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| ***Track 3***  ***Engineering is convincing*** | ***Phase 1:* Critical Thinking**  ***(Track 3 Engineering is convincing)***  **Objective**: *To critically analyze discourse in terms of informal logic (claims, issues, premises, conclusions, explanations) as well as context & symbolism.*  This phase involves using selected elements of critical analysis to better articulate and understand arguments. The purpose is both to develop your English language skills – particularly in relation to argumentation and critical analysis, as well as to engage more generally in the process of thinking critically. |
| ***Phase / Milestone***  ***1*** | Part One:   1. Write a paragraph (individual) explaining a phenomenon in terms of claims. Key assessment criteria: linguistic clarity, relevance, and structure, analysis in terms of claims. 2. Write a short argumentative essay. Key assessment criteria: linguistic clarity, relevance, coherence of argumentation, structure.   Part Two:  Represent group-work in the form of a poster analyzing an article and its larger theme (one per sub-group). Key criteria: Adequate treatment of Claims, Issues, & other relevant concepts drawn from class. |
| ***Prerequisites (Initial and ongoing)*** | * Identify the logical fallacies mentioned on the list supplied by the phase teacher. This should be done before the first class begins as the concepts will be used for various in-class exercises. * Complete exercises on expressing cause and effect in English supplied by the phase teacher. |
| ***Language skills sought*** | * Language of argumentation and informal logic. * Conditionals. * Cause and effect. * Paragraph and argumentative essay writing. |
| ***Activities and Learning Styles*** | * Exercises focused on different aspects of critical thinking (Issues, Premises & Conclusions, Fallacies, Explanations). * Writing paragraphs (SEXI structure) * Writing argumentative essays * Applying elements of informal logic and an understanding of context to the critical analysis of discourse. |
| ***Application and assessment*** | 1. Write a paragraph using the hypothetical conditional(s). *Individual* 2. Write a short argumentative essay on an issue arising within a selected theme. *Individual* 3. Create a poster explaining a group analysis of an article in terms of possible claims and issues as well as symbolism, context, and any other relevant aspects. *Sub-group* |
| ***Performance and evaluation: What the student is expected to do in order to show acquisition of language skills*** | General:   * Participate in the class activities and exercises. * Use English language skills already acquired to produce clear and coherent discourse.   Writing:   * Demonstrate your capacity to use the language of cause and effect, and appropriate suprasentential structure in the written assignments. * Appropriately apply the elements of critical analysis covered in class. * Write a paragraph using the language of causality and key concepts covered in class. **4/20** * Write an argumentative essay on a chosen issue within a selected theme. **8/20**   Presenting: **8/20**   * Use visual aids (a poster) to present an explanation of a selected article in terms of Claims, Issues, Premises & Conclusions, Context, Symbolism, and any other relevant aspects. |
| ***Resources*** | * Class handout with various resources * Written exercises drawn from different textbooks (Critical Thinking by Parker & Moore, various grammar) * Audio-visual documents to be used in class. |
| ***Teacher review of the outcomes achieved (Post module)*** | Post-phase Q&A at end of last class |
| ***Associated engineering profiles*** | Ingénieurs de conception,  Ingénieurs d’études,  Ingénieurs de R&D,  Ingénieurs-chercheurs,  Ingénieurs méthodes |