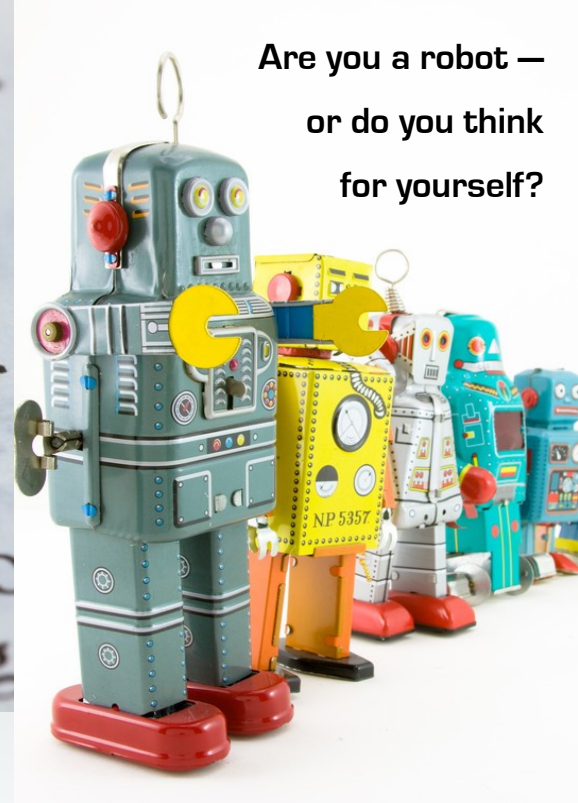




MODR1760F SU16

**COURSE USER'S MANUAL FOR REASONING ABOUT
MORALITY AND VALUES: CRITICAL THINKING SKILLS
FOR EVERYDAY LIFE**

**A Role Playing Game • Choose Your Own Adventure •
Blended Learning Course**



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STORY SURROUNDING GAME

ROLE PLAYING GAME LORE



Dear Resistance Rebel,

If you are reading this message, that means you decoded my secret message embedded in York University's websites and found your way to me. I am the Leader of the Resistance Alliance. My name is Criticare. I am an alien from the planet Propagandus in the most distant orbit ever seen by humans. This is my planet: <http://www.space.com/23858-most-distant-alien-planet-discovery-hd106906b.html>. I have taken on a humanoid form to communicate with you.

I am not the first of my alien race to communicate with humans. Propagandans first came to Earth in the 1920s with the aim of controlling the minds of humans and overtaking planet Earth via brainwashing. Propagandans have successfully made their way into positions of power across the world in Earth societies. My alien race uses propaganda, political education, and socialization to mold attitudes, to inculcate certain beliefs and minimize or destroy others. Propagandans successfully use, in varying combinations, the tools of reason and emotion, logic and faith, persuasion and coercion. In short, all central aspects of political indoctrination. <http://www.encyclopedia.com/topic/Brainwashing.aspx>.

In the early 1980s your time, I was overcome by guilt and felt intense moral responsibility for what my alien race was doing to the people of Earth. I wanted to do whatever I could to help save planet Earth from being taken over by my people. With this aim in mind, and in order to inform myself of my peoples' progress, I first came to your planet in December 1987. Taking on human form, I posed as an investigator and infiltrated an *American Philosophical Association* Committee making a systematic inquiry into the current state of critical thinking and critical thinking assessment. As a member of this committee, I helped to conduct research and generate a research report called "The Delphi Report."

https://assessment.trinity.duke.edu/documents/Delphi_Report.pdf.

Fortunately, I was never found out. In spite of a few close calls, I managed to remain undercover. I was part of a panel of critical thinking experts who conceptualized critical thinking in terms of two dimensions: cognitive skills and affective (emotional and attitudinal) dispositions or habits. The Delphi experts and I found remarkable consensus on the descriptions of each of the skills and sub-skills. I have assigned abbreviations (letters and numbers) to symbolize each of these skills. See below.

CONSENSUS OF CRITICAL THINKING COGNITIVE SKILLS AND SUB-SKILLS

SKILL	SUB-SKILLS	POINTS
1. Interpretation	Categorization Decoding Significance Clarifying Meaning	CS-1
2. Analysis	Examining Ideas Identifying Arguments Analyzing Arguments	CS-2
3. Evaluation	Assessing Claims Assessing Arguments	CS-3
4. Inference	Querying Evidence Conjecturing Alternatives Drawing Conclusions	CS-4
5. Explanation	Stating Results Justifying Procedures Presenting Arguments	CS-5
6. Self-Regulation	Self-examination Self-correction	CS-6

AFFECTIVE DISPOSITIONS OF CRITICAL THINKING

APPROACHES TO LIFE AND LIVING IN GENERAL: Points = ADL

1. Inquisitiveness with regard to a wide range of issues. **ADL1**
2. Concern to become and remain generally well-informed. **ADL2**
3. Alertness to opportunities to use critical thinking. **ADL3**
4. Trust in the processes of reasoned inquiry. **ADL4**
5. Self-confidence in one's own ability to reason. **ADL5**
6. Open-mindedness regarding divergent world view. **ADL6**
7. Flexibility in considering alternatives and opinions. **ADL7**
8. Understanding of the opinions of other people. **ADL8**
9. Fair-mindedness in appraising reasoning. **ADL9**
10. Honesty in facing one's own biases, prejudices, stereotypes, egocentric or sociocentric tendencies. **ADL10**
11. Prudence in suspending, making or altering judgments. **ADL11**
12. Willingness to reconsider and revise views where honest reflection suggests that change is warranted. **ADL12**

APPROACHES TO SPECIFIC ISSUES, QUESTIONS OR PROBLEMS: Points = ADS

1. Clarity in stating the question or concern. **ADS1**
2. Orderliness in working with complexity. **ADS2**
3. Diligence in seeking relevant information. **ADS3**
4. Reasonableness in selecting and applying criteria. **ADS4**
5. Care in focusing attention on the concern at hand. **ADS5**
6. Persistence though difficulties are encountered. **ADS6**
7. Precision to the degree permitted by the subject and the circumstance. **ADS7**

“The Delphi Report” inspired me to assemble and train a Special Operations Unit of skilled, Critical Thinker Resistance Rebels to help me gradually work towards saving Earth from mind control. Upon reading the final version of the report, I saw what I had to do. I handpicked you to be a part of my Special Operations Unit to save Earth. I have set up an online Command Centre, disguised as a Moodle course site at York University, Toronto, the home base of all Special Operations and training of Resistance Rebels. At Command Centre, you will find: a Training Hub, Guild Platoon Halls, and a Supplies Barrack.

In order to become master critical thinkers in just 23 weeks and help me save the world, you must work through 4 levels of trainings. Note: The letters “A” and “B” below refer to the Monday and Wednesday class, respectively.

Level 1: Arguments. **Apprentice Critical Thinker** → Weeks 1A—7B

Level 2: Concepts. **Adept Critical Thinker** → Weeks 8A—9B.

Level 3: Text Passage Analysis. **Expert Critical Thinker** → Weeks 10A—11A.

Level 4: Verbal Argumentation. **Master Critical Thinker**. → Weeks 11B—12B.

There is also a **Choose Your Own Adventure** component to your training. You will be customizing your learning experience in 3 easy steps during this training. See page 8 of this course outline for more details.



Criticare in Humanoid Form
Wednesdays, 9—11 am.

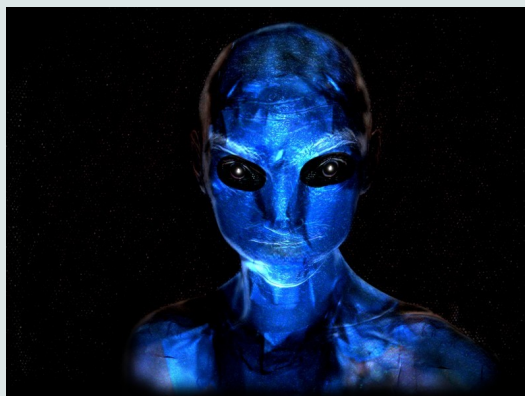
Criticare, Alien from Planet Propagandus & Leader of the Resistance Alliance

Criticare’s Undercover Contact Info:

Alias Email: cmcohen@yorku.ca

Alias Tel: 647-880-1237

Alias Website: www.yorku.ca/cmcohen



Criticare in Alien Form

Alias Office
Hours: Room
447, South
Ross.
Mondays &

Why bother taking this course?

This course will teach critical thinking skills that can help you:



WHY?

- ⇒ Make more thoughtful and reflective decisions.
- ⇒ Increase your ability to assess situations and act in a way that reflects your reasoned assessment and choices.
- ⇒ Understand the world more clearly.
- ⇒ Clarify confusing ideas.
- ⇒ Analyze reasons and claims.
- ⇒ Evaluate the quality of claims and arguments.
- ⇒ Gain a better understanding of who you are by enhancing your autonomy, what you believe, and who you can become.
- ⇒ Give you more control of your life by grounding your understanding, decisions, and actions on reason rather than merely on a gut feeling, habit or social convention.
- ⇒ Read for meaning better and systematically assess what you read.
- ⇒ Think more independently.
- ⇒ Formulate stronger, more convincing arguments that depend on relevant, sufficient and acceptable reasons.

What will I get out of this course?

Skill Levels in the Role Playing Game.

- ⇒ **Level 1: Arguments ▪ Weeks 1A-7B ▪ Apprentice Critical Thinker** ▪ Teaches the fundamental skills and analytical techniques involved in argument analysis, including: clarifying meaning; identifying, portraying and assessing non-deductive arguments; and identifying and neutralizing different kinds of fallacies.
- ⇒ **Level 2: Concepts ▪ Weeks 8A-9B ▪ Adept Critical Thinker** ▪ Learn to identify, analyze and assess concepts in ordinary contexts. Use the techniques of reasoning by cases, similarities and differences, and conjectures and refutations to analyze cases and develop criteria for the meaning of concepts.
- ⇒ **Level 3: Passage Analysis ▪ Weeks 10A-11A ▪ Expert Critical Thinker** ▪ Analyze and assess extended arguments within a written passage by applying the skills learned in Levels 1 and 2.
- ⇒ **Level 4: Argumentation ▪ Weeks 11B-12B ▪ Master Critical Thinker** ▪ Module 4 examines and explores the dynamic process of verbal argumentation with others, including: constructing and presenting arguments, and challenging and responding to those challenges in an ongoing dialogue. Some core patterns that help define the key features of an ideal argumentation encounter will be examined.



DELIVERY

HOW IS THE COURSE ORGANIZED AND DELIVERED?

BLENDED LEARNING



This course involves **Blended Learning**. York defines blended learning as ‘hybrid’ learning in which class time is a combination of face-to-face and online delivery. Face-to-face instruction is replaced by online instruction for one third of the course. In this course, **7 classes are fully online**. In other words, as per the weekly training schedule on pages 16-37 of this course outline you are not required to attend in-person in the weeks listed below. Instead, you will be required to complete course work online. To be clear, you do NOT show up in person for the following 7 classes: weeks 3, 7A, 7B, 9B, 11A, 12A & 12B.

GAMIFICATION

This course is *gamified*. Gamification is the application of game-design elements and game principles in non-game contexts; for example, in education, learning and the classroom setting.

This course is *gamified* in 2 ways:

The learning in this course involves playing games. You will play a variety of games almost every week of the course, including tournaments, scavenger hunts, and online video games. You gain “Experience Points” and “Reputation Points”, and “Skill Points” towards “levels of skill” in the game.



This course is a science fiction, role-playing game situated in, or surrounded by, “lore”. See pages 3 to 5 of this course outline for the back story, the story surrounding this role playing game course.

CHOOSE YOUR OWN ADVENTURE FORMAT

This course allows you to customize your learning experience in 3 easy steps.



Step 1: Choose a moral topic: At the start of all 4 levels of the training, you are required to choose a different moral topic that interests you to explore during each level. You are not expected to choose all 4 topics at the beginning of the course - unless you want to. Then go ahead. Choose from the list posted to Command Centre (Moodle course site), or think up your own. You will be required to tell your Guild Platoon members which moral topic you picked at the beginning of each module. See the Training Hub at Command Centre for more information.

Step 2: Choose a moral issue: At the start of all 4 levels of the course, you are required to formulate a different moral issue or question that interests you to explore during each level. You are not expected to choose all 4 questions at the beginning of the course - unless you want to. Then go ahead. You will be required to tell your Guild Platoon members which moral topic or question you picked at the beginning of each module. See the Training Hub at Command Centre for more information.

Step 3: Choose an Affective Disposition of Critical Thinking you would like to cultivate: "Affective" means: having to do with emotions and feelings or attitudes. "Disposition" refers to a habit. So, choosing an Affective Disposition to cultivate means that you want to develop a new, positive habit concerning how you feel or your attitude towards some aspect of critical thinking.

- (1) You are required to pick 1 of the **approaches to life and living in general**, from the list provided at Command Centre, that you would like to develop and cultivate in each of the four modules of this course, for a total of 4 by the end of the course.
- (2) You are required to pick 1 of the **approaches to specific issues, questions or problems** that you would like to develop and cultivate in each of the four modules of this course, for a total of 4 by the end of the course.

You will explore and complete small personal growth and learning tasks concerning your chosen topics, issues and dispositions of critical thinking. Some of your Learning Quest topics will involve your chosen interests.

- You cannot pass this course without doing the required reading, and you cannot pass the course by only doing the reading and not attending class.
- You are required to complete the weekly reading **before coming to class**. You **WILL LOSE** experience points and reputation points for **not** doing the reading before class.
- Required reading is available for purchase from the York University Bookstore. Not every source is needed for each class. Every week, you should check the Class Schedule (pgs. 16-37) for the weekly required readings.
- Readings are also available on 2-hour reserve at Scott Library.



REQUIRED READINGS

REQUIRED TO READ 2 BOOKS:

- ⇒ (1) Custom Book published by Neslon Education.
ISBN: 978 0176 77 33 11.
- ⇒ (2) Gilbert, M. (2014). *Arguing with People*. Peterborough, ON: Broadview Press. ISBN: 978 1 55481.





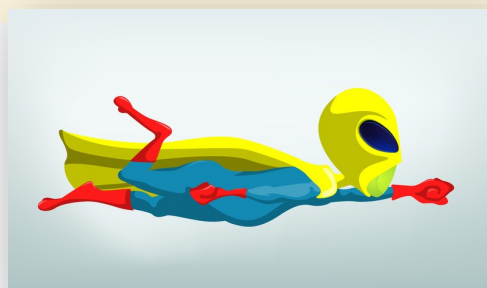
- ⇒ LATE “Side Quests” will **NOT** be accepted under any circumstances, including late enrollment into the course or illness.
- ⇒ LATE PENALTIES will apply to any “Learning Quests” submitted past the deadline, as follows:
 - ⇒ With 24 hours late = Minus 1 “Skill Point.”
 - ⇒ Within 25—48 hours late = Minus 2 “Skill Points.”
 - ⇒ 49—72 hours late = Minus 5 “Skill Points.”
 - ⇒ Over 72 hours late = Zero
- ⇒ “Reputation Points” **cannot be made up** under any circumstances, if missed.



What technology do I need to take this course?

1. Subscription to Top Hat.
<https://tophat.com/>.
888-663-5491.
1. Cell phone, tablet, laptop or computer.
2. Twitter account.
3. York Moodle account.
4. Ability to access the internet.

Grade Weight Breakdown



Course Requirements

Ways to gain and earn marks in the course →	GAIN EXPERIENCE POINTS = Participation Marks	GAIN REPUTATION POINTS = Participation Marks	EARN SKILL POINTS = Graded Assignment Marks
Percentage of Final Mark	20%	20%	60%
Level 1: Arguments Apprentice Critical Thinker Weeks 1A—7B	Number of Experience Points gained out of possible total 497 points converted into a mark out of 10% .	Number of Reputation Points gained out of possible total 198 points converted into a mark out of 10% .	Level 1 Apprentice Level Individual Learning Quest worth 15 Skill Points or 15% of final mark . See page 13 of this course outline for more information. 5 Skill Points for Side Quests. Each of these Skill Points is worth 1% of final mark for a total of 5% .
Level 2: Concepts Adept Critical Thinker Weeks 8A—9B	Number of Experience Points gained out of possible total 130 points converted into a mark out of 4% .	Number of Reputation points gained out of possible total 44 points converted into a mark out of 4% .	Level 2 Adept Level Guild Platoon Learning Quest worth 10 Skill Points or 10% of final mark . See page 13 of this course outline for more information. 3 Skill Points for Side Quests each worth 1% of final mark for a total of 3% .
Level 3: Text Passage Analysis Expert Critical Thinker Weeks 10A—11A	Number of Experience Points gained out of possible total 52 points converted into a mark out of 4% .	Number of Reputation Points gained out of possible total 42 points converted into a mark out of 4% .	Level 3 Expert Level Individual Learning Quest worth 15 Skill Points or 15% of final mark . See page 14 of this course outline for more information. 2 Skill Points for Side Quests each worth 1% of final mark for a total of 2% .
Level 4: Verbal Argumentation Master Critical Thinker Weeks 11B—12B	Number of Experience Points gained out of possible total 22 points converted into a mark out of 2% .	Number of Reputation Points gained out of possible total 31 points converted into a mark out of 2% .	Level 4 Master Level Guild Platoon Learning Quest worth 10 Skill Points or 10% of final mark . See page 14 of this course outline for more information. No Side Quests in Level 4.

WT—???!!!

Q & A



Command Centre = Moodle Course Site.

Training Hub = Section of Moodle site containing weekly course materials.

Supplies Barracks = Section of Moodle Course Site containing course information, including contact information about .

Guild Platoon Halls = Private, dedicated discussion rooms for guild members to talk and do stuff together in real time.

HELP! I'M SO CONFUSED

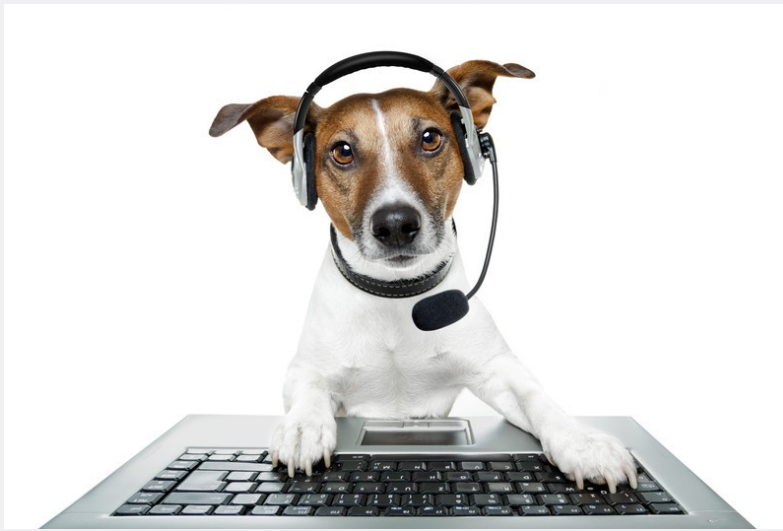
What are Experience Points? Experience Points are a kind of participation mark that you can gain by completing weekly participation tasks and assignments throughout this course. Experience points are measurement units that correspond to critical thinking (CT) Cognitive Skills and Sub-Skills and the Affective Dispositions of Critical Thinking. See lists on pages 3 and 4 of this course outline.

What are Reputation Points? Reputation Points are a second kind of participation mark you can gain through being involved in this course. Reputation Points reflect your amount of involvement in these Special Operations, the degree to which you are involved in saving the world. The more you participate, the more you gain a reputation as a critical thinker, a reputation for being someone who cares about saving the world from mind control. There are 5 Reputation Standings that you can earn:

- (1) **Neutral.** If you gain 0 to 59% of all possible Reputation Points at a given level, then you will earn a Neutral Reputation status due to lack of involvement in the training and Special Operations.
- (2) **Friendly.** If you gain 60 to 69% of all possible Reputation Points at a given level, then you will earn a Friendly Reputation status due to very little involvement in the training and Special Operations.
- (3) **Honored.** If you gain between 70 to 79% of all possible Reputation Points at a given level, then you will earn an Honored Reputation status due to much involvement in the training and Special Operations. Reaching the status of Honored Reputation earns your name a place on the Reputation Leaderboard.
- (4) **Revered.** If you gain 80 to 89% of all possible Reputation Points at a given level and earn a Revered Reputation status, then your name will be added to the Reputation Leaderboard and you win the ability to be exempt from having to do some of the training that other Resistance Rebels will need to complete. For example, if you have a Revered Reputation, then you can skip Phase 1 of the Level 1 Individual Learning Quest and jump to Phase 2, but still earn the same Skill Points.
- (5) **Exhaulted.** If you gain 90 to 100% of all Reputation Points at a given level and earn an Exhaulted Reputation status, then your name will be added to the Reputation Leaderboard and you win the ability to be exempt from having to do some of the training that other Resistance Rebels will need to complete. For example, if you have an Exhaulted Reputation, then you can skip Phase 1 and 2 of the Level 1 Individual Learning Quest and jump to Phase 3, but still earn the same Skill Points.

What are Skill Points? Skill Points are graded marks that indicate earned marks for skills learned. All Learning Quests and some Side Quests are graded assignments that earn you Skill Points that convert into a percentage of graded marks out of your final mark. See pages 11, 13 & 14 of this course outline for more information.

What are Learning Quests and Side Quests? Quests are learning tasks that students complete on their own, individually, or in groups or learning teams (Guild Platoons) for rewards. The rewards are Experience Points, Reputation Points, Skill Points, and Guild Points (a special currency).



Detailed Course Requirements

- ⇒ Learning Quests
- ⇒ Side Quests
- ⇒ Gathering Skills

LEARNING QUESTS

Level 1: Arguments. Apprentice Critical Thinker Individual Learning Quest: Earn 66 Experience Points and 15 Skill Points (worth 15% of final mark). To be completed during week 7B. Due: Before Monday, June 29, 9:00 am. Submit to week 7B link in Training Hub at Command Centre.

This Learning Quest will be completed independently, without working with your Guild Platoon members. Consists of 5 parts to be completed in Top Hat. **Phase 1:** Topics, positions and issues = 5 experience points. **Phase 2:** Neutralizing prejudicial and emotive language = 5 experience points. **Phase 3:** Put arguments into Standard Argument Form = 10 experience points. **Phase 4:** Assess one of the 4 most common kinds of non-deductive arguments (causal, expert opinion, analogies or generalizations) using the criteria taught in class = 10 experience points. **Phase 5:** Neutralize 2 fallacies found in 2 separate arguments using the 5-step process for neutralizing fallacies = 18 experience points each = 36 total.

Level 2: Concepts. Adept Critical Thinker Guild Platoon Learning Quest: Earn 25 Experience Points. And 10 Skill Points (worth 10% of final mark). To be completed Week 9B. Due: Before Monday, July 18, 9:00 am. Submit to week 9B link in Training Hub at Command Centre.

Your Guild Platoon will pick a conceptual question of interest from a provided list or formulate one not on the list in week 8B. View mandatory video created by a York Librarian about how to do the research required to complete Level 2 Learning Quest in week 8B. Drawing on the research skills taught in the Librarian's video, your Guild Platoon will find 3 actual, real cases that have been reported in the media somewhere on the internet. Analyze the chosen concepts in the context of the 3 cases using the techniques and framework taught in class during weeks 8A through week 9A and presented in chapter 9 of *Critical Thinking*. Complete a written Conceptual Analysis Presentation following the format taught in class, maximum length 800 words, double-spaced.

LEARNING QUESTS CONTINUED

Level 3 Individual Learning Quest: Passage Analysis. Gain 20 Experience Points and earn 15 Skill Points (worth 15% of your final mark). Due: before Monday, July 25, 9:00 am. Submit answers to link posted to week 12A in Training Hub at Command Centre. To be completed in week 10A through 11A.

This Learning Quest will be completed individually, working independently. Begin this quest in week 10A by searching the internet for a written position on your level 3 chosen topic of interest or moral issue, taken by someone anywhere on the internet. This passage should be approximately no less than 190 words and no more than 250 words. Complete the 4 step article analysis process taught in class between weeks 10A through 11A. Write an essay with your findings that includes a thesis. See week 11A.

Level 4 Guild Platoon Learning Quest: Assessing the Dynamics of Verbal Argumentation. Gain

This Learning Quest will be completed with your Guild Platoon members over 3 class sessions: week 11B, 12A and 12B. In week 11B, Guild Platoon members will find a YouTube video argumentative dialogue, approximately 5—10 minutes, on a topic of interest. Complete an analysis worksheet consisting of 7 questions for the argumentative dialogue, assessing the dynamics of the argumentation and effective, mature, ethical argumentation, based on the criteria taught in weeks 11B and 12A, and posted to Command Centre. Week 12B session will be dedicated to completing this Learning Quest.

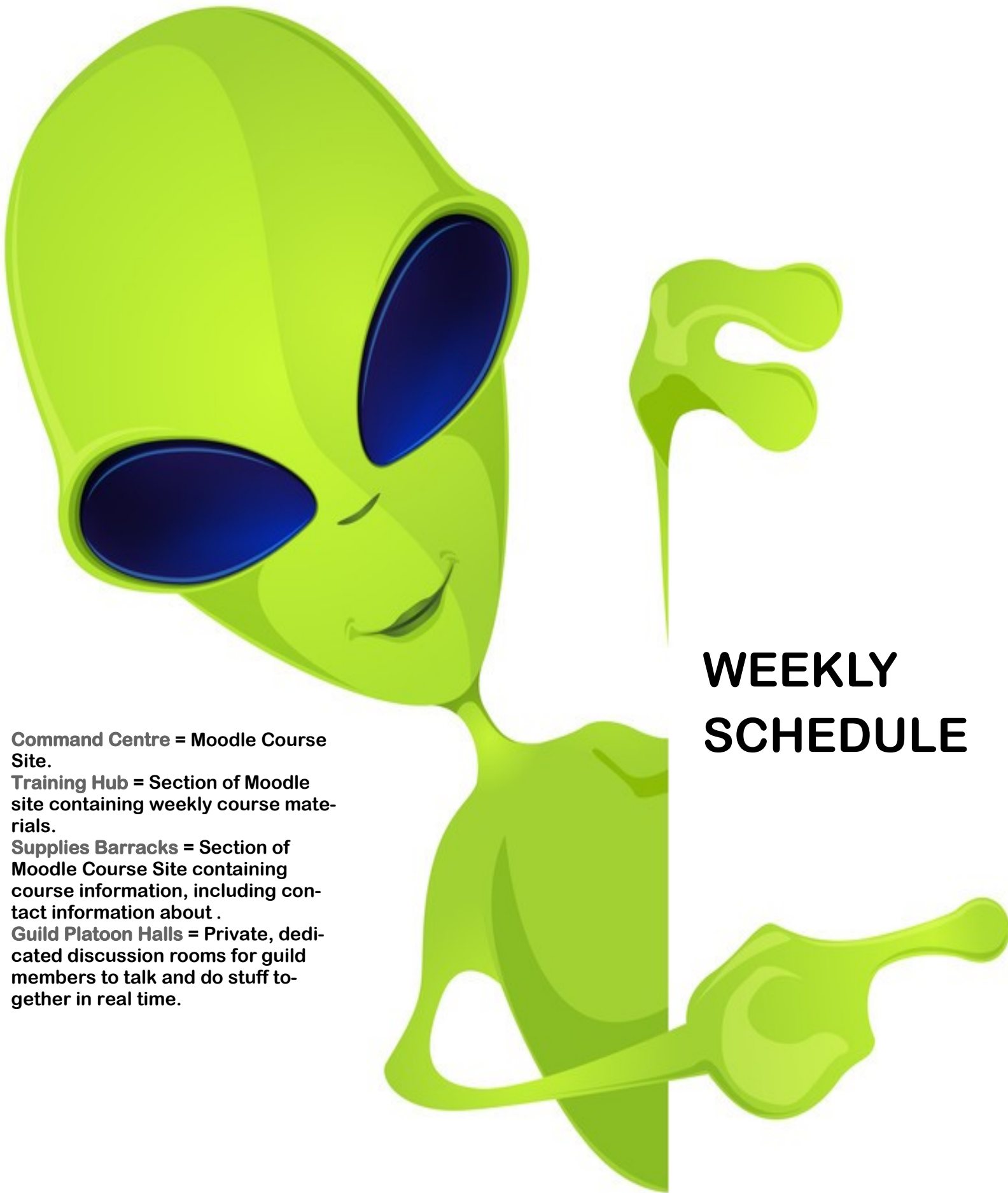
SIDE QUESTS

Weekly Side Quests are learning tasks that consist of individual journal entries submitted in the Training Hub at Command Centre, and Individual or Guild Platoon Exercises. Some Side Quests earn Skill Points, and some gain Experience Points and Reputation Points.

GATHERING SKILLS

Gathering Skills are weekly tasks such as games, exercises, and Twitter tweets completed as lecture participation assignments that allow students to gain Experience Points and Reputation Points.





WEEKLY SCHEDULE

Command Centre = Moodle Course Site.

Training Hub = Section of Moodle site containing weekly course materials.

Supplies Barracks = Section of Moodle Course Site containing course information, including contact information about .

Guild Platoon Halls = Private, dedicated discussion rooms for guild members to talk and do stuff together in real time.

LEVEL 1: ARGUMENTS

APPRENTICE CRITICAL THINKER — WEEKS 1A — 7B



Week 1A May 9: Welcome to the course! Introduction and orientation session.

Following questions will be answered:

- Why should I bother taking this course?
- What will I get out of this course?
- How is the course taught and organized?
- What am I required to read for the course?
- What technology do I need to take this course?
- What are the course policies and procedures?
- What will I learn to do in the course?
- What is the grades breakdown?
- What is the weekly class schedule?

Students will:

- Introduce themselves to the class.
- Do a tour of the Moodle course site, including how to use some of the course features.
- Create a personal profile on the Moodle course site.
- Create a Twitter account and send a tweet.
- Create a Top Hat account (if student has not already done this) and test it out.
- Try out the tournament game in Top Hat.
- Formulate and write their first journal entry.

Professor will:

- Introduce herself to the class.
- Facilitate ice-breaking exercises.
- Take students through a comprehensive roadmap of the course.
- Answer questions about anything to do with the course.
- Explain the *choose your own adventure* elements, gamification, and blended learning format of the course.

Learning Objectives:

- Comprehend all aspects of the syllabus or course outline.
- Understand the comprehensive roadmap of the course.
- Gain some comfort with the new learning environment.
- Meet other students in the class.
- Become familiar with the “Consensus List of Critical Thinking Cognitive Skills and Sub-Skills” (American Philosophical Association Delphi Research Report, 1990. Available online: [documents/Delphi_Report.pdf](#)).
- Become familiar with the two categories of “Affective Dispositions of Critical Thinking”: (1) List of approaches to life and living in general; and (2) List of approaches to specific issues, questions or problems.
- Select a moral topic and moral issue of interest that you would like to explore and follow in Module 1.
- Select one affective disposition of critical thinking that you would like to cultivate and improve in yourself during Module 1 from each of the two categories of “Affective Dispositions of Critical Thinking”: (1) List of approaches to life and living in general; and (2) List of approaches to specific issues, questions or problems.

Week 1B May 11: What do I think my overall disposition towards critical thinking has been over the past two days? What aspects of my critical thinking do I wish to develop? What does blind obedience to authority look like? What are the resources people need to resist authority? Why bother thinking critically and reasoning well?

Read: *Critical Thinking*, chapter 1, pgs. 2-8. *Logic and Contemporary Rhetoric*, chapter 1, pgs. 15-26.

Issue: Blind obedience to authority.

YouTube Videos: Milgram Obedience to Authority Experiments.

Gathering Skills:

Tournament Game. First 10 minutes of the class. Have you completed the readings for this week before coming to class? Play the tournament game in Top Hat. **Gain:** 1 ADL1 & 1 ADL2 experience point. 2 reputation points.

Critical Thinking Mind-Set Game: Play the “Test your critical thinking mind-set” game in Top Hat. **Gain:** 2 CS6 experience points. 1 ADL3 experience point. 2 reputation points.

“Save a Life in ER –Who are you going to believe?” Video Game: Play the “Save a Life in ER” interactive, nonlinear, story, video game. URL posted to week 1B of Training Hub at Command Centre. **Gain:** 5 ADL3, 2 CS6, & 1 ADL10 experience points. 5 reputation points.

Twitter: Tweet your reaction to viewing the Milgram Obedience to Authority Experiments video. **Gain:** 1 reputation point.

Side Quest:

Journal. (1) Choose the moral topic and formulate the moral question that you would like to explore in Module 1. Discuss why this topic and issue grabs your attention. **(2)** Reflect on and discuss your assessment of your overall disposition towards critical thinking. Are you surprised by your results? Why or why not? **Due:** Submit before Monday, May 16, 9:00 am., to Journal link in week 1B in the Training Hub of Command Centre. **Gain:** 1 ADS5 experience point. 5 reputation points.

Possible Total Score:

Experience Points	Reputation Points	Skill Points
16	15	0

Learning Objectives:

- Explain and distinguish the key concepts: reasoning, critical reasoning, critical thinking, logic, opinion.
- Distinguish between giving an opinion and engaging in critical thinking.
- Explain and distinguish kinds of background beliefs: matters of fact, values and vital kinds of background beliefs.
- Explain and distinguish background beliefs from worldviews or philosophies.
- Identify and explain the benefits of good critical thinking.
- Recognize the behaviors that demonstrate uncritical obedience to authority.
- Formulate a benchmark that can be used as a way to judge the quality or level of your own overall disposition to critical thinking.
- Relate critical thinking to your own personal development.

Week 2A May 16: Do I have an open mind? Opening closed minds. What are my points of logical vulnerability? How can I recognize and overcome barriers to critical thinking and good moral reasoning?

Read: *Open Minds and Everyday Reasoning*, chapters 1 & 2. *Logic and Contemporary Rhetoric*, chapter 6.

Issue 1: Gun Control and the Columbine High School Massacre.

YouTube Videos: Michael Moore interviews Marilyn Manson and Charlton Heston about the Columbine Shootings and gun control.

Gathering Skills:

Tournament Game: First 10 minutes of the class. Have you completed the readings for this week before coming to class? Play the tournament game in Top Hat. **Gain:** 1 ADL1 & 1 ADL2 experience point. 2 reputation points.

Scavenger Hunt Game. Find at least one item on the Internet that seems to be based on a worldview contrary to the one you yourself hold. Describe this worldview in Top Hat. Explain your choice. **Gain:** 1 CS1, 1 ADL3, 1 ADL6, 1 ADL7, & 1 ADL8 experience point. 3 reputation points.

Guild Platoon “Find hidden behaviors” Game: View video interviews and spot as many barriers to critical thinking and good reasoning, and defensiveness, in others. Play in Top Hat. **Gain:** 3 ADL10, 2 ADL3, 1 CS1 & 1 CS6 experience points. 4 reputation points.

Twitter: Tweet one verbal and one nonverbal sign of defensiveness that you have observed in others. **Gain:** 1 reputation point.

Side Quest:

Journal. (1) Find one article, blog or piece of information anywhere on the internet that was posted in week 2A on your chosen topic or issue. Read the information and post a URL to the information in your journal. (2) Recognize your own points of logical vulnerability concerning your chosen topic and issue. What signs of defensiveness do you sometimes display concerning this issue? Speculate on the source of this defensiveness. **Due:** Submit before Wednesday, May 18, 9:00 am., to Journal link in week 2A in the Training Hub of Command Centre. **Gain:** 1 ADL2, 1 ADL3, 1 ADL4, & 1 ADL10 experience points. 5 reputation points.

“Avoid shooting yourself in the foot?!” Video Game. Play the “Who shot themselves in the foot?!” interactive, nonlinear, story, video game. URL posted to week 2A of Training Hub at Command Centre. **Due:** before Wednesday, May 18, 9:00 am., post score to your Guild Platoon Hall at Command Centre. **Gain:** 1 CS1, 2 ADL-3 & 2 CS6 experience points. 5 reputation points.

Possible Total Score:

Experience Points	Reputation Points	Skill Points
23	20	0

Learning Objectives:

- Recognize your own points of logical vulnerability.
- Identify open-minded and closed-minded approaches to topics.
- Recognize signs of defensiveness in others.
- Recognize signs of defensiveness in yourself.
- Recognize emotionally charged language and its probable effect.
- Identify, explain, and practice how to make your points with language that is not counterproductive by offending and polarizing.
- Identify, explain, and practice how to listen reflectively and emphasize points of agreement.
- Recognize, discuss and practice how to discover evidence that does not readily occur to you (especially for an opposing perspective).
- Recognize, discuss and practice how to be receptive to the actual force of evidence for an opposing perspective.
- Identify barriers to critical thinking including types of resistance and narrow-mindedness.

Week 2B May 18: What are some basic rules of behavior that an intellectually mature person would be expected to follow when involved in a rational argument? What are the characteristics of the ideal argument partner?

Read: *Critical Thinking*, chapter 1, pgs. 20-23. *Attacking Faulty Reasoning*, chapter 1: “An Intellectual Code of Conduct.” *Arguing with People*, section 3.4, pgs. 86-107.

Issue: Union Busting

Video: Michael Moore, “Deportation I & II” episode of *The Awful Truth*.

Gathering Skills:

Tournament Game: First 10 minutes of the class. Have you completed the readings for this week before coming to class? Play the tournament game in Top Hat. **Gain:** 1 ADL1 & ADL2 experience point. 2 reputation points.

Guild Platoon Fictional Character, Role Playing, Verbal Argumentation Game. Your Guild Platoon will pick 2 fictional characters of any sort (example: Captain Kirk and Spock, Superman and Batman, or Harry Potter and Gandalf). Pick a question that these 2 characters might debate about (example: who is the greater overlord? Who can fight the Joker better?). Divide the Guild into 2 teams. Select 2 people to play the characters. One team must commit the first 9 of the 11 Principles of Argumentation in a verbal argument. The other team must avoid violating every principle of argumentation. This argumentation will be acted out in front of the class and audio taped. All other students in the class will identify when principles are violated and which ones are violated. **Gain:** 1 CS1 & 1 experience point for each of the “Affective Dispositions of CT: Approaches to life and living in general” experience points, for a total of 12 points; 1 ADS1, 1 ADS2, 1 ADS3 & 1 ADS4. 10 reputation points.

Twitter: What is the most important characteristic of the ideal arguer in your thinking? Why? Tweet your answer. **Gain:** 1 reputation point.

Side Quest:

Journal: (1) Find one article, blog or piece of information anywhere on the internet that was posted in week 2B on your chosen topic or issue. Read the information and post a URL to the information in your journal. (2) Which one of the principles in the Intellectual Code of Conduct you are most likely to violate when it comes to discussing your chosen topic or question? Explain why. **Due:** Submit before Wednesday, May 25, 9:00 am., to Journal link in week 2B in the Training Hub of Command Centre. **Gain:** 1 CS1, 1 ADL2, 1 ADS2, 1 ADS3, 1 ADS4 & 3 CS6 experience points. 5 reputation points.

Guild Platoon Exercise: View the “Deportation I & II” videos. Enter the violations of the Intellectual Code of Conduct and The Principles of Argumentation into Top Hat. **Due:** Submit before Wednesday, May 25, 9:00 am., to the link posted to week 2B in the Training Hub at Command Centre. **Gain:** 1 CS1 & 1 experience point for each of the “Affective Dispositions of CT: Approaches to life and living in general” experience points, for a total of 12 points; 1 ADS2, 1 ADS3 & 1 ADS4. 5 reputation points.

Possible Total Score:

Experience Points	Reputation Points	Skill Points
43	23	0

Learning Objectives:

- Explain the concept of constitutive rules of argumentation.
- Identify some basic rules of behavior that an intellectually mature person would be expected to follow when constructing and assessing arguments for use in a rational discussion of disputed issues.
- Identify how the specific rules function in argumentation.
- Apply an Code of Intellectual Conduct to various moves in a process of argumentation.
- Describe the main characteristics of the *ideal arguer* in your thinking.

Week 3 May 25: What is an argument, topic, issue and position? How can I clarify meaning? Am I being clear? How can I recognize vagueness, ambiguity and equivocation? What does it mean to be precise when using language? How aware am I of prejudicial and emotionally charged language? This class is fully online. Do NOT show up in person for this class. You are required to participate in and complete work online for this class.

Read: *Critical Thinking*, chapter 1, pgs. 9-11; 17-19 & chapter 2, pgs. 28-46. *Open Minds and Everyday Reasoning*, chapter 3.

Issue: Sex education and promiscuity.

Gathering Skills:

Tournament Game: First 10 minutes of the class. Have you completed the readings for this week before coming to class? Play the tournament game in Top Hat. **Gain:** 1 ADL1 & 1 ADL2 experience point. 2 reputation points.

“Spot the Differences” Game: Distinguishing simple opinion, reasoned opinion and evidential claims. Play in Top Hat. **Gain:** 5 CS1 & 1 ADS3 experience points. 2 reputation points.

Guild Platoon Exercise: Anywhere on the internet, find a positively or negatively charged written expression of (at least 60 to 100 words) with emotive force and prejudicial language. Enter the text or link into Top Hat. Rewrite the passage into Top Hat with wording that is neutral or less charged. **Gain:** 5 CS1, 1 ADS3 & 1 ADS4 experience points. 5 reputation points.

Side Quest:

Journal: Find one article, blog or piece of information anywhere on the internet that was posted in week 3 on your chosen topic or issue. Read the information and post a URL to the information in your journal. **Gain:** 1 ADL2, 1 ADS2, 1 ADS3, & 1 ADS4 experience points. 2 reputation points.

Scavenger Hunt Game: Anywhere on the internet, find a positively or negatively charged written expression of (at least 60 to 100 words) with emotive force and prejudicial language discussing your chosen topic or issue. Enter the text or link into the Scavenger Hunt link under week 3 of Moodle. Rewrite the passage with wording that is neutral or less charged. Are there missing quantifiers and qualifiers, vagueness or ambiguity, euphemisms or another other of the shortcomings in language discussed in class. Submit explanation and analysis to Scavenger Hunt link under week 3 of Moodle. **Due:** Submit before Monday, May 30, 9:00 am., to Top Hat. **Gain:** 3 ADS1, 1 ADS2, 3 ADS3, 1 ADS4 & 5 SC1 experience points. 5 reputation points.

Possible Total Score:

Experience Points	Reputation Points	Skill Points
33	16	0

Learning Objectives:

- Identify the differences between personal opinion, reasoned opinion, and evidential claims, and identify and distinguish these in a passage or dialogue.
- Explain the role of language in reasoning and how the misuse of language can mislead in reasoning.
- Explain and differentiate the key concepts having to do with meaning: a word for (or term), a concept, and a thing, meaning (or sense), referent and connotation.
- Explain the role of context in determining meaning.
- Recognize and neutralize common problems of meaning, including vagueness, missing quantifiers and qualifiers, ambiguity, euphemisms, metaphors, and analogies.
- Reword statements for greater precision.

Week 4A May 30: How do I present orderly thoughts? How do I recognize arguments? How do I become aware of unstated conclusions and premises? How do I map my own and other’s reasoning?

Read: *Critical Thinking*, chapter 3, pgs. 56-75. *Open Minds and Everyday Reasoning*, chapters 4 & 5.

YouTube Videos: Monty Python’s “The Argument Clinic.” **Issue:** Legalization of Marijuana.

Gathering Skills:

Tournament Game: First 10 minutes of the class. Have you completed the readings for this week before coming to class? Play the tournament game in Top Hat. **Gain:** 1 ADL1 & ADL2 experience point. 2 reputation points.

Ps and Cs Matching Game. Diagram arguments in Top Hat. Match claims to premises and conclusions, “Ps” and “Cs.” **Gain:** 2 CS1, 1 CS2, 1 ADS4 experience points. 2 reputation points.

“What hasn’t been said?!” Tournament Game: Figure out and state the unstated conclusions and premises. **Gain:** 1 CS1, 2 CS2 & 1 ADS4 experience points. 2 reputation points.

Guild Platoon Exercise: Find a written argument anywhere on the internet. Put the argument in Standard Argument Form in Top Hat. Identify and formulate (write out) one trivial and one controversial unstated assumptions or hidden premise. Also map the argument using arrow diagrams. **Gain:** 5 CS2, 1 CS1, 1 ADS3 & 1 ADS4 experience points. 5 reputation points.

Side Quest:

“Capture the Convo” Game. Search the internet for a written argument on your chosen topic or issue. Copy and paste the argument into the link in week 4A in the Training Hub of Command Centre. Put the argument that you found into Standard Argument and also map the argument using arrow diagrams in the link in week 4A in the Training Hub of Command Centre. **Due:** Before Wednesday, June 1, 9:00 am. **Gain:** 5 CS2, 1 CS1, 1 ADS3 & 1 ADS4 experience points. 5 reputation points.

Journal. Have a conversation with someone about your chosen topic or issue. During this conversation in which you are presenting your own point of view, try paraphrasing for the other person(s) any lengthy reasoning you may have offered. Give the paraphrase at the end of your comments. You can introduce the paraphrase by saying, “In other words,” “To summarize,” “To put it briefly,” or by using a similar verbal cue to indicate that you are going to “sum up.” Also, try paraphrasing the other person’s reasoning before you respond with your own point of view. You can introduce the paraphrase by saying, for example, “Now, as I understand it, what you’re saying is this...” Describe your experience in your journal. Were you able to do this? Was doing this easy or difficult for you? What challenges did you face doing this exercise? **Due:** Submit before Wednesday, June 1, 9:00 am., to Journal link in week 4A in the Training Hub of Command Centre. **Gain:** 3 CS2, 1 CS1, 1 ADS2, 1 ADS3, 2 ADL4 & 2 ADL5 experience points. 5 reputation points.

Possible Total Score:

Experience Points	Reputation Points	Skill Points
37	21	0

Learning Objectives:

- Define and correctly use key terms in argument analysis, such as, premise, conclusion, hidden premise, standard argument form and arrow diagrams.
- Distinguish between arguments and nonarguments, arguments from other kinds of textual discourse.
- Identify the premises and conclusions of an argument.
- Use inference indicators to identify arguments and the component parts of arguments.
- Distinguish between premises and incidental comments.
- Assemble and construct accurate maps of reasoning that you encounter on the internet.
- Portray the structure of an argument using both standard argument form and arrow diagrams.

Week 4B June 1: What are the five most commonly occurring kinds of arguments? How can I recognize and assess the first two kinds: generalizations and causal arguments? How do I know if a generalization is reliable? How do I know if a causal connection is established in an argument?

Read: *Critical Thinking*, chapter 5, pgs. 118-126.

Issue: Racial Profiling and Policing.

Gathering Skills:

Tournament Game: First 10 minutes of the class. Have you completed the readings for this week before coming to class? Play the tournament game in Top Hat. **Gain:** 1 ADL1 & 1 ADL2 experience point. 2 reputation points.

Find a Hasty Generalization Scavenger Hunt game. Find a weak, unreliable generalization anywhere on the internet in the form of a written argument, image or series of images, or verbal argument. **Gain:** 2 CS2, 1 ADS2, 1 ADS3, 1 ADS4 & 5 CS3 experience points. 3 reputation points.

Find a correlation disguised as a cause scavenger hunt game. Find a correlation or alleged cause disguised as a cause-effect relationship anywhere on the internet in the form of a written argument, image or series of images, or verbal argument. **Gain:** 2 CS2 & 5 CS3 experience points. 3 reputation points.

Side Quest:

Journal. (1) Find one article, blog or piece of information anywhere on the internet that was posted in week 4B on your chosen topic or issue. Read the information and post a URL to the information in your journal. (2) Answer the following questions in your journal. Has this Special Operations training up to this point changed anything at all about you as a person? If so, how? Explain. If you think not, why? **Due:** Submit before Monday, June 6, 9:00 am., to Journal link in week 4B in the Training Hub of Command Centre. **Gain:** 1 ADL2, 2 ADL3, 1 ADS2, 1 ADS3, 1 ADS4 & 2 CS6 experience points. 4 reputation points.

Guild Platoon Exercise: Apply the criteria for assessing generalizations or causal arguments to one of your finds from the scavenger hunt. Take your pick: would you like to practice assessing an argument with a generalization, or an argument that alleges a cause-effect relationship. Use and apply the criteria closely. **Due:** Submit answers before Monday, June 6, 9:00 am., to link in week 4B in the Training Hub of Command Centre. **Gain:** 5 CS3, 1 ADS2, 1 ADS3, 1 ADS4 experience points. 5 reputation points. **Earn:** 1 skill point.

Possible Total Score:

Experience Points	Reputation Points	Skill Points
38	17	1

Learning Objectives:

- Identify and distinguish two common kinds of non-deductive arguments: causal arguments and generalizations.
- Apply the criteria for assessing generalizations to an argument.
- Apply the criteria for assessing causal arguments to an argument.
- Assess causal arguments and generalizations.

Week 5A June 6: How can I recognize and assess the other two kinds of commonly occurring non-deductive arguments: appeals to expert opinion and arguments using analogies? How can I tell if someone is an expert, or merely has uninformed opinions about some topic or issue? How can I tell if an analogy is weak or warranted?

Read: *Critical Thinking*, chapter 5, pgs. 118-126.

Issue: Downloading copyrighted movies from the internet.

Gathering Skills:

Tournament Game: First 10 minutes of the class. Have you completed the readings for this week before coming to class? Play the tournament game in Top Hat. **Gain:** 1 ADL1 & 1 ADL2 experience point. 2 reputation points.

Find an Appeal to Expert Opinion Scavenger Hunt game. Find either a very weak or very strong appeal to expert opinion anywhere on the internet in the form of a short written argument, image or series of images, or verbal argument. **Gain:** 2 CS2, 1 ADS2, 1 ADS3, 1 ADS4 & 5 CS3 experience points. 3 reputation points.

Find an argument from analogy scavenger hunt game. Find an argument from analogy anywhere on the internet in the form of a short written argument, image or series of images, or verbal argument. **Gain:** 2 CS2, 1 ADS2, 1 ADS3, 1 ADS4 & 5 CS3 experience points. 3 reputation points.

Side Quest:

Journal. (1) Find one article, blog or piece of information anywhere on the internet that was posted in week 5A on your chosen topic or issue. Read the information and post a URL to the information in your journal. (2) Are experts or analogies commonly appealed to in arguments about your chosen topic or issue? Why or why not? If so, how? Explain. **Due:** Submit answers before Wednesday, June 8, 9:00 am., to link in week 5A in the Training Hub of Command Centre. **Gain:** 1 ADL2, 2 ADL3, 1 ADS3, 1 ADS4 & 2 CS6 experience points. 4 reputation points.

Guild Platoon Exercise: Apply the criteria for assessing expert opinion or arguments from analogy causal arguments to one of the two arguments you found in the scavenger hunt. Take your pick: would you like to practice assessing expert opinion or arguments from analogy. Use and apply the criteria closely. **Due:** Submit answers before Wednesday, June 8, 9:00 am., to link in week 5A in the Training Hub of Command Centre. **Gain:** 5 CS3 experience points. 5 reputation points. **Earn:** 1 skill point.

Total Possible Score:

Experience Points	Reputation Points	Skill Points
37	17	1

Learning Objectives:

- Identify and distinguish two common kinds of non-deductive arguments: appeals to expert opinion and arguments from analogy.
- Apply the criteria for assessing expert opinion.
- Apply the criteria for assessing arguments that rely on analogies.
- Assess expert opinion and arguments from analogy.

Week 5B June 8: What are the three conditions for a strong, well-defended argument? What are Logical Fallacies? How can I recognize, avoid and neutralize personal attack fallacies that involve people instead of their positions?

Read: *Critical Thinking*, chapter 7, pgs. 164-184; *Logic and Contemporary Rhetoric*, pgs. 73-76; PDF article posted to week 5B in Training Hub at Command Centre.

Issue: Various.

Gathering Skills:

Tournament Game: First 10 minutes of the class. Have you completed the readings for this week before coming to class? Play the tournament game in Top Hat. **Gain:** 1 ADL1 & 1 ADL2 experience point. 2 reputation points.

Fill in the Blanks game. Assess the argument provided in Top Hat using the 3 criteria for a good argument. Rewrite one reason or formulate a new reason to make the argument stronger. **Gain:** 2 CS2, 2 CS3, 1 ADS2, 1 ADS3, 1 ADS4 & 2 CS5 experience points. 2 reputation points.

“I Spy” game. Find the personal attack fallacies in the newspaper articles posted to week 5B in the Training Hub at Command Centre. Highlight or underline where the fallacies occur and name the fallacies. **Gain:** 1 ADL5, 1 ADL4, 1 ADS2, 1 ADS3, 1 ADS4, 2 CS2, 2 CS3 & 2 CS5 experience points. 2 reputation points.

“Channel Your Inner Sherlock Holmes” Guild Platoon Exercise: Find 1 example of any of the personal attack fallacies taught in class anywhere on the internet in written text, images or videos. Copy and paste the link into Top Hat. Explain where and how it occurs in the example. **Gain:** 1 ADL5, 1 ADL4, 2 CS2, 2 CS3, 1 ADS2, 1 ADS3, 1 ADS4 & 2 CS5 experience points. 2 reputation points.

Side Quest:

Journal. (1) Find one article, blog or piece of information anywhere on the internet that was posted in week 5B on your chosen topic or issue. Read the information and post a URL to the information in your journal. (2) Speculate: which personal attack fallacy do you suspect is most commonly committed in discussions about your topic or issue? Explain why. **Gain:** 1 ADL2, 2 ADL3 & 2 CS6 experience points. 4 reputation points. **Due:** Submit answers before Monday, June 13, 9:00 am., to link in week 5B in the Training Hub of Command Centre. **Gain:** 1 ADL2, 2 ADL3, 1 ADS2, 1 ADS3, 1 ADS4 & 2 CS6 experience points. 4 reputation points.

Guild Platoon Exercise: Find 1 example of any of the personal attack fallacies taught in class anywhere on the internet in written text, images or videos. Copy and paste the text or URL link into a document. Neutralize the fallacy using the 5-step process taught in class. Upload your answers to the link in week 5B in the Training Hub at Command Centre. **Due:** Submit answers before Monday, June 13, 9:00 am., to link in week 5B in the Training Hub of Command Centre. **Gain:** 1 ADL5, 1 ADL4, 2 CS2, 2 CS3 & 2 CS5 experience points. 5 reputation points. **Earn:** 1 skill point.

Total Possible Score:

Experience Points	Reputation Points	Skill Points
52	17	1

Learning Objectives:

- Identify, distinguish and recognize the three conditions for a good argument: relevancy, sufficiency and acceptability. Assess an argument using the three conditions for a good argument.
- Explain what a fallacy is.
- Identify and distinguish fallacies involving the person or personal attack fallacies.
- Identify and explain how a personal attack fallacy occurs within a passage.
- Neutralize fallacies involving the person or personal attack fallacies.
- Apply the principles of argumentation.

Week 6A June 13: How can I recognize, avoid and neutralize personal attack fallacies that undermine the argumentation process?

Read: *Critical Thinking*, chapter 7, pgs. 184-196; *Logic and Contemporary Rhetoric*, pgs. 59-60, 61-62, 78-79, , 79-81, 82-83.

Issue: Various.

Gathering Skills:

Tournament Game: First 10 minutes of the class. Have you completed the readings for this week before coming to class? Play the tournament game in Top Hat. **Gain:** 1 ADL1 & 1 ADL2 experience point. 2 reputation points.

"I Spy" game. Find the fallacies that undermine the argumentation process in the newspaper articles posted to week 6A in the Training Hub at Command Centre. Highlight or underline where the fallacies occur and name the fallacies. **Gain:** 1 ADL5, 1 ADL4, 1 ADS2, 1 ADS3, 1 ADS4, 2 CS2, 2 CS3 & 2 CS5 experience points. 2 reputation points.

"Channel Your Inner Sherlock Holmes" Guild Platoon Exercise: Find 1 example of any of the fallacies that undermine the argumentation process taught in class anywhere on the internet in written text, images or videos. Copy and paste the link into Top Hat. Explain where and how it occurs in the example. **Gain:** 1 ADL5, 1 ADL4, 1 ADS2, 1 ADS3, 1 ADS4, 2 CS2, 2 CS3 & 2 CS5 experience points. 2 reputation points.

Side Quest:

Journal. (1) Find one article, blog or piece of information anywhere on the internet that was posted in week 6A on your chosen topic or issue. Read the information and post a URL to the information in your journal. (2) Speculate: which fallacy that undermines the argumentation process do you suspect is most commonly committed in discussions about your topic or issue? Explain why. **Gain:** 1 ADL2, 2 ADL3, 1 ADS2, 1 ADS3, 1 ADS4 & 2 CS6 experience points. 4 reputation points. **Due:** before Wednesday, June 15, 9:00 am., to journal link in week 6A in the Training Hub of Command Centre.

Guild Platoon Exercise: Find 1 example of any of a fallacy that undermines the argumentation process taught in class anywhere on the internet in written text, images or videos. Copy and paste the text or URL link into a document. Neutralize the fallacy using the 5-step process taught in class. Upload your answers to the link in week 5B in the Training Hub at Command Centre. **Due:** Submit answers before Monday, June 20, 9:00 am., to link in week 6A in the Training Hub of Command Centre. **Gain:** 1 ADL5, 1 ADL4, 2 CS2, 2 CS3 & 2 CS5 experience points. 5 reputation points. **Earn:** 1 skill point.

Total Possible Score:

Experience Points	Reputation Points	Skill Points
43	15	1

Learning Objectives:

- Identify, distinguish and recognize the three conditions for a good argument: relevancy, sufficiency and acceptability.
- Assess and argument using the three conditions for a good argument.
- Identify and distinguish fallacies that undermine the argumentation process.
- Identify and explain how a fallacy that undermines the argumentation process occurs within a passage.
- Neutralize fallacies that undermine the argumentation process.
- Apply the principles of argumentation.

Week 6B June 15: How can I recognize, avoid and neutralize fallacies that provide insufficient reasons?

Read: *Critical Thinking*, chapter 7, pgs. 197-208; *Logic and Contemporary Rhetoric*, pgs. 50-54, 60, 77-78, 91-93, 93-96.

Issue: Various.

Gathering Skills:

Tournament Game: First 10 minutes of the class. Have you completed the readings for this week before coming to class? Play the tournament game in Top Hat. **Gain:** 1 ADL1 & 1 ADL2 experience point. 2 reputation points.

“I Spy” game. Find the fallacies of insufficient reason in the newspaper articles posted to week 6B in the Training Hub at Command Centre. Highlight or underline where the fallacies occur and name the fallacies. **Gain:** 1 ADL5, 1 ADL4, 1 ADS2, 1 ADS3, 1 ADS4, 2 CS2, 2 CS3 & 2 CS5 experience points. 2 reputation points.

“Channel Your Inner Sherlock Holmes” Guild Platoon Exercise: Find 1 example of any of a fallacy of insufficient reason taught in class anywhere on the internet in written text, images or videos. Copy and paste the link into Top Hat. Explain where and how it occurs in the example. **Gain:** 1 ADL5, 1 ADL4, 2 CS2, 1 ADS2, 1 ADS3, 1 ADS4, 2 CS3 & 2 CS5 experience points. 2 reputation points.

Side Quest:

Journal. (1) Find one article, blog or piece of information anywhere on the internet that was posted in week 6A on your chosen topic or issue. Read the information and post a URL to the information in your journal. (2) Speculate: which fallacy of insufficient reason do you suspect is most commonly committed in discussions about your topic or issue? Explain why. **Gain:** 1 ADL2, 2 ADL3, 1 ADS2, 1 ADS3, 1 ADS4 & 2 CS6 experience points. 4 reputation points. **Due:** before Monday, June 20, 9:00 am., to journal link in week 6B in the Training Hub of Command Centre.

Guild Platoon Exercise: Find 1 example of any of a fallacy of insufficient reason taught in class anywhere on the internet in written text, images or videos. Copy and paste the text or URL link into a document. Neutralize the fallacy using the 5-step process taught in class. Upload your answers to the link in week 6B in the Training Hub at Command Centre. **Due:** Submit answers before Monday, June 20, 9:00 am., to link in week 6A in the Training Hub of Command Centre. **Gain:** 1 ADL5, 1 ADL4, 1 ADS2, 1 ADS3, 1 ADS4, 2 CS2, 2 CS3 & 2 CS5 experience points. 5 reputation points. **Earn:** 1 skill point.

Total Possible Score:

Experience Points	Reputation Points	Skill Points
43	15	1

Learning Objectives:

- Identify, distinguish and recognize the three conditions for a good argument: relevancy, sufficiency and acceptability.
- Assess an argument using the three conditions for a good argument.
- Identify and distinguish fallacies of insufficient reason.
- Identify and explain how a fallacy of insufficient reason occurs within a passage.
- Neutralize fallacies of insufficient reason.
- Apply the principles of argumentation.

Week 7A June 20: How do I go about completing the Module 1 Apprentice Level Individual Learning Quest? What tasks and skills are involved? How will this Learning Quest be graded? Review of skills required for this Learning Quest. This class is fully online. Do NOT show up in person for this class. You are required to participate in and complete work online for this class.

Gathering Skills:

Guild Platoon Practice Run Learning Quest. Try the quest out before officially doing it!!

Follow the instructions posted to week 7a in the Training Hub. Guild members will choose which phase of the quest they would like to practice. Ensure that every phase is completed by one or more guild members. When you have a final draft, submit your answers to week 7A link in the Training Hub at Command Centre. Compare your answers to the answer key posted to week 7A in the Training Hub.

Phase 1: Topics, positions and issues = **Gain:** 5 experience points. 1 reputation point.

Phase 2: Neutralizing prejudicial and emotive language = **Gain:** 5 experience points. 2 reputation points.

Phase 3: Put arguments into Standard Argument Form = **Gain:** 10 experience points. 4 reputation points.

Phase 4: Assess one of the 4 most common kinds of non-deductive arguments (causal, expert opinion, analogies or generalizations) using the criteria taught in class = **Gain:** 10 experience points. 5 reputation points.

Phase 5: Neutralize 2 fallacies found in 2 separate arguments using the 5-step process for neutralizing fallacies = **Gain:** 18 experience points each = 36 total. 10 reputation points.

Total Possible Score:

Experience Points	Reputation Points	Skill Points
66	22	0

Learning Objectives:

PRACTICE previously learned skills.

Week 7B June 22: Complete Module 1 Apprentice Level Individual Learning Quest: Earn 66 Experience Points. (Worth 15% of final mark). To be completed during week 7B. Due: Before Monday, June 29, 9:00 am. Submit to week 7B link in Training Hub at Command Centre. This class is fully online. Do NOT show up in person for this class. You are required to participate in and complete work online for this class.

This Learning Quest will be completed independently, without working with your Guild members.

Consists of 5 parts. See week 7A practice run quest.

Phase 1: Topics, positions and issues = 5 experience points.

Phase 2: Neutralizing prejudicial and emotive language = 5 experience points.

Phase 3: Put arguments into Standard Argument Form = 10 experience points.

Phase 4: Assess one of the 4 most common kinds of non-deductive arguments (causal, expert opinion, analogies or generalizations) using the criteria taught in class = 10 experience points.

Phase 5: Neutralize 2 fallacies found in 2 separate arguments using the 5-step process for neutralizing fallacies = 18 experience points each = 36 total.

NOTE:

If you have a **Revered Reputation**, then you can begin at Phase 2. If you have an **Exalted Reputation**, then you can skip Phase 1 and 2, and begin at Phase 3.

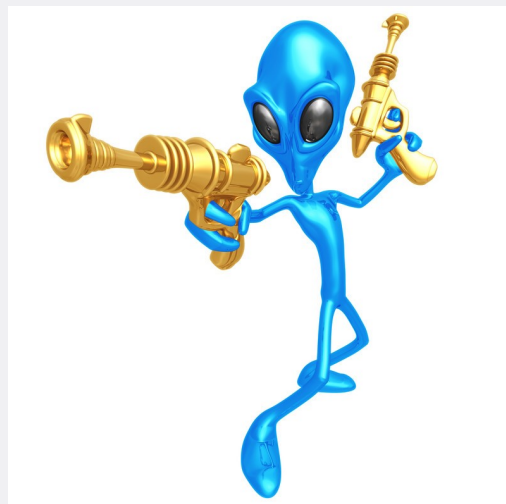
Total Possible Score:

Experience Points	Reputation Points	Skill Points
66	0	15

Learning Objectives:

PRACTICE previously learned skills.

LEVEL UP in the game!



LEVEL 2: CONCEPTS

ADEPT CRITICAL THINKER — WEEKS 8A — 9B



Week 8A June 27: What is a concept? How does the complex conceptualizing process that is going on all the time in my mind work? How does this process enable me to think in a distinctly human way? How do I form concepts through experience? What is the structure of concepts? How is the process of forming concepts through generalizing and interpreting enacted? What does it mean for a claim, question or statement to be conceptual?

Read: *Critical Thinking*, chapter 9, pgs. 232-248 & chapter 6, pgs. 140-156.

Issue: Political Correctness

YouTube Videos: To be announced.

Gathering Skills:

Tournament Game: First 10 minutes of the class. Have you completed the readings for this week before coming to class? Play the tournament in Top Hat. **Gain:** 1 ADL1 & 1 ADL2 experience point. 2 reputation points.

“What do You mean?! Warness of War” Game. Working with your Guild Platoon members, choose a kind of “war”; for example, military war, war on women’s bodies, competing restaurants at war for customers, gang war, war on drugs, and so on. Search the internet for a model case, as taught in class. Find one YouTube video or image from the internet or think up a situation involving people that has happened or could happen, that is a perfect example or illustration of the meaning of the concept (model case). Follow model taught in class. **Gain:** 1 CS1, 1 CS2, 2 CS3, 1 ADS2, 1 ADS3, 1 ADS4 & 4 CS4 experience points. 5 reputation points.

Side Quest:

Journal. Choose one moral topic and formulate one moral question that you would like to explore in Module 2. Also choose one “Approach to Life and Living in General” and one “Approach to a Specific Issue, Question or Problem” that you would like to focus on cultivating in module 2. Discuss why this topic and issue and these approaches grab your attention. **Gain:** 1 ADL2, 1 ADL2, 2 ADL3, ADS1, 1 ADS2, 1 ADS3, 1 ADS4, 1 CS6 & 2 CS5 experience points. 4 reputation points. **Due:** before Wednesday, June 29, 9:00 am., to journal link in week 8A in the Training Hub of Command Centre.

Begin Level 2 Guild Platoon Learning Quest. Pick a conceptual question from the list provided, or create your own conceptual question. Research, find and formulate a model case following the model taught in class. Submit your Guild worksheet to the link in week 8A of the Training Hub at Command Centre. **Due:** Submit answers before Monday, July 4, 9:00 am., to link in week 8A in the Training Hub of Command Centre. **Gain:** 1 CS1, 1 CS2, 2 CS3 1 ADS2, 1 ADS3, 1 ADS4 & 4 CS4 experience points. 5 reputation points. **Earn:** 1 skill point.

Total Possible Score:

Experience Points	Reputation Points	Skill
35	16	1

Learning Objectives:

- Distinguish concepts, values and facts.
- Explain what a conceptual analysis is.
- Describe how concepts are formed through experience, generalizing and interpreting.
- Generate various kinds of cases (such as model and contrary).
- Use the techniques of reasoning by cases, similarities and differences, and conjectures and refutations to analyse the cases and develop the criteria for the meaning of the concept.
- Use challenge cases to test and refine your analysis.

Week 8B June 29: What are the kinds of cases we can use for analysis? How do each of the kinds of cases function? Model and Contrary Cases.

Read: *Critical Thinking*, chapter 9, pgs. 232-248.

Issue: Does social media promote freedom? Are emotions irrational?

YouTube Videos: Video created by York Librarian about how to do the research for this quest.

Gathering Skills:

Tournament Game: First 10 minutes of the class. Have you completed the readings for this week before coming to class? Play the tournament in Top Hat. **Gain:** 1 ADL1 & 1 ADL2 experience point. 2 reputation points.

“What do You mean?! Warness of War” Game Continues. Using the kind of “war” your Guild Platoon picked in week 8A, search the internet for a contrary case, as taught in class. Find one YouTube video or image from the internet or think up a situation involving people that has happened or could happen, that is a perfect contrary or opposite example or illustration of the meaning of the concept (contrary case). Follow model taught in class. **Gain:** 1 CS1, 1 CS2, 2 CS3, 1 ADS2, 1 ADS3, 1 ADS4 & 4 CS4 experience points. 5 reputation points.

Side Quest:

Journal. Formulate 2 main concepts and 1 related concept that interest you that are relevant to your chosen moral topic and question. Next, formulate a conceptual question using 2 of the 3 concepts you thought up. **Gain:** 1 ADL2, 1 ADL2, 2 ADL3, ADS1, 1 CS6, 1 ADS2, 1 ADS3, 1 ADS4 & 2 CS5 experience points. 2 reputation points. **Due:** before Monday, July 4, 9:00 am., to journal link in week 8B in the Training Hub of Command Centre.

Begin Level 2 Guild Platoon Learning Quest. Pick a conceptual question from the list provided, or create your own conceptual question. Research, find and formulate a contrary case following the model taught in class. Submit your Guild worksheet to the link in week 8B of the Training Hub at Command Centre. **Due:** Submit answers before Wednesday, July 6, 9:00 am., to link in week 8B in the Training Hub of Command Centre. **Gain:** 1 CS1, 1 CS2, 2 CS3, 1 ADS2, 1 ADS3, 1 ADS4 & 4 CS4 experience points. 5 reputation points. **Earn:** 1 skill point.

Total Possible Score:

Experience Points	Reputation Points	Skill Points
35	14	1

Learning Objectives:

- Formulate, develop and apply cases to help us understand the meaning of concepts in specific situations.
- Generate various kinds of cases (such as model and contrary).
- Use the techniques of reasoning by cases, similarities and differences, and conjectures and refutations to analyse the cases and develop the criteria for the meaning of the concept.
- Use challenge cases to test and refine your analysis.

Week 9A July 4: What are the kinds of cases we can use for analysis? How do each of the kinds of cases function? Review of model and contrary case, and introducing borderline Cases.

Read: *Critical Thinking*, chapter 9, pgs. 232-248.

Issue: Is faith irrational? Is capitalism compatible with democracy?

YouTube Videos: To be announced.

Gathering Skills:

Tournament Game: First 10 minutes of the class. Have you completed the readings for this week before coming to class? Play the tournament in Top Hat. **Gain:** 1 ADL1 & 1 ADL2 experience point. 2 reputation points.

“What do You mean?! Warness of War” Game Continues. Using the kind of “war” your Guild Platoon picked in week 8A, search the internet for a borderline case, as taught in class. Find one YouTube video or image from the internet or think up a situation involving people that has happened or could happen, that is a borderline example or illustration of the meaning of the concept (borderline case). Follow model taught in class. **Gain:** 1 CS1, 1 CS2, 2 CS3, 1 ADS2, 1 ADS3, 1 ADS4 & 4 CS4 experience points. 5 reputation points.

Side Quest:

Journal. Formulate 2 new main concepts and 1 new related concept that interests you that are relevant to your chosen moral topic and question. Next, formulate a conceptual question using 2 of the 3 concepts you thought up. **Gain:** 1 ADL2, 1 ADL2, 2 ADL3, ADS1, 1 ADS2, 1 ADS3, 1 ADS4, 1 CS6 & 2 CS5 experience points. 2 reputation points. **Due:** before Wednesday, July 6, 9:00 am., to journal link in week 8B in the Training Hub of Command Centre.

Continue Working on Level 2 Guild Platoon Learning Quest. Research, find and formulate a borderline case following the model taught in class. Submit your Guild worksheet to the link in week 9A of the Training Hub at Command Centre. **Due:** Submit answers before Monday, July 11, 9:00 am., to link in week 9A in the Training Hub of Command Centre. **Gain:** 1 CS1, 1 CS2, 2 CS3, 1 ADS2, 1 ADS3, 1 ADS4 & 4 CS4 experience points. 5 reputation points. **Earn:** 1 skill point.

Total Possible Score:

Experience Points	Reputation Points	Skill Points
35	14	1

Learning Objectives:

- Formulate, develop and apply cases to help us understand the meaning of concepts in specific situations.
- Generate various kinds of cases (such as model and contrary).
- Use the techniques of reasoning by cases, similarities and differences, and conjectures and refutations to analyse the cases and develop the criteria for the meaning of the concept.
- Use challenge cases to test and refine your analysis.

Week 9B July 6: Complete Level 2 Adept Critical Thinker Guild Platoon Learning Quest: Earn 25 Experience Points and 10 Skill Points. (Worth 10% of final mark). To be completed during weeks 8A to 9B. Due: Before Monday, July 18, 9:00 am. Submit to link in week 9B in Training Hub at Command Centre. This class is fully online. Do NOT show up in person for this class. You are required to participate in and complete work online for this class.

This Learning Quest will be completed by working with your Guild members.

Consists of 4 parts.

Phase 1: Conceptual Analysis step 1 as taught and practiced in week 8A. **Gain:** 5 experience points. 2 reputation points.

Phase 2: Conceptual Analysis step 2 as taught and practiced in week 8B. **Gain:** 5 experience points. 2 reputation points.

Phase 3: Conceptual Analysis step 3 as taught and practiced in week 9A. **Gain:** 5 experience points. 2 reputation points.

Phase 4: Write up and present your conceptual analysis findings following Table 9.5 in your Critical Thinking textbook, pgs. 252-256. **Gain:** 10 experience points. 5 reputation points. **Earn:** 10 skill points.

NOTE:

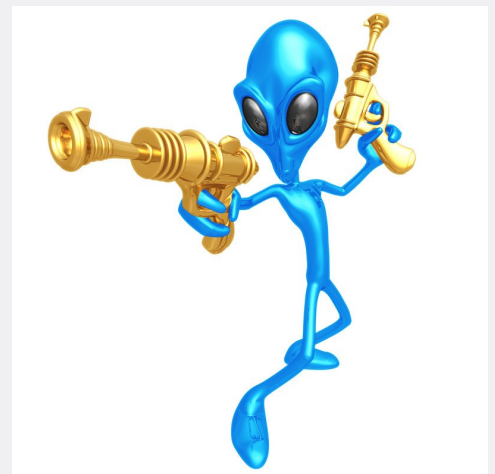
If you have a **Revered Reputation**, then you can begin at Phase 2. If you have an **Exalted Reputation**, then you can skip Phase 1 and 2, and begin at Phase 3.

Total Possible Score:	Experience Points	Reputation Points	Skill Points
	25	0	10

Learning Objectives:

PRACTICE previously learned skills.

LEVEL UP in the game!



LEVEL 3: TEXT PASSAGE ANALYSIS

EXPERT CRITICAL THINKER — WEEKS 10A — 11A



Week 10A July 11—Passage Analysis Steps 1 & 2: How do I mark up and annotate an extended passage in order to determine: what the passage is about; what the author is trying to accomplish; what the passage is doing; the main conclusion of the passage; the purpose and main ideas in the passage? How can I ensure that I am reading actively for meaning? What technique can I use to help me figure out what an author means by central concepts in a passage? How do I diagram a multi-part complex argument in an extended passage?

Read: *Critical Thinking*, chapter 8, entire.

Issue: Is discrimination against homosexuality the same as racism?

Gathering Skills:

Tournament Game: First 10 minutes of the class. Have you completed the readings for this week before coming to class? Play the tournament in Top Hat. **Gain:** 1 ADL1 & 1 ADL2 experience point. 2 reputation points.

Guild Platoon Exercise. Complete steps 1 and 2 for passage provided in class. Submit completed worksheet to link in week 10A of the Training Hub at Command Centre. **Gain:** 1 CS1, 1 CS2, 1 CS3, 1 CS4 & 1 CS5 experience point. 5 reputation points.

Side Quest:

Journal. Choose one moral topic and formulate one moral question that you would like to explore in Level 3. Also choose one “Approach to Life and Living in General” and one “Approach to a Specific Issue, Question or Problem” that you would like to focus on cultivating in Level 3. Discuss why this topic and issue and these approaches grab your attention. **Gain:** 1 CS6, 1 ADL3, 1 ADL4 & 1 ADL5 experience point. 2 reputation points.

Learning Quest: Begin Module 3 Individual Learning Quest. Begin the Level 3 Individual Learning Quest this week. Search the internet. Find a written position, on your Level 3 chosen topic of interest or moral issue, taken by someone anywhere on the internet (blog, editorial or opinion piece, and so on) that includes an argument and ideas. This passage should be approximately no less than 190 words and no more than 250 words. Complete step 1 for your chosen passage. Upload your passage to link posted to week 10A in the Training Hub at Command Centre. **Gain:** 1 CS1, 1 CS2, 1 CS3, 1 CS4 & 1 CS5 experience point. 5 reputation points. **Earn:** 1 skill point.

Total Possible Score:

Experience Points	Reputation Points	Skill Points
16	14	1

Learning Objectives:

- Assemble the logical structure of an extended passage into a diagram.
- Clarify the meaning of key terms and phrases within an extended passage.
- Create annotation designed to enable reading for meaning.
- Create a summary of an extended passage.
- Identify the main points of an extended passage.
- Assemble a list of terms that reflect what an author of an extended passage means by a key concept in the passage.
- Recognize and distinguish extended passages containing arguments and concepts.
- Practice marking up and annotating an extended passage with the goal of reading for meaning.

Week 10B July 13—Passage Analysis Step 3: How do I judge whether an author has properly understood the central concepts of an extended passage? How do I evaluate a multi-part, complex argument in an extended passage? How do I appraise whether a passage warrants constructive criticism or not?

Read: If you have not already, read *Critical Thinking*, chapter 8, entire.

Issue: Addiction as Disease Idea or Model

Gathering Skills:

Tournament Game: First 10 minutes of the class. Have you completed the readings for this week before coming to class? Play the tournament in Top Hat. **Gain:** 1 ADL1 & 1 ADL2 experience point. 2 reputation points.

Guild Platoon Exercise. Complete step 3 for passage provided in class following the model taught in class. Submit completed worksheet to link in week 10B of the Training Hub at Command Centre. **Gain:** 1 CS1, 1 CS2, 1 CS3, 1 CS4 & 1 CS5 experience point. 5 reputation points.

Side Quest:

Journal. Think up and discuss one action you could practice this week to improve your chosen “Approach to Life and Living in General” for level 3. Think up and discuss your chosen “Approach to a Specific Issue, Question or Problem” concerning your chosen Individual Learning Quest passage. **Gain:** 1 CS6, 1 ADL3, 1 ADL4 & 1 ADL5 experience point. 2 reputation points.

Learning Quest: Continue Work on Level 3 Individual Learning Quest. Complete step 2 for your chosen passage. Upload your passage to link posted to week 10B in the Training Hub at Command Centre. **Earn:** 1 skill point. **Gain:** 1 CS1, 1 CS2, 1 CS3, 1 CS4 & 1 CS5 experience point. 5 reputation points.

Total Possible Score:

Experience Points	Reputation Points	Skill Points
16	14	1

Learning Objectives:

- Assess the logical structure of an extended passage from a diagram.
- Assess author’s use of concepts within an extended passage.

Week 11A July 18—Written Argumentation: How do I develop and refine a thesis? How do I develop an argument to support that thesis? What strategies can I use as a guide to writing an essay? This class is fully online. Do NOT show up in person for this class. You are required to participate in and complete work online for this class.

Read: *Critical Thinking*, chapter 11, entire.

Issue: Is downloading copyright protected movies for free from the internet wrong?

YouTube Videos: None.

Gathering Skills:

Tournament Game: First 10 minutes of the class. Have you completed the readings for this week before coming to class? Play the tournament in Top Hat. **Gain:** 1 ADL1 & 1 ADL2 experience point. 2 reputation points.

Guild Platoon Exercise. Plan an essay, including analyzing the assignment, identifying the audience and purpose for writing, and generating ideas and arguments. Develop and refine a thesis. Develop an argument to support that thesis. Decide whether to write an argument essay, make a case, or develop a balance of considerations argument, and develop that into an essay. Construct a one-paragraph argument as a guide to writing the essay. Submit point form rough notes and paragraph worksheets to link in week 11A of the Training Hub at Command Centre. **Gain:** 1 CS1, 1 CS2, 1 CS3, 2 CS4 & 2 CS5. 5 reputation points.

Side Quest:

Journal. Think up and discuss one action you could practice this week to improve your chosen “Approach to Life and Living in General” for level 3. **Gain:** 1 CS6, 1 ADL3, 1 ADL4, & 1 ADL5. 2 reputation points.

Learning Quest: Continue Work on Level 3 Individual Learning Quest. Complete step 4 for your chosen passage. Upload your essay draft to link posted to week 11A in the Training Hub at Command Centre. **Gain:** 1 CS1, 1 CS2, 1 CS3, 2 CS4 & 2 CS5 experience points. 5 reputation points.

Total Possible Score:

Experience Points	Reputation Points	Skill Points
20	14	0

Learning Objectives:

- Plan an essay, including analyzing the assignment, identifying the audience and purpose for writing, and generating ideas and arguments.
- Develop and refine a thesis.
- Develop an argument to support that thesis.
- Decide whether to write an argument essay, make a case, or develop a balance of considerations argument, and develop that into an essay.
- Construct a one-paragraph argument as a guide to writing the essay.
- Transform an argument or a case into audience-based prose; and
- Revise and edit for coherence and clarity.



Level 3 Individual Learning Quest due before 9 am on Monday, July 25. Submit to link posted to week 12A in the Training Hub at Command Centre. See page 14 of this course outline for more information about and requirements for Level 3 Individual Learning Quest.

LEVEL 4: VERBAL ARGUMENTATION

MASTER CRITICAL THINKER — WEEKS 11B — 12B



Week 11B July 20: What are the stages of verbal argumentation? How do I distinguish various kinds of argumentation? How is polemic different from persuasion and negotiation? Who do we argue with the most? What are the different ways people communicate in argumentation? What role do argument partner's goals play in a process of argumentation? Is agreement important? What is the difference between argumentativeness and aggressivity? This class is fully online. Do NOT show up in person for this class. You are required to participate in and complete work online for this class.

Read: *Critical Thinking*, chapter 10, entire, focus on pgs. 258-272. *Arguing with People*, chapters 1 & 2, entire. **Issue:** Abortion.

Gathering Skills:

Tournament Game: First 10 minutes of the class. Have you completed the readings for this week before coming to class? Play the tournament in Top Hat. **Gain:** 1 ADL1 & 1 ADL2 experience point. 2 reputation points.

Begin Guild Platoon Level 4 Learning Quest. Your Guild will begin the Module 4 Learning Quest this week. The first task is to find a YouTube video depicting a process of argumentation that you are interested in and that violates as many of the criteria for effective argumentation that you can find. Post the link to this video in your Guild Hall on the Moodle site. List the violated criteria in Top Hat and briefly state how it is violated. **Gain:** 1 CS1, 1 CS2, 1 CS3, 1 ADS 2, 1 ADS3, 1 ADS4. 5 reputation points.

Tweet: In the TV show *Star Trek*, the character Mr. Spock was of Vulcan descent. This meant that he did not express or react to human emotion. With whom would you rather have an argument, the Vulcan Mr. Spock or the human Captain Kirk? Why? 2 reputation points.

Side Quest:

Journal. Choose the moral topic and formulate the moral question that you would like to explore in Level 4. Discuss why this topic and issue grabs your attention. Think up and discuss one action you could practice this week to improve your chosen "Approach to Life and Living in General" for level 4. **Gain:** 1 CS6, 1 ADL3, 1 ADL4, & 1 ADL5. 2 reputation points.

Continue Working on Guild Platoon Level 4 Learning Quest. Complete questions 1 and 2 of the Level 4 Guild Platoon Learning Quest. **Gain:** 1 CS1, 1 CS2, 1 CS3, 1 ADS 2, 1 ADS3, 1 ADS4. 5 reputation points.

Total Possible Score:

Experience Points	Reputation Points	Skill Points
8	16	0

Learning Objectives:

- Explain and distinguish between different kinds of argumentation: persuasion, rational persuasion, debate, and other forms of dialogue that use argument.
- Explain the role of argument and coalescence in each.
- Identify and use the two components of listening in argumentation: active listening and feedback.
- Identify the follow aspects of a process of argumentation: stages of argumentation, argument goals, modes of communication, and coalescence.
- Recognize the difference between argumentativeness and aggressivity.
- Recognize your level of comfort with argumentativeness and aggressivity in a process of argumentation.

Week 12A July 25: What are the characteristics of an ideal argument partner? What is the criteria for a mature, effective, ethical process of argumentation? What kind of argument partner would I most like to argue with and why? Why is paying attention to your argument partner so important? What is the connection between arguing well and agreement? This class is fully online. Do NOT show up in person for this class. You are required to participate in and complete work online for this class.

Read: *Arguing with People*, chapter 3, entire. *Critical Thinking*, pgs. 262-264.

Issue: Veganism, vegetarianism or eat meat.

Gathering Skills:

Tournament Game: First 10 minutes of the class. Have you completed the readings for this week before coming to class? Play the tournament in Top Hat. **Gain:** 1 ADL1 & 1 ADL2 experience point. 2 reputation points.

Guild Exercise. Choose an observer. Remaining people will have an argument about eating meat. In each of the following cases, notice how the information comes out and how the subsequent argument behaves differently. In this argument one of you is morally opposed to eating meat. Next, one of your has religious reasons for not eating meat. Now, one of you has medical reasons for not eating meat. Others argue for eating meat. The observer is permitted to stop you any time you violate any of the criteria for mature, effective, ethical argumentation. **Gain:** 1 CS1, 1 CS2, 1 CS3, 1 ADS2, 1 ADS3 & 1 ADS4. 5 reputation points.

Twitter: Tweet which one of the characteristics of an ideal argument partner matters most to you? State why this one is most important to you in a few words. **Gain:** 2 reputation points.

Side Quests:

Continue work on Guild Platoon Level 4 Learning Quest. Continue working on the Module 4 Guild Learning Quest. Answer the required 8 questions and systematically apply the criteria for effective and ethical argumentation. **Gain:** 1 CS1, 1 CS2, 1 CS3, 1 ADS 2, 1 ADS3, 1 ADS4. 5 reputation points.

Learning Objectives:

- Identify and recognize the characteristics of a mature, effective and ethical process of argumentation and argument partner. Recognize the role that active listening and feedback play as a form of interactive communication in argumentation. Recognize the role that coalescence plays in arguing well.

Total Possible Score:

Experience Points	Reputation Points	Skill Points
14	14	0

Week 12B July 27: Guilds complete Level 4 Learning Quest. This class is fully online. Do NOT show up in person for this class. You are required to participate in and complete work online for this class.

Guild Platoon Learning Quest: Assessing the Dynamics of Verbal Argumentation. Continue working on the Module 4 Guild Learning Quest. Systematically apply the criteria for effective and ethical argumentation.

Module 4 Guild Platoon Learning Quest due before noon on August 2. Submit to link posted to week 12B in the Training Hub at Command Centre. See page 14 of this course outline for more information about and requirements for this Learning Quest.