

Instructor Information

Natasha Lujan Suba
Email suban@triton.uog.edu
HSS Third Floor – 318B
Fañomnåkan2025

CT-101 Critical Thinking
Course Syllabus and Calendar**SECTION INFORMATION****Course Schedule Days/Times/Location:**

Section 03-Monday/Wednesday 12:30pm – 1:50pm HSS304

Section 04-Monday/Wednesday 2:00pm – 3:20pm HSS304

Section 07-Tuesday/Thursday 11:00am – 12:20pm HSS304

Office Hours

Monday-Wednesday 8:00am – 10:00am

COURSE CATALOG DESCRIPTION

This is an interdisciplinary foundation course in critical thinking. Students will learn how to analyze, critically evaluate, and construct arguments, detect common fallacies in reasoning, and propose logical and creative solutions to complex problems. Critical thinking skills are valuable in all disciplines and will benefit students in academic contexts and life.

This course will require the *active participation* of everyone. As a class, we will explore the topics of this course *together*. Please remember, however, that we are still in a formal classroom setting. All classes will be conducted in an orderly and respectful manner at the discretion of the instructor.

COURSE CONTENT

This course aims at developing basic analytic skills and an understanding of the principles and concepts involved in clear thinking. It teaches students the skills they need to think for themselves – skills they will call upon in this course, in other college courses, and in the world that awaits. Topics covered knowledge; evaluating evidence; identifying errors and biases; fallacies; recognizing, analyzing, and constructing arguments; inductive reasoning, and deductive reasoning. These topics will be taught using multicultural perspectives and interdisciplinary approaches.

COURSE INFORMATION**Required Textbook**

Lei Bao, *Don't Just Think; Be Logical*, 1st edition. Amazon Press, 2021

Credits

3 credit hours. This course must be completed with a grade of “C” or better.

COURSE POLICIES

1. Because this course is geared toward class discussion and participation, attendance is vital. Everyone is expected to come to class well-prepared and ready to participate in the discussions and various activities.
 - a. *Attendance*: Students are also required to remain in class for the *entire* period. Attendance and participation will be monitored throughout the semester. Students with more than (5+) absences may receive an “F” grade
1. When students are absent for lecture-discussion sessions, they should retrieve lesson and assignment information from their classmates. Seek the instructor for assistance to clarify information from peers.

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- b. *Tardiness and early departures*: Late arrivals and early departures disrupt the class, can be inconsiderate, and will affect a student's final grade. Those who arrive 15+ minutes late or leave 15+ minutes early will have their attendance point deducted for the day, so be punctual. If you have special circumstances that will make coming to class difficult, please inform the instructor during the first week of class.
 - c. *Armed Forces Members*: Contingency plans must be developed with your professors **prior to deployments**. Whether or not accommodations will be allowed, or an incomplete grade given is at the instructor's discretion and is therefore not guaranteed.
 2. All technological and electrical devices (such as laptop computers, tape recorders, digital voice recorders, cellular phones, and laptop computers [unless otherwise stated] are prohibited in the classroom. Taking photos of PowerPoint slides is not permitted. Laptops are only permitted during presentations or debates or with the permission of the instructor. If there is an urgent need to have any other devices on hand, please consult the instructor prior to the class.
 3. Extra credit opportunities will be announced throughout semester and will be worth a maximum of 5% of the total grade. These opportunities will include but are not limited to campus activities (including presentations, lectures, and film showings) and community events.

COURSE REQUIREMENTS AND EXPECTATIONS

Learning Objectives for Students

On completion of the course, students will:

- Identify credible and reliable information from various sources;
- Recognize common errors in reasoning; and
- Construct sound arguments for a variety of real-world experiences.

Student Learning Outcomes

SLO	GERC Learning Outcomes (GLOs)	Institutional Learning Outcomes (ILOs)
Identify credible and reliable information from various sources	GLO1: Applying the concepts essential to examination and evaluation of argumentative discourse; GLO2: Using investigative and analytical skills to explore complex questions and solve challenging problems; GLO6: Differentiating and prioritizing elements of complex real-world experiences	ILO1: Mastery of critical thinking and problem solving; ILO5: Responsible use of knowledge, natural resources and technology; ILO7: An interest in personal development and lifelong learning
Recognize common errors in reasoning	GLO5: Identifying and avoiding common logical errors (fallacies)	ILO1: Mastery of critical thinking and problem solving; ILO5: Responsible use of knowledge, natural resources and technology
Construct sound arguments for a variety of real-world experiences	GLO3: Synthesizing information in order to examine alternatives and arrive at reasoned conclusions; GLO4: Comprehending and explaining the logic and validity of arguments and the relevance of data and information	ILO1: Mastery of critical thinking and problem solving; ILO3: Effective oral and written communication.

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Grade Breakdown

- 40% - Discussions
- 20% - Assignments
- 10% - Attendance/Participation
- 10% - Debate 1
- 20% - Debate 2
-

Final grades will be assigned as follows:

- 97 to 100 - A+
- 93 to 96 – A
- 90 to 92 - A-
- 87 to 89 - B+
- 83 to 86 – B
- 80 to 82 - B-
- 75 to 79 - C+
- 70 to 74 - C (no C-)
- 60 to 69 - D (must retake class with a grade of D or lower)
- 59 or lower – F

Discussions (40% of overall grade for the course)

Postings in discussion forums are demonstrations of your ability to communicate effectively and professionally as well as of your ability to understand and use the information you are learning in the class. Discussion posts are very important in evaluating your performance. This addresses Learning Objective 1 for this course.

Discussions will be held each week throughout this course. Each week your discussion board postings will be graded on a 15-point scale:

Weekly Discussion Points: 15 points**Original Posting(s) - 7 points**

Your original posting(s) each week should...

- mention at least 2 points from the week's readings/lessons (1 point)
- relate new content to what you have already learned in the course to date (1 point)
- relate content to your own personal experiences (1 point)
- critically analyze the content - your posting should not be just a summary of the reading (3 points)
- be grammatically correct and proofread for spelling errors. (1 point)

Two Responses to Other Student Postings - 4 points each

Your responses to other students and the instructor should...

- incorporate content from the week's reading/lessons (1 point)
- incorporate personal experience or ideas from other sources (1 point)
- be logically reasoned and supported (1 point)
- be grammatically correct and proofread for spelling errors. (1 poi

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Debates (30% of the overall grade for the course)

Debates will allow you to demonstrate your ability to defend a view using reasons appropriate for public discussion, provide clear reasons for and against holding a view, and communicate respectfully with others while discussing controversial issues.

Assignments/Project (20% of overall grade for the course)

Assignments allow you to demonstrate your writing skills and your ability to understand and use the information you are learning in class. This addresses Learning Objective 1 for this course. *Late assignments will not be accepted.* Always keep a copy of your assignments on your computer as a backup. Each assignment will be graded on a 100-point scale:

	Poor (10 pts)	Fair (15 pts)	Good (20 pts)	Excellent (25 pts)
Content	Content is incomplete. Major points are not clearly developed and/or persuasive. Question or issue is not addressed at all	Content is not comprehensive. Major points are addressed but are not fully developed or persuasive. Question or issue is not fully addressed	Content is comprehensive. Major points are clearly developed and persuasive. Question or issue is fully addressed	Organization of material is crystal clear and persuasive. Assignment instructions are not only followed but given added value with additional insights and applications
Documentation	No sources are cited in addition to the textbook. Sources are of poor or no inherent value (lack credibility)	Some sources are cited in addition to the textbook. Sources are not of the best inherent value or credibility. Sources are all of the same kind	Three sources are cited in addition to the textbook. Sources are of a high inherent value and highly credible. There are a variety of kinds of sources (books, web sites, journals, etc.)	More than three sources are cited. All sources enjoy a high level of credibility and inherent value. At least four different kinds of sources are cited
Format	Little or no attention was given to following proper APA format. citations and references are not cited	Some attention paid to APA formatting, but still some important errors. Paper has cited sources but not according to proper APA formatting	Compliant with APA format. Sources are correctly formatted	Flawless usage of the APA Guidelines
Grammar / Spelling	Paper has all of the following problems: spelling errors, punctuation errors, sentence structure errors	Paper has at least one of the following problems: spelling errors, punctuation errors, sentence structure errors	Paper has none of the following: spelling errors, punctuation errors, sentence structure errors	Paper is not only free from grammatical errors but exhibits superior writing quality

Attendance and Participation (10% of overall grade for the course)

Please see attendance policy under Course Requirements and Expectations

*Any changes to the syllabus may be made at the instructor's discretion. Students will be informed of any changes prior to the time in which they are made.



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UNIVERSITY POLICIES

Student Evaluation of Teaching - the student course and faculty evaluations for courses will be administered at the completion of the semester within CollegeNet. Student participation is essential and appreciated. Student responses are anonymous and cannot be traced back to individual students. You will need your WebAdvisor login credentials to complete the evaluation. If you experience login issues, please refer inquiries to OIT staff to assist at 735-2630/40.

Plagiarism Statement - The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person (including AI) without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (UOG Student Handbook, p. 49). Proper citations of all research resources (i.e., direct or indirect quotations, ideas, suggestions, charts or graphs, and paraphrases or summaries of all articles, books, or audio/visual material) are required for all assignments. Students will not be permitted to submit the same work for more than one course unless approval is given by the instructors of the courses involved. Cases of plagiarism are referred to the Student Discipline and Appeals Committee. In this course, the penalty for plagiarism is up to the instructor and based on the severity of the infraction-most common penalties are no credit for the assignment or failure in the course.

Communication Policy - University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University. (OIT policy manual, 3.10, p. 36)

AI/ChatGPT Policy - "The use of Artificial Intelligence (AI) as a research tool is allowed, but it must not replace the student's original ideas, creativity, and critical thinking. AI should be used only as a tool to assist in research, and proper attribution must be given to any AI-generated content. All work submitted for grading must be the sole product of the student's endeavors. Any violation of academic integrity will be dealt with accordingly.

EEO/ADA Statement - The University is committed to providing an inclusive and welcoming environment for all members of our community. Federal and local laws protect the University community from any act of sex discrimination. Such acts violate the essential dignity of our community members. If you need assistance with EEO (Equal Employment Opportunity) and/or Title IX concerns, please contact the Director of EEO/ADA & Title IX Office at (671) 735-2244, (671)735-2971, TDD (671)735-2243 or eeo-ada@triton.uog.edu.

ADA Accommodation Services - For individuals covered under the ADA (Americans with Disabilities Act), if you are a student with a disability requiring academic accommodation(s), please contact the Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services counselor will be provided to me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, disabilitysupport@triton.uog.edu or telephone/TDD 671-735-2460.

Tobacco Free Campus - The University of Guam is a smoke-free campus. Smoking is prohibited at all times while on University property. For the health and safety of faculty and students please adhere to these regulations.

No Recording Policy - Recording of class meetings is not allowed. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of courses may violate federal law.

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COURSE CALENDAR

Date	Topic	Assignment
1/22	Syllabus and Moodle Review	Introductions Problem-solving Icebreaker
Week 1 Jan. 27-30	Critical Thinking Basics	Critical Thinking Pre-test Don't Just Think; Be Logical, Chapters 1 & 2
Week 2 Feb. 3-6	Debate 1 – Special Topics	DUE: DQ #1
Week 3 Feb. 10-13	Debate 1 – Special Topics	
Week 4 Feb. 17-20	Information Credibility Technology and Research Skills	WATCH: Outfoxed Documentary
Week 5 Feb. 24-27	Mass Media and Social Movements Viral News Fact (Assign Partners)	Don't Just Think; Be Logical, Chapters 3 & 4
Week 6 Mar. 3-6	3 – CHamoru Heritage Day (no class) 6 – Charter Day (no class)	DUE: DQ #2
Week 7 Mar. 10-12	Viral News Fact Presentations	
Week 8	SPRING BREAK -NO CLASS	
Week 9 Mar. 24-27	Reason and Emotion Language and Communication	
Week 10 Mar.31-Apr.3	Anatomy of Arguments Deductive and Inductive Arguments	Don't Just Think; Be Logical, Chapters 5 & 6
Week 11 Apr. 7-10	Fallacies	Don't Just Think; Be Logical, Chapter 8 DUE: DQ #3
Week 12 Apr. 14-17	Commission on Decolonization	Debate 2: Assign Groups
Week 13 Apr. 21-24	Debate Week	Debate 2: Political Status
Week 14 Apr. 28-May 1	Ethical Dilemma	
Week 15 May 5-8	Ethical Dilemma	DUE: DQ #4
Week 16 May 12-15	CT Wrap-Up Activity	DUE: Ethical Dilemma Paper Dec. 10 @ 11:59pm

FINALS WEEK MAY 19-21