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| MASTER ’S PROGRAMME**AMERICAN STUDIES**1ST YEAR OF STUDY, 2nd SEMESTER |

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| **Course title** | | **CRITICAL THINKING, LITERARY THINKING** |
| Course code | |  |
| Course type | | full attendance/ tutorial |
| Course level | | 2ND cycle (master’s degree) |
| Year of study, semester | | 1st year of study,2nd semester |
| Number of ECTS credits | | 6 |
| Number of hours per week | | 4 (1 lecture hours + 1 seminar hours) |
| Name of lecture holder | | Andriescu Radu |
| Name of seminar holder | | Andriescu Radu |
| Prerequisites | | Advanced level of English |
| A | **General and course-specific competences** | |
|  | **General competences**:   * Personal and professional development. * Social interaction (working in groups, cooperating etc) * Enhancing personal ethics   **Course-specific competences**:   * Forming the ability to operate with specific concepts. * Becoming able to analyse critically both literary texts and everyday circumstances. * Efficient oral and written communication. | |
| B | **Learning outcomes** | |
|  | * Define critical thinking, with all its facets. * Distinguish objective claims from subjective claims * Understand subjectivism as it relates to moral claims * Identify issues * Define and identify premises and conclusions * Recognize an argument * apply critical thinking skills to situations in a wide variety of areas: advertising, politics, the media, popular culture. | |
| C | **Lecture content** | |
|  | What Is Critical Thinking, Anyway?  Two Kinds of Reasoning  Clear Thinking, Critical Thinking, and Clear Writing  Credibility  Rhetoric, the Art of Persuasion  Relevance (Red Herring) Fallacies  Induction Fallacies  Formal Fallacies and Fallacies of Language  Deductive Arguments 1: Categorical Logic  Deductive Arguments 2: Truth-Functional Logic  Deductive Arguments II Truth-Functional Logic  Inductive Reasoning  Moral, Legal, and Aesthetic Reasoning  Revision 1  Revision 2 | |
| D | **Recommended reading for lectures** | |
|  | Browne, M. Neil, Stuart M. Keeley. *Asking the Right Questions, A Guide to Critical Thinking*. Prentice Hall, 2007.  Cohen, Elliot D. *Critical thinking unleashed*. Rowman & Littlefield Publishers, 2009.  Hunter, David. *A practical guide to critical thinking: deciding what to do and believe*. Wiley, 2014. Lechte, John. *Fifty Key Contemporary Thinkers From Structuralism to Postmodernity*. Taylor and Francis, 2013.  Moore, Brooke Noel, and Richard Parker. *Critical thinking* -- 11th ed. McGraw-Hill, 2014.  Selden, Raman, et al. *A readers guide to contemporary literary theory – 5th ed*. Pearson Education Limited, 2005. | |
| E | **Seminar content** | |
|  | Skills for Critical Understanding and Writing; Critical Thinking Puzzles; Critical Thinking and Literature; Revision | |
| F | **Recommended reading for seminars** | |
|  | Allen, Matthew. *Smart Thinking. Skills for Critical Understanding and Writing*. Oxford University Press, USA, 2005.  DiSpezio, Michael *A. Critical Thinking Puzzles*. Sterling, 1996.  DiSpezio, Michael A. Myron Miller. *Great Critical Thinking Puzzles*. Sterling, 1997.  Dispezio, Michael A. and Myron Miller. *Challenging critical thinking puzzles*. Sterling Pub. Co., 1998. Hakes, Belinda. *When Critical Thinking Met English Literature*. A Resource Book for Teachers and Their Students. How to Books, 2009. | |
| G | **Education style** | |
| learning and teaching methods | | lectures, workshops |
| assessment methods | | Participation in class, discussions 40%  Final (written) test 60% |
| Language of instruction | | English |