

## COB 111

### COURSE SYLLABUS for Fall 2012



<b>Instructor:</b>	<b>Omar V. Brown</b>
<b>Office:</b>	<b>BA 337A</b>
<b>Phone:</b>	<b>903-886-5629</b>
<b>E-Mail:</b>	<b>Omar.Brown@tamuc.edu</b>
<b>Office Hours:</b>	<b>Tuesday 11:00am – 12:00pm and Wednesday 2:00 – 3:00pm</b>

**Welcome to COB 111!**

#### **RECOMMENDED TEXTBOOK:**

*Keys to Success - Quick.* Carter, C., Bishop, J. and Kravits, S.L. (2012). ISBN: 978-0-13-254171-8.

#### **Required Materials:**

Blue book (available in bookstore) or small spiral notebook, 8 ½ X 11

Student Planner (available at the student center, library, hot spots)

**COURSE DESCRIPTION:** This course provides a study of Theory and Application of Learning and Critical Thinking, designed to ease the transition from high school to university life and provide important academic, intellectual, and social skills to help ensure a successful first year in college. The course is designed to assist students in increasing their knowledge of and skill in critical thinking and acting behaviors. Concepts studied include perception, memory, creativity, and problem solving as they relate to critical thinking. The effects of attitudes, values, logical fallacies, and thinking errors on critical thinking and problem solving are examined. Assignments require students to apply critical thinking skills to real-life situations.

#### **COURSE OBJECTIVES:**

After successfully completing this course, students will be able to:

1. Recognize and appreciate TAMU-Commerce's uniqueness by positively engaging in supporting and encouraging other students.
2. Develop an understanding of the complex issues and choices confronting college students, such as course and career choices and identify problem behaviors that can interfere with student success.
3. Understand the levels of the critical thinking process through problem solving activities.
4. Exhibit higher levels of academic skills that will lead to their success at TAMU-Commerce, such as time management, career exploration, and goal setting through various techniques.
5. Be familiar with the range of university events that are available to students.
6. Clarify how they learn and be able to apply active learning techniques.
7. Express what is expected of students so they can be successful at TAMU-Commerce.
8. Understand the importance of excellent written and verbal communication by demonstrating academic honesty and integrity.
9. Access information from the web and library and understand the meaning of plagiarism and how to avoid it.
10. Engage in the dynamics of group activities to increase individual satisfaction and team performance.
11. Develop a deeper understanding of globalization and how the interconnected world affects them.
12. Construct well written papers with minimum grammar and syntax errors.
13. Develop four-year degree plans that accurately reflect degree requirements.
14. Calculate GPA and the impact grades have on cumulative GPA.

**SERVICES FOR STUDENTS WITH DISABILITIES:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**

Gee Library

Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

**GENERAL POLICIES FOR CLASSES:** All students enrolled at the University will follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. See Student's Guide Handbook, Rules and Procedures, Code of Student Conduct at <http://web.tamuc.edu/studentLife/documents/studentGuidebook.pdf>.

**Civility Requirement:** The instructor reserves the right to manage a positive learning environment and thus will not tolerate inappropriate conduct in the course. If the instructor feels that you have not attended class adequately, habitually arrive late and unprepared, that you have cut class during speeches; left class in the middle of a session, that you have not contributed appropriately in class, or that you have complained about assignments and grading policies, your final course grade may be reduced accordingly. Additionally, the instructor expects every student to maintain a professional level with respecting opinions of the instructor, students, and guest speakers. In this regard, hand-held devices such as cell/smart phones, iPods, MP3 players, and CD players must be turned off during class. The instructor can and will confiscate any devices that are disruptive to the class. Understand that this factor of your grade is highly subjective. In extreme cases, the instructor reserves the right to drop students from the class.

**Academic Integrity:** In this course the need for collaboration is undeniable if you are to excel, even in cases of individual work. There is a fine line in this process. You are encouraged to seek the help and advice of others. However, you *must* do your own work. My personal policy, which will guide this course, is: I trust you to behave honestly and ethically in all circumstances. Please ask me if you have questions about what is proper and what is not.

**Academic Honesty:** Plagiarism and other forms of academic dishonesty will not be tolerated. Instructors "are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material." See 13.99.99.R0.10 Academic Honesty at [http://www.tamuc.edu/administration/Rules%26Procedures/rules\\_procedures.asp?RID=97](http://www.tamuc.edu/administration/Rules%26Procedures/rules_procedures.asp?RID=97).

**PLAGIARISM:** Some people seem to believe that anything found on the Internet is free to use as they please. The "cut and paste" option also makes it quite tempting. However, information on the web must be properly cited just as you would any "hard copy" periodicals.

The following web site provides valuable insight relating to what constitutes plagiarism and how it may be avoided: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>. To avoid plagiarism an individual must give credit wherever he or she uses:

- 1) another individual’s idea, opinion, or theory
- 2) facts, statistics, graphs, and drawings that are not common knowledge
- 3) quotations of another individual’s spoken or written words
- 4) paraphrase another individual’s spoken or written words

Any deviation from the guidelines concerning quotes and citations constitutes plagiarism, as it suggests that you are trying to submit someone else's work and creativity as your own. In accordance with the Texas A&M University-Commerce Code of Student Conduct Section 5.b [1, 2, 3], the penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion.

**POLICIES RELEVANT TO COB 111 STUDENTS:**

**Course Evaluation:** The final course grade will be based on the following components:

Component Title	Points
Critical Thinking Writing Assignments (4)	20
Attend at least 4 University/Campus Sponsored Events or Activities	10
Mid-Term Exam	15
Final Exam	15
Activities and Assignments	20
Class Attendance and Participation	20
Total Points Possible	100

Course Final Grade Scale

- A = 100-90
- B = 89-80
- C = 79-70
- D = 69-60
- F = 59 & Below

**Course Requirements:**

- **Critical Thinking Writing Assignment:** Each student will write four 1-paged critical analyses that describe how attending events on campus contributes to the student’s success as a college student, as well as other topics as deemed necessary by the instructor. These papers should be organized with Introduction, Main Points, and Summary. Pick a few significant elements from the event to focus on in your critical analysis.
- **Attend at least 4 University/Campus Sponsored Events or Activities:** Each student will attend at least 4 events on campus – which should be used for the Critical Thinking Writing Assignments and also the global citizenship surveys. 1 event should be a “Cultural Event” (art show, concert, play, etc.); 1 should be a “University-Wide Event” (guest speaker, breakout entertainment, colloquium, convocation, etc.); 1 should be an athletic event (varsity sport or intramural sport); and 1 can be of the student’s choosing of any university/campus sponsored event or activity.

- **Mid-Term Exam and Final Exam:** Each student will take two online exams through eCollege. Each exam will consist of multiple-choice and true/false questions from the text book and materials related to the course lectures and workshops.
- **Class Attendance, Participation, and Miscellaneous Activities and Assignments:**
  - ❖ Class Attendance and Participation is critical to your success in this course, just as it is critical for your job. The attendance policy is simple: Come to class every day. Come to class on time. Come to class prepared. The instructor reserves the right to implement punitive policies if attendance is not acceptable. You get **one free absence** in this class, so save it and use it judiciously. If you miss more than three classes, you cannot make an A. It is simply impossible. If you miss four classes, you cannot make a B. If you miss five class periods, you cannot make a C. If you miss seven or more days you will automatically receive an F for the course.
  - ❖ Miscellaneous Activities and Assignments are vital to developing a support community at TAMU-C. Students will be expected to complete degree audit and plan, calculate GPA, develop resume, maintain a planner, maintain journal/notes, complete surveys, and other assignments as the instructor sees fit.

- **EXTRA CREDIT - Global Passport Participation:**

A goal of this class is for students to develop a deeper understanding of globalization and how the interconnected world affects each of us. All students in this class will be required to participate in a global passport research project. **\*10 points - based on complete participation in the program.**

There are two ways to complete this requirement. You may either meet the global passport participation requirement by completing surveys and attending cultural events, or you may complete an alternative assignment (email me if you would like to do the alternative assignment prior to due date).

The passport research project consists of:

- (1) an online survey the first week of the semester (about 30min),
- (2) an online, open-book naturalization examination (about 10-25min),
- (3) attend three global citizenship events during the semester and complete a short online survey following each event (about 5min),
- (4) an online survey at the end of the semester (about 30min).

The timeline to the online surveys are listed in the course schedule below along with dates that each component of the project is due. Again, if you would not like to participate in this research project you can complete an alternative assignment (email me if you would like to do the alternative assignment). If you do not complete both surveys you will be required to do the alternative assignment. Thus, if you do not complete the first survey you will automatically be required to do the alternative assignment to fulfill this portion of the class. The global class requirement is worth 10 points.

**COB 111 – Critical Thinking  
Course Schedule T/R**

<b>Week Of</b>	<b>1<sup>st</sup> class meeting (Tues)</b>	<b>2<sup>nd</sup> class meeting (Thurs)</b>
August 27 <sup>th</sup>	Chapter 1 – Welcome to College Overview of Course Syllabus and Assignments (Event Papers, Degree Plans, Exams, etc.)	Degree Evaluations, What-If Analysis and Degree Requirements University Catalog  <i>[Complete Global Passport Survey by Sept. 2]</i>
September 3 <sup>rd</sup>	Chapter 2 – Goals and Time Develop 4 year degree plans that reflect degree requirements, course rotations, and prerequisites. <b>Bring student planner or your own personal planner to class</b>	Set and Achieve Realistic Goals Effectively Manage Time <b>Weekly To-Do List/ Planner Due</b>  <i>[Complete Global Passport Naturalization Test by Sept. 11]</i>
September 10 <sup>th</sup>	Chapter 3 – Learning How You Learn Intro to StrengthsQuest	Multiple Intelligences & Pathways to Learning, Personality Spectrum  <b>*Event Paper 1 Due</b>
September 17 <sup>th</sup>	Chapter 5 – Reading & Information Literacy Learning from print and online materials	<b>Library visit</b>  <b><i>MEET IN LIBRARY THIS DAY</i></b>
September 24 <sup>th</sup>	Chapter 6 – Listening and Note Taking Note taking: assess strengths and weaknesses, utilize two different styles and evaluate them	Note taking systems How developed are your listening and note-taking skills?
October 1 <sup>st</sup>	Chapter 8 – Test Taking Preparation for testing, test anxiety, strategies for success	Mastering different types of test questions  <b>*Event Paper 2 Due</b>
October 8 <sup>th</sup>	Mid-Term Exam Review StrengthsQuest	<b>Mid Term Exam</b> Taken via eCollege, (Chapters 1,2,3,5,6, & 8)  <b><i>MEET IN COMPUTER LAB THIS DAY</i></b>
October 15 <sup>th</sup>	Chapter 4 – Critical, Creative and Practical Thinking	Effective problem solving and decision making  <b>TRIO – In class visit</b>
October 22 <sup>nd</sup>	Chapter 7 – Memory & Studying	Strategies for improving memory and study performance  <b>*Event Paper 3 Due</b>
October 29 <sup>th</sup>	Chapter 9 – Diversity & Communication	Cultural competency, communication and personal relationships
November 5 <sup>th</sup>	Chapter 10 – Wellness & Stress Management Staying healthy in mind and body	<b>Counseling – In class visit</b>
November 12 <sup>th</sup>	Chapter 11 – Managing Money Living within your means, budgeting, using credit cards wisely	<b>Financial Aid Office – In class visit</b>  Implications of GPA for academic standing and financial aid

<b>Week Of</b>	<b>1<sup>st</sup> class meeting (Tues)</b>	<b>2<sup>nd</sup> class meeting (Thurs)</b>
November 19 <sup>th</sup>	GPA Calculation Learn how to compute GPA	<b><i>Thanksgiving Break – NO CLASS Have fun and be safe!</i></b>
November 26 <sup>th</sup>	Chapter 12– Careers & More Career Awareness: resume writing, research careers based on skills, knowledge, abilities, and experience related to major	<b>Career Development – In class visit</b>  Overview of resumes, “business attire”, job fairs, networking  <b>*Event Paper 4 Due</b>
December 3 <sup>rd</sup>	StrengthsQuest Review <b>Resume Due</b>	<b>Panel of Guest speakers – In class visit</b>
December 10 <sup>th</sup>	Final Exam Review Q&A – University Citizenship [ <b>Complete Final Global Passport Survey by Dec. 14</b> ]	<b>Final Exam</b>  Taken via eCollege (Chapters 4,7, 9-12)  <b>MEET IN COMPUTER LAB THIS DAY</b>

***Please Note:*** The instructor reserves the right to change this schedule as circumstances may dictate. All changes will be announced in class or via email.

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## Critical Thinking Grid

	<b>4 - Exemplary</b> If applicable, consistently does all or almost all of the following	<b>3 - Satisfactory</b> If applicable, consistently does most or many of the following	<b>2- Below Satisfactory</b> If applicable, consistently does most or many of the following	<b>1 - Unsatisfactory</b> If applicable, consistently does all or almost all of the following
<b>Purpose</b>	--Demonstrates a clear understanding of the assignment's purpose	--Demonstrates an understanding of the assignment's purpose	--Is not completely clear about the purpose of the assignment	--Does not clearly understand the purpose of the assignment
<b>Key Question, Problem, or Issue</b>	--Clearly defines the issue or problem; accurately identifies the core issues --Appreciates depth and breadth of problem --Demonstrates fair-mindedness toward problem	--Defines the issue; identifies the core issues, but may not fully explore their depth and breadth --Demonstrates fair-mindedness	--Defines the issue, but poorly (superficially, narrowly); may overlook some core issues --Has trouble maintaining a fair-minded approach toward the problem	--Fails to clearly define the issue or problem; does not recognize the core issues --Fails to maintain a fair-minded approach toward the problem
<b>Point of View</b>	--Identifies and evaluates relevant significant points of view --Is empathetic, fair in examining all relevant points of view	--Identifies and evaluates relevant points of view --Is fair in examining those views	--May identify other points of view but struggles with maintaining fairmindedness; may focus on irrelevant or insignificant points of view	--Ignores or superficially evaluates alternate points of view --Cannot separate own vested interests and feelings when evaluating other points of view
<b>Information</b>	--Gathers sufficient, credible, relevant information: observations, statements, logic, data, facts, questions, graphs, themes, assertions, descriptions, etc. --Includes information that opposes as well as supports the argued position --Distinguishes between information and inferences drawn from that information	--Gathers sufficient, credible, and relevant information --Includes some information from opposing views --Distinguishes between information and inferences drawn from it	--Gathers some credible information, but not enough; some information may be irrelevant --Omits significant information, including some strong counter-arguments --Sometimes confuses information and the inferences drawn from it	--Relies on insufficient, irrelevant, or unreliable information --Fails to identify or hastily dismisses strong, relevant counter-arguments --Confuses information and inferences drawn from that information
<b>Concepts</b>	--Identifies and accurately explains/uses the relevant key concepts	--Identifies and accurately explains and uses the key concepts, but not with the depth and precision of a "4"	--Identifies some (not all) key concepts, but use of concepts is superficial and inaccurate at times	--Misunderstands key concepts or ignores relevant key concepts altogether
<b>Assumptions</b>	--Accurately identifies assumptions (things taken for granted) --Makes assumptions that are consistent, reasonable, valid	--Identifies assumptions --Makes valid assumptions	--Fails to identify assumptions, or fails to explain them, or the assumptions identified are irrelevant, not clearly stated, and/or invalid	--Fails to identify assumptions --Makes invalid assumptions
<b>Interpretations, Inferences</b>	--Follows where evidence and reason lead in order to obtain defensible, thoughtful, logical conclusions or solutions --Makes deep rather than superficial inferences --Makes inferences that are consistent with one another	--Follows where evidence and reason lead to obtain justifiable, logical conclusions --Makes valid inferences, but not with the same depth and as a "4"	--Does follow some evidence to conclusions, but inferences are more often than not unclear, illogical, inconsistent, and/or superficial	--Uses superficial, simplistic, or irrelevant reasons and unjustifiable claims --Makes illogical, inconsistent inferences --Exhibits closed-mindedness or hostility to reason; regardless of the evidence, maintains or defends views based on self-interest
<b>Implications, Consequences</b>	--Identifies the most significant implications and consequences of the reasoning (whether positive and/or negative) --Distinguishes probable from improbable implications	--Identifies significant implications and consequences and distinguishes probable from improbable implications, but not with the same insight and precision as a "4"	--Has trouble identifying significant implications and consequences; identifies improbable implications	--Ignores significant implications and consequences of reasoning

4 = Thinking is exemplary, skilled, marked by excellence in clarity, accuracy, precision, relevance, depth, breadth, logicity, and fairness

3 = Thinking is competent, effective, accurate and clear, but lacks the exemplary depth, precision, and insight of a 4

2 = Thinking is inconsistent, ineffective; shows a lack of consistent competence: is often unclear, imprecise, inaccurate, and superficial

1 = Thinking is unskilled and insufficient, marked by imprecision, lack of clarity, superficiality, illogicality, and inaccuracy, and unfairness

## Critical Thinking Worksheet

Overall Score \_\_\_\_\_

If applicable, score the element (1-4)	Element of Reasoning	Comments
	<b>Purpose:</b> Does the student demonstrate a clear understanding of the assignment’s purpose?	
	<b>Key Question, Problem, or Issue:</b> Does the student clearly define the issue or problem, accurately identify the core issues, appreciate their depth and breadth?	
	<b>Point of View:</b> Does the student identify and evaluate relevant significant points of view? Does the student demonstrate fairmindedness toward the problem?	
	<b>Information:</b> Does the student gather sufficient, credible, relevant information (statements, logic, data, facts, questions, graphs, assertions, observations, etc.)? Does the student include information that opposes as well as supports the argued position? Does the student distinguish between information and inferences drawn from that information?	
	<b>Concepts:</b> Does the student identify and accurately explain/use the relevant key concepts?	
	<b>Assumptions:</b> Does the student accurately identify assumptions (things taken for granted)? Does the student make assumptions that are consistent, reasonable, valid?	
	<b>Interpretations, Inferences:</b> Does the student follow where evidence and reason lead in order to obtain defensible, thoughtful, logical conclusions or solutions? Does the student make deep (rather than superficial) inferences? Are the inferences consistent?	
	<b>Implications, Consequences:</b> Does the student identify the most significant implications and consequences? Does the student distinguish probable from improbable implications?	

4 = Thinking is exemplary, skilled, marked by excellence in clarity, accuracy, precision, relevance, depth, breadth, logicity, and fairness

3 = Thinking is competent, effective, accurate and clear, but lacks the exemplary depth, precision, and insight of a 4

2 = Thinking is inconsistent, ineffective; shows a lack of consistent competence: is often unclear, imprecise, inaccurate, and superficial

1 = Thinking is unskilled and insufficient, marked by imprecision, lack of clarity, superficiality, illogicality, and inaccuracy, and unfairness