

1.) DATE: <b>02/01/10</b>	2.) COMMUNITY COLLEGE: <b>Maricopa Co. Comm. College District</b>
3.) COURSE PROPOSED: Prefix: <b>PHI</b> Number: <b>106</b> Title: <b>Critical Thinking and Problem Solving</b> Credits: <b>3</b>	
CROSS LISTED WITH: Prefix:      Number:      ; Prefix:      Number:      ; Prefix:      Number:      ;  Prefix:      Number:      ; Prefix:      Number:      ; Prefix:      Number:      ;	
4.) COMMUNITY COLLEGE INITIATOR: <b>PATRICE NANGO</b> PHONE: <b>480-461-7621</b> FAX: <b>480844-3214</b>	
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:  <input checked="" type="checkbox"/> 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: <u>Core Areas:</u> <b>Literacy and Critical Inquiry (L)</b> <u>Awareness Areas:</u> <b>Select awareness area...</b>	
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 <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and/or list or required readings/books <input checked="" type="checkbox"/> Description of how course meets criteria as stated in item 6.	
8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input type="checkbox"/> DEC      prefix <input checked="" type="checkbox"/> Elective  Current General Studies designation(s): <b>L</b>  Effective date: <b>2010 Spring</b> Course Equivalency Guide  Is this a multi-section course? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no  Is it governed by a common syllabus? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no	
Chair/Director: <b>Dave Yount</b>	Chair/Director Signature: <b>By email JPR 3-5-10</b>

AGSC Action:      Date action taken:       Approved       Disapproved  
Effective Date:

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

<b>ASU - [L] CRITERIA</b>		
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i></p> <p>Please see last page of this checklist and C1 labels on submitted material.</p>
<p>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.</p>		
<p>2. <b>Also:</b></p> <p style="text-align: center;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-1".</p> <p style="text-align: center;"><b>C-1</b></p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 2:</b> The composition tasks involve the gathering, interpretation, and evaluation of evidence</p> <p>Please see the last page of this checklist and C2 labels on submitted material.</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design</p>		
<p>2. <b>Also:</b></p> <p style="text-align: center;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-2".</p> <p style="text-align: center;"><b>C-2</b></p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 3:</b> The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams</p> <p>Please see the last page of this checklist and C3 labels on submitted material.</p>
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. <b>Also:</b></p> <p style="text-align: center;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-3".</p> <p style="text-align: center;"><b>C-3</b></p>		

<b>ASU - [L] CRITERIA</b>			
YES	NO		<b>Identify Documentation Submitted</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 4:</b> 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. <i>Intervention at earlier stages in the writing process is especially welcomed</i>	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. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%;">             Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".           </div>			
C-4			

Course Prefix	Number	Title	Designation
PHI	106	Critical Thinking and Problem Solving	Literacy/Critical Inquiry (L)

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.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<p>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.</p>	<p>There are 10 small writing assignments as well as 3 substantial writing assignments that make up 50% of the course grade.</p>	<p>Pages 1 &amp; 2 of Syllabus; page 2 of Semester Project description (see C1 labels).</p>
<p>Criterion 2 The composition tasks involve the gathering, interpretation, and evaluation of evidence.</p>	<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>	<p>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).</p>
<p>Criterion 4 The substantial writing/speaking assignments are arranged so that students receive timely feedback that allows improvement on future assignments.</p>	<p>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.</p>	<p>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).</p>



**Official Course Description: MCCCDCD Approval: 04/24/01****PHI106 20016-99999**

LEC 3 Credit(s) 3 Period(s)

**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.

[Go to Competencies](#)   [Go to Outline](#)

**MCCCDCD Official Course Competencies:****PHI106 20016-99999 Critical Thinking and Problem-Solving**

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)

[Go to Description](#)   [Go to top of Competencies](#)

**MCCCDCD Official Course Outline:****PHI106 20016-99999 Critical Thinking and Problem-Solving**

## 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

[Go to Description](#)   [Go to top of Competencies](#)   [Go to top of Outline](#)

Mesa Community College @ Southern and Dobson  
Spring 2010 Professor Nango PHI 106 Critical Thinking and Problem Solving  
SECTION: 39324 LOCATION/TIME: BP3N TUTH 10:30-11:45  
PHONE: (480)461-7621  
EMAIL: [patrice.nango@mesacc.edu](mailto:patrice.nango@mesacc.edu)  
WEB PAGE: <http://www.mc.maricopa.edu/~pnango/>  
OFFICE: BP012 OFFICE HOURS: MWF 9-10, TR 12-1

## 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 an argument paper
- Critically evaluate arguments

## REQUIRED TEXT AND MATERIALS

The Art of Thinking, Vincent Ryan Ruggiero (9<sup>th</sup> 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 (3<sup>rd</sup> 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 4<sup>th</sup> 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 MCCC 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 MCCCDC 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

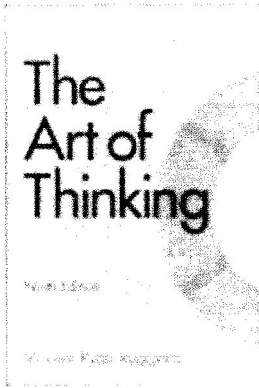
Completeness of ideas and follow through

Mechanics-spelling, grammar, formatting, etc.

Presentation

Comments from your classmates

[access](#)



[View larger cover](#)

Art of Thinking, The, 9/E

**Vincent R. Ruggiero**, *MindPower Inc.*

ISBN-10: 020566833X

ISBN-13: 9780205668335

Publisher: Longman

Copyright: 2009

Format: Paper; 304 pp

Published: 10/27/2008

Status: Instock

**Suggested retail price:** \$54.67 [Buy from myPearsonStore](#)

[Request a printed exam copy](#)

[Email this page to a colleague](#)

[Prepare for the First Day of Class](#)

[Learn about customization options](#)

Click the  
**Resources tab**  
to download  
instructor  
resources!

- [About the Book](#)
- [Resources](#)
- [Packages](#)
- [Description](#)
- [Features](#)
- [New to This Edition](#)
- [Table of Contents](#)

- Courses
- Previous Edition(s)

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**

</TTL>