<table>
<thead>
<tr>
<th>1.) DATE:</th>
<th>02/01/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.) COMMUNITY COLLEGE:</td>
<td>Maricopa Co. Comm. College District</td>
</tr>
<tr>
<td>3.) COURSE PROPOSED:</td>
<td>PHI Number: 106 Title: Critical Thinking and Problem Solving Credits: 3</td>
</tr>
<tr>
<td>CROSS LISTED WITH:</td>
<td>Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;</td>
</tr>
<tr>
<td>4.) COMMUNITY COLLEGE INITIATOR:</td>
<td>PATRICE NANGO PHONE: 480-461-7621</td>
</tr>
<tr>
<td>FAX: 480844-3214</td>
<td></td>
</tr>
</tbody>
</table>

ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.

MANDATORY REVIEW:

- The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).

POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.

AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.

5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:

Core Areas: Literacy and Critical Inquiry (L) Awareness Areas: Select awareness area...

6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

7.) DOCUMENTATION REQUIRED

- Course Description
- Course Syllabus
- Criteria Checklist for the area
- Table of Contents from the textbook required and/or list of required readings/books
- Description of how course meets criteria as stated in item 6.

8.) THIS COURSE CURRENTLY TRANSfers TO ASU AS:

- DEC prefix
- Elective

Current General Studies designation(s): L

Effective date: 2010 Spring Course Equivalency Guide

Is this a multi-section course? yes no

Is it governed by a common syllabus? yes no

Chair/Director: Dave Yount Chair/Director Signature: By email 3/5/10

AGSC Action: Date action taken: Approved Disapproved

Effective Date:
Proposer: Please complete the following section and attach appropriate documentation.

### ASU - [L] CRITERIA

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Documentation Submitted</th>
</tr>
</thead>
</table>

**CRITERION 1:**
At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. **Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report.**

1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".

**CRITERION 2:**
The composition tasks involve the gathering, interpretation, and evaluation of evidence.

1. Please describe the way(s) in which this criterion is addressed in the course design.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".

**CRITERION 3:**
The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams.

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".
<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
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</table>

**CRITERION 4:** These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. *Intervention at earlier stages in the writing process is especially welcomed.*

Please see the last page of this checklist and C4 labels on submitted material.

1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments.

2. **Also:**

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".

C-4
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from check sheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 1</td>
<td>There are 10 small writing assignments as well as 3 substantial writing assignments that make up 50% of the course grade.</td>
<td>Pages 1 &amp; 2 of Syllabus; page 2 of Semester Project description (see C1 labels).</td>
</tr>
<tr>
<td>Criterion 2</td>
<td>The final project requires that students choose a current issue, research the issue in depth, design and write a survey to investigate that issue, collect data by administering the survey, and finally to analyze and interpret the data. Other writing assignments require that students first read about and discuss issues.</td>
<td>Pages 1 &amp; 2 of Semester Project description (see C2 labels); Readings and Assignments Calendar lists the readings, class discussions, and assignments used in the gathering, interpreting, and evaluating of evidence for other written assignments.</td>
</tr>
<tr>
<td>Criterion 3</td>
<td>There are three substantial writing assignments. The first two are worth 5% and 10% of the course grade, respectively. The final project is worth 25% of the course grade.</td>
<td>Pages 1 &amp; 2 of Syllabus; the topics for the two smaller written assignments are listed in the Readings &amp; Assignments Calendar; and the requirements for the final project are listed in the Semester Project description (see C3 labels).</td>
</tr>
<tr>
<td>Criterion 4</td>
<td>The final project is divided into six sections, each of which is graded (with feedback) and builds on the previous sections. The other two written assignments are sequenced with respect to the complexity of the tasks. Feedback on the first is intended to help students to improve on the second, as well as on the final project.</td>
<td>Pages 1 &amp; 2 of schedule for Semester Project; pages 1 &amp; 2 of Readings &amp; Assignments calendar; page 2 of syllabus (see C4 labels).</td>
</tr>
</tbody>
</table>
Critical Thinking and Problem-Solving

Commonly used informal fallacies; examination of emotive and unclear uses of language, including sexism and loaded terms; and methods for analyzing extended arguments. Application to news media, advertising, political speeches, and textbooks. Prerequisites: ENG101 or ENG107 or equivalent.

MCCCD Official Course Competencies:

1. Describe the structure of an argument, and explain whether it is inductive or deductive. (I)
2. Identify and critically analyze the occurrence of the common informal fallacies. (II)
3. Contrast the emotive and the cognitive meanings of language. (II)
4. Identify ambiguous and/or vague uses of language. (II)
5. Critically analyze definitions of language. (II)
6. Identify and critically analyze sexism in language. (II)
7. Critically analyze extended arguments, using margin note-summary method. (II)
8. Apply techniques of critical analysis to advertising, newspapers, news magazines, television news, and textbooks. (II)

MCCCD Official Course Outline:

I. Fundamentals of Logic
   A. Deductive and inductive arguments
   B. Premise and conclusion indicators
   C. Analysis of an argument
   D. Applications of logical methods to analysis of ordinary language arguments

II. Informal Fallacies
   A. Fallacious because invalid
      1. Appeal to authority
      2. Provincialism
      3. Irrelevant reason
      4. Ambiguity
      5. Slippery slope
      6. Ad Hominem
      7. Two wrongs
      8. Tokenism
9. Hasty conclusions
10. Questionable classification
11. Questionable cause
12. Questionable analogy

B. Fallacious even if valid
1. Suppressed evidence
2. Questionable premise
   a. Unknown fact
   b. Questionable evaluation
   c. Straw man
   d. False dilemma
   e. Begging the question
   f. Inconsistency
3. False charge of fallacy

C. Statistics and fallacies
1. Suppressed evidence
2. Questionable statistics
3. Hasty conclusion
4. Small sample
5. Unrepresentative sample
6. Questionable cause
7. Faulty comparison
8. Ambiguity

D. Language
1. Emotive vs. Cognitive meaning
2. Emotive meaning and con artistry
3. Ambiguous language
4. Vagueness in language
5. Useful and misleading definitions
6. Sexism in language

E. Analysis of extended-arguments
1. The margin note-summary method
2. Analysis of editorials
3. Analysis of political columns and articles
4. Analysis of political speeches

F. Application of techniques
1. Advertising
2. News media
3. Textbooks
COURSE OVERVIEW
This course will focus on the recognition, use, and evaluation of deductive and inductive reasoning, which are basic skills required in all academic work. We will practice the ability to identify and formulate problems and evaluate solutions; to recognize fallacious reasoning; to draw reasonable conclusions from information found in texts, the Media, or tables and graphs; and to justify one’s conclusions with good reasons.

COURSE OBJECTIVES
Upon satisfactory completion of this course, the student should be able to:
- Recognize Informal fallacies
- Recognize deductive vs. inductive arguments
- Write and argument paper
- Critically evaluate arguments

REQUIRED TEXT AND MATERIALS
The Art of Thinking, Vincent Ryan Ruggiero (9th edition)
Assorted handouts, links and articles as time and relevancy permit.
Syllabus – available on my web page
3 ring binder

REQUIREMENTS
Weekly reading and writing assignments, questions and discussions (35%), 10 writing assignments (10%), 2 papers (5% and 10%), group exercises (15%), final project (3rd mandatory writing assignment) (25%). You are expected to be prepared for class each day by completing the readings, summaries and questions and to participate in class discussions and assignments. You are expected to maintain academic honesty and attend classes as noted below. Plagiarism of any kind will result in a failing grade for the course.

C1: 10 writing assignments (10%) + 2 papers (15%) + final-project paper (25%) = 50%
C3: Paper 1 (5%) + Paper 2 (10%) + final-project paper (25%)

Students will be required to have a MyMCC account and dependable daily access to the Internet and a printer. All class materials, except the textbook, are in WebCt and students will be expected to access WebCt several times a week. Final grades for all MCC classes will only be available online through the portal or by phone. All students are required to have a folder or 3 ring binder to keep all papers, graded assignments, handouts, etc. for the semester. Any errors in recorded grades must be supported by the
original graded document in order to be corrected. I do not accept emailed assignments. All assignments must be turned in as a hard copy. No emailed assignments except by prior arrangement and for extraordinary circumstances.

GRADING POLICIES

In order to satisfy the criteria for the “L” (Literacy and Critical Inquiry) value, three writing assignments, increasing in level of difficulty, will be required. These three writing assignments comprise at least 50% of the graded material for the course. Substantial comments will be provided on each writing assignment. In addition, there will be several smaller writing assignments based on exercises in the text to practice various critical thinking and problem solving skills. All written assignments will be graded for content, accuracy, originality, adhering to instructions and requirements and mechanical soundness (see MLA style manual). All outside papers/projects/summaries must be typed according to class instructions and are due at the beginning of class. If your printer is broken, print it out in the library. NO LATE PAPERS WILL BE ACCEPTED FOR POINTS. All points are equally weighed and final grades will be calculated on a 10% scale.

C4: The three major writing assignments increase in level of difficulty; substantive feedback is provided on each major writing assignment; feedback also provided on the smaller writing assignments given over the course of the semester.

ATTENDANCE POLICY

Attendance is mandatory and is taken at the beginning of every class. If you arrive after roll call, you will be counted absent. You will still be able to participate and earn points given during that class period and to turn in assignments. If you leave before class is over without prior arrangement you will be counted absent and will forfeit any points earned for that day. You will be allowed 3 absences. After your 4th absence I will drop you from the course. You will not be allowed to make up any missed work done in class for points and you are solely responsible for acquiring missed notes and assignments from your classmates.

EXPECTATIONS FOR THE COURSE

I look forward to a semester of great discussions about some very interesting and controversial topics. I encourage you to call or drop by my office during office hours or email me to chat about the issues, your grades, papers or with any questions and concerns you might have about the course. All questions and concerns you have should always be addressed with me first. If you feel we have not resolved your concerns after our discussion, then you are free to speak to the department chair, Dr. Keith Crudup (BP08). Be aware that according to MCCCD policy the Chair, Dean, President and Academic Advisors cannot change grades for any assignments or the course itself.

I am happy to make reasonable accommodations for any disabilities that you feel will affect your ability to perform in this class. It is your responsibility to see me within the first 2 weeks of class to discuss your needs and concerns. After that, barring some documented change in your status, I will not be required to accommodate you (see MCC...
Student Handbook). All students are encouraged to contact Disability Services to discuss any disabilities and reasonable accommodations.

As a registered student in this class you are responsible for knowing and understanding the syllabus. The instructor is willing to answer any questions you may have concerning the syllabus. It is recommended that you keep the syllabus in the front of your notebook for this class for easy reference. I will notify you of any changes in the course requirements or policies as necessary. Students are responsible for knowing their rights and responsibilities. You can find these in the College Catalogue and the Student Handbook.

It is my expectation that every student is here to learn and participate fully in all discussions, assignments and lectures. To facilitate that, I expect every student to listen politely and with an open mind when others are talking, to talk respectfully to and about everyone, to think carefully about the material, issues and opinions offered both in class and in the assigned readings. I expect each student to be fully prepared each day by reading all assigned readings, and completing all exercises and papers. You are required to bring your textbook, handouts and notes to each class. All electronic devices must be put on vibrate and answered for emergencies only. You may not use your devices to take pictures, surf the net or text message during class. During exams all electronic devices must be put in your book bag or on my desk. Computers may be used to take notes during class but not to surf the net. Any misuse of the electronics privilege will result in it being rescinded.

This class should challenge you with new material, ideas and beliefs. Take this opportunity to explore what interests you and participate in some fun and rousing discussions and projects with your classmates, friends and family.

MCC EARLY ALERT PROGRAM (EARS)
Mesa Community College is committed to the success of all our students. Numerous campus support services are available throughout your academic journey to assist you in achieving your educational goals. MCC has adopted an Early Alert Referral System (EARS) as part of a student success initiative to aid students in their educational pursuits. Faculty and Staff participate by alerting and referring students to campus services for added support. Students may receive a follow up call from various campus services as a result of being referred to EARS. Students are encouraged to participate, but these services are optional. Early Alert Web Page with Campus Resource Information can be located at: http://www.mesacc.edu/students/ears or at the “Early Alert” selection at the mymcc link from MCC’s home page.
READINGS AND ASSIGNMENTS CALENDAR

C2: All writing assignments require students to read, complete exercises, and/or participate in group discussions—requirements that, to varying degrees, involve the gathering, interpreting, and evaluating of different kinds of evidence (please also see the official MCCCD course competencies and outline for the kinds of evidence and reasoning taught in this course). Please see this calendar for a brief description of the requirements for the smaller writing assignments; and see the Semester Project section for a detailed description of the requirements for the final project.

Part 1/ Chapter 1: pages 1-17: Developing Your Thinking: An Overview
At home exercises pages 18-21; Group discussions
**C1: Writing assignment** page 21: Class discussion

Chapter 2: pages 25-44: Establish a Foundation
At home exercises pages 44-46; Class discussion
**C1: Writing assignment** page 47, Group discussion

Part 1A of Final Project Due 02/23/10

Chapter 3: pages 50-61: Broaden Your Perspective
At home exercises pages 62-66; Group discussion
Watch Stereotypes in the Media (see links in WebCt) class discussion

**C1 & C3: 5% OF FINAL GRADE**

**Writing Assignment 1** Due: Evaluation of Stereotypes in the Media

Chapter 4: pages 67-81: Be a Critical Reader, Listener, and Viewer
At home exercises pages 83-89; Class discussion
**C1: Writing assignment** links 2-4 (WebCt), Group discussion

Part II/Chapter 5: pages 95-106: The Creative Process
Class discussion and preparation for survey building (final project)

**C1: Part 1B of Final Project Due 03/11/10**

Chapter 6: pages 112-120: Search for Challenges
At home exercises pages 121-122, Group discussion
**C1: Writing assignment** page 123-Group discussion/presentation
Chapter 7: pages 127-132; Express the Problem or Issue
   At home exercises pages 133-136, Class discussion
   At home exercise page 132, Class discussion, Group evaluation
   **C1: Writing assignment** “Reflection” (WebCt)

Chapter 8: pages 140-158: Investigate the Problem or Issue
   At home exercises pages 158-159, Group discussion
   **C1: Writing assignment** page 161, Class discussion

**C1 & C3: 10% OF FINAL GRADE**
**Writing Assignment 2** Due: Controversial Issue (see list)-Investigation/Research

Chapter 9: pages 164-175: Produce Ideas
   At home exercises pages 177-178, Group discussion/presentation
   In class video; class evaluation and discussion

Part III/Chapter 10: pages 183-192: The Role of Criticism
   At home exercises pages 192-193, Group discussion
   In class group exercise page 194, Group presentation

Chapter 11: pages 197-204: Refine Your Solution to the Problem
   At home exercises pages 205-206, Class discussion
   **C1: Writing assignment** page 206, various student presentation, class evaluation

Part 1C of Final Project Due 03/23-27/10 (Presentation, Administering of surveys to classmates, discussion/critique with class)

Chapter 12: pages 210-221: Evaluate Your Argument on the Issue
   At home exercises pages 222-224, Class discussion/evaluation
   **C1: Writing assignment** page 225-Rewrite to follow group discussion/class discussion-due at the beginning of the next class period

Chapter 13: pages 228-231: Refine Your Resolution of the Issue
   At home exercises pages 233-234, class discussion
   In class group exercise page 234, Presentation and class discussion/evaluation

Part 1D of Final Project Due 04/15/10 (**C1: Rough Draft of process and preliminary findings**)

Chapter 14: pages 237-247: Persuading Others
   At home exercises pages 248-249
   In class movie *The Great Debaters*, class discussion
Chapter 15: pages 252-265: Writing and Speaking Effectively
Group discussion and prep of arguments-Writing Assignment 2 issues.

**C1: Writing Assignment**
2 Argument Presentations

**C1 & C3: 25% OF FINAL GRADE**
Part 1E of Final Project Due 04/29/10 (Final copy with survey, findings attached)

Course wrap up and scheduling of Final Project Presentations
Part II of Final Projects Due 05/06-13/10 (Oral presentations of project and results)

Due to the nature of the course, it is impossible to exactly link topics with specific dates so I have resisted the temptation to do so. That said, ALL FINAL PROJECT DUE DATES ARE FIRM AND WILL NOT BE CHANGED OR EXTENDED. I will assign and announce all other due dates far enough in advance to allow for appropriate preparation on the part of the students. All assignments will be written on the board and clarified at the beginning of each class period.
Semester Project 75 points

C2: EACH OF THE SIX SECTIONS (PART 1 HAS FIVE SECTIONS AND PART 2 HAS ONE SECTION) REQUIRES STUDENTS TO GATHER, INTERPRET, AND EVALUATE EVIDENCE. THE EFFORT REQUIRED AND THE COMPLEXITY OF THE TASK INCREASES WITH EACH SUCCEEDING SECTION.

C4: THE SCHEDULE BELOW DEMONSTRATES THAT STUDENTS RECEIVE TIMELY FEEDBACK INTENDED TO HELP THEM IMPROVE ON FUTURE ASSIGNMENTS.

Part 1: Research and Survey Construction (55 points)

A. Choose a current, newsworthy issue that you are interested in exploring for the semester and upon which you can design a survey. I must approve the issue you choose before you begin any substantive research. I recommend that you do a cursory investigation of your choice to make sure it has enough depth and relevance to justify using it for your project.

DUE DATE: FEBRUARY 23 (5 points)

B. Your next step is researching your issue and constructing an initial survey. During this phase you will be deciding what you want your survey to do and constructing a first version. You will also be turning in an overview of your issue (with bibliography) and an explanation and justification of your survey. This explanation and justification should include at least the following points: What questions and how many questions should be on your survey? Who is and how large is your target survey audience? How will you administer your survey? What data do you need to gather through your survey? How will you use/interpret the data to arrive at legitimate conclusions?

ISSUE EXAMPLE: Are you interested in the new gun laws being considered by the Arizona State Legislature? Do you want to know how others feel or what they know about the laws?

DUE DATE: MARCH 11 (5 points)

C. Administering your survey is next. Your first round will be in class. Your classmates will be taking and then critiquing your survey to help
you improve and fine-tune it. You will be responsible for giving a brief presentation of the issue you are surveying before you administer it so your classmates can accurately assess your survey.  
**DUE DATE: MARCH 23 AND 25** (5 points)

D. Survey Version 2. This step requires you to rework your survey and administer it to your target audience. After you have administered it, write up a rough draft of your process, results of the survey and conclusions about its results and findings. A copy of your survey and compilation of data (results) must also be attached.  
**DUE DATE: APRIL 15** (20 points)

E. Final copy of project. A thorough discussion of your issue reflecting your research, including citing your sources. Part 2 is an explanation of your survey, what you wanted find out and expected results. Part 3 is a rewrite of your rough draft reflecting grading comments and suggestions. Your rough draft must be attached to the back of this final copy. Part 4 is a self-assessment of your project. It should include reflections on what you learned about doing and interpreting surveys, what was successful and/or failed and why, what would you do differently. Part 5 is your bibliography. Use either MLA or APA style for citations in your paper as well as your bibliography.  
**DUE DATE: APRIL 29** (20 points)

Part 2: Presentation (20 points)

The presentation of your project should be about 15 minutes long and should include a discussion of how you put your project together, an overview of your issue, the results of your survey and your reflections about the process. You will need a simple power point (or overhead projector) presentation to show your survey questions, a chart/diagram of the answers, and a chart/diagram of the conclusions of your survey.  
**DUE DATE: MAY 6 AND 13**
Your project will be graded on the following criteria:
Creativeness
Research and educational quality
Uniqueness
Quality of ideas and follow through
Completeness of ideas and follow through
Mechanics-spelling, grammar, formatting, etc.
Presentation
Comments from your classmates
Every chapter concludes with Warm-Up Exercises, Applications, Issue for Extended Analysis

To the Instructor

PART I: Be Aware
1 Developing Your Thinking: An Overview
What Is Thinking?
The Importance of Thinking
Brain and Mind at Work
Good Thinking Is a Habit
The Structure of This Book
Getting the Most from Your Efforts
Using Feelings to Advantage
Learning to Concentrate
Coping with Frustration
Making Discussion Meaningful
Preliminary Thinking Strategies

2 Establish a Foundation
Free Will versus Determinism
What Is Truth?
What Is Knowing?
Ways of Knowing
The Problem of Remembering
What Are Opinions
Understanding Cause and Effect
Debating Moral Questions
The Basis of Moral Judgment
Dealing with Dilemmas

3 Broaden Your Perspective
Becoming an Individual
Habits That Hinder Thinking
Overcoming Bad Habits

4 Be a Critical Reader, Listener, and Viewer
Critical Evaluation Defined
Making Important Distinctions
A Strategy for Critical Reading
A Sample Evaluation and Judgment
A Strategy for Critical Listening
A Strategy for Critical Viewing

PART II: Be Creative
5 The Creative Process
Key Facts About Creativity
Characteristics of Creative People
Applying Creativity to Problems and Issues
Stages in the Creative Process

6 Search for Challenges
The Importance of Curiosity
How Curiosity Is Lost
Regaining Your Curiosity
Six Helpful Techniques

7 Express the Problem or Issue
Distinguishing Problems from Issues
Expressing Problems
Expressing Issues
When Problems Become Issues
Guidelines for Expressing Problems and Issues
Benefits of Careful Expression
A Sample Problem
A Sample Issue

8 Investigate the Problem or Issue
What to Look For
Using the Library
Using the Internet
Maintaining a Questioning Perspective
Managing an Interview
Avoiding Plagiarism
Conducting Your Own Research
Keeping Creativity Alive

9 Produce Ideas
Stimulating Your Imagination
Aiming for Originality
Withholding Judgment
Overcoming Obstacles
How Insight Occurs
A Sample Problem
A Sample Issue

PART III: Be Critical
10 The Role of Criticism
Why Criticism Is Necessary
Focus on Your Ideas
Overcoming Obstacles to Critical Thinking
Applying Curiosity
Avoiding Assumptions
Refining Your Solutions to Problems
A Sample Problem
Refining Your Positions on Issues
A Sample Issue

11 Refine Your Solution to the Problem
Three Steps in Refining
Two Sample Problems

12 Evaluate Your Argument on the Issue
Errors Affecting Truth
Errors Affecting Validity
A Special Problem: The Hidden Premise
Recognizing Complex Arguments
Steps in Evaluating an Argument
The Case of Parents Protesting TV
The Case of the Mentally Impaired Girls
13 Refine Your Resolution of the Issue
Step 1: Deciding What Action Should Be Taken
Step 2: Recognizing and Overcoming Difficulties
Should Children Pledge Allegiance?
Should the Miranda Rule Be Abolished?

PART IV: Communicate Your Ideas
14 Persuading Others
Understanding Why People Reject Ideas
Knowing Your Audience
Anticipating Your Audience’s Objections
Presenting Your Ideas to Advantage
The Importance of Timing

15 Writing and Speaking Effectively
Characteristics of Effective Writing
A Step-by-Step Approach to Composition
Developing a Readable Style
A Sample Composition
The Challenge of Effective Speaking
Types of Speeches
Organizing Your Material
Sample Outline and Speech
Practicing the Delivery
Solutions to Sample Problems
Notes
Index