Learning Experience Design Guide

(Adapted from *Designers for Learning Design Guide, 2017*)

Table of Contents

Note: The blue boxes in this style guide provide guidance about how to complete each section. When you are finished completing your materials, please delete each blue box (e.g., Table / Delete Table).

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Part 1: Learning Experience Description

Learning Experience Title

Critical Reading: Identifying Logical Fallacies & Evaluating Reasoning

> 1. How well does the title reflect the content and skills this Learning Experience addresses?
> 2. Does the Learning Experience title use keywords that will improve its likelihood of being listed in searches on this topic?
> 3. Have you chosen an appropriate Learning Experience context for your intended audience?

Abstract

This Learning Experience focuses on cultivating your critical reading skills by learning and applying knowledge of logical fallacies to assess the logic and validity of an argument. To this end, this learning experience will engage you in a variety of concepts and activities that will greatly improve your critical reading skills. Critical reading is important to our everyday lives as it conditions how we receive and evaluate information, which in turn conditions how we form our beliefs and make important decisions in our life. Developing an understanding of how logical fallacies function provides us with an effective tool with which to evaluate the logic of the information and ideas we are presented with, as well as assess the logic of the information and ideas we present to others.

> Target a brief paragraph that defines your intended learner audience, and describes the Learning Experience purpose, and knowledge or skills covered. Include a brief summary of the Learning Experience's:
> - Context: How this Learning Experience fits within the context of the larger field of study and the academic curriculum* (e.g., "This writing Learning Experience focuses on writing informative / explanatory texts that not only develop the topic with facts and definitions, but also include concrete details, quotations, or other information and examples related to the topic.")
> - Relevance: How this Learning Experience is relevant to what the target audience of learners needs to be able to do in future work and study (e.g., "This Learning Experience will help prepare learners to effectively examine a topic and write to clearly convey ideas and information".)

Learner Audience / Primary Users

The intended learner audience are students at Las Positas College who have taken entry-level English composition. Las Positas College stands at the outskirt of the San Francisco Bay Area, attracting urban students from Bay Area cities and rural students from the Central Valley. At Las Positas consists of 52% female, 46% male, and 2% unknown. Ethic demographics are about 30% Hispanic, 30% Caucasian, 20% Asian, 6% Filipino and Pacific Islander, and 4% Black and African American with 8% of students identifying as multiethnic. 57% of students are 19-21 years old, 23% 22-29 years old, with 10% in their 30s and 10% 40 or older. Student in English 7: Critical Thinking and Writing typically have declared a varied range of majors given that this is a GE course required for students to transfer to a university (not necessarily those whose goal is to earn an Associate degree or Certificate).

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Educational Use

- Curriculum / Instruction
- AA/AS GE. Transfer CSU, UC; CSU GE: A3, C2; IGETC: 1B, 3B; C-ID# ENGL 105.

Language

English

Material Type

- Instructional Material
- Modules
- Content pages
- Instructional Videos
- Activities/Exercises
- Quizzes/Interactive
- Assignments
- Images and Illustrations,
- Primary Source material
- Supplementary readings/references
- Writing Process Guide
- Discussion boards

Keywords

- Critical Reading
- Logical Fallacies
- Argumentation

- Rhetorical Analysis

Time Required for Learning Experience

Four Weeks

> Estimating the Time Required for Learning Experience:
> The time required for your Learning Experience provides the instructor an estimate of the total time required for a learner at the intended level to complete all activities within the Learning Experience, and is based on the time estimates you provide for the instructional activities in Section II: Learning Experience of this Design Guide. This allows the instructor to adapt and adjust the Learning Experience as needed, and also ensures that they can cover the Learning Experience in a single session with learners.

Targeted Skills

Key skills covered in this Learning Experience include:
- Evaluate the logic of arguments
- Understand a variety of logical fallacies
- Identify logical fallacies in written, spoken, and visual texts
- Explain how logical fallacies function in a variety of contexts

Learning Objectives

By the end of this Learning Experience, the learner should be able to:
- identify and explain logical fallacies in a variety of contexts
- evaluate the logic of both sound and faulty arguments

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Prior Knowledge

Learners will have successfully completed an entry-level college English course (English 1A) that focuses on critical reading and composition skills before taking the critical thinking course at Las Positas College. They will be able to identify and discuss main themes and arguments of a text and apply reading strategies such as annotation and reflection. They will also have working knowledge of academic research and composing persuasive, analytical, and reflective essays. Students will have also completed modules that covered differentiating between facts and inferences and identifying stated and unstated premises and conclusions in arguments.

Required Resources

This Learning Experience is facilitated entirely online and in asynchronous format through Canvas. It is important to have the required software on your computer for this course and that you know how to access technical support. Chrome is the preferred browser for Canvas. However, make sure you have multiple browsers installed because if something doesn't work in one browser, it should work in the other. (Do not use Internet Explorer with Canvas). In order to view documents and certain multimedia on the Web, you need specific browser plug-ins. The most popular plug-ins are Acrobat Reader and Flash and are typically built into your web browser. The files you submit as assignments in Canvas can be in Microsoft Word, PDF, or Google Docs.

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Part 2: Learning Experience

Instructional Strategies and Activities

Note: these activities are examples, you may add or leave out activities based on the particular requirements for your Learning Experience.

Warm-Up / Intro
Week 1
Students are presented with a list of tweets and asked to explain the logic of each argument. The tweets are obviously logically challenged and funny as well, so this activity functions as part ice-breaker, part introduction to the unit content. If this were to take place as a classroom discussion, the instructor can begin facilitating discussion by asking students to identify the premises and conclusions before having them explain how the logic of the statement breaks down. In an online class, the instructor would need to provide some initial context and examples and facilitate discussion between students on a discussion board; in this case, I would ask students to bring in three statements from twitter of their own to discuss.

Presentation / Modeling / Demonstration
Week 1
Students are presented with a brief introduction to logical fallacies and walked through definitions and examples of some of the more common fallacies. Students are also given a resource list of fallacies to reference and work with throughout the unit. In an online class, this content will be presented in Canvas pages, with a quiz or interactive follow-up activity that simply assists students with processing the reading material and gain working practice of some of the fallacies.

Guided Practice
Week 2
Students read short essays and view a debate, identify their arguments, and evaluate their relative strengths and weaknesses, identifying and discussing logical fallacies in the process. Students do this in a collaborative discussion board.

Assessment
Week 3
Students write a short essay in which they evaluate both sound and faulty arguments in a text of their choice, making sure to identify and explain any logical fallacies that occur in the process.

Application
Week 4
Students write a reflection discussing the logical fallacies that occur in the media and conversations that surround their everyday lives. They will be asked to take notes for three days and then summarize and reflect on their observations.

Writing the Instructional Strategies and Activities:
Using the outline below and the information covered in Module 3, design the instructional strategies, activities, and materials. Be sure to keep all aspects of the Design Guide in mind while working on this section to ensure you are meeting the desired objectives, staying within your articulated Learning

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Experience scope, and meeting the needs of your defined audience. This section should focus on the design and sequencing of activities and materials to guide and support your learners as they progress through the Learning Experience to achieve the learning objectives. The instructional activities you design and develop should focus on what the learner will be doing during the Learning Experience. This is where you can let your creativity shine by designing activities that will engage your learners with the content.

Learning Experience Segment	Important Considerations
1. Warm-up Review previously learned content to begin a new Learning Experience. Create an environment for learning **Time**: Estimated time for planned warm-up activities	**Think about:** How will you get and hold learners attention? How will you tie Learning Experience objectives to learner interests and previous classroom activities? What questions might you ask to stimulate your learners' thinking about the subject matter? **Specific activities to consider:** ● Create an activity that reviews previously learned content to begin a new Learning Experience. ● Create an activity to focus on the topic to be taught.
2. Introduction Create motivation for the new topic. What's in it for them? Don't start teaching your Learning Experience yet, just create interest in it. **Time**: Estimated time for planned introduction activities	**Think about:** How will you introduce and explain key skills and concepts? **Specific activities to consider:** ● Create an activity to focus learners' attention on the new Learning Experience. ● Describe the purpose of the Learning Experience by stating and / or writing the objective. ● Describe the content and benefits by relating the objective to learners' lives. ● Assess learners' prior knowledge of the new material by asking questions*.*
3. Presentation / Modeling / Demonstration Present, model, or demonstrate the new information or skill using a variety of strategies; check for learner comprehension. **Time**: Estimated time for planned presentation activities	**Think about:** How will you model this skill or strategy for the learners (e.g., examples, demonstrations, discussions)? How will you break complex skills or bodies of information into understandable components? **Specific activities to consider:** ● Create an activity to introduce new vocabulary. ● Introduce new information with a variety of strategies using visuals, description, explanation, and written text. ● Check for level of learner comprehension by asking questions, using polls, etc.
4. Guided Practice Let the learners practice the new skill. Model the activity. Make it safe for them to make mistakes. Remember that the best Learning Experiences have more practice than presentation.	**Think about:** How will learners practice the skill or concept targeted by the standard? How will you gradually withdraw support as learners become capable of independent performance? **Specific activities to consider:**

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	● Model the activity or skill that learners are to practice the activity or skill. ● Monitor learner practice by moving around the room. ● Provide an immediate feedback of the activity to learners.
Time: Estimated time for planned practice activities	
5. Assessment Assess the learners to see if they can perform the skill just practiced. Assess using oral, written, or applied performance assessments. ***Time***: Estimated time for planned evaluation activities	***Think about:*** How will you assess learners' mastery and their readiness to move forward? How will you correct misunderstandings and reinforce learning?[1]⌷SEP⌷ What activities will you suggest for enrichment and remediation? ***Specific activities to consider:*** ● Create an activity to assess each learner's attainment of the objective. ● Assess using oral, written, or applied performance assessments. ● Create an activity that helps learners reflect about their learning and/or the strategies used to teach the Learning Experience.
6. Application Create an activity in the classroom where learners apply the new information or skill to their own lives. Simulate real world application of the skill as much as possible. ***Time***: Estimated time for planned application activities	***Think about:*** How will you engage learners in reflecting on what they have learned?[1]⌷SEP⌷ What will you use to draw ideas together for learners at the end? What additional Learning Experiences can you preview for learners that will follow as a result of this Learning Experience? ***Specific activities to consider:*** ● Provide an activity that requires learners to apply the learning beyond the Learning Experience and connect to their own lives. ● Provide an activity to transfer the skills to a new situation.

Source:

Gigante, L. (2012), What do Common Core State Standards have to do with me and my classroom lesson?, presentation at CASAS National Summer Institute 2012

Key Terms and Concepts

- Argumentation: a form of persuasion that relies on logical reasoning to convince an audience.
- Conclusion: the key assertion that the other assertions support.
- Fact: information that can be verified.
- Inference: a conclusion based on the facts.
- Logical Fallacies: faulty logic or errors in reasoning.
    - Ad Hominum: Attacking personal characteristics instead of thier argument; refuting arguments based on association with a particular group
    - Ad Populum ("Argument to the People"): appealing to popular assent, often by arousing emotions in place of building argument
    - Appeal to biased authority: basing your argument on evidence from an authority that benefits personally, professionally, or financially from it
    - Appeal to improper authority: basing your argument on evidence from an authority not in the field of topic
    - Appeal to tradition: asserting that a premise must be true because people have always believed it or done it.

- o Begging the question: passing off as true what needs to be proven
- o Circular reasoning: when the premise and the conclusion, though worded differently, mean the same thing
- o Either/Or Fallacy: also called false dilemma; setting up a faulty two choice option
- o Equivocation: using different definitions of the same word or phrase
- o False Analogy: Comparing things that are not comparable
- o False Cause: setting up a faulty cause/effect relationship
- o Hasty Generalization: jumping to conclusions; the conclusion needs more premises to be logical
- o Loaded question: phrasing a question or statement in such a way as to imply another unproven statement is true without evidence or discussion
- o Misleading Statistic: statistics that leave out contextual information and draw hasty conclusions
- o Non Sequitur: literally means "it does not follow"; the conclusion does not follow from the premises
- o Red Herring: a diversion tactic; switching the argument focus or topic instead of addressing it directly
- o Slippery Slope: assuming a faulty chain reaction of events; a domino effect
- o Stacking the Deck: only including evidence that supports the author's point while ignoring evidence to that disproves it
- o Strawman: misrepresenting another's argument so that it is easier to refute
- Premises: reasons that support the conclusion.

Writing the Key Terms and Concepts:
Provide an alphabetical list of the major terms and concepts discussed in the Learning Experience. Include definitions of terms and concepts that are:
- Important to achievement of the learning objectives
- Unfamiliar to learners who might not have previous knowledge about the topic of discussion

Part 3: Supplementary Resources & References

Supplementary Resources

William, Owen M. *Master List of Logical Fallacies* (N.d.), University of Texas, https://utminers.utep.edu/omwilliamson/ENGL1311/fallacies.htm.

References

Cooper, Sheila & Patton, Rosemary (July 9, 2016) *Writing Logically, Thinking Critically, 8th ed.* Pearson.

How to Write References

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The reference section provides information about any source you cite in your Learning Experience. Your citations and references should match, meaning each source you cite in must appear in your reference list, and each reference should be cited in your Learning Experience. As a guideline, provide the citations and reference list in American Psychological Association (APA) style.

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