

Western Technical College

10809103 Thinking Critically and Creatively

Course Outcome Summary

Course Information

Description

This course provides instruction in the vital, realistic, and practical methods of thinking which are in high demand in all occupations of substance today. Decision making, problem solving, detailed analysis of ideas, troubleshooting, argumentation, persuasion, creativity, setting goals and objectives, and more are considered in depth as the student applies specific thinking strategies and tools to situations in a wide variety of workplace, personal, academic, and cultural situations. Classroom instruction is demonstration, discussion, project and teamwork based. Assignments range from the short and simple to the detailed and complex. Reality and practicality are the focuses all through the course.

These skills are in high demand by employers. Having this course in your background can significantly enhance your appeal as an employee. It certainly will make you a more adept and confident person.

These skills are in high demand by employers. Having this course in your background can significantly enhance your appeal as an employee. It certainly will make you a more adept and confident person.

Total Credits 3

Textbooks

Thinking Critically. 11th Edition. Copyright 2015. Chaffee, John. Publisher: Cengage Learning. **ISBN-13:** 978-1-285-43011-9. Required.

Course Competencies

1. Ascertain personal thinking strengths and weaknesses.

Assessment Strategies

- 1.1. by completing an inventory of thinking behaviors, habits and outlooks
- 1.2. by composing written evaluation of self as thinker

Learning Objectives

- 1.a. Identify own thinking habits, skills, and weaknesses.
- 1.b. Categorize skills and weaknesses according to primary types.

2. Compare personal thinking habits to those of others.

Assessment Strategies

- 2.1. by sharing perceptions of self and others in a small group activity
- 2.2. by writing an evaluation of self as thinker

Learning Objectives

- 2.a. Develop awareness of self as thinker in comparison to others.
- 2.b. Begin to develop goals for improvement of self as a thinker.

3. Compose personal goals for thinking skills improvement.

Assessment Strategies

- 3.1. by providing concrete examples of outcomes of thinking
- 3.2. by determining a series of at least 2 goals

Learning Objectives

- 3.a. Accept responsibility for personal thinking behaviors.
- 3.b. Select specific areas for improvement of thinking.

4. Formulate a set of customized personal goals for life and work.

Assessment Strategies

- 4.1. by writing a paper containing short, medium and long term goals

Learning Objectives

- 4.a. Be aware of the importance of goals.
- 4.b. Have a sense of personal life direction.
- 4.c. Observe the vital role of organizational goals awareness.
- 4.d. Commit to a specific set of goals for personal and work lives.
- 4.e. Determine specific measurements for goal completion.

5. Develop a personal mission statement.

Assessment Strategies

- 5.1. by completing the mission statement assignment

Learning Objectives

- 5.a. Accept responsibility for determining one's own life direction.
- 5.b. Acknowledge a variety of roles.
- 5.c. Adopt a personal mission.
- 5.d. Ascertain personal values and beliefs.
- 5.e. Correlate personal mission and goals statements.
- 5.f. Write a personal mission statement.

6. Recognize the principles which lie at the heart of creative thinking.

Assessment Strategies

- 6.1. by viewing and discussing films focused on creativity and examining the factors blocking creativity in the examples there
- 6.2. by reading and discussing the articles in the manual which focus on thinking tools and principles
- 6.3. by completing specific thinking tools assignments

Learning Objectives

- 6.a. Discover specific behaviors and attitudes which encourage and foster creative thinking.
- 6.b. Discover specific behaviors and attitudes which get in the way of being a creative thinker.

7. Employ specific thinking behaviors which generate creative thinking.

Assessment Strategies

- 7.1. by performing specific thinking operations called Thinking Tools individually and in a small group
- 7.2. by completing the Creative Thinking Tools paper or a series of smaller thinking tools performance

assignments

8. Apply organized processes to solve problems.

Assessment Strategies

- 8.1. by engaging in problem solving described verbally in small and large groups
- 8.2. by generating problem solving reports laying out what was thought and done in each step of the process
- 8.3. by completing the problem solving paper

Learning Objectives

- 8.a. Adhere to proven problem-solving strategies in attempting to solve problems of personal and nonpersonal dimensions.
- 8.b. Adapt problem-solving strategies to a wide array of problems.
- 8.c. Troubleshoot and debug equipment and systems as applicable to the student's program.
- 8.d. Employ problem-solving steps in team situations.
- 8.e. Value diversity of perspectives in problem-solving.
- 8.f. Attain a high level of confidence in problem-solving abilities.

9. Utilize deliberate thinking strategies to make effective decisions.

Assessment Strategies

- 9.1. by verbally explaining how a specific decision is being made according to the steps of the process
- 9.2. when the learner applies specific standards to evaluate the decision of another in a small group activity
- 9.3. by completing the decision making paper

Learning Objectives

- 9.a. Accept responsibility for making own decisions.
- 9.b. Adhere to a deliberate decision-making process in making decisions.
- 9.c. Employ decision-making procedures in small groups and teams.
- 9.d. Value diversity of input in decision making.
- 9.e. Attain confidence in personal decision-making abilities.

10. Differentiate facts from inferences, assumptions and judgments.

Assessment Strategies

- 10.1. by completing exercises oral and written
- 10.2. by applying the terms inference, judgement, assumption, conclusion, opinion, claim, and assertion to statements gathered from news articles

Learning Objectives

- 10.a. Recognize the differences between factual and non-factual material.
- 10.b. Exhibit caution in accepting what another individual has advanced as truth.

11. Make effective inferences.

Assessment Strategies

- 11.1. in case studies
- 11.2. verbally and in writing in small group and case study situations

Learning Objectives

- 11.a. Weigh evidence and make reasonable inferences based on it.
- 11.b. Make inferences which go beyond the facts with a high degree of accuracy.
- 11.c. Gain confidence in a personal ability to infer.
- 11.d. Recognize inferences made by others and be able to critique them for accuracy.

12. Recognize fallacies of reasoning and apply them to cases.

Assessment Strategies

- 12.1. in specific assignments

13. Analyze a claim from multiple points of view.

Assessment Strategies

- 13.1. in a paper analyzing a complex and controversial issue
- 13.2. by analyzing a series of individual claims
- 13.3. by participating in a debate where the position the learner will take is unknown until the day of the debate

Learning Objectives

- 13.a. Exhibit caution in espousing a personal point of view as the right one or "the answer".
- 13.b. Express the details of opposed cases with relatively equal enthusiasm.
- 13.c. Form judgments deliberately and carefully.
- 13.d. Recognize that viewpoints other than one's own can be equally valid.

14. Investigate a controversial issue through structured research.

Assessment Strategies

- 14.1. by completing the Issue Analysis paper or other similar assignment

15. Break down a complex issue into its component points, evidence and reasoning.

Assessment Strategies

- 15.1. in the completion of the Issue Analysis paper or other similar assignment

Learning Objectives

- 15.a. Recognize that a claim, conclusion, assertion et al needs a foundation to be persuasive.
- 15.b. Figure out the elements lying behind a claim.
- 15.c. Acquaint self with the steps of the critical thinking process.

16. Discriminate logical from emotional appeals.

Assessment Strategies

- 16.1. in oral and written exercises
- 16.2. in an attempt to persuade another person to adopt a point of view or engage in an action

Learning Objectives

- 16.a. Recognize how logic differs from emotion in everyday life situations involving persuasion.
- 16.b. Apply the principles of logical and emotional appeals to everyday life situations.
- 16.c. Begin to advocate a point of view based on a deliberately designed approach.

17. Arrange ideas and data into a coherent argument in favor of a specific claim or proposition.

Assessment Strategies

- 17.1. by writing the Argument paper
- 17.2. by completing the evaluation of the Argument paper

Learning Objectives

- 17.a. Break down a claim, proposition, conclusion, or assertion into its component parts.
- 17.b. Construct a case in support of a claim.
- 17.c. Anticipate effective defenses of a case.

18. Discuss or debate a controversial issue using reasons, evidence, logic, and deliberate organization.

Assessment Strategies

- 18.1. in classroom performance

19. Critique, attack, and resist the arguments of others.

Assessment Strategies

- 19.1. in oral and written exercises