

Syllabus -Comprehensive

CRITICAL THINKING (CRTH 601) SYLLABUS

UMASS, Boston -Fall 2009

BOB SCHOENBERG, INSTRUCTOR

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This is a 3 credit graduate course offered online via the University of Massachusetts at Boston, accredited by the New England Council of Schools and Colleges.

OBJECTIVES:

To develop further the critical thinking skills and dispositions of the course participants

To help participants understand what critical thinking is and how to apply the skills and strategies of critical thinking in a wide variety of settings.

To help participants develop the capability of helping others become better critical thinkers.

To understand how stress impairs one's ability to think critically and to use stress management to promote critical thinking.

REQUIRED TEXT:

Developing Minds. Edited by Arthur L. Costa. 3rd Edition. 2001. Publisher: ASCD (Association for Supervision and Curriculum Development)

The book can be ordered directly from the publisher.

Call 1-800-933-2723. Website: www.ascd.org. (A limited number of books are at the campus bookstore at UMASS, Boston if you happen to be in the area).

Note: The text will be supplemented by additional articles on the web. Specific articles are listed in the Expanded Course Outline.

Recommended but not required: Critical Thinking in Business by Bob Schoenberg. 2007 Publisher: Science & Humanities Press. Website: www.criticalthinkinginbusiness.com.

LIBRARY BARCODE:

Some reading assignments will be located in E-reserves at the UMB electronic library. Online students may access the UMB electronic library by means of a barcode. To obtain a barcode an online student must e-mail library.circulation@umb.edu and give:

- name as appears at registration
- semester and year
- course name and number
- student ID #
- e-mail address

You will receive an e-mail with barcode information. The barcode is good for the semester you are enrolled in an online UMB course.

The barcode enables you access e-reserves for this course, access electronic resources (books, articles, journals, etc) and e-mail the library with reference questions

COURSE REQUIREMENTS

ALL STUDENTS MUST HAVE A GMAIL ACCOUNT

20% Posting twice per week on the BLOG

10% Running the BLOG as a Team

15% Collaborative Assignments

20% Collaborative Project

15% Mini Research Project

5% Peer Review

15% Final Project/Paper This will not be a collaborative effort.

(Guidelines for these assignments will be provided)

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Attendance at two online meetings is mandatory. Each meeting will count as one assignment.

Time Requirements – This course will require at least as much time as a regular face to face graduate course in Critical Thinking and probably more. However, you do not have to travel to the campus or hunt for a parking space or actually sit through a class. But, you do need to plan, accordingly.

A Typical Class - Each week there will be a new class posted. The "class" will consist of some statement(s) written by me usually focusing on a specific topic or theme and will have some activities and assignments for you to do. Much of the learning that will take place will be among each other as you will be working and collaborating with other participants in the class. You will need to check into the classroom at least once a week and Post on the **BLOG** once a week. You should check your email several times a week. Much more time will be spent communicating and collaborating with other participants in the course, particularly in regards to projects. You can check into the classroom and post messages any time of the day or night.

COLLABORATIVE NATURE:

This course is based upon collaborative learning. This means that you will be working together with other participants in this class. Using various technologies, including chat, message boards, email and collaborative files. You will actually have more contact with other participants in this class than you would in a regular face to face class. Much of the learning that will take place will occur as you collaborate and work with each other. My role is more of a facilitator, providing the structure and learning activities. As we embark upon this exciting endeavor in Distance Learning, I suspect that we will all learn from each other, myself included.

To encourage collaboration, each participant in the class will select a "buddy" about the second week of the course. You will be expected to contact each other once a week and/or more often as needed, using either email, chat or even Instant Messaging, or Wimba if you prefer. This is one of several ways that we will develop a sense of community and connection to each other. (Wimba is Live Voice Communication).

ADDITIONAL REQUIREMENTS:

All participants must have experience using the Internet and know some basic word processing skills. In addition, you will need to become familiar with WebCT - the software we use to run this course. Tutorials and a student handbook are available.. Go to <http://www.lms.umb.edu>. for more information.

Technical Specifications

PLEASE Check your browser as advised by Blackboard.

A 56k Internet Service Provider (ISP) is no longer recommended for connection optimization.

Consult with Tech Support for information about hardware and software requirements, specifically regarding Java software which you will need, or do a Browser Check when you log into the course.

You may need to download the following software if you do not have it. All of these downloads are free.

Shockwave Player

This free software is required to utilize Chat

<http://www.macromedia.com/software/shockwaveplayer>

Real Player

This software may be required to view streaming media. Look for the free 'FREE Real Player' link.

<http://www.real.com/realone>

Adobe Acrobat Reader

Some course files may also require Adobe Acrobat Reader-(.PDF format)

<http://www.adobe.com>

Microsoft Office Viewers

Users that do not have MS Office installed on their machines will need to download MSWord Viewer (.DOC format), MSPowerPoint Viewer, MS Excel Viewer. (Look for free Microsoft Viewers)

<http://www.microsoft.com/downloads>

QUESTIONS? CONTACTS:

For more technical information or Tech Support email: bostonsupport@umb.edu

Registration Questions? Contact Kitty Galaitsis. Telephone 617-287-7910 or email katherine.galaitsis@umb.edu.

Academic Questions? Contact your instructor - Bob Schoenberg. Bobsch3@gmail.com

GRADES & EVALUATION:

The criteria used to evaluate your papers and projects will be contained in the guidelines which be provided to you. Written papers and other assignments turned in on time will automatically be given a grade of B, unless the assignment is really below par. Assignments which are not of this minimal standard will be returned to you as a "redo". If you "redo" the assignment, you will be guaranteed a higher grade on that assignment, but not necessarily an "A". If you choose not to do the assignment again, the current grade will stand. For example, if you receive the grade of a "B" and do not do the assignment again as a "redo", you will receive the grade of a "B" for that assignment.

Sometimes you will be given an opportunity to revise and resubmit an assignment. This doesn't mean that your work is unacceptable or that you did anything wrong (as in the case of a "redo"). It is an opportunity to do more in-depth, critical thinking. If you revise and resubmit, it will assure you of a higher grade. However, the emphasis must be on learning. This is a graduate course and it is expected that your work will be at least worthy of a B. To earn a higher grade than a B, you will need to revise and resubmit some assignments. You will **not** have the option to revise or redo the Final Paper or Final Project.

Grading: Grades in the graduate programs at UMass Boston can be A, A-, B+, B, B-, C+, C, or F. There is no A+ grade. Students must maintain a grade point average of B to remain in good standing and graduate. Grades of A, the highest allowable grade, are awarded for demonstration of superior and excellent work and are taken seriously by faculty. A's are not universally awarded.

Postings on theBLOG are graded as follows:

√ (check) = credit for Posting

√ - (check minus) = substandard

0 (zero) no credit (Late posting will receive a zero)

√ + (check plus) = exceeded requirements

You get extra credit for doing extra posts – provided they are of quality.

ABOUT LATE ASSIGNMENTS

Late posting to the BLOG will NOT be accepted due to the time-sensitive nature of these discussions.

Policy Regarding Late Classwork and Paper

The following policy applies only if you have turned in 2 late assignments or have an assignment that is outstanding for more than 10 days. If either of these conditions apply, future late class assignments will be accepted, but you will lose points for each day the assignment is late. For late papers/projects you will lose a 1/2 letter grade for each day the paper is late. Extension of deadlines will be provided for extenuating circumstance, on a case by case basis, solely at the discretion of the instructor. Turn assignment in on time and avoid the Late Policy.

Extra Credit - an optional extra credit assignment may be done with the instructor's approval.

AVAILABILITY of INSTRUCTOR:

I do not keep "virtual office hours". You can email me anytime of the day or night. However, I am NOT available on a 24 hour, 7 days a week basis. Usually, you can expect a reply to your email within 24 hours or less. If you have a general question, you should post it on the Frequently Asked Questions Page on my website. Otherwise, please do email me. I check my email, regularly and frequently. However, please be advised that I take one day off a week. From Friday evening until Saturday evening, I do not use my computer or check email. So, if you write to me late Friday afternoon, it's possible I won't respond to your message until Sat. night or even Sunday.

Rather than offer specific office hours, I prefer to work by appointments, realizing that many of you are

busy during the day. I am quite flexible and can often schedule evening and weekend appointments. (Appointments can consist of the use of the chatroom, Wimba). In addition to scheduled appointments and email, I will be hosting some chatroom discussions and discussions using Wimba (live voice communication) where anyone in the class will be able to "chat" with me - exact time to be announced. You'll actually have more access to talk with me than you would in a regular face-to-face classroom where instructors usually keep office hours during the day.

If you have an urgent problem or some type of an emergency, you can call me. However, such a phone call should really be reserved for an urgent matter or an emergency situation. If you know you will be away for a few days or you will be offline (computer failure) you would be well advised to call me and let me know. If I know you're having some sort of problem, I may be able to accommodate you

For technical problems with Blackboard/Vista, **always** contact Technical Support at: bostonsupport@umb.edu. You can call them 24/7 at 1-888-300-6920.

Chat with Instructor- I plan to have a chat with each of you at least once during the semester. This will probably take place in a restricted chat room or possibly with "live voice communication". You will need a microphone and need to download and test some software (Wimba) before we do this and/or Skype. The software is free. You may also use the chatroom of Blackboard.

Town Meeting - at least twice a semester, we will all get on line at the same time and using Wimba software (which is free), we will be able to talk to each other live, via a microphone and headset hooked up to your computer. If you have a web camera (optional), we will be able to see each other as well. (You will need to purchase a microphone and a headset to participate in this town meeting unless you already have such equipment). Most computers come with a built in mic and speakers. A headset is preferred as the sound quality is better. PLEASE test your equipment in advance of this. Please note that our first "Town Meeting" using WIMBA software will take place during the 3rd week of classes. Wimba is Mac compatible! You will need to have access to a PC/Mac for the Wimba Meetings. A headset with mic attached is also necessary to participate in Wimba . (Wimba provides live voice communication via your computer. You will be able to talk with me and other students in the class, regardless of their physical location. This software is free for students of this course).

COMPONENTS of COURSE:

BLOG - You can post a message or respond to one. This is a threaded discussion. Whatever you say should reflect critical thinking. Use of BLOG is restricted to academic topics. "Flaming" or verbally attacking someone, is not allowed. While you certainly can disagree with someone, if you wish to have a personal discussion with someone, take it off line and either use email or the phone. Note that the Messages you post will be archived (saved).

Chat - Unlike the BLOG where you post a message, chat allows you to instantly type something and immediately, everyone in the chatroom will see your message and can instantly respond to it. Certain Chatroom discussions will be archived (saved).

Email is the primary way that we will communicate with each other. It is essential that we have each other's email addresses and that they are correct. **All Students are required to have a Gmail account.**

There may be other areas of the website made available for your use. In addition, you will be able to create your own personal blog as well.

Secured Website - Access to the Blackboard and my personal Website - is restricted. Only people who are authorized and have a proper password will be allowed to enter. Students in other online classes will NOT have access to this site. The general public can NOT access this site, either. So, there is a degree of confidentiality.

It may be necessary to make some modifications to this syllabus as it is not possible to anticipate every situation that might arise. Distance Education, using a collaborative model, is an exciting development in education, especially with the technology we have available. I look forward to learning and working with you in what I consider to be a new frontier in education.

Bob Schoenberg

THE FOLLOWING NOTES FROM CLASSES ARE SUBJECT TO CHANGE

Critical Thinking CRTH601- Bob Schoenberg, Instructor

WK. 1 Introduction and Orientation'

- Write Bio-Sketch and post on Blog
- Become familiar with software
- Read Syllabus

WK. 2 What is Critical Thinking

- Review various definitions of Critical Thinking
- Pick a partner for Collaboration
- Collaborate and create a definition of critical thinking
- Post on Blog

Readings:

Scriven and Paul. "Defining Critical Thinking" (web article)
<http://lonestar.texas.net/~mseifert/crit2.html>

Paul. Foundation for Critical Thinking. "A Brief History of the Ideas of Critical Thinking" (web article) http://www.iac.edu.lv/kd/raksti/kd_vesture.doc

Ennis. (Criticalthinking.Net) <http://www.criticalthinking.net>

Arthur L. Costa and Robert J. Marzano, "Teaching the Language of Thinking" [DM, pp. 379-383]

Lauren B. Resnick, "Making America Smarter: The Real Goal of School Reform" [DM, pp. 3-6]
LeRoy Hay, "Thinking Skills for the Information Age" [DM, pp. 7-10]

Sheldon Berman, "Thinking in Context: Teaching for Open-mindedness and Critical Understanding" [DM, pp. 11-17]

John Edwards, "Learning and Thinking in the Workplace" [DM, pp 23-28]

Robert Ennis, "Goals for a Critical Thinking Curriculum and Its Assessment" [DM, pp. 44-46]

Dee Dickinson, "Thoughtful Parenting" [DM, pp. 101-105]

WK. 3 Assumptions and Frames of Reference

- Read the article "The Move"
- Collaborate on identifying assumptions and frames of reference
- Remember to post on the Blog
- Begin Class Project (collaboration)

Readings: (Note: these articles are short, well written)

Jonathan Baron, "Actively Open-minded Thinking" [DM, pp. 76-79]

Arthur L. Costa, "Habits of Mind" [DM, pp 80-86]

Jack Lochhead and Aleta Zietsman, "What is Problem Solving?" [DM, pp 54-57]

Robert J. Swartz, "Thinking about Decisions" [DM, pp. 58-66]

Robin Fogarty, "Our Changing Perspective of Intelligence: Master Architects of the Intellect" [DM, pp. 144-149]

Daniel Kies, Dept of English, College of Dupage, The HypertextBooks:
<http://papyr.com/hypertextbooks/comp2/assume.htm> (Assumptions)

Schoenberg - see brief writing (Assumptions) attached at the end of this page.

The following article on **Frames of Reference** can be view as an HTML page or as a Powerpoint Presentation - Linda Bahn et al.

<http://74.125.95.132/search?q=cache:-t5sHQhNnTEJ:www.palomar.edu/reading/Thomsons120/Frame%2520of%2520Reference%2520Pres.PPT+frames+of+reference+and+critical+thinking&cd=5&hl=en&ct=clnk&gl=us>

WK 4 Metacognition and Fallacies

- Attempt to solve the "Purpose Face" Problem *collaboratively*
- Post to the Blog
- Continue Class Project

Readings:

Jonathan Baron, "Actively Open-minded Thinking" [DM, pp. 76-79]

Arthur L. Costa, "Habits of Mind" [DM, pp 80-86]

Jack Lochhead and Aleta Zietsman, "What is Problem Solving?" [DM, pp 54-57]

Robert J. Swartz, "Thinking about Decisions" [DM, pp. 58-66]

Robin Fogarty, "Our Changing Perspective of Intelligence: Master Architects of the Intellect" [DM, pp. 144-149]

Web Article - Jennifer A. Livingston. "Metacognition: An Overview"

<http://www.gse.buffalo.edu/fas/shuell/CEP564/Metacog.htm>

Web Article "Common Fallacies"

<http://www.philosophy.ilstu.edu/ljwaggl/phil238/Common%20Fallacies.pdf>

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WK 5 Critical Thinking and Stress

- Read article on "Stress and Distress"
- Do 1st Exercise
- Do 2nd Exercise *collaboratively*
- Remember to Post on the Blog
- Being 2nd phase of Class Project

Readings:

R. Schoenberg. "Management of Feelings" pp. 31-36. E-Reserves (You may need to scroll down a bit to find the beginning of this section). See FAQ for info on how to access E-Reserves.

Thomas Sargent, The Behavioral and Medical Effects of Stress. [Summary of the "Seven Sequences of a Feeling"] Attached File (scroll)

Douglas F. Brenner and Sandra Parks, "Cultural Influences on Critical Thinking and Problem Solving" [DM, pp. 216-221]

Ruby K. Payne, "Thinking in a Culture of Poverty" [DM, pp. 229-233]

Stress Management Article - "PHYSIOLOGY OF THE STRESS RESPONSE"

<http://www.managingstress.com/articles/physiology.htm>

Stress Management for Patient and Physician (some good techniques discussed)

<http://www.mentalhealth.com/mag1/p51-str.html#Head>

WK. 6 Strong Sense Critical Thinking and Infusion

- Posting to the BLOG <http://ctbobsch.blogspot.com> - Comment on Richard Paul's Strong Sense Thinking OR Jerry Fluellen's Article (Choose One).
- Collaborative Assignment - Critical Thinking in the "Strong Sense"
- Continue with Phase 2 of the Class Project.

Readings:

Richard Paul, "Dialogical and Dialectical Thinking"
[DM, pp. 427-436];

Robert J. Swartz, "In the Grips of Emotion [DM, pp. 164-169]; (continuing on last week's theme)

Select one of the essays in Section VII ("Teaching in School Subjects") in *Developing Minds* Geoffrey Caine and Renate Nummela Caine, "Capitalizing on the Invisible Dimension of Organizational Learning" [DM, pp. 96-100]

Richard Paul, *Strong Sense Critical Thinking*. **Scroll down to bottom of page to view this article.**

Jerry Fluellen - "Unpacking Richard Paul's Strong Sense Critical Thinking" (scroll down to page 4 in the following document):

http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/13/79/18.pdf

WK 8 Fairmindedness and Ethical

- Review some of the "tests" for ethical reasoning. Note that Ethical Reasoning includes several critical thinking skills.
 - Read the notice by Fidelity
 - a. decide what the issue really is
 - b. decide how you think the Board should have voted
 - Collaborate with your partner and determine if you agree or disagree with the Board's decision. Use some Fairmindedness and try to view the opposing point of view. Provide a brief statement collaboratively. Note that you and your partner do NOT have to agree with each other.
 - Post to Blog
 - Continue Class Project
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Critical Thinking – Lessons 9 –13

Session Nine -Causal Reasoning and Constructivism

- Provide an example of Causal Reasoning. Discuss why it might be helpful to use other critical thinking skills (Collaborative Assignment)
- Reflection Paper – 1-2 pages reflecting on how you use critical thinking
- Finish Class Project
- Post to the Blog

READINGS:

Owen Gingerich, "The Galileo Affair" (E Reserves)

Douglas MacEachin, "Biases in Perception of Cause and Effect" The CIA. (Find out what the CIA is doing about Critical Thinking) [Douglas MacEachin is a former CIA Deputy Director of Intelligence. After 32 years with the Agency, he retired in 1997 and became a Senior Fellow at Harvard University's John F. Kennedy School of Government].

The CIA no longer makes this article available, but you can still get it by going to:
<https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/books-and-monographs/psychology-of-intelligence-analysis/art14.html>

Jacqueline Grennon Brooks and Martin G. Brooks, "Becoming a Constructivist Teacher" [DM, pp. 150-157];

David Perkins, "The Social Side of Thinking" [DM, pp. 158-163]

David Perkins, "Thinking for Understanding" [DM, pp. 446-450]

Barbara Z. Presseisen, "Thinking Skills: Meanings and Models Revisited" [DM, pp. 47-53]

Sloman et al. <http://else.econ.ucl.ac.uk/papers/uploaded/199.pdf> (copy and paste this address into your browser.

Cause and Effect. A Mini Lesson by Diana Dell, Ed.S. <http://mrsdell.org/causeandeffect/>

Session Ten – Problem Based Learning

- Read two articles - Problem Based Learning <http://www.udel.edu/pbl/dancase3.html> and Hot Headed Moles in Antarctica <http://www.udel.edu/pbl/hotheads.html>. Follow format given at end of 2nd article and collaborate.
- Post on the Blog
- Submit idea for Final Assignment

Readings:

Illinois Mathematics and Science Academy <http://pbln.imsa.edu/model/template/>.

John Barell, Cheryl Hopper, and Ann White, "Big Rocks and Powerful Kingdoms: Problem-based Learning in Science and Social Studies" [DM, pp. 256-261]

Robert J. Sternberg, "Teaching Problem Solving as a Way of Life" [DM, pp. 451-454]

John Barrell, "Designing the Invitational Environment" [DM, pp. 106-110]

Douglas F. Brenner and Sandra Parks, "Cultural Influences on Critical Thinking and Problem Solving" [DM, pp. 216-221]

Arthur L. Costa, "Mediative Environments" [DM, pp.135-140]

Rheem. Problem Based Learning, http://www.ntlf.com/html/pi/9812/pbl_1.htm

Session Eleven - Transfer & Critical Thinking in Education, Business and Other Professions

- Find some examples of other professions that use Critical Thinking (Collaborative Assignment)
- Post to Blog
- Submit description of Final Paper or Project

READINGS:

Arthur Costa, "Teaching For, Of, and About Thinking" [DM, pp. 354- 358]

David Perkins and Gavriel Salomon, "Teaching for Transfer" [DM, pp. 370-378]

Barry K. Beyer, "Practical Strategies for Direct Instruction in Thinking Skills" [DM, pp. 393-400]

David S. Martin, "For Administrators: Keeping the Focus" [DM, pp. 123-125]

Laura Lipton and Bruce Wellman, "From Staff Development to Professional Development: Supporting Thoughtful Adults for Thinking Schools" [DM, pp. 118-122]

Lesson Twelve – Critical and Creative Thinking - Assessments

Some sample questions from the Watson Glaser Critical Thinking Appraisal;
<http://www.inc.com/magazine/20060801/hiring-sample-test.html>.

The Torrance Test measures creativity. Look at this one as well and note what they focus upon for creative thinking. http://www.indiana.edu/~bobweb/Handout/cretv_6.html
<http://www.ststesting.com/2005gifttct.html>

from ERIC -

http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/37/2f/7b.pdf

Chose One of the following to do with your partner for collaboration.

- Discuss with your partner topics covered by the Watson Glaser Critical Thinking Appraisal and compare that to the topics covered in this graduate course.
- Discuss the topics covered in the Torrance Creativity Test.. Based upon your understanding of creativity, do you think this test really measures creativity. Provide other comments and back them up with reasons.
- Post to the Blog

Readings:

Alec Fisher, "Assessing Thinking Skills" [DM, pp. 541-545]

Barry K. Beyer, "A Format for Assessing Thinking Skills [DM, pp. 533- 540]

Monty Neill, "State Exams Flunk Test of Quality Thinking" [DM, pp. 511-516] Elliott Asp, "To Think or Not to Think: Thinking as Measured on State and National Assessments" [DM, pp. 497-510]

Arthur L. Costa and Bena Kallick, "Building a System for Assessing Thinking" [DM, pp. 517-524]

Monty Neill, "State Exams Flunk Test of Quality Thinking" [DM, pp. 511-516]

Assessing Critical Thinking. Barry S. Stein, Ada F. Haynes, and Jenny Unterstein. Tennessee Technological University

<http://iweb.tntech.edu/cti/SACS%20presentation%20paper.pdf>

Session Thirteen – Assessment

- Reflect about the course. What were some high points? How have you been able to use what you have learned from this course? (non collaboratively)
- Post on the Blog
- Submit Final Assignment within a week.

READINGS:

Elliott Asp, "To Think or Not to Think: Thinking as Measured on State and National Assessments" [DM, pp. 497-510]

Monty Neill, "State Exams Flunk Test of Quality Thinking" [DM, pp. 511-516]

Arthur L. Costa and Bena Kallick, "Building a System for Assessing Thinking" [DM, pp. 517-524]

Robert Stone, "How Teachers Can Assess the Thinking Skills They Are Teaching" [DM, pp. 525-527]

Kay Burke, "Performances to Assess Standards and Intellectual Growth [DM, pp. 528-532]

Paul, Richard - Critical Thinking Assessment.
<http://www.criticalthinking.org/resources/assessment/index.cfm>

Alec Fisher, "Assessing Thinking Skills" [DM, pp. 541-545]