into?
 - Does it target an existing fear or desire or does it try to create a new fear or desire?
 - Does it try to invoke feeling, use admirable people to persuade, or describe a common situation?
 - Would you make a purchase based on the information presented?

Week Four

Rhetorical Devices

- Recognize rhetorical devices used to influence attitudes and beliefs.

ASSIGNMENTS

1. **Read** Ch. 4, 5, & 6 of *Critical Thinking*.

2. **Review** Ch. 4, 5, & 6 Web resources.

- **Resource:** Web Site Resources Tutorial at http://corptrain.phoenix.edu/axia/crt205V11/website_resources_tutorial.htm
- **Review** the Chapter Overview, Frequently Asked Questions, Tips on Applications, Help with Exercises, and PowerPoint Presentations sections of the McGraw-Hill companion Web site for Ch. 4, 5, & 6 at <http://www.mhhe.com/criticalthinking8>.

3. **Discussion Question 1**

- **Resource:** McGraw-Hill companion Web site
- **Due Date:** Day 2 [Main forum]
- **Revisit** the PowerPoint Presentation section of the McGraw-Hill companion Web site at <http://www.mhhe.com/criticalthinking8> for Ch. 4. Examine the examples of rhetorical devices and choose one that either makes an emotional impact on you or sparks your interest.
- **Copy and paste** the example into the body of a forum message and include your response to this question: Why does the example affect you, and what is the statement's persuasive motive? Comment on the examples provided by your classmates by stating whether and why their examples affect you.

4. **Discussion Question 2**

- **Due Date:** Day 4 [Main forum]
- **According** to Moore and Parker (2007), "Even definitions by example can slant a discussion if the examples are prejudicially chosen...If one wants to see all sides of an issue, one must avoid definitions and examples that slant a discussion" (p. 121). This rule also applies to the use of rhetorical explanations.
- **Consider** the following prejudicial rhetorical devices:
 - SUVs are apartment homes on wheels (a rhetorical definition).
 - Said by a student who is new to honors classes and struggling with them: "I would have aced that test if I weren't in a class full of brainiacs. They studied too much and ruined the curve!" (a rhetorical explanation)
- **Post** your response to the following: How can a person distinguish between the prejudicial and nonprejudicial use of rhetorical devices? Provide an example of each and comment on the examples posted by your classmates.

5. **Exercise:** Review Quizzes (Chapters 4, 5, & 6)

- **Due Date:** Day 5 [Individual forum]

- *Resource:* Review Quiz Tutorial at <http://corptrain.phoenix.edu/axia/crt205/crt205.htm>
- **Complete** the following Review Quizzes at <http://www.mhhe.com/criticalthinking8>
- **Copy and paste** your quiz results into a new post.

Ch. 4	<ul style="list-style-type: none"> • Persuasion via Rhetoric Quiz I • Persuasion via Rhetoric Quiz II
Ch. 5	<ul style="list-style-type: none"> • Psychological Fallacies Quiz I
Ch. 6	<ul style="list-style-type: none"> • More Fallacies Quiz I • More Fallacies Quiz II

Week Five

Fallacies

- Categorize fallacies based on their characteristics.

ASSIGNMENTS

1. **CheckPoint:** Identifying Fallacies

- *Resource:* Ch. 6 End-of-Chapter Exercises and the Answers, Suggestions, and Tips for Triangle Exercises section of *Critical Thinking*
- **Due Date:** Day 4 [**Individual** forum]
- **Complete** Exercise 6-6 on pp. 194-196 of *Critical Thinking*. You are not required to complete questions displaying a triangle (▲) symbol.
- **Copy and paste** the question numbers and answers into the body of a post.

2. **Assignment:** Categorizing Fallacies

- *Resources:* Appendix 2: The Top Ten Fallacies of All Time, Ch. 5 & 6 of *Critical Thinking*, and Appendix C
- **Due Date:** Day 7 [**Individual** forum]
- **Complete** the fallacy matrix in Appendix C.
- **Post** Appendix C as an attachment.

Week Six

Analyzing Arguments

- Identify the elements and structure of an argument.

ASSIGNMENTS

1. **Read** Ch. 7 of *Critical Thinking*.

2. **Review** Ch. 7 Web resources.

- *Resource:* Web Site Resources Tutorial at http://corptrain.phoenix.edu/axia/crt205V11/website_resources_tutorial.htm
- **Review** the Chapter Overview, Frequently Asked Questions, Tips on Applications, Help with Exercises, and PowerPoint Presentations sections of the McGraw-Hill companion Web site for Ch. 7 at <http://www.mhhe.com/criticalthinking8>.

3. **Discussion Question 1**

- *Resource:* Vacuum Sales digital story
- **Due Date:** Day 2 [**Main** forum]
- **View** the Vacuum Sales digital story located on aXcess for Week Six.
- **Post** your response to the following: Of the two arguments provided in the digital story, which is valid and which is sound? When you are building an argument for an issue that is significant to you, do you think it is more important to be valid or sound? Explain your answer.

4. **Discussion Question 2**

- **Due Date:** Day 4 [**Main** forum]
- *Resource:* Ch. 7 (pp. 219–226) of *Critical Thinking*
- **Imagine** your child is trying to prove that she did not steal chocolate chip cookies from the cookie jar, so she makes this argument: “There are no chocolate stains on my hands, so I couldn’t have stolen the cookies.”
- **Post** your response to the following: Does this example require deductive or inductive logic? What are the premises? Are the premises stated or unstated? What is the argument’s conclusion? In your opinion, is this a convincing argument? Why or why not?

5. **Exercise:** Review Quizzes (Ch. 7)

- **Due Date:** Day 5 [**Individual** forum]
- *Resource:* Review Quiz Tutorial at <http://corptrain.phoenix.edu/axia/crt205/crt205.htm>
- **Complete** the following Review Quizzes at <http://www.mhhe.com/criticalthinking8>
- **Copy and paste** your quiz results into a new post.

<p>Ch. 7</p>	<ul style="list-style-type: none"> • Argument Quiz I • Deductive/Inductive Logic Quiz • Unstated Premises Quiz • Evaluating Arguments Quiz
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Week Seven

Evaluating Arguments

- Assess the validity of an argument.

ASSIGNMENTS

1. CheckPoint 1: Argument Validity

- *Resources:* Ch. 7 and the Answers, Suggestions, and Tips for Triangle Exercises section of *Critical Thinking*
- **Due Date:** Day 3 [**Individual** forum].
- **Complete** Exercise 7-9 on pp. 236-237 of the text.

2. CheckPoint 2: Critical Thinking Quiz

- **Due Date:** Day 5 [**Individual** forum].
- **Consider** the following: You have learned to think and write critically, assess argument credibility, recognize rhetorical devices, categorize fallacies, analyze arguments, and assess argument validity. In this critical thinking quiz, you have the opportunity to test your critical thinking skills and measure your progress in this course. As you complete the Critical Thinking Quiz and review the feedback, use the information to determine your critical thinking strengths and note areas in which you still need improvement.
- **Complete** the Critical Thinking Quiz on the aXcess page. You may complete the quiz only once.
- **Copy and paste** your individual results for the quiz into a new post in your **Individual** forum. Type *Critical Thinking Quiz* in the subject line of this post.

3. Assignment: Argument Evaluation

- *Resource:* Appendix 1 of *Critical Thinking*
- **Due Date:** Day 7 [**Individual** forum]
- **Read** the article “Controlling Irrational Fears After 9/11” on pp. 456-458 of Appendix 1.
- **Identify** at least two arguments in the article. Outline the premises and conclusions of each argument you find. Then, answer the following questions for each argument, making sure to explain how you arrived at your answers.
 - Do the premises sufficiently support the conclusions?
 - Are the arguments either deductively valid or inductively strong, or are they invalid or weak?
 - Are the premises true or plausibly true, or are they difficult to prove?
- **Note** that you may choose to evaluate invalid or weak arguments as long as you describe how they are invalid or weak.

Week Eight

Arguments and Morality

- Determine the impact of moral principles on an argument.

ASSIGNMENTS

- **Read** Ch. 12 of *Critical Thinking*.
- **Review** Ch. 12 Web resources.
 - *Resource:* Web Site Resources Tutorial at http://corptrain.phoenix.edu/axia/crt205V11/website_resources_tutorial.htm
 - **Review** the Chapter Overview, Frequently Asked Questions, Tips on Applications, Help with Exercises, and PowerPoint Presentations sections of the McGraw-Hill companion Web site for Ch. 12 at <http://www.mhhe.com/criticalthinking8>.
- **Discussion Question 1**
 - **Due Date:** Day 2 [**Main** forum]
 - **Post** your response to the following: Describe a time when your moral values influenced the way you responded to an issue. What differences did you notice between your logical reasoning process and your moral reasoning process? What were the possible consequences or outcomes of your decision?
- **Discussion Question 2**
 - *Resource:* “Terri Schiavo’s Parents” news clip
 - **Due Date:** Day 4 [**Main** forum]
 - **View** the CNN Pipeline news clip located on aXcess for Week Eight.
 - **Post** your response to the following: State your stance on the Terri Schiavo case, and identify the moral value judgment that influenced you to choose your stance.
 - An example of a stance is, “Terri Schiavo should have been allowed to live, despite her persistent vegetative state.” An example of a moral value judgment is, “No person’s death should be decided by another—people should die naturally.”
 - An example of moral relativism could be that American culture accepts many religious standpoints, making it difficult for its citizens to agree on the religious morality of the issue brought to light by Terri Schiavo and her family.
 - Moore and Parker (2007) define utilitarianism as the belief that “...if an individual can feel pleasure and pain, then he or she deserves moral consideration” (p. 425). Consider that many proponents of both sides of the Schiavo case thought they had Terri’s best interests in mind—a moral consideration.
 - Discuss with your classmates how moral relativism and utilitarianism apply to this issue.
- **Exercise:** Review Quizzes (Chapter 12)
 - **Due Date:** Day 5 [**Individual** forum]

- *Resource:* Review Quiz Tutorial at <http://corptrain.phoenix.edu/axia/crt205/crt205.htm>
- **Complete** the following Review Quiz at <http://www.mhhe.com/criticalthinking8>
- **Copy and paste** your quiz results into a new post.

Ch. 12	• Moral Reasoning Quiz I
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Week Nine

Critical Analysis

- Analyze research information using critical thinking skills.

ASSIGNMENTS

1. Capstone CheckPoint

- **Due Date:** Day 4 [**Individual** forum]
- **Answer** the following questions in a 100- to 200-word response. Cover each bullet point in your answer.
 - In the future, how will thinking critically influence the ways that you:
 - Read?
 - Write?
 - Process information?
 - Why and how could you apply critical thinking when evaluating each of the following:
 - Articles
 - Advertising
 - Media
 - Conversations

2. Final Project: Comprehensive Argument Analysis

The Opposing Viewpoints Resource Center database at the University Library provides a wealth of arguments to which you can apply your critical thinking skills. Find this database by logging into to the Library and selecting the **Article Databases—Specialized** link. From the results page, scroll down to select the **Opposing Viewpoints Resource Center** link.

- *Resources:* Appendix A, Appendix D, and the University Library
- **Due Date:** Day 7 [**Individual** forum]
- **Choose** two topics from the Opposing Viewpoints Resource Center that interest you and locate a set of materials from the database for each topic. If you choose school violence as one of your topics, for example, you might find a magazine article that argues that violence in the media causes school violence and a Web site that persuasively argues that violence in the media is not responsible for school violence.
- **Conduct** a similar search for your second topic. When finished, you should have two sources per topic. **Note:** You may use sources from any combination of the Viewpoints, Magazines, Academic Journals, News (use sources marked Editorial and Column), and Web sites database sections.
- **Use** the form in Appendix D to critically analyze your four sources. Fill out one form for each source.

- Provide the title of the source.
 - Provide the source citation. Locate the citation by clicking on the **Source Citation** link at the top of the page when viewing the source.
 - Identify the principal issue presented by the source.
 - Identify any examples of bias presented by the author. If none exist, explain how you determined this.
 - Identify any areas that are vague or ambiguous. If none exist, explain how you determined this.
 - Do you find the source credible? Explain your reasoning.
 - Identify and name any rhetorical devices used by the author. If none exist, explain how you determined this.
 - Identify and name any fallacies used by the author. If none exist, explain how you determined this.
 - State one argument made by the author.
 - Identify the premises and conclusion of the argument.
 - Is the author's argument valid or invalid, sound or unsound, strong or weak? Explain how you determined this.
 - Does the author use moral reasoning? If not, explain how you determined this.
- **Post** Appendix D as an attachment.