

Course Syllabus**Academic year: 2025/2026****I. General Information**

Course name	Introduction to Critical Thinking
Programme	general university courses
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA, long-cycle MA
Form of studies (full-time, part-time)	full-time
Discipline	Philosophy (practical logic)
Language of instruction	English

Course coordinator	Prof. Dr hab. Ewa Agnieszka Lekka-Kowalik
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Type of class (<i>use only the types mentioned below</i>)	Number of teaching hours	Semester	ECTS Points
tutorial	30	II	2

Course pre-requisites	knowledge of English at the B2 level
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II. Course Objectives

<p>C1- perfecting communicative skills in a foreign language at an academic level, relating to the field of study.</p> <p>C2 – providing students with knowledge on acts of communication, reasoning and argumentation.</p> <p>C3 – improving the skills of analysing and evaluating argumentation as well as discerning manipulation.</p> <p>C4 – developing the attitude of rationality and ethicality in public discourse.</p>

III. Course learning outcomes with reference to The Polish Qualifications Framework

Symbol	Description of course learning outcome	Reference to The Polish Qualifications Framework
KNOWLEDGE		
Un_ZJO_W_01	understands foreign language utterances, including specialist terminology related to the field of study	P7S_WG1
SKILLS		
Un_ZJO_U_01	is capable of fluent oral and written communication in a foreign language, including the use of specialist terminology related to the field of study	P7S_UW3
Un_ZJO_U_02	actively participates in discussions in a foreign language	P7S_UK1

	on general topics and those related to the field of study, understands complex utterances and refers to presented arguments	
Un_ZJO_U_03	uses a wide range of literature in a foreign language, including specialist literature relevant to the field of study	P7S_UW1
SOCIAL COMPETENCIES		
Un_ZJO_K_01	recognises the importance of knowledge and skills in a foreign language and the culture of the country whose language they are learning for their professional development and functioning in society	P7S_KK2

IV. Course Content

<ol style="list-style-type: none"> 1. The Concept of Critical Thinking. 2. The Act of Linguistic Communication – Its structure and Functions. 3. Definitions and Their Role in a Discourse. 4. Cognitive and Non-cognitive Functions of Questions in Debates. 5. Reasoning: Their Types, Errors and the Evaluation of Correctness. 6. Argumentation: Its Types and Strength. 7. Social Debate: its Forms and Logico-ethical Rules. 8. Manipulation: Its Linguistic and Non-linguistic forms, and ways of defending against them 9. Eristic Strategies. 10. Ethics and Rationality of Social Discourse.
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V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods <i>(choose from the list)</i>	Forms of assessment <i>(choose from the list)</i>	Documentation type <i>(choose from the list)</i>
KNOWLEDGE			
Un_ZJO_W_01	Problem lecture, text analysis, guided discussion	Participation in class discussions, written works final test	Final test, written works, protocol
SKILLS			
Un_ZJO_U_01	text analysis, guided discussion	participation in class discussions, written works final test	final test, written works, protocol
Un_ZJO_U_02	text analysis, guided discussion, case study	participation in class discussions, written works final test	final test, written works, protocol
Un_ZJO_U_03	Text analysis, guided discussion	participation in class discussions, final test	final test, written works, protocol
SOCIAL COMPETENCIES			
Un_ZJO_K_01	guided discussion, case study	written works participation in class discussions	written works, protocol

VI. Grading criteria, weighting factors

credit with mark; weighting factors: participation in discussions (20%), providing required written homework (20%), final test (60%).

3 (satisfactory)

Knowledge: A student regularly attends classes, understands key concepts and issues involved in social communication;

Skills: A student is able to find and analyze arguments only with help of a teacher, provides required material from public sources, but they are not very current and interesting; solves no more than 60% of a written test.

Social competences: A student cooperates with other students in discussions but provide no original remarks, does not know of important current social debates.

4 (good):

Knowledge: A student attends classes, has very good knowledge of key concepts and problems of argumentation and manipulation as well as of social debates;

Skills: A student is able to find original information and provides required material from public sources – and that material is interesting; is able by herself to criticize and evaluate argumentation; sees ethical problems in public discourse; solves no more than 80% of a written test.

Social competences: A student is able to find and analyze cases of “hot” social debates and eagerly engages in discussions on their logical and ethical dimension; defends her conclusions with good arguments.

5 (very good):

Knowledge: A student possess extensive knowledge of concepts as well as historical and current issues concerning social communication, including argumentation and manipulation; sees problems of social debates and conditions of rationality and morality of such debates.

Skills: A student is able to find in traditional and digital sources original and topical information on social debates and by herself is able to analyse and evaluate argumentation present in them, as well as discern possible manipulation used; solves more than 90% of a written test.

Social competences: A student looks for new social debates, accepts personal responsibility for the quality of public discourse, and is ready to defend her arguments with clear and good arguments.

VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	30
Number of hours of individual student work	30

VIII. Literature

Basic literature
Bowell, T., G. Kemp, <i>Critical thinking:a concise guide</i> , London & N. York 2010.

<p>Cleave Van, M., <i>Introduction to Logic and Critical Thinking</i>, https://open.umn.edu/opentextbooks/textbooks/introduction-to-logic-and-critical-thinking</p> <p>Hughes, W., <i>Critical thinking: an introduction to the basic skills</i>, Peterborough & Lewiston 1992.</p> <p>Hunter, D., <i>A Practical Guide to Critical Thinking: Deciding What to Do and Believe</i>, Hoboken 2009.</p> <p>Walton D. N., <i>Fundamentals of critical argumentation</i>, Cambridge & N.York 2006.</p> <p>Ziemiński, Z., <i>Practical Logic</i>, Springer 1976.</p> <p>Relevant parts of the books will be indicated</p>
<p>Additional literature</p> <p>Allhoff D.W., Allhoff W., <i>Sztuka przekonywania do własnych racji</i>, Kraków 2008.</p> <p>Czeżowski, T. "On logical culture", in: T. Czeżowski, <i>Knowledge, Science, and Values. A Program for Scientific Philosophy</i>, pp. 68-75, Amsterdam/Atlanta 2000.</p> <p>Freeley A. J. and D.L. Steinberg, <i>Argumentation and debate : critical thinking for reasoned decision making</i>, Belmont 1999.</p> <p>Hinton M. and M. Koszowy, <i>The philosophy of argumentation</i>, Białystok: 2018</p> <p>Hitchcock, D., <i>On Reasoning and Argument: Essays in Informal Logic and on Critical Thinking</i>, https://link-1.springer-1com-100002c6c1f53.buhan.kul.pl/book/10.1007/978-3-319-53562-3</p> <p>Koszowy M. (ed.), <i>Informal logic and argumentation theory</i>, Białystok 2009.</p> <p>Łukowski P., <i>Logika praktyczna z elementami wiedzy o manipulacji</i>, Warszawa 2021</p> <p>Mayer R., <i>Sztuka argumentacji. Jak wygrać każdy spór</i>, Gdańsk 2008.</p> <p>Salmon M., <i>Introduction to Logic and Critical Thinking</i>, (many editions)</p> <p>Soccio D.J. <i>Practical logic: an antidote for uncritical thinking</i>, Fort Worth 1992.</p> <p>Szymanek, K. <i>Sztuka argumentacji</i>, Warszawa 2001.</p> <p>Tokarz M., <i>Argumentacja, perswazja, manipulacja</i>, Gdańsk 2006.</p> <p>Walton, D. <i>Informal Logic: A Handbook for Critical Argumentation</i>, Cambridge University Press, New York 1989.</p> <p>Walton, D. <i>Informal Logic: A Pragmatic Approach</i>, Cambridge University Press, New York 1989</p> <p>Walton, D., Ch. Reed, F. Macagno, <i>Argumentation Schemes</i>, Cambridge University Press 2008.</p> <p>Additional readings will be indicated for particular issues.</p>