



# Institutional and Academic Standard applicable to the programs of EUCLID (Pôle Universitaire Euclide)

## Table of Contents

Table of Contents .....	1
Institutional and legal context .....	2
What is an academic credit? .....	2
What is a degree? .....	5
What is a Master 2? .....	7
<i>Textbooks and other course materials</i> .....	8
<i>Methods of Assessment and Grading</i> .....	9
What is a doctorate? .....	10
Standards relating to faculty .....	12
Implementation and monitoring of these standards.....	12
Bibliography and References: .....	17
<i>In French:</i> .....	17
<i>In English:</i> .....	17
Annex : The TPH-499 course .....	18
General Concepts and Guidelines .....	18
How to Use this Syllabus.....	19
Student Responsibilities.....	20
General Course Description .....	20
Course Objectives.....	20
Course Outcomes .....	21
Required Readings and Resources .....	21

Supplemental Readings and Resources .....	21
Organization of course studies.....	21
Special Course Comment / Review of Required Assignments to Complete Course .....	24
Final Examination.....	24
Composite Evaluation and Grading.....	24
Standard EUCLID Grading Scale .....	24

---

## Institutional and legal context

EUCLID (*Pôle Universitaire Euclide*) is an international intergovernmental organization with a university charter and mandate under international law. It is a university formally established in 2008 on the basis of the programs developed by the Euclid Consortium (*Pôle d'Extension Universitaire Euclide*) between 2006 and 2008.

The accreditation and recognition clause by the Ministries of Education of the Participating States (in Article I of the Convention) is based in part on the fact that the EUCLID statutes (Section IX of Annex to the Convention on the basis of Article III) guarantee that:

"EUCLID programs shall comply with international academic standards and be properly documented..."

However, regarding the methods and standards applicable to distance learning, whether in Europe or the United States, these "international academic standards" remain relatively vague.

It is therefore important to formalize in this document how EUCLID strives to comply with internationally recognized academic standards as it delivers degree-granting programs.

This analysis and policy document is based on two existing standards that often used as international references, the European and American systems.

## What is an academic credit?

The European system of transfer and accumulation of credits is a scoring system developed by the European Union, which aims at facilitating reading and comparing academic curricula across European countries. It was established in 1989 in a context of mobility programs within Europe.

The acronym ECTS ("European Credit Transfer System") is the most commonly used term for practical reasons.

This system combines a number of study hours into 1 credit without specifying exactly what standards of validation are to be applied to these studies (homework, reports, multiple choice exams, formal essays, multimedia projects, open or closed book examinations, oral examinations, etc.)

In France, for example, one year of study is represented by 60 credits, that is between 1500 and 1800 hours. One credit corresponds to a workload of approximately 25 to 30 hours (being the amount of work that a student is supposed to provide). Credits are awarded to students when they pass their exams.

The critical aspect to notice is that **the ECTS system takes into account all the hours spent studying, whereas the American system** (which we call the "USCS" in this document) **focuses on the number of hours spent in the classroom**, or the equivalent in personal studies.

Hereunder is pasted an official presentation of the ECTS system:

**Source: <http://www.europe-education-formation.fr/bologne-ects-carac.php>**

1 - ECTS is based on the principle that the work required by a full-time student during one academic year corresponds to 60 credits. The workload of a student enrolled in a program of full-time study in Europe is, in most cases, a period of approximately 1500-1800 hours per year, one credit represents about 25 to 30 hours.

2 - ECTS can only be obtained after successful completion of the work required and appropriate assessment and achieve the learning outcomes. These correspond to a set of competences, expressing what the student will know, understand or be able to do after completion of the training course, whatever the duration.

3 - The workload of the student to take into account the ECTS for the definition of time required to complete all planned learning activities such as attending classes, attend seminars, independent study and personal prepare and submit to examinations, preparation of projects, etc ...

4 - Credits are allocated to all educational components of a study program (modules, courses, placements, dissertation work, etc. ...), depending on the quantity of work each component requires to achieve its own objectives in relation the total labor required to complete a full year of study successfully.

5 - The results of the student is documented by a local or national level. An example of good practice to add an ECTS grade, in particular in case of credit transfer. The ECTS grading scale ranks the students on a statistical basis. This is why statistical data on student performance is a prerequisite for applying the ECTS grading system. Degrees are awarded to students who have successfully completed according to the following scale success:

- In the top 10%
- B the next 25%
- C next 30%
- D next 25%
- E the remaining 10%

A distinction is made between the grades FX and F that are used for unsuccessful students. FX means: "fail - some more work required to pass" and F means: "fail - considerable further work is necessary." The indication of failure rates in the Transcript of Records is optional..

---

By comparison, a U.S. credit (USCS) represents about 12-16 hours of attendance in the classroom. In addition to this, a student must engage in independent readings and write various types of papers. It is therefore quite realistic to think that 1 credit (USCS) may correspond to a workload of 30 to 50 hours (including class attendance).

Still, this evaluation is approximate. Indeed, some students will spend 10 hours to read 100 pages of a document and write a report, while others need only 5 hours to accomplish this task and yet obtain an equivalent result ("same outcome" in the U.S. system).

On this basis, EUCLID has adopted the following working formula, which remains approximate given the context, but which is quite realistic:

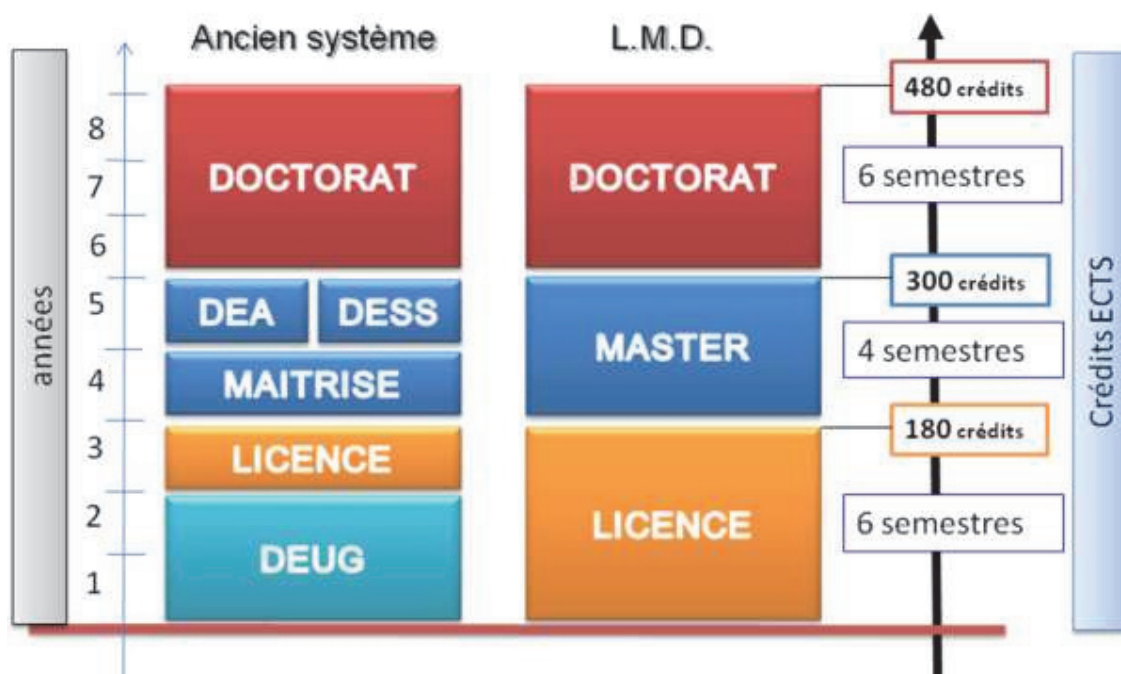
<b>1 USCS = 1.5 to 1.7 ECTS</b>
---------------------------------

# What is a degree?

The answer to this question is complex, as are various legal contexts applicable to higher education. Nevertheless, one can safely state that a degree is a formal certificate recognizing the successful completion of an educational program acquired through a school, university or other similar institution. There is also a hierarchy to quantify and compare such qualifications.

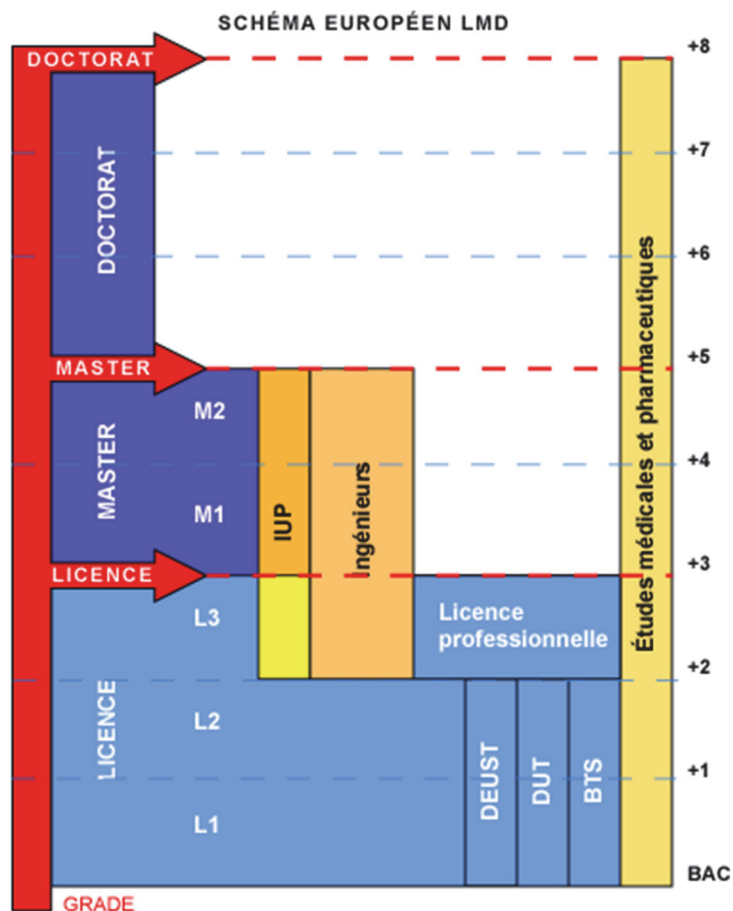
A diploma (a term that is basically interchangeable with degree<sup>1</sup>) may be issued by a public or private institution. In the case of a private institution, this degree will be fully valid if it has also been certified by a locally competent authority.

With the LMD reform, we distinguish the following degrees:



The following diagram provides a more detailed view:

<sup>1</sup> <http://www.differencebetween.com/difference-between-diploma-and-degree/>



The idea is that one (1) academic year corresponds to 60 credits, that is to say  $60 \times 20\text{-}25$  hours, or 1200 to 1500 hours.

After 4 years, an American student receives a diploma called "Bachelor's" representing USCS 120 credits, or approximately between 120 and  $160 \times 1.5 = 120 \times 1.7 = 200$  ECTS (50 credits for a year).

In the LMD system, these 4 years are computed as  $4 \times 60 = 240$  ECTS.

There is some difference between these two values (200 and 240), which shows that the harmonization of the two systems is not an exact science.

After another year, an American student may receive a "Master's Degree" which represents between 34 and 54 USCS beyond the Bachelor's. We may use 36 as the base value because it is a generally accepted benchmark for the basic number of credits to be included in a Master's. This corresponds to approximately 60 ECTS, which gives us the additional year found in the LMD system, hence the Master 1. One might therefore conclude that the U.S. Bachelor's is the

equivalent of the European Master 1 because both take 4 years and have roughly the same number of credits.

The reality is quite different. Many French or African students, for example, have a much higher level of academic achievement than their American counterparts when obtaining their "baccalauréat" (high school diploma). During the four years that follow, American students are often required to catch up (especially in mathematics and physical sciences), and it becomes difficult to compare levels and results at the end of these four years of study.

## What is a Master 2?

EUCLID offers two Master degrees and doctorates.

(Note: the EUCLID Program in Eritrea, funded by the European Commission, is an exception since it included Bachelor's / Master's 1).

As indicated on the official ECTS presentations, regarding the enrollment of foreign students, "each institution is free to define the prerequisites for admission and (a fortiori) for graduation. Similarly, institutions choose their partners and will be free to judge the achievements of a student as sufficient or not for admission to a given program. Any component of a course (lectures, directed work, etc.) should have the same credit value for national or foreign students."

Admission to a EUCLID Master 2 is open to holders of a Bachelor's or Master 1 / "Maîtrise". But it may also be possible for people with a bachelor's degree from a recognized institution, and having a rich experience to integrate training in Master 2. These cases will be diplomats or officials endorsed by EUCLID Participating States to enroll in a Master 2 program.

A EUCLID Master 2 will therefore represent a structured accumulation of 60 ECTS credits, which is equivalent to 36-40 USCS, with a conversion factor of 1.5-1.7.

For example, if we consider the case of the "flagship" Master's program offered by EUCLID (the MDIA ["Master in Diplomacy and International Affairs"]), its roadmap consists of a series of courses or modules which, in the end, represent a total of 36-40 validated USCS, or 54-60 ECTS.

To further establish that EUCLID programs are fully in line with international requirements, it is important to document, for each training module, the associated academic workload and assessment methods, issues which are mentioned in the introduction.

## **Textbooks and other course materials**

Course materials should be rich and diverse both in form and substance. Accordingly, EUCLID uses:

- Textbooks, books, typically provided in PDF format
- Reference readings (articles, websites, etc.).
- Presentations in audio format (podcasts) (MP3)
- Presentations to video format (MP4, MPG)
- Interactive presentations ("live") by video conference

EUCLID uses all of these methods across the curriculum. It is obvious that some courses must still rely on the use of textbooks in PDF format, which are well suited for distance learning.

The issue of how to convert of hours in the conference room with, for correspondence courses, a number of pages to read also arises. How can we evaluate the correspondence between a chapter in a book and a lecture taught by a teacher? In distance learning, it is not always possible to provide a video or audio recording of a standard lecture. In addition, opinions are divided regarding the relationship, in terms of quality and efficiency, between the two approaches. An excellent "textbook" is certainly better than a mediocre teacher, but a good teacher is irreplaceable. Clearly, the effectiveness of his teaching is incommensurate with an unclear or poorly written book.

To settle ideas on this point, it can be established that EUCLID uses:

- The major textbooks that are the most suitable for each course or module, which are in all cases made available in PDF "ClearScan" format (under applicable copyright and fair use restrictions)
- Recorded audio or video courses and lectures (to the extent possible)
- Peer-reviewed articles and additional professional references.

Regarding the number of pages to read, this depend on the intensity and quality of the pages in question. EUCLID considers that a course worth 5 credits USCS requires between 800 and 1000 pages of reading.

As an example and illustration of this concept, we may consider the case of two important courses in the MDIA program:



**DIP-401 (Diplomacy in Theory and Practice, 5 USCS):** in addition to several videos and MP3s, the required texts are:

Berridge: 240 pages

Barston: 400 pages

"Dynamics": 400 pages

+ "Ross": 240 pages

+ "Inside Embassy": 130 pages

**LAW-INT1 (International Law and Treaty Law, 5 USCS):** in addition to several videos and MP3s, the required texts are:

Vienna Convention: 25 pages (dense text to perfectly control)

Cassese: 600 pages

Aust: 600 pages + 560 pages ("Handbook")

Scully: 80 pages (dense text to perfectly master)

Of course, in addition to the written course materials provided in PDF format, these modules include videos, MP3 voice recordings, and additional resources.

### **Methods of Assessment and Grading**

Assessment of learning outcomes is essential and a guarantee of the value of the program that is offered. Accordingly, EUCLID provides special attention to this aspect of the curriculum and requires from all students:

- Creating and undergoing tests (Multiple Choice Questions)
- Writing reading reports / response papers (short but frequent)
- Writing major academic papers (14-22 pages)
- Creating multimedia projects
- Written examinations supervised
- Oral examinations.

On this particular point, the EUCLID international faculty coordinator has sought the advice of the faculty group (many of them holding degrees obtained through accredited distance learning programs, including in the USA). Moreover, he also personally pursued an online Master's program between 2009 and 2011 to see how other institutions deliver such programs.

In a traditional academic program offered on campus, evaluation is typically done:

1. Through written reports (mini essays, "papers"),
2. Through one or two written exams, one final exam,
3. By assessing student participation in the classroom / conference room / on-line forums,
4. By means of project reports (including multimedia projects),
5. Through oral examinations.

It seems useful to note that many distance learning (or online) programs almost exclusively rely on academic papers for assessment and grading. In some cases, there is a final exam that evaluates the entire program, but it can be said that the amount of "verbal" or "face to face" interaction time between student and teacher is small or non-existent.

**The EUCLID faculty group considers a proper assessment of the acquired knowledge is essential and cannot be achieved on the basis of papers (or online forum interactions) alone. A thorough oral examination is deemed important to assess the knowledge acquired during each course.**

In practice, for each EUCLID course, learning assessment, validated by a grade, is made on the following basis:

- 5 short reading reports (short, typically given every 2 weeks)
- 1 multiple choice examination created by the student which must show mastery of the important points of the course,
- 1 or 2 major papers (about 16-22 pages), of publishable grade quality
- 1 major oral exam lasting about 40 to 45 minutes.

Since EUCLID offers a Master 2, it should be noted that each student is given the opportunity to prepare a "Master's 2 thesis" (typically worth 6 USCS / 10 ECTS), which may serve as a "proof of concept and skills" for a future PhD.

## What is a doctorate?

In the past, the French educational system distinguished between a doctorate and a "doctorate of State," the latter being the highest academic degree conferred in the country. This model was followed in many French-speaking countries.

In Germany, mention was made of a "professoral habilitation," which was similar to the concept of a professorship in a university or hospital.

In the United States, a doctorate was traditionally called "Ph.D." which means "Doctor of Philosophy". However, the truly philosophical content is often slim, and other titles have appeared with wiser names such as Ed.D. (Doctor of Education) and DBA (Doctor in Business Administration).

Historically, in the United States, it was quite possible to integrate a doctoral program directly after a "Bachelor's" - thus a Master 1 in modern nomenclature, although current practice is to obtain a US Master's (Master 2) before starting a PhD.

We can therefore identify four fundamental elements from these international doctoral standards, which were adopted by EUCLID:

- A EUCLID doctorate correspond to 180 ECTS beyond the Master 2, with a maximum of 150 ECTS for the thesis
- The above corresponds to the new standards for monitoring and validation of the research and dissertation.
- It should be noted that the US/British PhD traditionally represents 90 USCS beyond the Bachelor's, hence about 55 USCS / 85-95 ECTS beyond the Master 2. The thesis has a value of about 25 USCS / 40 ECTS. The difference is therefore the allocation of credits for the thesis.
- A doctoral program always culminates presentation, publication and defense of a thesis in front of a jury.
- Obtaining a doctorate implies:
  - o The ability to conduct original research
  - o An area of specialization in which the doctor will be an authority
  - o The ability to teach and to disseminate knowledge.

A EUCLID doctorate is designed to precisely meet these standards and objectives with:

- A sequence of courses (same methods as for the Master 2)
- A thesis project divided into five stages, the fifth being the finalization, publication and presentation / defense of a thesis before an academic panel.

Each student will have, in addition to the ability to access all the traditional tools of distance education in the context of his doctorate (PDF course, references ...) with a team of instructors:

- A thesis advisor
- A validator / thesis supervisor
- A thesis auditor.

Finally, EUCLID considers that a doctoral dissertation represents about 4 years of research and writing beyond the Master 2, which again corresponds to international standards and to the practice of traditional campus-centric institutions.

## Standards relating to faculty

The competency of the faculty body is an essential aspect of the quality of any curriculum, and this quality is ensured in part, but not exclusively, by the academic and professional background of the faculty members.

In a Master's program 2, the faculty consists of graduates holding either a Master 2 or a doctorate (from IAU listed institutions). There is no known standard setting the ratio, but EUCLID considers that a ratio of 50% Master and 50% doctorates is quite acceptable. In some rare cases, a teacher may be part of the faculty group at the doctoral level and yet hold a Master 2. In this case, a considerable professional experience in the field of study concerned will be expected and required. A waiver may then be granted by the Faculty Coordinator with the approval of the Secretary General.

At the level of the doctoral thesis, the people involved on the EUCLID side must hold a doctorate, except for the auditor who may be a specialist holding a Master. In accordance with the standards in force in the EUCLID headquarters state, EUCLID does not allow a faculty member without a doctorate to participate as thesis supervisor or executive, except for very technical areas. In this case, the faculty member will have no less than 10 years of professional experience in the relevant field.

## Implementation and monitoring of these standards

EUCLID ensure the implementation and monitoring of these standards by centralizing and publishing the following (centralized database; posted at [www.euclid.int](http://www.euclid.int)):

- Detailed lesson plans (for each course) in a centralized database
- Faculty course assignment with CV and faculty list

- Examples of publications (papers, theses)

The centralized database, combined with a cloud-based file sharing system (Egnyte) contains all the information relating to the governance of the institution, and is accessible to the National Focal Points (National Coordinators) appointed by the participating governments.

As an example, documentation regarding the course TPH-499 (in English) is provided below.

The issue of what LMS platform (LMS = Learning Management System) to use was addressed by EUCLID at an early stage. Moodle, widely used in both English and French speaking universities, is emerging as a platform of reference, in part because it is "open source" and therefore free. However, Moodle has significant limitations, and EUCLID chose to develop its own LMS based on a centralized Access database and developed with ASP VB script programming language.

This platform, named ELEMENTS, allows for full integration of all EUCLID activities and therefore for adequate decentralized supervision.

This database also allows EUCLID to formalize information that could not be handled in Moodle, for example, the number of credits, generation of graphs, automatic summaries, etc., as shown in the screens below.

Program Selected:	MBASD   BA & Sustainable Development	
Admissions Documents Processed?	Yes <input type="button" value="v"/> <a href="#">If no - please follow these instructions</a>	
Enrollment Status:	Enrolled <input type="button" value="v"/>	

COURSES STARTED (OR "GRADING REQUESTED")		
Course Code Action Link	Course Title	Credits (US)
<a href="#">SD-450</a>	<b>Africa's Economic Development</b> Date started: 11/21/2012 Assigned deadline: <b>4/20/2013</b> <i>PS: if the deadline is not yet assigned, assume 5 weeks per US credit.</i>	3


  

COURSES PAID BUT NOT STARTED - CONSIDER IF YOU SHOULD FLAG AS "STARTED"
There is no course marked "Paid but not Started"

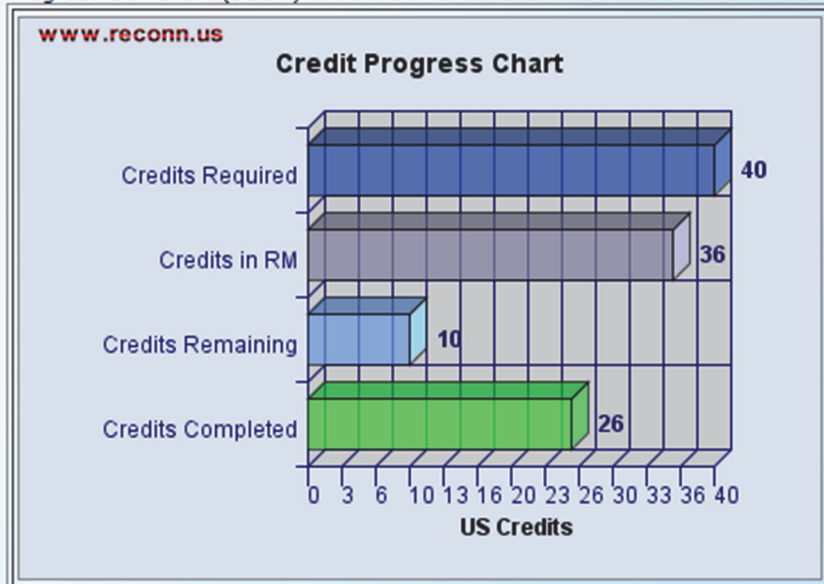
**JONATHAN 'S MENU**

- My Progress Chart
- My Profile
- My Degree
- My Roadmap
- My Courses
- Administration
- Resources
- Student Logout



Above : The EUCLID LMS EUCLIDE/Axiome – vue 01

te: Progress Bar Chart (below) is visible after at least one course has been comple



STUDENT CHECKLIST - SEE <a href="#">CHECKLIST PDF</a>	
Registered?	<input checked="" type="checkbox"/>
<a href="#">Degree Selected?</a>	<input checked="" type="checkbox"/>
Faculty Assigned?	<input checked="" type="checkbox"/>
Roapmap Sequenced and Approved?	<input checked="" type="checkbox"/>
Submitted Initial Enrollement Fee?	<input checked="" type="checkbox"/> <a href="#">Pay Now</a>
Personal Information Complete?	<input checked="" type="checkbox"/>
Submitted Evidence of Prior Education?	<input checked="" type="checkbox"/>
<b>Student Officially Admitted?</b>	<input checked="" type="checkbox"/>
Final Exam & Overall Review	<input type="checkbox"/>
<b>Graduation and Career Launch</b>	<input type="checkbox"/>

Ci-dessus : LMS EUCLIDE/Axiome – vue 02

Degree Selected	MBASD/BA & Sustainable Development
Credits Required for this Degree	US=40/EU=60
Number of Courses already in Roadmap	13
Number of Credits already in Roadmap	36
Roadmap & Sequence Approved by Faculty?	Y

Your roadmap course sequence has been or will be built by your Euclid Admissions Officer in consultation with your assigned faculty.

If your roadmap has not been built and sequenced within 5 days of initial registration, please [contact the Admissions Officer for your Zone](#).

COURSES ALREADY SELECTED FOR YOUR DEGREE (ROADMAP)	
Name / Title / Action	Action
<b>TPH-499 [ <a href="#">Action</a> ] / Argumentation / Critical Thinking</b> US Credits for this course: 2   Paid: Y Completion Code: Course Completed	<a href="#">Update</a>
<b>ACA-401 [ <a href="#">Action</a> ] / International Academic and Professional Paper Writing</b> US Credits for this course: 1   Paid: Y Completion Code: Course Completed	<a href="#">Update</a>
<b>ECO-400 [ <a href="#">Action</a> ] / The Economist Review</b> US Credits for this course: 1   Paid: Y Completion Code: Course Completed	<a href="#">Update</a>

Above: The ELEMENTS / EUCLID LMS - 03



# Bibliography and References:

## In French:

La bataille des normes en FOAD (Philippe Tranchan)

Normes et standards de l'enseignement à distance : enjeux et perspectives (Michel Arnaud)

Référentiel de bonnes pratiques en formation ouverte et à distance (FFFOD AFNOR)

Les Normes pour la Formation À Distance (Tieu Kim Cuong)

Les normes e-learning comme garant de qualité de l'enseignement à distance dans le contexte éducatif tunisien : le cas de l'UVT (Zghibi Rachid, Zghidi Sihem, Chater Olfa)

## In English:

Standards for Quality Online Courses (Southern Regional Education Board)

Student Handbook (Norwich University)

Eligibility Procedures and Accreditation Standards for Business Accreditation (AACSB)

Characteristics of Excellence in Higher Education (Middle States Commission on Higher Education)

## Annex : The TPH-499 course

COURSE DETAILS	
Course Code	TPH-499
Course Name	Argumentation / Critical Thinking
	
US Credits (USCS)	2
ECTS	2 x 1.5 - 1.7 (see <b>Academic Standards</b> )
Main Prerequisite	ACA-401
Regular Instructor	<p>Choolwe Mwiiya</p>  <p>Note: see biography under <b>Faculty Profiles</b></p>
Language	E

### General Concepts and Guidelines

It is important to note that EUCLID functions under an intergovernmental mandate to deliver programs of higher education that conform to international standards and that are fully documented (Statutes IX). Accordingly, a standard 3 USCS course, equivalent to 4.5 ECTS, represents a number of classroom instruction hours equivalent to  $3 \times 12.5 = 37.5$  hours (lower base line) –  $3 \times 14 = 42$  hours (higher base line).

Even in the case of courses for which lectures (audio / video) are available to cover the entirety of the material, reading assignments are mandatory.

In the case of courses that are primarily delivered by means of reading assignments, EUCLID considers that a standard 3 USCS course should correspond to approximately 600-800 pages of intense, directly relevant readings. This is consistent with generally accepted standards applicable to the USCS and ECTS systems.

For practical and organizational reasons, this study workload is structured in the format of one semester (about 15 weeks). This 'semester' is organized in 7 periods of 2 weeks each, the last one being a buffer and final study of 2 weeks. Because EUCLID has a primary mandate to serve busy government officials for its Participating States, these periods are presented as a structured approach rather than as an enforced set of deadlines. In practice, then, a student may take more or less than 14 weeks to complete the course. However, all the assignments must be submitted, approved and graded for the course to be completed.

It must be noted that EUCLID guidelines require that a comprehensive oral examination take place upon completion of all other assignments in order for the final grade to be posted and for the course to be formally completed.

See also: [\*\*Academic Standards\*\*](#)

## How to Use this Syllabus

This standardized syllabus is your study guide for this course.

Most EUCLID courses require the sequential reading of the textbooks (and other materials) listed below. By "reading," we do not mean mere casual reading but rather intense studying with an effort to memorize (highlighting with comments and taking notes is highly recommended).

The "Course Materials" may include textbooks as well as other types of resources including MP3 downloads, webcasts, compiled PDFs, etc.

It is the responsibility of the student to obtain the Course Materials. In most cases, the resources requires for the course are available from the EUCLID online library.

Once you have completed the reading of the course materials, you must contact your course instructor or coordinator to discuss the proposed theme of the required major paper(s).

Even though the quiz assignment is sometimes considered or listed after the major papers, it is advisable to complete this assignment prior to starting work on the paper(s).

For each quiz questions, do not forget to provide a footnote reference to where (text, page) the correct answer can be found. Remember that the instructor will evaluate your ability to create intelligent

questions spanning all required textbooks, offer plausible answers, and properly footnote the textbook reference.

For the paper(s), do not forget that you must comply with all ACA-401 guidelines and requirements. Always refer to the latest Word template and ACA-401 checklist which can be found on the Egnyte Platform.

## **Student Responsibilities**

- Read (study) all reading assignments carefully and intensely in order to be able to memorize, re-express, inter-relate and engage the information provided.
- Write biweekly short reaction papers (“journals”) on the assigned readings, not longer than two single-spaced pages.
- Write 1 or 2 (as directed) high quality, publishable major papers that meet ACA-401 guidelines and that provide several properly formatted citations to the textbooks.
- Create a quiz that demonstrates your ability to create intelligent questions with plausible answers, and provide footnotes to the correct answers.
- Prepare carefully for the final oral examination by re-reading the required textbooks. This is not an open book exam and you should have memorized the key terms and concepts in order to be able to offer a professional articulation and presentation when examined by the instructor.

## **General Course Description**

Students should be aware that EUCLID's Latin motto means "Let us also hear the other side."

EUCLID's academic philosophy, applied within at schools of the extension, bears the imprint of this ideal. For this reason, 2 credits are assigned to this important course which is considered foundational.

For most students (ask your instructor if this requirement does not apply), this course will be mostly based on a recorded lecture by: Dr. David Zarefsky made available by The Teaching Company.

For all students, these lectures are complemented by a EUCLID-compiled course pack dedicated to Critical Thinking.

## **Course Objectives**

To verify, reinforce and increase the student's ability to understand, conceive, analyze and articulate sound argumentation. Our direction to the students is to focus on the terminology used in the lectures (see glossary) and to be able to apply the concepts to debates and arguments.

## Course Outcomes

Upon completion of this course, the student is expected to be able to:

- identify fallacies and flawed argumentation
- articulate sound arguments
- use proper terminology
- analyze a debate or series of arguments
- present a convincing case on any topic

Note: some of the terms to be mastered include:

- Inductive / Deductive
- Ad Hominem
- Equivocation
- Syllogism
- Assumption
- Fallacy
- Straw Man

## Required Readings and Resources

- Argumentation: The Study of Effective Reasoning, 2nd Edition (24 lectures, 30 minutes/lecture) (Teaching Company Course No. 4294)
- EUCLID Course TPH-499 Pack which includes selections from Asking the Right Questions - A Guide to Critical Thinking (Brown, Keeley)
- EUCLID MED-506 compiled textbook

## Supplemental Readings and Resources

- Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life (Paul, Elder)
- Critical Thinking with Free Student CD and PowerWeb (Moore, Parker)

Economic Debates: - <http://www.economist.com/debates/>

Political Debates: - [www.pbs.org/podcasts/](http://www.pbs.org/podcasts/)

Religious Debates: - [www.aomin.org](http://www.aomin.org)

## Organization of course studies

Period 1 (Typically, weeks 1-2)	
Reading Assignments	Zarefsky Lecture notes
MP3s or Videos	Zarefsky, Lectures 1-12
Method of Instruction	Lecture, Reading
Tasks / Assignments	Study course material + writing response paper 1

Deliverables	Response paper 1
--------------	------------------

<b>Period 2 (Typically, weeks 3-4)</b>	
Reading Assignments	Zarefsky Lecture notes
MP3s or Videos	Zarefsky, Lectures 13-24
Method of Instruction	Lecture, Reading
Tasks / Assignments	Study course material + writing response paper 2
Deliverables	Response paper 2

<b>Period 3 (Typically, weeks 5-6)</b>	
Reading Assignments	EUCLID Course Pack (pages 1-201)
MP3s or Videos	N/A
Method of Instruction	Reading
Tasks / Assignments	Study course material + writing response paper 3
Deliverables	Response paper 3

<b>Period 4 (Typically, weeks 7-8)</b>	
Reading Assignments	EUCLID Course Pack (pages 202-end)
MP3s or Videos	N/A
Method of Instruction	Reading
Tasks / Assignments	Study course material + writing response paper 4

Deliverables	Create quiz - Start work on 1st major paper
--------------	---

<b>Period 5 (Typically, weeks 9-10)</b>	
Reading Assignments	EUCLID MED-506 course pack (complete)
MP3s or Videos	N/A
Method of Instruction	Reading
Tasks / Assignments	Response paper 5 - Work on first major paper
Deliverables	First major paper

<b>Period 6 (Typically, weeks 11-12)</b>	
Reading Assignments	Study TPH-499 samples
MP3s or Videos	Choose one debate at resources in
Method of Instruction	Podcast / Videocast + Academic writing with references
Tasks / Assignments	Complete paper(s) and submission of assignments as due
Deliverables	Major paper (Debate analysis)

<b>Period 7 (Typically, weeks 13-14)</b>	
Reading Assignments	Review entire course material for exam
MP3s or Videos	Review all applicable material for exam
Method of Instruction	Personal study / Exam preparation
Tasks / Assignments	Submit finalized major paper - Schedule exam

## Special Course Comment / Review of Required Assignments to Complete Course

**The major paper for this course is also the one for ACA-401. Please refer to the sample to understand what is expected. The specialized terms (e.g. "fallacy" "ad hominem" "hasty generalization") should be in bold.**

In addition to the short response papers, the standard required assignments are:

### **Quiz:**

The student must create a multiple-choice or missing word quiz with 10 questions, based on the textbook(s), and with footnoted references to the correct answers (with page number in textbook).

A sample is available at <http://www.euclid.int/syllabi/quiz.docx> and can also be found on the Egnite platform under Courses > ACA-401

### **Major paper(s):**

This course requires the presentation of 1 major paper(s) (standard length is 12-24 pages using template). The theme is the student's choice, but must be selected and confirmed in consultation with the assigned instructor, and be based on the required study materials.

The major paper(s) must (1) comply with all ACA-401 guidelines (2) make at least 3 properly formatted references to the textbook(s).

## Final Examination

Once the paper(s) and quiz have been submitted, this course is capped by an extensive oral examination and interactive interview conducted by the assigned instructor using web-conferencing technology (WebEx, Skype).

## Composite Evaluation and Grading

- 10% of the final grade is based on the response papers
- 60% of the final grade is based on the major paper(s) and quiz
- 30% of the final grade is based on the final oral exam / closing interview.

Failure to obtain a passing grade on the final oral exam will result in course failure.

Standard grading scale and academic policies apply to this course.

## Standard EUCLID Grading Scale

Even though there is no internationally standardized grading system, EUCLID uses a scale that is fairly standard, namely:



1. Grades are numeric (0 – 4) and convertible to letters (F – A)
2. A+ is a novelty and is not used
3. EUCLID has a strict grading policy and does not engage in ‘grade inflation’
4. Grading is based on standards, not ranking within the group
5. Because of (3), 2.35 or C+ is the pass standard for all courses, provided that a full academic review of all grades under 2.5 conclude that the student does meet requirements for graduation.

Numeric grades are converted to letter grades as follows:

<b>Numeric</b>	<b>Letter</b>	<b>Explanation / Standards</b>
4	A	All objectives are fully met
3.7	A-	All objectives are fully met with minor suggestions for improvement
3.5	B++	Rarely used: All objectives are fully met with minor suggestions for improvement
3.35	B+	All objectives are met with specific suggestions for improvement
3	B	Satisfactory output, but improvement are expected to fully meet all the objectives of the program
2.85	Almost B	Rarely used: Satisfactory output, but improvement are expected to fully meet all the objectives of the course(s)
2.75	B-	Passing but less than satisfactory output. Improvements in more than one course standards are expected to fully meet all the objectives of the course(s)
2.5 - 2.35	C+	Minimum passing grade: Improvements are mandated in more than one course standards are expected to fully meet all the objectives of the course(s)
2	C	Failing grade: does not meet mandatory objectives of the course(s)
1.65	C-	Failing grade: does not meet in any way the objectives of the course(s)
0	Fail	Assignment to does meet in any way the objectives of the courses or contains plagiarism / academic violations