Dr. Wilma J. Robinson  
Office 101B  
Phone: 262/594-2272  
Office Hours: M and W 1:30 p.m. – 3:45 p. m.  
wrobinso@carrollu.edu

TEXTS


OVERVIEW

This interdisciplinary course on thinking and reasoning is facilitated for leaders, k-16 educators learners, and advocates who look at social forces and sociocontextual issues to understand advocacy as a framework for institutional and societal change. This exploration includes critical reading, research, and rigorous dialogue with rational thought and analytical balance toward advocacy for self and others in a rapidly changing society. In addition to exploring legitimate advocacy, obstacles to rational thought and strategies that enable one to apply critical thinking in everyday life, participants will also consider teaching content through thinking rather than content and then thinking.
OBJECTIVES
1. Advance the understanding of critical thinking for grasping the knowledge and logic of disciplines, the conclusions we come to in arriving at that knowledge, and the implications of the knowledge through win-win discussion.
2. Introduce critical thinking concepts as tools to analyze and assess reasoning using any system of thought through an array of thinking strategies that will enable content mastery to become skilled educators, learners and problem solvers.
3. Facilitate the conceptualization of effective thinking by fostering learning how to think about one’s thinking through bi weekly critical readings, win-win discussion and substantive writing.
4. Explore the implications for society of biases, propaganda and ethical reasoning through analyzing news media.

COURSE STRUCTURE
To implement thinking at a deeper level, students will critically read a text every two weeks, and participate in win-win discussion and substantive writing (collaborative paper) on each assigned text. The supplementary texts will be used as tools to facilitate discussion and to understand managing thinking for change. The first assigned text should be read in the two weeks prior to the first class meeting. A hint for getting the most from this experience would be to read -- while you're fresh -- then read with discussion in mind, and the thought of thinking more effectively by learning how to analyze your thinking.

COURSE OUTCOMES
After exposure to the course Identifying Obstacles to Rational Thought to Enhance Advocacy for Self and Others, students will understand critical thinking and be able to explain its implications:

- For analyzing and assessing reasoning
- Identifying strengths and weaknesses in thinking
- For dealing with egocentrism, socio-centrism, ideologues
- For teaching content through thinking rather than content and then thinking
- For understanding the foundations of ethical reasoning
- For detecting bias and propaganda
- For active and cooperative learning
- For the art of asking essential questions

OTHER INFORMATION
Class attendance is strongly encouraged (you will miss three hours of class, thus critical discussion each time). If you are unable to attend class, notify your peers rather than just the facilitator! Doing your close reading for effective win-win discussions and other activities for application learning is not only strongly encouraged, it’s professional.

MODIFICATION TO THE SYLLABUS
The instructor and the college reserve the right to modify, amend, or change the syllabus (schedule, course requirements, grading policy, etc.) as the curriculum or program require(s).

ACCOMMODATIONS FOR DISABILITIES
Any requests for accommodation must be made through the Disability Services Coordinator. Appropriate accommodations will be made upon written notice from the coordinator.

STATEMENT ON ACADEMIC INTEGRITY
The Carroll University Academic Integrity Policy can be found in the Student Handbook – http://www.carrollu.edu/campuslife/shstudenthb.asp?nav=5769. Familiarize yourself with it.
Carroll University emphasizes your obligation to conduct academic work with honesty and integrity. All acts of academic misconduct are serious e.g., improper acknowledgment of proper sources in written material, and inaccurate claims of work done. If you have questions, please ask. I reserve the right to impose a sanction of failure on the assignment or failure in the course.

EVALUATION PROCEDURES

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close Reading</td>
<td>10</td>
</tr>
<tr>
<td>Analyzing and Assessing Reasoning</td>
<td>30</td>
</tr>
<tr>
<td>Win-Win Dialogue</td>
<td>30</td>
</tr>
<tr>
<td>Substantive Writing</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Evaluation will be conducted in four areas:

Critical Reading (10) Critical reading for analytical thinking and learning activities focused on practice of intellectual skills that enable one to analyze questions, problems, disciplines and subjects with discussion and substantive writing as goals.

Analyzing and Assessing Reasoning (35) The ability to implement and persistently practice awareness of thinking about one’s own thinking through active listening and analyses that cross cultures, ideas beliefs, biases, voices, perspectives and different realities.

Win-Win Dialogue (35) In-depth sustained dialogue where students respond to each other as well as the instructor with 1) evidence of recognition and respect for the universal right of peers to share their voices and perspectives and active listening, and 2) evidence of analytical balance – ability to analyze and assess one's reasoning in the discussion process.

Substantive Writing (30) The ability to complete critical syntheses of readings for writing quality that shows reasoning defined by the essential principles for intentionally managing biases -- evidence of the consideration of multiple voices and perspectives for analytical balance, and informed conclusions -- analysis and assessment of one's own reasoning during the writing process.

FORMAT AND REFERENCES

All paper must be:

- Double-spaced with one inch margins or (according to targeted publication
- 12 point font (Times, Times New Roman or Arial)
- Page limits (not including reference pages) must be respected. Do not exceed the assigned length.
- Demonstrate effective writing skills commensurate with graduate level scholarship e.g., clarity of thought, writing conventions, and proper handling of secondary source material and appropriate use of APA conventions (6th edition).
TENTATIVE TOPICS AND READINGS....

January 30
*Facilitator: Instructor*

Introductions
Overview of the course
Evaluation procedures
Other determinants
Tools and techniques of the democratic classroom
Discussion as a way of teaching
  - The elements of thought
  - Universal intellectual standards
  - Managing Biases

Win-Win dialogue:

February 6
*Facilitator: Instructor*

*Win-Win Dialogue: Clifton, Donald (2001).* *Now discover your strengths*, Marcus Buckingham
  Free Press: NY.

February 13
*Facilitator: Instructor*

*Win-Win Dialogue: Taulbert, Clifton (1997).* *Eight habits of the heart: Embracing the values that build strong families and communities*. Penguin Books: N.Y.

February 20
*Facilitator: Instructor*

Group Dynamics: *collaborative work*

**February 27**
*Facilitator: Instructor*


Group Dynamics: *collaborative work*

**March 6**
*Facilitator: Instructor*


Group Dynamics: *collaborative work*

**March 13**
*Facilitator: Instructor*

**Spring break**

**March 20**
*Facilitator: Instructor*

*Win-Win Dialogue: Coles, Robert (2001). Lives of moral leadership: Men and women who have made a difference, Random House: NY.*

Group Dynamics: *collaborative work*

**March 27**
*Facilitator: Instructor*

Group Dynamics: collaborative work

April 3
Facilitators: Instructor


Group Dynamics: collaborative work

April 10
Facilitators: Instructor


Group dynamics: collaborative work

March 17
Facilitator: Instructor


Group Dynamics: collaborative work

April 24
Facilitator: Instructor

Discussion
- Recognizing bias in news and propaganda to determine what messages need to be supplemented counter balanced or thrown out.
- Asking essential questions

Group Dynamics

Finalize collaborative work
May 1
Facilitator: Instructor

*Final Dialogue*: Consideration of the following:

- Thinking about one’s own thinking independent of subject or content
- Identifying obstacles to rational thought
- Teaching content through thinking
- Analysis of judgment based on standards to determine merits or faults
- Developing strategies to apply thinking and reasoning to everyday life
- Asking essential questions
- Integrating theory with practice