

Teaching Integrated Learning and Critical Thinking Through the Lens of the COVID-19 Pandemic

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This report describes a pandemic-themed course taught to incoming first-year university students during a summer term, months before usual matriculation, and taught during the COVID-19 pandemic. The account presents biomedical literature as a rich resource for framing critical thinking and explains how studying rhetorics of science and public health expanded students' analytical tools for understanding the current pandemic. In focusing on two class assignments, the report describes the course goal of promoting integrated learning by offering students an alternative model to the binary pro/con essay, relying especially on a model from Edward O. Wilson's writings on consilience.

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