



2004-2005
the year of
Critical Thinking

**Handbook of
Critical Thinking Resources**

by
**Prince George's Community College
Faculty Members**

COMPILED BY BILL PEIRCE



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A message from

DR. VERA ZDRAVKOVICH

*Vice President for
Instruction*

August 2004

Regardless of discipline, all courses at Prince George's Community College must develop students as critical thinkers. No faculty member can assume that students know how to engage in critical thinking either in general or within the constructs of a discipline. Therefore, in a learning-centered college, every faculty member has a professional obligation to advance the critical thinking ability of students.

We are fortunate at this college to have faculty members who understand the importance of critical thinking in the education of our students. However, faculty rarely have the time to discuss the philosophy of critical thinking, the process of critical thinking, or the application of critical thinking in the classroom. As a result, a group of faculty members have developed this *Handbook of Critical Thinking Resources* to share their work and findings, and to offer examples of classroom critical thinking assignments that they have found to be beneficial to students.

I am grateful to Bill Peirce, professor of writing in the English department and founder of Reasoning Across the Campus, for coordinating and preparing the handbook, and to each of the faculty contributors:

Faith Breen, *professor, Business Management*

Marlene Cohen, *professor, Communication & Theatre*

Laura Ellsworth, *assistant professor, Criminal Justice, Forensic Science, and Legal Studies*

Diane Finley, *professor, Psychology*

Barbara Gage, *professor, Physical Sciences*

Carolyn Hoffman, *associate professor, History, Geography, and Political Science*

Dawn Lewis, *assistant professor, Psychology*

Bill Peirce, *professor, English*

Beverly Reed, *professor and chair, Educational Development*

Jane Richards, *professor and coordinator, Communication & Theatre*

Susan Richardson, *professor, Communication & Theatre*

Scott Sinex, *professor and chair, Physical Sciences*

Christy Wright, *adjunct professor, Learning Resources*

Imogene Zachary, *associate professor, Learning Resources*

This handbook is presented with the expectation that it will inspire, encourage, and help all faculty members enhance their courses with the critical thinking skills so crucial to the success of our students. It is also presented with the invitation to all faculty to submit examples of their use of critical thinking assignments for publication in future editions of the *Handbook of Critical Thinking*.

Introduction In fall 2004 Prince George's Community College launched "The Year of Critical Thinking" to highlight the importance of using critical thinking techniques to enhance student learning. This handbook was written by faculty for faculty to serve as a resource for exploring different ways to use critical thinking during class, and in tests, assignments, and projects. The contributing faculty members offer some of the "tricks of the trade" that they have learned and examples of the critical thinking practices that they use with the hope that other colleagues may find them helpful.

The handbook begins with a belief, goal, and definition of critical thinking, followed by five articles written by faculty, a list of books about teaching thinking, a list of documents available on the RAC Web site, and a list of Web sites for more information about teaching reasoning and critical thinking. The handbook concludes with examples of critical thinking practices and techniques that Prince George's Community College faculty in seven different disciplines use their courses.

Belief Faculty can improve student thinking and learning by helping them to develop their critical thinking skills. Whether our students transfer to four-year colleges or return to the workplace, to succeed in their goals our students need to be good thinkers, to think critically.

Goal As a learning-centered college, our goal is to improve our students' abilities to think critically.

Improving students' critical thinking skills will help students:

- improve their thinking about their course work
- use sound thinking on tests, assignments, and projects in their courses
- have the strategic, analytical, problem solving, and decision-making skills they need when they transfer to another college
- have the strategic, analytical, problem solving, and decision-making skills they need when they transition to the workplace

Definition of Critical Thinking The term "critical thinking" when used by educators has varied meanings in different contexts—whether in formal logic courses where it has a precise meaning when applied to arguments or in casual discussions in a faculty lounge about students' struggles to grasp the course content, where the term is used more loosely to simply mean good thinking.

In this handbook, "critical thinking" means sound thinking needed by practitioners in an academic discipline: accurate, relevant, reasonable, rigorous—whether it be analyzing, synthesizing, generalizing, applying concepts, interpreting, evaluating supporting arguments and hypotheses, solving problems, or making decisions. An academic discipline is a system of thinking about information and its applications. Course content should consist of helping students to learn how to find answers, solve problems, and make decisions the way practitioners in that discipline do. Learning factual content, applying factual content, and thinking about factual content are interdependent.



Ways to Improve Students' Thinking

BY
BILL PEIRCE

- 1. Improve students' metacognitive abilities**
 - Model thinking processes
 - Ask students to unpack their thinking
 - Ask for monitoring and reflection by informal writing
- 2. Use effective questioning strategies**
 - Ask for clarification, evidence, reasoning—not just recall, not just the one correct answer
 - Ask questions with more than one correct answer
 - Ask questions requiring several kinds of thinking
- 3. Have students use oral and written language often and informally**
 - Have students write answers to your questions, before speaking up in class
 - Use small-group tasks
 - Teach students reading and note-taking strategies
 - Use personal response and academic journals
- 4. Design tasks that require thinking about content as a primary goal**
 - Use active-learning strategies that require students to process information, not just recall it
 - Sequence the tasks developmentally
- 5. Teach explicitly how to do the thinking needed for the tasks**
 - Practice is not enough
 - Model the cognitive processes required
 - Give feedback to students as they apply the steps in the needed cognitive processes
- 6. Create a classroom atmosphere that promotes risk-taking and speculative thinking**
 - Arrange physical space to promote student-student interaction
 - Avoid competition
 - Foster interaction among students

From the RAC Web site at <http://academic.pg.cc.md.us/~wpeirce/MCCCTR/>



Strategies for Teaching Critical Reading and Textbook Reading

BY
BEVERLY REED
AND
BILL PEIRCE

Reading is a thinking process. When instructors assign textbook readings, they usually want their students to read simply for comprehension. A variety of strategies (described below) can help your students read with better understanding of the material. Critical reading goes beyond comprehension. Critical reading means judging or evaluating the worth of the material and keeping an open-mind—not letting bias or prejudice interfere. It goes beyond just understanding the core elements of reading: identifying the topic, main idea, supporting ideas, patterns of organization, and inferences. Critical readers recognize the writer's point of view, purpose, targeted audience, and tone. They ask questions as they read to monitor their reading.

Critical reading is dependent on critical thinking. Critical thinking involves asking probing questions, having an open mind, and reaching a logical conclusion based on evidence. Critical thinkers' thoughts are organized in a way that helps them accurately evaluate material read. Critical thinking involves distinguishing facts and opinions, recognizing bias and prejudices, propaganda, fallacies, and illogical arguments. To help students, instructors can teach common errors in critical thinking such as oversimplifying and overlooking a writer's choice of words etc. Instructors should display a neutral attitude towards controversial subjects not show a negative attitude about an issue, person, or thing.

Instructors can guide critical thinking by using sound questioning strategies. Asking the right kind of question is important: What is the background of the writer? What is the main point or issue? What is the conclusion? What is the supporting evidence (the reasoning etc.)? How good is the evidence presented? Is there another plausible interpretation for the findings? Is important information missing? Is the data deceiving? (For additional sample questions, visit the RAC Web site.)

Strategies for Teaching Textbook Reading

1. Distinguish between textbook reading and critical reading

- The basic difference is that usually students read textbooks to understand the content and read critically to understand and question the content.

2. Introduce the assigned reading in a preceding class

- Have students write down what they already know about the subject of the chapter, briefly discuss, and check for misconceptions and misinformation
- Preview the chapter or reading by giving an oral summary
- Pose interesting questions that will be answered in the reading assignment
- Poll the class on some of the issues addressed in the reading assignment (e.g., How many of you believe that...? How many believe the opposite?)
- Emphasize the interest, usefulness, and fit of the reading in the course sequence

continued next page



3. Do not repeat the reading in a lecture

Do not make listening to your lecture become the student's reading strategy.

It is tempting when students do not or can not read the textbook chapters to make sure the course content is "covered" by telling the students what they should have learned by reading the textbook.

Among the reasons for not lecturing on assigned reading are

- Your students will not learn to read for comprehension—a valuable skill in your discipline.
- Your students will not learn to read critically—also a valuable skill in your discipline.
- Your passive learners will not learn how to apply the course information if the time they spend on task is spent on the tasks of listening and taking notes.
- Enough class time will not be spent on higher order thinking tasks, such as applying, conceptualizing, analyzing, synthesizing, classifying, comparing, and evaluating.

4. As homework, have students write something in response to the text

Demonstrate how to do it; provide a model of what you are asking for

Outline or concept map

Summary

Ask/answer questions

Annotate the text as a believer and then as a doubter

Write double-entry notes:

one page (or column) for summaries of the text, and an adjacent page (or column) for comments

Personal response

5. Design a focused, informal writing-to-learn task based on the reading

For example:

- Connect the reading to a past lecture or to prior knowledge
- Compare/contrast with another reading
- Critique/evaluate
- Apply the reading content to a scenario or case

6. Monitor compliance

Develop ways to ensure that students do their homework on time without burdening yourself with daily feedback or recordkeeping.

(See "A Strategy for Getting Students to Do Their Homework" in this handbook.)

Would you use more class time for active learning (discussion, small group tasks, etc.) if the students arrived with the assigned reading already read and understood?

I learned the following procedure for getting students to do their homework on time at a critical thinking workshop conducted by Richard Paul, Director of the Center for Critical Thinking at Sonoma State University.

Here is the basic procedure, with more details below:

1. In addition to the assigned daily reading, assign a daily written product based on the reading (outline, summary, response to questions, application, etc.).
2. When students arrive in class, initial or rubber stamp the homework, glancing at it only long enough to see that it is indeed today's homework for your course.
3. For the students who are prepared, design meaningful small-group and other active-learning tasks that ask students to apply what they read and wrote about. Exclude those who have not received your initials or rubber stamp.
4. Collect the daily homework (which students save in a notebook) 2–3 times a semester or at the end of the course and grade a random sample of their homework assignments.

To explain the procedure more fully, here are some notes on each of these steps. During the fifteen years that I've been using this strategy, my students are better prepared, and I have a lower dropout rate.

1. Assign a daily writing assignment based on the reading.

At the beginning of the course, teach the students how you want them to read the textbook chapters and other readings and show them how to annotate/outline/summarize a chapter.

Train students how to apply reading strategies to the textbook in your course; model the reading and note-taking process you want them to use, ask them to apply it, and in the first few class sessions give them feedback on how well they did it.

Show them what to underline, how to annotate pages, how to take notes, how to use visual cues (such as headings), what to do with illustrations, how to summarize, when to read skeptically, when to read for understanding, how to handle new vocabulary.

When students take on the task of reading and understanding, you will not need to lecture on the textbook material. Listening to your lectures will not become the students' reading strategy.

Always ask for a written product in response to the reading. Vary the kinds of responses you ask them to write. Keep these writing-to-learn tasks informal, engaged personal writing—not formal, grammatically correct spell-checked writing. Writing for a grammar judge shifts students' goals from learning the material to pleasing a teacher.

(See more possibilities in "Strategies for Teaching Critical Reading and Textbook Reading" in this handbook.)



A Strategy for Getting Students to Do Their Homework

BY
BILL PEIRCE

continued next page



2. Stamp or initial the daily writing assignment.

Begin each class with a homework check. Stamp it or sign your initials. (I have a collection of rubber stamps, which I vary each day). Just glance at their notebooks long enough to assure yourself that it is indeed homework for your course, not their notes from their previous class. Don't collect it or read it or provide feedback on it—you'll burn out from overwork. Although a good rule is that all assignments must be done by the end of the semester, late work does not get a stamp—no matter how good the excuse. Allow a safety net of a few late, unstamped assignments for emergencies. (I allow four late, unstamped assignments in a course that meets twice a week—no questions asked.)

3. Design meaningful small-group tasks based on the written homework.

In class use the assigned reading and writing in a meaningful way. There are many tasks students can do: apply textbook concepts to concrete cases; answer teacher-posed questions; select the "best" homework using teacher-assigned criteria or their own; critique and revise written work; synthesize, compare/contrast, evaluate; and support a position. If your active-learning tasks are designed well, fit well with the course objectives, and help the students prepare for tests and assigned papers, most students will see these tasks as meaningful and worth their participation.

An important rule is that students who have NOT done the day's written homework cannot participate in the group work; they sit at their desks alone and do their unfinished homework—no matter how valid their excuse for not doing their homework. Busy adults with families and employers have valid reasons for not doing every single homework assignment, and if they accept the rationale behind your procedure, they will not feel ostracized or punished for not getting their homework done. Do a good selling job, explaining that your procedure is in their self-interest and will help students learn the course outcomes and meet their personal goals.

4. Grade only a random sample of the writing assignments.

The students' incentive for doing a good job on their daily written homework is both intrinsic and extrinsic. Their intrinsic motivation comes from their daily intellectual engagement in the course material, their sense of satisfaction in understanding what's going on in the course and their sense of being prepared for class and not getting hopelessly behind. Their extrinsic motivation comes from their knowledge that you will grade their daily homework at scheduled intervals or at the end of the course. You don't need to read and grade everything. That takes too much time—you'll never do it again. Instead, select a random sample. Richard Paul's method is to collect their portfolio of assignments at the end of the course, select one daily writing assignment from the first third of the course, two from the second, and three from the third. My method is to skim all assignments three times during the semester. Make your grading criteria clear at the beginning of the course. I grade homework using two criteria: thoroughness and attention to the assigned task. Assign the homework portfolio an appropriate percentage of the course grade. (*Mine is 30 %; their writing assignments count for the other 70%.*)



Critical Thinking and Information Literacy

BY

IMOGENE ZACHERY

AND

ALEASE (CHRISTY) WRIGHT

All of us are constantly bombarded with information in all forms. For students, having the ability to discern what information should be used and how to access it become increasingly important. In order to be successful researchers, students must become information literate. Hence, as you create critical thinking assignments consider the implications for information literacy—knowing when, where, and how to find, retrieve, analyze, and use information.

The Association of College and Research Libraries, as well as the Middle States Commission on Higher Education (Standards 11 and 12) have defined information literacy competency standards.

Critically evaluating information sources is essential as students gather information from books, magazines, journals, newspapers, online databases, and from the World Wide Web. While librarians can help students to filter misinformation, it is important for students to be able to discern when information is factual rather than opinion, and other gray areas of information. With the popularity of using the Internet for research, students must apply critical thinking skills when using online information. Identifying the types of Web site categories can help in selecting the appropriate kind of sources and give credibility to a paper. Knowing how to identify a few categories will be invaluable for students when you issue a research assignment. For example, *informational sites* provide factual information such as reference sources, libraries, statistics, and events. Educational institutions or governmental bodies frequently publish these sites. These sites usually have *edu* or *gov* as their domains.

When you assign research projects that call for the use of journals, students will be able to get articles from the library's online subscription databases. These databases contain many refereed or peer reviewed full text articles. The articles found in hard-copy journals, magazines, or newspapers have been digitized and can be accessed from the databases via the Internet. Students who use articles from the databases listed on the library's Online Databases Web page (www.pgcc.edu/library/online.htm) are using authoritative sources.

Tips for your research assignments

- Before assigning a research project, have students review the *Library Tutorial* modules (www.pgcc.edu/library/tutorial), which explain how to evaluate sources, search the World Wide Web, and cite sources. Have students take the quiz at the end of the module.
- Schedule a minimum of *two* information literacy instruction sessions. These sessions will guide students in how to use the resources in the library, especially the online or database sources. To schedule an information literacy instruction session, contact Norma Schmidt at ext. 0471 or via email at schmidna@pgcc.edu.
- Collaborate with a librarian before the information literacy instruction session is held so that the essence of your assignment is captured in the library session.
- Send a copy of the assignment to the reference desk so that librarians will be prepared for the kind of guidance and assistance your students need.



Debate as an Effective Learning Tool

*(modified PowerPoint
presentation)*

BY
MARLENE COHEN

Austin Freeley—The Power of Debate

The creation of an argument is one of the most complex cognitive acts a student can engage in. To create an argument, a student is required to research issues, organize data, analyze the data, synthesize different kinds of data, and evaluate information with respect to the quality of conclusions it may point to. To form an argument after this process, a student must understand how to reason . . . and have an understanding of the logic of decision making.

The successful communication of arguments to audiences reflects another cognitive skill: the ability to communicate complex ideas clearly in words.

Finally, the argumentative interaction reflects an even more complex cognitive ability—the ability to process the arguments of others quickly and to reformulate or adapt or defend previous positions.

Why Use Debate?

- Strengthens knowledge
- Strengthens critical thinking/analysis
- Strengthens listening skills
- Strengthens organizational skills
- Strengthens language skills
- Strengthens self-esteem
- Strengthens ability to self-advocate
- Strengthens grades

Speech Organization [for students]

- Simple outline
- Clearly labeled
- Claim 1, with evidence and reasoning
- Claim 2, with evidence and reasoning
- Direct Clash—She said X, but I disagree . . .
- Respondents should follow order of 1st speaker

Three Kinds of Issues

Question of Fact

It is true for 3 reasons:

- Reason 1
- Reason 2
- Reason 3



Question of Value

It is better/immoral/less important...

- Reason 1
- Reason 2
- Reason 3

Question of Policy—

Making the Case for Change

- There is a qualitative/quantitative need/problem
- The present system won't relieve the problem—
show that it's inherent in the system
- Here is a better solution and
here are the added benefits of this solution

Defending the Status Quo

- Deny
- Diminish
- Dismiss

Attacking the Solution

- It won't solve your problems
- It isn't workable
- It will create worse, new problems—any advantages
will be outweighed by the potential disadvantages

Four-Person Option for Question of Policy

First Affirmative Make the case

First Negative They didn't make the case; Present system is fine

Second Affirmative Rebuild the case

Second Negative The solution is worse

Affirmative Rebuttal Rebuild strong arguments

Negative Rebuttal Rebuild strong arguments

Remember [advice to students]

- Listen carefully
- Have fun
- Be creative



Books About Teaching Thinking

COMPILED BY
BILL PEIRCE

The PGCC Library

Search these terms in George (the PGCC library holdings electronic database):

thought and thinking,
critical thinking,
problem solving,
reasoning,
creative thinking,
cooperative learning,
collaborative learning.

A complete search will get you over 225 books, audiotapes, and videotapes.

If this seems overwhelming and you don't like making choices, I recommend *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*, by John C. Bean or any of the books listed below.

Highly Recommended Books to Buy

I. JOSSEY-BASS PUBLISHERS, SPECIALIZING IN BOOKS FOR HIGHER EDUCATION:

Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking and Active Learning in the Classroom,
by John C. Bean (1996). \$38

Critical Thinking: Educational Imperative,
ed. by Cynthia Barnes.

New Directions for Community Colleges, No. 77 (1992) \$29

Promoting Active Learning: Strategies for the College Classroom,
by Chet Meyers and Thomas B. Jones
(1993) \$36

Developing Critical Thinkers,
by Stephen Brookfield
(1987) \$35

Jossey-Bass, Inc., Publishers. www.jbp.com

II. OTHER PUBLISHER'S BOOKS ON TEACHING THINKING:

Thought and Knowledge: An Introduction to Critical Thinking, 4th edition,
by Diane Halpern
(2003). \$50 (paper).

Lawrence Erlbaum. www.erlbaum.com

Critical Thinking: Theory, Research, Practice, and Possibilities,
by Joanne G. Kurfiss
(1988).

ASHE-ERIC Higher Education Report No. 2.

ASHE-ERIC Higher Education Reports. www.eriche.org

**Metacognition: Study Strategies, Monitoring, and Motivation**

Recent research has established that metacognition (awareness of one's thinking processes) is crucial to learning. This document provides strategies teachers can use to help students learn their course content.

Strategies for Teaching Thinking and Promoting Intellectual Development in Online Classes

A variety of effective active learning strategies that also work in face-to-face classes. (about 19 printed pages)

Understanding Students' Difficulties in Reasoning:**Part One: Perspectives from Several Fields** (about 25 printed pages)

Why do students resist analytical and critical thinking in our courses? Several perspectives offer explanations:

- I. Poor High School Preparation
- II. Perspectives from the Field of Critical Thinking
- III. Psychological Resistance to Thinking
- IV. Levels of Intellectual Growth
 - Perry: stages of intellectual and ethical growth
 - Belenky et al.: perspectives on women's ways of knowing
- V. Perspectives from Gender Differences

How to Get Students to Do Their Homework

A procedure for ensuring that students arrive in class with their homework done, ready to participate in discussions and small-group tasks.

Designing Writing Assignments That Teach Thinking (9 pages)

1. Teaching Thinking Through Writing
2. Improving Assignment Instructions
3. Limitations of the Traditional Term Paper
4. Speech 109 Interpersonal Communication Assignment
5. Designing Grading Criteria for Formal Writing Assignments
6. Checklist Assessment for Article Review
7. Develop a Repertoire of Thinking Tasks
8. Ten Strategies for Designing Thinking Tasks

Cashin On Questioning

Condensed version of article by William E. Cashin, Kansas State University providing classroom tips and examples of questions that promote thoughtful class discussions.

Samples of Reasoning Documents on the RAC Web Site

[HTTP://
ACADEMIC.PG.CC.MD.US/
~WPEIRCE/MCCCTR/](http://academic.pg.cc.md.us/~wpeirce/MCCCTR/)

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**Questioning Techniques**

One-page workshop handout from Maryland State Department of Education

Creating a Comfortable Classroom Climate

by Marlene Cohen of PGCC speech faculty

Review and Summary of *Creating Learning Centered Classrooms*

by Stage, Muller, Kinzie, and Simmons. Association for the Study of Higher Education, 1998 (about 3 pages)

Review and Summary of *Learner-Centered Teaching*

by Maryellen Weimer. Jossey-Bass, 2002 (about 6 pages)

Oakton CC Videotapes on Teaching Thinking

Brief descriptions of seven videotapes for community college faculty on how to teach critical thinking, produced by the Critical Literacy faculty at Oakton Community College—*in PGCC library*

Useful URLs for Argument and Persuasion

A list useful to students writing researched persuasive arguments: public policy sites, guidance for Web searches, general information

Ways to Improve Thinking

Six ways to improve students' thinking—*duplicated in this handbook*

Strategies For Teaching Critical Reading and Textbook Reading

How do you as a disciplinary expert teach poor readers, writers, and thinkers to function well in your course if they arrive unprepared? Several strategies can help students read, write, and think better without taking a lot of the professor's time. —*duplicated in this handbook*

Books About Teaching Thinking

List of titles, publishers, URLs, and prices of essential books on teaching thinking —*duplicated in this handbook*

Web Sites for Teaching Reasoning and Critical Thinking

Over 30 useful Web sites—*duplicated in this handbook*



Web Sites for Teaching Reasoning and Critical Thinking

COMPILED BY
BILL PEIRCE
(LINKS UPDATED
JUNE 2004)

Reasoning Across the Curriculum Web Site, shared with Maryland Community College Consortium for Teaching Reasoning

<http://academic.pg.cc.md.us/~wpeirce/MCCCTR>

Teaching Thinking Network of Association for Supervision and Curriculum Development

<http://www.usd.edu/thinking>

Foundation for Critical Thinking

<http://www.criticalthinking.org>

Educational Resources Information Center (ERIC)

<http://www.eric.ed.gov/>

Search the ERIC database for articles on teaching thinking in your discipline.

Writing Center for Faculty at University of Delaware

<http://www.english.udel.edu/wc/staff/index.htm>

Excellent tip sheets for faculty across the curriculum on topics such as building written and oral communication in your classroom, responding to student writing, managing the paper load, peer review, grading rubrics, and managing grammar.

ECAC World Wide Web Sites

Electronic Communication Across the Curriculum

<http://www.wordsworth2.net/resource/ecac-writing/ecacindex.htm>

Links to Web resources for teaching online and other uses of electronic communication

Campus Writing Program Library Directory, Indiana University, Bloomington

<http://www.indiana.edu/~wts/cwp/lib/libdir.html>

Click on "Critical Thinking" for a list of articles and abstracts on critical thinking, also contains articles on writing across the curriculum in many disciplines

Resources for Writing Across the Curriculum and Cooperative Learning

<http://home.capecod.net/~tpanitz/>

Very large compilation by Ted Panitz of many teachers' examples of activities and assignments that engage students in course content through writing and/or collaborative learning

Wolcott Lynch Associates

<http://www.wolcottlynch.com>

Resources on critical thinking for teachers and a Web-based tutorial on critical thinking for students

Inquiry: Critical Thinking Across the Disciplines [journal]

<http://www.pdcnet.org/inq.html>

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**Critical Thinking Across the Curriculum Project,
Longview Community College**

<http://www.kcmetro.cc.mo.us/longview/ctac/ctac.htm>

**Mission: Critical [interactive tutorials teach critical thinking]
(San Jose State University)**

<http://www2.sjsu.edu/depts/itl/>

Writing Across the Curriculum Clearinghouse

<http://wac.colostate.edu/>

Lists of resources for communication across the curriculum, including www links, bibliographies, articles, and WAC programs at other colleges and universities

**Communication Across the Curriculum Southern Illinois University
Carbondale**

<http://www.siu.edu/departments/cac/>

“Integrating Written, Spoken, Visual, and Electronic Communication
Across the Curriculum”

Critical Thinking on the Web

<http://www.austhink.org/critical/>

A rich list of resources on critical thinking by Tim van Gelder of the University
of Melbourne

**Links to centers for faculty professional development at
University of Kansas Center for Teaching Excellence**

<http://www.ku.edu/~cte/resources/websites.html>

Dan Kurland’s Critical Reading Website

<http://www.criticalreading.com>

Critical Thinking Books and Software [Publisher]

<http://www.criticalthinking.com>

Insight Assessment (assessing critical thinking)

<http://www.insightassessment.com>

See also The Holistic Critical Thinking Scoring Rubric at
<http://www.insightassessment.com/HCTSR.html>

Three Sites on Problem-Based Learning:

Illinois Math and Science Academy Center for Problem-Based Learning

<http://www2.imsa.edu/programs/pbl/cpbl.html>

University of Delaware

<http://www.udel.edu/pbl/>

Samford University Problem-Based Learning Initiative

<http://www.samford.edu/pbl>

Sample Activities and Assignments

that Promote Critical Thinking Faculty from seven disciplines—business, communication, forensic science, history, psychology, science, and theatre—contributed a variety of critical thinking projects and activities.

The assignments are presented either in the same format in which they are given to students or as directions to another faculty member who may want to use the technique.

In either case, the assignments have clear instructions and grading criteria that make expectations clear to students and help instructors grade efficiently.

All faculty are invited to contribute their assignments that promote critical thinking for publication in the next edition of the *Handbook of Resources for Critical Thinking*.





International Business Project

*International
Management
MGT 263*

**BY
FAITH BREEN**

Mastering the theoretical underpinnings and mechanics of international business is necessary to successfully complete this course. However, another goal is for you to realize how relevant international business is to your life. Therefore the purpose of this project is for you to:

1. Identify an area that you are interested in.
2. Select a topic that has international business relevance and submit a 1-paragraph proposal. Your proposal should focus upon at least two trading partners and provide information from each partner's perspective.
3. To research your topic you should rely primarily upon the PGCC library databases or the internet. Please include your sources with URLs and include a printed copy of those sources as appendices.
4. Summarize your findings in a 3–5 page typed, double-spaced Executive Summary. For example, as an executive summary, you may have the first page presenting the background and market, the second and third pages describing each trading partner's perspective, and the fourth page providing your findings/conclusions. The last page would be your sources. Appendices would be attached.
5. At the end of the semester, give a 3–5 minute presentation of your project to the class.

Assignment Grading Criteria

1. Meets minimum criteria: all instructions followed, conference with instructor; project and method approved in advance
2. Sources are sufficient and appropriate
3. Project is planned well
4. Project is executed well
5. Introduction explains why project was chosen; describes personal relevance
6. Statement of purpose (one sentence) is clear and complete
7. Pertinent research is summarized accurately in at least one pages, at least 4 non-textbook sources are used; conclusions and major evidence are included in summaries



8. Sources are cited accurately and correctly in APA style without plagiarizing; paraphrases and summaries are not half-copied.
(Check PGCC Library Tutorial for citation formats.)
9. Contradictory information (if any) is made clear; opposing views are handled fairly
10. Methodology is described clearly and completely; methodology is appropriate for the project and is unbiased
11. Results, findings, and inferences are explained clearly and completely; are based on sufficient and relevant evidence
12. Conclusion explains what was learned from the project
13. Bibliography is accurate and correct; follows APA format consistently
14. Organization follows instructions; uses headings; paragraphs begin with topic sentences; main points of paragraphs are fully developed; sentences are clear; there are few grammar and punctuation errors
15. Oral presentation is clear, well-organized, complete; takes 3–5 minutes



Critical Thinking Strategies in Forensic Science

BY
LAURA ELLSWORTH

Preparation for Class

1. Students design discussion questions and/or class activity (can meet with me to plan)
2. Discussion questions posted on Blackboard prior to class
3. Encourage students to print out PowerPoint lecture (outline), so they can take better notes in class

Classroom Strategies

1. Groups doing case evaluations or case questions—determining cause and manner of death; must be able to explain opinion
2. Hypothetical questions and scenarios (questions employers will ask in interviews)
3. Role playing (roles of police officer, crime scene technician, prosecution, defense, accused, etc.)
4. Groups or individuals writing an abstract for a journal article (read analytically, evaluate and write concisely)
5. Focus on speaking, presenting, and teaching others (like testifying in court)
6. Videos with guided questions for discussion
7. Classroom assessment techniques (CAT's): Minute paper, muddiest point, application card, etc.

Hands-on Activities (Real World Experiences)

1. Mock crime scene
2. Blunt and sharp force weapons with fruit and vegetables
3. Fingerprint comparison and peer review; other comparison exercises using different types of forensic evidence (shoeprints, handwriting, etc.)
4. Examination of bones—determining human or animal, sex, gender, ethnicity, etc.
5. Describing a crime scene exercise (observable, verifiable facts v. opinion)

Homework/Writing Assignments (some also presented orally)

1. Critique of CSI episode (TV v. reality)
2. Book review; how book relates to topics discussed in class
3. Current issue paper—job trends, new technology, evidence/court rulings
4. Letting students choose type of writing assignment or topic (4 of 6 choices, for example)
5. Poster session—to present in class, review each others work
6. Diversity—explore crime labs/forensic science/specific area in other countries and compare to U.S.
7. Spur-of-the-moment homework assignments (finding cases, etc.)

Grading

1. Spur-of-the-moment homework and in-class writing is usually NOT graded; sometimes extra points are given
2. All homework and writing assignments are allowed one rewrite



Maryland Charter

*History of the U.S.
HST 141 Honors*

BY
CAROLYN HOFFMAN

The object of this assignment is to take the original 1632 Charter of Maryland and explain it in language that is understandable today as well as determine how much of the charter was actually carried out successfully.

There are twenty-two articles in the charter. You are to analyze each one, then write a brief “translation” in present-day English. Finally, research each article to explain how it was put into effect. You will need to use sources on colonial Maryland to answer those questions. Be sure you cite all sources used using the *Chicago Manual of Style*.

I have reworked Article II as an example for you to follow:

Translation

Article II states that the King of England has granted Cecilius Calvert, Second Lord Baltimore and son of George Calvert, land in the New World. Basically, the king has that right to do this, because the land is a wilderness and the natives are Godless savages. Calvert will be transporting colonists at his own expense. The king grants full title and governmental powers to Cecilius Calvert and his heirs.

Research

George Calvert wrote this charter before he died in 1632. The king signed and conveyed it to Cecilius Calvert, who became the Second Lord Baltimore and inherited title to all the elder Calvert’s lands. In 1633, Cecilius Calvert financed the first expedition of colonists in the *Ark* and the *Dove* to what is the present-day state of Maryland. The colonists settled at a spot they purchased from the Yaocomico Indians in 1634, which they called St. Mary’s City. Calvert sent his brother Leonard, as the first governor of the colony. The Calvert family, as proprietor, had total control over the governing of the colony and appointment of all government officials.

Sources

Robert Brugger, *Maryland: A Middle Temperament, 1634–1980*
(Baltimore: Johns Hopkins University Press, 1988), pp. 5–12;
Richard Walsh and William Lloyd Fox, eds.,
Maryland: A History, 1632–1974
(Baltimore, Md. Historical Society, 1974), p. 5.

This is the format for each article. They should follow one after another. Please double-space the translation and the research. You can single-space the sources. Finally, there is one thing missing in this charter, which will seem odd given why the colony was settled. What is missing and why was it left out? Answer this after you have analyzed the last relevant article (Article XXII). Call it “Article Missing.”

continued next page



Grading Criteria: Maryland Charter Assignment

Minimum Requirements

Is at least 10 pages, typed and double-spaced and meets final deadline. The paper should demonstrate historical research as well as an understanding of the Maryland charter, the type of colony the Calvert family intended to create in Maryland, and the actual development of the colony in the seventeenth century. Plagiarism will result in an automatic “F” for this assignment.

Content (for each of the twenty-two articles of the charter)

1. Translation
 - a. provides a succinct one-paragraph “translation” of each article into modern English
 - b. demonstrates clear understanding of the original article
2. Research
 - a. explains in a well-written paragraph how each article was supposed to be implemented in the colony
 - b. summarizes well and concisely whether or not the article was successfully implemented and why
3. Sources
 - a. demonstrates familiarity with colonial Maryland resources
 - b. includes a citation of references for each researched article using the *Chicago Manual of Style*
4. “Missing article” that demonstrates in a succinct paragraph what is missing from the charter and why the Calvert family purposefully left it out.

Organization

5. The paper adheres to the organization laid out in the instruction sheet for each article of the charter:
 - a. Translation
 - b. Research
 - c. Sources
6. The paper is well organized with ideas developed in paragraphs that begin with topic sentences.
7. The paper contains complete sentences.

Grammar, Punctuation, and Spelling

8. There are few, if any, grammatical, punctuation, or spelling errors.



Objective

This assignment is designed as a practical exercise to familiarize the student with doing historical research using newspapers.

Assignment

For this assignment you will need to select two newspapers. Choose a northern paper and a southern newspaper or two papers from your hometown or state. In any event, make sure the two papers you choose are from the same date (i.e., use your birthday if you want), but prior to 1877. If there is a similar news story reported in both papers, compare and contrast the way it is presented to their respective audiences. If a story is not presented in both papers, compare and contrast the style of the two papers. How is the news presented to both audiences? Can you detect any biases in the papers? What types of advertisements are in the papers? Are they the same or different? What is your reaction to these papers and the news they cover?

Grading Criteria: Newspaper Assignment

Minimum Requirements

Is at least 2 pages, typed and double-spaced and meets final deadline. The paper should demonstrate a familiarity with two newspapers of the exact same date and how news of that time period was conveyed to their respective audiences. Plagiarism will result in an automatic F.

Heading

1. Before the formal beginning of the student's paper, there should be a citation using the *Chicago Manual of Style* for each of the two newspapers the student is analyzing. Failure to do this will result in a drop of one letter grade on the paper.

Content

2. The paper is at least a two-page paper that
 - a. clearly compares and contrasts the same news story, if there is one, in both papers
 - b. explains how the news is presented to both audiences using examples
 - c. includes a succinct discussion of any bias in the two papers
 - d. includes a discussion of the types of advertisements in the two papers and if they are similar or different
 - e. includes in a final paragraph the student's reaction to the papers and the type of news each paper covers

Organization

3. The paper is well organized with ideas developed in paragraphs that begin with topic sentences.
4. The paper contains complete sentences.

Grammar, Punctuation, and Spelling

5. There are few, if any, grammatical, punctuation, or spelling errors.

Newspaper Assignment

*History of the U.S.
HST 141 Honors*

BY
CAROLYN HOFFMAN

*Length:
Not less than 2 pages
but not more than 3.*



Essay Journal

General Psychology
PSY 101

BY
DIANE FINLEY

A written assignment is included as a part of your course requirement not only to enhance your learning opportunities in psychology but also to utilize and improve your writing skills. The ability to communicate in written form at a college level will serve you not only in your future academic work, but increase your marketability in your chosen career and enhance your chances of survival in an increasingly complex society. It is hoped that by reading short articles, chapters in books and/or attending lectures, you will broaden your exposure to, arouse your interest in, and increase your knowledge of psychology.

To complete these assignments successfully, you will need to use the library. Knowing where to find information or how to research information is almost as valuable a tool as having the facts in your head. The library staff is available and most willing to work with you to help you learn how to access information and material via the card catalog, microfilm, or computer.

You are required to answer six essay questions in an “Essay Journal.” The essays are designed to give you practice in critical thinking and writing. You will need the textbook and your brain to answer the questions. On some questions you will need to find a refereed source. Information about what a refereed source is in the online classroom. Questions will be similar to questions you might find on a test. Each question will require you to think about a psychological issue, synthesize material from more than one chapter, and apply the information to a practical situation. Answers must be 250–300 words (per question), typed, double-spaced with appropriate referencing to the text. Answers will be sent via the attachment function in the designated Learning Unit. All essays will be submitted together except for #1, which is due early in the term so that I can get a sense of your writing abilities. You must include a title page with your essays with your name on the title page. Each essay must also be separately titled and numbered. You must also use page numbers in your journal. Answers submitted late will receive a 3 points deduction for each day late (including weekends).

The essays will require you to think about some issue related to the course. Most of them span at least two chapters. You are to think about the questions and then answer each using the textbook as one source and finding one other academic, refereed source to use in your essay. Each essay must have a reference page accompanying it. These questions require you to apply the theoretical perspectives to practical situations. There are firm deadlines for each essay. If you are not a strong writer, make plans to come in and work with the Writing Center.

Essay Questions

Each essay requires you to analyze and synthesize psychological concepts. Each answer must be at least 250 words (typed, double-spaced). You must reference the appropriate chapter(s) in the text. Answers are to have a cover sheet with your name and section number. Answers should be returned using the attachment function on the due date in the Calendar.

1. Speculate on how you will use psychology in your career. How will it be relevant to your life? ***You must also use a refereed journal article. More specifics about refereed articles will be posted.***



2. How are genes and behavior linked? Use at least 2 specific examples in your discussion. Also, be sure to refer to the Human Genome Project. You must also use a refereed article.
3. Explain how an elementary school teacher could use the theory of Piaget. How would a high school teacher use his theory? Be specific.
4. Identify the principles of learning theory found in video games. How is reinforcement used? What form does it take? What schedules are used? What about punishment?
5. Discuss the issue of good and bad stress in terms of exam preparation. Include at least one refereed journal reference.
6. Navigating the information highway and using the computer are two skills that are essential to success in academia. Choose one topic from the following list covered in the course:
 - 1) schizophrenia; 2) repressed memory; 3) intelligence testing;
 - 4) electroconvulsive therapy; or 5) language development.

You will then locate two Web sites related to that topic. In the critique you will do several things. One, summarize what is on the Web site such as who owns the site and how current the information is. Two, you will critically evaluate the information, concentrating on its accuracy using the textbook as your authority. Three, you will critique the Web site including ease of use, design, etc. Guidelines will be online on my home page for issues to consider in evaluating Web sites.

Grading Form: PSY 101 Essay Journal

Mechanics

- ___ Required length
- ___ In-text citations APA style
- ___ Reference list APA style
- ___ Double-spaced
- ___ Title page included
- ___ Pages numbered APA format
- ___ 6 essays included

Writing

- ___ Standard grammar and spelling
- ___ Paper flows smoothly; is coherent and logical
- ___ Appropriate support for points made
- ___ Writing style and level is appropriate for college students
- ___ Refereed article used for #2, #7

Content

- ___ #2—two examples from Human Genome used
- ___ #3—use of Piaget by elementary and high school teachers
- ___ #4—principles of learning in video games
- ___ #5—good and bad stress re: exam prep
- ___ #6—Web site evaluation; two Web sites on one topic



Popular Press Critique

*Abnormal Psychology
PSY 208*

BY
DIANE FINLEY

The purpose of this assignment is to sharpen your critical thinking skills, to hone your writing skills (prior to the case study) and to examine popular press portrayals of psychological disorders.

You must use at least one academic (book, journal article or with VERY careful selection, Web site—check with me if you are not sure yours is academic) source in addition to your popular press article. You must use APA style for the title page, page numbering, double-spacing, in-text citations, and reference list. There is extensive information on writing APA style on my Web page. Most Web sites are not academic. It is critical that your source be academic. If it is not, you will lose points.

The popular press source may be an article in a popular press magazine, a television show, or a movie.

The purpose is to compare the information that the general public would normally see with what we know is accurate according to academic sources. Your task is to first summarize what you find in the two sources. Next you are to analyze the portrayal of psychopathology in the popular press article by using your textbook and the other academic source as your “expert” against which you evaluate the popular source. Do not spend the entire paper summarizing your original source. The goal is to evaluate critically the portrayal of the disorder.

The paper must be at least **500 words (2 double-spaced pages) plus title page and reference page**. This assignment is submitted via the assignment function under the Learning Unit in the week in which it is due.

You should begin by summarizing (not completely recapitulating) the content of the popular press item. Next summarize what we know (based on the academic source). Compare and contrast what the popular source tells us about the topic with what the authority tell us. You must include a title page and a reference page that must be in APA format.

Refereed Journals vs. The Popular Press

In psychology we often speak about using refereed journal articles. These are not the same thing as a magazine found in the popular press. Popular press magazines and articles are similar to what you would find in the doctor’s office or on sale at the drugstore rack. Academic journals publish refereed articles, which means that 3–4 experts in the field (with academic credentials such as the Ph.D.) have reviewed all articles and determined that they are sound scientifically and that we can have some confidence in the results. Authors usually have to do a good deal of rewriting before such articles are published. That is quite different from popular press articles, which are often just sent in by a writer who may or may not have any academic credentials in that area. Editors may “commission” an article but again, there is no independent expert judging the article as there is in a refereed publication. Thus, it is important that you use refereed journal articles in your work. You will NOT find full-text articles from refereed journals online. There are a few available in the online databases in the library but you cannot locate such work using the popular search engines. You will need to go into a library to locate them. If you are unsure whether a source is a refereed journal, you can check with the librarian or with me.

continued next page



Some sites to help you understand the differences:

<http://www.library.cornell.edu/okuref/researchskill20.html>

<http://www.unf.edu/library/guides/refereedarticle.html>

<http://library.rider.edu/scholarly.html>

<http://gateway.library.uiuc.edu/lxs/tutorial/tutorial.html>

<http://www.gwctc.commnet.edu/libwebpage/libscholarlyjournal.html>

<http://www.libraries.wright.edu/libnet/instruction/scholarly.html>

Here are two more Web sites that will help you with distinguishing between refereed and popular articles. If you have not completed LIBS 150, the librarians can help you with searching the databases. You should be able to find everything you need at the UMUC library link above.

<http://guelphlib.guelphhumber.ca/LibEd/journal-types.htm>

<http://door.library.uiuc.edu/lxs/tutorialtutorial.html>

Grading Rubric

Total Points: 20

Use of academic article	3 pts
Use of popular press on same topic	3 pts
APA format in-text	3 pts
APA format reference list	3 pts
APA format, title page, page numbering, spacing	2 pts
Flow, organization of paper	3 pts
General grammar and writing skills	3 pts



Critique of Journal Article

General Psychology
PSY 101

BY
DAWN K. LEWIS

Instructions

Write a 5-page essay in which you analyze and evaluate an article from a scholarly psychology journal. Your essay must be double-spaced (12-point font size). In your paper, include the following:

- a) Summarize the article.
- b) Critically analyze the main points; include the research question or hypothesis and why this is important; describe the methods the researchers used.
- c) Indicate the pros and cons of the article with regard to participants and setting.
- d) Evaluate the article.

Step 1. Choose an article for the critique

1. Choose a topic on psychology.
2. Find a published experiment by skimming through textbook anthologies of psychology articles or skimming through psychology journals in a college library. Select an article from a reputable psychological journal dated no earlier than 1994. Some journals you might select include:

<i>American Psychologist</i>	<i>The Counseling Psychologist</i>
<i>The School Psychologist</i>	<i>Journal of Personality and Social Psychology</i>
<i>The Family Psychologist</i>	<i>Psychological Bulletin</i>
<i>Human Development</i>	<i>Cognitive Development</i>
<i>Journal of Black Psychology</i>	

Journals cited in the back of the textbook (reference section) are acceptable as well.

3. Obtain the instructor's approval for your topic and journal citation before proceeding to step 2.

Step 2. Analyze and describe the article

Summarize the article. Critically analyze the main points; include the research question or hypothesis and why this is important; describe the methods the researchers used.

Step 3. Evaluate the article

Comment on the findings (you may use points made by the researchers in the discussion section), but add your own point of view.

Was the study flawed in some way? Are the results useful?

How is the study relevant to this course in general?

How could the article be improved?

Your paper will be graded by the following criteria:

1. Instructor's approval obtained before beginning work on the assignment
2. Accuracy and completeness of summary
3. Thoughtfulness of your analysis
4. Clarity and coherence of your writing
5. Grammar, punctuation, and spelling



eMolecules Project

Physical Sciences

BY
BARBARA GAGE
AND
SCOTT SINEX

The eMolecules Project (<http://academic.pgcc.edu/psc/eMol>) is an evolving Internet collection of student-generated Web pages from a variety of disciplines that use or discuss chemical substances. Included in the areas that will participate in such a project are chemistry, biology, nutrition, forensic science, and the health-related programs. As the database grows through student contributions, other courses may use the collection as a resource for further projects, such as comparing chemical structures of drugs or gathering molecular data. The eMolecules Project is designed to be a truly interdisciplinary project produced by students with the assistance of faculty as content authorities and editors. The project reinforces the critical connection of chemistry to other disciplines while encouraging students to use and develop technological resources.

The project has a number of goals that include:

- investigating scientific sources, both online and through the scientific library resources
- developing a variety of technology skills
- reinforcing ethics of citation for all sources, particularly Internet information
- showcasing student work to enhance pride in accomplishment
- encouraging writing and editing
- creating a resource for other curricular projects.

To adapt the eMolecules Project across disciplines, we are producing a variety of templates that provide a starting point for students in different areas. Each template will request different information depending on its purpose and some templates will, of necessity, be more complex. To achieve this broad usage across disciplines, we are developing a complete set of guidelines that a student can download. All project expectations and technological aspects will be explained. We see this project as a showcase of our students' efforts in the sciences that supports the concept of the STEM Collegian Center.



In-the-Field Project

*Interpersonal
Communication
SPH 109*

BY

SUSAN RICHARDSON

- A. Choose a concept in the communication process that could be observed in the “real world,” or a concept that could be observed through experiential or experimental means.**
- B. Plan and execute the assignment.**
 1. Plan and execute a “mini-experiment,” in a situation which involved the selected communication concept, (or)
 2. Design and administer a survey that involves the selected communication concept.
- C. Explain the concept and investigate whether the concept in the real world matches the textbook discussion.**

To complete the in-the-field project paper, you must:

1. Start early to determine the concept you wish to study for your project.
Once you have a general idea you will have an individual interview with your instructor to clarify and focus your in-the-field project idea.
2. Research the communication concept that will be the focus of your paper.
You may find any of the following resources helpful in this step:
Readings—textbook, sociology, psychology, communication, management.
During your personal interview, your instructor may suggest additional sources to you.
Diagnostic instruments—communication apprehension, listening tests and styles, self-concept questionnaires, nonverbal measures, androgeny scale, anger inventory, FIRO-B, assertiveness, conflict styles, etc.
You will have completed this step when you have the following:
A review of at least 5 sources discussing the theoretical base of the communication concept and how it seems to apply for most Americans.
A clear statement of purpose, or a specific question/s to be answered.
3. a. Plan the experiment. Determine the steps you will take, how you will observe and measure the communication concept. Determine the time, the location, the other people involved, the materials you will need, and any other necessary elements. (or)
b. Construct the survey. You may rely on previous research tools found in other studies, used in the classroom activities, or formulate your own.
We will discuss survey techniques in class—refer to your notes. You will then need to select the respondents for the survey.
4. a. Execute the experiment. (or)
b. Administer the survey

continued next page



5. Prepare the written paper (approximately 5–8 pages long) structured as follows:
 - a. Introduction
Describe why you chose to do this project, why you were interested in this particular communication concept, and what its relevance is to you?
 - b. State the purpose of your experiment or survey in one sentence/or question.
 - c. Discuss the concept being observed. This should be a summary of pertinent research. From what you have read, what do you expect to find through your observations? This section should be about two pages long. Use at least four (4) sources other than our text. Be sure to identify your sources and include a final bibliography. Use APA style. You may sometimes wish to paraphrase, but if you quote you must always make it clear that these are not your words, either in your text or in a footnote. (I refer you to the college policy on plagiarism.)

Don't be afraid to present contradictory information. One author may have found one result, another have found the opposite to be true in his/her research. Tell it in your own words. Pull other information together, then make it your paper, not theirs!
 - d. Describe your methodology. (How did you set up your experiment, construct your survey, choose your respondents, etc.?)
 - e. What kind of results did you get? What happened?
 - f. What are your personal conclusions?
 - g. Bibliography of sources.
6. Prepare the oral presentation in any format which you feel best achieves the general explanation of your paper. You will be allowed approximately 5 minutes to informally present how your project went and what you discovered as a result of it. Highlight: 1. How you set it up, and 2. What you learned.

All project papers will be presented in class during the last week of classes. For the student to be eligible for an A or a B on this paper, it must be presented in class.

**Assignment Grading Criteria**

1. Meets minimum criteria: All instructions followed, conference with instructor; project and method approved in advance
2. Sources and/or diagnostic instruments are sufficient and appropriate
3. Experiment is planned well; survey is designed well
4. Experiment/survey is executed well without bias
5. Introduction explains why project was chosen; describes personal relevance
6. Statement of purpose (one sentence) is clear and complete
7. Pertinent research is summarized accurately in at least two pages, at least 4 non-textbook sources are used; conclusions and major evidence are included in summaries
8. Sources are cited accurately and correctly in APA style without plagiarizing; paraphrases and summaries are not half-copied
9. Contradictory information (if any) is made clear; opposing views are handled fairly
10. Methodology is described clearly and completely; methodology is appropriate for the project and is unbiased
11. Results, findings, and inferences are explained clearly and completely; are based on sufficient and relevant evidence
12. Conclusion explains what was learned from the project
13. Bibliography is accurate and correct; follows APA format consistently
14. Organization follows instructions; uses headings; paragraphs begin with topic sentences; main points of paragraphs are fully developed; sentences are clear; there are few grammar and punctuation errors
15. Oral presentation is clear, well-organized, complete; takes 4–5 minutes



Name _____

Play _____

Playwright _____

Design Project

*Introduction
to the Theatre
THE 101*

BY
JANE RICHARDS

*Be Bold
Be Creative
Have Fun!!!*

Preparation

The objective of this project is to allow the student to try his/her hand at being a costume or set designer, in order to appreciate the designer's process and problems.

1. Select a play to design. You may team up with another student if you wish.
2. **Read the play.** You **must** know the text.
3. Decide whether you wish to design the costumes or the scenery.
4. Discuss with your instructor the number of designs necessary to complete this assignment successfully.

Presentation

The projects will be presented in class. Imagine the class is a production team seeking a designer for this play. Your job is to convince us to hire you to design this play for next year's season. In your presentation you will need to explain:

1. What is your concept?
What story are you trying to tell?
What time and place are you visualizing and why?
2. Why did you decide on this concept?
Sell it; make us buy into your vision.
3. Illustrate what the elements will look/sound like.
You may consult the design Web sites in your text or reference books in the library.

Evaluation

	<i>Not Done</i>						<i>Superior</i>
1. Knowledge of Play <i>(bring a copy of the play)</i>	0	1	2	3	4	5	6
2. Execution of Design(s) Attention to detail Accuracy of period & place	0	1	2	3	4	5	6
3. Explanation of Concept Thorough Articulate Reasonable	0	1	2	3	4	5	6
4. Salesmanship Commitment to idea/concept	0	1	2	3	4	5	6
5. Originality	0	1	2	3	4	5	6



Playwriting Exercise

*Introduction
to the Theatre
THE 101*

BY
JANE RICHARDS

Directions—*Follow these carefully!*

Choose from the following situations and write a short *two person*, one act play.

1. Professor accuses a student of breaking into his/her office to steal a copy of an upcoming exam.
2. A thirteen-year-old woman tells her sister she is pregnant.
3. Two teenagers plan the robbery of a sporting goods store where they are employed.
4. A young man convinces his grandmother to pay for his college education.
5. A dead soldier discusses his/her life dreams with Dr. Martin Luther King, Jr.
6. A boyfriend and girlfriend decide to reveal the other's faults "truthfully."

Your play should...

1. Have the play's action take place in the dialogue.
2. Have a definite beginning, middle and end.
3. Be written for the stage (theatre) rather than film or TV.
 - a. Take place in a single location
 - b. Take place in a single time period
4. Incorporate the information in chapter 7 of the text.
5. Have a clear characterization.
6. Have a title

Format

1. Should be three to four typed pages. (10–12 pt. font) single space within lines, double space between lines.
2. You must have three copies (one for the instructor, one for each actor).
3. Attach this form to the instructor's copy.
4. Two classmates will be reading these aloud for the class without your help.

Evaluation (*refer to textbook information in Chapter 7*)

		<i>None</i>				<i>Superior</i>			
	<i>Weight</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	
Student followed the directions	30%								
Strong conflict between characters	20%								
Depth of characterization clear in dialogue	20%								
Intensity of subject and theme	10%								
Credibility: we believe the action	10%								
Speakable dialogue	10%								
Complete play	bonus								

Overall Grade _____



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