

## WTCS Repository

10-809-103 Think Critically & Creatively

# Course Outcome Summary

### Course Information

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|  | 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 |

Target Population

This associate degree level course is required in various programs including Human Services Associate and Computer Hardware Technician, and is a recommended elective in many others in all divisions, especially Associate Degree Nursing. Students range widely in age and background.

Pre/Corequisites

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| 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

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| 1 | Ascertain personal thinking strengths and weaknesses |
|  | Assessment Strategies |
|  | by completing an inventory of thinking behaviors, habits and outlooks  by composing written evaluation of self as thinker |
|  | Criteria |
|  | Criteria - Performance will be satisfactory when: |
|  | learner identifies personal thinking characteristics  learner categorizes personal strengths and weaknesses according to primary classifications |
| 2 | Compare personal thinking habits to those of others |
|  | Assessment Strategies |
|  | by sharing perceptions of self and others in a small group activity  by writing an evaluation of self as thinker |
|  | Criteria |
|  | Criteria - Performance will be satisfactory when: |
|  | learner identifies thinking habits and behaviors of others  identification includes specific behaviors and habits  learner identifies own thinking habits and behaviors  learner compares self to others  comparison includes point-by-point analysis of similarities and differences |
| 3 | Compose personal goals for thinking skills improvement |
|  | Assessment Strategies |
|  | by providing concrete examples of outcomes of thinking  by determining a series of at least 2 goals |
|  | Criteria |
|  | Criteria - Performance will be satisfactory when: |
|  | learner determines results of personal thinking behaviors over time  learner evaluates personal thinking behaviors for efficiency and effectiveness  learner commits to goals for improvement of personal thinking |
| 4 | Formulate a set of customized personal goals for life and work |
|  | Assessment Strategies |
|  | by writing a paper containing short, medium and long term goals |
|  | Criteria |
|  | Criteria - Performance will be satisfactory when: |
|  | learner constructs a set of goals encompassing personal life and career  goals cover short, medium and long term periods of the learner's life  goals match personal mission statement |
| 5 | Develop a personal mission statement |
|  | Assessment Strategies |
|  | by completing the mission statement assignment |
|  | Criteria |
|  | Criteria - Performance will be satisfactory when: |
|  | learner has a personal mission statement  mission statement encompasses learner's whole-life vision  mission statement matches personal goals |
| 6 | Recognize the principles which lie at the heart of creative thinking |
|  | Assessment Strategies |
|  | by viewing and discussing films focused on creativity and examining the factors blocking creativity in the examples there  by reading and discussing the articles in the manual which focus on thinking tools and principles  by completing specific thinking tools assignments |
|  | Criteria |
|  | Criteria - Performance will be satisfactory when: |
|  | learner gathers examples of individuals and organizations which exhibit creative thinking or its lack  learner analyzes examples to determine underlying common elements in individuals and innovations  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 |
|  | by performing specific thinking operations called Thinking Tools individually and in a small group  by completing the Creative Thinking Tools paper or a series of smaller thinking tools performance assignments |
|  | Criteria |
|  | Criteria - Performance will be satisfactory when: |
|  | learner demonstrates use of the specific, concrete techniques of creative thinking  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 |
|  | by engaging in problem solving described verbally in small and large groups  by generating problem solving reports laying out what was thought and done in each step of the process  by completing the problem solving paper |
|  | Criteria |
|  | Criteria - Performance will be satisfactory when: |
|  | learner utilizes a series of specific, concrete steps to attack personal and nonpersonal problems  learner accurately describes the problem  learner generates multiple potential solutions for a problem  learner evaluates each potential solution  learner arrives at a solution  learner generates a plan to achieve the solution  learner evaluates the process of reaching the solution  learner evaluates the viability of the solution |
| 9 | Utilize deliberate thinking strategies to make effective decisions |
|  | Assessment Strategies |
|  | by verbally explaining how a specific decision is being made according to the steps of the process  when the learner applies specific standards to evaluate the decision of another in a small group activity  by completing the decision making paper |
|  | Criteria |
|  | Criteria - Performance will be satisfactory when: |
|  | learner makes decisions using specific steps in a deliberate sequential procedure  learner applies steps from the basic problem solving sequence to decision making  learner states the decision simply and accurately  learner states the alternatives in the decision  learner evaluates each alternative using specific thinking tools from the Creative Thinking unit  learner arrives at a decision  learner evaluates the decision after implementation utilizing specific thinking tools from the Creative Thinking unit  learner explains how a specific decision is being made according to the steps of the process  learner evaluates the decisions of others |
| 10 | Differentiate facts from inferences, assumptions and judgments |
|  | Assessment Strategies |
|  | by completing exercises oral and written  by applying the terms inference, judgement, assumption, conclusion, opinion, claim, and assertion to statements gathered from news articles |
|  | Criteria |
|  | Criteria - Performance will be satisfactory when: |
|  | learner discriminates between factual and non-factual information  learner identifies inferences, judgments, and assumptions  learner provides examples of facts, inferences and judgments |
| 11 | Make effective inferences |
|  | Assessment Strategies |
|  | in case studies  verbally and in writing in small group and case study situations |
|  | Criteria |
|  | Criteria - Performance will be satisfactory when: |
|  | learner reasons inductively to a conclusion backed by evidence  learner makes an inference which goes beyond the facts and explains how the inference was made  learner critiques the inferences of others |
| 12 | Recognize fallacies of reasoning and apply them to cases |
|  | Assessment Strategies |
|  | in specific assignments |
|  | Criteria |
|  | Your performance will be successful when: |
|  | you name and explain the primary fallacies of reasoning and argument |
| 13 | Analyze a claim from multiple points of view |
|  | Assessment Strategies |
|  | in a paper analyzing a complex and controversial issue  by analyzing a series of individual claims  by participating in a debate where the position the learner will take is unknown until the day of the debate |
|  | Criteria |
|  | Criteria - Performance will be satisfactory when: |
|  | learner demonstrates awareness of viewpoints other than own  learner builds cases of relatively equal depth for opposed conclusions on a single topic  cases enumerate the conclusions, reasons, and evidence for each point of view  learner withholds judgement until comprehension of all points is complete |
| 14 | Investigate a controversial issue through structured research |
|  | Assessment Strategies |
|  | by completing the Issue Analysis paper or other similar assignment |
|  | Criteria |
|  | Criteria - Performance will be satisfactory when: |
|  | learner locates information which can be used to support claims  learner can target researched information to specific points within the case structure  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 |
|  | in the completion of the Issue Analysis paper or other similar assignment |
|  | Criteria |
|  | Criteria - Performance will be satisfactory when: |
|  | learner analyzes a claim based on its individual main points  analysis lists separately the main idea, reasons and evidence |
| 16 | Discriminate logical from emotional appeals |
|  | Assessment Strategies |
|  | in oral and written exercises  in an attempt to persuade another person to adopt a point of view or engage in an action |
|  | Criteria |
|  | Criteria - Performance will be satisfactory when: |
|  | you correctly identify specific emotional and logical appeals in somebody else's persuasive attempt  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 |
|  | by writing the Argument paper  by completing the evaluation of the Argument paper |
|  | Criteria |
|  | Criteria - Performance will be satisfactory when: |
|  | learner generates an argument in support of a personal viewpoint  argument follows a reasons-and-evidence format  learner anticipates objections to own argument  learner critiques own argument |
| 18 | Discuss or debate a controversial issue using reasons, evidence, logic, and deliberate organization |
|  | Assessment Strategies |
|  | in classroom performance |
|  | Criteria |
|  | Your performance will be successful when: |
|  | you participate in a debate or panel presentation |
| 19 | Critique, attack, and resist the arguments of others |
|  | Assessment Strategies |
|  | in oral and written exercises |
|  | Criteria |
|  | Your performance will be successful when: |
|  | 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  you successfully refute the arguments of another person as part of participation in a debate |