SOURCE CODE
ACADEMIA

CRITICAL THINKING

COURSE OUTLINE & CURRICULUM

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COURSE OVERVIEW

Course Duration:
1 Academic Year
(2 Semesters)

Class Duration:
1 Session per Week
(60 Minutes)

Structure:
4 Modules (2 per sem-
-ester; 1 per quarter)

Curriculum FrameworK

- **Argumentation-Based Learning:** Students build, deconstruct, & evaluate arguments in spoken & written form.
- **Logical Reasoning:** Emphasis on validity, truth, soundness, and fallacy detection.
- **Case-Based Learning:** Students analyze real-life and simulated case studies to identify biases, challenge ethical assumptions, and evaluate reasoning quality.
- **Scriptural-Philosophical Analysis:** Engaging with Qur'an, Bible, and Torah to analyze worldviews & derive logical-moral insights.
- **Dialogic Thinking:** Development of thought through debates, counterpoints, premise building, & critique.
- **Experiential Tasks:** Peer learning, article writing, and worldview mapping tasks

KSA FRAMEWORK INTEGRATION

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Knowledge:

- Logical Standards
- Argument Structure
- Fallacies and Biases
- Thought Building: (Qur'an, Bible, Torah)
- Comparative Reasoning
- Modernism, Postmodernism, Islamic Tradition

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Skills:

- Communication Skills
- Analytical Skills
- Leadership Skills
- Logical Reasoning
- Argument Construction
- Counter-Argumentation
- Debate & Discourse
- Structured Writing

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Attributes:

- Humility
- Fairness
- Empathy
- Logic
- Composure

ACADEMIC YEAR BREAKDOWN

12 MONTHS

SEMESTER 1

Quarter 1:

- 3 Months
- 1 Module
- 2 Individual Tasks
- 2 Group Tasks

Quarter 2:

- 3 Months
- 1 Module
- 2 Individual Tasks
- 2 Group Tasks

SEMESTER 2

Quarter 3:

- 3 Months
- 1 Module
- 2 Individual Tasks
- 2 Group Tasks

Quarter 4:

- 3 Months
- 1 Module
- 2 Individual Tasks
- 2 Group Tasks

YEAR LONG CAPSTONE PROJECT

COURSE STRUCTURE

The course follows a **4-stage progression**:

1- Hygiene of Thought – Mastering the intellectual standards of reasoning (clarity, precision, consistency, etc.) and argument basics

2- Pollution of Thought – Recognizing internal distortions through biases, fallacies, and flawed reasoning

3- Communication of Thought – Articulating structured arguments, engaging with counterarguments, and fixing fallacies

4- Building the Thought – Exploring historical intellectual movements (Modernism, Postmodernism, Islamic thought) through textual and logical inquiry

ACADEMIC YEAR BREAKDOWN

	Module Name	Focus Area	Key Concepts	Learning Outcomes (LOs)
Semester 1	**Hygiene of Thought**	Knowledge	• What is Critical Thinking • Pillars of CT • Argument structure & types	• Understand the foundational pillars of critical thinking • Distinguish between valid, sound, strong, & cogent arguments • Identify components & types of arguments • Develop clarity in language & logical terminology
	Pollution of Thought	Knowledge, Skills, Attributes	• Logical fallacies • Biases • Case study deconstruction	• Understand the foundational pillars of critical thinking • Distinguish between valid, sound, strong, & cogent arguments • Identify components & types of arguments • Develop clarity in language & logical terminology
Semester 2	**Communication of Thought**	Skills, Attributes	• Argument construction • Premise setting • Counter-argumentation • Fallacy fixing	• Construct logical and persuasive arguments • Practice logical rebuttal and thought translation into structured form
	Building the Thought	Knowledge, Worldview, Skills	• Intellectual history (200 years) • Modernism, Postmodernism, Islamic thought • Textual reasoning from Qur'an, Bible, Torah	• Compare and contrast different philosophical and ideological frameworks • Derive arguments and values from scriptural sources • Understand how thought evolves over time and how to position oneself ethically in the present

CALENDAR

	Module Name	Duration	Key Topics	Learning Outcomes (LOs)
Module 1	**Hygiene of Thought**	Oct-Dec 2025	Pillars of CT, Argument Types, Logical Vocabulary	Identify valid/cogent arguments, clarify reasoning, use CT terminology
Module 2	**Pollution of Thought**	Jan-March 2026	Fallacies, Biases, Reasoning Flaws	Spot flawed reasoning, analyze distorted arguments, reflect on biases
Module 3	**Communication of Thought**	Apr-June 2026	Argument Construction, Rebuttal, Debate	Build structured arguments, respond to opposition, present with logic
Module 4	**Building the Thought**	Jul-Sep 2026	Worldviews, Philosophy, Scriptural Reasoning	Compare ideologies, derive values from texts, develop ethical positioning

ASSESSMENT TECHNIQUES USED

Formative Techniques:

1- Class Feedback: Peer feedback on writing, presentations, & group collaboration, Student led Discussions

2- Think-pair-share: Recognizing internal distortions through biases, fallacies, & flawed reasoning

3- Public Sessions Feedbacks: Social Media presentations, Public Presentations etc.

Pedagogical Approaches:

1- Experiential Learning: Final campaigns, documentary projects, real-world bias analysis

2- Simulations: Departmental simulations (courtrooms, cabinets, Social scenarios, historical scenarios)

3- Publications: Student Portfolio

4- Thesis/Dissertations: Jury review, Oral defence etc

Summative Techniques:

1- Reflective Essay / Paper: Analytical writing

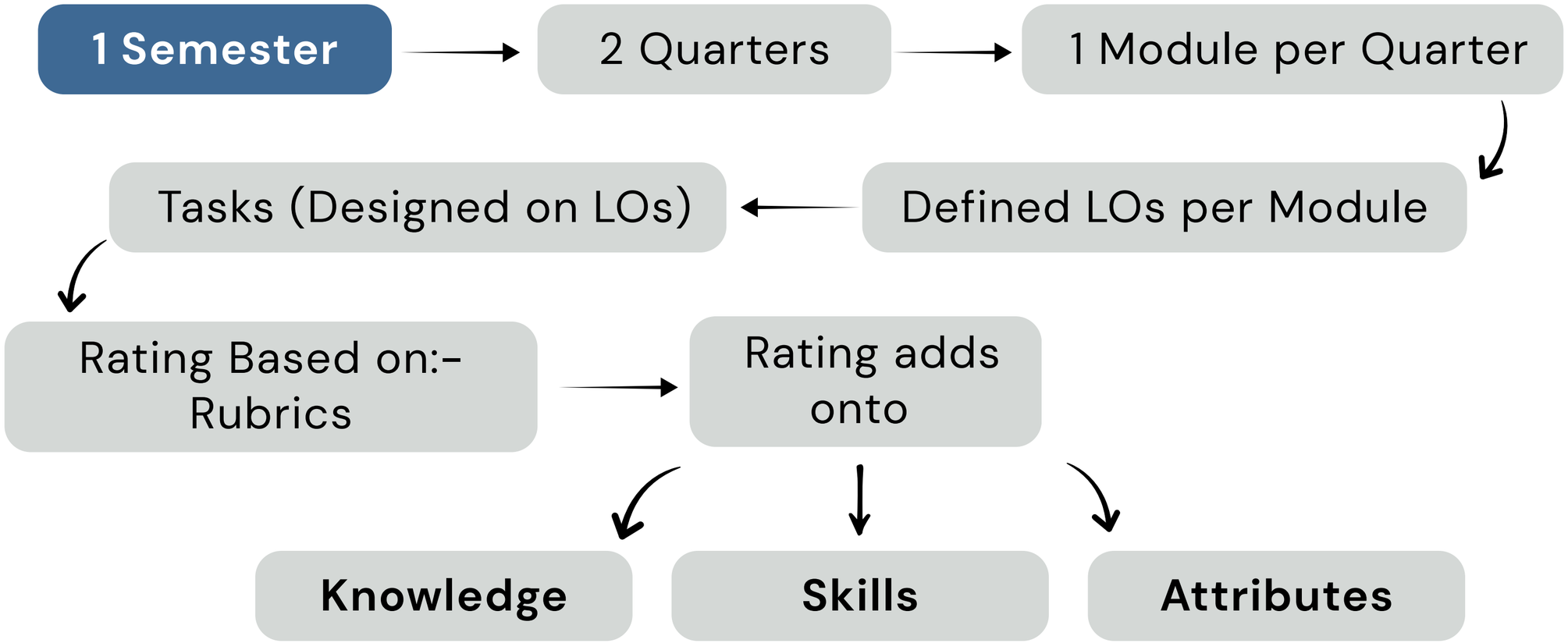
2- Research Project: Data Collection

3- Publications: Student Portfolio

4- Presentations: Class, Social Media, Public Presentations

5- Campaigning: Documentary, symposium, & campaign requiring real-world execution

HOW WOULD IT WORK?



MODULE 1 TASKS – HYGIENE OF THOUGHT

Task	Type	Assessment Technique	Description
1. Self-Reflection Essay	Individual	Summative – Reflective Essay	Students reflect on their current thinking style and relationship with logic.
2. Argument Mapping	Individual	Formative – Logic Drills	Students visually break down arguments into premises and conclusions.
3. Think-Pair-Share:	Group	Formative – Think-Pair-Share	Students pair up to teach each other the 8 pillars of CT and discuss clarity & accuracy
4. Terminology Quiz	Individual	Formative – Self-Scoring Checklist	A structured vocabulary quiz including truth, validity, cogency, etc
5. Micro Presentation	Individual	Summative – Presentations	Short class presentations on where students use (or fail to use) CT in life
6. Socratic Circle	Group	Formative – Socratic Circle	Inner/outer circle discussion to explore how truth is distinguished from belief.
7. Argument Rewriting Task	Individual	Formative – Logic Drills	Students rewrite flawed arguments using proper structure & terminology
8. Logical Strength Challenge	Group	Summative – Argument Defense Panel	Teams construct & defend an argument under review from peers or mentors

MODULE 1 TASKS – ON THE CALENDAR

Week	Date	Task Title	Type	Assessment Type
1 to 3	Aug 1 – Aug 21	Reflective Essay / Argument Mapping	Individual	Summative – Reflective Essay Formative – Logic Drills
4 to 6	Aug 22 – Sept 11	Think-Pair-Share: What is CT? / Socratic Circle: "Truth vs Belief"	Group	Formative – Think-Pair Share Formative – Socratic Circle
7 to 9	Sept 12 – Oct 2	Terminology Quiz / Micro Presentation: CT in My Life	Individual	Formative – Checklist Quiz Summative – Presentation
10 to 12	Oct 3 – Oct 31	Argument Rewriting Task / Logical Strength Challenge	Individual/Group	Formative – Logic Drills Summative – Argument Defense

MODULE 2 TASKS – POLLUTION OF THOUGHT

Task	Type	Assessment Technique	Description
1. Bias Tracking	Individual	Formative – Fallacy Spotting Logs	Students record instances of bias from daily life, social media, or conversations
2. Fallacy Correction Task	Individual	Summative – Fallacy Reconstruction	Students fix poorly reasoned arguments using critical thinking
3. Group Analysis:	Group	Summative – Research Project	Teams research and present on media examples of cognitive or cultural bias.
4. Debate	Group	Formative – Socratic Circle	Open dialogue on whether biases can ever be helpful.
5. Simulation	Group	Pedagogical – Simulations	Teams roleplay government responses distorted by bias and group think.
6. Campaign	Group	Summative – Campaigning	Design a digital/physical campaign raising awareness of biases in society
7. Reflection	Individual	Formative – Reflective Essay	Students will write an essay on personal experience where they exhibited bias
8. Social Media Audit	Individual	Formative – Research Snapshot	Students will conduct a brief audit of their selected social media post

MODULE 2 TASKS – ON THE CALENDAR

Week	Date	Task Title	Type	Assessment Type
13 to 15	Nov 1 – Nov 21	Bias Tracking / Fallacy Correction Task	Individual	Formative – Spotting Log Summative – Reconstruction
16 to 18	Nov 22 – Dec 12	Group Analysis: Media Bias / Debate: “Are All Biases Bad?”	Group	Summative – Research Project Formative – Socratic Circle
19 to 21	Dec 13 – Jan 2	Simulation: Crisis Response Cabinet /Campaign on Cognitive Bias	Group	Pedagogical – Simulation Summative – Campaign
22 to 24	Jan 3 – Jan 26	Reflection: “When I Was Biased” / Social Media Audit on Bias	Individual	Formative – Reflective Essay Formative – Research Snapshot

MODULE 3 TASKS – COMMUNICATION OF THOUGHT

Task	Type	Assessment Technique	Description
1. Structured Argument Essay	Individual	Summative – Reflective Essay	Students build and justify an argument using CT structure.
2. Counter argument Writing	Individual	Formative – Self-Scoring Checklist	Students create rebuttals to opposing arguments and review their balance.
3. Formal Debate	Group	Pedagogical – Debate Tournament	Teams participate in structured debate on a controversial issue.
4. Group Project: Ethical Dilemma	Group	Summative – Public Dialogue Simulation	Simulated panel on an ethical scenario requiring layered arguments.
5. Public Speaking Practice	Individual	Summative – Presentations	Deliver a logical argument in a 3–5 minute public speech
6. Podcast Recording	Group	Pedagogical – Experiential Learning	Students record a mock podcast episode presenting and defending a position.
7. Debate Reconstruction	Group	Summative – Debate Prep	Groups are given a poorly argued debate, must rewrite & present it logically
8. Argument Rewrite from Debate	Individual	Formative – Logic Drill	Students will revise previously delivered debate argument, improving clarity, logic, & structure.

MODULE 3 TASKS – ON THE CALENDAR

Week	Date	Task Title	Type	Assessment Type
25 to 27	Feb 1 – Feb 21	Structured Argument Essay / Counterargument Writing	Individual	Summative – Reflective Essay Formative – Checklist
28 to 30	Feb 22 – Mar 13	Formal Debate / Group Project: Ethical Dilemma Simulation	Group	Pedagogical – Tournament Summative – Simulation
31 to 33	Mar 14 – Apr 3	Public Speaking Practice / Argument Rewrite from Debate	Individual	Summative – Presentation Formative – Logic Drill
34 to 36	Apr 4 – Apr 30	Podcast Recording: "Think Again" / Debate Reconstruction	Group	Pedagogical – Experiential Summative – Debate Prep

MODULE 4 TASKS – BUILDING THE THOUGHT

Task	Type	Assessment Technique	Description
1. Comparative Worldview Paper	Individual	Summative – Comparative Reasoning Paper	Analyze and compare modernism, postmodernism, and Islamic thought.
2. Group Case Study	Group	Pedagogical – Simulations	Reconstruct decisions made by thinkers influenced by modern/postmodern values.
3. Worldview Reflection Journal	Individual	Formative – Philosophical Journaling	Weekly prompts to analyze personal thought patterns and influences.
4. Scripture-Based Case Lab	Group	Pedagogical – Scriptural Case Lab	Explore how Qur'an, Bible, and Torah approach a shared moral topic
5. Panel Discussion	Group	Pedagogical – Public Dialogue Simulation	Simulated panel discussion on how societies form their dominant ideas
6. Intertextual Reflection Paper	Individual	Summative – Reflective Essay	Respond to a moral issue using scriptural reasoning and logical analysis.
7. Public Presentation	Individual	Summative – Presentations	Present an analysis of a current global or societal problem through the CT lens.
8. Worldview Reflective Essay	Individual	Formative – Journaling	Students will write reflective essay exploring their current worldview & how it has been shaped.

MODULE 4 TASKS – ON THE CALENDAR

Week	Date	Task Title	Type	Assessment Type
37 to 39	May 1 – May 21	Comparative Worldview Paper / Worldview Reflective Essay	Individual	Summative – Paper Formative – Reflective Essay
40 to 42	May 22 – Jun 11	Group Case Study: Historical Scenario /Scripture-Based Case Lab	Group	Pedagogical – Simulation Pedagogical – Scriptural Lab
43 to 45	Jun 12 – Jul 2	Intertextual Reflection Paper / Worldview Mind Map	Individual	Summative – Essay Formative – Creative Map
46 to 48	Jul 3 – Jul 31	Panel Discussion: “How Thought is Built” / Public Presentation: Thought in Crisis	Group	Pedagogical – Dialogue Summative – Presentation

HOW WOULD THE TASKS WORK?

Assessment Formats Used in the Course:

1- Presentations
2-Research Papers
3- Debates
4-Campaign Projects
5-Simulations Cabinet/courtroom/historical scenario roleplays
6-Podcasts

Each Task is Designed on:

1. Set Assessment Criteria (eg. Premise, Evidence, Rationale, Conclusion, Analogy/Case Study)
2. Learning Quotients mapped to Critical Thinking Standards (Clarity, Accuracy, Relevance, etc.)
3. A rating system (1–10) with performance descriptions
4. A weighted breakdown for scoring with KSA

ASSESSMENT RUBRIC SHEETS: PRESENTATIONS

Rating Criteria	Weight	Assessed By
Premise Strength and Logical Foundation	20%	Instructor/Peers
Use of Evidence and Relevant Examples	20%	Instructor/Peers
Rationale & Logical Flow	20%	Instructor/Peers
Conclusion Clarity and Impact	15%	Instructor/Peers
Real-World Case or Applied Example	10%	Instructor/Peers
Presentation Clarity & Delivery	10%	Instructor/Peers
Total =	**100%**	

Score	Performance Description
1–3	Premise unclear; lacks evidence; weak reasoning ; irrelevant or missing case study; disorganized flow
4–5	Basic argument made; evidence present but minimal or weak; analogy may be shallow or disconnected
6–7	Clear structure with examples; sound reasoning; argument mostly complete; real-world application fits
8–9	Strong clarity; well-structured argument; persuasive evidence; compelling real-world case used
10	Exceptional clarity, flawless logic, rich use of evidence and analogy; demonstrates mastery of critical thinking

Learning Quotients

Each task supports the development:

1. Clarity
2. Accuracy
3. Relevance
4. Logical Correctness
5. Completeness
6. Fairness

SAMPLE SCORED SHEET

Criteria	Score	Weight	Weighted Score
Premise Strength	8	25%	2
Evidence & Examples	9	20%	1.8
Rationale & Flow	7	20%	1.4
Conclusion Clarity	6	15%	0.9
Case/Analogy	9	10%	0.9
Presentation Clarity & Delivery	8	10%	0.8

Total = 7.8/10

ASSESSMENT RUBRIC SHEETS: RESEARCH PAPERS

Rating Criteria	Weight	Assessed By
Research Question & Thesis Clarity	20%	Instructor/Peers
Use of Sources and Evidence	20%	Instructor/Peers
Logical Structure and Flow	20%	Instructor/Peers
Depth of Critical Analysis	25%	Instructor/Peers
Conclusion and Reflection	15%	Instructor/Peers
Total =	**100%**	

Score	Performance Description
1–3	Thesis unclear or missing; poor evidence; weak logic; shallow or irrelevant analysis
4–5	Basic structure; evidence present but inconsistently integrated; some logical flow
6–7	Strong thesis; relevant sources; coherent argument; depth developing
8–9	Deep analysis, original thought, well-structured logic, meaningful reflection
10	Excellent critical engagement, scholarly rigor, insight into complex ideas, mastery of reasoning

Learning Quotients

Each task supports the development:

1. Clarity
2. Accuracy
3. Relevance
4. Logical Correctness
5. Completeness
6. Fairness

KNOWLEDGE, SKILLS & ATTRIBUTES RATING MAP

Domain	Description
Knowledge (K)	Content understanding, research & analysis, Logical Standards ,Argument Structure ,Fallacies and Biases, Thought Building: (Qur'an, Bible, Torah), Comparative Reasoning, Modernism, Postmodernism & Islamic Tradition
Skills (S)	Communication Skills, Analytical Skills, Leadership Skills, Logical Reasoning, Argument Construction, Counter-Argumentation, Debate & Discourse, Structured Writing
Attributes (A)	Humility, Fairness, Empathy, Logic, Composure

Each task will be evaluated not just by rubric scores, but also how it contributes to these domains

Sample Algorithm Structure

Each task is already scored based on rubric (out of 100%). We will now map those rubrics to KSA categories, and apply custom weightage based on task type and learning outcomes

SAMPLE TASK BRIEF

- **Module:** Module 4: Building The Thought
- **Assignment Title:** Comparative Worldview Presentation
- **Type:** Small Group (Group of 5)
- **Assessment Type:** Summative Presentations
- **Duration:** 10-15 minutes presentation
- **Structure:** Introduction to worldviews, Comparative argument, Case study or analogy & Conclusion
- **Visual Support:** Slides, poster, or chart (can be physical or digital
- **Sources:** Must cite at least 2 supporting resources
- **Tone:** Academic and balanced

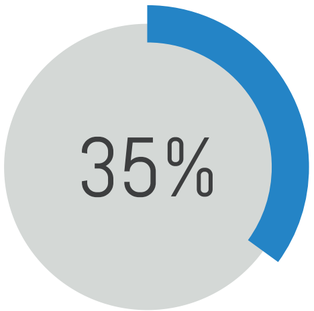
OBJECTIVE:

Students will analyze and compare how Modernism, Postmodernism, and Islamic Thought approach the concept of morality. Through structured reasoning and critical comparison, they will present key differences and similarities in how each worldview defines what is right and wrong, and how moral values are derived and applied.

Learning Outcomes:

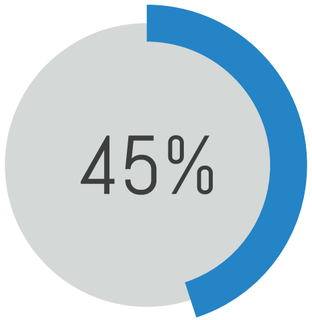
- Understand how morality is defined and grounded in different worldviews
- Compare the moral logic of Modernism, Postmodernism, and Islam
- Construct a fair, logical, and complete comparative argument
- Apply critical thinking standards (clarity, relevance, fairness, logic)

THE ALGORITHM



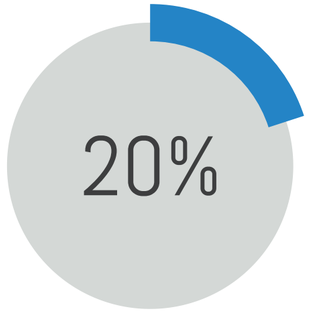
Knowledge

The task is content-rich: students must accurately distinguish and explain worldviews using textual evidence. The knowledge load is heavy due to the complexity of moral theories and philosophical terms.



Skills

The core of this task is building and presenting an argument. It combines verbal fluency, structure, comparison, and analytical framing — all skill-intensive components.



Attributes

This task requires ethical and emotional maturity. The attribute load is subtle but important — especially in front of peers or public

HOW WOULD THE RATING WORK?

SEMESTER 1 (Contributes 100% to total KSA rating)		SEMESTER 2 (Contributes 100% to total KSA rating)	
Module 1	Module 2	Module 3	Module 4
16 Tasks (Each Task Contributes 5% to total KSA rating)		16 Tasks (Each Task Contributes 5% to total KSA rating)	

Rating will vary based on the type of task. If it is a group task it will have more weightage towards the total