

Course:	Critical Thinking	Semester:	Fall -2020/21
Code:	GER202	Lecturer:	Dr. Mukti Sharma Ms. Hind Mikou
Handout date:	11/10 /2020	Due date:	11/11/2020
Project and Presentation : Group	Maximum Mark:	30+20=50	

Student Name: _____

ID: _____

Student Name: _____

ID: _____

Student Name: _____

ID: _____

1-Learning Outcomes being assessed:

LO1 Apply communication skills orally and in writing to structure and manage their learning processes.

LO4 Apply interactive communication skills in practical matters related to job search, interviews, and employment.

2-Handing in format instructions

- *Submit a softcopy of your work on Blackboard*
- *Number all pages etc.....*

3-Marks

Problem/question	Marks allotted	Marks obtained	Feedback to students
Content	20		
Structure	5		
Language, grammar, spelling and punctuation	3		
References	2		
Total	30		

HOD Approval:



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4-Academic Integrity

Forms of academic impropriety	Lecturer Findings
1-is there verbatim copying or unidentified and unacknowledged quotation of another's work or from Internet?	
2-is there paraphrasing of another's work by simply changing a few words or altering the order without clear identification and acknowledgement?	
3-is there unauthorized co-operation between a student and another person or student?	
4-others ☐ viva ☐ progress assessment ☐ changes in writing style ☐ different spelling style	
5- plagiarism report summary using KIC S/W	
Lecturer Conclusion	Lecturer Signature : _____

Important clarification to the students

1-What is the Academic plagiarism

Taking someone else's work and submitting it as your work without adequate mention of the source (as in the table above).

Examples of Plagiarism may include, but are not limited to:

- Repetition of material culled from the internet and / or any other source of reference which is represented by the student as their own work without proper differentiation, immediate referencing and acknowledgement.
- Paraphrasing of another's work by simply changing a few words or altering the order of presentation, without clear source identification and acknowledgement.
- Unidentified and unacknowledged quotation of phrases from another's work.

Properly writing and indicating the references well help you to avoid being accused with plagiarism. However, it doesn't guarantee receiving the full mark.

2- Punishment to academic plagiarism

The punishment to academic plagiarism may take the following forms according to level of the academic breach

- 1- Zero in the assignment and receive Academic Warning
- 2- Zero in the assignment and receive Academic Warning with recommendation to the program manger to take more action if the action is repeated (as indicated in the student handbook section # 5).

توضيح هام للطلاب

1- ماهو الانتحال الاكاديمي

تقديم عمل و مجهود شخص اخر على انه من عمل الطالب من غير توضيح مصدر العمل كما هو موضح اعلاه

كتابة و توضيح المراجع والمصادر بشكل دقيق وامين تعفى الطالب من الانتحال الاكاديمي و لكنها لا تضمن بالضروره الحصول على الدرجة الكامله

2- عقوبات الانتحال الاكاديمي

عقوبات الانتحال الاكاديمي و حسب درجة الانتحال و تكراره قد تأخذ احد الاشكال الاتية :

- 1- اعطاء الطالب صفر فى درجة العمل مع انذار اكااديمي يحفظ فى ملف الطالب
- 2- اعطاء الطالب صفر فى درجة العمل مع رفع توصية لمدير البرنامج باتخاذ اجراء تاديبية اخرى فى حالة تكرار الفعل (كما موضح فى دليل الطالب باب 5)

Honor Code Pledge: In case of not complying with the above, the student will be penalized accordingly.
I confirm that I fully understand the above mentioned points regarding Academic Integrity

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Group Project: Only three students in each group

Outline of assignment:

In group of three, choose a topic from the list below and use to arrive at a narrow topic that you could address in a two to three-page arguments (1200 words). The following list provides topics that can be used to practice the skills we learnt in critical thinking. Write an argumentative essay to defend your opinion on **ONE** of the following issues:

- 1- **The issue of unemployment in the World: What can be done?**
- 2- **The issue of psychological impact of failure in interview: What can be done?**
- 3- **The issue of lack of communication skills during job search: What can be done?**
- 4- **Is face-to-face interaction with professors more effective than online sessions and lectures? If no, what can be done to improve online sessions?**
- 5- **Employers are frequently reported as saying fresh graduates are not workplace ready. Do you agree or disagree?**
- 6- **Transferable skills – what are they and why do we need them?**
- 7- **Why do some jobs carry more fame than others?**
- 8- **How many different jobs can one expect to do over his/her lifetime?**
- 9- **Gender – Is there any category which defines male jobs & female jobs?**
- 10- **How does working from home affect your work performance?**

The debate regarding above topics is multidimensional. Some believe these issues are ethical issue that solely relies on the person. Others argue it goes far beyond personal responsibility to include other factors (e.g., mental illness, education etc.). Social scientists and other professionals have their own theories on these issues, the students are asked to select a theory (a cause) for any of these issues and base their writing from that standpoint. Currently, some of these issues have no clear answers, this will be the students' task, to create answers based on evidence and create a solution plan to solve the issue students pick.

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Writing Tips:

- 1- Explain the problem identified in this project and provide a definition for this problem. The problem is expected to be clearly and thoroughly identified, described, and defined
- 2- Examine the different theories (point of views) of why the problem exists and explain your findings using bias-free language. A minimum of two sources is required.
- 3- Based on the conducted research students can form a judgement (student position) as to why the issue exists and state that position as the main cause after analyzing and acknowledging others' perspectives on the topic. Use bias-free language and strong evidence to support this position.
- 4- Next, students should create a solution for selected issue to explain in detail how to solve the issue. A well-developed solution will include evidence that combines cited information with the student's creative thinking to solve the issue. The solution can be presented as a step-by-step action plan and/or described in a way that can be applied to the real-world today. Use bias-free language and strong evidence to support this position
- 5- Provide a conclusion that explains the need to implement this solution. The conclusion will include logical consequences that support and/or justify the solution. Summarize this work, and explain the consequences of the issue, if ignored, and why the solution presented in writing is necessary to implement

Your project should have the following parts and should follow the stated format.

1. Provide the clear title of your topic.
2. Introduction – this includes the background and motivation for your topic. Review of current literature/definition related to the topic should be included here. The main topic and the purpose of the paper you are writing.
3. Paragraph 1 related existing theories on the issue
4. Paragraph 2 students' position and judgement after analyzing and acknowledging others
5. Paragraph 3 students' solution to the problem that how it can be solved
6. Conclusion supporting your views and suggestion on this topic.
7. The language used in the paper is factual and evidence based, free from bias.
8. Refer the resources from KIC library along with other suitable sources
9. Bibliography – A list of the references you used in working and writing the paper. Make sure to use the APA style of referencing.
10. Use Times New Roman Font size 12 in the entire assignment except on Titles and Sub Titles which must be written in bold letter. The space must be double, the margins: left and top margins must be 1.5, the right and bottom must be 1.
11. Submit the soft copy on Blackboard.
12. Late project submission will be subject to 2 mark deduction each day.
13. Make sure your writing is your own work and reflects your personal impressions and opinions (review the *Plagiarism Policy* of the College). Your work should also be concise and well organized.
14. The argument that you make should be clear, concise and presented logically

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Note:

- *Students are required to write the project in word*
- *PPT should briefly include all the points*

Project Marking Scheme

Assessment Criteria	Marks allotted	Assessment Scheme
Content	20	2.5 marks for Introduction-Thesis statement and background details 5 marks for body paragraph one, existing theories on the issue presented with evidence to support 5 marks for body paragraph two, students' position and judgement after analyzing and acknowledging others with evidence to support 5 marks for body paragraph three, logical solution argument with evidence to support 2.5 marks for conclusion, support your point of view
Structure	4	4 marks for organization of ideas
Language, grammar, spelling and punctuation	3	3 marks for correct grammar, spelling and punctuations
References	3	3 marks for references using KIC Library
Content	30	

Presentation Assessment criteria

Evaluation Point	Mark	Assessment Guidelines
Personality/ attitude/ Confidence	4	Self-confidence / Manner / Attitude and Enthusiasm / Body Language / Interaction / Greeting & thanking audience.
Organization and language proficiency	6	Self-introduction / Introduction of topic / Outline of work / Manner of delivery (Reading!) / Development and support of main points / Effective conclusion (Summary / Recommendations) / Response to comments and questions /
Presentation and Arguments/application of CT standards	10	Clarity of vision / Coverage of topic / Accuracy of details / Up to date information / Plagiarism / Knowledge and expertise of speaker
Total	20	

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Holistic Rubric for Grading Critical Essays*

Excellent (19-20)

The student clearly identifies the main point or conclusion of the argument. The main supporting arguments are identified clearly, accurately, and completely. The student's evaluation of the supporting arguments is specific, clear, thorough, and cogent. The student's overall evaluation of the argument is stated clearly and is strongly supported by the arguments provided.

Very Good (17-18)

The student clearly identifies the main point or conclusion of the argument. The main supporting arguments are, with minor exceptions, identified clearly, accurately, and completely. The student's evaluation of the supporting arguments is, with minor lapses, specific, clear, thorough, and cogent. The student's overall evaluation of the argument is stated clearly and is substantially supported by the arguments provided.

Good (15-16)

The student more or less identifies the main point or conclusion but fails to describe it with complete accuracy. The main supporting arguments are generally identified correctly, but not as clearly, accurately, or completely as in level 4 or 5. The student's evaluation of the supporting arguments is substantially sound, but notable deficiencies exist in terms of clarity, specificity, thoroughness, and/or cogency. The student's overall evaluation of the argument is stated clearly and is generally supported by the arguments provided.

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Fair (10-14)

The student more or less identifies the main point or conclusion but fails to describe it with complete accuracy. The main supporting arguments are generally identified correctly, but some arguments are unidentified or are identified vaguely or inaccurately. The student's evaluation of the supporting arguments, while not wholly unsatisfactory, contains serious deficiencies in terms of clarity, specificity, thoroughness, and cogency. The student's overall evaluation of the argument is stated unclearly, and is, to a substantial degree, unsupported by the arguments provided.

Poor (below 10)

The student fails to identify the main point or conclusion. The student fails to identify all or most of the main supporting arguments or identifies them vaguely or inaccurately. The student's evaluation of the supporting arguments is seriously deficient in terms of clarity, specificity, thoroughness, and cogency. The student fails to state an overall evaluation of the argument or states it vaguely or ambiguously. The arguments offered to support the overall evaluation are weak and provide little or no support for the conclusion.

0 No answer is attempted.

* The format and some of the language of this rubric is borrowed from Grant P. Wiggins, *Educational Assessments to Inform and Improve Student Performance* (San Francisco: Jossey-Bass, 1998), p. 166