

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 2017 Syllabus

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

Instructor	<u>Peter Taylor</u> , <u>Critical & Creative Thinking Program</u>
Email:	<u>peter.taylor@umb.edu</u>
Phone	<u>617-287-7636</u> (note: email gets faster response)
Office	Wheatley 4-170
Office hours (<u>http://bit.ly/pjthangout</u> or in office):	Tuesday 1.40-3.40pm <u>pjtaylor.wikispaces.umb.edu/PTOfficeHours</u> , or by arrangement
Class time & location	Tuesdays 4-6.45pm, 9/12-12/12; by Hangout or in W-4-170
URL for hangouts	<u>http://bit.ly/601hangout</u> BOOKMARK THIS! <u>http://bit.ly/CCTbreakout1</u> , <u>http://bit.ly/CCTbreakout2</u> , <u>http://bit.ly/CCTbreakout3</u>
Blog	<u>http://crcrth601.wordpress.com</u> BOOKMARK THIS!
Report glitches in online materials	<u>using this form</u>
Syllabus	<u>crcrth601a.wikispaces.umb.edu</u> , with a menu of useful links at the top right BOOKMARK THIS! (backup copy at <u>http://www.faculty.umb.edu/pjt/601-17.pdf</u>)
Public g+ community	<u>http://bit.ly/CCRPgplus</u> , for public sharing of final products (optional)

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 simply cut to the chase about what to do for the following day's class.)

In Fall 2017, the format of the course has 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 and learn from other students through their annotated bibliography entries, presentations, and written products;
- b) shape a path and final products for each CE that link closely with your personal interests; and
- c) see yourselves as contributors to ongoing development of the field, especially by sharing of products with future students on the blog and (optional) with the wider public on a google+ community (and eventually perhaps a book).

The second strand will involve activities or discussion based on shared readings around key concepts or issues in the field, with special attention to tension between direct and indirect approaches to fostering critical thinking. 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.

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

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 (Available from online retailers):

- 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
- 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

- Make bookmarks on your browser for key [links](#) in this syllabus
- Accept invitation to join the private wordpress blog where all exchanges for the course will happen
- Prepare for meetings on hangout (sign up for a <http://plus.google.com> account, get the audio & video plugins installed, and let instructor know your gmail address). Practice accessing the course hangout.
- f2f students: Arrange to bring a laptop or tablet to class to use in the activity part of each session.
- Establish reliable, undistracted access to the internet for class sessions (with ethernet, not wifi, connection to wifi modems unless absolutely impossible)
- Know your official @umb.edu student email address and password (for access to password-protected materials)
- Set up [access to online bibliographic databases](#)
- [Arrange bibliographic software](#) for references

- Establish off-campus connection to [UMass library](#) , including get the [library barcode](#) for your student ID card from the library and interlibrary loan;
- Accept invitation to join the public google+ community associated with the CCT program
- Read "[What is plagiarism?](#)" and choose your [citation style](#) .
- Complete [on-line tutorial](#) (if needed) and explore the [library wikipedia](#) for CCT courses.

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 (https://www.umb.edu/life_on_campus/policies/community/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 16 August 2017)

III. Contract: What is expected overall

- The course requirements revolve around work-in-progress presentations and written products for each Collaborative Exploration (CE) and around participation items.
- The draft CE 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.
- For participation, the hope is that you come to classes prepared to engage in both parts of the sessions (the CE and the activities), share sources you find useful so that other students can learn from them, help others through feedback on drafts, bring the instructor into your processes of learning and inquiry early and often—starting with making sure you appreciate the thinking behind the details that this long syllabus lays out (much of which a conventional syllabus leaves hidden). If you share these hopes, you will end up meeting the 80% target in the grading scheme (see below) without having to think about the specific checklist of items.
- 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.)
- 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 ("80% target"). (Allowing a fraction of assignments to be skipped without penalty or explanation accommodates the contingencies of your lives.)
- Use a personal copy of the [checklist wikipedia](#) to keep your own 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 [\[detailed here\]](#).)
- 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 *plus* 1.25 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 that builds on W-I-P presentation and responds to plus-delta comments, then revised again in response to comments from an instructor and a peer and posted to the blog and (optionally) to CCT's public google+ community (=3 assignments)

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

(Students may delete or hide their blog postings any time after the semester.)

C. Blog entries required during the process of each CE (e.g., Bibliography contributions with paragraph-length annotations, Notes on inquiries pursued) (=12 half-assignments)]

Participation Items (1/3 grade)

a. Building learning community through attendance and participation at class meetings based on preparation between meetings, including i) inquiry and reading on the CE between sessions (see also C&D above) and ii) making notes on the readings in depth sufficient to undertake the week's activity (=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 products (= 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 in building class as learning community, including during sessions and
 - conscientious peer commentary on other student's assignments.
- Consistent work outside sessions as evidenced in Blog entries required during process of each CE
- Framework and plan for practice in CE3 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. 9/12](#), [2. 9/19](#), [3. 9/26](#), [4. 10/3](#), [5. 10/10](#), [6. 10/17](#), [7. 10/24](#), [8. 10/31](#), [9. 11/7](#), [10. 11/14](#), [11. 11/21](#), [12. 11/28](#), [13. 12/5](#), [14. 12/12](#)

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 and Why don't we do critical thinking all the time?

Preparation:

Get set up on [Technical matters](#)

Session Exercises:

- [Warm-up](#) : What do you agree with? What would you do, if anything, to influence this person?
- [Freewriting](#) (to bring students' ideas and experience to the surface): "If asked to discuss why don't people—myself included—do critical thinking all the time, what comes to mind includes..."
- Share something about your thinking 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](#) on Why don't people do critical thinking all the time?
- 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.
- Read and commence research on [CE1](#) (below), with first argument blog post, however sketchy, due tomorrow.
- Peruse connections and extensions assembled at tba

Tearing my hair out: 50 ways to lead your arguer, CE1 (classes 2-4)

edit

(A CE in which students identify a range of arguments people are not happy with, find patterns in them, and consider constructive ways to move the arguer towards a different or stronger position)

Preamble: Waiting at the checkout in September 2014, I noticed a special issue of Time: "How DNA shapes your life." "Having tried to harness the power of DNA for decades," the introduction begins, "we're finally getting somewhere." The special issue and its articles were clearly optimistic, even boosterish, without much nuance. I started to mull over what it would take to make a special issue that delved into the range of meanings of genes and genetic, that treated the audience as capable of thinking about the complexities that surround the application of genetic knowledge. This led me to start listing the variety of reasons one might look for the genetic basis of something and, for each, think about issues that confound or complicate the situation or claims being made. As the list got longer, I thought of the title "50 whys to look for genes: Pros and complications" and decided to begin a series of daily blog [posts](#) . When I got to 50 I looked for patterns, ending up with 7 overlapping categories (depicted [here](#)).

CE proper:

The point of this CE is definitely *not* for you to think about genes. However, analogous to my efforts in 2014, the CE asks you to tease out a range of arguments people—including yourself—are not happy with, find patterns in them (including across other students' contributions, not only your own), and try to find ways to be constructive, not denunciatory, of what you disagree with or are perplexed by. The end goal for the CE is that the class as a whole produces thought-supporting, constructive 1200 word entries for a hypothetical book that treats the audience as capable of addressing the complexities of improving critical thinking in the sense of supporting people to move to different or stronger positions.

A premise for this book is that it would be unlike other critical thinking texts. In this light, this CE is an experiment—it is not clear in advance what a "pattern" is or what ways you will invent to "support... people to move to different or stronger positions." ([Steps](#) to undertake and when)

Session 2: Tearing my hair out: 50 ways to lead your arguer (CE1) + Retrospectively Obvious Questions

Preparation:

- Overview of dialogue process and [guidelines](#)

Session Exercises:

- [Dialogue hour](#) to share and clarify what we are inquiring into regarding the case for [CE1](#).
- Q&A about course requirements and wiki organization, including expectation for next week's [Work-in-progress presentation](#)
- Activity: Retrospectively Obvious Questions ([details](#))

Follow-up:

- Read Taylor (2002; section 1) to review the thinking behind the activity.
- Continue working on CE 1.
- First office hour could happen or be scheduled; required by session 5.
- Look ahead to what work is due in the next session. (This follow up item is assumed and won't be stated from here on.)

Work due by the first day of this session:

- Participation item b, Syllabus Quiz.

Session 3: Tearing my hair out: 50 ways to lead your arguer (CE1) + Critical Thinking as Journeying

Preparation:

- Prepare [Work-in-progress presentation](#)
- Read (for [Activity](#)): Taylor (2002, section 2) ("Critical Thinking as Journeying")

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 alphabetical by last name.
- Activity: Supporting Critical Thinking as Journeying ([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)
- First office hour meeting either completed or scheduled by now; required by session 5.

Session 4: Tearing my hair out: 50 ways to lead your arguer (CE1) + In Tension With Alternatives

Preparation:

- Read (for [Activity](#)): Elbow (1994), Feuerstein et al. (2015), Taylor (2002, section 3) (Understanding by placing things...)

Session Exercises:

- [Dialogue Hour](#) for Taking stock of the first Collaborative Exploration
- Activity: Lecture on Feuerstein by D. Martin, presenting direct instruction in thinking, and written reflection (Elbow, p. 26) on tension with indirect emphasis so far in the course) ([details](#))

Follow-up:

- Comment on another student's draft product (forwarded to you by instructor by email)
- Arrange asap to get via [Inter-library loan](#) or other means, [readings you think might interest you in CE 2](#).

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"
- First office hour either completed or scheduled by now; required to be completed before session 5.

Everyone can think critically!

edit

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

Imagine a continuation of the book in CE1—a section that aims to help readers appreciate the idea that everyone can think critically and to help them help others appreciate that idea. The end-product of this CE are drafts of entries to this section of the book, 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. ([table of contents](#))
- 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 to undertake and when](#))

Session 5: Everyone can think critically! (CE2)+ Opening up Themes

Preparation:

- Read CE2 and begin inquiry. Arrange *without further delay* to get via [Inter-library loan](#) or other means, readings you think might interest you in CE 2.
- Read (for [Activity](#)): Taylor (2005, chapter 6)

Session Exercises:

- [Autobiographical stories](#) , retold in relation to CE 2
- Activity: From Opening-up themes to Intersecting Processes ([details](#))

Follow-up:

- Scan your map from activity and share as a blog post
- Continue working on CE2

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)+ Translocal knowledge in participatory settings

Preparation:

- Read (for [Activity](#)): Preamble to [Activity](#), Taylor (2002, section 5), Taylor (2005b, epilogue)

Session Exercises:

- [Dialogue hour](#) to share and clarify what we are inquiring into regarding the case. (Reminder of [dialogue guidelines](#)).
- Activity: Themes to bring the "global" or "translocal" into our critical thinking ([details](#))

Follow-up:

- Continue working on CE 2.

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 blog (and, optionally, to public google+ community, <http://bit.ly/CCRPgplus>)

Session 7: Everyone can think critically! (CE2)+ Conditions conducive of critical thinking

Preparation:

- Prepare [Work-in-progress presentation](#)
- Read (for [Activity](#)): Costa (2008). Paul (1992)

Session exercises:

- Work-in-progress presentations, each followed by [Plus-Delta feedback](#) ([online](#) or on paper). The order of presentations is reverse alphabetical by last name.
- Activity: Interpretive structural modeling of a selection of conditions conducive of critical thinking ([details](#))

Follow-up:

- Digest feedback on Work-in-progress presentation and develop a [product](#) for the CE

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)+ Believing and doubting in relation to indirect approach to fostering critical thinking

Preparation:

- Read (for [Activity](#)): Watch youtube [Critical Thinking, the stories in a new course](#) (apologies for poor sound)

Session exercises:

- Dialogue Hour for Taking stock of the second Collaborative Exploration
- Activity: Believing and doubting in relation to indirect approach to fostering critical thinking ([details](#))

Follow-up:

- Peruse the blog posts of other students on the activity.
- Comment on another student's draft product (forwarded to you by instructor by email)

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.

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

edit

(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 framework—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 should be selected and organized in a framework 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 prepared frameworks (called "manifestos") for critical thinking, see section 2 of Taylor (2002). For the full manifestos from a 1999 class, including Frangie's, see [Readings](#). These frameworks might make up a 3rd section of the book from CE1 and CE2.

Corresponding to your framework, 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](#) and [google+ community](#) (search for 601). ([Steps to undertake and when.](#))

Session 9: Framework and Plan for Practice (CE3) + Tool kits for Supporting Critical Thinking Journeys

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](#)): *Either* Belenky (1986), Phelan and Garrison (1994) and Warren (1994) *or* Elbow (1986), Gallo (1994) and Weissglass (1990) ([see Activity details to choose](#))

Session Exercises:

- [Autobiographical stories](#) , retold in relation to CE 3
- Activity: Tool kits for Supporting Critical Thinking Journeys ([details](#))

Follow-up:

- Continue working on CE3
- Peruse how your suggestions from activity have been woven into a revised version of the many R's

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) + Action Learning

Preparation:

- Read (for [Activity](#)): Edwards (2001), Taylor (2015, 2015a)

Session Exercises:

- [Dialogue hour](#) to share and clarify what we are inquiring into regarding the case.
- Activity: Action Learning as an Alternative to a Foundational Course on Critical Thinking ([details](#))

Follow-up:

- Continue working on CE 3

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 blog (and, optionally, to public google+ community, <http://bit.ly/CCRPgplus>)
- Second office hours meeting completed by today.

Session 11: Manifesto and Plan for Practice (CE3) + History and Critique of Critical Thinking movement*

Preparation:**

- Prepare [Work-in-progress presentation](#)
- Read (for [Activity](#)): Kaplan (1994), Partnership for 21st Century Learning (2015), Paul (2011), Walters(1994)

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 alphabetical by first name.
- Activity: History and critique of Critical Thinking movement ([details](#))

Follow-up:

- Digest feedback on Work-in-progress presentation and develop a [product](#) for the CE

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) + Difficult Conversations*

Preparation:**

- Read (for [Activity](#)): Herzin and Chasin (2006 [2017])

Session Exercises:

- Dialogue Hour for Taking stock of the third Collaborative Exploration
- Activity: Difficult Conversations: Training and Support ([details](#))

Follow-up:

- Comment on another student's draft product (forwarded to you by instructor by email)

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: a one-session activity that builds on [CE1](#) and [CE3 \(Activity\)](#)

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 blog (and, optionally, to public google+ community, <http://bit.ly/CCRPgplus>)
- Completion contract (if needed; see [policies](#)).

V. Bibliography

([Link to password-protected pdf's of readings](#))

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