



# COURSE SYLLABUS

## **CRIT 501 Critical Inquiry - 4 Credits**

**GSC Campus: ONLINE**

**Term/Year: Fall 2016**

**Meeting Dates: 9/12-12/9**

**Meeting Times: Online**

**Instructor Name: Tamara Von George, PhD**

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***Optional Note: The most updated version of this syllabus is available in Moodle, accessible through Granite State College's MyGranite site.***

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### **COURSE DESCRIPTION**

Critical Inquiry provides the foundation for an informed and meaningful college experience through the cultivation of intellectual curiosity. In CRIT 501, students explore how their individual capacities position them for the attainment of their goals within the academic community of Granite State College. Through the study of media and popular culture and the completion of short writing assignments, students learn how to develop and scale a personally-motivated research question, refine their topic, and determine effective search strategies for finding credible and appropriate information. An important part of the research process is learning how to analyze different types of argument in order to participate responsibly with public discourse. This process includes discussions of how to evaluate information sources from a variety of venues. Critical Inquiry fosters the self-awareness and intellectual perspective that are the hallmarks of well-educated persons and lifelong, engaged students in the twenty-first century. Prerequisite: ENG 500: The Writing Process.

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**PREREQUISITE(S):** ENG 500: The Writing Process.

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### **LEARNING OUTCOMES**

Students will:

1. Discuss the importance of intellectual curiosity and its relationship to their own thinking and learning process within the Granite State College academic community.

2. Become more aware of their own thinking process and explore consistent methods for approaching critical inquiry.
3. Recognize different types of argument and learn how to decipher and respond to logical fallacies.
4. Learn how to develop and scale a personally-motivated research question, refine a topic, and determine effective search strategies for finding credible information sources appropriate to college learning.
5. Distinguish among the modes of summary, opinion, and analysis.
6. Responsibly document research with concern for academic integrity and the conventions of citation.
7. Examine the ways the internet and other digital technology challenges current laws of copyright, free speech, and privacy.
8. Understand complex relationships among ideas and take an informed position through engagement with civic discourse.
9. Create an engaging e-portfolio archive of knowledge that effectively communicates what has been discovered throughout the course and defines the thinking and learning practices that they wish to develop through further study at Granite State College.

## COURSE RESOURCES

**Textbook(s):** Please list full citation information specifying ISBN and edition

1.	Textbook Name	Author	Yr of Pub.	Edition	ISBN #
2.	They Say, I Say - With Readings	Graff, Gerald	15	3RD	978-0-393-93751-0

Textbooks are available via GSC's online bookstore, MBS Direct at:

[Gttp://bookstore.mbsdirect.net/gsc.htm](http://bookstore.mbsdirect.net/gsc.htm).

Your textbooks may be available in the GSC Library. Search the GSC Discovery Service ([library.granite.edu](http://library.granite.edu)) or contact the College Librarian at: [gsc.library@granite.edu](mailto:gsc.library@granite.edu).

## Course Policies

**In order to clearly focus on the learning tasks in each Module, we will work on each module, one at a time. Please do not ask to work ahead as sufficient time needs to be devoted to working on and absorbing the material in each Module. The new module will open each Monday at 12:01am EST.** You will be required to log into the course a minimum of three different days of the week.

The most effective learning occurs when classes take place in a cordial, collegial, respectful online environment staying on the topic of the course. Respect is a two way street – so please respect each other and the instructor. Please review your student conduct handbook at MyGranite. To create such a positive environment, it is expected that all students will honor these guidelines on virtual classroom behavior:

- Read all announcements to ensure you do not miss anything.
- Maintain a self-regulated approach to the amount of time you spend each week of the course. Login on a minimum of three different days.
- Once the course begins, commit to staying for the entire course.
- If you having trouble with any part of the course, or with keeping up with the course, contact me directly to discuss how to solve the issue. Do not wait.
- Keep all discussions on the forums related to course topics.
- Post questions to other students and feel free to reply to your classmates' questions.
- Show respect for the thoughts, opinions and feelings of other students.
- **Computer Problems and Saving Work:** Computers and Internet connections can be unpredictable. **Computer mishap is NOT an acceptable excuse for late or “disappeared” papers.** I recommend that you save to a flash drive, CD, cloud or another electronic storage device back-up files of every assignment you complete for this class. Saving duplicate copies of your work to an external source will ensure that a computer mishap or a glitch in cyberspace will not erase your efforts.
- **Student who do not abide by the code of conduct will be referred for disciplinary action.**

**Late Work:** Late assignments will be penalized UNLESS you have received prior permission from me to submit a late assignment. I will NOT accept assignments that are more than two weeks late. Failure to submit the assignment within two days of the due date will result in a one grade reduction, (for example; an A grade will result in a B grade).

- Please do not request special treatment as it is unfair to all the other students in the class.
- **Late Discussion Board Posts:** You may NOT post to a specific Module's Discussion Board forum after the Module has ended. It is important that you keep up with the rest of the class as we discuss each Module's material.

## Teaching Philosophy

**Learning** is to be conducted in an open, supportive and positive environment that increases self-esteem, while building on the knowledge and skills of adult learners gained. The activities for this course are organized on a weekly basis, with each week consisting of one module. The due dates for all of the activities within a module are Sunday by midnight (11:55 PM EST) unless posted otherwise.

## Expectations:

I trust that you already know that attending college requires commitment in order to succeed. Like you, I have a busy life and much to juggle. I choose to teach at GSC, and I consider it my privilege to show you the skills associated with deliberative inquiry. In return, I expect you to honor the choice you've made by enrolling in this course. By being fully engaged and taking pride in your own learning, you do for yourself what no one including me can do for you: you give meaning to your college education.

- **Effort and Results:** You can count on me for an honest assessment of your learning in this subject. Although you will earn my sincere respect by trying hard and keeping your own standards high, please understand that effort and perseverance alone do not guarantee a grade, and freaking out about whether you are earning an A is a distraction from the learning process.
- **Grade Feedback:** My definition of fairness to you includes regularly grading your work in the course. If, in between graded assignments, you want more information on where you stand or have a concern, please email me through Messages.
- **Disappearing=Consequences:** No matter how justified your reason for not logging in to the course, you will receive a zero for your weekly participation grade if you have to be absent from the online learning community. If you do not post to the discussion board during a week when it's required, you'll receive a zero for that week's participation. This policy is in place to be fair to all the class.
- **Mutual Respect:** As an adult student, you likely already know how to approach a classroom in any format with mutual respect, but just in case our definitions vary:
  - If you write something that jeopardizes the respectful environment I strive to create for all, I'll let you know. I expect you to be mindful at all times of how you present yourself in the course to me and to your classmates. Civility is essential.
  - Please see the student handbook for the Code of Conduct on MyGranite.
- **Integrity:** The College has a plagiarism/cheating policy that is fair and straightforward (see the section "Academic Honesty" included toward the end of this syllabus). As I see it, buying a paper, tapping someone else's brain or taking their writing when you really need to develop your own, lifting big chunks of something from the internet that you slightly rearrange in hopes I won't notice or mind-all of these choices represent a lack of integrity. If you do those things, you'll definitely fail the assignment and you could also fail the course.

The truth is, I can't teach you to be honest about the learning process if you don't already know that the joy and reward comes from doing it yourself. If you are not yet a competent researcher, but want to learn how to be one, I can and will help you learn how to research responsibly and cite sources properly. I consider this part of my job as a faculty member and will appreciate the chance to help if you ask me your questions in advance and take the time to learn this valuable skill.

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## DESCRIPTION OF COURSE ACTIVITIES AND REQUIREMENTS

**Participation** – Active participation is a critical component of this course. Each week we will have a discussion question. During the course you will be expected to participate in class discussions by offering sound responses and questions where appropriate. Peer support throughout the class is encouraged. You must log into the class a *minimum of 3 different days* per module. Participation will be evaluated using the **Participation Rubric** contained in the course and made a part of this syllabus by reference. All posts must be made by Thursdays

@Midnight EST. Response posts to two classmates due by Sunday night @ Midnight EST. Late posts cannot be graded. **(25% of total course grade)**

**Learning Journal** – The purpose of this assignment is to have you actively process the assigned reading, activities and experiences in this course in a way that is meaningful to you and that gives the instructor insight into what you have focused on in the reading, what you think you can apply from it in the future and understand your own thinking. The end result is that you have a written summary of the information, ideas, possible applications from selected chapters and reflect on your thinking which can be used as a basis for an e-learning portfolio. Writing will be evaluated using the **Writing Rubric** contained in the course and made a part of this syllabus by reference. **There are 5 Journal Entries – due at the end of Modules 1-5. (25% of total course grade)**

**Critical Inquiry Research Project** - Your Critical Inquiry Research will provide you with practice in choosing a topic that interests you, developing a single Critical Inquiry Research Question to guide your research, orchestrating a search process to gather resources, compiling an annotated bibliography, developing an outline, and writing an evidence analysis to present your findings. Your work will take place over the entire course term. Your Critical Inquiry Research Project will help you build and refine the skills needed for critical inquiry and academic research. Your project will serve as the context to explore awareness of your own thinking and methods for critical inquiry. **(40% of total course grade)**

**\*A Note on Topics: Students may not compose essays on the following topics: abortion, euthanasia, gun control, capital punishment, marijuana, or eating disorders. Students may not use a paper they have or are using for another class.**

<b>Topic Proposal (due end of Module 1, week 2)</b>	<b>5%</b>
<b>Annotated Bibliography (due end of Module 4 – week 8)</b>	<b>30%</b>
<b>Outline (due end of Module 5, week 10)</b>	<b>15%</b>
<b>Final Evidence Analysis (due end of Module 6, week 12)</b>	<b>45%</b>
<b>Final Evidence Analysis – Citation Check (due end of Module 6, week 12)</b>	<b>5%</b>

**Information Literacy Activities** – There are Information Literacy tutorials and quizzes embedded in most modules. The quizzes in these modules are required and will make up 10% of your course grade. The pre-test (week 1) and the post-test (week 11) can only be taken once. The remainder of the quizzes can be attempted multiple times. The highest grade will be recorded. **(10% of total course grade)**

#### GRADING PERCENTAGES

Participation (Discussion Forums)	25%
Learning Journals	25%
Critical Inquiry Research Project	40%

Information Literacy Activities	10%
<b>Total</b>	<b>100%</b>

### GRANITE STATE COLLEGE STANDARD GRADING SCALE

Grade	Percent	Grade Points	Level of Achievement
A	95-100	4.0	Excellent
A-	90-94	3.67	
B+	87-89	3.33	Good
B	84-86	3.0	
B-	80-83	2.67	
C+	77-79	2.33	*Acceptable
C	74-76	2.0	
C-	70-73	1.67	†
D+	67-69	1.33	Poor
D	64-66	1.00	
D-	60-63	0.67	
F	≤59	0	Failure, no credit

\*A grade of C or better is required to fulfill requirements in the major, minor, or general education courses at GSC. Please consult the GSC catalog for details.

† A grade of C- or below generally does not transfer to other academic institutions.

### OTHER GRADES

1. **AF (Administrative Failure):** An AF grade will be assigned to the student who stops participating early in the course and has not completed coursework sufficient for the assessment of course outcomes, or has stopped attending without formally withdrawing. An AF counts as an F grade in the calculation of grade point averages, and may have implications under policies on degree progress and financial aid/student accounts.
2. **IC (Incomplete Coursework):** In extenuating circumstances an Incomplete ("IC") grade may be assigned at the instructor's discretion, and in accordance with the eligibility requirements set forth. Students may request an "IC" grade for more time to complete required coursework, which s/he was prevented from completing in a timely way due to non-academic reasons. Students will be asked for documentation to justify the request, though it is important to remember that such documentation does not automatically validate the request. Other circumstances may be taken into consideration, such as the pattern of performance and participation in the course, and any additional factors that the instructor deems relevant. To be eligible for an "IC" grade, students must be passing the course at the

time of the request, and must have completed at least 75 percent of the major coursework as specified in the syllabus.

All "IC" grades require a written agreement specifying the remaining coursework required for completion and timeline for removal of the "IC" grade. This agreement must receive approval of the instructor and the Dean, or assigned designee, of the department or program. If the coursework is not completed within the prescribed timeframe, the "IC" will automatically change to an "F".

## COURSE SCHEDULE & TOPICS

Module	Assignments/Activities
<b>Introduction to Course:</b>	<ul style="list-style-type: none"> <li>○ Read course syllabus, review Course Resources, including Major Assignments and Rubrics.</li> <li>○ Post your Introduction</li> <li>○ Consider – why are we studying this field</li> <li>○ Be sure to turn on your course messages – in your Profile Page</li> <li>○ Please upload your photo to the Profile Page</li> </ul>
<b>Module 1: September 12 - 25</b>  <b>Setting the Stage – Building critical inquiry skills</b>	<b>Week 1 – September 12 - 18</b>
	<ul style="list-style-type: none"> <li>● Post your Introduction</li> <li>● Reading Assignment – “They Say/I Say” Introduction: Entering the Conversation; “They Say” (Part 1)</li> <li>● RED Critical Thinking Model – review resources</li> <li>● Information Literacy Activities – Pre-test</li> <li>● Discussion Forum – NOTE: This is a Q&amp;A forum – You must post your discussion answer before seeing classmates’ postings.</li> </ul>
<b>Module 2: September 26 – October 9</b>  <b>Developing Critical Inquiry Skills - Finding and evaluating information</b>	<b>Week 2 September 19 - 25</b>
	<ul style="list-style-type: none"> <li>● Review information on digital and social media, copyright and privacy.</li> <li>● Information Literacy Activities – Getting Started with Research</li> <li>● Discussion Forum</li> <li>● Submit Learning Journal</li> <li>● Submit Critical Inquiry Research Question topic proposal.</li> </ul>
	<p><b>*A Note on Topics:</b> Students <b>may not</b> chose inquiry questions on the following topics: abortion, euthanasia, gun control, capital punishment, marijuana, or eating disorders. Students may not use a paper they have used or are using for another class.</p>
	<b>Week 1 September 26 – October 2</b>
	<ul style="list-style-type: none"> <li>● Review resources on finding and evaluating information (CARS and GSC Library)</li> <li>● Review APA resources</li> <li>● Information Literacy Activities – Sources of Information</li> <li>● Discussion Forum</li> </ul>
	<b>Week 2 April 25</b>
	<ul style="list-style-type: none"> <li>● Reading Assignment-“They Say/I Say” – (Part 2 – I SAY)</li> </ul>

	<ul style="list-style-type: none"> <li>• Review resources on Summarizing, paraphrasing, and quoting</li> <li>• Information Literacy Activities – Searching for Information</li> <li>• Discussion Forum</li> <li>• Submit Learning Journal</li> </ul>
<b>Module 3: October 10 - 23</b>  <b>Developing Patterns of Thinking: Cognitive Biases and Logical Fallacies</b>	<b>Week 1 October 10 - 16</b>
	<ul style="list-style-type: none"> <li>• Reading Assignment – “They Say/I Say” – (Part 3) Tying It All Together</li> <li>• Review materials on cognitive biases</li> <li>• Information Literacy Activities – Evaluating Information</li> <li>• Discussion Forum</li> </ul>
	<b>Week 2 October 17 - 23</b>
	<ul style="list-style-type: none"> <li>• Review materials on logical fallacies</li> <li>• Discussion Forum</li> <li>• Submit Learning Journal</li> </ul>
<b>Module 4: October 24 – November 6</b>  <b>Connecting the Parts – Civil Discourse; Annotated Bibliography</b>	<b>Week 1 October 24 – October 30</b>
	<ul style="list-style-type: none"> <li>• Reading Assignment – “They Say/I Say – (Part 4)</li> <li>• Review materials on annotated bibliography (for next week’s assignment)</li> <li>• Review materials on Civil Discourse</li> <li>• Information Literacy Activities – Presenting Research and Data</li> <li>• Discussion Forum</li> </ul>
	<b>Week 2 October 31 – November 6</b>
	<ul style="list-style-type: none"> <li>• Discussion Forum</li> <li>• Submit Annotated Bibliography</li> <li>• Submit Learning Journal</li> </ul>
<b>Module 5: November 7 – November 20</b>  <b>Evaluating and Synthesizing Evidence</b>	<b>Week 1 November 7 - 13</b>
	<ul style="list-style-type: none"> <li>• Review materials on separating fact from fiction.</li> <li>• Information Literacy Activities – Citations and Academic Integrity</li> <li>• Discussion Forum</li> </ul>
	<b>Week 2 November 14 - 20</b>
	<ul style="list-style-type: none"> <li>• Review sample argument outline</li> <li>• Discussion Forum</li> <li>• Submit Learning Journal</li> <li>• Submit Outline</li> </ul>
<b>November 21 - 27</b>	<b>Thanksgiving Week – No class</b>
<b>Module 6: November 28 – December 11</b>  <b>Ethical Considerations; Final Critical Inquiry Research Assignment</b>	<b>Week 1 November 28 – December 4</b>
	<ul style="list-style-type: none"> <li>• Information Literacy Activities – Post-test</li> <li>• Review materials about ethics</li> <li>• Discussion Forum</li> </ul>
	<b>Week 2 December 5 - 11</b>
	<ul style="list-style-type: none"> <li>• Discussion Forum</li> <li>• Submit Final Critical Inquiry Research Assignment</li> </ul>

**Note:** The following may change at the instructor’s discretion.

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## LIBRARY SERVICES

The College Librarian is available to help you with plotting your research strategy; identifying, accessing, and evaluating information. Contact the College Librarian via e-mail ([gsc.library@granite.edu](mailto:gsc.library@granite.edu)) or by phone (603-728-8140). Additionally, we have electronic resources available through the GSC Discovery Service.

You may access the GSC Library in several ways:

- Go to: GSC Library (<http://library.granite.edu>) - the most direct route.
- Click on one of the library links under Research Help embedded in all e-Learning Moodle classes.
- Under the Academics tab in MyGranite, the Library is a link on the left navigation.

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## ACADEMIC SUPPORT SERVICES

Academic assistance to students is available at no additional charge. Basic skills preparation in reading, writing and math; study and research skills, time management tips and help in identifying online resources, are just a few of the specific resources available to all students at the institution. Campus team members work closely with faculty and the academic administration to foster academic success. A whole range of support services are available at the campus locations throughout the state, via faculty-led workshops on math and writing, peer tutoring and via Smart Thinking, an online tutoring resource available at the College. Please contact the Academic Support Coordinator at 603.513.1140 to find out the availability for peer tutorial sessions. For additional details, please visit <http://my.granite.edu/support-services>.

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## TECHNICAL ASSISTANCE

For assistance with issues related to accessing eLearning+, Moodle, Go.Granite email, WebRock, online courses or other technical issues related to any of the Moodle tools, please visit the [GSC IT Service Desk \(http://it.granite.edu\)](http://it.granite.edu) for answers to the most frequently asked questions. Or submit an online help request form or call 1-888-372-4270. Regular business hours are M-F, 8:30 am -5:00 pm. Technical assistance after hours, on weekends and holidays is provided by an extended hour support service.

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## DOCUMENTED DISABILITIES / AMERICANS WITH DISABILITIES ACT

Granite State College Student Disability Services is committed to helping students become engaged, self-advocating, independent learners. We seek to promote accessible learning environments where students with disabilities experience equal access and full participation.

Granite State College, in accordance with the American Disabilities Act of 1990, and the Americans with Disabilities Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973, will provide eligible students with a documented disability reasonable accommodation(s) in order to ensure equal access to college programs and activities.

To apply for accommodations, please contact GSC Student Disabilities Services (SDS) at (603)

## **ACADEMIC HONESTY**

An academic community is based on honesty and integrity. Plagiarism, cheating, or other forms of academic dishonesty are not acceptable at Granite State College. Faculty and students have a joint responsibility to ensure the integrity of learning.

All work that you submit must be your own except in those instances when your instructor gives specific permission to collaborate. When quoting, summarizing or explaining ideas that are based on another's work, whether in print or online, make sure to cite references appropriately.

Plagiarism is defined as the unattributed use of the ideas, evidence, or words of another person, or the conveying of the false impression that the arguments and writing in a paper are the student's own. Plagiarism includes, but is not limited to the following:

1. The acquisition by purchase or otherwise of a part or the whole of a piece of work which is represented as the student's own;
2. The representation of the ideas, data, or writing of another person as the student's own work, even though some wording, methods of citation, or arrangement of evidence, ideas, or arguments have been altered;
3. Concealment of the true sources of information, ideas, or argument in any piece of work.

The GSC Library has a number of resources, including a workshop, to help students avoid plagiarism. Contact the library at [gsc.library@granite.edu](mailto:gsc.library@granite.edu) for more information.

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## **ACADEMIC CREDIT HOUR**

Granite State College adheres to the federal definition of credit hour. For **each credit hour**, the College requires, at a minimum, 37.5 hours of total instructional engagement. In general, about one-third of this work will be direct faculty instruction, and two-thirds will be comprised of other academic activities. Direct faculty instruction may include, but is not limited to, classroom instruction, e-learning, laboratory work, studio work, field work, clinicals, performance, internships, and practica. Other academic activities may include, but are not limited to, readings, reflections, essays, reports, inquiry, problem solving, rehearsal, collaborations, theses, and electronic interactions. Regardless of instructional delivery method and length of term, students are required to meet the course's learning outcomes and the minimum amount of total instructional engagement for each credit hour.

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## **TURNITIN USE POLICY**

Granite State College makes use of Turnitin.com, an online service that checks students' work for improper citation or potential plagiarism by comparing it against the works of others in the Turnitin database as well as online sources. Students taking this course agree that all required

work may be submitted to Turnitin and also agree to their terms of use.

([http://turnitin.com/en\\_us/about-us/privacy-center/usage-policy](http://turnitin.com/en_us/about-us/privacy-center/usage-policy)) Works submitted to Turnitin will become source documents in their reference database solely for the purpose of detecting plagiarism of other students' work. Students retain copyright of their own work. Turnitin takes extreme measures to protect users' privacy which can be reviewed in their Privacy Center. ([http://turnitin.com/en\\_us/privacy-center/overview](http://turnitin.com/en_us/privacy-center/overview))

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### **CONDUCT IN THE CLASSROOM**

Membership in society implies minimal norms for civil behavior towards one another. It is Granite State College's expectation that all members of our college community treat faculty, staff, and fellow students with respect. Students need to be knowledgeable of and comply with college policies. Each individual is accountable for his/her actions and for the consequences of any behavior that is inconsistent with these values and expectations.

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### **TITLE IX (20 U.S.C. § 1681) STATEMENT**

Title IX of the Educational Amendments of 1972, 20 U.S.C. section 1681 is a federal civil rights law prohibiting the discrimination on the basis of sex in education programs and activities. This includes all forms of gender and sex based discrimination, sexual harassment, sexual violence, domestic violence, dating violence and stalking. Granite State College maintains a zero tolerance policy for sexual misconduct. For more information on Title IX, GSC's Sexual Misconduct Policy or to report an incident, please contact [GSC.TitleIX@granite.edu](mailto:GSC.TitleIX@granite.edu) or 603.513.1328.

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### **WEATHER CANCELLATION POLICY**

Decisions to close or delay opening of an Academic Center will be made NO LATER THAN 6:30 AM. Decisions to cancel evening classes will be made NO LATER THAN 3:00 PM. Closings will be announced on WMUR TV as well as its website [www.wmur.com/closings](http://www.wmur.com/closings) (a link is also provided on the homepage of the GSC Website [www.granite.edu](http://www.granite.edu) and New Hampshire Public Radio's website: <http://www.nhpr.org>). If a class is cancelled, you should contact your instructor for any make-up instructions.

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### **INSTITUTIONAL ASSESSMENT**

Assessment is an ongoing process that enables the College to improve its programs, courses, and teaching methods. Institutional evaluation may be embedded in tests, exams and other measurements of student learning. As members of a learning community, students, faculty and staff will be expected to participate in the important process of assessment on occasion. Confidentiality of any data that identify participants is maintained.