

WTCS Repository

10-809-103 Think Critically & 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.

Total Credits 3.00

Pre/Corequisites

Prerequisite Each Wisconsin Technical College determines the General Education course prerequisites used by their academic institution. If prerequisites for a course are determined to be appropriate, the final Course Outcome Summary must identify the prerequisites approved for use by the individual Technical College.

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

Criteria

Performance will be satisfactory when:

- 1.1. learner identifies personal thinking characteristics
- 1.2. learner categorizes personal strengths and weaknesses according to primary classifications

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

Criteria

Performance will be satisfactory when:

- 2.1. learner identifies thinking habits and behaviors of others
- 2.2. identification includes specific behaviors and habits
- 2.3. learner identifies own thinking habits and behaviors
- 2.4. learner compares self to others
- 2.5. comparison includes point-by-point analysis of similarities and differences

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

Criteria

Performance will be satisfactory when:

- 3.1. learner determines results of personal thinking behaviors over time
- 3.2. learner evaluates personal thinking behaviors for efficiency and effectiveness
- 3.3. learner commits to goals for improvement of personal 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

Criteria

Performance will be satisfactory when:

- 4.1. learner constructs a set of goals encompassing personal life and career
- 4.2. goals cover short, medium and long term periods of the learner's life
- 4.3. goals match personal mission statement

5. Develop a personal mission statement

Assessment Strategies

- 5.1. by completing the mission statement assignment

Criteria

Performance will be satisfactory when:

- 5.1. learner has a personal mission statement
- 5.2. mission statement encompasses learner's whole-life vision
- 5.3. mission statement matches personal goals

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

Criteria

Performance will be satisfactory when:

- 6.1. learner gathers examples of individuals and organizations which exhibit creative thinking or its lack
- 6.2. learner analyzes examples to determine underlying common elements in individuals and innovations
- 6.3. analysis names at least 4 specific factors which are present in individuals and organizations which demonstrate creativity

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

Criteria

Performance will be satisfactory when:

- 7.1. learner demonstrates use of the specific, concrete techniques of creative thinking
- 7.2. learner demonstrates facility with the specific thinking tools and principles in other parts of the course after moving beyond this unit

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

Criteria

Performance will be satisfactory when:

- 8.1. learner utilizes a series of specific, concrete steps to attack personal and nonpersonal problems
- 8.2. learner accurately describes the problem
- 8.3. learner generates multiple potential solutions for a problem
- 8.4. learner evaluates each potential solution
- 8.5. learner arrives at a solution
- 8.6. learner generates a plan to achieve the solution
- 8.7. learner evaluates the process of reaching the solution
- 8.8. learner evaluates the viability of the solution

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

Criteria

Performance will be satisfactory when:

- 9.1. learner makes decisions using specific steps in a deliberate sequential procedure
- 9.2. learner applies steps from the basic problem solving sequence to decision making
- 9.3. learner states the decision simply and accurately
- 9.4. learner states the alternatives in the decision
- 9.5. learner evaluates each alternative using specific thinking tools from the Creative Thinking unit
- 9.6. learner arrives at a decision
- 9.7. learner evaluates the decision after implementation utilizing specific thinking tools from the Creative Thinking unit
- 9.8. learner explains how a specific decision is being made according to the steps of the process
- 9.9. learner evaluates the decisions of others

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

Criteria

Performance will be satisfactory when:

- 10.1. learner discriminates between factual and non-factual information

- 10.2. learner identifies inferences, judgments, and assumptions
- 10.3. learner provides examples of facts, inferences and judgments

11. Make effective inferences

Assessment Strategies

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

Criteria

Performance will be satisfactory when:

- 11.1. learner reasons inductively to a conclusion backed by evidence
- 11.2. learner makes an inference which goes beyond the facts and explains how the inference was made
- 11.3. learner critiques the inferences of others

12. Recognize fallacies of reasoning and apply them to cases

Assessment Strategies

- 12.1. in specific assignments

Criteria

Your performance will be successful when:

- 12.1. you name and explain the primary fallacies of reasoning and argument

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

Criteria

Performance will be satisfactory when:

- 13.1. learner demonstrates awareness of viewpoints other than own
- 13.2. learner builds cases of relatively equal depth for opposed conclusions on a single topic
- 13.3. cases enumerate the conclusions, reasons, and evidence for each point of view
- 13.4. learner withholds judgement until comprehension of all points is complete

14. Investigate a controversial issue through structured research

Assessment Strategies

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

Criteria

Performance will be satisfactory when:

- 14.1. learner locates information which can be used to support claims
- 14.2. learner can target researched information to specific points within the case structure
- 14.3. learner describes a research plan for the Issue Analysis paper or 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

Criteria

Performance will be satisfactory when:

- 15.1. learner analyzes a claim based on its individual main points
- 15.2. analysis lists separately the main idea, reasons and evidence

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

Criteria

Performance will be satisfactory when:

- 16.1. you correctly identify specific emotional and logical appeals in somebody else's persuasive attempt
- 16.2. you generate logical and emotional appeals as part of your own persuasive attempt

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

Criteria

Performance will be satisfactory when:

- 17.1. learner generates an argument in support of a personal viewpoint
- 17.2. argument follows a reasons-and-evidence format
- 17.3. learner anticipates objections to own argument
- 17.4. learner critiques own argument

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

Assessment Strategies

- 18.1. in classroom performance

Criteria

Your performance will be successful when:

- 18.1. you participate in a debate or panel presentation

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

Assessment Strategies

- 19.1. in oral and written exercises

Criteria

Your performance will be successful when:

- 19.1. you analyze, criticize, and evaluate advertising claims, political rhetoric, and simple claims others have tried to make to you, using as sources local news sources and personal experiences
- 19.2. you successfully refute the arguments of another person as part of participation in a debate