

CRITICAL INQUIRY: CINQ101

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Office Hours: Available via gchat/video (vcolemanprisco on gmail) - email professor to set up call time.

All reading materials will be provided by the professor. Participants do not have to purchase a textbook, but will be required to print out materials as needed.

Catalogue Description

CINQ101 Critical Inquiry

The Critical Inquiry Seminar is a General Education course in which reading, thinking, and information literacy competencies are introduced, reinforced and assessed. Each section of CINQ 101 focuses on a particular topic; students analyze assigned readings, prepare and respond to arguments related to the topic, and complete projects that require research and assessment of relevant print and online sources. Critical Inquiry is required of all entering first-year and of transfer students with 30 credits or less. Critical Inquiry is 3-credit course.

Course Learning Goals

The learning goals of the course are to engage students in the *process* of learning and to facilitate mastery of the academic competencies of reading fluency, critical thinking and information literacy. These are foundation competencies that, when mastered, become the basis of future academic and life-long success.

The pursuit of competence in these areas is a process of intellectual and personal growth, which develops key aptitudes for pursuing inquiry. The inquiry approach to learning involves exploration, discovery, and asking questions that lead to new understandings.

This specific section's theme is "My Digital Worlds" and the learning goals focus on encouraging students to use educational technology to:

- explore his or her own learning experiences,
- the relationship of others' experiences to his or her own, and
- how his or her background & experiences influence academic & personal goals.

The outcomes will be achieved by completing the course assignments (see section below), such as the digital storytelling activities.

This course will address the following Learning Outcomes:

READING FLUENCY

Reading fluency involves the ability to read and understand primary and secondary sources. At the completion of the General Education curriculum, students should be able to:

1. Explain how the main idea of a text is supported by reasons and/or evidence.
2. Describe possible inferences of the text beyond its explicit message.
3. Recognize the significance and relevance of texts.
4. Analyze text structure or other rhetorical devices.

CRITICAL THINKING

Critical thinking involves the ability to analyze and interpret insightfully and in depth. At the completion of the General Education curriculum, students should be able to:

1. Evaluate the viewpoints or assumptions of others.
2. Defend their own viewpoints or assumptions.
3. Outline a specific position (thesis/hypothesis) that takes into account multiple perspectives on an issue.
4. Retrieve relevant information from scholarly sources.
5. Draw justifiable conclusions based on the evidence provided.
6. Evaluate claims and supporting points.

INFORMATION LITERACY

Information literacy involves the ability to identify, retrieve, evaluate, organize, cite properly and use a wide range of resources including print, graphic and electronic for independent learning and practical problem solving. At the completion of the General Education curriculum, students should be able to:

1. Determine the nature and extent of the information needed.
2. Identify and apply the most appropriate methods and search tools to retrieve information.
3. Evaluate information and its sources critically.
4. Use information effectively to accomplish a specific purpose.
5. Access and use information ethically and legally.

Learning Activities, Grading, and Evaluation Information

Course participants will be expected to complete the various course assignments and incorporate the American Psychological Association's (APA) or Modern Language Association (MLA) writing style to all formal written assignments. All written assignments will be graded based on content and writing skills. Grammar, spelling, and clarity in written form are critical for succeeding this course and academically. Course participants are also required to utilize the course aspects on Mercy's Blackboard system (mercy.blackboard.com), as well as Digication for e-portfolios.

Assignments and Activities Breakdown

		Points
1.	Digication e-Portfolio (incl. Reflective Journals & Essay)	50
2.	Reading Fluency, Critical Thinking, & Info Literacy Modules (6 modules @ 5pts each)	30
3.	Class Session and Online Exercises	10
4.	Attendance & Participation	10
Total		100

1. Digication e-Portfolio (total components= 50 points)

Students will create a website where they can store and display content. The purpose of this project is to familiarize students with the importance of archiving academic artifacts and sharing evidence of learning with others. This project will assess critical thinking, writing, reading, and information literacy. The completed e-Portfolio will include:

- a. Intro/Profile (3 points)
- b. Essay (8 points):
 - i. Participants will write a short essay by choosing a topic posted on Blackboard. Students are expected to complete a critical analysis of the topic and are expected to use research from sources such as books, research journals, and historical documents. The purpose of this assignment is to provide participants with an introductory understanding of research analysis and comprehension (reading, critical thinking, and information literacy competencies). All referenced sources must be cited properly using either APA or MLA formatting. The essay should be between 2 and 3 pages each (not including cover page and reference page). The assignments must be uploaded on-line to the Blackboard assignment area. If the essay is not written at an acceptable level, papers will be returned for revision. Expectations will be covered during the dedicated class time.
- c. 30 Second Digital Story (10 points):
 - i. Participants will create a 30 second digital story based off of a class exercise. Details will be given during class time. The digital story is limited to 30 seconds in length- it is meant to be a short exercise in Reading Fluency and practice in creating a digital story. Tutorials on using Photo Story 3 and Movie Maker to complete the assignment will be given in class [students may use other digital audio/visual or movie making software (such as Final Cut Pro or iMovie) as long as it can be saved in a video format compatible with Windows OS].
- d. Final Project Digital Story (25 points):
 - i. Students will create a researched-based digital story. It will be researched similar to the written topic critique essay, but will include a personal component and be presented as a digital story. Students are expected to complete a critical analysis of the topic and are expected to use research from sources such as books, research journals, and historical documents (and cite accordingly). The purpose of this assignment is to provide participants with a fundamental understanding of research analysis and comprehension (reading, critical thinking, and information literacy competencies).

The assignment must be uploaded on-line to the Blackboard assignment area. After grading, the final video will be uploaded to your portfolio.

1. The graded prep work will include:
 - a. identifying and narrowing a topic, using the library database to find scholarly sources, composing an annotated bibliography, creating a narrative/storyboard.
 - b. The final video will be graded using an assessment tool that will be distributed during class.
- e. Reflective Journal (4 points)

2. Reading Fluency, Critical Thinking, & Info Literacy Modules (6 modules @ 5pts each)

Students are required to complete 6 online modules (including the vocabulary primer) in Blackboard. These modules will provide students with an understanding of different components of Reading Fluency, Critical Thinking, and Information Literacy while building working knowledge upon completion. Doing each module in succession is very important because they follow a progression of learning. More details will be given in class.

3. Class Session and Online Exercises (10 points)

Throughout the semester, various exercises will be given in order for you to practice your reading and critical thinking skills. Pop quizzes on assignments are a possibility.

4. Participation (10 points). The final participation grade will be calculated based on Attendance and Classroom/Online Participation. The following sections outline each area:

A. College Attendance Policy (from the 2016-2017 Mercy College Catalogue).

It is assumed that a student will attend all classes for which he/she is registered. Ceasing to attend classes for three consecutive class meetings without contacting the instructor will result in the issuance of a grade of FW which indicates "stopped attending." This grade of FW will be calculated into the student's GPA as an F and may result in dismissal. In addition this status will be reported to The Office of Student Services and may result in a reduction of financial aid monies.

Classroom Specific Attendance Policies: There are no "excused" absences for this course. Each student is responsible for budgeting their time and absences. **Missing the first three weeks for whatever reason will result in an automatic FW for the course. Missing a total of more than three classes over the semester will also result in failure of the course.**

B. Cheating and Plagiarism (from the 2016-2017 Mercy College Catalogue).

Cheating and plagiarism are contrary to the purpose of any educational institution and must be dealt with severely if students' work is to have any validity. An instructor who determines that a student has cheated on a test or assignment will at a minimum give a zero for that item and may give a failure for the course. Normally the matter is handled between the instructor and the student, but the department chairperson may be consulted by either party to ensure fairness. Plagiarism, which is the appropriation of words or ideas of another without recognition of the source, is another form of cheating. An instructor who determines that a student has plagiarized will give a zero for the paper or project and may give a failure for the course.

Both cheating and plagiarism are grounds for dismissal from the college.

Any action taken regarding cheating or plagiarism is subject to the Academic Grievance Policy outlined above and in the Student Handbook.

C. Classroom Behavior (from the 2016-2017 Mercy College Student Handbook)

All students at Mercy College must exhibit courteous behavior in the classroom and must show respect for their fellow students and for their instructors and professors. The following are examples, but not an exclusive list, of behavior that is considered inappropriate:

- talking or otherwise making excessive noise or showing disrespect when a teacher or another student is speaking;
- repeatedly interrupting other students or the professor; calling out answers when the professor has asked students to raise their hands; refusing to interact with the members of the class when group work is required;
- use of cellular phones except in an emergency situation;
- attending class under the influence of alcohol or illegal drugs;

- use of recording devices in class without permission from the instructor;
- use of a laptop computer or other device to surf the web, play games, or engage in other extra curricular activity.

D. Students with Disabilities: Mercy College is committed to achieving equal educational opportunities and full participation for persons with disabilities. It is our practice to create inclusive learning environments. If a disability is presenting barriers to your inclusion or access to the class and instructional materials—such as inaccessible web content, or the use of non-captioned videos—please notify me as soon as possible. Students are also welcomed to contact the Office of ACCESSibility as soon as possible, at (914) 674-7523 or accessibility@mercy.edu. For more information, visit www.mercy.edu/student-affairs/access

For other policies, please refer to the Mercy College Catalogue and the Mercy College Student Handbook.

Class & Assignment Schedule Spring 2017 (Monday Schedule) **Tentative Schedule, subject to change**

Week/Date	Topic In Class Exercise	Assignment Due	
1	1/23	Introductions & Welcome "What is Critical Inquiry?"	Ice Breakers, Review Course Requirements, Log in and post to BB discussion board
2	1/30	What are Competencies? Critical Thinking, Reading Fluency, & Information Literacy Overview. Blackboard Overview. Vocabulary Primer	Discussion Board, Vocab Primer
3	2/6	Reading and Discussing Non-Fiction, How to read like a writer (writing spaces),	Reading Fluency History Module
4	2/13	Reading and Discussing Fiction, Reading Fluency Module Review	Reading Fluency Science Module, Reflective Journal 1 due
5	2/27	Claims & Arguments, Arguments/Definitions Part 2, & 30 Second Digital Story Overview , Digication Overview	Reading Fluency Module 2, Critical Thinking Module 1, Set up Digication Account & Portfolio
6	3/6	Introduction to Primary Research: Observations, Surveys, and Interviews (writing spaces)	Digital Storytelling tutorials, Vocab word Discussion Board
7	3/13	Digital Storytelling tutorials & storyboarding, Reading Fluency Module 3, Topic Critique Essay Overview	30 Second Story outline due, Topic Critique Essay Overview
8	3/20	Validity and Truth in Claims, More Digital Storytelling (aka "DST")	Information Literacy Module, Critical Thinking Module 2
9	3/27	No Class. Spring Break	
10	4/3	Bringing all 3 competencies together. Why is that important? Critique Essay	Topic Critique Essay Due
11	4/10	Final Project Information Literacy & Research component. Storytelling, Narration, and the "Who I Am" Story (writing spaces)	Final Project research and arguments, Step 1 for Final Project
12	4/17	Review status of Final Project outline and next steps. Review Portfolios. Review Module findings	Peer Review of outlines (submit your brainstorming outline for final project), Review Portfolios
13	4/24	More Digication and DST work	Final DST Project Digital Story Due
14	5/1	Show portfolios	Final Portfolio Due, Final Project Reflection
15	5/8	What are you walking away with?	Final Portfolio & Peer Feedback Due