To the Instructor

This Instructor’s Resource Manual provides support for new and experienced teachers who adopt *Critical Thinking, Thoughtful Writing* for their composition courses. As is noted in the preface to the textbook, there are significant advantages to teaching writing within a critical-thinking framework. Critical thinking helps students actively explore and evaluate ideas as they write, and it helps writing teachers place structural and grammatical concerns in a meaningful context. In addition, there are special features in *Critical Thinking, Thoughtful Writing* that enhance classroom practice. For example, Chapter 3 explains how to integrate creativity into an expository writing course, Chapter 4 applies the decision-making model to revision, and Chapter 5 approaches sentence structure in terms of logic, thinking patterns, and social context. By combining the support in this Resource Manual with the wealth of material in *Critical Thinking, Thoughtful Writing*, instructors can develop and deliver their best writing courses ever.

The Resource Manual is divided into four sections. Section One introduces the text and discusses the scholarship on which it is based. Section One also explains the structure of the text and proposes sample syllabi for both one and two-semester sequences. Instructors can use the Writing Inventory in Section One to determine the attitudes and needs of students at the beginning of their courses. The inventory can be repeated later in the course to look at progress.

Section Two of the Manual contains detailed teaching suggestions for the individual chapters of *Critical Thinking, Thoughtful Writing*. The material includes overviews of each chapter, introductory exercises for each chapter, and summaries of the Thinking-Writing Activities and readings in each chapter. Section Two contains background information and short biographies of the writers whose work is excerpted in *Critical Thinking, Thoughtful Writing*. Two teaching tools, the video “Thinking Towards Decisions” and the “Test of Critical thinking Abilities” are found in this section as well.

An array of classroom handouts make up Section Three of this Manual. The concept maps allow instructors to add a visual component to the chapters of *Critical Thinking, Thoughtful Writing*. The Reader Response handout gives directions for peer workshops. These materials can be copied onto overhead transparencies or reproduced for class distribution.

Section Four of the Manual provides three bibliographies. The first lists books and journals for writing teachers. The second names resources on critical and creative thinking. The third contains numerous additional readings and videos for use with each chapter of *Critical Thinking, Thoughtful Writing*.

I would like to thank John Chaffee, Christine McMahon, and Barbara Stout for inviting me to prepare this Instructor’s Resource Manual. I would also like to thank Patti Holt for her research assistance with the project. And finally, I would like to thank all the students who have helped me become a better teacher of writing through the years.

Joyce Neff  
Old Dominion University, Norfolk, Virginia
Critical thinking and academic writing are synergistic. The scholarly books and articles we write reflect our attempts to think critically about our disciplines and about pedagogy. The writing that college students produce reflects their attempts to think critically about subjects they are studying. Although a few experienced writers are capable of “prewriting” in their heads and are able to produce something close to a final draft the first time they sit in front of their word processors, most writers take their texts through multiple drafts. Either way, final drafts inevitably reflect their authors’ movements through their own thinking/writing processes.

Many of our students need to discover, develop, and then refine their thinking/writing processes. Until they do, they mistakenly assume their preliminary ideas will constitute acceptable academic writing. One of our tasks as writing instructors is to explain that the preliminary drafts of both beginning and experienced writers are typically unfocused, underdeveloped, incoherent, illogical, ungrammatical, or all of the above! Critical Thinking, Thoughtful Writing aims to expand students’ knowledge of thinking and writing processes so they can develop, revise, and produce successful texts.

**Assumptions behind the text**

1. Students need clear explanations and multiple examples of the kinds of critical thinking and academic writing we wish them to master.
2. Students need opportunities to practice critical thinking and writing in risk-free, collaborative situations where they will receive feedback from peers, instructors, or both.
3. Students need important topics, from their own lives or from engaging readings, to think and write about.
4. Students need to write much more than instructors need to grade; thus, many ungraded writing activities are suggested.
5. Ungraded student writing should be assigned in such a way that everyone does it and everyone makes use of it in class.
6. Some ungraded writing should lead to carefully revised later drafts that will be graded. Ideally, students should think and write about several possible topics and then choose which to develop, into finished papers.
7. Instructors need to think critically about the requirements and goals of the writing courses at their institutions. They can then use Critical Thinking, Thoughtful Writing to support those goals.
Teaching Writing/Thinking Processes

Composition and rhetoric have been the subjects of a great deal of research during the last forty years; many articles and books discuss both theoretical and practical aspects of the teaching of writing. Some instructors using this manual probably know this scholarship well; others who are new to the teaching of writing can benefit from the bibliography on teaching writing in section four of this manual.

Scholarship in composition shows that most successful writers have recursive, rather than linear, writing processes; that successful writers understand their own writing processes; that successful writers are able and willing to revise their drafts to meet requirements of various writing situations; and that successful writers understand the social and cultural contexts in which they compose. Critical and creative thinking function at every stage of an effective writing process. Therefore, instructors of college composition courses can help students become successful writers by emphasizing connections between thinking and writing.

Collaborative Learning

Collaborative learning is one of the watchwords of recent writing pedagogy. Collaboration is a natural outcome of teaching writing as process with an emphasis on audience, voice, and context, whereas earlier, more traditional approaches concentrated on evaluating the student's efforts. Collaboration opens up writing, emphasizing its nature as a shared event and a human process that takes time, patience, and discussion.

Even with these advantages, collaborative learning is still suspect because if it fails to work, the blame is placed on the technique rather than on the execution. The first misconception is to think that collaboration means simply working together. Without specific and carefully defined tasks, collaborative learning can result in chaos and confusion. Second, collaborative learning will not succeed as a hit-or-miss teaching technique. Students need to grow comfortable with and knowledgeable about this form of instruction. Regular use develops confidence and camaraderie. Third, because collaborative learning gives students so much responsibility, not all teachers are comfortable with collaboration. Sometimes, giving up the authority of the teacher-centered classroom can be difficult.

Nonetheless, collaborative learning can be useful throughout a writing course. Collaborative techniques work well for motivational discussion, grammar review, and thinking-writing activities.

For example, in collaborative motivation, students can be given specific essay topics and specific guidelines, often including study questions, to help them generate ideas. After a specific task is assigned, each group chooses a recorder, who is responsible for reporting back to the class. Be sure to pace the class time so that ‘reporting out’ (which you or a student can record on the chalkboard or on overhead transparencies) includes adequate time for sharing and discussion.

Collaborative grammar groups are helpful to present grammatical principles to a class without the tedium of grammar lectures or endless textbook exercises. It is preferable to use students' own writing to illustrate and correct grammar errors.

Critical Thinking, Thoughtful Writing often asks student to discuss critical thought skills in groups. Whenever possible, apply collaborative learning techniques to the suggestions in the Thinking-Writing Activities throughout the book.
Peer Review

Peer review groups are effective once students are taught how to respond to a work in progress. Early in the semester, students benefit from peer-review modeling because they need to learn a language for response (how writers talk to one another about their drafts). For your first peer review session, use a draft from a previous semester or ask for a volunteer from the class (there’s no lack of volunteers when you assure students that the responses they get will be immensely helpful). Have the volunteer and 3 or 4 group members sit in front of the class. Review the handout on Reader Response Groups (see page 126 in this manual) with the class. Then have the model group demonstrate the process. As an alternative, you might show a videotape of a response group (two are available from Wordsmith Productions, Inc.), or you might find a group willing to be videotaped.

Later in the semester, as papers get longer and as students develop strong analytical and critical-thinking skills, they can form small groups, and distribute copies of their essays to one another. After each student reads aloud, the group critiques the essay, following specified evaluation criteria such as introduction, thesis, supporting body paragraphs, sentence style, transition techniques, and conclusion. Chapters 2-12 in Critical Thinking, Thoughtful Writing contain sections entitled “The Writing Process.” The “revision checklists” in those sections can be used as criteria for peer review sessions.

Peer editing should be reserved for drafts which are close to being final copies because writers should address formatting and correctness issues later in a writing project. Peer editing is appropriate for students who are struggling with grammar and proofreading. After you (with help from tutors in your college’s writing center) analyze patterns of error in student writing, you can assign each pair of students a grammar or usage issue. The pair studies the issue and presents a “mini” lesson on it to the rest of the class. Once select students have become experts on particular grammar issues, their classmates know whom to consult about particular grammar demons during peer editing. In this form of collaboration, students help each other find, label, and correct errors. Most instructors who adopt Critical Thinking, Thoughtful Writing as the major text for a course also require students to purchase a handbook for use during peer editing.

Peer review and editing both work best if established in the curriculum with a fair degree of regularity, such as weekly or biweekly. For both peer editing and peer critiquing, follow-up revision is essential.
Organization of the Text

*Critical Thinking, Thoughtful Writing* is sequentially organized to be used in a first-year course in which the goal is to connect critical thinking, creative thinking, writing and reading. Chapter 1 introduces the Thinking-Writing Model. The remaining chapters each have a specific critical (or creative) thinking focus, a writing focus, a reading theme, and a writing project. The chapters present overviews, definitions, and material on the thinking focus; they introduce writing projects; and, they give detailed process notes for completing assigned writing projects. Interspersed throughout each chapter are Thinking-Writing Activities and Selected Readings relating to the theme of the chapter. Organization of Chapters 2-12 on page 113 outlines this arrangement. The list below indicates the topics in each chapter. Topics are explained more specifically in the chapter-by-chapter section of this manual.

**Part One: Understanding the Tools of Thinking and Writing**

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Critical Thinking Focus</th>
<th>Writing Focus</th>
<th>Reading Theme</th>
<th>Writing Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1</td>
<td>Thinking Through Writing</td>
<td>Thinking about thinking</td>
<td>Reflecting on experience</td>
<td>Experiences which affected beliefs</td>
<td>Recalling the impact of experience on a belief</td>
</tr>
<tr>
<td>Chapter 2</td>
<td>Thinking Critically, Writing Thoughtfully</td>
<td>Critical Thinking Focus: Thinking about thinking</td>
<td>Writing Focus: Reflecting on experience</td>
<td>Reading Theme: Experiences which affected beliefs</td>
<td>Writing Project: Recalling the impact of experience on a belief</td>
</tr>
<tr>
<td>Chapter 3</td>
<td>Thinking Creatively, Writing Creatively</td>
<td>Critical Thinking Focus: The qualities of a creative thinker</td>
<td>Writing Focus: Generating original ideas</td>
<td>Reading Theme: The creative thinking process</td>
<td>Writing Project: Imagining your life lived more creatively</td>
</tr>
<tr>
<td>Chapter 4</td>
<td>Thinking Critically About Writing—Revising Purposefully</td>
<td>Critical Thinking Focus: Decision making</td>
<td>Writing Focus: Making decisions about drafts</td>
<td>Reading Theme: People making decisions; writers thinking about revision</td>
<td>Writing Project: Analyzing a decision to be made</td>
</tr>
<tr>
<td>Chapter 5</td>
<td>Language and Thought—Writing Precisely</td>
<td>Critical Thinking Focus: Language as a system</td>
<td>Writing Focus: Using language to clarify thinking</td>
<td>Reading Theme: Essays about language</td>
<td>Writing Project: Experience with language</td>
</tr>
</tbody>
</table>
Part Two: Thinking and Writing to Show Relationships

Chapter 6 Exploring Relationships in Space and Time — Writing to Show Observations and Sequences
Critical Thinking Focus: Understanding perceptions
Writing Focus: Detail and order in descriptions and chronologies
Reading Theme: Depicting objects and experiences
Writing Project: Narrative which illuminates an issue in society

Chapter 7 Exploring Comparative Relationships — Writing About Perspectives
Critical Thinking Focus: Critically evaluating perceptions
Writing Focus: Comparing and contrasting
Reading Theme: Recognizing differing perspectives
Writing Project: Critically evaluating different perspectives on an issue or event

Chapter 8 Exploring Causal Relationships — Writing to Analyze Causes
Critical Thinking Focus: Causal reasoning
Writing Focus: Presenting causal reasoning
Reading Theme: Ecological relationships
Writing Project: Analyzing causal relationships of a recent event

Chapter 9 Forming Concepts — Writing to Classify and Define
Critical Thinking Focus: The conceptualizing process
Writing Focus: Defining and applying concepts
Reading Theme: Gender issues
Writing Project: Defining an important concept

Part Three: Thinking and Writing to Explore Issues and Take Positions

Chapter 10 Believing and Knowing — Writing to Analyze
Critical Thinking Focus: analyzing beliefs and their accuracy
Writing Focus: Evaluating evidence
Reading Theme: The media: Shaping our thinking
Writing Project: Analyzing influences on beliefs

Chapter 11 Solving Problems — Writing to Propose Solutions
Critical Thinking Focus: The problem-solving model
Writing Focus: Proposing solutions
Reading Theme: Solving a social problem
Writing Project: Applying the problem-solving model

Chapter 12 Constructing Arguments — Writing to Establish Agreement
Critical Thinking Focus: Using reasons, evidence, and logic
Writing Focus: Convincing an audience
Reading Theme: Arguments about important issues
Writing Project: Arguing a position on a significant issue
Sample Syllabi

*Critical Thinking, Thoughtful Writing* is replete with rhetorical information, readings, Thinking-Writing Activities, and writing projects. The text is suitable for a full-year course in composition with a two-semester sequence in exposition and argument. It works equally well for one-semester college composition courses. The sample syllabi below show some possibilities.

**Fifteen-Week Syllabus for a one-semester course requiring a paper based on research,** either a proposal or a research paper. This syllabus is suitable for a course focusing on academic writing and argument. It requires 6 Writing Projects as follows:

Writing Project #1: an essay recalling the impact of experience on a belief (*A Formative Experience* page 47)
Writing Project #2: a critical evaluation of different perspectives on an issue (page 275)
Writing Project #3: an analysis of causal relationships (page 312)
Writing Project #4: a definition of a concept (page 361)
Writing Project #5: an analysis of influences on beliefs (page 423)
Writing Project #6: Choice: a proposal to solve a problem (page 469) or a research paper that argues a position on a significant issue (page 524)

Week 1
Introduction to the course
Chapter 1: Thinking through Writing
The Writing-Thinking Model
Outer Circle: Writing in context
Second Circle: Writing thoughtfully, thinking critically, thinking creatively
Third Circle: Activities of people’s writing processes
Inner Circle: Communicating
Thinking and writing as a way of living
Thinking-Writing Activities 1.1, 1.2, 1.3

Week 2
Chapter 2: Thinking Critically, Writing Thoughtfully
Selected Readings from Chapter 2
Thinking-Writing Activities from Chapter 2
Draft due for Writing Project #1: *A Formative Experience* (page 47)
Peer Reviews of Writing Project #1
Introduce Critical Thinking Video

Week 3
Chapter 4: Thinking Critically About Writing — Revising Purposefully
Selected Readings from Chapter 4
Thinking-Writing Activities from Chapter 4
Revising activities for Writing Project #1
Final copy of Writing Project #1 due

Week 4
Chapter 7: Exploring Comparative Relationships — Writing About Perspectives
Selected Readings from Chapter 7
Thinking-Writing Activities from Chapter 7
Planning and drafting Writing Project #2: *A Critical Evaluation* (page 275)
Week 5  Peer review groups for Writing Project #2  
Individual conferences for Writing Project #2  
Revision activities for Project #2  

Week 6  Chapter 8: Exploring Causal Relationships—Writing to Analyze Causes  
Selected Readings from Chapter 8  
Thinking-Writing Activities from Chapter 8  
Invention and planning for Writing Project #3 (page 312)  

Week 7  Midterm Examination and Individual Conferences  
Draft due for Writing Project #3  

Week 8  Chapter 9: Forming Concepts —Writing to Classify and Define  
Selected Readings from Chapter 9  
Thinking-Writing Activities from Chapter 9  
Invention and planning for Writing Project #4 (page 361)  
Final copy of Writing Project #3 due  

Week 9  Draft due for Writing Project #4  
Peer response groups for Writing Project #4  
Revision Activities for Writing Project #4  

Week 10  Chapter 10: Believing and Knowing —Writing to Analyze  
Selected Readings from Chapter 10  
Thinking-Writing Activities from Chapter 10  
Invention and planning for Writing Project #5 (page 423)  
Final copy of Writing Project #4 due  

Week 11  Draft due for Writing Project #5  
Peer response groups for Writing Project #5  
Revision Activities for Project #5  

Week 12  Chapter 11: Solving Problems OR Chapter 12: Constructing Arguments  
Selected Readings from the chapter  
Thinking-Writing Activities from the chapter orient students to library and research techniques in preparation for Project #6  
Final copy of Writing Project #5 due  

Week 13  More Thinking-Writing Activities from Chapter 11 or Chapter 12  
Lessons on library and field-based research  
Planning Writing Project #6 (page 469 or page 524)  

Week 14  Draft due for Writing Project #6  
Peer response groups for Writing Project #6:  
Lessons on Citation Practices  
Revision Activities  

Week 15  Final copy of Writing Project #6 due  
Review of course and of Writing Projects #1-6  

Course Evaluation  
Final Examination  

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Two-Semester Syllabus for a year-long course in Critical Thinking and College Writing

This time frame allows students to study and practice writing based on personal experience, writing that follows academic conventions, and writing that grows out of rigorous research. By the end of the course, students will have produced 11 Writing Projects as follows:

Writing Project #1: an essay based on a formative experience (page 47)
Writing Project #2: an exploration of a life lived more creatively (page 84)
Writing Project #3: an analysis of a decision to be made (page 133)
Writing Project #4: an analysis of an experience with language (page 198)
Writing Project #5: a narrative which illuminates an issue in society (page 228)
Writing Project #6: a critical evaluation of different perspectives on an issue (page 275)
Writing Project #7: an analysis of causal relationships (page 312)
Writing Project #8: a definition of a concept (page 361)
Writing Project #9: an analysis of influences on beliefs (page 423)
Writing Project #10: a proposal to solve a problem (page 469)
Writing Project #11: a research paper that argues a position on a significant issue (page 524)

First Semester of a two-semester sequence

Week 1
Introduction to the course
Chapter 1: Thinking through Writing
The Writing-Thinking Model
Outer Circle: Writing in context
Second Circle: Writing thoughtfully, thinking critically, thinking creatively
Third Circle: Activities of people’s writing processes
Inner Circle: Communicating
Thinking and writing as a way of living
Thinking-Writing Activities 1.1, 1.2, 1.3
The Writing Inventory (see page 13 of this manual)

Week 2
Chapter 2: Thinking Critically, Writing Thoughtfully
Selected Readings from Chapter 2
Thinking-Writing Activities from Chapter 2
Planning and drafting Writing Project #1: A Formative Experience (page 47)

Week 3
Continued work on Chapter 2
Peer review groups for Writing Project #1
Revision activities for project #1

Week 4
Chapter 3: Thinking Creatively, Writing Creatively
Selected Readings from Chapter 3
Thinking-Writing Activities from Chapter 3
Planning and drafting Writing Project #2: Life Lived Creatively (page 84)
Final copy of Writing Project #1 due

Week 5
Continued work on Chapter 3
Peer review groups for Writing Project #2
Revision activities for project #2
Week 6  
Chapter 4: Thinking Critically About Writing — Revising Purposefully
Selected Readings from Chapter 4
Thinking-Writing Activities from Chapter 4
Planning and drafting Writing Project #3: Analysis of a Decision (page 133)

Week 7  
Continued work on Chapter 4
Peer review groups for Writing Project #3
Revision activities for Project #3

Week 8  
Chapter 5: Language and Thought — Writing Precisely
Selected Readings from Chapter 5
Thinking-Writing Activities from Chapter 5
Planning and drafting Writing Project #4: Analysis of Language (page 198)
Final copy of Project #3 due

Week 9  
Continued work on Chapter 5
Peer review groups for Writing Project #4
Revision activities for Project #4

Week 10  
Chapter 6: Exploring Relationships in Space and Time — Writing to Show Observations and Sequences
Selected Readings from Chapter 6
Thinking-Writing Activities from Chapter 6
Planning and drafting Writing Project #5: Narrative on an Issue (page 228)

Week 11  
Continued work on Chapter 6
Peer review groups for Writing Project #5
Revision activities for Project #5

Week 12  
Chapter 7: Exploring Comparative Relationships — Writing About Perspectives
Selected Readings from Chapter 7
Thinking-Writing Activities from Chapter 7
Planning and drafting Writing Project #6: Critical Evaluation (page 275)

Week 13  
Continued work on Chapter 7
Drafting and revising Writing Project #6
Peer response groups for Project #6

Week 14  
Individual conferences for Writing Project #6
Final copy of Writing Project #6 due

Week 15  
Review of course and of Writing Projects #1-6
Course evaluation

Final Examination
Second Semester of a two-semester sequence

Week 1  Introduction to the Second Semester
        Review of Chapter 1 and the Writing-Thinking Model
        Updating the Writing Inventory (see page 13 of this manual)

Week 2  Chapter 8: Exploring Causal Relationships — Writing to Analyze Causes
        Selected Readings from Chapter 8
        Thinking-Writing Activities from Chapter 8
        Invention and planning for Writing Project #7: Analysis of Causal Relationships
        (page 312)

Week 3  Continued work on Chapter 8
        Drafting and revising Writing Project #7
        Peer response groups for Project #7
        Orient students to library and research techniques in preparation for remaining writing
        projects

Week 4  Chapter 9: Forming Concepts — Writing to Classify and Define
        Selected Readings from Chapter 9
        Thinking-Writing Activities from Chapter 9
        Invention and planning for Writing Project #8: Definition of Concept (page 361)
        Final copy of Writing Project #7 due

Week 5  Continued work on Chapter 9
        Draft due for Writing Project #8
        Peer response groups for Project #8
        Revising activities

Week 6  Chapter 10: Believing and Knowing — Writing to Analyze
        Selected Readings from Chapter 10
        Thinking-Writing Activities from Chapter 10
        Invention and planning for Writing Project #9: Analysis of Beliefs (page 423)

Week 7  Continued work on Chapter 10
        Draft due for Writing Project #9
        Peer response groups for Project #9
        Revising activities
        Final copy of Writing Project #9 due

Week 8  Midterm examination
        Student conferences
        Lessons on library and field-based research
Week 9  Chapter 11: Solving Problems —Writing to Propose Solutions  
Selected Readings from Chapter 11  
Thinking-Writing Activities from Chapter 11  
Invention & planning for Writing Project #10: Proposal to Solve a Problem (page 469)

Week 10  Continued work on Chapter 11  
Draft due for Writing Project #10  
Peer response groups for Project #10  
Revising activities including citation practices  
Final copy of Writing Project #10 due

Week 11  Chapter 12: Constructing Arguments —Writing to Establish Agreement  
Selected Readings from Chapter 12  
Thinking-Writing Activities from Chapter 12  
Invention and planning for Writing Project #11 Arguing a Position (page 524)

Week 12  Continued work on Chapter 12  
More on library and field-based research

Week 13  First half of draft for Writing Project #11 due  
Peer response groups for Project #11  
Student conferences

Week 14  Second half of draft for Writing Project #11 due  
Peer response groups for Project #11  
Student conferences  
Revising activities  
Final copy of Writing Project #11 due

Week 15  Review of course and of Writing Projects #7-11  
Course evaluation

Final Examination
A Writing Inventory: Getting Students to Think Critically About Their Own Writing Experiences

At the beginning of a writing course, students benefit from a review of where they are as writers. The following inventory asks students to focus on themselves as writers and to capture their thoughts on paper. It is a useful tool to introduce into a writing class early in the term. Save the students' inventories, and compare their attitudes and needs at the end of the term or semester.

Writing Inventory Questions:

1. What are your first memories as a writer? What kinds of writing courses did you have in elementary school? In secondary school? In college?

2. What were you taught in these courses? Grammar? Structure? Content?

3. How were you evaluated? Did you receive grades? Did you receive comments on your writing?

4. How did you feel when you got a paper back?

5. How do you prepare for a writing assignment? How much time do you give it? How far ahead of the due date do you begin?

6. What is your environment when you write? Do you write in silence, or do you listen to music or watch television? Do you write alone or with others in the room? What kind of furniture (i.e., chair, desk) do you use? How do you get comfortable?

7. Do you write your first-draft essays by hand, or do you use a word processor or a typewriter?

8. Do you edit yourself while you write, or do you write while the inspiration lasts and go back and edit later?

9. What do you most need to learn about writing?

10. What are your strengths as a writer?
Critical Thinking: The Cornerstone of Education

Critical Thinking as a Framework for Education and Life

"Critical Thinking? Sure, students need to learn how to do it. But they need to learn their basics first."

When this common, but misconceived, sentiment is expressed, "Learning the basics" usually refers either to basic literacy abilities or to the general core of knowledge supposedly imparted through introductory level courses. Whatever the specific meaning, the general assumption is the same: Learning to think critically should be reserved for relatively advanced students who have mastered enough of the basics in order to do it. Of course, this assumption could not be more in error.

Learning to think critically is an essential and powerful vehicle for developing literacy abilities and in constructing knowledge at every level of education. For example, the Critical Thinking Program at LaGuardia College, (a branch of the City University of New York), has successfully focused on the needs of its entering population for the last twenty years. Students involved in the program, over 1,800 a year, have consistently demonstrated accelerated development, not only in their critical thinking abilities, but also in their language skills. In fact, students enrolled in one key part of the program have nearly doubled the college-wide pass rate on standardized exit examinations in Writing and Reading.

The Critical Thinking program is based on the assumption that thinking is a process that can be understood and improved through proper study and practice. The keystone of this nationally recognized program is Critical Thinking, a course developed in 1979 which explores the cognitive process and helps students develop higher-order thinking, problem-solving, and literacy abilities. In addition, the course is designed to foster the values, traits of character, and habits of mind required for success in college and life: dedication, commitment, reflective insight, open-mindedness, responsibility, social awareness, and initiative. We view the central purpose of higher education to help students become educated critical thinkers, a sentiment captured eloquently by Albert Einstein: "Education is what remains after you have forgotten all of the facts you memorized."

The Need for Critical Thinking

Although a higher education is traditionally thought to produce literate and sophisticated thinkers, there is the growing awareness that many students are not leaving college clothed with the literacy, intellectual understanding, and depth of insight supposedly symbolized by the degrees they have earned. Numerous reports and studies have criticized the failure of American education to teach students to think critically, reason cogently, solve complex problems, and communicate effectively. For example, the ETS-
administered National Assessment of Educational Progress (NAEP), which continually surveys American education, reports that "The number of students mastering the basic skills has been rising, but the number who display higher-order skills has not increased." A report from the Committee on Research in Mathematics, Science, and Technology Education states in part:

"Employers today complain that they cannot count on schools and colleges to produce young people who can move easily into more complex kinds of work. They seem to be deficient in general skills such as the ability to write and speak effectively, to learn on the job, to use quantitative skills, to read complex material, and to build and evaluate arguments. These abilities go well beyond the routinized skills of the old mass curriculum. Although it is not new to include thinking, problem solving, and reasoning in someone’s school curriculum, it is new to include it in everyone’s curriculum. It is new to take seriously the aspiration of making thinking and problem solving a regular part of a school program for all the population, even minorities, even non-English speakers, even the poor. It is a new challenge to develop educational programs that assume that all individuals, not just the elite, can become competent thinkers."

Although sophisticated critical thinking abilities are clearly needed for academic study and career preparation, and despite the fact that teachers aspire to teach critical thinking as an educational ideal, critical thinking is rarely taught explicitly and systematically at any level of education. For example, one study that is representative of research in the field found that the majority (99%) of questions asked by K-12 teachers of their students call only for a "yes/no" or simple factual answer (Sirotnik, 1983). College classrooms are also something less than a hotbeds of critical thinking, as teaching tends to focus on the lowest cognitive level of knowledge, the dispensing of facts, while higher-order intellectual operations (such as application, analysis, synthesis, evaluation) are typically ignored (Fischer and Grant, 1985). A recent study involving 48 public and 38 private colleges and universities found that while 89% of professors who responded identified critical thinking to be a primary objective of their instruction, 81% could not give a clear explanation of "critical thinking," and only 9% were clearly teaching for critical thinking on a typical day in class (Center for Critical Thinking, 1997). Not surprisingly, college students evidence little growth of their critical thinking abilities during their years of study (Nickerson, 1988; Perkins, 1985; King, Kitchener, Wood, 1985)

**Freshman Year's Vicious Circle of Failure**

The need to foster sophisticated critical thinking abilities is particularly acute in beginning college students. Since these students have often not developed appropriate language and conceptual skills needed for higher education, they often founder when they encounter rigorous, mainstream college courses. Regretfully, freshman programs are often designed to include even less critical thinking than its anemic presence in mainstream curricula, with the assumption that these students lack the requisite
abilities to "do it," — that is, think critically and creatively. This is a completely wrong-headed and educationally destructive belief. By viewing entering students as something less than fully-functioning, intellectually competent human beings, capable of thinking deeply and communicating about important issues, these programs have typically been under-designed with simplistic content and unimaginative, unchallenging approaches. Language and quantitative skills are often taught as if they were disembodied from the human thinking process instead of essential partners with it. Content tends to be excessively subjective, over-emphasizing personal experiences and excluding the world of ideas which is the province of higher education.

It's no wonder that first year students often stumble badly when they enter mainstream academic courses: their experiences have set them up for failure, establishing a cruel self-fulfilling prophecy. Freshman year programs often fail to help them develop the sophisticated thinking and literacy abilities they need to succeed, assuming that students aren't capable, a negative assessment that is confirmed when they fail to make a successful transition to the upper-level curriculum. When the first edition of my book, Thinking Critically, was reviewed in 1982, many experts were unanimous in their negative assessment, epitomized in one prominent educator's conclusion: "I have shared your book with five leaders in higher-education in different states, and we all agree: beginning college students are not capable of this level of work. In fact, this would be challenging for our upper-level students!" Not only were beginning students at LaGuardia more than capable of "this level of work;" I discovered that I had underestimated what the students were capable of; succeeding editions have become more rigorous and demanding, with students rising to meet the challenge.

Critical Thinking's Circle of Success

But this vicious circle of failure can easily become a "circle of success." If we assume that entering college students are intellectually capable, as they surely are, and then design programs that will challenge their thinking abilities and ignite their motivations, then these students are capable of extraordinary achievements. The stunning power of a focused human mind combined with the determined energy of a productively oriented will, creates individuals that shrug off the limitations of previous backgrounds and soar to inspiring heights. This has been our experience with thousands of students at LaGuardia through their involvement with the Critical Thinking program.

When students enter a Critical Thinking course at LaGuardia, they are often passive, uncritical thinkers, lacking sophisticated reasoning abilities and competent language skills. Twelve-weeks later, most emerge with a transformed perspective on the world and a new arsenal of thinking abilities and communication skills necessary to live successfully in a demanding world. They have become active thinkers, confident in their abilities to explore complex issues and reach informed conclusions; to analyze challenging problems and develop practical solutions; to express their ideas clearly and engage in
productive discussions with others. Most significantly, they have developed a matured and insightful understanding of themselves and the people they want to become.

Dolores was a 36-year-old mother of three, returning to college after an 18 year absence when she enrolled in my Critical Thinking course. Lacking traditional "college-level skills," she was anxious about her decision to return, uncertain about her future, and insecure about her prospects for success. She was proud of her accomplishment in raising her children, but felt that she had chosen a life of limited horizons that did not make use of her potential. Early in the course when she analyzed her lack of awareness during the past 18 years, Dolores discovered that developing the mind's capabilities is the key to an enriched, successful life. It is the power and insight of our thinking process that makes it possible for us to establish appropriate goals, make intelligent choices, and lead productive lives. Dolores' analysis of her failure to think critically was transformational in terms of self-discovery and her commitment to work energetically to reach her goals. The Critical Thinking course gave her the opportunity to reconceptualize herself, and it provided her with the thinking and communication tools needed to work productively in achieving her goals. At the conclusion of the course she wrote:

"The words 'critical thinking' will never leave my vocabulary, because by learning how to think critically, I am learning how to organize my ideas, support my points of view with reasons and to solve my problems rationally. I have learned more effective ways of dealing with my life, my children and my academic studies."

Dolores went on to transfer to Yale on a full scholarship. She graduated with distinction and is launched in a successful professional career. With her encouragement, two of her children applied and were accepted to Yale as well. This kind of transformational process is possible because the thinking process is such an integral part of who we are as people. When we expand our thinking, we expand who we are as human beings: the perspective from which we view the world, and the concepts and values we use to guide our choices. By carefully exploring our thinking process, and using it in carefully designed activities, we can develop it into a powerful, sophisticated tool that will enrich all dimensions of our lives. Developing the capacity to examine and refine our thinking process — to "think critically" — initiates a developmental process that transforms the way we view ourselves and how we live and conduct our business in the world.

What Exactly Is Critical Thinking?

* An educational philosophy
* A field of academic study
* A method of epistemological inquiry

As an educational philosophy Critical Thinking represents an educational ideal to help determine what students should be taught and how best to teach them. "How can education best develop thoughtful,
independent (and creative) critical thinkers?" Critical thinking also serves as a powerful analytical lens that helps clarify how disciplines function as dynamic forms of thought and inquiry, rather than simply repositories of accumulated information. It suggests how best to introduce students to the ways that disciplines "think" about the world. Instead of simply absorbing information, students learn how to evaluate and integrate information, transforming it into knowledge.

As a field of academic study, it is an interdisciplinary effort to understand the cognitive/thinking process: What is it? How does it operate? How can we learn to do it better? And since language and thinking are processes that are so closely intertwined, it also explores the role of language in thought, and thought in language. As a distinct field of study, it has its own theoretical framework, operating concepts, methods of inquiry, and epistemology.

As a method of inquiry, it is an integrated complex of sophisticated conceptual/language abilities and dispositions that are used to organize experience, construct knowledge, and develop a philosophy of life. It is a method that can be applied to any discipline as well as to life experience. Becoming a critical thinker changes qualitatively the way a person views the world, processes information, and makes decisions. These abilities and dispositions enable critical thinkers to:

* solve challenging problems
* analyze complex issues and arrive at reasoned conclusions
* establish appropriate goals and design effective plans of action
* analyze complex bodies of information and make informed decision
* communicate effectively through speaking, discussion, writing
* critically evaluate the logic, relevance and validity of information

However, identifying the thinking abilities and dispositions that we want students to develop is only the first step in achieving this goal. In order to stimulate and guide students to thinking in progressively sophisticated ways, we must recognize that thinking abilities do not operate in isolation but rather act in complex interactions with one another. Thinking — like language — is a dynamic process that cannot be factored into sub-skills, drilled, and then reassembled in Humpty Dumpty-like fashion. It must be approached holistically, involving challenging activities in which the relations between the various skills remain intact. These considerations suggest defining "thinking" as an active, purposeful, organized mental process that we use to understand the world and make informed choices. Thinking is a complex, synthesizing activity that we are continually engaged in for the purposes of solving problems, achieving goals and analyzing situations.

Of course, we sometimes think more effectively than other times. Fortunately, our thinking abilities can be developed and improved through careful analysis and guided practice — the goal, I believe, of critical thinking. From this perspective, "thinking critically" involves carefully examining the thinking process to clarify and improve our understanding.

Becoming a critical thinker does not simply involve developing discrete intellectual abilities: it involves developing insight, reflective judgment, informed beliefs, and a willingness to carefully explore diverse
perspectives with incisive questions. As students develop their critical thinking abilities, they also grow as individuals, developing the qualities of maturity, open-mindedness, responsibility, initiative, and a sense that they can control the direction of their lives through the choices that they make.

**Program Design**

The Critical Thinking program at LaGuardia is built around its keystone course, *Critical Thinking*, which was created to introduce entering students to the cognitive process and help them develop the higher-order thinking and literacy abilities needed for academic and career success. Fueled by two grants from The National Endowment for the Humanities, that initial seed has developed into an interdisciplinary program that involves over 1500 students annually, taught by 30 faculty from a wide variety of disciplines. The course has three basic aims:

1. Develop and refine students higher-order thinking, reasoning and problem-solving
2. Enhance and accelerate the development of students' reading, writing and speaking
3. Encourage students to explore basic attitudes towards their lives and larger social responsibility.

A second course, entitled *Creative Thinking: Theory and Practice*, focuses on the cognitive processes we use to generate and refine innovative ideas. This course utilizes a unique blend of textbook readings, research articles, guest speakers and creative projects.

The LaGuardia model is based on the assumption that language and thought are inextricably related, dynamically and interactively. Although research suggests that language and thought begin as distinct processes, they become intertwined at a very early stage of human development and rapidly become so integrated that they are difficult to separate or distinguish. (Vygotsky 1934; Luria 1982). Language, with its power to represent our thoughts, feelings, and experiences symbolically, is the most important tool our thinking process has. Working together, thinking and language enable us to create and communicate meaning. For example, when we write or speak, we are using language to communicate our thinking by conveying ideas, sharing feelings, and describing experiences. At the same time, the process of using language generates ideas and clarifies thinking, as the writer Joan Didion noted, "*How do I know what I think until I see what I say.*" This intricate, organic, and mysterious relationship between language and thought is captured by the Russian novelist Leo Tolstoy *"The relations of word to thought, and the creation of new concepts is a complex, delicate and enigmatic process unfolding in our soul."*

The implications of this intimate relationship of thought and language for the classroom are clear: the development and use of our thinking abilities is closely tied to the development and use of our language abilities — and vice versa. This conviction has resulted, at LaGuardia, in an integrated, language-based approach to foster students' critical thinking and critical literacy abilities. In the *Critical Thinking* course, students analyze substantive readings and complete structured writing assignments as they explore various
critical thinking topics: thinking critically, thinking creatively, solving problems, perceiving, believing and knowing, using language, conceptualizing, reporting/inferring/judging, constructing arguments, reasoning critically, and constructing a life philosophy. By integrating language and critical thinking, the course enables students to simultaneously develop both critical thinking and critical literacy abilities in a coherent, interactive fashion. The curriculum of the course is embodied in its text, *Thinking Critically 5/E*, by John Chaffee. Faculty are encouraged to introduce supplementary readings and topical issues as they "think critically" regarding how best to accomplish the goals of the course for their students. The interdisciplinary nature of the text reflects the collaborative efforts of those involved in the program, and this approach has led to its adoption in both Writing/Composition and Reading courses at colleges where a course devoted exclusively to Critical Thinking is not available.

This integrated approach to teaching critical thinking, writing, reading and oral communication is versatile, synergistic, and engaging. The themes of critical thinking generate ideas which can be examined and further elaborated through readings, writing assignments and discussion. For example, when students explore the unit on "Thinking Critically," they are reading essays which analyze controversial issues like euthanasia; engaging in organized debates on topics they select; viewing a videotape ("Thinking Towards Decisions") which dramatizes a family trying to reason their way through a right-to-die situation; and writing essays which grow out of these explorations. The section on "Solving Problems" introduces students to an organized approach to solving challenging problems which they learn by discussing essays about complex problems like race relations and date-rape; analyzing an important unsolved problem in their own lives; preparing a written analysis of this problem and presenting their analysis to the class. While exploring the concept of "Perceiving," an active process which involves perspective-taking, students analyze contrasting media versions of the assassination of Malcolm X and the Tiananmen Square massacre. They explore the process by which our perceiving "lenses" are formed by reading essays like "Migrant Worker" by Roberto Acuna and "Why I Quit the Klan" by C.P. Ellis, and writing about a significant event in their own experiences which shaped the way they see the world. Their skills are further refined through a project with the LaGuardia Archives in which the conduct research with primary documents on topics like the Harlem Riots of 1943, writing a research paper which grows out of their analytical investigations. The concepts of "Reporting, Inferring and Judging" are examined by reading essays like "Evolution as Fact and Theory" by Stephen Jay Gould," and "The Development of Moral Judgment" by Robert Coles. Enriched by videotapes on these subjects (such as a NOVA episode, "God, Darwin and Dinosaurs") these topics provide rich opportunities for writing assignments and class discussions.

**Program Evaluation**

The Critical Thinking Program has been subject to in-depth evaluation, detailed in the NEH Final Report, "Critical Thinking at LaGuardia College," available by writing to LaGuardia. It has been characterized by The Educational Testing Service as "a mature educational program which has involved and succeeded with a
wide spectrum of students," and evaluated by The National Endowment For The Humanities as "A very enlightened approach to undergraduate instruction." In general, the program appears to have succeeded in meeting its three primary objectives: literacy, reasoning and problem-solving, and critical attitudes.

* **Literacy:** Since language and thinking are such closely related, reciprocal and interactive processes, the LaGuardia program is designed to improve students' thinking abilities while simultaneously enhancing their language skills. The cumulative results of the program have revealed that students enrolled in Critical Thinking courses have consistently demonstrated accelerated development of language skills as measured by standard Writing and Reading examinations. In fact, the students in these courses have nearly doubled the school-wide average on these standardized measures over the past eighteen years. In addition to improvements in students' grammatical and structural language skills, faculty also report that students are learning to use language with a depth, insight and sophistication unusual for students at this level, as they seek to utilize and express their evolving higher-order thinking abilities.

* **Reasoning and Problem-Solving:** Utilizing a variety of evaluation strategies, the major evaluator of the project, Dr. Garlie Forehand, Director of Research at ETS, concluded that the program fosters the development of students' thinking abilities at both general and specific levels. He states: "At the general level, teachers perceive more respect for the thinking process, more tendency to bring a "habit of thinking" to their classes. At the specific level, teachers reported instances of transfer of such skills as breaking problems into parts, classifying, organization of thought, asking questions, separating facts from opinions, and assessing alternative points of view." (Chaffee, 1985) Students also recognized the development and transfer of thinking skills from the Critical Thinking course to other content courses, citing examples like breaking problems into parts in math, applying the concepts of perceiving to the concept of ethnocentrism in social science, transferring self-perception insights to oral communication, and so on. Since fundamental thinking abilities and critical attitudes work together and interact in complex ways, students do not learn them in a skill-by-skill fashion. Instead, concurring with developmental theory and faculty analyses, students in the program are undergoing a developmental process in which skills, attitudes and perceptions are progressively reorganized into new cognitive patterns. This leads to breakthrough or "aha" experiences as students discover new methods and abilities, revealed in student comments like: "It expands thinking — like a tool :""Part of my brain awakened:" "It put a seed, a spark, in me."

The accelerated intellectual development of students in Critical Thinking Skills classes has also been confirmed by results of The Measure of Intellectual Development (MID). The MID is correlated to the model of intellectual development articulated by the Harvard psychologist William Perry. Perry's model describes a series of "stages" (coherent interpretative frameworks) that students use to give sense to their educational experience, arranged in orderly sequence from the simple to the more complex. First year students in randomly selected Critical Thinking sections have repeatedly demonstrated an unusually sophisticated level of intellectual development, typically characteristic of college Seniors rather than Freshmen.
In a course *Creative and Critical Thinking* at Southeast Missouri State University, based on the text *Thinking Critically*, freshman students displayed improvement in critical thinking abilities as measured by the Watson-Glaser Critical Thinking Appraisal (CTA) and the IDEA survey. In self-reported data, students expressed enhanced perceptions of their own critical thinking development.

*Critical Attitudes:* One of the guiding principles of the Critical Thinking program is the belief that learning should take place in an experiential context, serving to stimulate qualities such as self-awareness, initiative and maturity. As Dr. Forehand notes, faculty reported that students displayed this sort of affective development by being more attentive, less likely to be absent, more quick to follow instructions, more serious about course work, better at asking questions, better at verbalizing, less afraid of thinking and expressing themselves, and evidencing increased self-confidence." One professor summed up: "Maybe *maturity* is the word." A mathematics professor, Dr. Elizabeth Spicer, observes: "The affective effects are unmistakable — students are not only less likely to 'give up,' perhaps on the basis of increased self-esteem, perhaps now that they possess thinking strategies and see themselves more as analytical thinkers. They also are willing to 'tax their brain,' perhaps because they are simply more accustomed to doing so." (Chaffee, 1985)

**Retention:** At the University of Alabama at Birmingham, "conditional admit" students enrolled in *University 101*, a course based on *Thinking Critically*, displayed higher retention rates than both other conditional admits *and* regular admits who had not taken the course. After one year, U101 students had a retention rate of 91.8% compared to the regular admit retention rate of 84.2%; after two years, the rates were 75.1% versus 72.6% respectively.

**Teaching vs. Infusing Critical Thinking Across the Curriculum**

One of the current controversies in education is whether critical thinking abilities should be taught directly in Critical Thinking courses, or whether these abilities should be developed as part of the regular curriculum by integrating them into the disciplines. Ironically, framing the choice as an "either/or" question illustrates quite effectively the pitfalls of the *False Dilemma Fallacy*. Rather than choosing between "teaching" and "infusing", the strongest curriculum model is one which integrates both the teaching of critical thinking abilities directly to students *and* initiatives to foster critical thinking in the teaching of courses in the disciplines. Naturally the infusion of critical thinking across the curriculum is a desirable objective. Faculty can be guided to redesign their teaching approaches so that students develop and refine their critical thinking abilities while mastering course content. However, these efforts to infuse critical thinking are significantly enhanced by the presence of a Critical Thinking course in the curriculum.

Just as the need for Composition courses has not been eliminated by the writing across the curriculum movement, so there is a need to teach critical thinking abilities directly in the form of Critical Thinking courses. Students need a direct, in-depth exposure to these sophisticated thinking abilities early in their academic careers in order to develop them to the fullest extent possible. Such an experience can help
equip them with the intellectual tools they will need to successfully complete their college studies and embark on productive careers. Critical Thinking is an appropriate subject for an academic course, having evolved in recent years into a distinct field of study, a multidisciplinary initiative focused on understanding the cognitive process and designing strategies for improving its effectiveness. And there is persuasive evidence that a well-designed, effectively taught course in Critical Thinking can accelerate the development of students' higher-order thinking and literacy abilities. (Chaffee, 1985; Chance, 1986; Lochead and Clement, 1979; Schoefield, 1984). Perhaps most significantly, a Critical Thinking course can serve as a keystone for the curriculum, embodying in depth and detail exactly what critical thinking knowledge, abilities, and dispositions the institution believes are important to develop. Such a course also provides a powerful vehicle for faculty development, both in developing such a course and then teaching it. Teaching others about Critical Thinking (and how to think critically) is the most effective way for educators to grasp the field and then transfer this understanding to the other courses they teach.

However, students' development of their critical thinking abilities will be enhanced by having these same abilities reinforced in other courses they take. At LaGuardia, our efforts to accomplish this goal of infusing critical thinking across the curriculum is structured around learning communities formed by teaching "pairs," in which a section of Critical Thinking is joined with another course selected from a variety of academic areas: English, Oral Communication, Mathematics, and Social Science. Students enrolled in a course pairing have to take both courses, providing a vehicle for integrating the courses and reinforcing intellectual abilities. These course pairings, working in concert with regular faculty meetings, give faculty the opportunity and guidance to redesign their courses and refine their teaching methodology with the aim of fostering critical thinking abilities. These curriculum linkages have led to very productive results. For example, in the Critical Thinking/English Pair, English faculty report that using critical thinking as framework for teaching writing is an effective approach for improving both the technical aspects of students' writing (in terms of coherence, organization, detail, use of grammatical conventions) as well as the quality of their writing (in terms of depth, insight, sophistication). They cite the following reasons:

* Critical thinking provides an intellectual and thematic framework which helps writing teachers place structural and grammatical concerns in a meaningful context. Because students are involved and concerned about what they are writing, they are motivated to master the technical aspects of writing in order to articulate their thinking with clarity and precision.

* The conceptual themes of critical thinking lend rigor and seriousness to students' writing. Students are challenged — and guided — to think and write about important topics which build on the cognitive activities and critical explorations.

* A critical thinking framework permits students to understand the reciprocal relationship between the process of thinking and the process of writing. Students are stimulated to explore their own composing
processes, gradually mastering the forms of thought and critical thinking that are the hallmark of mature
and thoughtful writing.

* The emphasis of critical thinking on the active exploration of ideas, on listening to others and carefully
evaluating opinions and arguments, provides a context for collaborative learning/writing activities.

Students learn to examine their own opinions more analytically and relate these opinions to the world at
large. They learn to assess alternative points of view in dialogue with others, contributing to their
development from a collection of individuals to a community of concerned thinkers and writers. In the
word of Dr. Sandra Hanson, Chairman of the English Department:

"There is no doubt that these students profited greatly from taking these paired courses. They were
challenged to explore, analyze and evaluate opinions and judgments. They were challenged to think
through and write about ideas worthy of their consideration, and they grew as a result. They learned
to understand thinking and writing as a process, to learn from the responses of others, and to present
relationships among ideas in a clear, orderly fashion. By the end of the quarter, these students were
writing essays which were focused, logically and effectively organized, and thoughtful. Their writing
revealed their own doubts, fears, concerns and triumphs. They had begun to use writing as a means of
self-discovery and to feel comfortable with the writing process."

Analogous results were found for the CTS/Social Science Pair, the CTS/Oral Communication
Pair, and the CTS/Mathematics Pair. For example, Dr. Elizabeth Spicer of the Mathematics
department analyzed her experience in the following passage:

Often, students who fear mathematics, or who consider themselves weak in the area will grab onto a
set of rules as a security blanket, and in that psyched-out state, will often simply shut out even an
attempt to analyze a procedure. In such cases, if a course in critical thinking can unblock a student
by emphasizing the importance of analysis and understanding as opposed to an unquestioning
acceptance, then its values is already clear. If such a willingness to question and analyze is then
accompanied by an increased ability to question and analyze, then the carryover value of the course
becomes tremendous. From my vantage point, I believe students were affected in both ways.

Developing a Successful CT Program:

Although every educational context is unique, there are certain ingredients for creating a successful
critical thinking program that are integral to virtually any situation. The first of these is a critical
thinking curriculum. The meaningful teaching of critical thinking requires a curriculum structure as the
center piece. Such a structure makes explicit the core of concepts and abilities which are to be taught,
integrated and reinforced. It acts as a point of reference, a focus for collaboration, a benchmark for self-
evaluation, and a vehicle for communication. Projects lacking such a central core, who encourage every faculty member to teach their own concept of critical thinking skills, tend to collapse into chaos and confusion. In the Critical Thinking program at LaGuardia, my evolving text, *Thinking Critically*, served as the unifying curriculum core. Through the active participation and critique by faculty members, my limited perspective was enriched and expanded over time.

A second ingredient for a successful program involves **faculty collaboration**. Faculty in such projects must have the opportunity to build collaboration through regular meetings, a collaboration based on sharing and critically examining their teaching experiences and reflecting on the process they are engaged in. This sense of sharing intellectual tasks, providing mutual support, and seeing the success of one's efforts all contribute to experiences which are personally and professionally rewarding. At LaGuardia, faculty participants met regularly, developed supplementary course materials, and concluded the experience with an analytical report which examined and evaluated their experience. As the educator Ernest Boyer observes, such collaborative opportunities occur all too infrequently:

"An important part of the working condition that enables one to expand his or her own thinking is learning in "seminar" fashion under careful scrutiny of peers. The working conditions in colleges deny the very encounters that allow teachers to test what they believe and to examine some of their own tentative judgments about various teaching approaches."

A third element of a successful program is **faculty ownership**. It should be clear from the outset that faculty are expected to be active participants in the process, absorbing a critical thinking perspective and then translating this perspective into their teaching in creative ways. Faculty should be encouraged to "think critically" as they teach the Critical Thinking course or as they reconceptualize their approach to teaching the courses in their disciplines to better foster critical thinking abilities. For example, in the LaGuardia program, faculty from the same subject areas were able to reshape the same course in individually innovative — yet equally valid — ways which reflected each person's unique talents and innovative ideas. To adapt Nietzsche's definition of a philosopher, we might say that "A teacher is an artist with concepts."

A fourth element of a successful program is a **well-designed and effectively taught Critical Thinking course**. Here are some of the guidelines:

* The course should provide a *comprehensive and coherent introduction* to the critical thinking and critical literacy abilities that students need for academic and career success. These abilities should be taught within a general framework of the human mind and the nature of knowledge, not merely as discrete skills or isolated strategies.

* The course should present foundational critical thinking abilities in a *developmentally sequenced organization*, beginning with basic abilities and then carefully progressing to more sophisticated critical
thinking and reasoning abilities. The ultimate goal is to provide students with the means to better understand their world, solve problems, and make informed decisions.

* The course should stimulate and guide students to think clearly about complex themes derived from the various disciplines, social issues, and examples drawn from students' experience. The course should also help students develop the critical literacy abilities needed to read about, understand, discuss and write about these topics in an intelligent fashion.

* The course should engage students in the active process of thinking critically by means of ongoing exercises, discussion topics, readings, and writing assignments that encourage active participation. The overall goal is to provide structured opportunities for students to develop their critical thinking processes in a progressive, reflective way by stimulating students to critically examine their own and others' thinking.

* The course should provide an experiential context by continually relating critical thinking abilities to students' daily lives. Once integrated into their frameworks of thought, students can then apply these abilities to more abstract, academic and social contexts. Additionally, by stimulating students to think critically about themselves and their experience, the course will foster their personal development as mature, responsible critical thinkers.

Critical Thinking as a Philosophy of Life:

Critical thinking is the most effective framework for education at every level, from kindergarten to graduate school. But the need for critical thinking extends beyond the education system — the lack of critical thinking has become a pervasive problem in our society (and world!) as a whole.

"The unexamined life is not worth living." Socrates made this pronouncement over 2000 years ago, and it is even more relevant today. In many respects, we have become a nation of non-thinkers. As a direct result of underdeveloped thinking abilities, people often express bewilderment in trying to understand the complex forces shaping their lives, and frustration at their inability to exert meaningful control over these forces. This failure to think effectively shows up in many areas of our lives: in irrational arguments, illogical decisions, disorganized efforts at problem-solving, confused communication, manipulation by others, and an inability to express ideas clearly and persuasively. Every day we encounter the effects of unthinking people in all of life's aggravations: illogical jury verdicts, hate-talk on the airwaves, misguided political decisions, and inept colleagues, to name just a few. In many respects we are experiencing the answer to the question: "What happens when people live in an unthinking way?"

Socrates' message was that when we live our lives unreflectively, simply reacting to life's situations and not trying to explore its deeper meanings, then our lives have diminished value. When unreflective, we are not making use of the distinctive human capacity to think deeply about important issues and develop thoughtful conclusions about ourselves and our world. We skate on the surface of life, meeting
our endless responsibilities, bombarded with overwhelming amounts of information, and moving in perpetual motion. We simply don't have the time or inclination to plumb the depths of ourselves, reflect on the meaning of our existence, shape the direction of our lives, and create ourselves as unique and worthy individuals. Moreover, our beliefs are often the product of "pseudo-thinking," borrowed unreflectively from Op-Ed columns, radio talk shows, and television specials, fragile beliefs that lack the security and confidence provided by thoughtful reflection. Over time, the social pressure to conform to group expectations has progressively smothered the courage to live our lives creatively and independently. We have lost a sense of purpose, of meaning, of moral direction, a vision of the kind of people we want to become. We may feel that the lives we envisioned for ourselves long ago are passing us by, and the limitless appetite for self-help books and new age spirituality is testimony to our hunger for personal improvement, quest for meaning, and desire for completeness of spirit.

Why don't people think more effectively? Bertrand Russell observed, "Most people would rather die than think: in fact, they do!" Although the thinking process plays a crucial role in virtually every aspect of our lives, most people make no concerted effort to improve their thinking abilities. Why not? Since we spend most of our conscious hours engaged in the process of thinking, we tend to take it for granted. Improving our thinking abilities means that we must focus our attention on the thinking process so that we can learn to do it better. But the thinking process is complex and elusive, and the relentless pace at which we typically live our lives works against thoughtful reflection. People also don't work on strengthening their thinking abilities because they simply don't know how to. Much has recently been discovered about the thinking process, and we are now in a position to translate this knowledge into strategies for helping people learn to think in more advanced ways. Finally, many people are intimidated by the thinking process, believing it to be a quasi-mystical ability awarded at birth over which we have little control. As one of my high school teachers was fond of saying, "The brains you have, you were born with!" This view couldn't be further from the truth. Thinking is not a process reserved for chess masters and nuclear physicists. It is an ability which can be improved through knowledge and guided practice. There is a structure to the way our minds operate, and by understanding that structure, we can improve our thinking abilities in all of life's situations.

Although we should have learned these crucial thinking abilities through education and general socialization, this is often not the case, as we noted at the beginning of this paper. In addition to the failure of education, the pervasiveness of uncritical thinking has resulted from other social forces as well: the ascendency of television viewing at the expense of reading; the emphasis in our culture on superficial explanations rather than in-depth analyses; the accelerating change and complexity of a world that is increasingly difficult to keep up with. Ironically, the sheer amount of information available to us is threatening to overwhelm the thinking abilities needed to transform this information into genuine knowledge, a dilemma captured by the observation: "We are drowning in information but starved for knowledge." And even the thinking abilities which we have learned are often submerged and forgotten.
by the overwhelming pace and complexity of our lives. The failure of society as a whole, and education in particular, to produce sufficiently mature thinkers is provoking alarm throughout our culture, as was recently expressed by Donald Kennedy, president of Stanford:

To maintain and enhance our quality of lives, we must develop a society of people who can think for a living. This means we have to educate a vast mass of people to be capable of thinking critically, creatively, and imaginatively.

My experiences over the last 20 years in higher education have convinced me that the goal of educating students to be critical and creative thinkers is appropriate and achievable. What's more, by teaching students to think critically and creatively, we are at the same time teaching them to use language effectively and providing them with the conceptual tools to use the information they are acquiring to develop informed beliefs, achieve goals, solve problems, and make thoughtful decisions. Education at its best is a process of exploration, of discovery, and ultimately of self-transformation. Learning of this nature is a synthesizing process, integrating guided opportunities to think critically about important ideas, analyze challenging readings, complete substantive writing assignments, and engage in meaningful discussions. By knitting together critical thinking and critical literacy with the fabric of students' experience and the knowledge provided by the disciplines, we are providing them with the tools they will need to understand the choices available to them, and the insight they will need to make those choices wisely.
SECTION TWO

TEACHING WITH CRITICAL THINKING,
THOUGHTFUL WRITING
Part One: Understanding the Tools of Thinking and Writing

After an overview of critical thinking and thoughtful writing in Chapter 1, the remaining chapters in this section call for thinking and writing based on personal experiences and knowledge. For example, the writing project in Chapter 2 is a reflective account of a formative experience that has had an impact on a belief the writer holds.

Chapter 1: Thinking Through Writing

Chapter 2: Thinking Critically, Writing Thoughtfully

Chapter 3: Thinking Creatively, Writing Creatively

Chapter 4: Thinking Critically About Writing —Revising Purposefully

Chapter 5: Language and Thought—Writing Precisely
Chapter 1: Thinking Through Writing

Overview of Chapter 1

This chapter forms the basis for the whole book by explaining the connections between thinking and writing. Students are addressed directly as writers and thinkers with experiences and insights useful to other members of the classroom community. The chapter provides definitions of thinking critically, thinking creatively, and writing thoughtfully, and it introduces the Thinking-Writing Model which graphically represents key concepts students will work with in the rest of the text.

Each circle or ring of the model is explained in some detail. The outer circle represents rhetorical context (purpose, audience, subject, writer). The middle or second circle represents language processes (writing thoughtfully, thinking creatively, thinking critically). The third or innermost circle represents composing processes (generating ideas, defining a focus, organizing ideas, drafting, revising). Collaborating and communicating affect all other components.

The model is unique in several ways: it adds “creative” thinking to our understanding of thinking-writing relationships; it accounts for critical and reflective uses of language; it recognizes the collaborative and social nature of meaning-making; and it acknowledges the recursiveness of these processes. The chapter concludes by noting that writing and thinking are much more than a set of skills or a bag of tricks; they affect how we view the world and how we live our lives.

The Thinking Writing Model in Chapter 1 is reproduced on page 112 of this manual so that you can photocopy it or make a transparency of it.

Teaching Chapter 1

As mentioned in the overview above, Chapter 1 provides the foundation for the rest of the text, so you will want to be sure students understand its key concepts and the Thinking-Writing Model (page 8). You can do this through lecture and/or discussion. Some possible questions to ask students: What surprises you about the model? What roles as a writer do you think you have assumed when you have written papers in other courses? On the job? For personal reasons?

After discussing the introductory material in the chapter and reviewing the Thinking-Writing Model, you might ask students to number from 1-10 on a sheet of paper and to list next to each number something they are ‘good’ at. For example, are they good at a shooting free throws in basketball or playing the drums or do they have a talent for cooking or storytelling. Next ask students to number from 1-10 below their first list (or on a second page) and to list something they wish they knew more about next to each number. After a few minutes, ask each student to say aloud one item from the first list and one from the second list. Then, give additional time for students to add to their own lists. Eventually, each student will have an “expert list” and an “interest list.” The lists can be used (and modified) throughout the course as sources for writing topics.

Once students have generated their lists, they can work on the thinking-writing activities which encourage them to engage with the material in Chapter 1. You might ask students to complete Thinking-Writing Activity 1.1 in class during the first week of the semester so that you have a base-line writing sample or diagnostic paper for each student. You might assign Thinking-Writing Activity 1.2 to be competed before the second class meeting. Thinking-Writing Activity 1.3 can be completed in-class to give students a head start on the writing projects they will face as the course progresses.

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Thinking-Writing Activities for Chapter 1

Thinking-Writing Activity 1.1: Recalling a Learning Experience (page 3)
Students are asked to recall a memorable learning experience, to describe that experience, to explain why it had a lasting impact, and to discuss how the experience contributed to their development as thinkers and writers.

Thinking-Writing Activity 1.2: Analyzing a Writing Experience (page 7)
Students describe a satisfying writing experience and then answer questions about the processes they used during that writing experience.

Thinking-Writing Activity 1.3: Generating Ideas (page 16)
Activity 1.3 draws on the “generating ideas” explanations which precede it: brainstorming, mind maps, freewriting, and questioning. Students can take a topic off of their “Expert” or “Interest” lists to complete the activity.
Chapter 2: Thinking Critically, Writing Thoughtfully

Critical Thinking Focus: Thinking about thinking
Writing Focus: Reflecting on experiences
Reading Theme: Experiences that have affected beliefs
Writing Project: Recalling the impact of experience on a belief

Overview of Chapter 2

The major subjects of Chapter 2 are ‘thinking about thinking’ and ‘writing thoughtfully.’ In other words, the chapter stresses the metacognitive aspects of critical thinking, and the reflective aspects of thoughtful writing. The goal is to study ourselves as thinkers and writers so that we may improve both processes. Improvement comes from thinking actively and independently, viewing situations from different perspectives, and supporting our points of view with evidence and reasons. The video “Thinking Towards Decisions” can be shown and discussed as you teach chapter two. See page 87 of this manual.

Teaching Chapter 2

You might begin Chapter 2 by asking your students to help you outline the chapter on the board. Once the major sections are named, you and your students can draw a map of the chapter to see how each section connects to, previews, and reflects on other sections. You can point out design features such as, the ‘boxed’ definitions of key terms, the icons for Thinking-Writing Activities, and the different fonts for different sections that support such connections. This exercise shows students how to glean the relationships among the sections and gives them a map or model for approaching the rest of the chapters in the text.

Chapter 2 explains how thinking actively and independently, viewing situations from different perspectives, and supporting perspectives with reasons and evidence are the hallmarks of critical thinkers and thoughtful writers. As students read through the sections of the chapter, they are asked to respond to inserted questions and Thinking-Writing Activities. Several readings exemplify the points Chapter 2 makes. The Writing Project asks students to apply what they have learned about critical thinking in an essay about an experience that affected one of their strongly held beliefs.

Thinking-Writing Activities for Chapter 2

Thinking-Writing Activity 2.1: Active and Passive Influences (page 26)
Students identify influences that stimulate them to think actively or passively. They then explain the influences and provide specific examples.

Thinking-Writing Activity 2.2: Evaluating Beliefs (page 28)
Students are asked to analyze and support the beliefs they expressed for the questions on page 26. They must analyze the authorities, recorded references, observed evidence, and personal experience that led them to their beliefs.
Thinking-Writing Activity 2.3: Two Sides of a Belief (page 30)

Students describe a strong belief they hold with their reasons and then describe a different point of view on the same belief with possible reasons for holding it.

A student essay “A Belief that I Feel Strongly About” by Olavia Heredia is inserted at this point in the chapter as an example. The student writes about dying with dignity rather than dying in agony connected to machines as her father did.

Thinking-Writing Activity 2.4: Viewing Different Perspectives (page 34)

Students are asked to read two passages and analyze them for main ideas and support, and for opposing views and support. The first passage is about auto safety versus profits. The second is defining hunting as killing for sport.

Readings in Chapter 2

The four readings in Chapter 2 are about experiences that changed the writers beliefs about themselves, about other people, and about how to live their lives.

from *The Autobiography of Malcolm X* by Malcolm X with Alex Haley (pages 35-37)

This passage tells how his envy of a well-read fellow prisoner led Malcolm X to learn to read and write in prison. He started with the dictionary.

“Handed My Own Life” by Annie Dillard (pages 37-39)

As a child, Dillard’s fascination with a microscope led her to learn that “you do what you do out of your private passion for the thing itself.”

“The End of My Childhood” by N. Scott Momoday (pages 39-40)

Momoday describes a near-death experience that marked the end of his childhood, and he reflects briefly on the mystical aspects of his reflections on that experience.

from “Independence and the Inward ‘I’” by Peter J. Rondinone (pages 41-46)

Students will relate to Rondinone’s account of being a high-school tough guy who changes his life and becomes a published writer. The account is humorous and frightening; the lesson learned is that Rondinone was the one who had to do the work.

Writing Project: A Formative Experience (page 47)

Chapter 2 contains the first “Writing Project” in the text. These projects follow a pattern. The assignment is given in a text box. Next the rhetorical situation (purpose, audience, subject and writer’s role) is explained. Third, the process of beginning and carrying through the project is discussed (generating ideas, defining a focus, organizing ideas, drafting, revising, and proofreading). The project is followed by one or more sample student responses.

The Writing Project for Chapter 2 is spelled out on page 47. It asks students to write essays telling of experiences that had an important impact on beliefs that they held or hold. Students are advised to follow their instructor’s directives as to length, format, and so forth. In other words, you, as the instructor, will need to adapt the conventions of the project to fit any guidelines that may be in place for the writing course or program at your college.
The Writing Process

In this section which follows the assignment, the authors outline the process students can use to produce their essays. The section on organizing ideas introduces a notion that may be new to student writers: visible and invisible structures in writing (see page 50)

Peer Review

First, a distinction between peer review and peer editing is in order. Both are forms of response (as are instructor comments or outside-reader comments), but they occur at different times in a writing project’s history. Peer review is a process that allows writers to receive comments on the “big picture” issues of a draft. These issues can include content, focus, audience awareness, and tone. Your students may or may not have practiced peer review in other classes. Some will have practiced peer editing, which is akin to proofreading and copy-editing. Peer editing should be reserved for drafts which are close to being final copies because it is a process that provides writers with comments on usage, punctuation, spelling, and format — concerns that a writer addresses later in a writing project.

One of the most successful approaches to peer review is exemplified in two videos produced by Wordsmith Productions, Inc. The first video, entitled “Beginning Writing Groups,” is suitable for advanced high school classes and first-year composition classes. The second video, entitled “Student Writing Groups,” is suitable for second semester or more advanced composition courses. The videos show unrehearsed peer review groups in action followed by a question and answer session about peer review. The approach modeled on the video succeeds for several reasons. Students do not have to make photocopies of their drafts. A draft need only be legible to the person who wrote it. Students practice several language abilities (reading, writing, listening, speaking) during the process. Students who may not have met the deadline for a working draft can still receive feedback with this process. The “Reader Response Groups” handout on page 126 contains directions you can duplicate for students if you use this ‘read-aloud’ process of peer review.
Student Writing

The student essays in this chapter (and throughout the book) are realistic examples of actual papers rather than models of perfection. The students who wrote them come from all walks of life. Some are international students. Each essay has strengths and weaknesses. The essays are included to make the point that there are many ways to write each assignment. A good way into a discussion of a student essay is to state that it shows how one student responded to the assignment. Then you might ask: What could be done differently (or better) in this paper? What would you leave alone? The student essays also work well for modeling peer review, especially early in the semester before you have collected samples from your own students.

“A Belief that I Feel Strongly About” by Olavia Heredia (pages 30-31)
This essay occurs early in Chapter 2 as an example of a response to Thinking-Writing Activity 2.3. The writer explains her change of mind about life-support systems during her father’s struggle with cancer.

“A Changed Belief” by Agnes Kiragu (pages 51-52)
In this essay, an international student writes about how her belief that life was straightforward changed when her first job as a bilingual secretary was not as fulfilling as she had expected it to be.

“Money Can’t Do It” by Michael Persch (pages 52-53)
In this narrative, a young man from a privileged background explains how his belief that money was more important than family changed when he became ill.
Chapter 3: Thinking Creatively, Writing Creatively

Critical Thinking Focus: The qualities of a creative thinker
Writing Focus: Generating original ideas
Reading Theme: The creative thinking process
Writing Project: Imagining your life lived more creatively

Overview of Chapter 3

Chapter 3 encourages students to expand their understanding of ‘creativity’ since creative thinking and critical thinking are partners in effective thinking. In terms of writing, the chapter gives detailed information on being creative in topic selection; being creative in generating ideas, researching, and drafting; being creative in using specific details and examples; and, being creative with introductions and conclusions. Several Thinking-Writing Activities are interspersed with additional information on living creatively, becoming more creative, eliminating the voice of judgment, and understanding the creative process.

Teaching Chapter 3

This chapter is especially refreshing because it affirms the creative and messy side of writing. The cooking analogy which appears several times in the chapter is a good one for helping students reconsider the myths associated with being a good writer. A cook can follow a recipe and produce a predictable meal. A student-writer can follow step-by-step advice and produce a piece of “school” writing. Both sophisticated cooks and experienced writers do more than follow recipes. Understanding creativity in cooking, in writing, in thinking, and in living is a way to enhance one’s performance in those areas.

As the essay by Dormen and Edidin shows in this chapter, people often resist being creative because they don’t want to be ‘different’ or to fail, or they think only geniuses can be creative. The thinking-writing activities in the chapter challenge these uncritical positions and lead students to a rediscovery of their own creative impulses. By the time students have completed the Thinking-Writing Activities and some of the readings, they will be eager to do the writing project entitled “Imagining Your Life More Creatively.” They can use a traditional essay format for the project or, as is suggested on page 88, they can narrate the events at a time in the future or from the point of view of another person. They can use graphics, poetry, or a song as part of their response. Some students might create web-pages or try on-line documents for this project.

Thinking-Writing Activities for Chapter 3

Thinking-Writing Activity 3.1: Creative Introductions and Conclusions (page 59)
Students are asked to find two or three articles in a publication that they enjoy and to evaluate the introductions and conclusions of those articles.

Thinking-Writing Activity 3.2: Recalling a Creative Experience (page 60)
Students recall, analyze, and share two times when they tried to be creative. The first part of the activity can be done as homework; the second part can be done in small groups during class.

Thinking-Writing Activity 3.3: A Creative Idea (page 64)
Students describe and analyze a creative area of their lives.
Readings in Chapter 3
The readings in Chapter 3 are accounts of successful people describing and exploring where their creative ideas come from.

from *Pizza Tiger* by Tom Monaghan with Robert Anderson (pages 68-70)
The authors reflect on the creative side of management decisions such as the decision to keep the name Domino’s Pizza instead of changing the name to Pizza Dispatch. In one part of the description, Monaghan compares brainstorming to drilling oil wells; lots of wells have to be drilled before finding a gusher.

from *Perfecting Our Strategy* by Pauli Murray (pages 70-71)
Murray discusses and reflects upon the creativity it took to find radical approaches to challenging segregation law. The author then tells how mule-headedness made the changes happen.

from *Unended Quest* by Karl Popper (pages 72-76)
Popper explains the process of “critical imagination” as a way that people can break through to creativity in the sciences.

from *Original Spin* by Leslie Dormen and Peter Edidin (pages 76-83)
The authors talk about defining ourselves as creative people by changing our definitions of genius and by challenging the myths about creativity. Mindlessness versus Mindfulness is part of the answer.

Writing Project: Imagining Your Life More Creatively (page 84)

Students are asked to reconsider how creativity might change a part of their lives. The directions for working through this project are rigorous and concrete, but the opportunities for creativity abound. Students can imagine non-school audiences for the project; they can take risks with the subject matter (their own lives) since it is an area they know well. They might also try a creative organization or a mix and match of genres. It is up to you, the instructor, to determine length, format, and so forth. The evaluative criteria listed under ‘revising’ on page 88 are applicable for a variety of projects and work well for peer review and for grading students’ projects. One item that could be added to the list is a ‘creativity’ criterion. Ask students to help you generate one for the list.

The Writing Process
Sections on generating ideas, defining a focus, organizing ideas, drafting, revising, and proofreading lead students through the process of producing a response to the Writing Project.
Peer Review

The questions in the bulleted list on page 88 are a good starting place for peer review of this chapter’s writing project. Ask each writer to pick the two bullets she or he most wants response to from peer reviewers. Then, following the peer review directions on page 000 of this manual, provide time for each writer to read aloud a draft and to listen to response. After the peer review, ask each writer to make a list of what she or he will do to move the draft to final form.

Student Writing

“Discovering Creativity by not Looking for It” by Jessie Lange (pages 88-89)
The author explains how getting outdoors (outside herself) allows her to come back ‘inside’ to find her creativity. She uses a narrative about writing an English assignment to exemplify what she has learned.
Chapter 4: Thinking Critically About Writing—Revising Purposefully

Critical Thinking Focus: Decision making
Writing Focus: Making decisions about drafts
Reading Theme: People making decisions; writers thinking about revision
Writing Project: Analyzing a decision to be made

Overview of Chapter 4

Chapter 4 teaches an organized process for making decisions and then shows students how to apply that process not only to life choices but to writing choices as well. By systematically following the step-by-step approach in Chapter 4, students learn about decision making as a form of critical thinking. The readings in the chapter include Amy Tan’s “The Red Candle,” a vivid account of a life-changing decision, plus three essays by professional writers who talk candidly about revising as a decision-making process. Five thinking-writing activities in the chapter precede the writing project which asks students to analyze a decision they must make. Chapter 4 is innovative in its application of the decision-making process to revision.

Teaching Chapter 4

Chapter 4 works at the theoretical level, the application level, and the meta-analysis level of decision-making. It is helpful to preview Chapter 4 for students by having them page through it as you explain that the chapter is a long one with an interesting segue in the middle. The chapter is organized into two major topics. The first topic is decision making as a type of critical thinking: pages 92-97 spell out steps of decision making; pages 97-110 show how one person uses critical thinking to make a life decision (Amy Tan’s “The Red Candle”); pages 110-111 ask students to work with their own decision making processes and to think about their processes in light of Frost’s “The Road Not Taken.” The second topic is revision as decision making: pages 111-113 show how to apply the steps of decision making to revision choices, and these pages also introduce the stages of think big, think medium, think small, think picky (revision strategies which reappear in later chapters); pages 114-133 contain 3 essays on revision. The writing project for Chapter 4 incorporates all that has preceded it. Students write analyses of decisions they must make and then revise their drafts using decision-making strategies. The chapter concludes with two sample student papers.

After previewing the chapter, assign thinking-writing activity 4.1 as an in-class, informal activity (perhaps a journal entry). Then use the box on page 96 of the text and the handout/overhead entitled An Organized Approach to Making Decisions on page 000 of this resource manual to summarize the steps and strategies of decision making. Students are now prepared to read the rest of the chapter (or the parts of it you assign) and to do writing-thinking activity 4.2. If you assign the Tan excerpt, student responses to thinking-writing activity 4.2 can open a discussion of how one person applies decision making to an important decision. Then, thinking-writing activity 4.3 makes a good in-class activity at the end of the discussion.

Thinking-writing activity 4.4 works well as an in-class activity to make the segue to the second topic of Chapter 4: revision as decision-making. Spend some time reviewing with students their analyses of how they revise. You might ask them IF they revise and WHAT the term revision means to them. The hierarchy of think big, think medium, think small, think picky will reappear in the remaining chapters of this book, so you are setting a foundation for students’ revising processes. Thinking-writing activity 4.5 can be assigned as a small group activity as explained on the next page.
Thinking-Writing Activities for Chapter 4

Thinking-Writing Activity 4.1: Analyzing a Previous Decision (page 91; discussed above)

Thinking-Writing Activity 4.2: Analyzing Lindo Jong’s Decision (page 109; discussed above)

Thinking-Writing Activity 4.3: Analyzing a Future Decision (page 109; discussed above)

Thinking-Writing Activity 4.4: Previous Revision Experiences (page 112; discussed above)

Thinking-Writing Activity 4.5: Analyzing Writers’ Ideas on Writing (page 132)

One way to approach 4.5 is to divide the class into groups of approximately five students each and to assign one reading to each group. The group can discuss the questions in 4.5 and present their conclusions to the whole class. Then the groups can meet again to compose a set of ‘revision rules’ for themselves based on discussions of the readings and on their own experiences as writers. By the time students have worked through the chapter to this exercise, they should be applying critical decision-making strategies to their own revision practices.

Readings in Chapter 4

“The Red Candle” from The Joy Luck Club by Amy Tan (pages 96-109)
This is the longest reading in the text, but it is so compelling that students will not have a difficult time finishing it. Lindo Jong tells the story of her unhappy marriage in China and how she solved her problems through careful analysis and decision making.

“The Road Not Taken” by Robert Frost (pages 109-110)
This well-known poem can be read anew now that students have been exposed to the decision-making process explained in Chapter 4.

“The Maker’s Eye: Revising Your Own Manuscripts” by Donald M. Murray (pages 113-116)
Students may not want to hear the message Murray has to offer: “Most readers underestimate the amount of rewriting it usually takes to produce spontaneous reading.” You might explain that Murray is an expert writer who both teaches and practices his craft; students can count on him for good advice. The essay begins with Peter Drucker’s notion of ‘the zero draft’ and then explains how writers can craft all the drafts that follow the first tentative ones we struggle to get on paper. There’s a nice match between Murray’s advice and the revision hierarchy of think big, think medium, think small, think picky, which Critical Thinking, Thoughtful Writing introduces later in this chapter.

“Writing with a Word Processor” by William Zinsser (pages 136-122)
Zinsser reinforces the notion that not all writers write the same way but that whatever processes a writer uses, progress is usually slow and often painful: “If you find that writing is hard, it’s because it is hard. It’s one of the hardest things that people do.” When Zinsser started writing on a word processor, he had to rethink how he worked with texts and what modifications he could make. The article is honest about technology’s impact on a writer (and a writer’s impact on technology). It is also a clear picture of how experience and practice and reflection on one’s craft are necessary components of a writer’s life and work.
“How to Say Nothing in Five Hundred Words” by Paul Roberts (pages 122-132)

In this spoof of college themes, both instructors and students will find much to laugh at as well as some sound advice for writing thoughtful papers that earn decent grades. The 500 word draft entitled “Why College Football Should Be Abolished” (which appears as part of Roberts’ article on page 124) can engender some lively discussion about “school” writing. You might also tie this draft to Zinsser’s notion of bracketing (see page 120) by asking students what they would bracket if they were grading the football draft.

Writing Project (p. 133): Analyzing a Decision to be Made

Students are asked to write an essay in which they analyze a decision they must make using the organized approach to making decisions (the decision-making method) introduced in Chapter 4. You, the instructor, are to give directions about length, format, and so forth.

The Writing Process

After some group discussion about the key elements in the Thinking-Writing Model (Purpose, Audience, Subject, Writer) as they apply to this project (see suggestions on pages 133-34), students can follow the guidance on pages 134-137. They might also read the student papers to see how two different writers responded to the decision-making project.

Peer Review

The revising check list on pages 136-137 works well for peer response to the decision making project. In groups, writers can read aloud their drafts. Then, the group can respond to the “think big” questions. If time allows, group members can respond to the “think medium” questions as well. The peer review handout on page 000 of this manual gives step-by-step instructions which you may wish to photocopy and distribute to groups or make a transparency of and put on the overhead while groups are working.
Student Writing

“Deciding What to Do About My Hearing Problem” by Bao-Toan Le (pages 138-139)  
When the writer realizes she has a hearing problem, she works through the decision-making process to solve the problem. She details the pros and cons of the alternatives and concludes that a combination of both traditional Chinese treatments and Western medical treatments is best.

“A Space Problem” by Jon Cohen (pages 139-140)  
Jon’s rock and roll band needs a place to practice. The best place would be within a reasonable driving distance, would be safe for storing instruments, and would be sound proof. Using these criteria, Jon evaluates the alternatives and reaches a temporary decision which is about to change.
## Chapter 5: Language and Thought—Writing Precisely

**Critical Thinking Focus:** Language as a system  
**Writing Focus:** Using language to clarify thinking  
**Reading Theme:** Essays about language  
**Writing Project:** Experience with language

### Overview of Chapter 5

Chapter 5, “Language and Thought,” introduces language as “the most important tool the thinking process has.” The interface between language and thought is a dynamic one with each process shaping and being shaped by the other. The chapter begins with abstract ideas, such as language’s symbolic nature and its social uses and then discusses how words have semantic (denotative), perceptual (connotative), syntactic, and pragmatic (situational) meanings. Next, the chapter gives information and examples about how writers use linguistic and grammatical knowledge to write more effectively — how they use the logic of grammatical structure to support the meanings of their sentences. The later sections discuss figurative language, language in social contexts (style, slang, jargon, dialect), and persuasive language (euphemistic and emotive). The chapter is a long one with eight published readings and two samples of student writing, but it is packed with linguistic information that students can use to become better writers and critical thinkers. [Note: Chapter 9, “Forming Concepts,” builds on the linguistic materials in Chapter 5.]

### Teaching Chapter 5

Thinking-writing activity 5.1 is a good, in-class writing prompt for introducing Chapter 5. After doing 5.1, you or your students can read aloud the old, middle, early modern, and modern English versions of The Lord’s Prayer before discussing variations in the languages spoken by members of the class. The next step is to explain the linguistic concepts of sounds and words, and to review how the total meaning of a word is composed of semantic meaning (denotation), perceptual meaning (connotation), syntactic meaning, and pragmatic (situational) meaning (see pages 147-150). One way to cover this material is to assign each section (semantic meaning, perceptual meaning, syntactic meaning, and pragmatic meaning) to a group of students who can complete the oral exercises in their section and then teach the rest of the class what they learned. To keep the group presentations brief and effective, give each group a blank transparency and marking pen. Tell them to list the 3 or 4 key points from their section on the transparency (or to do a visual capturing the 3 or 4 key points) which they can display on the overhead projector during their presentation. You can collect the transparencies (which should be initialed by group members) so you can award credit for the work. You might then photocopy especially effective transparencies for distribution to the class.

The remaining sections of the chapter —using sentence structure to support meaning, using language to clarify thinking, using language in social contexts, and using language to influence—contain information on practical applications of linguistic concepts followed by published readings exemplifying each strategy. Again, these sections can be assigned to groups or you might review the main concepts and use some class time for the writing-thinking activities.

You may want to tell students that the basics of sentence structure are presented in innovative ways in this text. Standard grammatical terminology (independent and dependent clauses, subject and verb, etc.)
is tied to how writers build meaning and emphasis into their sentences. The text also shows how readers interpret different sentences. Sentence structure is explained in terms of logic, thinking patterns, and social context; and, there are many interesting examples supporting these points.

The middle section of Chapter 5 contains eight readings each of which shows a writer using language with craft, precision, and persuasion. Depending on the goals of your course and your time frame, you may wish to have all students read one or two of the readings or assign one to each of eight groups. A thinking-writing activity precedes or follows each reading, and several of the activities elicit journal entries of at least one page. These entries become seed papers for the Writing Project at the end of the chapter.

The Writing Project for Chapter 5 asks students to analyze a specific aspect of their experience with language in terms of the concepts covered in the preceding pages.

Thinking-Writing Activities for Chapter 5

The first three thinking-writing activities in Chapter 5 ask students to think creatively and critically about language. The remaining thinking-writing activities ask students to respond critically and creatively to particular readings in the chapter.

Thinking-Writing Activity 5.1: A World Without Language (page 142)
This creative thinking-writing activity starts students thinking about language.

Thinking-Writing Activity 5.2: Creating Complex Sentences (page 157)
This sentence-combining activity asks students to use the information in eight sentences to make no more than four combined sentences. Students are to use coordination, subordination, and carefully selected connector words to make relationships among ideas explicit in their sentence structure. You might have 3 or 4 students put their versions on transparencies to share with the class. If you are teaching in a computer lab, students can electronically send their versions to classmates. There is no one right version, and if time allows, it’s fun to discuss differences in terms of semantic, perceptual, syntactical, and pragmatic meaning.

Thinking-Writing Activity 5.3: Thinking Critically About Writing (page 158)
Students are directed to reread the writing they did for Thinking-Writing activity 5.1, the description of a world without language. They are asked to identify sentences in terms of coordination and subordination, and to rewrite at least 3 sentences.

Thinking-Writing Activity 5.4: Analyzing a Writing Passage (page 160)
Students are to analyze the language in the passages from Least Heat Moon’s Blue Highways.

Thinking-Writing Activity 5.5: Writing and Asking for the Response of Others (page 160)
Students are asked to describe one of their own travel experiences.

Thinking-Writing Activity 5.6: Writing a Movie Review (page 163)
Students write a movie review using who, what, where, when, how, and why questions to make the review concrete.

Thinking-Writing Activity 5.7: Analyzing Ambiguity (page 165)
Students rewrite 4 ambiguous sentences to eliminate the ambiguity.
Thinking-Writing Activity 5.8: Analyzing the Crash of Avianca Flight 52 (page 167)
After looking closely at the ambiguous language in accounts of Flight 52, students are asked to imagine
the perspectives of the crew, the controllers, and themselves concerning the crash.

Thinking-Writing Activity 5.9: Analyzing “I Have a Dream” (page 170)
Students list and analyze the similes and metaphors in King’s speech.

Thinking-Writing Activity 5.10: Analyzing Slang (page 175)
This is a good small group or oral activity eliciting as many slang words for particular terms as possible.

Thinking-Writing Activity 5.11: Thinking About Language Styles and Dialects (page 178)
This journal prompt begins with some data collection (students write examples of dialect, jargon, and
slang) and then asks students to analyze their responses to the data, especially in terms of stereotyping
the speakers.

Thinking-Writing Activity 5.12: Thinking About Gender-Related Communication Styles (page 183)
This journal prompt asks students to analyze Deborah Tannen’s research findings as they apply to the
students’ own language experiences with the opposite sex.

Thinking-Writing Activity 5.13: Thinking Critically About Euphemisms (page 185)
This journal prompt asks students to think about euphemisms for getting fired and for other social
problems.

Thinking-Writing Activity 5.14: Evaluating Emotive Language (page 189)
Students analyze how writers use emotive language in four short passages.

Thinking-Writing Activity 5.15: Thinking Critically About Racist Speech (page 190)
Students are asked to read two excerpts on First Amendment rights and then to analyze the authors’ and
their own responses to racist language.
Readings in Chapter 5

from *Blue Highways* by William Least Heat Moon (pages 158-160)  
This selection is introduced with a headnote about Least Heat Moon who drove his van named ‘Ghost Dancing’ around the country by following the blue lines rather than the superhighways on the map. The excerpt concerns Moon’s meeting with a traveler who shares his life philosophy: “Any man’s true work is to get his boots on each morning. Curiosity gets it done about as well as anything else” (page 160).

This newspaper account of a crash that killed 73 people causes readers to think about the effects of miscommunication and about the participants who play roles in that miscommunication. Unfortunately, it is not difficult to find additional news articles about similar tragedies to bring to class during the discussion of Flight 52.

from “I Have a Dream” by Martin Luther King, Jr. (pages 170-173)  
This often anthologized speech remains inspiring. Students will sense the power of King’s words when they read his speech. When they analyze the similes and metaphors King uses, their appreciation of his rhetorical moves will increase.

From *Sex, Lies, and Conversation: Why Is It So Hard for Men and Women to Talk to Each Other?* by Deborah Tannen (pages 179-183)  
This excerpt engenders much interest and lively debate as students are exposed to Tannen’s research about miscommunications between members of the opposite sex. Students may want to conduct some research of their own or to look at what other experts have to say about social factors that contribute to the miscommunication.

from *Separation Anxiety* by Bob Herbert (page 186)  
This short piece about euphemisms for getting fired brings up the relationship between language and social policy.

from *On Racist Speech* by Charles R. Lawrence III (pages 190-194)  
This article and the one by Hentoff which follows it present two sides of the Free Speech controversy. Thinking-writing activity 5.15 which precedes the two articles should be assigned when the readings are assigned.

from *Free Speech on the Campus* by Nat Hentoff (pages 194-197)  
This article and the one by Lawrence which precedes it present two sides of the Free Speech controversy. Thinking-writing activity 5.15 should be assigned when the readings are assigned.

Writing Project: Language and You (page 198)

Students are asked to write a paper in which they discuss some specific aspect of their experience with language. They are given the option of using different genres (poetry, song lyrics, etc.), and are required to connect their experiences to concepts explained in Chapter 5. As the instructor, you are to give specifics as to topic limitations, length, format, and so forth. A section on tying the assignment to the principles of the Thinking-Writing Model (purpose, audience, subject, and writer) follows the instructions.
The Writing Process

Pages 199-203 give details for conceiving and writing the assignment.

Peer Review

The bulleted questions under the section on revising (pages 201-202) can be used in peer review groups.

Student Writing

“The Power of Language” by Jessie Lange (pages 202-203)
The student recounts a touching moment with her younger brother when he tells her that he wishes he could take her with him “everywhere.” His use of that word has a profound impact on the writer.

“Equal to a Pebble” by Robert Obregon, Translated by Zoe Anglesey (page 204)
This poem, which uses language to discuss language, can be analyzed on many levels related to the linguistic material in Chapter 5: analogies, emotive and euphemistic language, and structure (of lines and stanzas). Students may wish to compose poems in response to the chapter’s writing project if you make that an option.
Part II: Thinking and Writing to Show Relationships

This section of the text explores how we shape and are shaped by our world through thinking and language. The chapters in Part II tie writing projects to readings about particular issues such as gender, race, ethnicity, and ecology. The writing projects in Part II require students to consult outside sources for evidence and to document the sources they use.

Chapter 6: Exploring Relationships in Space and Time — Writing to Show Observations and Sequences

Chapter 7: Exploring Comparative Relationships — Writing About Perspectives

Chapter 8: Exploring Causal Relationships — Writing to Analyze Causes

Chapter 9: Forming Concepts — Writing to Classify and Define
Chapter 6: Exploring Relationships in Space and Time—Writing to Show Observations and Sequences

**Critical Thinking Focus:** Understanding perceptions  
**Writing Focus:** Detail and order in descriptions and chronologies  
**Reading Theme:** Depicting objects and experiences  
**Writing Project:** Narrative that illuminates an issue in society

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**Overview of Chapter 6**

Chapter 6 begins with sense perceptions (sight, hearing, taste, touch, smell) and moves to how we use lenses to select, organize, and interpret sensations. It is our selection, organization, and interpretation of sensations that make our perceptions our own. The writing assignments in the chapter are based on description (objective and subjective) and on narrative or sequential accounts (chronology and process). The authors make connections between certain thinking patterns, such as time-ordered thinking, and how a writer can use those patterns to shape a message.

**Teaching Chapter 6**

Chapter 6 begins with a quick review of perception. The exercise at the bottom of page 207 asks students to concentrate on each of their five senses before comparing responses with other students. This exercise serves to introduce the chapter, and it reiterates the point that we are active participants in what we perceive. We select, organize, and interpret sensations to make meaning. The next several pages contain more perception exercises, all of which can be done in class; they elicit lively discussion.

The middle part of Chapter 6 moves from sensory perceptions to perceptions of sequences. A distinction is drawn between chronological sequences and process sequences. The authors make the point that process writing serves one of two goals: (1) step-by-step instructions for a reader to replicate, or (2) explanation and information about a process the reader will not replicate.

Chapter 6 calls on critical and creative thinking from students and gives them strategies for writing engaging narratives. The text also explains the difference between personal storytelling for entertainment and stories or anecdotes used as evidence for claims about social issues.

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**Thinking-Writing Activities for Chapter 6**

**Thinking-Writing Activity 6.1:** Interpreting Your Perceptions (page 211)  
Students are asked to study the picture of a person at a desk (Figure 6.4 on page 212) and to create a narrative about the picture.
Thinking-Writing Activity 6.2: Contrasting Objective and Subjective Writing (page 213)
Students are asked to analyze selections from “Woodworking Joints” and The Way to Rainy Mountain (see “Readings” below) for their objective and subjective descriptions.

Thinking-Writing Activity 6.3: Creating Objective and Subjective Descriptions (page 217)
Students are asked to write two paragraphs describing the same person or object, first with an objective tone, then with a subjective one.

Thinking-Writing Activity 6.4: Analyzing a Chronological Narrative (page 218)
This activity asks students to do journal responses to the narrative by Maria Muniz and then to draft their own short narratives about their or their ancestors’ immigration to the United States.

Thinking-Writing Activity 6.5: Analyzing Process Writing (page 221)
Students are to read two paragraphs, determine the goal of each, and pick out words that indicate process. The first paragraph is informative (how a sheep man “jackets” a lamb); the second is instructive (how to meditate).

Thinking-Writing Activity 6.6: Writing Process Descriptions (page 222)
Students are asked to write a process paragraph giving instruction in something they know how to do and then to write a paragraph explaining the process, without giving instructions for someone to follow.

Thinking-Writing Activity 6.7: Analyzing the Process of Dying (page 222)
Students read Goleman’s piece about Elisabeth Kubler-Ross’s work with terminally-ill people, and then answer four questions directed at analyzing the rhetorical strategies of process writing. Students also analyze issues about death and relate them to their own experiences.

Readings in Chapter 6

“Woodworking Joints” (pages 214 and 215)
This piece defines and illustrates types of joints used in woodworking. It makes use of non-technical metaphors to help novice woodworkers understand different ways of joining wood.

from The Way to Rainy Mountain by N. Scott Momaday (pages 214-217)
Momaday describes his return to his homeland and to his grandmother’s house after her death.

from Back, But Not Home by Maria Muniz (pages 218-220)
In this essay about coming to the U.S. from Cuba when she was five-years old, Muniz tells how she was treated as a Latina in American schools. Her early life in Cuba is a missing piece in her self-understanding, a piece she wants to reclaim by visiting family members who remain in Cuba.

from We Are Breaking the Silence About Death by Daniel Goleman (pages 222-227)
Goleman summarizes the work on death and dying begun in the 1960s by Elisabeth Kubler-Ross, and he discusses changes in medical treatment that have developed because of her insights. Goleman explains the process of dying in terms of the psychological stages of loss (denial, rage, bargaining, depression, and acceptance) that Kubler-Ross’ research uncovered.
**Writing Project:** Narrative That Illuminates an Issue in Society (page 228)

Students are asked to write an essay telling about an experience that they or someone they know had that is related to a social issue. They must quote from a magazine or newspaper article dealing with the issue. The challenge of the assignment is to use narrative in a deliberately rhetorical way—an accounting of a personal experience or story that is then contextualized as part of a larger social issue. The connection between the story and the social issue will be made clear in the thesis sentence which may occur early or late in the account. As with other writing projects in this text, the instructor determines any topic limitations, length, format, and so on.

A set of principles for writing illustrative narratives in keeping with the Thinking-Writing Model from Chapter 1 follows the project.

**The Writing Process**

The process directions for Chapter 6 guide students through generating, planning, drafting, and revising their illustrative and descriptive narratives.

**Peer Review**

The bulleted questions under the section on revising (pages 231-232) can be used in peer review groups.

**Student Writing**

“Unfair Expectations” by Angelica Willey (pages 233-234)

In this essay, the writer narrates the story of her upbringing by a father who had outdated ideas about women’s roles. Her main point is that parents should not hand down biased ideas about gender (or other issues), but instead should revise their expectations so that they are realistic for the current generation. She connects her personal story to the larger social issue by citing an article on gender.
Chapter 7: Exploring Comparative Relationships—Writing About Perspectives

**Critical Thinking Focus:** Critically evaluating perceptions  
**Writing Focus:** Comparing and contrasting  
**Reading Theme:** Recognizing differing perspectives  
**Writing Project:** Critically evaluating different perspectives on an issue or an event

### Overview of Chapter 7

Chapter 7 teaches students how to critically evaluate differing perspectives in an organized way. The goal of the chapter is for students to become aware of the lenses that they and others look through as they perceive the world. People select and organize their perceptions and actively interpret what they perceive. Writers often revise their perceptions as they develop their ideas into texts and as they accommodate the perceptions of their readers.

### Teaching Chapter 7

Most students have written several compare/contrast papers in courses they have taken in various disciplines. You can build on your students’ prior experiences with traditional comparison/contrast assignments as you introduce Chapter 7 by asking them what they learned from those assignments. Point out to students that Chapter 7 explains how comparison and contrast can be much more than ways to format a paper. They are ways to think about multiple perspectives on a topic. Each of us actively participates in selecting, organizing, and interpreting the sensations we experience, and our personal perceptions are by definition incomplete, inaccurate, or subjective. Carefully working out a comparison and contrast can force writers to rethink their personal perceptions of events and to reconsider their own biases. This type of critical thinking makes us aware of the ordinarily unconscious process by which we and others perceive and make sense of the world. We can then take a questioning and open stance as we engage in dialogue with others about our perceptions. One feature of this chapter is the list of principles for using comparison and contrast to think critically (see pages 270-272).

Chapter 7 also discusses another kind of critical thinking—analogoical relationships—which serve a different purpose from comparison/contrast. Analogical relationships compare things from different categories, and their goal is to illuminate our understanding so we can see things from a fresh perspective.
Thinking-Writing Activities for Chapter 7

Thinking-Writing Activity 7.1: Five Accounts of the Assassination of Malcolm X (page 241)
Activity 7.1 can be completed in class in groups, and then Activity 7.2, which uses the same questions as 7.1, can be completed out of class as an individual task. Students are asked to compare accounts of the assassination by evaluating the details each writer selected, organized, and interpreted in her or his account. In assigning this activity, you may need to remind students that the assassination occurred in 1965 and that the vocabulary with which we identify racial groups has changed. If you use Activity 7.1 as a group activity, assign two accounts to each group. Ask them to select two sentences from each description of Malcolm and to put those sentences on overheads. With the selected sentences as shared data, the whole class can discuss how the authors used language to express a particular perspective and to influence the reader’s thinking.

Thinking-Writing Activity 7.2: Analyzing and Contrasting Perspectives of an Event (page 244)
Students contrast accounts of a significant event of their own choosing by answering the questions from Thinking-Writing Activity 7.1.

Thinking-Writing Activity 7.3: Seven Accounts of Events at Tiananmen Square, 1989 (page 245)
Students compare reasons, evidence, and reliability of sources in the seven accounts and then are asked to write their own version of what took place at Tiananmen Square.

Thinking-Writing Activity 7.4: Stereotyping (page 253)
In a journal entry, students describe an incident in which they were stereotyped, how it felt, and how to overcome stereotyping.

Thinking-Writing Activity 7.5: Extended Analogies (page 274)
Students examine 2 passages for their use of analogy to emphasize major ideas. In the first passage, from “Scaling the Heights,” Nancy K. Hill compares a teacher to a mountain guide. In the second passage, from It’s Only a Paper World, Kathleen Fury humorously compares the habits of office workers to the behavior of beavers, squirrels, crows, and other critters. The longer readings in the chapter (see below) also use extended analogies and irony.

Readings in Chapter 7

The readings in Chapter 7 show how writers can persuade readers to think critically about their perceptions of others and their perspectives on the world. The readings emphasize the point that, by definition, critical thinkers remain open to information that may change their opinions. Thoughtful writers use language to help others see multiple perspectives. You might ask students to pay attention to tone in these readings, especially irony and satire. How does irony affect a reader’s interpretation of the stance the writer is taking?

from Remarks Concerning the Savages of North America by Benjamin Franklin (pages 254-258)
Franklin asks readers to critique the assumptions on which they base their judgments of Native American Indians. He explains that misunderstanding others comes from limited knowledge of cultural differences. Franklin uses irony to show that another group’s manners, religion, hospitality, and honor do not seem nearly as negative as we originally perceived them to be when we apply the same criteria for judging their practices to our own cultural practices.
from *The Soul of the Indian*. “The Great Mystery” by Charles Alexander Eastman (pages 258-262)
Eastman contrasts the spiritual practices of Native Americans to the ‘modern’ practices of Christian ‘white men.’ He concludes that the word *civilized* is better applied to Native Americans than to the people who tried to convert them to Christianity.

from *Women’s Reality: An Emerging Female System in a White Male Society* by Anne Wilson Schaef (pages 263-266)
After describing the ‘White Male System’ as *a system*, Schaef compares systems to pollution: “You are unaware of the fact that pollution is *not* natural until you remove yourself from it and experience non-pollution.” She asks us to be aware of the systems we live under and to invent alternative systems.

from *America Revised* by Frances FitzGerald (pages 266-269)
FitzGerald reviews current history textbooks to show what revision has done to Columbus and other heroes from earlier times. She shows how books now treat American history as a tangle of problems rather than a patriotic parade of great men and great deeds.

**Writing Project:** Critically Evaluating Different Perspectives on an Issue or Event (page 275)

Students are asked to compare and contrast two or more texts that present different perspectives to arrive at a significant insight about the texts. You can use this writing project as an in-class assignment if you require students to use the accounts of Tiananmen Square that are provided in Chapter 7. As with other writing projects in this text, the instructor determines any topic limitations, length, format, and so on. A set of guidelines for applying comparison/contrast principles follows the project.

**The Writing Process**

The material on pages 275-279 and the sample student papers will help your students prepare for and complete the writing project.

**Peer Review**

Use the revision questions on pages 278-279 for peer review group sessions. The directions on page 000 of this manual can be photocopied and handed out to the review groups.

**Student Writing**

“Different Perspectives” by Jesse Chen (pages 280-281)

In this block-by-block contrast of two accounts of the Tiananmen Square events, the writer considers fact versus opinion, reliability of the print accounts in terms of what she saw on television, and the amount of emotional language in the accounts. Her insight is that we must think critically about the biases and perspectives of sources.

“The Tiananmen Square Event: An Analysis of Three Accounts” by Rissa Miller (pages 281-283)
The writer of this essay compares accounts of Tiananmen Square to make the point that no writer is free from bias and personal perspective.
Chapter 8: Exploring Causal Relationships—Writing to Analyze Causes

Overview of Chapter 8

This chapter is a brief course in causal reasoning. It introduces students to key concepts such as causal chains, contributory causes, interactive causes, sufficient causes, necessary conditions, immediate causes and remote causes. The chapter then explains causal fallacies such as the questionable cause, misidentification of the cause, post hoc ergo propter hoc (after that, therefore because of that), and slippery slope. The information on causes and effects is illustrated through short and long readings on environmental issues. With this knowledge of cause-effect relationships, students can read critically the essays in Chapter 8 and can write their own thoughtful essays about causal relationships in a recent event. The causal concepts and the vocabulary will be new to most students, though the situations that they represent will not be. The application of terms from formal logic to ordinary situations is the major challenge here. Students need to know that logic is one of the foundations of Western culture, and therefore, of most college composition courses. Their understanding of causal reasoning pertains directly to their development as college writers.

Teaching Chapter 8

The scenario about a student’s late paper on page 286 makes a good opening activity for Chapter 8. Read the scenario aloud with students and have them jot answers to the bulleted questions which follow it. Then discuss their answers and reiterate the bulleted points on page 285:

* an event can have more than one cause
* an event can have various types of causes, and
* determining causes with certainty is often impossible.

In the discussion, provide definitions of causal chains, contributory causes, and interactive causes. Then assign Thinking-Writing Activities 8.1, 8.2, and/or 8.3 to small groups so they can explore applications of causal analysis. The groups can complete the activities in-class and report out their answers.

The middle section of the chapter explains sufficient causes, necessary conditions, immediate and remote causes, and several fallacies related to causal analysis. This information is supported by thinking-writing activities and three long readings on ecological issues. As always, there are many ways to teach the materials.

After the readings on water and water pollution, Chapter 8 provides explanations and short examples of causal fallacies: questionable causes, misidentification of causes, post hoc ergo propter hoc (after that, therefore because of that), and slippery slope.
Thinking-Writing Activities for Chapter 8

**Thinking-Writing Activity 8.1:** Creating a Causal Chain (page 288)
Students create their own causal scenario and then explain how the causes could vary depending on perspective.

**Thinking-Writing Activity 8.2:** Creating a Contributory Cause Scenario (page 289)
Students create a scenario with contributory causes.

**Thinking-Writing Activity 8.3:** Analyzing Causal Patterns (page 291)
Students analyze three short passages to identify the kinds of causal relationships they contain.

**Thinking-Writing Activity 8.4:** Analyzing Causal Relationships (page 293)
Students read Joan Didion’s essay and respond in their journals to four questions about causal reasoning in the essay.

**Thinking-Writing Activity 8.5:** Analyzing Causal Relationships (page 297)
Students read Carl Hiaasen’s article and respond in their journals to five questions about causal reasoning in the essay.

**Thinking-Writing Activity 8.6:** Analyzing Causal Relationships (page 299)
Students read the excerpt by Dwight Holing and respond in their journals to two questions about causal reasoning.

**Thinking-Writing Activity 8.7:** Analyzing Causal Relationships (page 302)
Students read the article by Jon and Alex Naar and respond in their journals to two questions about causal reasoning.

**Thinking-Writing Activity 8.8:** Analyzing Causal Fallacies (page 309)
Students are given five sentences to analyze for their causal fallacies.

**Thinking-Writing Activity 8.9:** Evaluating Causal Claims (page 309)
Students must think about how they would evaluate the logic of five short causal claims.
Readings in Chapter 8

The four essays in Chapter 8 about water and water pollution provide anecdotal, empirical, and statistical evidence of ecological problems in the world’s water supply. After students have read and responded to one or more of the essays, hold some whole class discussion about how the authors use and support causal reasoning in different ways. Didion draws our attention to water control by revealing her own fascination with water flow. Hiaasen, Holing, and Jon and Alex Naar cite historical and statistical evidence to show the causes and effects of pollution on our water systems.

from *Holy Water* by Joan Didion (pages 293-297)
Didion recounts her “reverence for water” and her “obsessive interest in waterworks themselves” in this poetic essay about what could be a mundane subject. A follow-up question for students who read the essay and do Thinking-Writing Activity 8.4 would be: How does Didion’s writing exemplify both critical and creative thinking and writing?

from “The Last Days of Florida Bay” by Carl Hiaasen (pages 298-299)
Hiaason discusses the causes of ecological problems in the Florida Bay. Special interest groups control water flow through the Everglades so that their crops grow while the natural environment suffers. Comparing the politics of water control in Hiaasen and Didion’s essays makes for interesting classroom discussion of causal reasoning.

from *Coastal Alert* by Dwight Holing (pages 299-302)
Holing complicates the causal chains set up by Didion and Hiaasen by raising questions about offshore drilling. He asks about the effects of toxic and other waste on commerce, marine wildlife, and the tourist industry. Holing uses statistics as evidence for his claims, and you might ask students to consider the effect of statistical evidence on them as readers.

from *This Land is Your Land* by John Naar and Alex J. Naar (pages 302-306)
The authors explain how over fishing, waste dumping, and natural phenomenon threaten the health of the world’s oceans.

Writing Project: Analyzing Causal Relationships of a Recent Event (page 312)

Students are to write an essay reporting on and discussing causes of a specific, recent event. They must use material from at least three sources. The instructor is to provide topic limits, length, format, and so forth. In the pages immediately preceding the Writing Project, the text distinguishes between writing based on direct research of causality (such as lab reports and experimental designs) and writing based on causal research completed by others (such as cause/effect essays). On pages 310-311, the authors present ten guidelines for presenting causal analysis in writing.

Information about purpose, audience, subject, writer, and the writing process for causal essays follows the boxed Writing Project. Students are advised to consider the sources they use as “assistant writers” or as guests on a talk show they are hosting. The guest experts will provide information, but the host is in control of the whole event. A discussion of key elements in the Thinking-Writing Model helps students begin their papers.
The Writing Process

The text includes information about finding, analyzing, and documenting sources, but the system of documentation students are to follow is left up to the instructor.

Peer Review

The list of think big, think medium, think small, think picky questions can be used for peer reviews of the causal assignment.

Student Writing

“Crows at the Mall” by Ly Truc Hoang (pages 317-318)
The author explains three possible causes of an increasing crow population in a shopping mall parking lot.

“What Caused the Flood at Yosemite National Park” by Elmon L. Burton IV (pages 318-320)
The author discusses two contributory causes of an unusual, early-winter flood in Yosemite.
Chapter 9 Forming Concepts—Writing to Classify and Define

Overview of Chapter 9

Chapter 9 is about concepts, those overarching ideas that help us make sense of the world. Concepts are examined in terms of their formation and application. Students are introduced to concepts as “general ideas we use to identify and organize our experience.” They are reminded that the formation of concepts is one of the most significant—and most difficult—tasks they will face in introductory college courses. Mastering major concepts in different disciplines is necessary for academic success (and sometimes determines the majors students choose). Chapter 9 teaches students how to use the analytical activity of classifying to understand and define the many concepts they need to grasp to be successful in college and beyond. Chapter 9 also uses diagramming as a visual means of explaining concepts. In the Writing Project, students are asked to draw on all the thinking patterns discussed in Part Two to produce extended definitions of concepts important to their lives.

Teaching Chapter 9

Chapter 9 shows students how to use ‘generalizing’ and ‘interpreting’ to grasp and apply concepts. The objective of the chapter is for students to define concepts for themselves and to become familiar with the process of defining concepts (as a critical thinking activity). The key terms for the process of conceptualizing are:

- **signs**: the word or symbol used to name or designate a concept
- **referents**: the various examples of a concept
- **properties**: the features that all things named by the word or sign share in common
- **defining**: the act of identifying the necessary properties or requirements that determine the nature of things; definitions often include classification, examples, and differentiation.
- **generalizing**: focusing on certain similar features among things to develop the requirements for a concept
- **interpreting**: looking for different things to apply a concept to in order to determine whether the examples meet the requirements of the concept being developed
- **requirements**: descriptors which tell what something must have to be an example of a concept; these requirements are both necessary and sufficient for applying the concept
- **classifying**: the act of placing things, people, events, and emotions in various groups on the basis of common properties

Conceptualizing involves a constant back-and forth movement between generalizing and interpreting (see Figure 9.4 on page 329). It also involves determining the requirements of a concept (and whether the requirements are necessary and sufficient) so that concepts can be applied and used correctly. To determine requirements of a concept, students can apply two standards: What are the requirements that form the boundaries of the concept? What are some examples of the concept?

The readings in Chapter 9 are extended definitions of particular concepts: femininity, masculinity,
friendship, responsibility, religion, poverty. These readings and the student essays at the end of the chapter provide excellent examples of how writers define concepts so that they can persuade their readers to see certain perspectives on important issues.

Many of the published readings are long and complex. You may wish to assign one set of readings defining a particular concept to the whole class or to assign different readings to small groups. Alternatively, students may want to focus on one concept and complete the readings related to it as a precursor to writing their own extended definitions. However, the readings are layered on one another so that even though the first three essays deal with gender issues and the next two with friendship, all five are closely related. The group of five shows how concepts are only understood fully in relation to other concepts. Gender issues cannot be isolated from race and class, for example. Students may need to read the essays in Chapter 9 more than once before they can locate an author’s stance. Remind them that exploratory definitions are as valuable to critical thinkers as definitive ones are. Each reading is preceded by a Thinking-Writing Activity that asks for rhetorical analysis of the strategies the writer uses to develop the concept.

Because the concepts in the readings are complex, you might use analytic tools such as diagraming, dialoguing and the chart on page 332 to demonstrate to students how to unpack the definitions in each essay.

The Writing Project at the end of Chapter 9 asks students to write their own extended definitions of important concepts. They must integrate information from at least two sources in their definitions.

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Thinking-Writing Activities for Chapter 9

Thinking-Writing Activity 9.1: Changing Concepts (page 324)
Students reflect on how an initial concept of theirs has changed because of experience.

Thinking-Writing Activity 9.2: Diagramming Concepts (page 327)
Students diagram the structure of several concepts. This works as a solo or group activity.

Thinking-Writing Activity 9.3: Forming a Concept (page 329)
Using a type of music with which they are familiar, students write a dialogue using examples, general properties, and applications.

Thinking-Writing Activity 9.4: Exploring the Concept Femininity (page 332)
After reading Brownmiller’s essay, students analyze its definition of femininity.

Thinking-Writing Activity 9.5: Exploring the Concept Masculinity (page 336)
Students read Norman’s narrative and then analyze his definition of masculinity.

Thinking-Writing Activity 9.6: Exploring the Concept Woman (page 339)
After reading Sojourner Truth’s speech, students are asked how cultural context affects one’s understanding of concepts.

Thinking-Writing Activity 9.7: Exploring the Concept of Friendship (page 340)
Students search for the properties of “relationship” and “friendship” in Richard Cohen’s essay on “Men and Their Hidden Feelings.”

Thinking-Writing Activity 9.8: Exploring the Concept Friendship (page 342)
Students compare Carol Tavris’ definition of friendship to Cohen’s.

**Thinking-Writing Activity 9.9: Defining the Concept Responsibility (page 349)**
In this longer thinking-writing activity, students work through generalizing, interpreting, and defining to identify the concept of “responsibility.”

**Thinking-Writing Activity 9.10: Defining the Concept Religion (page 349)**
Students analyze the definition of “religion” as it is presented in an excerpt from *Ways of Being Religious*.

**Thinking-Writing Activity 9.11: Defining the Concept Poverty (page 355)**
Students analyze the rhetorical presentation of “poverty” in a vivid account by Jo Goodwin Parker.

**Readings in Chapter 9**

The seven readings in Chapter 9 contain extended definitions of major concepts such as masculinity, femininity, friendship, and poverty. Time spent discussing and comparing these rhetorical moves will pay off when students compose their own definitions.

*from Femininity* by Susan Brownmiller (pages 333-336)
This long essay exemplifies the generalizing and interpreting processes that help the author explore the concept of femininity and its application in modern life.

*from Standing His Ground* by Michael Norman (pages 337-339)
Norman’s essay on masculinity works to compliment and complicate the definition of femininity in Brownmiller’s essay.

*from Ain’t I a Woman?* by Sojourner Truth (page 340)
Truth’s speech adds other layers to the two preceding essays by introducing race and class into the definitions of masculinity and femininity.

*from Men and Their Hidden Feelings* by Richard Cohen (pages 341-342)
Cohen adds another voice to the dialogue about masculinity and femininity by bringing up how the sexes conceptualize friendship.

*from How Friendship Was ‘Feminized’* by Carol Tavris (pages 343-345)
Are men or women better at friendships? Tavris gives her views of the concept of friendship and its relationship to gender.

*from What Is Religion?* By Frederick J. Strong, Charles L. Lloyd, and Jay T. Allen (pages 350-354) This passage presents an introduction to the concepts of religion and religious experience as they might be found in a comparative religion course.

*from What is Poverty?* By Jo Goodwin Parker (pages 355-358)
In this vivid and compelling description, Parker uses the power of first-hand narrative to expand our understanding of the concept of poverty.
**Writing Project:** Defining an Important Concept (page 361)

Students are asked to write extended definitions of concepts important to their lives. They will use the critical thinking processes explained in Chapter 9 plus many of the organizational strategies presented earlier in the text. They must also combine their own knowledge with material from at least two outside sources. The instructor is to provide topic limits, length, format, and so forth.

**The Writing Process**

The Writing Project is preceded by guidelines for writing good definitions and followed by detailed information on carrying out the assignment. If you have not already done so, you should review citation requirements for outside sources.

**Peer Review**

The list of think big, think medium, think small, think picky questions can be used for peer reviews of students’ extended definitions.

**Student Writing**

Two essays show how students responded to the assignment.

“The Real Teacher” by Mary Kamara (page 366-367)
The writer defines a teacher as more than a font of knowledge.

“Genius” by Tze Wing Chan (pages 367-368)
Chan extends our understanding of “genius” by giving us the history of the concept and its current use.
Part Three: Thinking and Writing to Explore Issues and Take Positions

The focus of Part Three is on presenting one’s own ideas and those of others in well-reasoned writing. The chapters in Part Three approach problems and arguments from a positive perspective—how can we solve problems and how can we negotiate agreements when people hold differing positions on important issues. Students will learn the distinction between believing and knowing, and they will practice responsible, effective ways of introducing, documenting, and commenting on ideas from a variety of sources.

Chapter 10: Believing and Knowing—Writing to Analyze

Chapter 11: Solving Problems—Writing to Propose Solutions

Chapter 12: Constructing Arguments—Writing to Establish Agreement
Chapter 10: Believing and Knowing—Writing to Analyze

Critical Thinking Focus: Analyzing beliefs and their accuracy
Writing Focus: Evaluating evidence
Reading Theme: The media: Shaping our thinking
Writing Project: Analyzing influences on beliefs

Overview of Chapter 10

Chapter 10 continues the discussion about beliefs which was begun in Chapter 2. The authors examine the nature of beliefs, present guidelines for evaluating beliefs, and draw distinctions between believing and knowing and between knowledge and truth. Then the authors analyze three ways in which writers can present their beliefs—as reports, inferences, and judgments.

Teaching Chapter 10

Chapter 10 generates lively interest (and some resistance) from students because it challenges that popular refrain “I’m entitled to my own opinion.” You might preview Chapter 10 by putting the definition of “beliefs” on page 372 on the board. Then you can pass around some horoscope columns from daily papers or magazines and ask students the following questions:

Do you believe what the horoscope says about your sign?
On what is your decision (belief or disbelief) based?

Next, read the definition of astrology from a good dictionary and ask students:

Is astrology a science?
Can you believe in the truth of horoscopes?
Can you know they are truth predictors?
What is the difference between believing and knowing?

After students have read part of Chapter 10, it helps to clarify the “Four Kinds of Beliefs” on page 372. Point out the predicates or verb phrases in each of the sample sentences. For example, the interpretive example uses the verb ‘mean that . . . ’ The evaluation example says ‘spend too much time . . . ’ The conclusion examples says ‘needs to limit.’ The prediction example says ‘will be an increasing need.’
Then you can assign Thinking-Writing Activity 10.1 as an in-class, small-group activity.

Thinking writing activity 10.2, the first and second readings, and Thinking Writing Activity 10.3 can be assigned as homework. The pre-reading questions, the readings (which exemplify conflicting positions on homelessness), and the follow-up activity will leave students eager to participate in classroom discussion about believing and knowing and about evaluating sources and evidence.

The rest of the chapter is filled with useful information about evaluating sources by thinking about knowledge, truth, relativism, falsifiable beliefs, inferences, and judgments. There are several readings that support the information and many thinking-writing activities as each idea is explained in depth. You can assign readings to groups of students or select one or two for the whole class to read and discuss. The Writing Project asks students to make use of the material in Chapter 10 to write a critical essay on the development of their beliefs within an academic field. They must evaluate at least two current media sources in their papers and they must take into account that at least part of their audience will hold beliefs different from their own.
Thinking-Writing Activities for Chapter 10

Thinking-Writing Activity 10.1: Creating Different Beliefs (page 372)
Students state personal beliefs in each of four categories.

Thinking-Writing Activity 10.2: Thinking Critically About Homelessness (page 373)
Students write down their beliefs about homelessness before they read two essays on the subject. After they read, they answer four questions.

Thinking-Writing Activity 10.3: Origins of My Beliefs (page 381)
Students consider how their beliefs are influenced by others.

Thinking-Writing Activity 10.4: Evaluating Sources of My Beliefs (page 384)
Students evaluate one of their beliefs in terms of reliability standards presented in the text.

Thinking-Writing Activity 10.5: Thinking About Your Beliefs and Knowledge (page 387)
Students assess whether they “know” as well as “believe” their earlier statements.

Thinking-Writing Activity 10.6: Constructing Knowledge (page 388)
After reading four different accounts of the Battle of Lexington, students develop their own version.

Thinking-Writing Activity 10.7: Thinking Critically About Television (page 396)
Students write a journal response to a question about the previous excerpt by Harry Waters.

Thinking-Writing Activity 10.8: Evaluating “Scientific Studies” (page 403)
Students respond to a question about the previous excerpt by Cynthia Crossen.

Thinking-Writing Activity 10.9: Distinguishing Reports, Inferences, Judgments (page 405)
Students apply what they have learned to generate their own sentences of report, inference, and judgment. They also locate reports, inferences, and judgments in another source.

Thinking-Writing Activity 10.10: Evaluating Factual Information (page 407)
Students select, read, and analyze an article for its factual information.

Thinking-Writing Activity 10.11: Analyzing an Incorrect Inference (page 411)
Students recall an incorrect inference and analyze it.

Thinking-Writing Activity 10.12: Scientific Inferences (page 411)
Students answer questions about an article by Stephen Jay Gould.

Thinking-Writing Activity 10.13: Analyzing Judgments (page 419)
Students study two passages for reasons and evidence.
Readings in Chapter 10

from *Brother, Don’t Spare a Dime* by Christopher Awalt (pages 374-376)
The author, who has been a volunteer in a soup kitchen and at a shelter, talks about chronically homeless people needing to take responsibility for their lives. He thinks our social programs need to be tempered with “effort and accountability on the part of the homeless.”

“The Allesandros” by Jonathan Kozol (pages 376-380)
The author tells the poignant story of one man trying to keep his family together despite the bureaucracy of social programs that seem to put rules before common sense.

from *Is the Earth Round or Flat?* By Alvin Lightman (pages 385-387)
The author analyzes the difference between believing and knowing by reviewing the proofs that the earth is round (from the time of Aristotle) and by discussing his own experiments to ‘know’ that fact.

from *Life According to TV* by Harry Waters (pages 391-395)
Waters summarizes the work of George Gerbner, a University of Pennsylvania professor, who studies the social impact of television. Gerbner uses a special methodology to show that television affects our beliefs about sex, age, race, work, health, and crime.

from *False Truth and the Future of the World* by Cynthia Crossen (pages 396-402)
In this disturbing account, Crossen shows how ‘scientific’ studies are manipulated to meet the needs of corporate sponsors, public interest groups, lobbyists, and government officials.

from *Evolution as Fact and Theory* by Stephen Jay Gould (pages 412-418)
Gould bemoans the resurgence of the evolution-creationism debate. After stating his thesis clearly in the beginning: “The rise of creationism is politics, pure and simple,” Gould distinguishes among fact, theory, belief, and science. He use the ‘falsifiability’ criterion and lots of examples to build his argument, and he concludes with the dilemma of presenting a united front in favor of evolution versus continuing the search for a deeper understanding of evolution, a search which will, of course, entail disagreements among scientists.

**Writing Project:** Analyzing Influences on Beliefs (page 423)

Students write an essay examining their beliefs about a particular academic field. They must use outside sources and their own experiences to gather information, and then they must examine the data they accumulate to see how the data have influenced their beliefs. The project is a complicated one, and students benefit from class time devoted to discussing the assignment and getting started on it. You may decide to focus the assignment for them as did one instructor who asked students to show how media treatments of a current issue helped them to develop opinions on that issue.

**The Writing Process**

The material that follows the assignment asks students to decide on the rhetorical situation and follow a process to see the project through to completion.
Peer Review

The questions under the section entitled “revising” can direct students in their peer reviews.

Student Writing

“Well Dealing with Sex Offenders” by Jessie Lange (pages 428-429)
The writer explains her position on Megan’s Law and how the media influenced her position.
Chapter 11: Solving Problems—Writing to Propose Solutions

Overview of Chapter 11

Chapter 11 provides a 5-step model for defining, analyzing, and solving problems. After an overview of the model, the chapter examines in detail how each of the following questions can lead to problem solving:
- What is the problem?
- What are the alternatives?
- What are the advantages and/or disadvantages of each alternative?
- What is the solution?
- How well is the solution working?

The chapter moves from applying the model to personal problems to applying it to social problems that we face as members of a community, society, and the world. The two readings about campus intolerance and date rape are preceded by thinking-writing activities and followed by the Writing Project which asks students to apply the problem-solving method to a local, national, or international problem.

Teaching Chapter 11

Problem-solving is by definition a form of thinking. Chapter 11 brings in critical and creative strategies to show students how problem-solving works on small and large problems, on personal and world issues. The problem-solving model is illustrated with a scenario about a friend addicted to drugs (page 432). As students work through the scenario, you can ask them to record their responses in their journals, and then make use of the responses during class discussion. At the bottom of page 434, a more complex scenario about financial aid is introduced and the problem-solving model is explained in more detail using the scenario as illustration. On page 438, students are asked to consider the financial aid scenario along with unsolved problems in their own lives as they read about the more detailed problem-solving model. Thus, when you assign Thinking-Writing Activity 11.2, students will put their ideas in writing. The five problem scenarios on pages 449-450 also work as a lead-in to Thinking-Writing Activity 11.2.

The two long readings at the end of this chapter pertain to intolerance on campus and date rape. Each reading provides an interesting launch for class discussion. Because these are lengthy pieces, this manual provides some reading activities you might want to use to increase students’ attention to understanding words in context, summarizing, recognizing the author’s purpose and point of view, and recognizing patterns of organization. (see Reading Activity 11.1 and 11.2 on page 000 of this manual) Thinking-Writing Activity 11.3 asks students to analyze the articles in terms of the problem-solving method.
Thinking-Writing Activities for Chapter 11

Thinking-Writing Activity 11.1: A Problem Solved (page 434)
Steps 1-3 of this activity can be done individually and then shared orally in small groups.

Thinking-Writing Activity 11.2: Analyzing a Problem in Your Life (page 449)
Students apply the problem-solving method to an issue of their own.

Thinking-Writing Activity 11.3: Analyzing a Social Problem (page 452)
Students read one of the two articles and analyze it using the problem-solving method.

Readings in Chapter 11

from *Young Hate* by David Shenk (pages 452-459)
This article investigates intolerance on college campuses by cataloguing many vivid examples. The author then explores how issues of free speech conflict with protection of the victims of discrimination. The last section of the article entitled “A Month in the Life of Campus Bigotry,” lists numerous instances of intolerance and responses to them at campuses across the United States.

from *When Is It Rape?* By Nancy Gibbs (pages 459-467)
This article begins with the problem of defining rape and shows how our definitions determine what happens in response to rape. The author considers legal, sociopolitical, historical, and personal definitions, and their consequences.

Writing Project: Analyzing a Problem (page 469)

The text explains that using a problem solving approach in preparation for writing means that there will be plenty of data to include in a writing project. The writer must pay close attention to audience—how much background will the audience need to understand the problem and to be persuaded that the proposed solution is workable? The Writing Project for Chapter 11 asks students to research a major local, national, or international problem and to use the five-step problem-solving method to address it. Depending on the course in which you are using this text, you might choose to have students use a personal rather than a larger problem. One of the student essays shows a response to personal problem-solving.

The Writing Process

The pages preceding the Writing Project discuss principles of writing about problem solving. The pages following the Writing Project give detailed instructions for completing the assignment.

Peer Review

The questions under the section entitled “Revising” (pages 472-473) can direct students in their peer reviews.
Student Writing

“Problem Solving Made Easy” by Jana Riggle (pages 473-474)
The writer uses the problem-solving method to examine the problem of her boyfriend and her mother not getting along.

“Critical Thinking about Uncritical Drinking” by Joshua Bartlett (pages 475-478)
The writer explores the causes of excessive student drinking on campus and proposes solutions. This paper draws on sources and shows MLA documentation format.
Chapter 12: Constructing Arguments—Writing to Establish Agreement

**Critical Thinking Focus:** Using reasons, evidence, and logic  
**Writing Focus:** Convincing an audience  
**Reading Theme:** Arguments about important issues  
**Writing Project:** Arguing a position on a significant issue

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**Overview of Chapter 12**

Chapter 12 deals with one of the central concerns of college writing courses: the construction of various types of sound arguments. It also explains fallacies such as hasty generalizations, and it explores how to evaluate arguments. The Writing Project asks students to write a logical, well-organized argument for a position that is important to them. The section on “cue words” presents a valuable technique for linking claims and support in arguments (and in other kinds of writing as well).

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**Teaching Chapter 12**

Chapter 12 begins with some definitions of logic and argument, and a bit of the history of classical rhetoric. Concepts such as logos, ethos, pathos, generation or discovery, arrangement, deduction and induction, and refutation are introduced and linked to the Thinking-Writing Model presented in Chapter 1 of *Critical Thinking, Thoughtful Writing*. The authors make a distinction between argument as a way of beating an opponent and argument as way of informing others of differences for the purpose of reaching agreement or consensus.

You might introduce the chapter by having two students read aloud the dialogue between Dennis and Caroline on pages 481-483. Then, discuss the boxed definitions of argument, reasons or evidence, and conclusion, claim, or thesis on page 484 in terms of the dialogue, and the ‘cue words for arguments’ on page 485. The point at the bottom of page 484, that our reasons and our reasoning are not always correct should be reiterated since a later section of the chapter will discuss faulty and weak arguments. The middle section of the chapter explains arguments as inferences and draws on information in Chapter 10. The activity of constructing arguments to decide, explain, predict, and persuade on pages 490-494 can be completed in class as a precursor to a discussion of how to evaluate arguments on the bases of truth, validity, and soundness. The extensive sections on deductive reasoning, inductive reasoning, empirical generalization, and logical fallacies make up a short course in formal logic. These topics are worth covering if time in your course permits. Students can peruse television commercials, print advertising, and internet advertising for examples of these types of logic and illogic.

The thinking-writing activities in Chapter 12 will produce pieces that students can fold into the longer Writing Project.
Thinking-Writing Activities for Chapter 12

Thinking-Writing Activity 12.1: Thinking About Arguments (page 486)
Students underline cue words in the Dennis and Caroline dialogue and identify the convincing and unconvincing arguments in that dialogue.

Thinking-Writing Activity 12.2: Analyzing Extended Arguments About Legalizing Drugs (page 486)
Students read two essays and answer questions about them.

Thinking-Writing Activity 12.3: Analyzing Extended Arguments About an AIDS Vaccine (page 495)
Students read two articles and answer questions about them in their journals.

Thinking-Writing Activity 12.4: Evaluating Deductive Arguments (page 503)
Students analyze short arguments using a three-step process.

Thinking-Writing Activity 12.5: Analyzing Inductive Reasoning (page 507)
Students analyze examples of inductive reasoning by answering five questions about them.

Thinking-Writing Activity 12.6: Designing a Polling Project (page 508)
Students imagine the design of survey they might conduct about people they know.

Thinking-Writing Activity 12.7: Analyzing Fallacies (page 514)
Students find and analyze false appeals in advertisements and political statements.

Thinking-Writing Activity 12.8: Analyzing Arguments (page 514)
This lengthy assignment requires close analysis of the arguments in several selections. You might assign each reading to a separate group of students.
Readings in Chapter 12

“Drugs” by Gore Vidal (pages 487-488)
In sometimes satirical and sometimes inflammatory prose, Vidal complicates all the causes and effects of
drug use in the United States in this argument for legalization.

“The Case for Slavery” by A.M. Rosenthal (pages 488-490)
In an extended comparison of legalization of drugs to slavery, Rosenthal argues that legalization would
be the worst thing the U.S. could do. Legalization would only increase crime, violence, and addiction.

from For a National Effort to Develop a Vaccine to Counteract AIDS by Robert E. Pollack (pages 495-
497)
Pollack speaks for government funding of a search for an AIDS vaccine by addressing the likelihood of
success from a scientific point of view.

from Why an AIDS Vaccine? By Charles Krauthammer (pages 497-499)
Krauthammer speaks against federal funding for research on an AIDS vaccine because he sees the disease
as preventable now if known methods of prevention are used and if traditional public health reporting
methods are upheld by the courts.

The Declaration of Independence (pages 515-518)
This venerable document is presented as an excellent example of ‘argument.’

from Declaration of Sentiments and Resolutions, Seneca Falls by Elizabeth Cady Stanton (pages 518-
521)
This ‘Declaration’ is less well-known than the one preceding it, but worthy of careful study and analysis.
Stanton argues for the equality of women in politics, the pulpit, trades, professions, and commerce.

Writing Project: Arguing a Position on a Significant Issue (page 524)

Students are to write carefully researched and structured arguments or position papers on issues that are
significant. The assignment is left open for the instructor to contextualize in terms of the number and
range of sources, length, and academic format for citations. Students are also asked to do some meta-
analysis of their arguments on a separate page by answering questions about the audience and why the
issue is important.

The Writing Process

The information following the Project explains the principles for writing responsible arguments that have
been discussed in Chapter 12 and connects the Project to the Thinking-Writing Model presented in
Chapter 1. There is specific help for generating ideas, defining a focus, organizing ideas, drafting,
revising, and proofreading.
Peer Review

The questions in earlier sections of Chapter 12 (on pages 492-495 of the text) work well for peer reviews of students’ argument drafts. For example, under the criterion of truth, reviewers consider how true the supporting reasons are. Reviewers can respond to these questions: Does each reason make sense? What evidence is the writer offering as part of each reason? Are any reasons consistent with my own experience? Are reasons based on sources that can be trusted? Under the criterion of validity, reviewers respond to how well the reasons support the claim or conclusion of the argument. Under the criterion of soundness, reviewers consider how accurate the reasons given are and how valid the argument’s structure is.

Student Writing

“Teach Them, Guide Them . . .” by Monica Ericsson (pages 528-531)
As a response to the problem of teen crime, the writer argues for a rehabilitation program that includes education, sports, and friendship. She offers her solution as appropriate for young criminals after their first or second offense.
Biographies of Contributors

The readings included in Critical Thinking, Thoughtful Writing provide students with excellent examples by a variety of writers from different disciplines. This section of the Instructor’s Resource Manual contains brief biographical sketches for many of the contributors. Patti Holt assembled these sketches from information in the following print and electronic sources:


May, H. and Trotsky, S. (Eds.). Contemporary Authors: A Bio-Bibliographical Guide to Current Writers in Fiction, General Nonfiction, Poetry, Journalism, Drama, Motion Pictures, Television, and Other Fields. Detroit, MI: Gale Research, 1998. (direct quotations are from this source)

www.Amazon.com

Chapter 2: Thinking Critically, Writing Thoughtfully

MALCOLM X (1925-1965)

Born as Malcolm Little in Omaha, Nebraska, this son of a Baptist minister and a homemaker grew up frustrated in his racially restrictive world. As a result of his ties with Marcus Garvey’s back-to-Africa movement, Malcolm’s father was murdered by white supremacists, and Malcolm’s mother, as a result, had a breakdown and was committed to a mental institution. Malcolm and his seven siblings went to foster homes, and Malcolm gradually began associating with criminals and low-lifes. He became a well-known as a gangster named “Detroit Red.” In 1946 he was sentenced to ten years in prison for robbery. While in prison he was known as “Satan” by his fellow inmates. Ultimately he was introduced to the vast prison library and became fascinated with the tenets of the Black Muslim’s Lost Found-Nation of Islam which proclaim the superiority of the black race and denounce the white race as evil. He assumed the name “X” because he refused to be called by a name given to his ancestors by the white man.

After his release in 1952, Malcolm X organized a mosque in Pennsylvania and became a national Black Muslim minister in 1963. He left the organization and founded the rival group, Afro-American Unity, in New York City in 1964 after tension grew between him and Elijah Muhammad, the leader of the Black Muslims. On February 21, 1965, while speaking in Harlem, Malcolm X was assassinated. Three members of the Black Muslims were charged. Malcolm’s autobiography, published the year of his death, traces his tumultuous life as an activist for black separatism.

ANNIE DILLARD (1945-)

A writer of essays, poetry, literary criticism, memoirs, and novels, Dillard had explored issues ranging from the search for a hidden God to the metaphysical aspects of pain. Keen observations and an eloquent use of language characterize her work. She won a Pulitzer Prize (general nonfiction) in 1975 for Pilgrim at Tanner Creek. She is a writing professor at Wesleyan University, Middletown, CT. “Handed My Own Life” appears in her book, An American Childhood.
NAVARRE SCOTT MOMADAY (1934- )

Both Momaday’s parents trace their heritage to Indian tribes. His mother had a Cherokee great-grandmother and his father was from the Kiowa Tribe. He was originally raised on a farm in Oklahoma among the Kiowas, but grew up in New Mexico where his parents worked among the Jemez Indians. His memoirs include his Anglo-American heritage, but Momaday admits to Edward Abbey in Harper’s that he likes to “imagine himself all Indian,” and to “imagine himself back into the life, the emotions, the spirit of his Kiowa forebears.” Momaday won the Pulitzer Prize in fiction in 1969 for House Made of Dawn.

P.J. RONDINONE

Rondinone grew up in the Bronx where he was a drug addict, gang member, and unsuccessful student. When he could not land a job as a fire fighter or police officer, he entered the City University under an open admissions program and took a class called “The Writer and the City.” After reading Richard Price and his realistic depictions of gang life, Rondinone decided to write. His stories deal with urban young people and their attempts at developing a unique language (e.g., graffiti, rap, internet) with which they can be understood.

Chapter 3: Thinking Creatively, Writing Creatively

TOM MONAGHAN

Monaghan is a founder, president and sole owner of Domino’s Pizza, which the world leader in pizza delivery. There are more than 5,800 Domino’s outlets in over 59 international markets with annual worldwide sales in excess of $2.6 billion. Monaghan is a politically active philanthropist involved in anti-union and anti-abortion activities.

KARL POPPER (1902- )

Born in Austria, Popper is a philosopher who developed a radical notion of science—falsifiability. He contends that scientists seek the truth by attempting to disprove the theories of non-science, specifically metaphysics. He rejects the Baconian notion that knowledge is attained by induction, and instead proposes that the scientific process involves a series of guesses based on observations. These guesses are then followed by tests to disprove them and deem them false or to prove them and deem them true. Modern scientific processes and hypotheses are based on his idea and are explained in his book, The Logic of Scientific Discovery, a classic science text.

LESLEY DORMEN

A journalist, Dormen is published in Glamour and Redbook as well as other periodicals. She writes about women’s issues.

Chapter 4: Thinking Critically About Writing—Revising Purposefully
AMY TAN (1952-)

Tan stumbled upon a literary career in her attempts to curb a tendency to overwork. Frustrated by working in excess of 90 hours per week as a technical writer, she sought psychological counseling to help ease her stress. When her counselor kept falling asleep during their sessions, Tan decided to try jazz piano and fiction writing to ease her misery. Her hobby of writing soon led to her involvement in the Squaw Valley Community of Writers and ultimately established her career after The Joy Luck Club was published in 1989.

The Joy Luck Club was based on a social group to which Tan’s mother belonged. This group awakened Tan to the generational disharmony between mothers and daughters, specifically among Chinese mothers and their Chinese-American daughters.

ANNA PAULINE MURRAY (1910-1985)

Pauli Murray was the daughter of a school principal and a nurse. She has been viewed as a woman ahead of her time for becoming a champion in the struggle for sexual and racial equality in the late 1930’s. Despite the social forces opposing her, she became an attorney, an educator, a writer, and the first black woman to become an ordained Episcopal priest (1977). She wrote law books and poetry and co-founded the National Organization for Woman. A descendent of mixed ancestry and orphaned at the age of 3, Murray experienced a profound sense of alienation. This prompted her to crusade against barriers and to write of her quest for identity.

ROBERT FROST (1874-1963)

Frost is the consummate American poet. His works bridge nineteenth-century poetry to the modern period, and his ideas tie him to both eras. Like the Romantics, he claimed that a poem is “never a put-up job . . . It begins as a lump in the throat, a sense of wrong, homesickness, a loneliness. It is never a thought to begin with. It is at its best when it is a tantalizing vagueness.” On the other hand, he claimed to care only about the objective idea of poetry: “To be subjective with what an artist has managed to make objective is to come on him presumptuously, and render ungraceful what he in pain of his life had faith he had made graceful.” Frost managed, by using traditional meter in a natural way and by using the vernacular in an eloquent manner, to accomplish both objectivity and grace in his poetry.

DONALD M. MURRAY (1924-)

A journalist and free-lance writer, Murray won the Pulitzer Prize for editorial writing in 1954. He is presently an instructor in journalism at the University of New Hampshire. He has penned two books under an unrevealed pseudonym and has been the ghostwriter of several others.

WILLIAM ZINSSER (1922-)

A journalist, Zinsser is best known for his book, On Writing Well, which is in its 5th edition. He does not consider writing an art but rather a craft that can be learned and honed. He claims that “the only way to learn to write is to force yourself to produce a certain number of words on a regular basis.” His goal is to remove the anxiety from writing and replace it with clear, organized methods of writing.

Chapter 5: Language and Thought—Writing Precisely

WILLIAM LEAST HEAT-MOON (1939-)
WILLIAM LEWIS TROGDON
As a nonfiction writer, Heat-Moon has been compared to some of the greatest writers about America: Twain, Kerouac, Steinbeck, and Thoreau. He attempts to uncover the American psyche through his observations and study of small-town America. Following the two-lane roads drawn in blue on old maps, Heat-Moon traveled across America chronicling the lives of people he met along the way in *Blue Highways: A Journal Into America*. Avoiding a comfortable linear path, his circuitous route is tied closely to his Native American background. His scrutiny and grasp of details—in setting and especially people—led him to the truths of the land.

**MARTIN LUTHER KING, JR. (1929-1968)**

This ordained Baptist minister was awarded the Nobel Prize for Peace in 1964 for his nonviolent protest of racial injustice. King’s civil rights work began in 1955 with his participation in a group formed to protest the arrest of Rosa Parks—a black woman who would not relinquish her seat on a public bus to a white person. From this point King’s life was consumed with his remarkable nonviolent resistance to racism. He was assassinated in Memphis, Tennessee on April 4, 1968 as he delivered an address. His eloquent *I Have a Dream* speech, delivered during the 1963 March on Washington, DC, was an impromptu departure from a planned text. This speech made King and his voice familiar to the world and established him as one of the greatest narrators of modern time.

**DEBORAH TANNEN (1945- )**

Tannen credits her background in literary criticism, creative writing, and teaching English in Greece to her development of a humanistic approach to linguistics. Her mission is to facilitate human communication. One particular interest she addresses is different communication styles of men and woman. She sees ingrained cultural differences as a root of communication breakdown and suggests an objective view of conversations to improve them.

**NATHAN IRVING HENTOFF (1925- )**

Hentoff is a writer and political activist. Some of his main concerns are social reform in education and race relations and the freedom of speech. During his college days, Hentoff was forced out as editor of the Northeastern University newspaper because a university president opposed what he was printing; this led to his obsession with the First Amendment. Hentoff loves jazz and has written children’s books. He is associated with *The Voice* and *The New Yorker*.

**Chapter 6: Exploring Relationships in Space and Time—Writing to show Observations and Sequences**

**DANIEL GOLEMAN (1946- )**

As a psychologist, Goleman continues to research all aspects of human behavior. He has written psychology texts and many articles in psychology journals. Some areas of special interest to him are sleep, the life of the genius, and the meditative experience.

**Chapter 7: Exploring Comparative Relationships—Writing About Perspectives**

**MARK TWAIN (1835-1910)**
Samuel Longhorn Clemens worked as a typesetter and printer’s apprentice, a riverboat pilot, a secretary and government worker, a miner and gold panner, a reporter, an editor, and an author. He was a second lieutenant in the Confederate Army during the Civil War. Ranked among the greatest figures of American literature, Twain wrote sketches, short stories, novels, and literary criticism. His masterpiece, *The Adventures of Huckleberry Finn*, accurately re-creates the Antebellum south.

**BENJAMIN FRANKLIN (1706-1790)**

A prolific writer and politician, Franklin’s writings include scientific volumes, political satire, personal essays, the publishing of *Poor Richard Almanacs*, and perhaps the most famous autobiography ever written. Chiefly a nonfiction writer, Franklin’s works are valued for their good humor, common sense, and wisdom.

**CHARLES ALEXANDER EASTMAN (1858-1939)**

**OHIYESA**

During the early twentieth century, Eastman was the most widely known Native American author in the United States. Eastman, originally named Ohiyesa, took pride in being a Santee Sioux Indian and was held up as a model for other Native Americans. His writings attempted to explain Indian ways-of-life to non-Indian Americans.

After Eastman’s father converted to Christianity and rejected reservation life, he persuaded his son, who had been trained in the Sioux tradition as a warrior and hunter, to pursue an education. Eastman excelled and ultimately became a physician. He began writing sketches of his childhood and became a representative of the Santee Sioux. Although his life was varied and controversial, he remained focused on Indian-white relations. Despite embracing American culture, he never surrendered his Sioux culture.

**ANNE WILSON SCHAEF (1934- )**

While in college, one of her professors read Schaef’s composition to the class as an example of what to avoid in writing. It was years before Schaef attempted to write again. She basically considers herself a non-writer and very much a part of the oral tradition.

As a psychologist, Schaef is primarily interested in women’s lives and the affect of a masculine culture on femininity. After lecturing on these ideas for ten years, Schaef was asked repeatedly to write down her observations and ideas. She was terrified but finally consented. *Women’s Reality: An Emerging Female System in a White Male Society* was written in two five-day stretches in 1981. The book was well received by women and men alike, and Schaef says that this response “has been one of validation and relief.”

**FRANCES FITZGERALD (1940- )**

An avid reader, FitzGerald graduated from a preparatory school in Virginia and then attended Radcliffe College. She attempted fiction but became frustrated and moved into journalism and non-fiction. A visit to Saigon in 1966 to research articles led FitzGerald to write her impressions of the American
involvement in Vietnam. Establishing her as an expert on foreign policy and an astute observer of America’s domestic situation, FitzGerald’s *Fire in the Lake: The Vietnamese and Americans in Vietnam* won both the Pulitzer Prize and the National Book Award in 1972. In *America Revised*, FitzGerald explores the affect of political viewpoints and special interests on America’s history textbooks.

**Chapter 8: Exploring Causal Relationships—Writing to Analyze Causes**

**JOAN DIDION (1934-)**

In one of her essays, “In the Islands,” Didion says she is “a woman who for some time now has felt radically separated from most of the ideas that seem to interest other people.” Perhaps it is this estrangement that makes Didion’s perspectives so intriguing. After college at Berkeley and time spent exploring the Hippie movement at Haight Ashbury, Didion worked for *Vogue* as a copywriter. She rose to feature editor and eventually found her niche in essays. She has written novels, nonfiction, and screenplays. As a writer, her strengths are her precise voice and masterful command of prose.

**CARL HIAASEN (1953-)**

A Pulitzer Prize finalist for his investigative reporting for *The Miami Herald*, Hiaasen uses what he reads and reports in the paper as the basis for his fiction. Hiaasen writes what he knows, and most of his stories are packed with the fast-paced action and excitement of Miami’s social scene.

**JON NAAR (1920-)**

A writer and magazine photographer, Naar is an international ecology-energy consultant. He promotes the development and use of alternative energy sources such as solar and wind energy. Alex J. Naar is his son.

**Chapter 9: Forming Concepts—Writing to Classify and Define**

**SUSAN BROWNMILLER (1935-)**

A journalist and feminist, Brownmiller helped found the New York Radical Feminists in 1968. Out of her interest and investigations into violence against women, she wrote the outstanding *Against Our Will: Men, Women, and Rape* (1975). *Femininity*, while less confrontation, is nonetheless provocative. In it, Brownmiller examines ideas that are generally considered feminine and explores the lengths to which women will go to achieve them. She has also written a novel.
MICHAEL NORMAN (1947- )
A professor of journalism, Norman fits his fiction writing in between teaching and family obligations. He has written several books on ghosts and haunted houses and has plans to write on other subjects in the future.

RICHARD COHEN (1952- )
Cohen quotes Allen Ginsberg to express his philosophy on writing: “There should be no difference between what you write and what you really know.” Cohen writes fiction revolving around characters in troubled relationships. He has worked as a homemaker, a literary agent, and a lecturer in creative writing.

CAROL ANNE TAVRIS (1944- )
Tavris has written for many periodicals on issues relating to psychology and women’s issues. She has authored and edited books about women, among them *The Female Experience* (1973) and *Anger: The Misunderstood Emotion* (1983). One of the basic underpinnings of Tavris’ works is the idea that men and women are more alike than different. For Tavris, the differences that do exist are not innate, but the result of socialization.

SOJOURNER TRUTH (1797-1883)
Sojourner Truth was born a slave and given the name Isabella. She was emancipated in 1828 and assumed the name Sojourner Truth in 1843. An itinerant preacher and powerful motivator, Truth spread the news of Christianity, abolition, and women’s rights. After being heckled by a local clergyman, she delivered her famous speech *Ain’t I a Woman?* in 1851 at a suffrage convention in Ohio.

Chapter 10: Believing and Knowing: Writing to Analyze

JONATHAN KOZOL (1936- )
Kozol had a privileged childhood. He graduated from a preparatory school and Harvard. He was a Rhodes Scholar and then moved to Paris to write a novel. While in Paris, Kozol saw a lot of poverty, which prompted him to become a teacher in the Boston public school system on his return to the US. A radical educator, Kozol exposed in his writings the blatant abuse and acts of racism committed against black children. He organized an alternative school and taught others how to create and sustain independent schools. He has written extensively about poverty, illiteracy, and inequity. He has also written a novel and is working on some children’s books.

STEPHEN JAY GOULD (1941- )
A paleontologist and geologist by training, Gould is able to translate difficult scientific theories into prose that the lay person can understand. As a professor of evolutionary biology, Gould is known for his wit as well as his wisdom. He does not view science as a coldly objective pursuit but rather a creative human activity.
Chapter 11: Solving Problems—Writing to Propose Solutions

DAVID SHENK (1937-    )

Born in Tanzania, this son of American missionaries became an ordained Mennonite minister in 1963. He has moved between New York and East Africa to accomplish his educational and religious work. As director of the Islamic Ministries Office, he attempted to facilitate dialogue between African Islams and Christians. He has contributed to many theology journals and is presently working on a comparative study of approaches to community.

Chapter 12: Constructing Arguments—Writing to Establish Agreement

GORE VIDAL (1925-    )

Vidal is a difficult writer to categorize. He is a prolific writer, and his genres run from historical fiction to autobiographical essays to political commentary. He is witty and sarcastic and his writings reflect a certain freewheeling disdain. He has twice run for political office as a Democrat and co-founded the New Party, 1968-71. He has served on the President’s Advisory Committee on the Arts and has been an abrasive, provocative television host. Vidal’s sarcasm is based on what he sees as three great tragedies: Western civilization’s abandonment of paganism for Judeo-Christianity; the circus of hypocrisy better known as American politics; and the popular macho sexuality pervasive in American pop culture.

ABRAHAM MICHAEL ROSENTHAL (1922-    )

A Pulitzer Prize winning journalist (international reporting, 1960), Rosenthal has been on staff at the New York Times since 1944. He has served as correspondent in many foreign countries including India, Poland, Switzerland, and Japan. He has written many essays and several travel books. He is presently author of “On My Mind,” a column for the New York Times and a contributing author for several news and political periodicals.

CHARLES KRAUTHAMMER (1950-    )

A psychiatrist and journalist, Krauthammer won the 1987 Pulitzer Prize for his syndicated political and social commentaries. He has served on the Department of Health and Human Services and was a speech writer for Vice-President Walter Mondale. He has been an essayist for Time and The Washington Post. His collection of essays, Cutting Edges: Making Sense of the Eighties (1985), was well received. Krauthammer’s topics are varied, but politics is his first love. He writes more of political culture than hard politics, and his style is accessible and stimulating.

ELIZABETH CADY STANTON (1815-1902)

A leading suffragist of the 19th century, Stanton co-founded the National Woman’s Loyal League with Susan B. Anthony in 1866. In 1848, she initiated the first Women’s Rights Convention in Seneca Falls, New York. She ran for Congress in 1866 and co-founded The Revolution, a suffragist newspaper in 1868. She helped form the National Woman’s Suffrage with Anthony in 1869.

Stanton first became aware of the injustices to women when she read her father’s law books. Her father encouraged her to change the laws through legislative means, but she was refused admission to Union College because of her gender and was forced to study at home under her father’s guidance. Her specialty
was legal and constitutional history. She married an abolitionist and together they crusaded to change racial and gender inequities. In 1851 she formed a working relationship with Susan B. Anthony that united them for the rest of their lives. Her lifelong devotion to advancing the rights of women has established her as a leader of the American feminist movement.
Using the Video, “Thinking Towards Decisions”

- Overview
- Key Concepts and Relationships
- Video Analysis
- Review
- Thinking Activity

The power and pervasive influence of the visual medium makes using videos in the class extremely effective. Here are some videos that are used regularly in the LaGuardia critical thinking course:

- *The Life of Malcolm X* (a documentary used in conjunction with the Malcolm X passage)
- *The Thin Blue Line* (the award-winning documentary)
- *Rashomon* (the classic from Akira Kurosawa)
- *God, Darwin and Dinosaurs* (The PBS “NOVA” episode on evolution used in conjunction with Stephen Jay Gould's essay)
- *Milgram's Experiment and Moral Development* (a video on Stanley Milgram's famous experiment used in conjunction with the essay, “Critical Thinking and Obedience to Authority.”)
- *Why Man Creates* (a video that explores the creative thinking process)

You will probably find many other videos that can be integrated into your course. To ensure critical viewing on the part of students, give them a clear idea of what sorts of things they should be looking for and thinking about as they view the tape. They also should have a writing assignment based on their analysis. A useful resource on critical viewing is *Critical Viewing: Stimulant to Critical Thinking* by Kevin O'Reilly and John Splain (Chicago: Midwest Publications, 1989).

A one-hour video titled “Thinking Towards Decisions” has been developed especially for use with the book *Thinking Critically* by John Chaffee. The video works well with *Critical Thinking, Thoughtful Writing* and can be shown when chapter two is assigned. The video introduces the concept of critical thinking (using the same structure as in Chapter 2) and explores the way critical thinking abilities are used in complex decision-making situations. The video uses a mix of dramatization, expert interviews and debate, and a student seminar group to examine the way critical thinking abilities function in real-life situations. It culminates in an analysis of the euthanasia, or right to die, issue, a topic addressed in Chapter 2.

An outline and narrative of the video follow. You can experiment with the most effective ways to use the video in your course, but one useful strategy is to stop the video at various points and give students the opportunity to analyze the issues that are being addressed. A Thinking Activity based on the video is located at the end of the narrative. (Note: Questions in italics form the structure of the seminar discussion group.)

Overview

This video introduces the concepts of critical thinking and creative thinking and explores the way these thinking abilities are used in complex decision-making situations. The video uses a mix of dramatization, expert interviews and debate, and a student seminar group to examine the way critical and creative thinking abilities function in real-life situations. It culminates in an analysis of the euthanasia, or right to die, issue.
Key Concepts and Relationships

The following are key critical thinking concepts:

- **Thinking critically:** Carefully analyzing and evaluating the process of thinking
- **Thinking creatively:** Conceiving original ideas and developing unique solutions

The following are qualities of thinking critically and creatively:

- **Thinking actively:** Actively using our intelligence, knowledge, and skills to deal effectively with academic and life situations instead of reacting passively to experience
- **Carefully exploring issues:** Penetrating beneath the surface of issues to understand their depth and complexity instead of adopting superficial explanations
- **Thinking autonomously:** Developing our own ideas through thoughtful analysis rather than borrowing ideas from others
- **Taking different perspectives:** Striving to see situations from multiple viewpoints and being flexible enough to change or modify our ideas based on new information or improved insight
- **Supporting viewpoints with reasons:** Evaluating the evidence and reasons that support beliefs
- **Engaging in dialogue:** Systematically exchanging and exploring ideas with others in an organized way

Video Analysis

In the opening, Dr. John Chaffee introduces this video, “Thinking Towards Decisions.” He defines critical thinking as carefully analyzing and evaluating the process of thinking and explains why it is important in making effective decisions. If critical thinking involves the careful examination and evaluation of the process and products of human thinking, then creative thinking involves the processes we use to generate the ideas to be evaluated. In other words, creative thinking is thinking that results in the discovery of original ideas or improved solutions to problems, while critical thinking is the examination and testing of suggested solutions to see whether they will work. For example, developing ideas for a new commercial product involves creative thinking; assessing the cost, feasibility, and marketability of the various new ideas produced involves critical thinking abilities. Creative thinking and critical thinking are thus woven together in an ongoing interactive relationship.

*Take a few minutes out and think about your thinking. How would you describe the processes that are going on in your mind?*

Education at its best encourages students to think critically and creatively. In the next segment, Sue Nissman, a seminar student, describes an educational experience that encouraged her to think critically. Traditional education has often emphasized transferring information from teacher to student rather than challenging students to question and think about what they are learning. The primary teaching approach of this information-transfer model is expository lecture, presenting subject matter in detail apart from criticism or argument. The role of students in this model is that of passive receptacles whose main job is to absorb this knowledge and then give it back on exams and papers. Unfortunately, this knowledge-transfer model does not promote effective learning, nor does it stimulate students to develop the critical and creative thinking abilities needed for success in most careers.

In contrast, the critical thinking model of education is based on the belief that students should develop a progressive understanding of the process each discipline uses to generate and think about information. For example, instead of focusing solely on the presentation of the facts and theories of history, a critical thinking approach also will emphasize the intellectual skills used to evaluate the reliability and accuracy of eyewitnesses, observation, and source of information in constructing accounts of historical events. Such an approach will encourage students to “think historically.”
Can you describe an educational experience that stimulated you to think critically and creatively? How was this accomplished?

Critical and creative thinking has emerged in recent years as a distinct field of study—a multidisciplinary initiative focused on understanding how the thinking process operates and designing strategies for improving the effectiveness of people's thinking abilities. It has its own theoretical framework, vocabulary, and analytical tools, and it can be applied to any discipline as well as to life experience.

This video focuses on the way thinking abilities are used in complex decision-making situations and is designed to provoke, stimulate, and guide you to think through challenging issues and reflect on your own thinking process while you are doing so. To this end, the video uses a variety of interwoven elements, including drama, professional viewpoints, and a seminar group that will endeavor to think critically and creatively about the problems and issues being addressed.

We expect that the intellectual abilities you will be developing and refining are the kinds of abilities you will need to analyze complex issues, solve problems, and make informed decisions in every area of your lives. These are the very abilities we must have to function as responsible citizens in a healthy, democratic society.

ACT I

| Scene 1: (father's office) Paul Ridgefield and his father, Dave, discuss the family building supply business. |
| Scene 2: (dorm room) Paul's mother, Eleanor, calls Paul with news of his father's heart attack. |
| Scene 3: (hospital room) Paul and Eleanor discuss Dad's medical condition. |

Discussion Module 1

The seminar is a group of seven diverse students, representing different ages, nationalities, and backgrounds, led by Dr. John Chaffee. The students are Dolores Colon-Montalvo, Annette Hayde, Xiomara Laureano, Derrick McQueen, Sue Nissman, Joseph Reyes, and Daniel Studney. The group gives its initial reactions to Paul's predicament, addressing questions such as the following:

This family has suffered an unexpected tragedy in the form of the father's heart attack and subsequent coma. What do you think are the possible implications of this event for the family?

To deal effectively with challenging decision-making situations like this, we need to think creatively and critically. Thinking creatively involves developing possible solutions to our problem; thinking critically involves evaluating the usefulness of these proposed solutions. As mentioned on page 38, a number of key qualities are involved in thinking creatively and critically.

Thinking Actively

Thinking actively is using our intelligence, knowledge, and skills to make sense of experience instead of reacting passively to events.

If you found yourself in a situation like this, what decisions would you make? Why?

Do Paul and his mother have the same perceptions of the seriousness of the father's illness? Why or why not?
Both Paul and Eleanor view this situation through their own “lenses.” These lenses reflect their past experiences, values, interests, and biases. Thinking effectively involves becoming aware of our lenses—and those of others—so that we can view situations more objectively and appreciate other viewpoints.

**Carefully Exploring Situations and Issues**

When we carefully explore situations and issues, we ask relevant questions and then try to locate information needed to answer those questions.

*What additional information do Paul and Eleanor need to make informed decisions in this situation?*

One area in which Paul and Eleanor need additional information is in terms of Dad's medical condition and prognosis. In the following segments two doctors give their somewhat contrasting expert opinions on Dave Ridgefield's medical condition and prognosis. Dr. Michael Friedman is Chief of Geriatrics, Bellevue Hospital, and Dr. Julius Korein is a neurologist at Bellevue Hospital.

**Discussion Module 2**

The seminar group considers this new medical information and evaluates its impact on the evolving scenario. Included is an analysis of the same perceptual and epistemological (knowledge-related) issues considered in the first discussion module but on a more sophisticated level. Questions to be addressed include the following:

*What have we learned about Dad's medical condition and prognosis for the future? How does this information affect the possible decisions of Paul and Eleanor?*

*In what ways are the perspectives of Dr. Friedman and Dr. Korein similar, and in what ways are they different? Are their perceiving lenses related to their areas of specialization—geriatrics and neurology?*

*What do we do when experts disagree? Whom do we believe?*

By discussing these and other issues, we can develop a more sophisticated concept of knowledge in which all of us are viewed as active participants constructing our understanding through exploration and discovery. The expert opinions of authorities must be critically evaluated, and it is ultimately our responsibility to develop informed conclusions based on our investigations.

**Supporting Views with Evidence and Reasons**

Everyone has beliefs. What distinguishes critical thinkers from uncritical thinkers is the quality of the evidence and reasons that support their beliefs. We also must seek to understand the reasons and evidence that support other viewpoints.

*What evidence and reasons do the doctors provide to support their opinions?*

**Thinking Autonomously**

When we think autonomously, or for ourselves, we develop our own conclusions based on careful analysis rather than uncritically accept the opinions of others.

*What conclusions should we draw regarding Dad's medical condition and prognosis?*
What actions should Paul and Eleanor take based on the information they have?

**ACT II**

**Scene 1:** Montage of Paul trying to do it all.

**Scene 2:** (hospital room) Paul discusses blowing his MCAT (medical school exam) with Eleanor and resolves to work harder to keep things going.

**Discussion Module 3**

The seminar group reacts to and analyzes these further dramatic developments. Questions to be addressed include the following:

Paul has decided to try to balance his academic studies and running his father's business. What is your evaluation of this decision? Does it reflect critical and creative thinking? Why or why not?

Is Eleanor responding critically and creatively to these events? Why or why not?

What decisions do you think Paul and Eleanor should be making? What decisions would you make if you were in their situation?

Have you ever been in a comparable situation? Were you able to develop a creative solution to the dilemma?

When we think critically about difficult situations, we try to develop an analytical approach that we can use to make sense of new information and systematically evaluate our options. Let's explore the further complexities of Paul and Eleanor's situation.

**ACT III**

**Scene 1:** (kitchen) Paul and Eleanor discuss family finances

**Discussion Module 4**

The seminar group considers and critically evaluates these new developments in this evolving scenario, consciously applying the critical thinking strategies that have been the focus of this program. In addition to evaluating the thinking processes of the characters in the drama, participants are stimulated to reflect on their own thinking processes as they try to make sense of this complex and difficult situation. Their evolving analytical abilities are applied to several other examples as well. Questions to be examined include the following:

Dad's medical condition has remained unchanged for more than four weeks. What does this information suggest regarding his chances for recovery? What implications does this information have for Paul and Eleanor in terms of their decisions?

What are the initial reactions of Paul and Eleanor in dealing with their mounting financial crisis? Why are they in such strong disagreement? What are their perceiving lenses?
Striving to View Situations and Issues from Multiple Perspectives

Viewing situations from only our own viewpoints is not sufficient to achieve a deep, multi-dimensional understanding of issues. We also must be flexible enough to change or modify our ideas based on new information or better insight.

Are Paul and Eleanor trying to view their situation from each other's standpoint? Are they aware of their own perceiving lenses?

What reasons would you give to support Paul's suggestion to take a second mortgage on the house? What reasons would you give to support Eleanor's suggestion to sell the business?

Paul has decided to commit himself to the family business, postponing his plans to enter medical school. Does this decision reflect critical and creative thinking? Why or why not?

What other alternatives could he pursue? How would you evaluate these alternatives in relation to the ones he has chosen?

It is becoming clear that informed, critical thinking decisions do not occur in vacuums; they also involve knowing the concrete facts of a situation—in this case, the medical and financial realities. Paul and Eleanor have begun exploring some possibilities for dealing with their financial problems, but they need the kind of analysis and guidance provided by financial experts. In the following segment two financial experts discuss the family's financial situation and possible alternatives for resolving the situation. Mr. Jeffrey Aronson and Mr. Howard Kerker are partners in the financial consulting firm of Aronson & Kerker.

Discussion Module 5

The seminar group reviews the information presented by the financial experts and discusses the family's financial situation. Questions to be addressed include the following:

How can we summarize the family's financial situation? What are some of the financial options for the family? How do the various options reflect different values?

Based on what you know of their financial situation, what actions do you think Paul and Eleanor should take?

In what ways are the opinions of the financial experts similar, and in what ways are they different? What are their perceiving lenses? How should we go about evaluating their financial analyses?

Engaging in a Dialogue with Others

Systematically exchanging and exploring ideas clarifies our understanding. This interactive process involves listening to the other person and then responding to the ideas he or she is expressing.

Are the financial advisers engaging in an effective dialogue? Why or why not?

Have Paul and Eleanor been engaging in effective dialogues? Why or why not?

What direction is Paul's life taking? Is this direction the result of critical and creative thinking? Why or why not?
Paul has decided to commit himself to the family business and postpone his plans for medical school. Very often living the consequences of our decisions either supports or casts doubts on those decisions. The video next examines the results of Paul’s decisions.

**ACT IV**

**Scene 1:** (father's office) Working at the computer, Paul confronts lost career aspirations.

**Scene 2:** (hospital room) Paul reflects on his situation.

**Discussion Module 6**

The seminar group responds immediately to this final scene, reflecting on the following questions:

*What is Paul thinking? What would you be thinking in this situation?*

*Why did viewing files of his schoolwork on the computer screen have such a disturbing effect on him? What complex and sometimes contradictory influences led up to this moment for him?*

*What critical point or milestone do you think Paul has reached in his decision-making process? Has his perspective shifted? Has his thinking been reorganized?*

*Have you ever been in an analogous situation in which you felt torn between conflicting currents, perhaps involving the needs or desires of others as well as your own? How did you go about resolving these situations?*

*Suppose Dad's condition doesn't improve or even deteriorates; what implications does this have for the family's future decisions?*

As this dramatic scenario has unfolded, we have discovered that Paul and Eleanor must address some profound moral issues, and it is time for the video to do so. In the following segment two experts in the field of medical ethics discuss and debate some of these issues. Ms. Rose Gasner is a lawyer with the Society for the Right to Die, and Father Anthony Mastroeni is a lawyer, professor of theology at St. Joseph's Seminary, and professor of medical ethics at New York Medical College.

**Discussion Module 7**

In a commentary/discussion, the seminar group considers the moral questions raised by the previous debate. The point is made that when people grapple with the issue of the right to die in a specific situation, it ceases to become an abstract issue and takes on new, often troubling dimensions. Questions to be considered include the following:

*What were the most persuasive reasons and arguments presented by Father Mastroeni and Ms. Gasner? How would you evaluate the strength of these reasons and arguments?*

*Compare and contrast the perceiving lenses of each person. How do you think they arrived at their contrasting perspectives and different theoretical frameworks?*

*What is your perspective on the right-to-die issue? What reasons and arguments support your position? What experiences contributed to shaping your perceiving lenses regarding this issue?*
How do we develop our moral values? How do we reach moral conclusions? How do we resolve conflicts between people with differing moral perspectives?

How is thinking critically about moral issues similar to thinking critically in other kinds of situations, and how is it different?

The introduction of moral questions has placed our dramatic story in an entirely different light. The final scene of the drama examines Paul's and Eleanor's response to this new challenge to their thinking processes.

**ACT V**

**Scene 1:** (hospital grounds) Paul and Eleanor have a final discussion examining their situation and exploring future possibilities.

**Discussion Module 8**

The seminar participants give their final analyses of the situation faced by Paul and Eleanor and the issue of the right to die, addressing the following questions:

*Why does Eleanor say, “Nothing makes sense anymore. Everything’s different.”*

*What point has she come to in her thinking, and how has she arrived there? Is she undergoing a shift in perspective and a reorganization of her thinking? How does this moment compare with Paul’s experience in front of the computer screen and at his father’s side in the previous scene?*

*What do their experiences tell us about the decision-making process and the thinking activities that are a part of it?*

*Given what we know of their circumstances, what decisions should Paul and Eleanor be making at this stage? What thinking processes did you use to reach these conclusions? Do they reflect critical and creative thinking?*

*What have we learned about the role of critical and creative thinking in everyday life?*

*Has your own thinking evolved during the course of this video? In what ways?*

**Summation**

Dr. John Chaffee reviews the video and analyzes its structure. The gradually unfolding dramatic scenario was presented as a complex, challenging situation that compels thoughtful decision making on the part of the principals. As new information is introduced to the characters, they are stimulated to review their ongoing analysis of the situation and explore possibilities based on this new information. In the same way that peeling an onion reveals deeper layers, the systematic exploration of the medical, financial, emotional, and moral dimensions of the scenario gradually involves the characters and audience in an increasingly deeper and more complex consideration of the many interacting levels of this dramatic situation.

In this way, the video is attempting to reveal and engage us in a mode of analysis for thinking through challenging issues. The drama and seminar are vehicles for introducing us to the strategies for thinking critically and creatively about real-life situations, which are typically complex, open-ended, and lacked one obvious “correct” answer.
Review

Thinking critically and creatively is not just one way of thinking; it is a total approach to the way we make sense of the world, and it involves an integrated set of thinking abilities and attitudes that include the following:

*Thinking actively:* Actively using our intelligence, knowledge, and skills to deal effectively with academic and life situations instead of reacting passively to experience

*Carefully exploring issues:* Penetrating beneath the surface of issues to understand their depth and complexity instead of adopting superficial explanations

*Supporting viewpoints with reasons:* Evaluating the evidence and reasons that support beliefs

*Thinking autonomously:* Developing our own ideas through thoughtful analysis rather than borrowing ideas from others

*Taking different perspectives:* Striving to see situations from multiple viewpoints and being flexible enough to change or modify our ideas based on new information or better insight

*Engaging in dialogue:* Systematically exchanging and exploring ideas with others in an organized way

Thinking Activity

In this activity, students are asked to apply the abilities they have been exploring and developing by thinking critically about the two readings on euthanasia. You may assign this activity or distribute it for students to complete on their own. Assign these readings, and then distribute the handout for the Thinking Activity.

Thinking Activity

This activity may be assigned by your professor, or you may choose to complete it on your own to synthesize and apply what you have learned in this unit.

Apply the abilities we have been exploring and developing by thinking critically and creatively about the ideas in the reading selections on euthanasia in *Critical Thinking, Thoughtful Writing* and then answer the following questions:

1. Explain the distinction between *active euthanasia* and *passive euthanasia*.

2. Describe the commonly accepted definition of death and explain why this definition may no longer be adequate.

3. Explain why the controversy over euthanasia is becoming more complex.

4. Describe the reasons for supporting euthanasia and those for opposing it.

5. Explain your views on the issue. Be sure to support your conclusions with reasons.

6. Explain whether this video has contributed to your understanding of decision-making and your ability to think critically and creatively.

7. Discuss your views with others in the class via peer discussion groups or telephone contact.
Test of Critical Thinking Abilities

The Test of Critical Thinking Abilities, developed by John Chaffee, is designed to provide a comprehensive evaluation of student thinking and language abilities. Using a court case format arising from a fatal student drinking incident, students are challenged to gather and weigh evidence; ask relevant questions, construct informed beliefs, evaluate expert testimony and summation arguments; reach a reasoned verdict; and then view the entire case from a problem-solving perspective. Since the test provides all relevant information needed to think through and respond to the questions, it can be used at any point in the course to assess the quality of students' thinking and language. The test is modular in design, enabling teachers to select various sections to administer in combinations appropriate to their instructional needs. Effective scoring of the test should take into account both the quantity and the quality of student responses. An articulation of the evaluation/performance criteria for the various sections of the test is included in the section following the test. A comprehensive scoring guide is currently being developed.

Introduction

We live in a complex world filled with challenging and often perplexing issues that we are expected to make sense of. Many social issues are analyzed and evaluated through our judicial system. This test is designed to give you the opportunity to think seriously and express your ideas about a complex social issue. Imagine that you have been selected to serve on a jury that is asked to render a verdict on the following situation.

The defendant, Tom Randall, is a twenty-one-year-old college senior in a state where the legal drinking age is twenty-one. On October 21, he hosted a Halloween party in his apartment. Twenty-eight men and women attended the party. Alcohol was served, in the form of beer, wine, and liquor. One of the partygoers was Kelly Greene, an eighteen-year-old freshman at the same college. During the course of the evening, Ms. Greene allegedly consumed an undetermined amount of alcohol. While she was driving back to her dorm after the party, at approximately 12:15 a.m., Ms. Greene struck two students who were crossing the street at an intersection. One student, Melissa Anderson, was killed instantly. A second student, Edward Montgomery, was hospitalized with multiple fractures. The police officer at the scene gave the following report regarding the driver of the car, Kelly Greene: “I noticed that her speech was slurred, that she was not entirely coherent, and that her breath smelled of alcohol. I asked her to take a Breathalyzer test to determine the amount of alcohol in her bloodstream. She refused. I placed her under arrest.” Ms. Greene has been charged with Driving While Intoxicated and Vehicular Manslaughter. Her case is currently pending. Mr. Randall, the defendant in this case, is being charged with Involuntary Manslaughter. If convicted, he faces up to seven years in jail.
A. Gathering and Weighing the Evidence

The evidence at judicial trials is presented through the testimony of witnesses called by the prosecution and the defense. To be effective critical thinkers, we should not simply accept information as it is presented. We need to try to determine the accuracy of the information and evaluate the credibility of the people providing the information. The testimony from the prosecution witnesses and the defense witnesses is described below. Evaluate the testimony by answering the questions that follow each witness.

Prosecution Witnesses:

Helen Brooks (neighbor of defendant)
William Doyle (acquaintance of defendant)

Defense Witnesses:

Wendy Duvall (friend of defendant)
Tom Randall (defendant)

Helen Brooks (prosecution witness)

I am the downstairs neighbor of the defendant, Thomas Randall, and have lived in the building for twenty years. These college kids tend to be noisy and keep late hours, especially the boys. I really don't see how they're able to learn anything at the college. Wild parties every weekend and sometimes even during the week. This party on Halloween was one of the wildest. Music loud enough to make your head burst; kids jumping around—I guess they call it dancing—so that the ceiling was shaking. Finally, at midnight I went up to ask them to please keep it down—after all, it was Thursday night and some of us have to work. What a scene! A young woman was leaving just as I arrived. I later found out she was Kelly Greene, the woman who ran over those two college students. Mr. Randall had his arm around her and was saying goodbye. The way she was acting—giggling, stumbling around—it was obvious she was drunk. She was an accident waiting to happen, and it did!

A1. Helen Brooks

a. Summarize and evaluate the information provided by the witness (Helen Brooks). Is the information relevant to the guilt or innocence of the defendant (Tom Randall)? Is the information accurate? Give reasons to support your answer.

b. Evaluate the credibility of the witness (Helen Brooks). Is the witness believable? Is the testimony fair or unfair, objective or biased? Are there factors that raise doubts about the accuracy of the testimony? Give reasons to support your answer.
William Doyle (prosecution witness)

I attended the party at Tom Randall's apartment on Halloween. I didn't actually receive an invitation—I came along with someone who did. I don't really know him that well. This was a pretty wild party. The place was jammed, and people were out of control! Dancing, drinking, laughing, singing—you know. Mr. Randall was making the rounds, making sure that everyone was having a good time, encouraging them to drink. I saw him talking to Kelly Greene on several occasions. He kept forcing her to drink, even though she didn't seem that willing. He said things like: “Have another drink, it's the only way to have fun at parties like this,” and “Don't worry, another drink won't kill you.” I didn't think he should have been doing that, pressuring her to drink and all. I really like Kelly. This is her first year here at school, and she's really sweet. I don't think she would have gotten in this trouble if she hadn't been encouraged to drink too much. She's only 18, a fact I'm sure Tom was aware of. As the host, it's his responsibility to make sure that illegal drinking isn't permitted and that when people leave they are capable of driving safely.

A2. William Doyle

a. Summarize and evaluate the information provided by the witness (William Doyle). Is the information relevant to the guilt or innocence of the defendant (Tom Randall)? Is the information accurate? Give reasons to support your answer.

b. Evaluate the credibility of the witness (William Doyle). Is the witness believable? Is the testimony fair or unfair, objective or biased? Are there factors that raise doubts about the accuracy of the testimony? Give reasons to support your answer.

Wendy Duvall (defense witness)

I've known Tom Randall for three years, and he's one of the finest and most responsible people I know. Tom is a serious student, and he is also a very caring person. He plans to be a teacher and works as a volunteer with special education students in a local school. He would never do anything to intentionally hurt anyone. His only purpose in having the Halloween party was for people to enjoy themselves. He paid for the whole thing himself! As far as people drinking is concerned, the fact is that drinking is one of the major social activities on campus. Virtually everyone drinks, from their first semester until their last. It's just the way things are here. People just don't pay attention to the drinking age on campus. It's as if the college is its own little world, with its own rules. The people at the party weren't drinking because Tom was pressuring or encouraging them to. They were drinking because that's what they do when they go to parties. If Tom hadn't had alcohol there, people would have gone out and brought some back—or gone to a party that did have alcohol. I didn't see Tom talk to Kelly, but he was circulating, trying to be a good host, seeing if people needed anything. He certainly wouldn't try to “pressure” someone into having a drink they didn't want to have. What happened with Kelly was a terrible, unfortunate accident—it certainly is something Tom should not be held responsible for.
A3. Wendy Duvall  
a. Summarize and evaluate the information provided by the witness (Wendy Duvall). Is the information relevant to the guilt or innocence of the defendant (Tom Randall)? Is the information accurate? Give reasons to support your answer.

b. Evaluate the credibility of the witness (Wendy Duvall). Is the witness believable? Is the testimony fair or unfair, objective or biased? Are there factors that raise doubts about the accuracy of the testimony? Give reasons to support your answer.

Tom Randall (defense witness)

I had been planning this Halloween party since school started in September. I thought that it would be fun and give me a chance to pay back students who had invited me to their parties. I had plenty of food and beverages on hand—soda and juice, as well as alcohol. Of course I'm aware that the drinking age is 21 and that many students haven't reached that age yet; but nobody really takes the law very seriously. After all, if you're old enough to vote, get married, work, and be drafted, you should be old enough to drink. As far as my party was concerned, I felt that everyone had a right to make up their own minds—I just made the beverages available. Once people decided what they wanted to drink, I did try to keep them refilled. After all, that's the job of a good host. I remember Kelly was drinking beer, and I probably did bring her one or two over the course of the evening. I don't have any idea about the total amount of beer she had—I had no way of keeping track. I do remember saying goodbye to her, and she seemed in reasonably good shape. She was able to walk and seemed to know what she was doing. I know that she has a car, but I didn't know she was planning to drive. Looking back, I guess I should have paid more attention to her condition, but there were so many people there and so much was happening, I just didn't think about it. This party was not unusual—it's exactly like most of the parties that happen on campus. It's just that they don't usually end with someone dying.
A4. Tom Randall

a. Summarize and evaluate the information provided by the witness (Tom Randall). Is the information relevant to the guilt or innocence of the defendant (Tom Randall)? Is the information accurate? Give reasons to support your answer.

b. Evaluate the credibility of the witness (Tom Randall). Is the witness believable? Is the testimony fair or unfair, objective or biased? Are there factors that raise doubts about the accuracy of the testimony? Give reasons to support your answer.

B. Asking Important Questions

Defense lawyers and prosecutors cross-examine the witnesses in order to help determine the credibility of the witnesses and the accuracy of their testimony.

B1. Imagine that you are the defense lawyer. List below important questions that you would want to ask the prosecution witnesses.

Helen Brooks:

William Doyle:

B2. Imagine that you are the prosecutor. List below important questions that you would want to ask the defense witnesses.

Wendy Duvall:

Tom Randall:
C. Constructing Knowledge

One of the important goals of critical thinking is developing beliefs about the world that are well-founded. Often this process involves analyzing and synthesizing a variety of accounts in an effort to determine “what really happened.” In order to analyze and synthesize the testimony presented by the witnesses, answer the following questions:

C1. Do you believe that Tom Randall knew that Kelly Greene was a minor and that she was breaking the law by drinking alcohol? Explain the reasons for your conclusion.

C2. Do you believe that Mr. Randall personally served Ms. Greene alcohol? Do you believe that he encouraged or forced her to drink alcohol? Explain the reasons for your conclusion.

C3. Do you believe that Mr. Randall was aware that Ms. Greene was intoxicated when she left his party? Do you believe he knew—or should have known—she would be driving home? Explain the reasons for your conclusions.

D. Evaluating Expert Testimony

In addition to average sources such as the witnesses above, “experts”—people who have specialized knowledge in a particular area—often testify at trials. Included below is the testimony of two psychologists, Dr. Elizabeth Gonzalez and Dr. Richard Cutler, who provide contrasting analyses of the social drinking behavior of young people.

Dr. Elizabeth Gonzalez (prosecution witness)

I am a staff psychologist at a substance abuse center in town. Why do people drink to excess? Typically through the influence of the people around them, as happened to Kelly Greene. When most eighteen-year-old students enter college, they do not have a drinking problem. However, although few realize it, these unwary young people are entering a culture in which alcohol is the drug of choice. It is a drug that can easily destroy their lives. According to some estimates, between 80 percent and 90 percent of the students on many campuses drink alcohol (1). Many of these students are heavy drinkers (2). One study found that nearly 30 percent of university students are heavy drinkers, consuming more than fifteen alcoholic drinks a week (3). Another study found that among those who drink at least once a week, 92 percent of the men and 82 percent of the women consume at least five drinks in a row, and half said they wanted to get drunk (4). The results of all this drinking are predictably deadly. Virtually all college administrators agree that alcohol is the most widely used drug among college students and that its abuse is directly related to emotional problems and violent behavior, ranging from date rape to death (5), (6). For example, at one university, a twenty-year-old woman became drunk at a fraternity party and fell to her death from the third floor (7). At another university, two students were killed in a drunk-driving accident after drinking alcohol at an off-campus fraternity house. The families of both students have filed lawsuits against the fraternity (8). When students like Kelly Greene enter a college or university, they soon become socialized into the alcohol-sodden culture of “higher
education,” typically at parties just like the one hosted by Mr. Randall. The influence of peer pressure is enormous. When your friends and fellow students are encouraging you to drink, it is extremely difficult to resist giving in to these pressures. In my judgment, students like Kelly Greene are corrupted by people like Tom Randall. He must share in the responsibility for her personal tragedy and for the harm that resulted from it.

D1. Elizabeth Gonzalez

a. Summarize Dr. Gonzalez's analysis of why Mr. Randall and Ms. Greene behaved the way they did. Identify the main reasons that support her conclusion.

b. Evaluate the information provided by the witness (Dr. Gonzalez). Is the information relevant to the guilt or innocence of the defendant (Tom Randall)? Give reasons to support your answer.

Dr. Richard Cutler (defense witness)

I am a psychologist in private practice, and I am also employed by the university to be available for students who need professional assistance. The misuse of alcohol is a problem for all youth in our society, not just college students. For example, a recent study by the surgeon general's office shows that one in three teenagers consumes alcohol every week. This is an abuse that leads to traffic deaths, academic difficulties, and acts of violence (9). Another study based on a large, nationally representative sample indicates that although college students are more likely to use alcohol, they tend to drink less quantity per drinking day than non-students of the same age (10). In other words, college students are more social drinkers than problem drinkers. Another sample of undergraduate students found that college drinking is not as widespread as many people think (11). The clear conclusion is that while drinking certainly takes place on college campuses, it is no greater a problem than in the population at large. What causes the misuse of alcohol? Well, certainly the influence of friends, whether in college or out, plays a role. But it is not the only factor. To begin with, there is evidence that family history is related to alcohol abuse. For example, one survey of college students found greater problem drinking among students whose parent or grandparent had been diagnosed (or treated) for alcoholism (12). Another study found that college students who come from families with high degrees of conflict display a greater potential for alcoholism (13). Another important factor in the misuse of alcohol by young people is advertising. A recent article entitled “It isn't Miller time yet, and this Bud's not for you” underscores the influence advertisers exert on the behavior of our youth (14). By portraying beer drinkers as healthy, fun-loving, attractive young people, they create role models that many youths imitate. In the same way that cigarette advertisers used to encourage smoking among our youth—without regard to the health hazards—so alcohol advertisers try to sell as much booze as they can to whoever will buy it—no matter what the consequences. A final factor in the abuse of alcohol is the people themselves. Although young people are subject to a huge number of influences, in the final analysis, they are free to choose what they want to do. They don't have to drink, no matter what the social pressures. In fact, many students resist these pressures and choose not to drink. And if they do drink, they don't have to get behind the wheel of a car.
D2. Dr. Richard Cutler

a. Summarize Dr. Cutler's analysis of why Mr. Randall and Ms. Greene behaved the way they did. Identify the main reasons that support his conclusion.

b. Evaluate the information provided by the witness (Dr. Cutler). Is the information relevant to the guilt or innocence of the defendant (Tom Randall)? Give reasons to support your answer.

E. Evaluating Summation Arguments

After the various witnesses present their testimony through examination and cross-examination questioning, the prosecution and defense then present their final arguments and summation. The purpose of this phase of the trial is to summarize the evidence that has been presented in order to persuade the jury that the defendant is guilty or innocent. Included below are excerpts from these final arguments.

Prosecution Summation

We are in this courtroom today because Melissa Anderson's young life was tragically ended as a direct result of irresponsible behavior on the part of the defendant, Thomas Randall, who served Kelly Greene alcohol and encouraged her to drink, knowing that she was 3 years underage. Too often in criminal trials the victim is forgotten, while attention becomes focused on the lives of the living. Certainly this event is a tragedy for Mr. Randall and Ms. Greene, but it is a far greater tragedy for Melissa and her loved ones. She will never have the opportunity to live the rest of her life, and if people like Mr. Randall are permitted to act illegally without punishment, there will be many more tragedies like Melissa’s in the future.

When Mr. Randall provided alcohol and encouraged drinking for underage minors at his party, he was violating the law. And when Ms. Greene, one of the these underage minors, left his party drunk, got behind a wheel, and killed an innocent human being, Tom Randall became an accessory to this senseless murder. Similarly, the university must assume its share of the blame. As the investigator into the death of the woman who fell to her death at a fraternity party noted: “If universities and colleges want to teach responsibility, there might be something to be said for teaching observance of the law—simply because it is the law” (15). If Mr. Randall had displayed respect for the law, then none of these events would have occurred, and Melissa would be alive today.

We have heard experts describe the destructive role that alcohol plays on college campuses and the devastating results of alcohol abuse. Students, in flagrant violation of the law, have made drinking a more common college activity than attending class or studying. When young, impressionable people like Kelly Greene enter these “hangover universities,” they are immediately drawn into a destructive alcoholic web—seduced, cajoled, and pressured to enter this culture of underage drinkers. And who creates this culture and its pressure? People like Thomas Randall, who “innocently” give booze parties for underage students and
actively encourage them to drink. If students like Mr. Randall acted in a responsible and law-abiding fashion, then new students would not be seduced and pressured into these destructive behaviors. Violent tragedies associated with alcohol abuse would not occur, and students could focus on productive activities—like learning.

We have heard testimony that Mr. Randall was not an innocent participant in these events—he knew Ms. Greene was underage, he actively cajoled and encouraged her to get drunk, and he let her go home alone knowing she was in no condition to drive safely. Mr. Randall is not an evil person, but he is guilty of criminally irresponsible behavior, and he must be held accountable for his actions. Society must protect our young people from themselves and put an end to the destructive abuse of this dangerous drug.

**E1. Prosecution Arguments**

a. Identify the key arguments used in the prosecution's summation. Then summarize the reasons and conclusion for each argument.

   **Argument 1:**
   
   Reason:

   Reason:

   Conclusion:

   **Argument 2:**

   Reason:

   Reason:

   Conclusion:
b. Evaluate the strength of the arguments you identified by assessing the truth of the reasons and the extent to which the conclusions follow logically from the reasons.

Argument 1:

Argument 2:

Defense Summation

The death of Melissa Anderson is, of course, a tragedy. It was the direct result of Kelly Greene's error judgment; and although she certainly didn't intend for anything like this to occur, she must be judged for her responsibility. However, it makes no sense to rectify this tragedy by ruining Thomas Randall's life. He is in no way responsible for the death of Melissa Anderson. All he did was host a party for his friends, the kind of party that takes place all the time on virtually every college campus. He is a victim of an unreasonable law—that you must be twenty-one years of age to drink alcohol. I'll bet every person in this courtroom had at least one drink of alcohol before they were twenty-one years old. If people are mature enough to vote, drive cars, hold jobs, pay taxes, and be drafted, then they are mature enough to drink alcohol. And it's unreasonable to expect a party host to run around playing policeman, telling guests who can drink and who can't. As one college president noted: “It's awfully hard to control a mixed-age group where some can drink and some can't, but all are students. Since the consumption of alcohol is not in general an illegal activity—unlike marijuana or crack—you have this bizarre situation where at the mystic age of twenty-one, suddenly people can drink legally when they couldn't the day before” (16).

In addition, we have heard experts describe how there are many factors that contribute to alcohol abuse—besides the influence of other people. The power of advertisers, family history, and the personal choices by individuals all play a role in whether someone is going to drink excessively. It is unfair to single out one person, like Tom Randall, and blame him for Ms. Greene's behavior. Her decision to drink that night was the result of a variety of factors, most of which we will never fully understand. However, in the final analysis, Ms. Greene must be held responsible for her own free choices. When Kelly Greene attended Tom Randall's party, nobody forced her to drink—there were plenty of non-alcoholic beverages available. And after she chose to drink, nobody forced her to attempt to drive her car home—she had other alternatives. Ultimately, there was only one person responsible for the tragic events of that evening, and that person is Kelly Greene.

We live in a society in which people are constantly trying to blame everyone but themselves for their mistakes or misfortunes. This is not a healthy or productive approach. If this society is going to foster the development of independent, mature citizens, then people must be willing to accept responsibility for their own freely made choices and not look for scapegoats like Mr. Randall to blame for their failings.
E2. Defense Arguments

a. Identify the key arguments used in the defense's summation. Then summarize the reasons and conclusion for each argument.

Argument 1:
  Reason:

Reason:

Conclusion:

Argument 2:
  Reason:

Reason:

Conclusion:

b. Evaluate the strength of the arguments you identified by assessing the truth of the reasons and the extent to which the conclusions follow logically from the reasons.

Argument 1:

Argument 2:
F. Deliberating the Issues

Following the final summations, the judge will sometimes give specific instructions to clarify the issues to be considered. For the defendant, Thomas Randall, to be found guilty of Involuntary Manslaughter, the prosecution must prove that although he did not intend destructive results, he was guilty of irresponsible behavior that was likely to result in harm. Following the judge's “charge,” the jury then retires to deliberate the case and render a verdict.

In the same way that words are the vocabulary of language, concepts are the vocabulary of thought. Concepts are general ideas that we use to bring order and intelligibility to our experience. They give us the means to understand our world and make informed decisions, to think critically and act intelligently. The process of arriving at an informed conclusion regarding this case involves understanding the concepts of “freedom” and “responsibility.” In order to conclude that the defendant was guilty of “irresponsible behavior that was likely to result in harm,” it is necessary that we believe that he was responsible for his actions and their likely consequences: he knew what he was doing, chose to do it freely, and so must be held accountable. On the other hand, if we are to conclude that the defendant is not guilty of the charge, we must believe that he was not responsible for his actions. We must believe either that circumstances interfered with his ability to make a free choice or that it is unreasonable to expect that he would have been able to anticipate the destructive consequences of his actions.

G. Reaching a Verdict

Reaching a verdict in a situation like this involves complex processes of reasoning and decision making. In your discussion with the other jurors, you must decide if the evidence indicates, beyond a reasonable doubt, that the defendant should have anticipated the destructive consequences of his behavior. In other words, did the defendant (Thomas Randall) knowingly encourage an underage woman (Kelly Green) to drink excessively? When she left the party, should he have recognized her inebriated condition and made sure that she was not intending to drive home? Should he have been able to anticipate that terrible consequences might result if she tried to drive in her inebriated state? The principle of “beyond a reasonable doubt” is difficult to define in specific terms, but in general the principle means that it would not make good sense for thoughtful men and women to conclude otherwise.

G1. Based on your analysis of the evidence and arguments presented in this case, write your verdict and explain your reasons for reaching this conclusion.
H. Solving Problems

As illustrated by this case, the abuse of alcohol by young people at colleges and universities is a national problem. The following passages present a variety of perspectives on the causes and possible solutions to this problem. Read the passages and answer the questions that follow.

a. Advertising and promotion of alcoholic beverages on college campuses and in college publications should be banned. Restrictions should be imposed on liquor distributors that sponsor campus events. In addition, alcohol beverage companies should be petitioned not to target young people in their ads.

b. Students should be able to live in “substance free” housing, offering them a voluntary haven from drugs, alcohol, and peer pressure.

c. College should ban or tightly restrict alcohol use on campus, and include stiffer penalties for students who violate the rules.

d. Colleges should create alcohol-free clubs to combat alcohol abuse and find alternatives to bars for students who are under twenty-one.

e. The drinking age should be reduced to eighteen, so that students won't be forced to move their parties off-campus. At off-campus parties there is no college control, and as a result students tend to drink greater quantities and more dangerous concoctions like spiked punches.

f. Colleges should ban the use of beer kegs, the symbol of cheap and readily available alcohol.

g. Colleges should create education programs aimed at preventing alcohol abuse, and colleges should give campaigns against underage drinking top priority.

h. Fraternities should eliminate pledging in order to stop alcohol abuse and hazing.

H1. Explain, clearly and specifically, the reasons why you think that alcohol abuse among college students is a problem and what you believe is the essence or heart of the problem.

H2. Identify three realistic alternatives for solving this problem. Evaluate each alternative in terms of its advantages and disadvantages. Explain what further information would be required to determine each alternative's effectiveness.

Alternative 1:

Advantages:

Disadvantages:

Further information needed:

Alternative 2:

Advantages:

Disadvantages:

Further information needed:
Alternative 3:
Advantages:

Disadvantages:

Further information needed:

H3. Select your most promising alternative. Explain the steps you would take to implement it.

Footnotes for Expert Testimony

Dr. Elizabeth Gonzalez

1. Chronicle of Higher Education; Jan 31/90; p A33–35
2. Journal of Studies on Alcohol; Nov/90
3. Chronicle of Higher Education; April 12/89; p A43
4. Newsweek; Nov 19/90; p 81
5. Chronicle of Higher Education; Jan 17/90; p A33, 35
6. Chronicle of Higher Education; Jan 31/90; p A33–35
7. Chronicle of Higher Education; Jan 31/90; p 3
8. Chronicle of Higher Education; June 12/91; p A29–30

Dr. Richard Cutler

9. Time; Dec 16/91; p 64
10. Journal of Studies on Alcohol; Vol: 52 Iss: 1 Jan/91
11. Journal of Studies on Alcohol; Vol: 51 Iss: 6 Nov/90
14. Business Week; June 24/91 p 52
The Test of Critical Thinking Abilities—Evaluation/Performance Criteria

A. Gathering and Weighing the Evidence

1. What factors support the accuracy of the testimony of each witness?
2. What factors raise questions regarding the accuracy of the testimony of each witness?
   To what extent does the student display an understanding of the testimony of each witness in terms of
   —the main ideas being expressed
   —the reasons and evidence that support the main ideas
   To what extent is the student able to identify in the testimony of each witness
   —the differences between facts, inferences, and judgments
   —the interests, purposes, background, or professional expertise of the witnesses relevant to the
   information they are providing
   To what extent does the student display the ability to evaluate and compare/contrast the testimony of each witness in terms of
   —accuracy
   —consistency
   —completeness
   —subjective bias/slanting reflecting the influence of personal interests, purposes, background,
   or professional expertise

B. Asking Important Questions

1. What questions should be asked to elicit additional relevant information?
   To what extent is the student able to identify appropriate questions at various cognitive levels to explore
   the issues posed by the testimony? (fact, interpretation, analysis, synthesis, evaluation, application)

C. Constructing Knowledge

1. Do you believe that Thomas Randall was aware that Kelly Greene was a minor and that she was drinking
   alcohol in violation of the law? Explain the reasons for your conclusion.
2. Do you believe that Mr. Randall personally served Ms. Greene alcohol? Do you believe that he
   encouraged or cajoled her to drink alcohol? Explain the reasons for your conclusion.
3. Do you believe that Mr. Randall was aware that Ms. Greene was intoxicated when she left his party? Did
   he know that she would be driving home?
   To what extent is the student able to
   —identify the key issues and the relevant evidence provided by the witnesses
   —evaluate contrasting and conflicting testimony
   —synthesize the testimony into well-informed conclusions supported by sound reasons
D. Evaluating Expert Testimony

1. Summarize the first psychologist's analysis of Mr. Randall's and Ms. Greene's behavior and the reasons that support her interpretation.

2. Summarize the second psychologist's analysis of Mr. Randall's and Ms. Greene's behavior and the reasons that support his interpretation.

3. Based on your analysis of this testimony, explain your analysis of Mr. Randall's and Ms. Greene's behavior and explain the reasons that led you to your conclusion.

Same evaluation/performance criteria as A1 and A2

To what extent does the student understand the forms of inductive reasoning illustrated by the expert testimony?

To what extent is the student able to analyze the reasoning presented and evaluate its relevance and plausibility?


E. Evaluating Summation Arguments

1. Identify the key arguments used in each summation and describe the reasons and conclusions for each.

2. Evaluate the truth of the reasons presented in the arguments and assess the extent to which the conclusions follow logically from the reasons.

3. Identify any irrelevant, invalid, or illogical arguments presented and explain why you think they are weak, invalid, or illogical.

To what extent is the student able to
—recognize arguments and understand their function and structure (reasons, conclusion)?
—evaluate arguments in terms of truth, validity, and soundness?
—recognize forms of common fallacies?

F. Deliberating the Issues

1. Explain how the prosecution summation defines the concept of freedom (in terms of its general properties/characteristics) and illustrate the concept with an example not included in the summation.

2. Explain how the defense summation defines the concept of freedom and illustrate this definition with an example not included in the summation.

To what extent does the student understand the concepts presented by others, defining their general properties and illustrating them with examples?

3. Describe your own concept of freedom and illustrate it with an example from your own experience.

To what extent is the student able to form his or her own concepts and illustrate them with examples from his or her own experience?

4. Explain how your concept of freedom relates to your conclusion regarding whether the defendant in the previous court case should be found innocent or guilty of the charges. To what extent is the student able to apply concepts he/she has developed to a complex issue in order to clarify his/her understanding?
G. Reaching a Verdict

1. Based on your analysis of the evidence and arguments presented in this case, indicate what you think the verdict ought to be and explain your reasons for reaching this conclusion.

To what extent is the student able to analyze complex issues by
—identifying the issue clearly?
—describing multiple interpretations of the issue?
—identifying and evaluating evidence and arguments to support various interpretations?
—articulating an informed, well-reasoned conclusion that draws on the views of others?
but that represents the student's own independent analysis/synthesis

H. Solving Problems

1. Explain, clearly and specifically, the reasons why you think this problem exists and what you believe is the essence or heart of the problem.

2. Identify three realistic alternatives for solving this problem. Evaluate each alternative in terms of its advantages and disadvantages, and explain what further information would be required to determine each alternative's effectiveness.

3. Select what you believe to be your most promising alternative and explain the steps you would take to implement it.

To what extent is the student able to analyze a complex, open-ended problem in an organized way, addressing the following questions:
—What is the problem? (knowledge; results; definition)
—What are the alternatives? (boundaries; alternatives)
—What are the advantages/disadvantages of each alternative? (information)
—What is the solution? (alternatives; plan of action)
SECTION THREE:

CLASSROOM HANDOUTS AND TRANSPARENCY MASTERS FOR CRITICAL THINKING, THOUGHTFUL WRITING
Organization of Chapters 2-12

- Introduction and overview of the thinking focus and writing focus for the chapter
  - Definitions of important concepts [in boxes]
  - Development of the thinking focus and writing focus

- Thinking-Writing Activities [marked with an icon and interspersed throughout the chapter]

- Readings on a theme [interspersed throughout the chapter]

- Introduction to the Writing Project

- The Writing Project [the project is in a box]

- Principles and guidelines tying the Writing Project to the Thinking Writing Model

- The Writing Process to follow to complete the Project

- Student Writing
READER RESPONSE GROUPS

1. The group selects a timekeeper who allots 10 minutes to each writer. Regardless of how many steps in the response process have been completed, after 10 minutes the group considers the next writer's work.

2. One person begins by reading aloud his/her draft while group members listen.

3. The writer reads his or her writing aloud a second time. Do not skip this step.

4. Group members listen and write notes or comments to themselves as they listen.

5. Group members read their comments to the writer. Responses that are stated as "I" messages and that are geared to helping the writer revise work well:
   a. Weak response: "I like it. It sounds okay to me." (No specific help for writer.)
   b. Marginally useful: "I thought the description of the child's behavior was entertaining." (Encouragement for the writer.)
   c. Useful: "Can you give me an example of when an oil embargo caused a government to change its policies?" (The writer learns what information the reader needs.)
   d. Very Useful: "I was confused when you said your aunt came into the room. I thought you said earlier that you were alone in the house." (Again, the writer hears from someone who wasn't there when it happened, someone who needs more information.)*

6. The writer listens to questions and comments and may take notes, but does NOT answer or respond aloud.

7. The writer may ask questions when all group members have finished.

8. When each person in the group has had 10 minutes of response time, group members may begin revising their own writing.

* Examples adapted from M.K. Healy, Using Student Writing Response Groups in the Classroom, p.7.
An Organized Approach to Decision Making

Step 1: Define the Decision Clearly

Step 2: Consider All Possible Choices

Step 3: Gather All Relevant Information and Evaluate the Pros and Cons of Each Possible Choice

Step 4: Select the Choice That Seems Best Suited to the Situation

Step 5: Implement a Plan of Action and Monitor the Results, Making Necessary Adjustments
Reading Exercises for Chapter Eleven

“When is it Rape”

&

“Young Hate”
Reading Activity: “When Is It Rape?”

1. To fully understand Gibbs's article, “When Is It Rape?” try to determine the meanings of the following underlined words in context or by associating the word with one that looks similar and that probably has a related definition. Also, determine how each word is used in the sentence and explain which part of speech each word represents. To check your guess, use the dictionary. Note: The numbers in parentheses refer to the paragraph in which the word appears.

a. to swaddle a child in fear (1)
b. to be wary of strangers (1)
c. a raucous night on the town (3)
d. the whole murky arena of sexual relations (5)
e. Others are willing to concede that date rape sometimes occurs. (8)
f. without a visible struggle to maintain her composure (13)
g. persuasion gives way to . . . intimidation with alcohol as the ubiquitous lubricant (14)
h. but there are other impediments to justice as well (19)
i. rape . . . referring to everything from violent sexual assault to inappropriate innuendos (25)
j. pressure on the male to be aggressive and on the female to be coy (31)
k. Many protest that all the onus is on the man (34)
l. helps strip away some of the dogmas, old and new (38)

2. Check your comprehension by answering the following questions:

a. Who are the victims in this article?
b. How does “date rape” differ from the traditional definition of rape?
c. According to the article, why do so many victims deny what happened to them?

3. In paragraph 5, Gibbs presents contrasting views of rape held by women and men. What are some of the areas of disagreement? How does this contribute to the inability of those who commit date rape to understand the meaning of their actions?

4. Gibbs offers a few definitions and perceptions about rape. What “extreme” views does she cite?

5. In paragraph 10, Gibbs refers to activists who see “rape as a metaphor.” A metaphor is a type of figurative language, an implied comparison often used to paint a vivid word picture that helps the reader to visualize, identify, or understand what is being compared. In your own words, how is “rape a metaphor”?

6. Compare and contrast the business woman in paragraphs 11-13 with the male freshman in paragraphs 28-29. In what ways are they similar? In what ways do they differ?

7. Irony is another type of figurative language that suggests a meaning that contrasts with or undercuts the literal meaning of words. Its use can create a pointed, serious, or even bitter tone about the subject. Note Gibbs's use of irony as she describes rape from a “purely legal point of view” in paragraphs 16 and 17. Write several examples of the ironic points she makes.

8. What is the historical view of rape referred to in paragraph 20?

9. How does the historical view of rape differ from the biological view of rape proposed by anthropologist Lionel Tiger in paragraph 31?

10. How has our contemporary culture and the media contributed to our views of rape? Refer to paragraphs 35 to 38. Include your own judgment based on your experiences.
Reading Activity: "Young Hate"

1. To aid in comprehension, define these words found in the article "Young Hate." Try to determine their meanings by using context clues or by associating the word with one that looks similar and that probably has a related definition. Then figure out what part of speech that word represents by examining the overall meaning of the sentence. (To check your guess, use the dictionary.) Note: The numbers in parentheses refer to the paragraph in which the word appears.
   a. aberration (3)
   b. Aryan (4)
   c. Stigmatizing (8)
   d. defamation (9)
   e. capitulation (12)
   f. hegemony (14)
   g. endemic (16)
   h. inculcated (17)
   i. pundits (17)
   j. (Intellectual) provincialism (17)

2. After more fully understanding the vocabulary used in the article, it is important to determine the major ideas. Briefly answer the following questions in your own words to help increase your understanding.
   a. What is the subject of this article?
   b. Who are the subjects of this article?
   c. What is the purpose of this article?
   d. What two major conflicting issues are colleges and universities trying to balance while addressing discrimination and intolerance on campus?
   e. What are some ways schools have responded to incidents of discrimination and harassment? Have they been effective?
   f. What are some of the explanations offered for the backlash against policies of antidiscrimination (e.g., "White Pride Month")?
   g. Is a "politics of difference" (paragraph 11) a productive movement in the search for mutual tolerance?
   h. What are some of the dangers or disadvantages of limiting expression in an educational environment?
   i. Discuss the major flaws of both the conservative and liberal sides of the debate.

3. Paragraphs 10 through 13 present quotes reflecting Shelby Steele’s opinions on racial discrimination. Summarize his points to help support the opinion that speech restrictions and entitlements are ineffective in dealing with what he sees as the real problem.

4. A particular tone, or attitude toward this subject, emerges from this article. Briefly discuss the tone of this article. Point out language that contributes to this tone. Does he adequately support his opinion?
SECTION FOUR:

BIBLIOGRAPHIES

SECTION FOUR CONTAINS THREE SEPARATE BIBLIOGRAPHIES

1) THE TEACHING OF WRITING
2) CRITICAL AND CREATIVE THINKING
3) READINGS AND VIDEOS FOR USE WITH CRITICAL THINKING, THOUGHTFUL WRITING
Teaching Writing

In the past two decades, the amount of research on writing and the teaching of writing has grown enormously. The bibliographies and general references in the first section below and the books on pedagogy in the third section are good starting places for instructors who wish to study composition in more depth. These sources all contain bibliographies of their own. The second section names journals of interest to writing instructors. The fourth section focuses on computers and composition.

Bibliographies and General References


*The CCCC Bibliography of Composition and Rhetoric* originally *The Longman bibliography of Composition and Rhetoric*. Carbondale: SIUP, 1990- (These are annual volumes which were first edited by Erika Lindemann; now edited by Gail Hawisher and Cynthia Selfe).


Educational Resources Information Center (ERIC). *Resources in Education (RIE) and Cumulative Index to Journals in Education (CIJE)*. Online indexes and document retrieval systems.


Composition Journals

Below is a short list of journals that composition instructors consult. The *CCCC Bibliography of Composition and Rhetoric* contains a more comprehensive list of journals which publish articles of interest to writing teachers.

*College Composition and Communication*
*College English*
*Composition Chronicle*
*Computers and Composition*
*Journal of Advanced Composition*
*Journal of Basic Writing*
*Journal of Teaching Writing*
*PreText*
*Research in the Teaching of English*
*Rhetoric Review*
*Rhetoric Society Quarterly*
*Teaching English in the Two-Year College*
*Writing Center Journal*
*Writing on the Edge*
*Written Communication*
Pedagogy


Williams, James D. *Preparing to Teach Writing*. Mahwah, NJ: Lawrence Erlbaum, 1996.

Wordsmith Productions, Inc. *Beginning Writing Groups* and *Student Writing Groups*. These two videos show peer review groups in action and have instructor’s manuals to accompany the videos.

Computers and Composition


Critical and Creative Thinking Bibliography


Readings and Videos for Use with Critical Thinking, Thoughtful Writing

Chapter 2, Thinking Critically, Writing Thoughtfully
Chapter 3, Thinking Creatively, Writing Creatively
Chapter 4, Thinking Critically About Writing—Revising Purposefully

The following essays are narratives that give accounts of life-changing problems that the authors overcame.

In this excerpt from an autobiographical work, Angelou describes her graduation and discovering her pride in being black.

Didion experiences “the ambush of family life” when she returns to her family's home on her daughter's first birthday. Although depressed by the experience, she is saddened that she will not be able to offer the same experience to her daughter.

Douglass explains how his mistress introduced him to reading. At first she treated him “as she supposed one human being ought to treat another,” but the effects of being a slave owner turned her against educating Douglass. He began to learn from any white boy he could befriend.

This excerpt from Hughes's autobiography recounts a revival experience and his calling to Jesus.

Hurston discovered that she was “a little colored girl” when, at thirteen, she traveled from her all-black community to school.

Kazin, in this selection from one of his autobiographical works, describes the focal point of his childhood in a Brooklyn ghetto—the kitchen.

Laurence writes of the value of one's roots: “I did not know then that I would carry the land and town all my life within my skull.”

Walker writes of her appearance and how its transformation affected her life.

Walker uses a story about her mother to illustrate how the “close community” affects Southern writers.
Welty writes of the continuous influence that early education had on her life.

**Additional Readings: Fiction and Nonfiction**

**Fiction**

A young man sets his goal to make something of his life at the suggestion of a teacher. Greg, the young man, fails to achieve his goal.

A teenager attempts to find a place for himself and still please his father.

The story of a boy's obsession with horse racing and the desire to please his mother.

Set in the year 2081, the story deals with a young man's attempt to return feeling and love to a cold, sterile society.

The story of an old black woman and the trip she makes to town to purchase medicine for her grandson. Phoenix Jackson is an excellent character for analysis.

**Nonfiction**

The author presents information about why there should be aggressive testing programs for AIDS despite cries over violations of private rights.

This selection deals with the first time Helen Keller was able to make sense of her world through words and her resolve to continue in this manner.

The essay recounts a father-son relationship over a period of years and how it changed and grew.
The authors argue that parents can be trained to aid children in intellectual and social growth and development.

This essay outlines the goals of a Princeton junior who designed an atomic bomb.

The author describes what it is like to have dyslexia and how he manages.

One scientist's goal is to create a glue to replace surgical sutures.

**Films (with distributors)**

“Fundi: The Ella Baker Story”

“Soldier Girls”
   First Run Features, 153 Waverly Place, New York, NY 10014

“Gandhi”
   Swank Motion Pictures, 201 South Jefferson Avenue, St. Louis, MO 63166

“Martin Luther King, Jr.: From Montgomery to Memphis”
   BFA Educational Media, P.O. Box 1795, Santa Monica, CA 90406

“A Raisin in the Sun”

“Sounder”
   Budget Films, 4590 Santa Monica Blvd., Los Angeles, CA 90029

“The Color Purple”

“Paul Robeson: Tribute to an Artist”
   Janus Films, 888 Seventh Street, New York, NY 10019

“A Soldier's Story”

“G. I. José”
   Third World Newsreel, 335 West 38th Street, New York, NY 10018
Chapter 5, Language and Thought—Writing Precisely

The following essays focus on both the theory of language and its practice. Many of the writers' focus stresses the importance of specificity. (The essays in this section [except Lakoff's] can also be found in About Language: A Reader for Writers. 2nd ed. Eds. William H. Roberts and Gregoire Turgeon. Boston: Houghton, 1989.)


Burchfield demonstrates that dictionaries have caused startlingly violent controversies.


Davis argues that English is biased in favor of “white” and against “black.”


This beautifully written essay demonstrates the connection between punctuation and culture.


Lakoff argues that our language reveals negative and belittling attitudes toward women.


Olmert gives a brief history of the Oxford English Dictionary and, through examples, shows why it is one of lexicography’s greatest achievements.


Roberts demonstrates that before we can understand language we must understand history.


With humor, Roberts shows how revision can produce an essay worth reading.


Arguing that language is necessary for public identity, Rodriguez opposes bilingual education.


Using a business memo as an example, Swift demonstrates the importance of revision to any task.


Dr. Thomas argues that human beings differ from animals only because of language.


Wrighter gives examples of words that advertisers use to deceive consumers.
Additional Readings: Fiction and Nonfiction

Fiction

A companion piece to Chopin's short story (listed following). Relates how one woman deals with her husband's death.

Use for the idea of an experience with an ironic twist. It is about a woman dealing with her husband's death.

Exemplifies the idea of a symbolic action; this story is also useful for language usage.

The story is told through the point of view and language of an eight-year-old boy.

A very short story in which almost every detail can be interpreted as having a meaning.

Deals with the idea of attaining perfection.

A dialect story.

The main symbol comes to represent a bad marriage; this story is good for description.

Deals with the idea of coming of age.

Various symbols are used to represent elements of the rural lifestyle.

The proverbial hen-pecked husband is portrayed.
This story uses dialogue to tell the entire incident.

A town gossip relates the life and marriage of Snowdie McLain.

**Nonfiction**

Selections from this book should be used to augment natural science topics. Note the author's clear, graphic use of language.

The author asserts that language can change and has changed the course of history.

A personal, symbolic experience is portrayed.

A review of six books about the history and importance of language.

The author describes the compulsive programmer as a danger to himself, his employer, and his fellow employees.

Selections from this book can be used to show how advertisers use language to sell products and fool customers.

**Chapter 6, Exploring Relationships in Space and Time—Writing to Show Observations and Sequences**

The following essays are descriptive. The descriptions, however, are expository in nature; that is, they make an important point through the concrete images they contain.

Dillard relates a mosquito sucking the blood from a copperhead to life.

Hardy acknowledges that she helped create the atomic bomb used on Nagasaki by working in a factory. She also realizes the danger that the bomb has created for the world.

Hersey describes a woman who has lost her husband in the war. After digging her three children out from under a bombed building, she had to try to survive radiation sickness in the impoverished Hiroshima.


Merrill-Foster beautifully describes his mother and his mother's lack of preparation for growing old.


Anthropologist Miner describes the extreme magical beliefs of the Nacirema.


Orwell addresses the degrading treatment of the natives by the British government and his part in that treatment.


Scudder remembers his experiences with a demanding science teacher and what he has learned from him.

**Additional Readings: Fiction and Nonfiction**

*Fiction*


Deals with a hanging and the victim's perception that by change he has been freed.


A small boy has a unique perception of the phrase “a lost hand.”


Deals with a man's perceptions of a woman friend. He comes to the startling realization that she is death.


The author uses stereotypes for his two main characters, Manischevit, a tailor, and Alexander Levine, a misdirected black angel.


Addresses the concept of class distinction.


The story deals with the main character's perception of who appears through the open window.

Stockton, Frank. “A Piece of Red Calico.” *The Lady, or the Tiger? and Other Stories*. New York:
In a letter to a newspaper, a man explains the frustration of unsuccessfully trying to match some calico material for his wife.

Nonfiction

This lengthy article expresses various viewpoints about a questionable disc

Overy
Chaffee uses the Roberto Acuna segment of this book. Additional segments might appeal to students.

Two astronomers offer their theories of possible endings of the world.

The author offers the theory that life on this planet originated in the gas and dust of comets.

An account of how the different news organizations perceived and reported the space shuttle Challenger disaster.

Films (with distributors)

To supplement the reading “Migrant Worker” by Roberto Acuna, these films on the United Mine Workers and unions in general could be used.

“Harlan County, USA”
Almi Cinema 5, 1585 Broadway, New York, NY 10036

“Salt of the Earth”
A.F.S.C. Film Library, 2161 Massachusetts Avenue, Cambridge, MA 02140

“The Killing Floor”
Public Forum Publications, 325 Spring Street, New York, NY 10013

“Miles of Smiles, Years of Struggle”
Benchmark Films, 145 Scarborough Road, Briarcliff Manor, NY 10510

“I Am Somebody”
AFL-CIO Education Department, 815 16th Street, N.W., Washington, D.C. 20006

“Norma Rae”
Films Inc. (Northeast), 440 Park Avenue South, New York, NY 10016

“What Could You Do with a Nickel?”
First Run Features, 153 Waverly Place, New York, NY 10014

“The Willmar Eight”
California Newsreel, 630 Natoma Street, San Francisco, CA 94103

“The Organizer”
McGraw-Hill Films. P.O. Box 641, 110 Fifteenth Street, Del Mar, CA 92014

“A Brief Vacation”
Janus Films, 888 Seventh Street, New York, NY 10019

“The Wobblies”
Canyon Cinema Cooperative, 2325 Third Street #338, San Francisco, CA 94107

“With Babies and Banners”

“Union Maids”
New Life Cinema, 575 8th Avenue, New York, NY 10018

“The Rear Thing”
Icarus Films, 200 Park Avenue South, #1319, New York, NY 10003

Chapter 7, Exploring Comparative Relationships—Writing About Perspectives

The following essays are grouped by topics and provide various perspectives on the problems discussed.

Death

Cousins supports the right of people to make their own decisions about death. Death, he says, is not the greatest loss. “The unbearable tragedy is to live without dignity or sensitivity.”

Barbara Huttmann describes her refusal to resuscitate Mac, a cancer patient who had been resuscitated fifty-two times in one month and who had no hope for recovery. Huttmann gives her view on euthanasia.

Thomas says that because life and death are natural, both should be acknowledged instead of hidden.

The moving account of one woman's struggle with cancer focuses on the will to live.
Living Together Before Marriage

A mother speaks of her frustration over her son's refusal to marry the woman with whom he has lived and had a child.

Gun Control

Goldwater, a former senator, speaks against gun control and for gun education.

Senator Kennedy, who has lost two brothers to assassins, speaks against the lack of control over handguns as well as the frustration of working for gun control.

Additional Readings: Fiction and Nonfiction

Fiction

The coming of winter and a logging accident are related from two different points of view.

A man faces another man in a fight to see who is the strongest and who can survive.

A young boy faces prejudice in his town.

A little boy faces many decisions when his father returns from the war.

An overheard conversation reveals more about the two main characters than their dialogue.

A dialogue between a mother and her son as they observe an old man on his first spring walk reveals the character of the grandfather.

Nonfiction

The author presents statistics regarding and reasons for teenage sexual activity and offers recommendations for the development of sex education programs.
Chapter 8, Exploring Causal Relationships—Writing to Analyze Causes

These essays fall under the rhetorical modes of process analysis and causal analysis, which are covered in the text in chapter 8. Some of the sources are useful for chapter 6 as well.

Process Analysis

Hoagland explains how juries work from the standpoint of a jury member.

This process analysis presents a good mapping exercise as well as excellent practical advice.

Perrin humorously describes that most famous farm vehicle—the pickup truck.

This classic essay graphically describes the process by which a digger wasp captures his prey.

Causal Analysis

Erikson argues that the atomic bomb was dropped because it was available.

Greenfield, Jeff. “The Beatles: They Changed Rock, Which Changed the Culture, Which Changed Us.”
Greenfield analyzes the far-reaching effects of the Beatles and their music.

MacNeil analyzes the causes of distrust of the news media.

Walker examines the far-reaching effects of the civil rights movement on individual lives.

Additional Readings: Fiction and Nonfiction

Fiction

The story of a single house after a nuclear explosion.

A humorous look at a murder.

The plot and the characters of this ghost story are good for mapping.

A mystery.

Map the plot, character, and themes in this story that uses flashback.

Tale of Br'er Rabbit and Br'er Fox, with a moral.

This story is an example of chronological order.

Two characters who can easily be mapped are presented.

The story of Ichabod Crane.


Two character sketches that can be mapped and personalities that can be compared.


An animal tale: A former monkey explains how he became human at a meeting of eminent scientists.


Insight to the character is given through her letters.


This story presents a picture of what it might be like to be a writer.


A woman tells about an experience with religion. Students can map plot, character, and themes.


The manner in which the story is told is strongly related to the oral tradition of storytelling. Discuss patterns; map.


This story is written in first-person point of view.


Map the main character, plot, themes, and symbols.


Map the main character.

**Nonfiction**


This essay uses comparison; it also can be mapped.


The author compares high schools and prisons.
People losing spouses or children grieve for more than seven years, a recent study reports.

A report of a study that examines the link between nightmares and mental illness.

A cause-and-effect essay dealing with the author's view of herself and her chronic headaches.

The author explains her reasons for writing. A companion piece for the Orwell essay (noted following).

The essay presents a good mapping exercise as well as practical advice.

The author explains his reasons for writing. This essay can be used as a companion piece for the Didion essay (previously cited).

Research in identifying ways to measure and limit the risk of toxicity from lead paint in children.

This essay uses the analogy of the lifespan of the universe versus lifespan of man.

A process essay on surgery.

The author defines the functions and characteristics of a model wife.

Three levels of technology are explained.

Selections from this book are suggested for use as examples of process.

Map the parents' perception of problems in public high schools.

A process essay that involves discrimination.

Chapter 9, Forming Concepts—Writing to Classify and Define

The following are essays of classification, comparison, and definition, reflecting the discussion in Chapter 9 of the text.

Classification


The humorist Baker discusses the untrustworthy things in our lives.


Huff describes nine ways that numbers can be used to twist the truth.


Kübler-Ross divides the process of dying into recognizable categories.

Comparison


Britt takes a humorous look at the differences between fat and thin.


In this classic comparison, Catton examines the two most famous military men of their generation.


Nemerov demonstrates the similarities between science and religion.


Petroski contrasts today's airplanes with yesterday's trains.


With biting sarcasm, Twain compares human beings to the “lower animals.”

Definition

Parker, Dorothy. “Good Souls.” Vanity Fair June 1919.

Parker humorously describes people who are too “good” to be tolerated.

Parker describes poverty from the inside.


Theroux uses a vivid account of a soccer game to define El Salvador.


Yankelovich defines a new group in the United States concerned with alternatives to traditional success.

Additional Readings: Fiction and Nonfiction

Fiction

A concept to be investigated is suggested for each short story.


Happiness, acceptance.


Dealing with fear.


Love, courage, and cowardice.


Apartheid.


Maturity, coming of age.


Good versus evil.


Love.


Religion.


Values.

O’Brien, Edna. “A Scandalous Woman.” A Scandalous Woman and Other Short Stories. New York:
Harcourt, 1974.
Friendship.

Racism.

Death.

Maturity, coming of age.

Nonfiction

The author offers his definition of prejudice. Sections of this text can also be used when discussing concepts in general and how we acquire them.

The link between creativity and luck is explored.

This classification shows what the author believes are the categories of thinking.

A child faces shame for the first time and examines how it affects a later incident.

This essay provides an exercise in classification and several concepts.

A companion article for the Allport piece (previously listed).
A clear classification essay that deals with the possible levels of friendship.

Scientists examine reforming their concept of “planet.”

A classification essay that examines New York City from three different viewpoints.

**Chapter 10, Believing and Knowing—Writing to Analyze**

These essays can be used to assess the credibility and reliability of the writers.

Bennett presents statistics that suggest reasons for teen-age sexual activity and offers recommendations for developing sex education programs.

Bettelheim and Zelan conclude that materials that bore students cause them to lack motivation to learn to read.

Gansberg describes the murder of Kitty Genovese and analyzes the reactions of the witnesses.

Himmelfarb looks at the Victorian era and suggests a connection between public behavior and private belief.

Miller analyzes one of the most popular shows on television.

Sizer describes a typical American high school student's day and explains the problems in secondary education.
This black journalist describes his reaction to the fear he elicits as he walks down city streets.

Stinnett, using Massachusetts statistics, lets the reader decide who are the country's most dangerous drivers.

The following essays represent various kinds of analyses. Each essay is appropriate for developmental students.

A student demonstrates that his professor's answers are not the only answers.

Chernin examines women's need to be thin.

Didion humorously reduces marriage rites to the basics.

Goodman examines the frustrating effects of inflation on individual lives.

Kozol, a critic of education, examines the alarming rise in adult illiteracy.

Using a particular old-fashioned cowboy as an example, Kramer examines the myth and reality of the West.

Leonard uses his son's experiences to comment on the difficulties of high school.

Macintosh looks at the difficulties of rearing nonsexist males.

Shepherd describes two very different groups traveling the roads.
Additional Readings: Fiction and Nonfiction

**Fiction**


A young boy has questions about understanding his coming of age.


The protagonist learns what it means to strive for perfection.


The story of what two young girls learn from a shopping excursion.


Leaves the reader with several questions as to the outcome.


This fable relates the creation myth from the Indian point of view.


Beliefs about and outcomes of “mixed blood” are considered.


A young man recognizes his own character faults and what he must do to change.


A young girl instinctively knows she must save the white heron from the hunter.


The story is about a young woman's belief in reincarnation.


Sections of this novel can be used to discuss Indian culture and beliefs.


A middle-aged woman comes to terms with her religious beliefs.


Relates a young man's self-evaluation and decision to adopt the “honest” life.


A self-righteous town and its townspeople are made to see their vulnerability and greed.


A man re-examines the manner in which he views his wife.

**Nonfiction**


The author offers the thesis that intelligence is what we make of it.


Sections of this can be used to discuss people's actions.


Selections from this book can be used for discussion of in vitro fertilization.


The author offers his reasons for belief in God.


The authors discuss the brain's ability to aid in the healing process.


An insightful look at what poverty really is.


The author believes in the advancement of both science and technology for the good of humanity.


A former astronaut addresses theologians and philosophers about the effects of space travel on his beliefs.


Deals with a young woman's obsession with maintaining a healthy body and a healthy mind.
Films (with distributors)

These films deal with the Vietnam War and Nicaraguan struggle.

Vietnam

“Apocalypse Now”
Stone Gardens

“Platoon”

“Coming Home”
MGM/United Artists, Home Entertainment, 1350 Avenue of the Americas, New York, NY 10019

“Hearts and Minds”
Paramount Pictures, Non-Theatrical Division, 5451 Marathon Street, Hollywood, CA 90038

“Go Tell the Spartans”
Films Inc. (Northeast), 440 Park Avenue South, New York, NY 10016

“Ashes and Embers”
Myphduh Films, 48 “Q” Street, N.E., Washington, D.C. 20002

Nicaragua

“In the Name of the People”
“Waiting for the Invaders: U.S. Citizens in Nicaragua”
Icarus Films, 200 Park Avenue South, #1319, New York, NY 10003

“From the Ashes: Nicaragua Today”
The Cinema Guild, 1697 Broadway, #802, New York, NY 10019

“Chronicle of Hope: Nicaragua”
Third World Newsreel, 335 West 38th Street, New York, NY 10018

“Witness to War”
First Run Features, 153 Waverly Place, New York, NY 10014

Chapter 11, Solving Problems—Writing to Propose Solutions

The following essays are analyses that encourage students to view problems from several different perspectives.


Brand analyzes the educational success of Asian-American students.
Ehrenreich, Barbara and Annette Fuentes. “Life on the Global-Assembly Line.” *Ms.* Nov. 1979. (This can also be found in *Making Connections Across the Curriculum: Readings for Analysis.* Eds. Patricia Chittenden et al. New York: St. Martin's, 1986.)

This article is a startling look at the new “sweat shop” labor force in the third world.


Goodman humorously addresses the inability of men to simply ask directions.


Dr. King addresses the African-American's need to get the respect of his oppressor. King writes that nonviolent action is the only way to obtain that goal.


Rodale discusses his realization that he has, after getting far away from his education, only begun to learn. He discovers that posing questions is just as important as answering them.


Steinem explains why (unlike male college students) most female college students do not speak with a radical voice; instead, that voice comes when they are older.


Syfers humorously looks at the responsibilities of a wife by declaring that she too needs one.

**Additional Readings: Fiction and Nonfiction**

**Fiction**


Story of a young man who follows the advice of some “friends.” Use this as an example of incorrect problem-solving (doing what someone else suggests).


This futuristic look at the world is an example of incorrect problem-solving (doing nothing).


This animal fable illustrates incorrect problem-solving (acting impulsively).


A decision must be made between cultures and parents and children.


This short story involves man against nature and man's will to survive.

The ideas of human against human, society, the environment, and how people may react are considered.


This short story offers the reader the choice between the lady and the tiger. Use it for class discussion as to the outcome.


This short story can serve as an exercise in prediction for readers.
Nonfiction


Humanity, faced with new advances in technology, has no choice but to continue to advance.

Congressional Digest. The instructor can use this publication for dealing with relevant, recent issues. The authors of the magazine present a specific topic in each issue with background information and the pro and con sides.


The authors discuss the hazards they faced on their farm in Sweden after the Chernobyl accident and how they reacted.


Serves as the companion piece for the Royko essay noted below and sets forth arguments against the death penalty.


The article presents a dialogue in which Senator Birch Bayh and Ty Kelly offer their views on the use of lie detectors.


Sets forth arguments favoring the death penalty.


The author addresses learning disabilities faced by adults and examines ways to deal with them.


The author investigates a multitude of ethical, legal, logistical, and scientific problems for AIDS vaccine scientists and their human guinea pigs.

Chapter 12, Constructing Arguments—Writing to Establish Agreement

Theses essays are all arguments.


Apple argues that “progress” is ruining the landscape of America.


Bird counters Norman Cousins's arguments in Thinking Critically (“How to Make People Smaller Than They Are,” pp. 254–256) on the value of a liberal arts education.
Brophy argues that human beings should consider the rights of animals.

French asserts that too many women adopt male values and that the path to true equality may lie in women asserting their own traditions.

Hooks argues that American feminists are perpetuating racism.

In this open letter to Jack Valenti, Mathews urges stiffer rules for movie ratings.

Rich argues that women must not wait passively to be educated; they must actively claim their own education.

In contrast to Brophy (cited earlier), Tucker argues that Americans are too concerned with animal rights.

Woolfe reflects on two problems of women writers: the “angel in the house” and the difficulty a woman has telling her own story.

Obedience to Authority

The following essays may engage students who are interested in obedience and authority. (These essays can also be found in Writing and Reading Across the Curriculum. Eds. Laurence Behrens and Leonard J. Rosen. 3rd ed. Glenview, Ill.: Scott, Foresman, 1988.)

Baumrind attacks Milgram’s conclusions.

Goleman uses the E. F. Hutton Company as an example of corporate groupthink.

This essay is a defense of the value of Milgram's experiments.

Janis says that those in government are vulnerable to the desire to agree with authority.
McCarthy argues that schools first teach obedience and only then teach subjects such as reading
and mathematics.

Meyer attacks the experimental situation established by Milgram.

Rosenbaum, Max. “Summary of Remarks by John Dean, October 29, 1977, Waldorf Astoria Hotel.”
Rosenbaum uses John Dean's actions as an example of “complaint behavior.”

Additional Readings: Fiction and Nonfiction

Fiction

A majority of the short stories listed deal with conflict.

Man versus himself.

Brother versus bother, conflicting lifestyles.

Generation versus generation; mother versus daughter.

A debate.

Racial conflict.

A mystery for students to solve.

Political conflict.

Racial conflict.

Man versus society and modernization.
Man versus death; technology versus custom.

A pact with the devil.

Conflict of right and wrong traditions, town against the individual.

Man versus man.

Love versus the world.

Mother versus daughter; culture.

A story of a grandfather who tries to serve as a mentor for his grandson and warn him of the evils of city life.

Brother versus brother; Protestant versus Catholic.

Family and racial conflict.

A mystery in which students must generate a solution.

Man versus society.

**Nonfiction**

*Editorials are the best examples of the use of argument as well as exercises for critical analysis. The following are suggested as sources for relevant reading material.*

*Congressional Digest:* Monthly issues are devoted to one controversial congressional topic; pro and con arguments are presented by various U.S. representatives, senators, and special-interest groups.

Newsweek: Particularly the “My Turn” essays.

Social Issues Resources Series (SirS): P.O. Box 2349, Boca Raton, Fla. Social and physical sciences topical listing of articles from a large number of sources.

Time

USA Today: Particularly the editorial section, which offers opposing viewpoints on a topic.

College rhetorics also provide examples of the use of argument. Several of these are suggested, and many offer contrasting opinions.


Additional Articles

   The author argues that the stars hold both a beauty and a power that can be further investigated only by science.


   The author argues that there may be a biochemical basis to obesity.

   The author argues that emotions are a cause of death and should be further studied by scientists.

   Using statistics from a Gallup poll, the author argues that as a whole, the United States is returning to religion.

   An example of argumentation.

   Pro and con essays on buying American goods versus imported goods.

   The author examines why government leaders are so “wooden headed.”