CALENDAR DESCRIPTION: A continuation of the principles and skills learned in CSM 108 and introduces students to the next level of critical thinking and higher education learning through course presentation and assignments. Students will learn effective strategies to enable them to work independently as well as work effectively in a group setting. Lecture examples and assignments will be linked, wherever possible, to academic content in other courses.

RATIONALE: Provides higher level learning and thinking skills. Demands independent research and learning to foster scholar achievement. Additional upper level course requested by students.

COURSE PREREQUISITES: CSM 108; CMNS 125 or CMNS 155

HOURS PER TERM
FOR EACH STUDENT
Lecture
Laboratory
Seminar
Field Experience

TOTAL 60 HRS

MAXIMUM ENROLMENT: 20

Is transfer credit requested? 9 Yes : No

AUTHORIZATION SIGNATURES:

Course Designer(s): Diane Luu
Chairperson: Curriculum Committee

Department Head: W. Burton
Dean: W. R. Bate

PAC: Approval in Principle  
PAC: Final Approval: December 16, 1998
SYNONYMOUS COURSES:

(a) replaces ______ N/A ______ (course #)

(b) cannot take ______ N/A ______ for further credit (course #)

SUPPLIES/MATERIALS:

Standard

TEXTBOOKS, REFERENCES, MATERIALS  (List reading resources elsewhere)

Striving for Excellence in College by Browne and Keeley
Critical Reading Improvement by Harnadek

OBJECTIVES:

1. Develop and complete complex assignments independent of instructor guidance.
2. Apply theoretical principles and models to course work in the field of concentration.
3. Articulate and handle different thinking processes in different disciplines.
4. Develop a holistic approach toward education and the discipline.
5. Objectively evaluate material such as written text, Internet data and various types of media.
6. Sustain an ongoing system of learning independently and in groups.
7. Use logical thinking (reasoning), develop a scholarly perspective, evaluate, remain flexible, problem solve, reason, and critically think.

METHODS

Lectures, interdisciplinary groups, individual consultation, seminars.

STUDENT EVALUATION PROCEDURE:

3 projects and/or research paper (discipline specific)
oral reports
Theory based midterm exam
reflective journal
COURSE CONTENT

1. Review critical points in CSM 108.

2. Oral presentation guidelines

3. Present generic models and principles of the critical thinking process

4. Conflict resolution for group work

5. Reading graphics and generating traditional non-prose writing

6. Guidelines for generating and writing research papers and major projects

7. Generating topics/projects independently

8. Understanding other's viewpoints and application

9. Understand, question, analyse, synthesize and evaluate in-depth and lengthy material

10. Articulating and presenting concepts for class, meetings, conferences, and future employers

11. Propaganda and "truth" - are they both lies? Conformity? Facts vs. opinion?

12. The "true perspective" - the theory of relativity revisited (subjectivity and perspective) - independence? How?

13. Persuasive writing: logic and/or emotion? (Persuasive language, logic, and faulty logic)

14. Analysing and synthesizing arguments

15. Critical judgement

16. The merging of the disciplines: a holistic view (commonalities despite the differences)