Course Descriptor
ENGL 411 Critical Reading

Proposed Academic Year	Spring 2023-24	**Last Reviewed Academic Year**	
Course Code	ENGL 411	**Course Title**	Critical Reading
Credit hours	3	**Level of study**	Undergraduate
College / Centre	College of Arts and Humanities	**Department**	Education Department
Co-requisites	None	**Pre-requisites**	None

1. COURSE OUTLINE

This course enables students to have at hand, strategies that can validate their decisions and judgments as informed, reasoned, and sound. It will also foster a spirit of critical inquiry through practice-oriented sessions. The course starts by reviewing the process of critical thinking, what is meant and what is involved in critical thinking, such as asking the right questions, tracking down sources of information, knowing how to assess and challenge arguments, reasoning logically from solid premises, structuring valid claims and deriving sound conclusions. It will cover both inductive and deductive reasoning to exemplify the alignment of critical thinking with reasoning as used in an argument structure. It will also cover fallacies, i.e. errors in reasoning.

As language is the foundation of thinking, the course will examine the functions of language, utterances, definitions, with their potential for entrapment and with a view to their relevance to critical thought. The course will also examine the correct and incorrect uses of statistics in arguments. Everyday examples such as those found in political commentaries, newspapers, and advertisements will be used as material for critique.

2. AIMS

The course aims to:
- Equip students with strategies to validate their reasoning and argumentation.
- Foster a spirit of critical questioning
- Enable students to outline arguments using critical thinking and reasoning.
- Empower students to identify the relevant and non-relevant parts of arguments.

3. LEARNING OUTCOMES, TEACHING, LEARNING and ASSESSMENT METHODS

Learning Outcomes *(Definitive)* Upon successful completion of this course, students will be able to:	Teaching and Learning methods *(Indicative)*	Assessment *(Indicative)*

1. Indicate the most important features of correct argumentation.	• Theoretical: lectures, Power Point	• Participation • Classroom discussion • Presentations • Groups • Teacher evaluation
2. Find the different types of fallacies in arguments and be able to avoid them.	• Theoretical: lectures, PowerPoint presentation, some research. • Practical: worksheet.	• Exam + participation • Classroom discussion • Presentations • Groups • Teacher evaluation
3. Name the standards a critical thinker should adhere to and the barriers that tend to obstruct critical thinking.	• Lectures, PowerPoint presentation, case studies (written, visual).	• Participation • Classroom discussion • Presentations • Groups • Teacher evaluation
4. Outline arguments using critical thinking and reasoning.	• Lectures, PowerPoint presentation, case studies (written, visual).	• Participation • Classroom discussion • Presentations • Teacher evaluation
5. Demonstrate the strength and weaknesses in different types of arguments and explain these strengths and weaknesses.	• Lectures, PowerPoint presentation, case studies (written, visual).	• Participation • Classroom discussion • Presentations • Groups • Teacher evaluation
	All teaching and learning methods should utilize e-learning facilities to, further, boost the delivery of the course. Moodle has already been used in teaching and learning, since 2017. Microsoft teams has been used during the breakout of covid 19 pandemic and will continue to be used after the pandemic if online classes are scheduled.	•

4.   ASSESSMENT WEIGHTING

Assessment	Percentage of final mark (%)
Classroom discussion	10
Reading assignment 1	10
Reading assignment 2	10
Participation	10
Midterm	20
Final Exam	40
TOTAL	**100%**

5.   ACHIEVING A PASS

Students will achieve **3** credit hours for this course by passing **ALL** of the course assessments *[alternatively, list the compulsory pass assessments*]* and achieving a **minimum overall score of 50%**
*NB *Ensure that ALL learning outcomes are taken into account*

1.   COURSE CONTENT (Indicative)

LECTURE TOPIC	TIME (HOURS)
1. Introduction: Course Outline and Assessment	1.5
2. Introduction: Critical Thinking Fundamentals	1.5
3. Relationship between thinking and writing	1.5
4. Writing an Academic Essay	3
5. Knowledge and belief	1.5
6. Obstacles to Critical Thinking	1.5
7. Creativity, evaluation and analysis	1.5
8. Generating ideas, research and drafting	1.5
9. Language and meaning/ Exploring concepts	3
10. Conceptual development and categorical thinking	1.5

1.   COURSE CONTENT (Indicative)

LECTURE TOPIC	TIME (HOURS)
11. Belief & Knowledge: Perceptions and perspectives	1.5
12. Narrative and description: Becoming aware of your own perceptions	3
13. Constructing and evaluating arguments	1.5
14. Deductive reasoning: Truth, validity and soundness	3
15. Analysis & Evaluation	3
16. Causal relationship	1.5
17. Inductive reasoning: causes and generalizations	3
18. Informal fallacies	1.5
19. Identifying fallacies	1.5
20. Problem solving	1.5
21. Writing to propose solutions	1.5
22. Writing an argument	1.8
23. Putting it all together	1.5
24. Revision	1.5
TOTAL HOURS	**45**
Plus **RECOMMENDED INDEPENDENT STUDY HOURS**	**90**
TOTAL COURSE HOURS	**135**

2.   RECOMMENDED READING

Core text/s:

Bas sham, Irwin, Nardone, Wallace. (2012). Critical Thinking. 5th McGraw Hill ISBN-13: 9781259074035; 5th edition

Library + online resources: