This course explores the diverse nature and techniques of critical thinking. Views about observation and interpretation, reasoning and inference, and valuing and judging will all be considered, giving special attention to how we can help others to develop the skills needed to do these things well, especially through our standard educational structures. We will consider central concepts of critical thinking, their applications in a variety of domains, and ways to assess the effectiveness of their applications. Working with diverse material, from political and scientific events occurring in the world to issues and dilemmas that characterize everyday life, we will examine and practice kinds of thinking that promote reasonable, reflective action and belief. We will also consider several current issues in the field of critical thinking such as the role of gender in critical thinking, relationships between critical and creative thinking, domain-specific critical thinking, and best practices for applying thinking skills and dispositions.

We understand our thoughts better when we express them. Your contributions to learning experiences in class will be sought and you will be encouraged to gain useful insights from others as well. All of us, the instructor included, can learn from each other and grow in our abilities to challenge and modify ideas in constructive ways. Through extensive interactions with each other, in a climate of enjoyment, this class is designed for us all to continue to develop our abilities to use careful thinking and sound judgment.

Course Goals:

(1) To develop further the critical thinking skills and dispositions of the course participants.

(2) 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.

(3) To help participants develop the capability of helping others become better critical thinkers in a wide variety of settings.
**Texts:**  Shari Tishman, David N. Perkins, and Eileen Jay, *The Thinking Classroom: Learning and Teaching in a Culture of Thinking* (Boston: Allyn and Bacon, 1995)


Some additional required readings will be distributed in class.

**Requirements:**

1) **Participating** actively in class [15 % of grade]. This includes keeping up with the reading as well as writing 1-page reflections each week, except for days when there is another written assignment.

2) Writing **three Reflection Papers** (each about 3-4 typewritten pages) on readings and issues discussed in class [30%]. The reflection papers are due on **Thursday July 16**, **Thursday July 23**, and **Tuesday, July 28**.

3) As part of a team, designing and conducting an **in-class learning experience** that applies critical thinking [10%]. A **proposal from each team is due by Monday July 20**.

4) Writing a **Manifesto** (about 3 typewritten pages) synthesizing your view of ideas about critical thinking that you have found most important [15%]. The manifesto is due **Wednesday, July 29**.

5) Writing a thoughtful **Final Paper** (about 10 double-spaced typed pages, plus references) [30%]. This paper is due on **Thursday, July 30** in the Curriculum and Instruction Office Department by 2pm. A paper **proposal with outline is due by Tuesday, July 21**. Students are encouraged to make connections in the paper with their other interests and projects.

**Class Schedule and Readings**

The class will meet Monday through Thursday for the weeks of July 13, 20, and 27, from 9am to 12 noon, with a short break in mid-morning. Completion of reading requirements must be done prior to the class session in which they are listed.


Readings:  
Shari Tishman et al., pp. 1-36 ("The Idea of a Culture of Thinking," "The Language of Thinking," and "The Language of Thinking: Pictures of Practice");  
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];  
Dee Dickinson, “Thoughtful Parenting” [DM, pp. 101-105]


Readings:  
Shari Tishman et al., pp. 37-64 ("Thinking Dispositions" and "Thinking Dispositions: Pictures of Practice");  
Shari Tishman, “Added Value: A Dispositional Perspective on Thinking” [DM, pp. 72-75];  
Jonathan Baron, “Actively Open-minded Thinking” [DM, pp. 76-79];  
Arthur L. Costa, “Habits of Mind” [DM, pp. 80-86];  
Robin Fogarty, “Our Changing Perspective of Intelligence: Master Architects of the Intellect” [DM, pp. 144-149]


First Reflection Paper Due

Readings:  
Shari Tishman et al., pp. 65-95 ("Mental Management" and "Mental

Team Proposals for In-Class Learning Experience Due


Emotion and critical thinking. More on dialogical and strong-sense critical thinking.

Rational passions. Philosophy and critical thinking.

Robert J. Swartz, “In the Grips of Emotion” [DM, pp. 164-169]
Richard Paul, “Dialogical thinking: Critical Thought Essential to the Acquisition of Rational Knowledge and Passions”;
Barry K. Beyer, “What Philosophy Offers to the Teaching of Thinking” [DM, pp. 87-91];


Second Reflection Paper Due

Readings: Delores Gallo, "Educating for Empathy, Reason, and Imagination";
Douglas F. Brenner and Sandra Parks, “Cultural Influences on Critical Thinking and Problem Solving” [DM, pp. 216-221];


Thinking styles.

Proposal for Final Paper Due

Readings: Shari Tishman et al., pp. 155-184 ("Teaching for Transfer" and "Teaching for Transfer: Pictures of Practice");
Arthur Costa, “Teaching For, Of, and About Thinking” [DM, pp. 354-


Third Reflection Paper Due.

Readings: Shari Tishman et al., pp. 185-199 (“Pulling It All Together”); Barry K. Beyer, “Putting It All Together to Improve Student Thinking” [DM, pp. 417-424]; David S. Martin and Nicholas M. Michelli, “Preparing Teachers of Thinking” [DM, pp. 111-117]; Laura Lipton and Bruce Wellman, “From Staff Development to Professional Development: Supporting Thoughtful Adults for Thinking Schools” [DM, pp. 118-122]
12) Thurs. July 30. Synthesis and glimpses ahead. Specific actions to take to ensure the survival of critical thinking in the school context. Research results and their implications. Presentation of in-class learning experiences by teams. Sharing and discussing the manifesto’s.

Manifesto Due.

David S. Martin, “For Administrators: Keeping the Focus” [DM, pp. 123-125];
David S. Martin, Results of research on effects of Thinking Skill Programs on various populations—excerpts handout.
Reuven Feuerstein, “Instrumental Enrichment”—excerpts handout.

FINAL PAPER DUE THURSDAY, AUGUST 6, by 2pm in Department of Curriculum and Instruction Office, 2nd floor, Wheatley Hall.
GRADING PLAN FOR CrCrTh 601, Summer 2009

Participation and Attendance 100 points

Reflection Papers, 1,2,3 (each)
  Use of concepts 40
  Reflectivity 40
  Writing 20

Team Presentation
  Creativity 50
  Questioning 50
  Organization 50
  Cohesion 50

Manifesto
  Organization 60
  Relevance 60
  Clarity 60
  Writing 20

Final Paper
  Organization 40
  Use of concepts 100
  Detail 100
  Writing 40
  References 20

Total: 1100

A  1050-1100
A-  1025-1049
B+ 1000-1024
B   975-999
B-  950-974
C+  925-949
Etc.