New Course or Course Change Proposal Form

Date of Proposal: 13 November 2012  (for 7 December 2012 meeting)

Author: Kirstin Cronn-Mills

Proposal Type:  *New Course | Modify Course | XXX | Delete Course

Contact for the Course:  Kirstin Cronn-Mills

Course Designator, Number and Title  (i.e.:  ACCT 1800, Business Law):
Humanities 100, Critical Thinking

Number of Credits:  3

Prerequisites:
READ 90, or a score above 78 in the Reading Comprehension portion of the Accuplacer.

Course Description:
This course introduces students to the importance of critical thinking in our culture today. Students will be provided with methods of critical thinking as well as relevant topics on which to practice their skills.

Grading Method:  Grade XX | Pass/Fail

Scheduling:  Fall | Spring | Summer | Alternate Years | Variable | On Demand
XX | XX | XX | XX | XX | XX

Instructional Type:  Lecture | Lab | Lecture/Lab | Internship | Seminar
XX | XX | XX | XX | XX

*Class Maximum:  (For New Courses Only) / All Unlimited faculty members of a program or discipline must sign.

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<th>Faculty Name</th>
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If there is not enough space provided, please use the back of this form for additional signatures or click on a row with the right button of the mouse, select insert and then select insert rows below to add rows to the table.

Is this Course Proposed as a Liberal Arts Course:  Yes  
No

If Yes, Which MnTC Area/Areas Will it Fulfill (http://www.mntransfer.org)?  Goal Area 2

Is This Course a Requirement/Elective for a Specific Program or Programs?  Yes  
No

If Yes, Which Program(s)? AA degree

Describe What is Changing/Being Added, and the Rationale: Course description is being changed to more accurately reflect the content of the course; prerequisites are being stated more clearly (they are unchanged).

What Impact Will This New Course or Change Have on Other Programs or Areas?  None

⇒ Attach Common Course Outline to this Form.
HUM 100
Course Outcome Summary

Course Information
Organization South Central College
Developers Kirstin Cronn-Mills
Development Date 6/11/2008, 11/13/2012
Course Number HUM100
Potential Hours of Instruction 48
Total Credits 3

Description
This course introduces students to the importance of critical thinking in our culture today. Students will be provided with methods of critical thinking as well as relevant topics on which to practice their skills.
(MNTC 2: Critical Thinking) Prerequisite: Accuplacer Reading Comprehension Score of 78 or above or completion of READ0090

Types of Instruction

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<th>Instruction Type</th>
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<td>Lecture</td>
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Prerequisites
READ 90, or a score above 78 on the Reading Comprehension portion of the Accuplacer

Exit Learning Outcomes

Core Abilities
A. Critical thinking

General Education Outcomes
A. GOAL 2: CRITICAL THINKING Goal: To develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking will be taught and used throughout the general education curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems.
Student competencies: Students will be able to **Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected. **Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems. **Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them. **Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

Competencies
1. Distinguish between varied kinds of information
Learning Objectives
a. Identify primary, secondary, and tertiary sources
b. Identify which kind of source is appropriate to use in particular situations
c. Understand the consequences of plagiarism and/or academic dishonesty
d. Distinguish between fact and opinion

2. Interpret information
Learning Objectives
a. Discuss the importance of perception in interpretation
b. Dissect information to determine various interpretations of it

3. Apply information to a problem
Learning Objectives
a. Identify what information the problem requires
b. Search for information relevant to the problem
c. Discuss how outside information supports or refutes a problem
d. Determine degrees of relevance for evidence

4. Determine bias within information
Learning Objectives
a. Define "bias"
b. Determine why bias exists within communication
c. Examine various sources for bias

5. Apply the intellectual standards to various kinds of information
Learning Objectives
a. Practice the intellectual standards while examining information
b. Compose accurate and careful sentences
c. Practice clear and concise writing and speaking

6. Articulate value judgments and their impact on decisions
Learning Objectives
a. Construct a value judgment about a topic
b. Defend a created value judgment
c. Examine value judgments opposite to each other
d. Discuss why values color our critical thinking

7. Follow the critical thinking model
Learning Objectives
a. Identify the steps of the critical thinking model
b. Apply them to a particular problem/issue
c. Discuss the results of applying the model

8. Analyze arguments
Learning Objectives
a. Identify the thesis of an argument
b. Identify the evidence used to construct support for an argument
c. Determine whether the evidence presented sufficiently supports a particular argument
d. Explore various sides of an argument

9. Analyze critical thinking fallacies
Learning Objectives
a. Identify critical thinking fallacies
b. Apply fallacies in particular contexts

10. Apply the principles of critical thinking to a particular body of knowledge

Learning Objectives
a. Identify the principles of critical thinking
b. Apply them in particular contexts within a particular body of knowledge
c. Engage in critical thinking exercises within a particular body of knowledge