**Shyama Prasad Mukherji College**

**Teaching Plan (Aug- Dec 2022)**

**Teaching Plan of Critical Thinking and Decision Making (SEC)**

**Course and Year:** B.A.(H) Philosophy, 2nd year

**Semester:** III

**Taught individually or shared**: Individually

**Paper:** Critical Thinking and Decision Making (SEC)

**Faculty:** Stanzin Yangdol

**No. of Classes** (per week)**:** 4 lectures

***Teaching Plan***

**Unit I: CRITICAL THINKING: BASIC COMPONENTS (3 weeks 26th Aug – 9th Sept)**

1. Critical Thinking: An Introduction

2. Cognitive Biases

3. Beliefs, Claims ,issues and arguments.

4. Persuasion through Logic: Logos, Ethos and Pathos

Recommended Reading:

1. Moore, Brooke N., et al. Critical thinking. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch 1-2.

2.Dewey, John, How we think. Mineola, N.Y. Dover Publications, 1997, Ch 6

No of class required to complete the unit (approx): 19 classes

**Unit 2 ( 4 weeks 12th Sept – 7th Oct )**

**Unit II: CRITICAL THINKING: A SECOND ORDER ACTIVITY**

1. Clear thinking.

2. Vagueness, Ambiguity, Generality and Definition of terms

3. Argumentative essays

4. Credibility of claims and their sources

**Recommended Reading:**

Moore, Brooke N., et al. Critical thinking. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch 3-4.

No of class required to complete the unit (approx): 16 classes

**Unit 3 ( 4 weeks 10th Oct – 28th Oct)**

**Unit III: RHETORIC AND ITS FALLACIES**

1. Persuasion through rhetoric

2. Fallacies involved in rhetoric

**Recommended Reading:**

Moore, Brooke N., et al. Critical thinking. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch 5.

No of class required to complete the unit (approx): 28 classes

**Unit 4 ( 5 weeks 1st Nov– 13th Dec)**

**Unit IV: CLEAR THINKING: KEYS FOR SOLUTION**

1.Identification and analysis of the problem through case studies

2. Evaluating the Argument: Validity, Soundness and Strength; Reflecting upon the issue with Sensitivity and Fairness.

3. Evaluating Decision Options from Multiple Perspective.

4. Identifying Inconsistencies, Understanding Dilemma and Looking for Appropriate Solution within Limitations.

**Recommended Reading:**

1.Case Studies from both the recommended books

2.Moore, Brooke N., et al. Critical thinking. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch.2-5.

3. Dewey, John. How we think. Mineola, N.Y: Dover Publications, 1997, Ch.7, Ch 8.

**References**

Moore, Brooke N., et al. Critical thinking. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch1-4. 2. Dewey, John. How we think. Mineola, N.Y: Dover Publications, 1997, 68-14.

No of class required to complete the unit (approx): 28 days

**Course Objective**

This course is primarily focused to develop thinking skills. It aims at enabling a person to

take decision in difficult situations. It is the ability to analyze the way one thinks and presents

the evidence for ones own ideas rather than simply accepting it. It is creative, clear and to

some extent reflective thinking. This paper helps in developing ideas and ability to create a

vision, plan for the future and anticipate and solve problems.

**Program objective**

This course

1. Helps in generating productive/creative ideas for further use in difficult situation.

2.Creates enthusiasm for taking a risk of dealing with difficult issues and finding a way out

for solution

3.Provides valuable intellectual traits like how to critically read, listen and write and develop

faith in reason and encourage a flair for fairness and justice. As a result a learner learns step

by step how to arrive at an ideal solution keeping in mind all situational factors.

4.Provides clarity in thinking as well as proper understanding of an issue to make it precise

for further analysis.

5. Helps to use the skills of observation, analysis and evaluation and also provides sound

reason for doubting and questioning.

6.Finally the learner becomes self-directed, self-monitored and self-corrective through this

process of reflective thinking, and can proceed for right choice

**Teaching Learning Process**

1. Lecture method to be followed and classroom discussion on various topics
2. Questions and problems to be solved in class and various reading material are shared and make them participate more in class.
3. Whatsapp group is formed for easier communication and problem solving.
4. Debate and quiz to be conducted.

**Assessment Methods**

Test and assignment will be conducted along with viva and presentation.Performance of the students will be based on the class participation also. All the records will be available, so that the students can directly access it.

**Tentative date of assessments/ assignments (time frame):**

**Criteria of Assessment:** Two test and one assignment marks will be discussed and suggestion will be provided so that they can score better in the main exam.

**Assignment:** 16nd Sept 2021 (Unit 1)

**First Test on Unit I and Unit II:**  7th Oct 2021

**Second Test on Unit IV**: 10th Nov 2021

**Additional Reading:**

1. Snyder, Lisa Gueldenzoph, and Mark J. Snyder. "Teaching critical thinking and problem solving skills." *The Journal of Research in Business Education* 50.2 (2008): 90.
2. Higgins, Colin, and Robyn Walker. "Ethos, logos, pathos: Strategies of persuasion in social/environmental reports." *Accounting Forum*. Vol. 36. No. 3. No longer published by Elsevier, 2012.
3. Indale, Christopher W. *Acts of arguing: A rhetorical model of argument*. SUNY Press, 1999.
4. Ferretti, Ralph P., and Steve Graham. "Argumentative writing: Theory, assessment, and instruction." *Reading and Writing* 32.6 (2019): 1345-1357.
5. Leigh, Andrew, and Robert D. Atkinson. "Clear thinking on the digital divide." *Progressive Policy Institute* (2001): 1-20