Welcome to the Critical Thinking course. I look forward to meeting each of you at our first class session on Friday October 22, 2004. In preparation for our first meeting, please:

1. ORDER YOUR TEXTBOOK IMMEDIATELY. Try bookstore or Amazon.com.

2. Read chapters 1 through 4 inclusive in:


3. At least skim (and later read) chapter 5 through 13 inclusive in the same book to get an idea of the chapter you want to present.

3. Individual Presentation of Text Chapter (IPTC). Through the assigned readings for each session, students will have the opportunity to gain an in-depth understanding of important aspects of critical thinking. This individual presentation will consist of each student leading a discussion of the chapter contents in the selected course text. The student will prepare a **10-15 minute** summary of the chapter, including his/her own thoughts concerning the usefulness and application of the covered material. These presentations require preparatory attention and must NOT consist of a reading of major segments of the assigned material. The use of visual aids, e.g., PowerPoint, overheads, is encouraged. (Please see additional detail of this assignment in syllabus.)

**Note:** A sign-up list has been posted on our e-class ([http://graziadionet.pepperdine.edu](http://graziadionet.pepperdine.edu)) look for BSM 480 after you log in and click. This assignment is located under the icon “team folders.” Select the chapter you want to present, save the file and exit.

Each individual presentation will earn a grade based upon the thoroughness of the presentation of the material, the utilization, application, and synthesis of the pertinent language, concepts, and methodologies from this course, and the conciseness and clarity of expression. These presentations should be well organized, creative, accurate, interesting and interactive; the presenter **must** involve the entire class in the discussion of the material being presented.

In addition, please turn in three (3) multiple-choice questions (give me a hard copy and send me an e-mail) on the section you present.
The following is the tentative student presentation schedule for our first weekend meeting:

CLASS SESSION 1: Friday evening, October 22, 2004

If your last name begins with the letters A through H, bring in a newspaper clipping. (This is optional – but it counts toward participation).

CLASS SESSION 2: Saturday morning, October 23, 2004

Browne & Keeley: Chapter 5
Browne & Keeley: Chapter 6
Browne & Keeley: Chapter 7
Browne & Keeley: Chapter 8
Browne & Keeley: Chapter 9
Browne & Keeley: Chapter 10

CLASS SESSION 3: Saturday afternoon, October 23, 2004

Browne & Keeley: Chapter 11
Browne & Keeley: Chapter 12
Browne & Keeley: Chapter 13

CLASS SESSION 5: Saturday morning, November 13, 2004

Optional (counts toward participation) newspaper clippings from people whose last name begins with the letters I through Z.

Thank you.

Teri C. Tompkins
teri.tompkins@pepperdine.edu
TERI C. TOMPKINS

BSM 480.40

CRITICAL THINKING AND MANAGERIAL PROBLEM SOLVING

Fall 2004

Friday, October 22, 2004
Saturday, October 23, 2004
And
Friday, Nov 12, 2004
Saturday, Nov 13, 2004

Times:
Fridays from 6:00 to 10:00 p.m.
Saturdays from 8:00 a.m. to 5:00 p.m.

ORANGE COUNTY CENTER

SYLLABUS
CRITICAL THINKING AND MANAGERIAL PROBLEM SOLVING  
BSM 480.40  
Fall 2004  

Teri C. Tompkins  
teri.tompkins@pepperdine.edu  
Office phone: (310) 568-5613  
I prefer e-mail attachment over fax  
Room 347 PUP  
Office Hours: by appointment  

Course Description and Objectives  

This seminar exposes students to the disciplined process of conceptualizing, applying, analyzing, synthesizing, and evaluating the information contained within a business problem. Thinking critically is a strategy for determining how to persuade others, and whether to be persuaded ourselves. This process of determination can involve all we know about ourselves and our world. The purpose of this course, then, is not only to familiarize you with concepts of critical thinking in academic studies, but also to provide you with a systematic approach to guide you through the process of finding meaning in the complex problems that you will face and the critical choices you will make throughout your lifetime. 

Intellectual values such as clarity, accuracy, precision, consistency and fairness will be stressed as criteria for decision analysis and implementation. We will pay particular attention to the purpose, problem, assumptions, concepts, theories, and reasoning leading to conclusions, as well as implications and consequences, while considering alternative viewpoints and frames of reference. Our study of critical thinking will be supplemented with readings and discussions, and assignments will deal not only with elements of critical thinking, but with their application in a context of traditional values, personal non-conformity, and cultural diversity. The overriding objective is to enhance student effectiveness in thinking critically in order to make sound decisions about personal, business and civic affairs.  

Methodology  

Class meetings will be interactive and consist of lectures, debates, case analyses, discussions, in-class activities, and individual presentations.  

Texts and Course Materials  


Attendance Policy  

Consistent attendance at and preparation for all class sessions are crucial to the student's successful performance in and completion of the course. Students who miss more than one class session (a 4 hour segment) will have their final course grade reduced to the next lower grade level (e.g., a grade computed as B+ is recorded as B). If you anticipate a problem in achieving regular
attendance in this class, please take another class. While a lot of your education in college takes place outside of the classroom, it begins inside it. This is especially important for this class, since we will be covering the material at a brisk pace.

Conduct

“\textit{The University expects from all of its students and employees the highest standard of moral and ethical behavior in harmony with its Christian philosophy and purposes. Engaging in or promoting conduct or lifestyles inconsistent with traditional Christian values is not acceptable.}

The following regulations apply to any person, graduate or undergraduate, who is enrolled as a Pepperdine University student. These rules are not to be interpreted as all-inclusive as to situations in which discipline will be invoked. They are illustrative, and the University reserves the right to take disciplinary action in appropriate circumstances not set out in this catalog. It is understood that each student who enrolls at Pepperdine University will assume the responsibilities involved by adhering to the regulations of the University. Students are expected to respect order, morality, personal honor, and the rights and property of others at all times. Examples of improper conduct for which students are subject to discipline are as follows:

- Dishonesty in any form, including plagiarism, illegal copying of software, and knowingly furnishing false information to the University.
- Forgery, alteration, or misuse of University documents, records, or identification.
- Failure to comply with written or verbal directives of duly authorized University officials who are acting in the performance of assigned duties.
- Interference with the academic or administrative process of the University or any of the approved activities.
- Otherwise unprotected behavior that disrupts the classroom environment.
- Theft or damage to property.
- Violation of civil or criminal codes of local, state, or federal governments.
- Unauthorized use of or entry into University facilities.
- Violation of any stated policies or regulations governing student relationships to the University.

Disciplinary action may involve, but is not limited to, one or a combination of the alternatives listed below:

- \textit{Dismissal} – separation of the student from the University on a permanent basis.
- \textit{Suspension} – separation of the student from the University for a specified length of time.
- \textit{Probation} – status of the student indicating that the relationship with the University is tenuous and that the student’s records will be reviewed periodically to determine suitability to remain enrolled. Specific limitations to and restrictions of the student’s privileges may accompany probation.” GSBM Catalog, pgs. 207-208.

Policy on Disabilities

\textit{Assistance for Students with Disabilities}

“Students with disabilities, whether mental or physical, are encouraged to contact the Equal Opportunity Office before the academic year begins or soon after classes are in session. This office
will assist each student by providing general information about campus facilities and available resources. The office will assist in providing reasonable accommodation to students with disabilities pursuant to applicable laws. Inquiries should be directed to equal opportunity officer at (310) 506-4208. (Students who wish to file a formal grievance should refer to the “Nondiscrimination Policy,” which is listed in the “Legal Notices” section of this catalog.)” GSBM Catalog.

**Code Governing Class Discussions:**

It is expected that every student will actively participate in class discussions during every session. We will be conducting regular discussions about the topics covered in the readings and in the class. Some of these discussions will get somewhat lively at times, and rather serious at others. Please refrain from talking to your classmates or using the computer while we are conducting another discussion. We are here to learn about thinking and analyses that impact personal, managerial, and organizational effectiveness. Our aim is to turn discussions into opportunities to learn as much as possible, and these learning opportunities can be maximized through our adherence to specific rules of behavior.

1) Respect the rights of others to “see” or experience the world differently than we do.

2) Seek to avoid remarks, behaviors, and actions that deliberately degrade or demean others.

3) Hold in confidence information and remarks shared in the class.

4) Approach each class session with an open attitude, a desire to learn something new, a resolve to see issues from a different perspective, and a willingness to reflect thoughtfully on what is heard.

5) Participation points are assigned based on the active in-class participation of the student.

6) **Students will be expected to have read all the assigned readings ahead of time and be prepared to make meaningful contributions to class discussions.**

7) Regarding beepers and phones: No paging or cell phone use during class. This is very disruptive. If you require an exception, discuss this with the professor. No multi-tasking on the computer during class time.

**Grading**

The student's final grade for the course will be determined as follows:

| Individual Presentation of Text Chapter | 20 |
| Debates | 30 |
| Class Participation and discussion | 20 |
| **Final** | **30** |
| **Total** | **100** |
Grade Distribution

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
<th>GPA</th>
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<tr>
<td>++</td>
<td>=100%</td>
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<tr>
<td>+</td>
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<td>A-</td>
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<td>B+</td>
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<td>C+</td>
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<td></td>
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<td>C-</td>
<td>1.7</td>
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Schedule of Classes:

TENTATIVE SCHEDULE

<table>
<thead>
<tr>
<th>Session</th>
<th>TOPICS/ACTIVITIES/READING</th>
<th>STUDENT PRESENTING</th>
</tr>
</thead>
</table>
| Session 1
Fri. PM | **INTRODUCTION:** Course nature, contents, schedule, policies. Organization of groups and assignments. Approaches to analyzing and presenting assignments. READ: Browne & Keeley, Chapters 1-4 |
| | Class Discussions/Teams Formed/Debate Topics Evaluated Newspaper Articles Discussed | Everyone |
| Session 2
Sat AM | **READ:** Browne & Keeley, Chapters 5-10. Fallacies, Evidence, Rival Causes PRESENTATIONS: Browne & Keeley: Chapter 5 Browne & Keeley: Chapter 6 Browne & Keeley: Chapter 7 Browne & Keeley: Chapter 8 Browne & Keeley: Chapter 9 Browne & Keeley: Chapter 10 | Students will present |
<table>
<thead>
<tr>
<th>Session 3 Sat PM</th>
<th>READ: Browne &amp; Keeley: Chapters 11-14 Statistics, Omissions, Reasonable Conclusions</th>
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<tr>
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<td>PRESENTATIONS:</td>
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<tr>
<td></td>
<td>Browne &amp; Keeley: Chapter 11</td>
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<td></td>
<td>Browne &amp; Keeley: Chapter 12</td>
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<td></td>
<td>Browne &amp; Keeley: Chapter 13</td>
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<td></td>
<td><strong>In-Class Activity</strong></td>
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<table>
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<tr>
<th>Session 4 Fri. PM</th>
<th>Final preparation for debates</th>
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</thead>
</table>

Students will present

Student debate groups
<table>
<thead>
<tr>
<th>Session 5</th>
<th>Bring in newspaper articles to discuss with classmates</th>
<th>All Students</th>
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</thead>
<tbody>
<tr>
<td>Sat AM</td>
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<tr>
<td></td>
<td><strong>Debates</strong></td>
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<tr>
<td>Session 6</td>
<td><strong>Debates</strong></td>
<td>All Students</td>
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<td>Sat PM</td>
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<td><strong>Final exam</strong></td>
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<td></td>
<td>Course Review and Wrap-up</td>
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**ASSIGNMENT REQUIREMENTS**

**Individual Presentation of Text Chapter.**

All oral presentations are to be made when scheduled; unless otherwise approved by the instructor prior to the scheduled date, there will be no make-up presentations or rescheduling of or substitute assignment. An outline of the presentation (or a printout of the slides) is to be handed to the instructor at the time of the presentation.

You must submit three multiple choice questions that can be used on the final exam. Each question should have four to five possible answers, followed by the correct answer and the page reference where the question was taken. Please submit those questions in two forms: a hard copy to me and an e-mail copy to me (due the day of your presentation).

**Debates**

Debate teams will be formed during the first class session. Four teams will be formed and decisions reached as to the topics to be debated. Two different topics will be selected, and two teams will each focus on one of these topics, one team in favor and one team opposed to the issue selected. Each team will have 40 minutes to present its position, and an additional 15 minutes for rebuttal. Additional details of this assignment will be handed out at the first class session.

**Final Exam**

The exam will be open book and timed. You will have 1 minute per question. For example, if there are 26 questions, I will give you 26 minutes to take the exam. It is helpful if you take study notes during class presentations and read the chapters.

**Class Participation.**

Each student is expected to effectively participate in, and make meaningful contributions to, class discussions; the instructor may call upon students to start the discussion and/or answer specific questions during the class session. Class participation is an integral aspect of the learning process desired in the course. **Regular participation is a key performance expectation.** Conversations that
are argumentative and obstructive or do not demonstrate critical thinking are not useful to our conversations and will be viewed negatively on your performance.

**Newspaper articles**: One part of the grade assigned for participation includes the bringing to class on each of the Friday evening sessions one or more articles or editorials from a newspaper that have been read and critically analyzed by the student, and can be shared with the other class members. They are to be used to illustrate weaknesses in reasoning, such as exhibiting overly simplistic arguments, showing application of unreasonable criteria, containing overgeneralizations or contain other examples of poor critical thinking skills.