



**ATTACHMENT 2 (e)**

**Course Specifications**

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

**Course Specifications  
(CS)**



## Course Specifications

Institution: Al Yamamah University	Date of Report: 6/11/2013
College/Department : Humanities \ Liberal Arts	

### A. Course Identification and General Information

1. Course title and code: Critical Thinking PHL 101			
2. Credit hours: 3			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) BBA (Bachelor of Business and Administration), CCIS (College of Computer and Information Systems)			
3. Name of faculty member responsible for the course: Dr Benharrat Bouattou			
4. Level/year at which this course is offered: Academic Year one/freshman' year			
5. Pre-requisites for this course (if any) 07 R			
6. Co-requisites for this course (if any): none			
7. Location if not on main campus: none			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="70"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="5"/>
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="20"/>
d. Correspondence	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="5"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments: The nature of this course is a general one and students are required to do research project which require a mixture of different learning styles traditional, online, correspondence and e-learning			



## B Objectives

<p>1. What is the main purpose for this course?</p> <p>An introduction to the evaluation of argument as they are encountered in everyday life. This course will examine different uses of arguments and then examine in detail the criteria for assessing arguments. The central aim will be to develop a method for identifying, interpreting and evaluating so as to sharpen skills of reasoning and argumentation.</p> <p>Specifically:</p> <ol style="list-style-type: none"> <li>1) To improve student's ability to analyze and evaluate arguments</li> <li>2) To prepare students to be effective writers and speakers with well-organized ideas and conclusions</li> <li>3) To use applied logic and reasoning in practical matters such as ethical and scientific issues</li> </ol>
<p>2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)</p> <p>Use of YEW (AIYamamah University Electronic Community)</p> <p>Use Web-CT for uploading material</p> <p>Consistently adapting the list of topics to support the curriculum</p>

## C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

1 Topics to be Covered		
Topic	No of Weeks	Contact hours
Introduction to Critical Thinking ; Logic and Critical Thinking ; Uses of Critical Thinking and Barriers to Critical Thinking	1 & 2	6
Recognising Arguments and the use of Reason ; Arguments and Non-Arguments	3 & 4	6
Validity and Invalidity	5 & 6	6
Deductive Argument	7	3



Common patterns of Deductive Reasoning	8	3
Deductive Validity	9	3
Inductive Argument	10	3
Common patterns of Inductive Reasoning	11	3
Inductive Strength	12	3
Logical Fallacies	13	3
Reconstructing Arguments- distinguishing Arguments from Non-Arguments; Details of Argument Reconstruction	14	3
Evaluating Arguments	15	3
Sum Up and Revision	16	3

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	40	8				48
Credit	3					3

3. Additional private study/learning hours expected for students per week.	4
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
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	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Introduce some fundamental concepts, principles and techniques in Critical thinking.	This knowledge will be imparted via a combination of formal lectures.	Written exams (quizzes, mid-term, and final exams)
1.2	Choose and investigate a Critical thinking topic	research project	Project Assignments/ Homework
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	To distinguish between argument and non-argument	Group discussion, presentation, and lectures	Project Assignments/ Homework
2.2	To differentiate between valid and invalid argument		
2.3	To differentiate deductive and inductive		Written exams
2.4	To understand the deductive strength		
2.5	To understand cogent argument		
	To reconstruct and evaluate arguments		
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	The ability to cooperate constructively in groups.  Students should be responsible for using specific tools to search for information, data and technical set up in physical science.	Students are required to perform presentations either individually or in groups to meet specific requirements of some assignments.  Project and assignments are designed to include tasks that require students to search for information on their own.	Presentation
3.2	Students should be aware of ethical and professional values and moral judgments. The ability to practice values relevant to the professional code.	Student are required to demonstrate and generate an ethical piece of work	Presentation
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	The ability to communicate effectively in oral and written English.  The ability to effectively search the web using top rated search engines	Course work, project, and assignments will implement tasks that support the above mentioned skills throughout the course.	Presentation
4.2			
<b>5.0</b>	<b>Psychomotor</b>		
5.1	none	none	none



5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Assignments	3, 5, 8, 11, 15	5
2	Project and presentations	16	15
3	Quizzes	4, 14	20
4	Mid-Term Exam	9	20
5	Final exams	17-18	40

#### D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

Faculties are required to assign on average 8 office hours every week dedicated for individual student consultations and academic advice. The schedule of the office hours are posted on faculty office door

#### E. Learning Resources

##### 1. List Required Textbooks

- 1- Bassham, Irwin, et. al. *Critical Thinking: A Student's Introduction*. 3<sup>rd</sup> edition. New York: McGraw-Hill, 2008
- 2- Macer, Darryl. *Moral Games for Teaching Bioethics*. Haifa: UNESCO Chair in Bioethics, 2008
- 3- Jones, Royce. *Foundations of Critical Thinking*. New York: Harcourt, Inc., 2001.
- 4- Feldman, Richard. *Reason and Argument..* (2<sup>th</sup> Ed.) New Jersey: Prentice-Hall. 1999.

##### 2. List Essential References Materials (Journals, Reports, etc.)

Fisher, Alec. *Critical Thinking: An Introduction*. London: Cambridge University Press

##### 3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

As mentioned

##### 4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

Web sites are required to be used extensively

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.  
none



## F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)  Classrooms
2. Computing resources (AV, data show, Smart Board, software, etc.)  An overhead projector is normally installed in every class and lab throughout the university campuses.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) none

## G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching  Students receive a feedback forms that covers all aspects relating to their learning experience. These forms will then be collected and analyzed by the Academic Advising and Counseling Department. Academic Advising and Counseling Department will conduct a meeting with the concerned faculty to discuss the students' feedback outcomes.
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor  Peer review visits are normally conducted among faculties wherever possible during academic year. At the end of each visit, faculties are usually set together to discuss related issues.
3 Processes for Improvement of Teaching  Specialized workshops and seminars are conducted throughout academic year to address specific teaching strategies and improvements.



4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

None

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

Curricula & Academic Development committee members are regularly conducting meetings to revise the ongoing courses performance and faculties' feedbacks

**Faculty or Teaching Staff: Dr Benharrat Bouattou**

**Signature:**

**Date Report Completed: 6-11-2013**

**Received by:** \_\_\_\_\_

**Dean/Department Head**

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_