Course designator and number, section number, and course title

Term and year the course is being taught

Credit hours and prerequisites

Name and contact information for instructor and course
  - Office location, office hours, e-mail addresses, phone numbers, classroom location

Winthrop University ULCs (University Level Competencies)

Student Learning Outcomes: Specific and measurable skills, knowledge, and attitudes that students should be able to do or to demonstrate as a result of taking the course. Specific learning outcomes are important in assessing the course and the program:

  - **Knowledge:** By the end of the semester, students will be able to
    - identify and define filters, barriers, and impediments to critical thinking
    - identify and define the elements of reasoning
    - identify and define the standards of reasoning
    - identify and define the character traits of a critical thinker

  - **Skills:** By the end of the semester, students will be able to
    - apply the elements of reasoning to analyze their own thinking and the thinking of others
    - apply the standards of reasoning to analyze their own thinking and the thinking of others
    - use critical reading strategies to analyze a variety of texts
    - plan, draft, and revise critical writing in a variety of rhetorical contexts and disciplines
    - effectively discuss their thinking and the thinking of others in a variety of oral forms (e.g., discussions, group presentations, etc.)

  - **Attitudes:** By the end of the semester, students will be able to
    - recognize and appreciate the differences between critical and noncritical thinking in both themselves and others
    - integrate critical thinking character traits into their academic and personal lives

Course Description:

- CRTW 201 focuses on critical reading, critical thinking, and deliberative/argumentative writing. The class builds on skills acquired in WRIT 101 and refined in HMXP 102. Successful critical thinking employs both inductive and deductive reasoning, draws upon primary and secondary resources for evidence and support, evaluates multiple viewpoints and methods, considers both the immediate and the long-term consequences of actions, avoids errors in logic and method, and recognizes the limitations that cultural experiences and individual temperaments place on our perceptions. In this course, students will develop and strengthen their critical thinking skills through the analysis of extended works of mature prose and demonstrate those improved skills through substantive writing and speaking assignments.

Course Requirements: Student learning activities (performance measures) that are used to evaluate students’ achievement of the learning outcomes and include such things as tests, performances, research assignments, papers, debates, oral presentations, etc. Minimally, CRTW instructors must assign:

- At least 6000 words of graded writing
- All essays require documented research from the class text(s) or from library sources
- At least four graded essays plus the final essay exam (five papers total)
- One long research paper (minimum 1800 words)
- At least one in-class essay plus the in-class final
• At least one essay requiring evidence form and connections between two distinctly different disciplines
• Mostly argumentative writing, other types of writing (such as process analysis) may be appropriate for a particular assignment
• Formal or informal oral presentations, reports, or projects

☐ Other course procedures or requirements such as reading assignments, optional texts, etc.
☐ Grading system (including plus and minus grade policy)
☐ Attendance policy (with as much specific information as possible)
☐ Tentative course calendar or schedule
☐ Final exam date and time
☐ Use of technology statement
☐ Turnitin policy and information
☐ Syllabus change policy
☐ Expectations for classroom behavior
☐ Students with disabilities policy
☐ Student code of conduct statement: As noted in the Student Conduct Code, “Responsibility for good conduct rests with students as adult individuals.” The policy on student academic misconduct is outlined in the “Student Conduct Code Academic Misconduct Policy” online.
☐ Revision and/or late paper policies
☐ Contact information/statement for the Writing Center and the Academic Success Center
☐ GLI statement, if applicable

For a CAS Department of English syllabus boilerplate with suggested language for each section, please consult http://www.winthrop.edu/uploadedFiles/cas/english/BoilerplateSyllabus.pdf