

ES2660

Communicating in the Information Age

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Module Description

In a context of prolific production and convenient access to content and innovation in the Information Age, how should one critically process and clearly communicate ideas to various audiences? In this module, students will learn to question and articulate their analysis of assumptions and assertions on issues facing the Information Age through processes such as identifying bias and substantiating arguments. The Ennis' (2013) taxonomy of critical thinking dispositions will be employed to develop students' analytical thinking skills and their ability to articulate cogent responses to arguments or to defend their own positions in both written and oral form.

This module is taught over one semester with two 2-hour sectional teachings per week for 12 weeks.

Pre-requisites: ES1100, ES1102, ES1103

Aims

The aims of ES2660 are that students will learn how to use and demonstrate these:

- **Skills** – analysis, evaluation, synthesis, construction and deconstruction of argumentative texts, present a cogent argument in speech and writing, communicate effectively in academic conversations
- **Knowledge** – Ennis' taxonomy of critical thinking skills and dispositions, Barrett's taxonomy of comprehension, depth of knowledge in an IT topic of choice
- **Attitudes** – habit of mind in using CT skills and dispositions, care for accuracy, circumspection, drawing warranted conclusions, making reasonable inferences, holding considered and/or evidence based opinions.

Communication Learning Objectives

By the end of the course, you should be able to:

1. Consistently and conscientiously use a critical thinking rubric designed by yourselves, based on your understanding of Ennis' Taxonomy of critical thinking skills and dispositions to evaluate any given argumentative text – written, spoken or graphic.
2. Develop and use a framework to ask questions which mine for meaning, e.g. using or refining a comprehension framework such as Barrett's Taxonomy for understanding text in different modes.
3. Articulate your ideas, views and analyses confidently and cogently, with appropriate and accurate substantiation:
 - By participating in academic conversations, e.g. panel discussion
 - By writing a position paper (700-850 words) answering your own live question.
4. Apply skills and strategies for thinking and speaking on your feet via extemporaneous speech.

Teaching and learning format

Deep learning

The pedagogy that drives this course is based on Bigg's (1999) article on motivating students towards deep learning. We take this to mean that not only should students know what constitutes a fair and solid argument, they also know how and why it is important for them to construct such arguments, just as much as they know how and why arguments they read or hear when deconstructed are insufficiently robust, or incompletely robust.

Learning by discovery

Where appropriate, we would encourage students to learn by discovery. That is, we will provide the materials and prompts, but students should think about key learning points in pre or post activity reflection and cogitation.

Scaffolded learning

We have designed a learning ladder which means that one activity leads into the next activity. So the bigger objectives are broken up into component parts. The big ask in terms of learning, is for students to put everything together and take ownership of the notion of developing a habit of mind in how they think, speak and write.

The pleasure principle

Hattie and Donahue (2016) have argued that in order to develop strong motivation in a course, students need to understand how to succeed and they should also take pleasure in their learning. To this end, we will provide rubrics and rationale for assessments so that students know the criteria for success. We will also endeavour to make the course as enjoyable as possible. This is not to say we are dumbing down, just to say we will try to avoid being too heavy on the theory, and focus more on helping students develop the key learning skills in communication and critical thinking. We use materials from the information age in order to tap into topics students should be familiar with and have already at least general knowledge about. It would then be easier to achieve a deeper understanding by researching on selected topics.

Assessment Description

Structure

The course begins with an introduction to Ennis' Taxonomy of Critical Thinking Skills and Dispositions, and is followed by supporting activities designed to apply understanding of the skills and dispositions. There are basically ten essential skills and dispositions which will be presented over Tutorials 1-10. Interspersed will be various formative assessments to enable students to put together the various skills. Formative assessments are so called because students will get feedback but there will be no marks. In other words, they are scaffolded exercises and allow students to learn by discovery in a safe learning environment since there are no marks that carry into the continuous assessment. This is followed by summative assessments of a similar nature after students have had a chance to reflect on the key learning points. This pattern of theory + application exercises → formative assessment + feedback → summative assessment is iterated twice more in the course.

ES2660 is 100% based on continuous assessment. There is no final exam.

It is important to show sustained engagement throughout the course in order to maximise the extrinsic rewards of marks.

Components for Continuous Assessment (CA)

Assessment	Tasks	Weighting	When (due)
CA1 Story-Retelling	Group presentation	5%	Week 3 28/29 Jan
CA2 Group Project	(a) Project paper	15%	Week 6 21 Feb
	(b) Oral presentation	10%	Week 6 15/16 Feb & 18/19 Feb
CA3 Panel Discussion	Discussion (academic conversation/debate)	10%	Week 8-9 11/12 Mar & 15/16 Mar
CA4 Position Paper	Written paper	30%	Week 11-12 11 Apr
CA5 Wild Cards	Impromptu talk	15%	Week 13 12/13 Apr & 15/16 Apr
Class Participation	Being in class in body, mind and spirit (4 components)	15%	Throughout
Total CA	written: spoken = 50:50 group: individual = 25:75	100%	

Please read the section ES2660 Assessments and Rubrics for details.

Plagiarism versus Originality

Copying ideas from other sources or forgetting to acknowledge other sources is called plagiarism and it is a sign of intellectual dishonesty and or a lazy habit of mind. Please be reminded that plagiarism is viewed seriously by the University. Please visit the link <https://libguides.nus.edu.sg/new2nus/plagiarism> and make sure you fully understand NUS policy on academic dishonesty.

You then have to take the plagiarism quiz (in LumiNUS Assessment folder) by the end of Week 4.

There is a premium placed on originality, especially in university. The chief training you receive in any tertiary institution, is the training of your mind to think critically. Therefore, your critical thinking value add on sources that you have read is where the marks come from. You will be rewarded for the depth, breadth and analytical vigour of your views on the sources of information used in spoken or written communication on this and every other course in your degree.

ES2660 Assessments and Rubrics

We assess what we teach in the course objectives. You should be able to identify what information looks like in the information age – words, pictures, words spliced together or juxtaposed against pictures, words from multiple perspectives, a text by one author and many comments by readers, to which you will add your own analysis – this is assessed in the group project, panel discussion and position paper. And since we say you should be able to think and speak on your feet, there will be an impromptu speech assignment which is called “wild cards”. You will be assessed both in spoken and written communication. Both forms will be at the level of academic conversations, or essentially, the articulation or the nexus of **content** (knowledge), **language** (communication) and **thought** (critical thinking).

The rubrics assess the three main components of articulation. There are different rubrics for spoken and written communication as the skills differ slightly according to the context. These rubrics are also used to give you feedback which you can use to improve your performance and to gauge your own progress. Note that both quality and quantity will be considered in the assessment.

Content Components	Language Components	Thought Components
<p><i>Content Knowledge</i></p> <p>Depth/breadth shown; sources mentioned</p>	<p><i>Language use</i> e.g. questions/discussion frames/</p> <p><i>Nonverbal language use</i> e.g. engagement through eye contact/posture</p> <p><i>Interacting in an academic discussion</i> e.g. facilitator/summariser/time keeper/devil’s advocate/harmoniser, tasks undertaken successfully</p>	<p><i>Critical Thinking skills</i> (Ennis, 2011)</p> <p>Open-minded /analytical /intellectual curiosity/scepticism, etc. seen consistently as might be seen in POV (roles played), e.g. government/techno-preneur/public/professional, roles played convincingly, consistently</p>

CA1 Retell a Tale (5%) – group

Date: Week 3, Tutorial 4 (28/29 Jan 2021)

Task description

The Jaq and the Beanstalk activity in class models how a critical thinker may integrate comprehension skills with critical thinking skills and dispositions to deconstruct and evaluate an argument. In this follow-up activity, students are encouraged to choose an old story to interrogate a narrative, and retell it. Each group chooses a fairy tale/myth/folklore/familiar story. Your group should present your re-telling of the 'story' to the class in [Week 3, Tutorial 4](#). The format you choose is up to your imagination. It could be a traditionally told story illustrated with drawings, or it could be a live or videotaped re-telling; it may be in song, rap or poetry or parody. Whatever the format, all group members must have had an equal or near equal part to contribute. The presentation must not exceed 10 minutes. Note that there is a greater emphasis on *substance* than on *style* in the assessment rubrics given below.

Objectives

Communication Learning Objective:

By the end of the course, you should be able to (a) develop and use a framework to ask questions which mine for meaning, and (b) develop skills and strategies for thinking and speaking on your feet.

More specifically, the aims of this task are to:

- Combine Barrett's and Ennis' taxonomies
- Demonstrate how claims and assumptions may be challenged
- Question common conclusions (e.g. in myths and fairy tales)
- Challenge the status quo
- Draw reasonable inferences
- Show creativity and imagination, e.g. in the telling of the tale, the inferences drawn and the implications or ramifications foreseen.

Assessment rubrics

Component	Criteria for Success
Comprehension (Barrett's)	<ul style="list-style-type: none"> • Interesting and relevant details chosen • Clearly a new interpretation or highly original twist to the tale. • Systematic exploration and/or expression of the different levels of comprehension possible, could show understanding of Barrett's taxonomy of comprehension, seen in choice of words, inferential meaning, literal and metaphorical understanding
Critical thinking (Mental tools)	<ul style="list-style-type: none"> • Evidence of some assumption/status quo/belief challenged. • CT skills and dispositions shown throughout the retelling, • Analysis is perceptive, mental tools used, fallacies identified • Significance of new 'moral' or 'message'
Style	<ul style="list-style-type: none"> • Quality of delivery, visuals, production; creativity

CA2 Group Project (25%)

Dates

CA2a Group Project Paper: end of Week 6 (21 Feb 2021)

CA2b Group Oral Presentation: Week 6 (T9: 15/16 Feb and T10: 18/19 Feb)

Task description

One way of dealing with huge amounts of information from various sources and in various forms, is to process all information critically. To do so we need to crack the 'code' the information is in – this code could be words, images, numbers, sound, colour or indeed a combination of several media. No matter how the information is coded, we need to express our understanding and views in words. The aim of this project is to **develop a way of processing and evaluate information**, henceforth referred to as "**rubric**" and to demonstrate that it works by applying it to **two** sources of information. The first source will be your pilot test that you will write up in the critical reflection and the second test is on the prompt* that we will send you a few days before you are to demonstrate in class through an oral presentation how your rubric works.

You should also be able to persuade us that your rubric is effective because it is easy to remember and use. This will be an opportunity for you to show creativity and imagination, e.g. telling us about how your rubric works in a story is one way of capturing our attention.

Objectives

Communication Learning Objective:

By the end of the course, you should be able to (a) develop and use a framework to ask questions which mine for meaning, and (b) consistently and conscientiously use a critical thinking rubric designed by yourselves, based on your understanding of Ennis' Taxonomy of critical thinking skills and dispositions to evaluate any given argumentative text – written, spoken or graphic.

Details of assessment

This assessment comprises 2 components: the project paper and the oral presentation.

(a) Project paper (written) – maximum 5 pages, 11 pt font, single-spaced (15%, group mark)

- i. Each individual should have read and reflected on Ennis (2013). This project requires you to show a degree of deep learning by **formulating a rubric** useful for evaluating different forms and sources of information in the information age, e.g. website or online news. The rubric should be largely, though not necessarily exclusively, based on Ennis (2013).
- ii. **Apply the rubric** to evaluate an online information source of your group's choice.

(b) Oral presentation – about 4 min per speaker, maximum 20 min per team (10%, individual mark)

- i. The team will be given a prompt* (an online information source) in Week 5, in advance.
- ii. Team members should discuss how their rubric can be used to assess and evaluate information in the specified source.
- iii. The resultant discussion points should then be divided among the team members. Each team member will present a section.

- iv. At the end of all the short presentations, the team will take questions from the rest of the class who have been their audience. Make sure each and every member of the team gets some chance to answer at some point. You must be inclusive.

***Sample Prompt**

“How can your rubric be used or adapted for use on the 5-minute video at this link:

<URL> _____ in order to assess the veracity of the information or the claims made therein?”

Possible information sources: online news articles, video or an organisation’s website

Assessment rubrics

Project Paper (15%)

Component	Descriptors
Substance & Content Knowledge (30%)	Knowledge and understanding of Ennis (2013) and CT skills/frameworks and application
	Substantial basis provided for rubric derivation (clearly linked to Ennis)
	Knowledge of the topic in the chosen source
	(Bonus) Relevant cross references to other works and authors
Analysis (40%)	Scope of rubric and its application
	Organization of rubric
	Ease of use of rubric/mnemonic
	Evidence of CT skills and dispositions in evaluation of source
Articulation (30%)	Language use, style and coherence of the entire paper (includes organization and structure)

Oral Presentation (10%)

Component	Descriptors
Content & Organisation (50%)	<ul style="list-style-type: none"> • Good content knowledge • Systematic development of ideas with suitable signposting • Logical reasoning • Clear and appealing design of visuals
Delivery (40%)	<ul style="list-style-type: none"> • Clarity of articulation • Fluency of expression • Engagement of the audience • Effective use of visuals to aid delivery
Q&A (10%)	Ability to handle questions politely and accurately

CA3 Panel Discussion (10%)

Date: Week 8, T14 (11/12 Mar) and Week 9, T15 (15/16 Mar)

Task description

This semester we will be exploring the umbrella topic: *IT and the vulnerable in society*. You are expected to be well informed about some of the various IT solutions and applications that have been developed or considered to help the vulnerable members or groups in society, not just in Singapore, but also in other parts of the world. How effective are these solutions? What might be some of the issues surrounding their use or implementation? Do you know of any problems encountered by the vulnerable in society that IT may have a solution to? There is much to be explored under this topic: you should therefore pick a specific area, e.g. healthcare, education, children with special needs, the elderly, etc that particularly interests, or worries you and your group. You may explore the topic from a moral, socio-political or technological lens.

It is this particular aspect that you will be sharing your thoughts on during the panel discussion in [Week 8, Tutorial 14](#) and [Week 9, Tutorial 15](#). A panel discussion comprises panellists who have knowledge about a topic and who may have different points of view about it. You are expected to research the given topic and prepare to share your information as a panellist. The panel discussions are graded as CA3.

It is envisaged that the panel discussions will lay the ground work for CA4, the position paper. Each student would have taken part in one panel discussion and be better informed in one aspect of the topic, and because they have heard three other panel discussions, they will be better informed generally about other aspects of the topic. This will give each of you quite a lot of information from which to decide on a “live question” and it is this live question that forms the basis of your position paper.

Objectives

Communication Learning Objective:

By the end of the course, you should be able to articulate your ideas, views and analyses confidently and cogently, with appropriate and accurate substantiation:

- By participating in academic conversations, e.g. panel discussion

More specifically, the aims of this task are to:

- research and share topic-specific information in a panel discussion
- engage in ‘academic conversations’ regarding your position papers

Details of assessment

- (i) In your teams, find a sub-topic within the umbrella topic that you would like to focus on, e.g. a certain industry sector or a particular vulnerable group.
- (ii) Brainstorm interesting angles or issues on that sub-topic and resources.
- (iii) Individually, choose one issue to read up on, and share one article on the chosen issue with the rest of your team mates.
- (iv) Read all the articles before the panel discussion.
- (v) Discuss the sub-topic at the panel. You are the ‘expert’ on the issue of your choice.
- (vi) After the 30-minute discussion, there will be a Q & A session where the audience can ask questions for the panellists to answer.

Assessment rubrics

Panel Discussion (10%) – individually graded

Component	Criteria for Success
Content knowledge	<ul style="list-style-type: none"> • Shows knowledge in topic, with relevant examples • References credible evidence and their sources • Sets parameters of discussion/giving outline or overview • Shows knowledge of counter argument and ability to rebut • Able to handle Q & A
Critical thinking (skills and dispositions)	<ul style="list-style-type: none"> • Contributes ideas with O-R-E (opinion, reasons, evidence /example) • Is open-minded to ideas and feedback • Defines key terms • Builds on contributions • Clarifies information or understanding • Establishes and challenges assumptions • Evaluates contributions • Forms hypothesis • Judges conclusions • Synthesises information
Language (Word choice, discussion frames, clarity, conciseness and fluency; vocalics)	<ul style="list-style-type: none"> • Articulates clearly • Uses suitable word choices • Uses suitable language structures • Uses suitable discussion frames • Is concise • Is fluent
Non-verbal (body language, facial expressions)	<ul style="list-style-type: none"> • Maintains eye contact • Body language shows interest and engagement in the discussion • Speaks spontaneously rather than reading from notes
Interpersonal communication (etiquette, respect, sensitivity)	<ul style="list-style-type: none"> • Displays appropriate discussion behaviour, e.g. <ul style="list-style-type: none"> - holding own ground - disagreeing tactfully - jumping in - inviting (others) in - giving way - agreeing with others • Shows willingness to be part of a community of learners

CA4 Position Paper (30%)

Date: end of Week 12 (11 Apr 2021)

Task description

This semester we will be exploring the umbrella topic: ***IT and the vulnerable in society***. For the position paper, upcycle information and research on the topic that you already have from your panel discussion, and ask a live or a searching question about it that you can explore your response to in the paper, e.g. “Do school closures and distance learning exacerbate the digital divide?” Identify a controversy or issue and take a position on it. Alternatively, you could also choose to challenge the status quo and **argue** for a novel solution to be implemented.

Your paper should be between **700 and 850 words**, and your reader can be assumed to be an educated professional, though not necessarily in the IT field.

Communication Learning Objective:

By the end of the course, you should be able to articulate your ideas, views and analyses confidently and cogently, with appropriate and accurate substantiation:

- By writing a position paper answering your own live question.

Paper writing tips

- Ask a live or searching question on ONE specific focus that you wish to address. This question usually identifies some underlying issue or problem that should be addressed or solved.
- Based on your thinking about the source information, and after evaluating the main arguments or differing points of view, formulate your own conclusions.
- Write a persuasive, i.e. argumentative position paper beginning from the short background of the question you have formulated, state your thesis, develop your position giving supporting details backed with source information, showing how your points are cogently linked, before coming to an overall conclusion.
- Show what evidence you have by using in-text citations, end-of-text references and distinguishing between the source author’s voice and your own critical thinking value-add.
- Remember that you need to display critical thinking skills, an intellectually curious mind that has asked itself clarifying, elaborating and probing questions and answered them.
- Finally, challenge the status quo, if possible because that sort of question can lead to a new way to solve an existing problem.

You are expected to submit the draft paper in Week 11, Tutorial 20 and peer review two other drafts within your team by [Fri/Sat, 2/3 Apr, 2359h](#) (**Note**: deadlines may vary according to the project teams). In your peer review, you should demonstrate how well you have transformed head knowledge of comprehension and critical thinking skills/dispositions into a habit of mind. Demonstrate analytical and evaluative skills, questioning skills and tact in the questions and comments you write for each other’s essays.

You will be given a 10-15 minute slot to consult with your tutor on the draft in [Week 12, Tutorial 21/22](#). Prepare questions to ask your tutor during the brief consultation – they could be queries about specific points relating to the development of your argument, or about your peer reviewers’ suggestions that you are unsure whether to take up on. Your draft will not be graded, nor should you expect detailed feedback on it from your tutor.

Make revisions to your paper based on any salient points from the peer reviews and tutor consultation, and submit the revised paper after the discussion by the given deadline.

Late submissions not supported by a medical certificate or other valid reason, will be penalized (see Penalties on p. 12).

Plagiarism will be severely penalised. On a brighter note, originality and critical thinking will be rewarded.

Assessment rubrics

Position Paper (30%)

Component	Ennis’s Taxonomy Checklist of CT skills/ dispositions	Criteria for success
<p>Content – Scope Delineation and definition</p>	<ul style="list-style-type: none"> - <i>Being open-minded</i> - <i>Seeking the truth</i> - <i>Taking a position</i> - <i>Seeking precision</i> - <i>Defining terms</i> - <i>Taking into account the whole situation</i> 	<ul style="list-style-type: none"> • Live question shows curiosity and/or addresses a controversial issue (not too common). • Context provides rationale for the thesis (should be reasonably original). • Thesis is thoughtful and reasonable; states position clearly. • Scope is clearly defined, suitably narrow and focused. • Key terms are clearly defined. • A clearly delineated argument answers the live question. • Ability to foresee the implications and further ramifications is evident.
<p>Content – Substance Substantiation and selection,</p>	<ul style="list-style-type: none"> - <i>Being well-informed</i> - <i>Using credible sources</i> - <i>Using existing knowledge</i> - <i>Circumspect/judicious evaluation and conclusions</i> - <i>Intellectual curiosity</i> - <i>Claims /evidence</i> - <i>Systematic definitions/ categorisations</i> 	<ul style="list-style-type: none"> • Knowledge and understanding of content – breadth and depth are displayed. • All claims are supported by evidence. • Sources have been carefully selected – relevant, credible and balanced range. • Logical and thoughtful synthesis of information from sources.
<p>Vigour Of analysis</p>	<ul style="list-style-type: none"> - <i>Evaluating and assessing sources</i> - <i>Making and judging inference, assumptions, judgements and conclusions</i> - <i>Employing CT abilities and dispositions</i> - <i>Thinking suppositionally</i> - <i>Checking the quality of metacognition</i> 	<ul style="list-style-type: none"> • Arguments are logically sound and reasoning is clear. • Maturity and nuance in arguments are displayed • Critical analysis and evaluation of the information sources are provided, e.g. how information has been verified by triangulation or corroboration. • CT value-add on information from sources is evident. • All conclusions are warranted, based on evidence and reasoning. • There should be no over-generalisations nor fallacies used.

<p>Organisation and coherence</p>	<ul style="list-style-type: none"> - <i>Dealing with things in an orderly manner</i> - <i>Being clear about relationships between reasons and conclusions</i> 	<ul style="list-style-type: none"> • Mechanics of an argumentative paper are present, e.g. clearly identifiable thesis, topic sentences, supporting details, counter arguments, refutations, effective summary and conclusion, reiteration of the thesis. • Argument is cogent overall, from linking ideas between paragraphs and linking back to the thesis. • Cohesive devices, transition signals and sign-posting show clear links within each paragraph.
<p>Language and confidence</p>	<ul style="list-style-type: none"> - <i>Showing confidence in reasoning and presenting a position</i> - <i>Dealing with rhetorical strategies</i> 	<ul style="list-style-type: none"> • Writing is clear, concise and complete; vocabulary is precise and sentences are well formed structures. • Rhetorical strategies – logos, pathos and ethos – are used in a balanced and appropriate manner to strengthen the reasoning and advance the position. • Information sources are skilfully integrated into writing (no patch-writing). • Clear distinction is made between source information and the essay writer’s view of that information. • Academic style is evident, including suitable use of hedging to show circumspection.” • Careful documentation of source information is shown through in-text citations and end-of-text references following a recognised citation style.

CA5 Wild Cards (15%)

Date: Week 13, T23 (12/13 Apr) and T24 (15/16 Apr)

Task Description

Wild cards are short prompts and they may be in any medium – graphics, video, audio, text, photo, or a combination of more than one medium. This should not be surprising to you after a semester of looking at information from various sources in various forms. Prompts are based on current affairs, general IT topics, the IT umbrella topic for the essays in the semester you are taking the course, general Singapore-based topic, or a general knowledge topic. You will have some class time to practice putting together your considered opinion on an issue and this is an opportunity to show how much it has become a habit of mind that you can apply critical thinking to a given prompt and answer cogently.

Communication Learning Objective:

By the end of the course, you should be able to apply skills and strategies for thinking and speaking on your feet via extemporaneous speech.

Details of assessment

You will be given 4 minutes to read, watch, listen and think about the prompt. You will then speak on the prompt for 1-2 minutes. During that time, tell us how you have used your CT skills and dispositions to deconstruct the message and say why you think it is a fair or unfair message. Do not waste time paraphrasing or retelling the prompt. Just go straight into the salient points.

Formative assessments will be conducted throughout the course where students take turns to give impromptu short talks in class, including (not exclusively):

- Reflections on key learning points from class activities
- Video prompts
- Articles/readings
- Graphic stimuli

There will also be a dry run in [Week 11, Tutorial 20](#) to simulate assessment conditions.

Assessment rubrics

Wild Cards (15%)

These criteria (not all may apply to any particular prompt) will be marked holistically, meaning that the **overall quality of the deconstruction** of an argument and the **overall articulation** of an opinion based on evidence will be taken into consideration in the award of marks.

- ✓ Deconstructs wild card cue systematically using CT tools*, e.g. defining key terms, identifying premises, etc.
- ✓ Supports assertions/stand with reasons
- ✓ Shows understanding of others' points-of-view
- ✓ Able to defend own views and refute others' views
- ✓ Identifies flaws in assumptions and line of reasoning
- ✓ Questions/probes beneath the surface to deal with the complexity of issues, implications, applications and ramifications
- ✓ Shows content knowledge
- ✓ Is judicious and careful in conclusions
- ✓ Is clear and fluent in delivery
- ✓ Uses vocabulary and language structures skilfully to convey meaning and nuances
- ✓ Shows confidence and ability to engage the audience with appropriate rhetorical strategies

*Words such as "triangulation/corroboration/empirical/anecdotal evidence, fallacies, assumptions, pathos, ethos, logos, logic, rhetoric, circumspect, judicious, warranted" etc. are used appropriately. See Glossary of CT tools in LumiNUS Extras.

Class Participation (15%)

Class participation has been broken down into 4 components, which approximate to your being in class in body, mind and spirit.

In Body 5%	In Mind 45%	In Spirit 50%	
		Critical reflection of Ennis (20%)	Peer Review (30%)
Throughout the course: <ul style="list-style-type: none"> Attends class regularly Attends punctually (Explains absence and attempts make-up) Shows threshold preparedness for class 	Throughout the course: <ul style="list-style-type: none"> Participates in class Shows interest by asking or answering questions Picks up on points raised in class and elaborates, clarifies, supports, without hogging Treats others or the POVs of others with kindness and respect 	<ul style="list-style-type: none"> Hands in homework Shows knowledge and understanding of Ennis (2013) and critical thinking Presents a reasoned response to Ennis (2013) in a suitable academic style 	<ul style="list-style-type: none"> Completes the peer review task by the stipulated deadline Provides at least 3 comments/questions addressing the content and/or articulation of the argument in each draft. Demonstrates critical thinking and constructiveness in the comments given

PENALTIES

1. Written assignments, i.e. CA2 Project Paper and CA4 Position Paper

Late submissions	Exceeding of word limit	Penalty
<ul style="list-style-type: none"> 15 minutes' grace due to potential technical issues If there is a problem with LumiNUS, please take a screenshot of the error message 		
Up to 24 hours	Up to 10% above word limit	10% of total mark
*Beyond 24 hrs	**Beyond 10% above word limit	*Not accepted/ Case-by-case for students with special needs or extenuating circumstances **Will not read beyond 10% above word limit + apply 10% penalty

You should email your tutor if you have a special reason for not submitting your assignment on time.

2. Oral assignments, i.e. CA1 Retell a tale, CA2 OP, CA3 Panel Discussion, CA5 Wild Card

Assessor will stop the assessment at the time limit, with grace period provided for possible lag due to connectivity issues.

ES2660 COURSE SCHEDULE (AY2020/2021 Semester 2)

Week	Mon/Tue	Thu/Fri	Intended Learning Outcomes ¹	Tutorial Activities	Assessments
2 18/1-23/1	T1: “The answer to life ...” – Introduction to the module	T2: “Jaq and the Beanstalk” – Barrett’s taxonomy	<ul style="list-style-type: none"> Analyze and evaluate Ennis’s taxonomy of CT Present own understanding of Ennis’s Taxonomy in own rubric Use Barrett’s taxonomy to analyze the meaning of a text Demonstrate own CT rubric on given prompt Demonstrate systematic analysis of a given prompt 	<ul style="list-style-type: none"> Read and analyze Ennis (2013) Learn about Barrett’s taxonomy of comprehension skills Analyze Jaq and the Beanstalk (Wk 2-5) – Draw up a shortlist of the most relevant CT skills and dispositions for dealing with the sort of multimedia short texts that proliferate in the information age 	
3 25/1 & 30/1	T3: “The new tortoise and the hare” – Assumptions 1	T4: “Once upon a time...” –Assumptions 2		<ul style="list-style-type: none"> Choose an old story/myth/fairy tale Mine for meaning using Barrett’s taxonomy of comprehension skills Question the assumptions, bias and values, then re-tell the tale with an original twist whilst also demonstrating CT skills and dispositions Present to the class 	T4: CA1 Retell a Tale Presentation
4 1/2-6/2	T5: “Singapore’s dark side” – Analyzing and evaluating online sources 1	T6: “The Welcome” – Analyzing and evaluating online sources 2		<ul style="list-style-type: none"> Mine for meaning in an article and video using Barrett’s taxonomy of comprehension skills Use selected/targeted CT skills and dispositions to analyze the article and video Write an individual critical response to Ennis (2013) 	CA2 Paper drafts due at least 2 days before T7/T8
5 8/2 – 13/2	T7: Group project conference Teams A and B	T8: Group project conference Teams C and D <i>(Lunar New Year PH – make-up sessions to be arranged)</i>		<ul style="list-style-type: none"> Show progress of project in a conference with tutor. Complete Group Project with teammates. 	

¹ Intended learning outcomes as defined by Blooms, referenced from <https://tll.mit.edu/help/intended-learning-outcomes> as ‘skills, knowledge, attitudes’ but using Ennis’ taxonomy of CT skills and dispositions

Week	Mon/Tue	Thu/Fri	Intended Learning Outcomes	Tutorial Activities	Assessments
6 15/2 – 20/2	T9: Project presentations Teams A and B All to attend	T10: Project presentations Teams C and D All to attend		<ul style="list-style-type: none"> Project presentation – rubric Project presentation – application of rubric to given prompt Submit Project Paper 	T9/10: CA2 OP; Paper due on 21 Feb 2359h
RECESS 21/2 – 28/2				<ul style="list-style-type: none"> HW – read around the umbrella topic and select an area of interest for your team Form considered opinions Anticipate and refute objections 	
7 1/3 – 6/3	T11: Why did Zoom win? – Conducting academic conversations 1	T12: 12 angry men – Conducting academic conversations 2	<ul style="list-style-type: none"> Analyze academic conversation structures 	<ul style="list-style-type: none"> Fishbowl Discussion Academic conversation skills observations 	
8 8/3 – 14/3	T13: Questions dead or live – Preparing for the Panel Discussion	T14: Panel Discussion Teams C and D	<ul style="list-style-type: none"> Apply academic conversation structures 	<ul style="list-style-type: none"> Panel Discussion practice and assessment 	T14 and 15: CA3 Panel Discussion
9 15/3 – 20/3	T15: Panel Discussion Teams A and B	T16: “Criminal Minds” – Drawing warranted conclusions	<ul style="list-style-type: none"> Avoid jumping to conclusions Judge conclusions Draw warranted conclusions 	<ul style="list-style-type: none"> Use language, organizational and layout clues to draw and form conclusions 	
10 22/3 – 27/3	T17: “Stealing is always wrong” – Originality and imagination	T18: “Hold your position” – Constructing your argument	<ul style="list-style-type: none"> Evaluate an argument Analyze what is needed to answer own live question Form your hypothesis/define your argument/draw conclusions from your reading Select and synthesize information Construct an argument 	<ul style="list-style-type: none"> Formulate live question and thesis statement Share and discuss in your teams; give and receive feedback Draft your position paper for submission (peer review and consultation) 	

Week	Mon/Tue	Thu/Fri	Intended Learning Outcomes	Tutorial Activities	Assessments
11 29/3- 3/4	T19: “Ready, steady, speak” – impromptu speech strategies	T20: Wild Card assessment dry run <i>(Good Friday PH – make-up sessions to be arranged)</i>	Apply CT skills and dispositions and comprehension strategies to impromptu speaking situations	<ul style="list-style-type: none"> Develop strategies for thinking and speaking on your feet Design and practice wild cards HW: Peer review 2 teammates’ drafts – Write questions and comments to help refine strength and articulation of argument 	*CA4 PP drafts due on Thu/Fri 2359h. Peer reviews due on Fri/Sat 2359h.
12 5/4 – 10/4	T21: Consultation for Position Paper (Teams A and B)	T22: Consultation for Position Paper (Teams C and D)	<ul style="list-style-type: none"> Articulate your ideas, views and analyses confidently and cogently, with appropriate and accurate substantiation, via a position paper Apply analytical and evaluative skills, questioning skills and tact in your peer review of each other’s essays. 	<ul style="list-style-type: none"> HW: Peer review your teammates’ drafts – Write questions and comments to help refine strength and articulation of argument Prepare questions to ask your tutors for help on your paper 	CA4 PP final due on 11 Apr (Sunday) 2359h.
13 12/4 –17/4	T23: Wild card assessment (Only Teams C and D)	T24: Wild card assessment (Only Teams A and B)	Apply CT skills and dispositions and comprehension strategies to impromptu speaking situations	<ul style="list-style-type: none"> Wild cards assessment 	CA5 Wild card Assessment

***For CA4**

Groups	Teams	CA4 draft deadline	Peer reviews deadline
Mon/Thu	C and D	Thu (1 Apr) 2359h	Fri (2 Apr) 2359h
	A and B	Mon (5 Apr) 2359h	Tue (6 Apr) 2359h
Tue/Fri	C and D	Fri (2 Apr) 2359h	Sat (3 Apr) 2359h
	A and B	Tue (6 Apr) 2359h	Wed (7 Apr) 2359h