Thinking Critically and Creatively Syllabus – On-line

Course Information
Course Number 10-809-103
Credits 3
Contact Hours 54
Instructor Sarah Landsdown
Course/Faculty Website http://coursecontent.ntc.edu/economics/dept/
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Office Hours Monday, 2 – 3 PM
Tuesday, 3 – 5 PM
Wednesday, 1 – 3 PM, or by appointment
Number of Weeks 10
Start Date 3/05/2012
End Date 5/17/2012
Meeting Times/Location On-line

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.

Prerequisites: None

Textbooks

Core Abilities
A. Communicate effectively
B. Act responsibly
C. Work productively
D. Work cooperatively
E. Demonstrate integrity
F. Think critically and creatively

Competencies
Unit I. Initial Considerations: Exploring Thinking In General
1. Ascertain personal thinking strengths and weaknesses
2. Compare personal thinking habits to those of others
3. Compose personal goals for thinking skills improvement

Unit II. Goals, Objectives and Missions For Life and Work
1. Formulate a set of customized personal goals for life and work
2. Develop a personal mission statement

Unit III. Creativity: Techniques and Principles For Everyday Use
1. Recognize the principles which lie at the heart of creative thinking
2. Employ specific thinking behaviors which generate creative thinking

Unit IV. Problem Solving and Decision Making: The Stuff of Life
1. Apply organized processes to solve problems
2. Utilize deliberate thinking strategies to make effective decisions

Unit V. Reasoning: Critical and Logical Thinking Stripped To the Essentials
1. Differentiate facts from inferences, assumptions and judgements
2. Make effective inferences
3. Recognize fallacies of reasoning and apply them to cases
4. Analyze a claim from multiple points of view
5. Investigate a controversial issue through structured research
6. Break down a complex issue into its component points, evidence and reasoning
7. Discriminate logical from emotional appeals

Unit VI. Arguing, Persuading and Convincing: Offensive and Defensive Maneuvers
1. Arrange ideas and data into a coherent argument in favor of a specific claim or proposition.
2. Discuss or debate a controversial issue using reasons, evidence, logic, and deliberate organization.
3. Critique, attack, and resist the arguments of others.

Grading Information

Grading Rationale
Your final grade will be determined by:

1. Ten out of 12 Chapter Quizzes - 15 points each (150 total)
2. Twelve Discussion Board Involvement (1 Post and 2 replies for each board) - 15 points each (180 total)
3. Six Performance Assessment Tasks – (180 total)
   - PAT 1 Self As a Thinker – 30 points
   - PAT 2 Goal Setting Paper – 30 points
   - PAT 3 Problem Solving Paper – 30 points
   - PAT 4 Decision Making Paper – 30 points
   - PAT 5 Rough Draft of Issue Analysis – 20 points
   - PAT 6 Issue Analysis – 40 points

Total: 510 points

Grading Scale

A  90 - 100%
B  80 - 89%
C  70 - 79%
D  60 - 69%
F  59% or below

Explanation of Assessments

Chapter Quizzes
There are twelve chapter quizzes available, but only 10 quizzes will be counted in the total. You may choose to take all of the quizzes and your two lowest scores will be added to your earned score as extra credit.
Each quiz varies in number, type and point value per question. You may take as long as you would like per quiz but you can only attempt the quiz once. You also may work in pairs or groups to take the quizzes. Use this activity as a learning tool. A few ground rules if you choose to take the quiz with a partner: make sure to talk through the questions with your classmates and complete the quiz together. Do NOT just copy from each other.

Discussion Board Posts
Each learning plan has a discussion board question. You can find the questions in Blackboard. The criteria for successfully completing the discussion board can be found in the discussion board.

Performance Assessments Tasks (PATs)
PATs are a way to demonstrate the skills you are learning in the course. The PATs can be found in Blackboard under Course Information. Each PAT comes with a set of comprehensive directions as to what to include in the paper and how to format it. Along with directions, a scoring guide is included with tells you exactly how the PAT will be graded and what the grading criteria mean. There will be six PATs for this course.

Guidelines for Success

Academic Honesty
Students are expected to do their own work unless advised that collaboration is acceptable. This means that you may use facts from other sources if you re-write them in your own words. Anytime you quote directly from another source or paraphrase substantially, you must cite the source you used. When you take a test, you are expected to keep your eyes on your own paper and protect your test paper from being copied by a classmate.

Failure to use proper citation procedure is considered plagiarism. Plagiarism will result in a grade of "0" if it is flagrant and/or deliberate. Copying from another person's paper or test is academic dishonesty and will result in a grade of "0" for that assignment. In addition, you will be referred to student services for discipline based on college policy.

ADA Statement
If you have a documented disability and believe that you could benefit from academic accommodations, please visit the Student Success Center or call (715) 675-3331 x.1085. For more information please visit our website: http://www.ntc.edu/current-students/student-success-center/accommodation-services.html.

NTC Policies
Students with questions regarding affirmative action, equal opportunity, harassment, computer use policy or information about any other NTC policies should refer to the current NTC catalog or student handbook available in Student Services or at this website: http://www.ntc.edu/current-students/policies.html.

Learning and Assessment Activities
The learning activities for each Learning Plan tell you what you can do to master the learning objectives and competencies. They are your assignments. Check off each learning activity in your study guide as you complete it. Practice Activity Sheets and Information Sheets for each Learning Plan are included when necessary. Do not submit your learning activities to your instructor for evaluation. For most assignments, you can check your own work by referring to the Feedback section at the end of your Study Guide. Assessment activities tell you what you must demonstrate or submit to your instructor for evaluation and are the only items incorporated into your grade.

Performance-Based Learning
You as the learner are the most important part of instruction. As a result, performance-based tasks will identify what you must be able to do as a result of your learning. The tasks you are asked to do will determine how you can show that you have learned these skills. This performance-based course is designed around 19 competencies. Your grade will be based on your performance of all of those competencies according to the criteria outlined in your learning plans.
Student Help Desk Information
NTC has a 24-hour Student Help Desk to provide technical support for our online students. Requests for help may include login and password problems, course software use, software technical problems, and browser questions. If you have questions or need assistance when you are working on your course, you can contact the NTC Student Help Desk via e-mail at studenthelp@ntc.edu or call 715-803-1160, press option #1, or 1-888-682-7144, Ext. 1160, press option #1. Please provide the following information: name of course, your student ID number, what you were trying to do, any error messages you may have received, and how to contact you.

Administrative Guidelines for Tobacco Use on NTC District Premises
These guidelines are part of Northcentral Technical College's commitment in promoting the safety and health of its staff, students, visitors, and general public. It also establishes parameters for those who choose to smoke or use smokeless tobacco products.

It is the guideline of the Northcentral Technical College District that smoking or use of smokeless tobacco products by employees, students, and visitors is prohibited on all District premises, with the exception of three designated smoking shelters on the Central Campus in Wausau. Regional campuses and the Campus Farm do not have smoking shelters: they have designated smoking areas. This applies to all campus property and parking lots.

At the Wausau Campus, smoking and/or use of smokeless tobacco products is restricted to the smoking shelters located in the Courtyard, on the Northwest corner of the Center for Health Science Building, and adjacent to the gated entrance to the H Building.

Repeat Violations will result in code of conduct violations or monetary fines.

Expectations for Participation
Because this is a virtual course and no class attendance is required on any given day, you are responsible however for readings, assignments, and participation in discussion threads. The load of this course is not considerably heavy, covering one chapter per learning plan and we cover 12 learning plans in the time provided. This is 20-50 pages of reading per learning plan. In this respect, you should spend additional time going through the learning activities outlined in each learning plan. In order to engage yourself in the topics addressed, it is recommended that you use the chapter overviews and outlines to help organize your thoughts on the chapters. This course emphasizes reading and--note your deadlines, work ahead, and be prepared.

Expectations of Instructor
You can, and should, contact me whenever you have questions or concerns, I'm more than happy to hear from you. I will get back to you within 48 hours with a return email or phone call. As for grading, your assessments will be graded within one week after submission.

Responsibilities for Deadlines
You, the learner is responsible for committing to all deadlines regardless of circumstances. These include, but are not limited to, reliability of ISP service, reliability of one's computer, personal conflicts, etc. If you are experiencing trouble in any of these areas, you are responsible for contacting the instructor as soon as possible, i.e., phone, e-mail, etc. You are not responsible for any reliability issues concerning NTC's servers, Blackboard, instructor's e-mail account, or supplemental web sites. I, the instructor, am not responsible for the submission of your work. This means, if I do not receive your work and if you do not have "proof" that you submitted your work on time, the work is considered late. See Schedule for specifics on what is due for each learning plan.

Timeline and Late Work Policy
Completing assignments and taking the quizzes at the scheduled times are crucial. Keeping deadlines and agreements with customers is an essential quality to have when operating in the business world. If you do not take the quiz during the time it is scheduled without communicating via email or phone with me prior to the due date, you will not be able to make up those quizzes. There are very few exceptions to this rule and will be determined on a case-by-case basis. You may
not submit discussion board posts late. You may however submit PATs 1 - 5 up to one week, 7 days, after a deadline. Due to the deadline for PAT 6, you will not be able to submit that assessment late. If submitted late, you will only earn half of your earned score towards your grade for the late PAT’s (ex. If you turn in PAT 4 late, you will only be able to earn a maximum of 15 points).

If I do not see you active on Blackboard for three weeks, I will contact you via email. If I do not hear from you in a specified time frame, I will drop you from the course. Keeping in mind that your course work has strict deadlines, please allow yourself plenty of time to complete the assignments. All work must be submitted by 6:00 p.m. on the given Tuesday although you may submit work earlier if you so desire.

**Syllabus Revisions**

I have provided learning plans and a syllabus with a schedule listing class sessions and due dates for assignments and assessments. I will work to keep the course on the published schedule. However, if alterations to the schedule are necessary, I reserve the right to make changes to the syllabus when I believe it is to your benefit to do so. I will communicate those changes to you in a timely manner to avoid any surprises and help you continue to do well in the course.

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<thead>
<tr>
<th>Schedule</th>
<th>Target Competencies</th>
<th>What’s due?</th>
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| Learning Plan 1  
Due: 3/13/12  
Tuesday by 6 PM | Ascertain personal thinking strengths and weaknesses  
Compare personal thinking habits to those of others  
Compose personal goals for thinking skills improvement | Discussion Board #1  
Chapter 1 Quiz |
| Learning Plan 2  
Due: 3/20/12  
Tuesday by 6 PM | Ascertain personal thinking strengths and weaknesses  
Compare personal thinking habits to those of others  
Compose personal goals for thinking skills improvement  
Recognize the principles which lie at the heart of creative thinking  
Employ specific thinking behaviors which generate creative thinking | Discussion Board #2  
Chapter 2 Quiz  
PAT1 – Self as a Thinker |
| Learning Plan 3  
Due: 3/20/12  
Tuesday by 6 PM | Apply organized processes to solve problems  
Utilize deliberate thinking strategies to make effective decisions  
Differentiate facts from inferences, assumptions and judgements  
Make effective inferences | Discussion Board #3  
Chapter 3 Quiz |
| Learning Plan 4  
Due: 3/27/12  
Tuesday by 6 PM | Formulate a set of customized personal goals for life and work  
Develop a personal mission statement | Discussion Board #4  
Chapter 4 Quiz  
PAT 2 – Goal Setting Paper |
| Learning Plan 5  
Due: 3/27/12  
Tuesday by 6 PM | Break down a complex issue into its component points, evidence and reasoning | Discussion Board #5  
Chapter 5 Quiz |
| Learning Plan 6  
Due: 4/10/12  
Tuesday by 6 PM | Recognize fallacies of reasoning and apply them to cases | Discussion Board #6  
Chapter 6 Quiz  
PAT 3 – Problem Solving Paper |
| Learning Plan 7  
Due: 4/17/12  
Tuesday by 6 PM | Recognize fallacies of reasoning and apply them to cases | Discussion Board #7  
Chapter 7 Quiz |
| Learning Plan 8  
Due: 4/17/12  
Tuesday by 6 PM | Analyze a claim from multiple points of view  
Investigate a controversial issue through structured research  
Discriminate logical from emotional appeals  
Arrange ideas and data into a coherent argument in favor of a specific claim or proposition | Discussion Board #8  
Chapter 8 Quiz  
PAT 4 – Decision Making Paper |
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<thead>
<tr>
<th>Learning Plan 9</th>
<th>Analyze a claim from multiple points of view</th>
<th>Discussion Board #9</th>
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<tbody>
<tr>
<td>Due: 4/24/12</td>
<td>Investigate a controversial issue through structured research</td>
<td>Chapter 9 Quiz</td>
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<td>Tuesday by 6 PM</td>
<td>Discriminate logical from emotional appeals</td>
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<td>Arrange ideas and data into a coherent argument in favor of a specific claim or proposition.</td>
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<td>Discuss or debate a controversial issue using reasons, evidence, logic, and deliberate organization.</td>
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<th>Learning Plan 10</th>
<th>Analyze a claim from multiple points of view</th>
<th>Discussion Board #10</th>
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<tbody>
<tr>
<td>Due: 5/1/12</td>
<td>Investigate a controversial issue through structured research</td>
<td>Chapter 10 Quiz</td>
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<tr>
<td>Tuesday by 6 PM</td>
<td>Discriminate logical from emotional appeals</td>
<td>PAT 5 – Rough Draft of Issue Analysis</td>
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<td>Arrange ideas and data into a coherent argument in favor of a specific claim or proposition.</td>
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<td>Discuss or debate a controversial issue using reasons, evidence, logic, and deliberate organization.</td>
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<tr>
<th>Learning Plan 11</th>
<th>Analyze a claim from multiple points of view</th>
<th>Discussion Board #11</th>
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<tbody>
<tr>
<td>Due: 5/8/12</td>
<td>Investigate a controversial issue through structured research</td>
<td>Chapter 11 Quiz</td>
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<tr>
<td>Tuesday by 6 PM</td>
<td>Discriminate logical from emotional appeals</td>
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<th>Learning Plan 12</th>
<th>Critique, attack, and resist the arguments of others.</th>
<th>Discussion Board #12</th>
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<tr>
<td>Due: 5/17/12</td>
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<td>Chapter 12 Quiz</td>
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<tr>
<td>Tuesday by 6 PM</td>
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<td>PAT 6 – Issue Analysis</td>
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