

Dentistry (English)			
Bachelor	TR-NQF-HE: Level 6	QF-EHEA: First Cycle	EQF-LLL: Level 6

Course Introduction and Application Information

Course Code:	UNI236		
Course Name:	Critical Thinking		
Semester:	Fall		
Course Credits:	ECTS 5		
Language of instruction:	English		
Course Condition:			
Does the Course Require Work Experience?:	No		
Type of course:	University Elective		
Course Level:	Bachelor TR-NQF-HE:6. Master`s Degree</div> <div>QF- EHEA:First Cycle</div> <div>EQF-LLL:6. Master`s Degree		
Mode of Delivery:	E-Learning		
Course Coordinator:	Dr. Öğr. Üy. İBRAHİM EYLEM DOĞAN		
Course Lecturer(s):	Dr. Öğr. Üy. Hanife Bilgili		
Course Assistants:			

Course Objective and Content

Course Objectives:	This course aims at expanding students' capacities on how to distinguish the premise/s and the conclusion of arguments, how to analyze the logical structures of arguments, how to tell well-formed arguments from ill-formed ones.
Course Content:	A selective course which provides students from all departments with reasoning, critical, and analytical skills in everyday contexts as well as professional. It is a weekly 3-hour course.

Learning Outcomes

The students who have succeeded in this course;

- 1) Analyze arguments of others and categorize their reasoning as weak or strong
- 2) Recognize common fallacies in reasoning
- 3) Construct good arguments with their acquired skills
- 4) Read texts or listen to talks and draw the internal structure of the arguments

Course Flow Plan

Week	Subject	Related Preparation
1)	Introduction: What is an argument, premises, and conclusion?	
2)	What does it mean to follow?	
3)	Fallacy: an introduction	
4)	Formal vs Informal fallacies	
5)	Formal Fallacies: Examples and applications	
6)	Non-sequitur: Affirming the consequent Denying the antecedent	
7)	Aristotelian Fallacies: Undistributed middle Fallacy of 4 terms Illicit Major-Illicit Minor	
8)	MIDTERM	
9)	Informal Fallacies: Examples and applications	
10)	Ad Hominem, Straw Man, False Analogy, Red Herring	
11)	Confusing what is Necessary with Sufficient	
12)	Fallacy of Composition, Fallacy of Division, Slippery slope, Loaded Question	
13)	False dilemma, Hasty Generalization, Sweeping Generalization, Begging the question	
14)	Statistical Fallacies: Cherry picking, Data dredging, False causality	
15)	Statistical Fallacies: Survivorship bias, Gambler's fallacy, Regression to the Mean	
16)	FINAL	

Sources

Course Notes / Textbooks:	Informal Logic: A Handbook for Critical Argumentation, Douglas N. Walton
References:	Walter Sinnott Armstrong and Robert Fogelin, Understanding Arguments: An Introduction to Informal Logic. 8th Ed. Wadsworth Cengage Learning.

Course - Program Learning Outcome Relationship

Course Learning Outcomes	1	2	3	4
Program Outcomes				
1) Has basic and up-to-date knowledge in the field of dentistry, follows scientific publications, and applies evidence-based data to his/her professional practice.				
2) Knows well and effectively uses devices, tools, and materials specific to diagnosis and treatment in the field of dentistry.				
3) Evaluates the knowledge in the field of dentistry critically, integrates it with the knowledge of disciplines in the field of health, uses it by analyzing and synthesizing it.				
4) Produces projects related to the field of dentistry, can work with other health disciplines, takes part as a member of the research team and evaluates and reports the results obtained at a scientific level.				
5) Uses information that will contribute to the dentistry profession during practice, takes responsibility, and produces solutions in unforeseen situations.				
6) Shares, compares, and exchanges dental knowledge with professional colleagues in social and scientific environments in written, verbal, and visual forms.				
7) Within the framework of social, scientific, and ethical values including patient privacy, communicates with patients and their relatives, knows all the characteristics of the patient, and recommends the most appropriate treatment with a patient-centered approach.				
8) Follows technological developments, participates in national and international studies, and shares and presents own observations, experiences, and research to further advance dental practices.				
9) By adopting the principle of lifelong learning throughout the dentistry profession, follows current evidence-based dental knowledge and uses it during his professional practice.				
10) During dental practice, in cases such as abuse and addiction, performs the treatment by exhibiting the behaviors required by social ethics and legal rules, and collects and records the relevant data.				

Course Learning Outcomes	1	2	3	4
11) Has basic and up-to-date knowledge in the field of dentistry during professional practice for the benefit of society within the framework of national values and country realities.				
12) In natural disasters and emergency cases, takes the protective measures required by the dentistry profession; performs professional practices that benefit patients and society				
13) Generates ideas regarding health policy in dentistry, prioritizes individual and public health, and carries out preventive and therapeutic medical practices within the framework of scientific, ethical, and quality processes.				
14) Differentiates the signs and symptoms commonly encountered in the dentistry profession, makes a treatment plan and refers when necessary, and manages diseases and clinical situations regarding their urgency and patient priority.				
15) Can assume the leadership responsibility of the team he/she works for, manage it following scientific criteria, and support the professional development of the team.				

Course - Learning Outcome Relationship

No Effect	1 Lowest	2 Average	3 Highest

	Program Outcomes	Level of Contribution
1)	Has basic and up-to-date knowledge in the field of dentistry, follows scientific publications, and applies evidence-based data to his/her professional practice.	
2)	Knows well and effectively uses devices, tools, and materials specific to diagnosis and treatment in the field of dentistry.	
3)	Evaluates the knowledge in the field of dentistry critically, integrates it with the knowledge of disciplines in the field of health, uses it by analyzing and synthesizing it.	
4)	Produces projects related to the field of dentistry, can work with other health disciplines, takes part as a member of the research team and evaluates and reports the results obtained at a scientific level.	
5)	Uses information that will contribute to the dentistry profession during practice, takes responsibility, and produces solutions in unforeseen situations.	
6)	Shares, compares, and exchanges dental knowledge with professional colleagues in social and scientific environments in written, verbal, and visual forms.	
7)	Within the framework of social, scientific, and ethical values including patient privacy,	

	communicates with patients and their relatives, knows all the characteristics of the patient, and recommends the most appropriate treatment with a patient-centered approach.	
8)	Follows technological developments, participates in national and international studies, and shares and presents own observations, experiences, and research to further advance dental practices.	
9)	By adopting the principle of lifelong learning throughout the dentistry profession, follows current evidence-based dental knowledge and uses it during his professional practice.	
10)	During dental practice, in cases such as abuse and addiction, performs the treatment by exhibiting the behaviors required by social ethics and legal rules, and collects and records the relevant data.	
11)	Uses basic and current knowledge in the field of dentistry during professional practice for the benefit of society within the framework of national values and country realities.	
12)	In natural disasters and emergency cases, takes the protective measures required by the dentistry profession; performs professional practices that benefit patients and society	
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15)	Can assume the leadership responsibility of the team he/she works for, manage it following scientific criteria, and support the professional development of the team.	

Assessment & Grading

Semester Requirements	Number of Activities	Level of Contribution
Midterms	1	% 40
Final	1	% 60
total		% 100
PERCENTAGE OF SEMESTER WORK		% 40
PERCENTAGE OF FINAL WORK		% 60
total		% 100

Workload and ECTS Credit Calculation

Activities	Number of Activities	Preparation for the Activity	Spent for the Activity Itself	Completing the Activity Requirements	Workload
Course Hours	14	1	3	3	98
Midterms	1	10	1	1	12
Final	1	15	1	1	17
Total Workload					127