

University of Massachusetts at Boston
College of Advancing & Professional Studies
Critical and Creative Thinking Program
Critical Thinking
CrCrTh 601

Course description

This course explores issues about the nature and techniques of critical thought, viewed as a way to establish a reliable basis for our claims, beliefs, and attitudes about the world. We explore multiple perspectives, placing established facts, theories, and practices in tension with alternatives to see how could be otherwise. Views about observation and interpretation, reasoning and inference, valuing and judging, and the production of knowledge in its social context are considered. Special attention is given to translating what is learned into strategies, materials, and interventions for use in students' own educational and professional settings.

Fall 2015 Syllabus for synchronous online section

Components of the syllabus:

I. Quick access to key information and links that should be bookmarked on your browser

followed by

II. Information to get started, orient yourself, and refer back to from time to time.

III. Contract: What is expected overall.

IV. Schedule of classes: What is expected each session and why -- how each session contributes to the unfolding of the course (starting with list of links to specific sessions).

V. Bibliography

POST-IT the start of each component in your printed version of this syllabus

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Class time & location	Tuesdays 4-6.45pm, 9/15-12/15; by Hangout
URL for hangouts	http://bit.ly/601hangout BOOKMARK THIS! http://bit.ly/CCTbreakout1 , http://bit.ly/CCTbreakout2 , http://bit.ly/CCTbreakout3
Report glitches in online materials	using this form
Syllabus	crrth601a.wikispaces.umb.edu , with a menu of useful links at the top right BOOKMARK THIS! (backup copy at http://www.faculty.umb.edu/pjt/601-15.pdf)
Public g+ community	http://bit.ly/CCRPgplus , for posting of final products

II. Information to get started, orient yourself, and refer back to from time to time

Pointers about the preparation assumed for this course

(in lieu of formal prerequisites): CrCrTh 601 is appropriate for any student with a strong interest in Critical Thinking and a desire to make a commitment to the personal development of themselves and others. You will find it helpful to be familiar with the university's library and research services. You should be prepared to make time outside class--at least 6.5 hours/week--for undistracted work on the course and to view each assignment and each session in relation to the unfolding of learning during the course. (That is, do not expect the syllabus and online links to allow you to cut to the chase about what to do for the following day's class.)

In Fall 2015, the format of the synchronous online section will have two strands, taking up half the time of each session.

The first strand is centered on 4-week "collaborative explorations" (CEs), a variant of project-based learning ([PBL](#))

that begin from a scenario or case in which the issues are real but the problems are not well defined, which leads participants to shape their own directions of inquiry and develop their skills as investigators and teachers (in the broadest sense of the word). The basic mode of a CE centers on interactions in small groups (online or face-to-face) over a delimited period of time in ways that create an experience of re-engagement with oneself as an avid learner and inquirer--as this quote from a student in a PBL course evokes:

- This course is a gift – the chance to be open – open-ended in design, open to process, open to other perspectives, open to changing your ideas, and open to sharing. Of course this means it's risky too – you won't always know when you're coming from or where you are going – you might think you aren't sufficiently grounded by the course. But you have the freedom to change that – and being on the other side of it now, I see it works out beautifully. The attention to process provides you the tools to grow and by the end you're riding the wave of your earlier work...

The CE format is designed to allow each student to

- a) undertake intensive reading in the area of critical thinking, with students sharing annotated bibliography entries from which others can learn;
- b) shape a path and final products for each CE that link closely with their personal interests; and
- c) see themselves as contributors to ongoing development of the field through sharing of their products.

The second strand will involve activities or discussion based on shared readings around key concepts or issues in the field, with special attention to Causality, Complexity, and Context. Each activity promotes a way to improve thinking, but allows for insights about one's thinking to emerge in its own way. [Plus-Delta](#) feedback at end of most activities fosters the formation of these insights as well as future improvements of the activity for future offerings of the course. The instructor hopes that the experience teaching the course in this admittedly experimental format will help him clarify his dissatisfaction with the received views about the "teaching of thinking."

Course Objectives

By the end of the semester, you will have:

- a set of tools, experiences, activities, knowledge of publications, and an enhanced disposition to self-directed lifelong inquiry around:
 - * your own critical thinking, i.e., scrutinizing the assumptions, reasoning, and evidence brought to bear on an issue-by others and by yourself, where such scrutiny is enhanced by placing ideas and practices in tension with alternatives; and
 - * what is needed to teach or guide others re: the above in ways that might depart markedly from your previous schooling and experience.
- a critical understanding of collaborative explorations and allied approaches to project-based learning in relation to participants re-engaging with themselves as avid learners and inquirers.

Texts and Materials

Costa, A. L. (ed.) (2001). *Developing minds: A resource book for teaching thinking*. 3rd ed. Alexandria, Va. : Association for Supervision and Curriculum Development.

Walters, K. S. (Ed.) (1994). *Re-thinking Reason: New Perspectives on Critical Thinking*. Albany: State University of New York Press.

Other readings for the course consist of

- a) articles and book chapters that can be downloaded from [password-protected page](#);
- b) work read as part of CEs, which, with planning, can be borrowed from libraries.

You will need to be set up to use interlibrary loan (either [at UMB](#) or at your local library) to get materials that interest you when needed.

Recommended:

- as fieldbook of tools and processes: Taylor, P. and J. Szteiter (2012) [Taking Yourself Seriously: Processes of Research and Engagement](#) Arlington, MA, The Pumping Station (Available from online retailers, or as pdf from <http://thepumpingstation.org>)
- as guides to writing: Daniel, D., C. Fauske, P. Galeno, and D. Mael. (2001). [Take Charge of Your Writing: Discovering Writing Through Self-Assessment](#). Boston, Houghton Mifflin.
- Hacker, D. (2000) [A Pocket Style Manual](#). Boston, Bedford/St. Martins - OR equivalent pocket manual on writing.

Technical set-up

- Know your official @umb.edu student email address and password
- Make bookmarks on your browser for key [links](#)
- Simple edits on wikispaces (optional)
- Set up [access to online bibliographic databases](#)
- [Arrange bibliographic software](#) for references
- Prepare for meetings on hangout (sign up for a <http://plus.google.com> account, get the audio & video plugins installed, and let instructors know your gmail address)
- Establish off-campus connection to [UMass library](#) , including get the [library barcode](#) for your student ID card from the library and interlibrary loan;
- Establish reliable, undistracted access to the internet for class sessions (with ethernet, not wifi, connection to wifi modems unless absolutely impossible)

Writing Support

For graduate students, see <http://cct.wikispaces.umb.edu/writingsupport>.

Accommodations

Sections 504 and the Americans with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. The student must present any adaptation recommendations to the professors within a reasonable period, preferably by the end of the Drop/Add period.

Code of Conduct

The University's Student Code of Conduct (http://www.umb.edu/life_on_campus/policies/code) exists to maintain and protect an environment conducive to learning. It sets clear standards of respect for members of the University community and their property, as well as laying out the procedures for addressing unacceptable conduct. Students can expect faculty members and the Office of the Dean of Students to look after the welfare of the University community and, at the same time, to take an educational approach in which students violating the Code might learn from their mistakes and understand how their behavior affects others.

Students are advised to retain a copy of this syllabus in personal files for use when applying for certification, licensure, or transfer credit.

This syllabus is subject to change, but workload expectations will not be increased after the semester starts. (Version 10 September 2015)

III. Contract: What is expected overall

- The course revolves around written assignments, work-in-progress presentations, and participation items. The latter items include active participation during class based on preparation between classes, peer commentary on drafts, meeting with the instructor on your assignments and projects, and more.
- You should aim for 10 of 12 writing/presentation assignments submitted by the due dates with the draft CE products revised deeply in response to comments, as well as for 17 of 21 participation items fulfilled ("target")
- The draft products and some other written assignments are commented on, but not graded. Not grading keeps the focus on interaction around written work. You are expected to read comments carefully, consult with the peer commenter or instructor if you don't understand a comment they made, revise thoughtfully—not superficially—in response to the comments, and resubmit.
- It is expected that you will spend at least 6.5 hours per session outside class time reading, researching, and writing. The course works by building from CE to CE, session to session, so late submissions detract significantly from the learning possible in class sessions. However, each student can ask for extensions on two assignments or participation items, moving the due date as far back as the last session. (No explanation is needed; simply insert the new due date on your assignment checklist.)
- Use your personal checklist wikipage (a copy of cacrth601a.wikispaces.umb.edu/601checklist) to keep a log of assignments and participation items completed and to keep track of due dates. Do not expect class-time or meetings with the instructor to be taken up reminding you. Similarly, if you get behind, you take the initiative to submit a plan to catch up or reassure the instructors that you have, in light of your other commitments, chosen to take the grading consequences of missing assignments or due dates. (Incompletes are given only in special circumstances [\[detailed here\]](#).)

- Allowing a fraction of assignments to be skipped without penalty or explanation accommodates the contingencies of your lives. If you reach the target (see above)—and the goal is to work with everyone to achieve that—you get at least a B+ and a [rubric](#) is used to determine B+, A- or A (respectively, <10, >10 but < 15, 15+ points on the rubric).
- Only if you do not get to the automatic B+ level is the grade based on points for assignments and participation items = 6 for each well-prepared work-in-progress presentation, 3 for each writing assignment or half-assignment submitted by due dates, additional 3 for each CE product revised deeply in response to comments *minus* 1.5 for each bibliography entry not revised when requested *plus* 1.5 for each participation item fulfilled, up to a maximum of 80 points. The minimum grade for B+ is 80, for B is 72.5; for B- is 65; for C+ is 57.5; and for C is 50 points.

The different assignments and participation items are listed below so as to be explicit about the course contract. Of course, to undertake these assignments and items you need more information—see the guidelines supplied on the [Notes](#) wikipage as well as the overall expectations conveyed in the [rubric](#) below.

Written assignments and presentation (2/3 of grade)

A. Work-in-progress presentations for each CE (well-prepared-- not informal or extemporaneous) (=3 assignments)

due week 3 of the CE

B. Product for each CE (1200 words): draft building on W-I-P presentation revised in response to plus-delta comments, then revised again in response to comments from an instructor and a peer and posted to CCT's public google+ community (=3 assignments)

draft submitted by email to instructors by week 4 of the CE, then distributed for peer comments; revised version due two weeks later.

students may delete their public postings any time after the semester or ask for permission not to post a product publicly.

C. Bibliography contributions with paragraph-length annotations, drawn from readings assigned or encountered during CEs; 2 during each CE cycle, posted to wikipage for each CE and revised, if requested, in response to comments (=6 half-assignments)

due by last week of each CE, but preferably spaced out during the CE

D. Notes on inquiries pursued since the previous session, posted during first two weeks of each CE to wikipage for each CE (=6 half-assignments)]

Participation Items (1/3 grade)

a. Building learning community through i) attendance and participation at class meetings based on preparation between meetings, including making notes on the readings in depth sufficient to undertake the week's activity; and ii) inquiry and reading on the CE between sessions, with posting of annotated bibliography items (see C above) and notes on inquiries pursued (see D above) (=14 items).

b. Syllabus treasure-hunt, session 2

b1. Abiding by conventions for file naming and subject lines for email submissions, whole semester (-1 for each reminder after first)

c. Minimum of two in-office, phone, or live online conferences on your assignments and projects, by session 5 and by session 11

d. Peer commentaries on other students' draft submissions (= 3 items)

e. Assignment checklist, recorded throughout semester, then submitted (either on wiki or as scanned pdf) session 14

Rubric

For each of the following 10 qualities, * [= "fulfilled very well", 2 points], OK [= "did an OK job, but room for more development/attention", 1 point], or - [= "to be honest, this was not my strength in this course", 0 points]

- A sequence of assignments paced more or less as in syllabus (and revisions timely),
 - often revised thoroughly and with new thinking in response to comments.
- CE Projects innovative,
 - well planned and carried out with considerable initiative, and
- CE Project reports clear and well structured,
 - with supporting references and detail, and professionally presented.
- Active, prepared participation and building class as learning community,
 - including conscientious peer commentary on other student's assignments.
- Consistent work outside sessions as evidenced in Notes on inquiries
- Manifesto indicating deep reflection about how to move from learning to implementation/teaching in your

specific situation.

Plagiarism: Using another person's ideas or material you did not write without citing the source is plagiarism and is unacceptable (see [library guide](#) and [Academic Honesty policies](#)).

IV. Schedule of classes: What is expected each session and why -- how each session contributes to the unfolding of the course

[1. 9/15](#), [2. 9/22](#), [3. 9/29](#), [4. 10/6](#), [5. 10/13](#), [6. 10/20](#), [7. 10/27](#), [8. 11/3](#), [9. 11/10](#), [10. 11/17](#), [11. 11/24](#), [12. 12/1](#), [13. 12/8](#), [14. 12/15](#)

Overview

The Sessions have two parts of 60-75 minutes, with a 10-minute break between them: 1) The CE component; 2) [Activities](#) around a shared reading on a key concept in the field.

Session 1

Introductions: the tension between direct and indirect approaches to fostering critical thinking

Preparation:

If you have time for reading during August, choose a reading that especially interests you from the CE descriptions [1](#), [2](#), [3](#).

Get set up on [Technical matters](#)

Session Exercises:

In a sense subscribed to by all teachers, critical thinking means that students are bright and engaged, ask questions, and think about the course materials until they understand well established knowledge and competing approaches.

This becomes more significant when students develop their own processes of active inquiry, which they can employ in new situations, beyond the bounds of our particular classes, indeed, beyond their time as students. My sense of critical thinking is, however, more specific; it depends on inquiry being informed by a strong sense of how things could be otherwise. I want students to see that they understand things better when they have placed established facts, theories, and practices in tension with alternatives.

Critical thinking at this level should not depend on students rejecting conventional accounts, but they do have to move through uncertainty. Their knowledge is, at least for a time, destabilized; what has been established cannot be taken for granted.

Students can no longer expect that if they just wait long enough the teacher will provide complete and tidy conclusions; instead they have to take a great deal of responsibility for their own learning. Anxieties inevitably arise for students when they have to respond to new situations knowing that the teacher will not act as the final arbiter of their success.

A high level of critical thinking is possible when students explore such anxieties and gain the confidence to face uncertainty and ambiguity (Taylor 1995).

• Activity 1a: **Autobiographical introductions**

[Freewriting](#) to bring students' ideas and experience to the surface: "If asked to describe situations when my thinking shifted significantly, what comes to mind includes..."

Share something about your recollections with a neighbor

[Autobiographical introductions](#) : 5 minutes to explain "How I came to be a person interested in learning more about critical thinking--how to do it myself and teach/foster it in others. Each introduction followed by "connections and extensions" feedback.

• Activity 1b: **Contrast between indirect and direct approaches to critical thinking**

...that is, between a) building the support and context for the thinker to improve their thinking and b) instruction on methods of scrutiny of the assumptions, evidence, and reasoning underlying thinking. (Texts that do the latter include Costa's Developing Minds, Paul's Critical Thinking, Teays's Second Thoughts, Tishman et al.'s Thinking Classroom.)

[Think-pair-share](#) on claims made in Taylor 1995 (reprinted in Taylor 2002): Raise questions about the assumptions, evidence, and reasoning underlying the statements.

Review of ways that this sessions' activities illustrated the tension between direct and indirect approaches to fostering critical thinking

- Introduction to Collaborative Explorations, including the steps each week and the basic [rhythm](#) of the course.
- Quick preview of syllabus and tasks to get set up.
- Take stock of the session ([Critical incident questionnaire](#))

Follow-up:

- [Syllabus quiz](#) to get acquainted with organization of course materials.
- Look ahead to what work is due in the sessions ahead, especially Annotated bibliography postings (two by end of each CE), Work-in-progress presentations (week 3 of CE), Draft product (week 4 of CE).
- Read and commence research on CE 1 (below), with check-in before Saturday.

How do people have their thinking changed?, CE1 (classes 2-4)

(A CE in which students practice applying critical thinking at the same time as developing their own direct or indirect approach to fostering critical thinking in others.)

There are many approaches to teaching or coaching, each of which aims to improve the knowledge or thinking of students or some other audience. In other words, each aims to change their thinking. This is obviously also the case when one tries to improve the critical thinking of others.

We might ask how strong the basis is for any given approach to teaching or coaching. We could, in the spirit of critical thinking, scrutinize the assumptions, evidence, and reasoning behind the approach. In this case, we want you to do this scrutinizing for a teaching/coaching approach "X" (where you choose X from the list below), but also to go further: Envisage a person or kind of person who is an exponent of teaching/coaching approach X and develop a plan to improve the thinking of the exponent(s) and/or enhance the impact of X on audience "Y" (where Y is a relevant audience for X). In other words, you will be exploring the issue "How do people have their thinking changed" at two levels: first, you think critically about how approach X addresses the issue, and second, you consider how to change the thinking of an exponent of X so that they think more critically about their approach. (You might also reflect on how your own critical thinking about critical thinking develops—that would be a third level.)

X could include: Teaching to a high-stakes tests. Clear lecture, texts, expositions. Teaching to move students from their private universe to new understandings. Experiential learning. Constructivist learning. Entrepreneurial design thinking. Inspirational learning. Redemption. 4Rs. Reevaluation. Socratic method. Talmudic method (Yeshiva education). Project-based learning. Opening-up themes. Clearness committee. Dialogue process. Popular education. Transformational learning. Therapy, of various varieties. Action research. Writers' workshop. Participatory planning. ORID or focused conversation. Mentoring or apprenticeship. Thinking classroom. 21st century skills. Human Givens approach.

Entry points to these approaches will be provided as requested. Approaches not on this list can be used provided you consult with an instructor first to get approval. See [steps to undertake and when](#).

Session 2: How do people have their thinking changed? (CE1) + Understanding by holding in tension with alternatives

Preparation:

- Read "[Teaching and Learning for Reflective Practice](#) ," from Taylor and Szteiter (2012), 240-259.
- Arrange now to get via [Inter-library loan](#) or other means, [readings you think might interest you in CE 1](#).
- Read (for [Activity](#)): Elbow (1994), Feuerstein et al. (2015), Taylor (2002)
- Read "[What is plagiarism?](#)" and choose your [citation style](#) .
- Complete [on-line tutorial](#) (if needed) and explore the [library webpage](#) for CCT courses.
- Overview of dialogue process and [guidelines](#)

Session Exercises:

- [Dialogue hour](#) to share and clarify what we are inquiring into regarding the case.
- Q&A about course requirements and wiki organization, including expectation for next week's [Work-in-progress presentation](#)
- Activity: Lecture on Feuerstein as direct instruction, by D. Martin, and written reflection (Elbow, p. 26) on tension with Session 1 (both content and form) ([details](#))

Follow-up:

- Continue working on CE 1.
- Annotated bibliography entries could begin any time; two required by end of CE 1 (in 2 weeks).
- First office hour could happen or be scheduled; required by session 5.
- Look ahead to what work is due in the next session.

Work due by the first day of this session:

- Participation item b, Syllabus Quiz.

Session 3: How do people have their thinking changed? (CE1) + Exposing alternatives

Preparation:

- Prepare [Work-in-progress presentation](#)
- Read (for [Activity](#)): Anon (1991), Taylor (2012), Taylor (2013), Taylor and Szteiter (2012, 105-6, 213-6)

Session Exercises:

- 5-minute Presentations on Work-in-Progress (see [instructions](#), with short peer [plus-delta](#) comments, plus any additional tips, on each talk (using form at <http://bit.ly/PlusDelta>). The order of presentations is posted on the [wikipedia for CE1](#)
- Activity: Critical inquirer activity (<http://cct.wikispaces.umb.edu/CriticalInquirer>) (building from Diaper controversy [Anon 1991]) ([details](#))

Follow-up:

- Digest feedback on Work-in-progress presentation and develop a [product](#) for the CE that stands on its own (i.e., can be understood without being narrated)

Work due by the first day of this session:

- Work-in-progress presentation (during class)
- Annotated bibliography entries should have begun; two required by end of CE 1 (in 1 week).
- First office hour meeting either completed or scheduled by now; required by session 5.

Session 4: How do people have their thinking changed? (CE1) + Checking evidence, assumptions, reasoning

Preparation:

- Read (for [Activity](#)): Paul (1994), Ross (1994), Stanfield (1997), Taylor (2000)

Session Exercises:

- [Dialogue Hour](#) for Taking stock of the first Collaborative Exploration
- Activity: Compose a multi-person dialogue with one role to check evidence, assumptions, reasoning ([details](#))

Follow-up:

- Comment on another student's draft product (forwarded to you by instructor by email)
- Look ahead to what work is due in the next session.

Work due by the first day of this session:

- Draft of your CE 1 product emailed as pdf attachment to instructor with subject line "601assignment"
- Annotated bibliography entries submitted (two required).
- First office hour either completed or scheduled by now; required to be completed before session 5.

Everyone can think critically!

(A CE in which students learn as much as possible about how critical thinking is presented and promoted by others.)

Imagine a "guidebook" to help you appreciate the idea that everyone can think critically and to help you help others appreciate that idea. The end-product of this CE are drafts of entries to this guidebook, which might take the form of text, maps, schemas, mp3s, or something else (adding up to at least 1200 words or its page-equivalent, in one or more entries). These entries should introduce and organize key resources, i.e., key concepts, issues and debates, references to research, quotes or paraphrases from those references, interactive activities and personal habits, people and organizations to take note of, appropriate stories. (Do not be concerned about whether your entries overlap with anyone else's.)

Some questions that might stimulate your inquiries:

- How much have well-worn sources from the 80s and 90s been superseded by more recent research and writing; how much do old sources hold up? Is it justified to criticize a course or a handbook on critical thinking for using old references? Can we show the longer-term CCT instructors in 601 ways to update their syllabi?
- Could the critical thinking process be thought of less as adding rule-bound practices and more as recognizing and removing obstacles that have come into place and obscured natural critical thinking? What authors have promoted the latter approach?
- How much does the critical thinking process need to involve individuals seeking or creating supportive "context," e.g., arranging sounding boards or establishing one's surroundings as a "studio" to make a space where critical thinking comes easier? What is known about how spaces for critical thinking, communities and historical periods came together? What does critical thinking mean in different fields of work?
- What has been studied and written about regarding what we are calling indirect approaches to fostering critical thinking?
- To the extent that the critical thinking process like the creative thinking process involves the capacity to manage, seek out, even welcome risk, struggle and failure, how can we feel more comfortable and supported in allowing "failures" to happen... of letting go of positions we once held strongly to?
- What is there to support, or contradict, the idea that "everyone can think critically"? In guiding those who believe that they are not critical thinkers, what steps might be taken to encourage them to at least explore the possibility?
- How is improvement in critical thinking assessed? How are different tools and activities to foster critical thinking evaluated?

The *process* towards the end *products* should involve reading and digesting as much as you can in the time available, guided by some of the questions above that interest you. The assumption (is this justified?) is that your experience undertaking CE1 before having looked at how critical thinking is presented and promoted by others will help you to choose topics that most grab your interest and be engaged in learning about them. In any case, there is no expectation that you think like a textbook writer who has to cover every topic. Instead, you should identify a theme that can govern what your writing focuses on (see, for examples, the [table of contents](#) of Developing Minds). Entry points for readings are given by:

- the syllabi from CCT courses in Critical Thinking (<http://www.cct.umb.edu/courses.html#601>);
- The abundant resources of <http://www.criticalthinking.org/>
- The resources of <http://habitsofmind.org/> or Costa, A. L. and B. Kallick (2008). Learning and Leading with Habits of Mind. Alexandria, VA, ASCD.
- Costa, A. L. (ed.) 2001. Developing minds : a resource book for teaching thinking. 3rd ed. Alexandria, Va. : Association for Supervision and Curriculum Development.
- Teays, W. 2009. Second Thoughts: Critical Thinking for a Diverse Society. 4th ed. New York: McGraw-Hill

Your explorations may, of course, lead you to more recent or more appropriate sources than you find in the CCT syllabi.

Steps

- Class 5: [Autobiographical stories](#) , retold in relation to topic of CE 2
- Before Class 6: Notes on inquiries pursued, posted as discussion on [CE2](#) page; ditto before Class 7.
- By Class 8: Two bibliography contributions with paragraph-length annotations, drawn from readings assigned or encountered during CE, posted as discussion on [CE2](#) page
- Class 6: [5-phase Dialogue process](#) (aka Dialogue Hour) to share and clarify what we are inquiring into regarding the case.
- Class 7: [Work-in-progress presentations](#), each followed a few minutes of time to write Plus-Delta feedback
- Class 8: Dialogue Hour for Taking stock of this Collaborative Exploration
- By Class 8, Draft of your CE 2 product submitted; by class 10, Revision in response to comments, posted to <http://bit.ly/CCRPqplus> , with tag #601

Session 5: Everyone can think critically! (CE2)+ Habits of mind vs. R. Paul's Critical thinking model

Preparation:

- Read CE2 and begin inquiry. Arrange now to get via [Inter-library loan](#) or other means, readings you think might interest you in CE 2.
- Read (for [Activity](#)): Costa (2008), Paul (1992)

Session Exercises:

- [Autobiographical stories](#) , retold in relation to CE 2
- Activity: Interpretive structural modeling of a selection of conditions conducive of critical thinking according to one or both authors ([details](#))

Follow-up:

- Continue working on CE2
- Look ahead to what work is due in the next session.

Work due by the first day of this session:

- First office hours meeting completed by today; Schedule 2nd meeting before session 10.

Session 6: Everyone can think critically! (CE2)+ History and critique of Critical Thinking movement

Preparation:

- Read (for [Activity](#)): Kaplan (1994), Paul (2011), Walters (1994)

Session Exercises:

- [Dialogue hour](#) to share and clarify what we are inquiring into regarding the case. (Reminder of [dialogue guidelines](#)).
- Activity: Compose a three-person dialogue on the value of the second wave critics' points ([details](#))

Follow-up:

- Continue working on CE 2
- Look ahead to what work is due in the next session.

Work due by the first day of this session:

- Final version of your product from CE 1, revised in response to comments from peers and instructors, uploaded to public google+ community, <http://bit.ly/CCRPgplus> (unless you request permission to share with the class only)

Session 7: Everyone can think critically! (CE2)+ Lesson design, thinking classroom, metacognition

Preparation:

- Prepare [Work-in-progress presentation](#)
- Read (for [Activity](#)): Edwards (chap. 5), Costa (chaps. 57, 58, 64) from Costa (2001), Tishman et al. (1995, 1-6, 185-199)

Session exercises:

- Work-in-progress presentations, each followed by [Plus-Delta feedback](#) ([online](#) or on paper). The order of presentations is posted on the [wikipage for CE2](#)
- Activity: Design critical thinking activity for classroom, workplace, or family ([details](#))

Follow-up:

- Digest feedback on Work-in-progress presentation and develop a [product](#) for the CE
- Look ahead to what work is due in the next session.

Work due by the first day of this session:

- Work-in-progress presentation for CE 2 (during class)

Session 8: Everyone can think critically! (CE2)+ Gender

Preparation:

- Read (for [Activity](#)): Belenky (1986), Paul (1992a), Phelan (1994), Warren (1994)

Session exercises:

- Dialogue Hour for Taking stock of the second Collaborative Exploration
- Activity: Redesign critical thinking activity from gender- or race- or ethnicity- or culture-sensitive framework. ([details](#))

Follow-up:

- Comment on another student's draft product (forwarded to you by instructor by email)
- Look ahead to what work is due in the next session.

Work due by the first day of this session:

- Draft of your CE 2 product emailed as pdf attachment to instructor with subject line "601assignment"

- Two more Annotated bibliography entries posted (should have submitted total of four by now).
- Second office hours meeting either completed or scheduled by now; required to be completed by session 10.

Manifesto and Plan for Practice, CE3 (classes 9-12)

(A CE in which students, building on CEs 1 & 2, formulate specific plans for how to continue your own development as a critical thinker and, as a result, be able to foster the same among colleagues or students in your work/life/teaching situation.)

"If there is one basic rule... that I, as a novice, have learned it is
DON'T BE AFRAID! (Frangie, Novice Sage Manifesto)

Books such as Julia Cameron's [The Artist's Way](#) provide readers with a program for developing one's creativity, but what is the equivalent for developing one's critical thinking? In any case, given that a mark of creativity is to develop one's own program, not follow someone else's, what would your program—or "manifesto"—for critical thinking look like? This said, all invention involves borrowing, so the challenge is really to synthesize elements from sources encountered during and before this course. These syntheses or manifestos should be selected and organized so as to inspire and inform your efforts in extending critical thinking *beyond the course*. For a brief introduction to the experience of past students who wrote manifestos for critical thinking, see section 2 of Taylor (200qq). For the full manifestos from a 1999 class, including Frangie's, see [Readings](#).

Corresponding to your manifesto, what is your plan for practice to develop your ability to foster the development of others as critical thinkers in your work/life/teaching situation? The plan should demonstrate how and when you plan to put into practice the skills and tools from the course - in your work situation or community, and/or how you could adapt and practice using those tools for opportunities in the future. You should include a plan for evaluating the outcome so you learn from experience and practice. For examples of Plans for Practice from a different CCT course, see [Readings](#).

Steps:

Classes 9-12, as for Classes 5-8 above in [CE2](#)

Session 9: Manifesto and Plan for Practice (CE3) + Methodological believing & doubting, Empathy

Preparation:

- Read CE3, review manifestos from a past course (linked to password-protected readings), and begin inquiry. Arrange now to get via [Inter-library loan](#) or other means, [readings you think might interest you in CE 3](#).
- Read (for [Activity](#)): Elbow (1986), Elbow and Belanoff (2000), Gallo (1994), Taylor (2013a), Weissglass (1990)

Session Exercises:

- [Autobiographical stories](#) , retold in relation to CE 2
- Activity: Apply Elbow's varieties of response ([details](#))

Follow-up:

- Continue working on CE3
- Look ahead to what work is due in the next session.

Work due by the first day of this session:

- Comments on another student's draft product from case 2, emailed to student and cc'd to instructors, with subject line "601assignment".
- Second office hours meeting either completed or scheduled by now; required to be completed by session 10.

Session 10: Manifesto and Plan for Practice (CE3) + Causes, counterfactuals, and diverse positions

Preparation:

- Read (for [Activity](#)): Taylor (2005, 241-3, 244-6)

Session Exercises:

- [Dialogue hour](#) to share and clarify what we are inquiring into regarding the case.
- Activity: “GW Bush became President in January 2001 because...” (An exercise in counterfactuals, causality, and delving into the basis for diverse positions) ([details](#))

Follow-up:

- Continue working on CE 3
- Look ahead to what work is due in the next session.

Work due by the first day of this session:

- Final version of your product from CE 2, revised in response to comments from peers and instructors, uploaded to public google+ community, <http://bit.ly/CCRPgplus> (unless you request permission to share with the class only)
- Second office hours meeting completed by today.

Session 11: Manifesto and Plan for Practice (CE3) + Styles of causal explanation & their relation to ideas about action

Preparation:

- Prepare [Work-in-progress presentation](#)
- Read (for [Activity](#)): Chase (1977) , Taylor (n.d.), Taylor (n.d., a)

Session Exercises:

- Presentations on Work-in-Progress, with short peer [plus-delta](#) comments, plus any additional tips, on each talk (using form at <http://bit.ly/PlusDelta>). The order of presentations is posted on the [wikipage for CE3](#)
- Activity: Close reading of Chase chapter in relation to causality ([details](#))

Follow-up:

- Digest feedback on Work-in-progress presentation and develop a [product](#) for the CE
- Look ahead to what work is due in the next session.

Work due by the first day of this session:

- Work-in-progress presentation for CE 3 (during class)

Session 12: Manifesto and Plan for Practice (CE3) + Complexity: Opening-up themes

Preparation:

- Read (for [Activity](#)): Taylor (2005, chapter 6)

Session Exercises:

- Dialogue Hour for Taking stock of the third Collaborative Exploration
- Activity: Mapping intersecting processes, then Mini-lecture on two islands ([details](#))

Follow-up:

- (Optional, if interested in thinking more about complexity) Read Taylor (2011)
- Comment on another student's draft product (forwarded to you by instructor by email)
- Look ahead to what work is due in the next session.

Work due by the first day of this session:

- Draft of your CE 3 product emailed as pdf attachment to instructor with subject line “601assignment”
- Two more Annotated bibliography entries posted (should have submitted total of six by now).

Session 13: Critical thinking slam

Preparation:

- Read (for [Activity](#)): Case studies that interest you.

Session Exercises:

Critical thinking slam:

Critical thinking slam

(A one-session activity that builds on [CE3](#))

Steps

1. "Difficult topic" case studies are made available ahead of time or distributed on the spot.
2. Each student designs, drawing on their plan for practice, an activity to engage other people in the case with a view to beginning to change a person's thinking about the difficult topic.
3. 5-minute presentations on the designs are given in the last part of the class.

Case studies include:

[Assisted suicide and Legal euthanasia](#) ,

[Free-range childhood](#)

suicide as [brain disease](#) or [availability of means](#)

More tba (suggestions welcome)

Follow-up:

- Review your assignment checklist, bring up-to-date, and *if needed* prepare completion contract.

Work due by the first day of this session:

- Comments on another student's draft product from case 3, emailed to student and cc'd to instructors, with subject line "601assignment".

Session 14: Assessment of Critical Thinking + Taking Stock of the Course: where have we come from and where are we headed?

Preparation:

- Read for [Activity](#): Paul, Elder et al. (1997), Paul and Nosich (1992)

Session Exercises:

- Activity: Interactive lecture on teaching and assessing critical thinking ([details](#))
- Taking stock in multiple ways with the aim of:
 - feeding into your future learning (and other work), you take stock of your process(es) over the semester;
 - feeding into instructor's future teaching (and future learning about how students learn), instructor takes stock of how you, the students, have been learning.
- [Sense of Place Map](#)
- Discussion of (shareable) insights that emerged and reactions to the exercise
- Official [evaluation](#) that starts with a self-evaluation (to be administered by [survey gizmo](#)).
- Closing circle ([plus-delta](#)).

Follow-up:

- Revise in response to instructor's comments and complete report.

Work due by the first day of this session:

- Final version of your product from CE 3, revised in response to comments from peers and instructors, uploaded to public google+ community, <http://bit.ly/CCRPgplus> (unless you request permission to share with the class only)
- Completion contract (if needed; see [policies](#)).

V. Bibliography

[\(Link to password-protected readings\)](#)

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