TOPIC: THINK

SUMMARY: The ability to think critically and creatively and to solve problems is helpful not only in college but in all aspects of life. The Activity Chart gives a brief overview of the activities found in this section. A complete description of each activity follows this chart including timelines, procedures, processing and application. Each activity is also denoted as to the feasibility of use in a traditional, hybrid or blended, or online class.

LEARNING OUTCOMES: Students will be able to:

- Explain the steps in the critical thinking process
- Define emotional intelligence
- Identify false arguments
- Identify, narrow, and provide possible solutions to problems
- Distinguish between fact and opinion

ACTIVITIES FOR THINK

The following chart provides a quick overview of the activities for Think. A complete description, including directions, materials needed, timelines for completion, and applicable worksheets follow this chart. As you review this material and the activities within, consider the following:

- None of the activities are meant to be prescriptive. Pick, choose, and adapt. You know your students and what they need better than anyone else.
- We have denoted the format in which the activities can be used. Some are suited only for face-to-face, but the majority can be adapted to hybrid and online environments.
- We have included all worksheets needed to complete the activities for this topic.
- You may want to suggest means by which your students can save, retrieve, and send their activities. This is usually determined by you and the LMS used at your institution.
- The activities provided for this module are intended to give you suggestions that may assist you in providing students with activities, journal writing, thought-provoking situations, and group activities. You probably have many activities in addition to the ones found here. Use them to your best advantage. You and your ideas bring the class to life.
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<tr>
<th>Activity</th>
<th>Description</th>
<th>Application</th>
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<tbody>
<tr>
<td>#1 Developing an Argument</td>
<td>This activity has students develop an argument free of fallacious terminology.</td>
<td>✓ Traditional ✓ Hybrid or Blended ✓ Online</td>
</tr>
<tr>
<td>#2 Thinking Beyond the Obvious</td>
<td>This activity has students think beyond the obvious to interpret quotations.</td>
<td>✓ Traditional ✓ Hybrid or Blended ✓ Online</td>
</tr>
<tr>
<td>#3 Analyzing through Logic</td>
<td>This exercise has students analyze an article for logical components.</td>
<td>✓ Traditional ✓ Hybrid or Blended ✓ Online</td>
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<tr>
<td>#4 Supplemental Puzzlers</td>
<td>Three more puzzles to promote critical thinking among students.</td>
<td>✓ Traditional ✓ Hybrid or Blended ✓ Online</td>
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MyStudentSuccessLab ASSESSMENTS and ACTIVITIES

MyStudentSuccessLab (www.mystudentsuccesslab.com) is an online solution designed to help students acquire and develop the skills they need to succeed. Here students can access peer-led video presentations and develop core skills through interactive exercises and projects. Rich assessments based on Bloom’s Taxonomy and tied to learning outcomes provide students with the opportunity to identify their strengths and weaknesses and to communicate them more effectively. MyStudentSuccessLab helps students develop academic, life, and career skills that will transfer to ANY course or experience.

### Critical Thinking

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<th>MSSL Topic</th>
<th>MSSL Activity</th>
<th>Description</th>
<th>Related Learning Objectives</th>
<th>Time on Task</th>
<th>Suggested Use</th>
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<tbody>
<tr>
<td>Critical Thinking</td>
<td>Topic Pre-Test</td>
<td>20 Multiple Choice questions targeting various levels of Bloom’s taxonomy. Auto grading</td>
<td>All topic learning objectives (see Overview in the Learning Path)</td>
<td>30 min</td>
<td>Homework or in-class quiz</td>
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</table>
| Critical Thinking   | Video: Critical Thinking Student Interview | A series of freshmen and upper classmen student interviews discussing critical thinking issues | • Identify and develop the skills of critical thinking  
• Explain the value of critical thinking | 25-30 min     | Homework or in-class video with discussion questions |
| Critical Thinking   | Practice 1: Open Your Mind to Think Critically | A multimedia activity that helps students understand the definition and steps of the critical thinking process, and how to identify and classify different viewpoints | • Describe critical thinking  
• Identify and develop the skills of critical thinking  
• Explain the value of critical thinking  
• Consider information from different viewpoints | 15 min        | Extra practice or homework |
| Critical Thinking   | Practice 2: Debate on the Death Penalty in the U.S. | Student practice classifying extreme and moderate views and analyze claims | • Evaluate information using critical-thinking skills  
• Identify and develop the skills of critical thinking | 20-25 min     | Extra practice or homework |
| Critical Thinking | Practice 3: Thinking Critically about a Global Issue | A multimedia activity that asks students to uncover bias, weigh evidence, and make an informed decision on an issue | • Analyze assumptions and bias in information  
• Consider information from different viewpoints  
• Identify and develop the skills of critical thinking | 25-35 min | Extra practice or homework |
| Critical Thinking | Activity 1: Critical Thinking--Presentation | This activity provides students a PowerPoint template that guides them to apply the Everyday Critical Thinking model to a self-selected issue. (Students can submit for grading via doc sharing or LMS; see Appx A for grading rubric) | • Apply critical-thinking techniques  
• Identify and develop the skills of critical thinking | 2-3 hours | Graded homework |
| Critical Thinking | Activity 2: Journal/Critical-Thinking activity | Part 1: Short e-journal activity to reflect on why critical thinking is so important in the workplace  
Part 2: Students set a goal to apply or improve critical thinking skills | • Set goals to improve your critical thinking  
• Explain the value of critical thinking | 30-45 min | Reflection activity  
Goal-setting activity |
| Critical Thinking | Extra Practice | Test items with feedback for correct and incorrect answers. Test items cover all topic learning objectives (see Overview in the Learning Path) | Additional Extra Practice items assess these learning objectives:  
• Explain and apply creative thinking skills  
• Identify how emotional intelligence affects the thinking process | Self-paced, so time is variable | Extra practice or homework |
| Critical Thinking | Topic Post-Test | 20 Multiple Choice questions targeting various levels of Bloom's taxonomy. | All topic learning objectives (see Topic Overview in the) | 30-45 min | Graded in-class test (can compare Pre- and Post-Test |
# Problem Solving

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| Problem Solving | Practice 1: Identifying Problems | This multimedia activity explores the problem-solving process and focuses on identifying and defining the “root” problem. | • Identify problems  
• Define problems | 15-20 min | Extra practice or homework |
| Problem Solving | Practice 2: Generating Solutions | In this scenario-based multimedia activity, students investigate information to develop effective solutions to a problem and then generate possible solutions. | • Analyze your problem  
• Brainstorm possible solutions  
• Gather information about your possible solutions | 25-30 min | Extra practice or homework |
| Problem Solving | Activity 1: Goal-Setting--Essay | Students evaluate solutions and choose the best one, and support the decision with pros and cons. Students can submit via LMS or doc sharing (see Appx A for grading rubric) | • Evaluate the pros and cons of possible solutions  
• Decide on the best possible solution | 1 hour | Graded homework |
| Problem Solving | Activity 2: Journal/Goal-Setting Activity | Part 1: Short e-journal activity to reflect on their current decision-making skills and how they might change their decision making in the future  
Part 2: Students set a goal to | • Gather information about your possible solutions  
• Evaluate the pros and cons of possible solutions  
• Decide on the best possible solution | 30-45 min | Reflection activity  
Goal-setting activity |
improve their decision-making skills

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### MSSL Assessment

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<tr>
<td>Thinking Styles</td>
<td>The purpose of this questionnaire is to help you understand your thinking styles—how you tend to approach situations and make decisions</td>
<td>All topic learning objectives (see Overview in the Learning Path)</td>
<td>This activity will take approximately 10 minutes to complete. There are no right or wrong answers</td>
<td>Reflection activity related to THINK topic</td>
</tr>
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ACTIVITY #1: DEVELOPING AN ARGUMENT

What to do: This exercise will assist students in developing an argument free of fallacious terminology such as Ad Baculum, Scare Tactics, or Patriotism. It will force them to deal with research, analysis, and write a persuasive argument based on facts and actual data.

After discussing the fallacious argument terminology found in this topic, have students work together in small groups. Let them decide on the topic to be used. You can use the topics in the chapter as a prompt. Some of them include:

Is euthanasia ethical? Is technology ruining our world?
Is America in decline? Do animals have rights?

After they have decided on a topic, have them develop a persuasive argument (pro or con) for the topic. This may take several days for them to research and write. They should be ready to discuss their topic in front of the class when the due date arrives.

An interesting variation on this activity is for students to be assigned to argue the OPPOSITE side of how they initially feel about their given topic.

How much time: This activity will be introduced in a portion of a class period (15 minutes) and processed in a later full class period.

How to evaluate: After students have been given time to research their topics, have them present their arguments to the class. Discuss whether they were successful in arguing free of fallacious tendencies.

How to use: Can be used in a traditional, hybrid or blended, or online class. Online students can share their results via a wiki or discussion board.

Materials: Topics and research materials (Internet, campus library, etc.)
ACTIVITY #2: THINKING BEYOND THE OBVIOUS

What to do: This exercise has students evaluate four quotations for their implied meanings.

After discussing the topic of critical thinking, give students the worksheet and ask them work individually or in small groups to write a detailed interpretation of each of the four quotes provided. Encourage students to think beyond the stated words to the implied meaning of the quote.

How much time: This activity can be completed in a portion of a class period (20-30 minutes).

How to evaluate: Discuss the interpretations first in small groups, and then in the large group.

How to use: Can be used in a traditional, hybrid or blended, or online class. Online students can share their ideas via a wiki or discussion board.

Materials: THINKING BEYOND THE OBVIOUS worksheet.
Directions: Below, you will find four quotes. Examine each one carefully and write down your detailed interpretation of each one. Think beyond what the quote actually says to what it really says. Be prepared to discuss your responses.

“His tombstone should read, ‘Died at 30, Buried at 65!’”

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

“In the land of the blind, the one-eyed man is king.”

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

“There is a landscape larger than the one you see.”

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

“That which does not kill us makes us stronger.”

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
ACTIVITY #3: ANALYZING THROUGH LOGIC

What to do: This activity has students analyze an article for various characteristics of logic.

After discussing critical thinking, have students select an article from various sources, or have a few articles available for students to work on either individually or in small groups. Students should first read, mark, and annotate the articles, and then respond to the questions provided on the worksheet.

This activity could also tie in with library research assignment: students could utilize the library databases to find an article on a given topic and/or have a librarian come in to talk about evaluating sources, etc.

How much time: This activity will be assigned in one class period (30 minutes) and processed in a subsequent class period (20 minutes).

How to evaluate: After giving students time to read and complete the worksheet, have them process their responses in a small and/or large group setting. Discuss why interpretations may be different for different people.

How to use: Can be used in a traditional, hybrid or blended, or online class. Online students can collaborate via a wiki or discussion board.

Materials: ANALYZING THROUGH LOGIC worksheet.
ANALYZING THROUGH LOGIC

Directions: This activity will ask you to read and analyze an article of your choosing through a series of questions on the worksheet below. First, read the questions on the worksheet, then read the article (taking notes and highlighting important terms and information), and then answer the questions.

The main purpose of this article is ____________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

(Why was the article written?)
The most important information in this article is___________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

(What are the facts, data, etc…?)
The main conclusion of this article is __________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

(Identify the key inferences or conclusions intended by the author.)
The main assumption(s) in this article is (are) ____________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

(What “leaps” are made or what is the author taking for granted?)
If you take the author seriously, what implications exist? ___________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
If you do not take the author seriously, what implications exist?

On a scale of 1-10 (10 being high), what is the accuracy level of this article?

Why?

How can you check the accuracy of the information and facts presented?

In your opinion, was this article fair? YES / NO  Why?
ACTIVITY #4: SUPPLEMENTAL PUZZLERS

What to do: Here are a few more puzzlers to promote critical and creative thinking among your students.

After discussing critical and creative thinking, have students work individually or in small groups to solve these puzzlers. A variation on this exercise is to share a puzzle with the students at the beginning of each class period, and then discuss possible solutions at the end of each class period. The Internet is a great resource for finding various types of puzzles such as lateral thinking puzzles, riddles, and rebus (picture) puzzles.

How much time: These activities can be completed in a portion of a class period (10-15 minutes per activity).

How to evaluate: Discuss solutions with the entire group. Here are correct answers:

NFL:
Equine Broncos or Colts
Stupid Sunbathers Red Skins
Smart Sunbathers Browns
Credit Users Chargers
Indian Leaders Chiefs
King of Beasts Lions
$1.00 for corn Buccaneers (Buck an Ear)
Peter and Paul Saints
747 Jets
IOU’s Bills
Marine Bird Sea Hawks
Streakers Bears
Moving Men Packers
Thieves Steelers
U.S. Birds Eagles
Duke’s Men Cowboys

VAN GOGH:
1. Hue Gogh 6. Can’t Gogh
2. Chica Gogh 7. Flamin Gogh
3. Wherediddy Gogh 8. E Gogh
5. Wellsfar Gogh 10. Ah-go Gogh
11. Winnie Bay Gogh

REASONING INVENTORY ANSWERS
1. One hour
2. Because he is still living
3. The match
4. One. The rest are anniversaries
5. All months have 28 days in them
6. One hour
7. White. It is the North Pole
8. Only halfway, then he is running out of the woods
9. A fifty-cent piece and a nickel. ONE is not a nickel, but the other is
10. Nine
11. Moses did not take any animals aboard the ark

12. No, because the man is dead.

**How to use:** Can be used in a traditional, hybrid or blended, or online class. Online students can collaborate on solutions via a wiki or discussion board.

**Materials:** MORE PUZZLERS worksheets.
More Puzzlers: National Football League

Directions: Name the NFL teams that correspond to the list on the left. Two examples are given.

Example:

American Forefathers  The Patriots
Midnight Snackers  The Raiders

Equine
Stupid Sunbathers
Smart Sunbathers
Credit Users
Indian Leaders
King of Beasts
$1.00 for corn
Peter and Paul
737, 747, 757
IOUs
Marine Birds
Streakers
Moving Men
Thieves
U.S. Birds
Duke’s Men
More Puzzlers: The Van Gogh Family Tree

Directions: Take a moment and think about Van Gogh’s fictitious family tree. Try to identify the creative “relatives” by carefully examining the statements below. Two examples are given to you.

Example:

His obnoxious brother    Please Gogh
His brother who ate prunes  Gotta Gogh

1. The brother who bleached and dyed his clothes
2. The uncle from Illinois
3. The magician uncle
4. The Mexican cousin
5. The stagecoach driver
6. The constipated uncle
7. The bird-loving aunt
8. The psychoanalyst nephew
9. The fruit-loving stepbrother
10. The sister who loved to disco
11. The uncle who travels the country in a van that resembles a home
Directions: Carefully examine the statements below. Be sure to read the statement correctly and accurately. Just as when taking a test, be sure that you know what the question is really asking.

1. If you were in a remote cabin and went to bed at 8:00 at night and set the old wind-up alarm clock to wake you up at 9:00 in the morning, how long would you sleep before the alarm woke you up?

________________________________________________________________

2. Why can’t a man living in Winston Salem, NC, be buried west of the Mississippi River?

________________________________________________________________

3. If you had only one match and entered a room in which there was a kerosene lamp, an oil heater, and a wood-burning stove, which would you light first?

________________________________________________________________

4. How many birthdays does the average human have?

________________________________________________________________

5. Some months have 30 days, others have 31. How many have 28 days?

________________________________________________________________
6. If a doctor gave you three pills and told you to take one every half hour, how long would they last?

7. A man builds a house with four sides. Each side has a northern exposure. A bear comes along. What color is the bear?

8. How far can a dog run into the woods?

9. I have in my hand two U.S. coins which total .55 cents. One is not a nickel. Please bear this in mind. What are the two coins I have in my hand?

10. A farmer has 19 sheep, all but nine die. How many does he have left?

11. How many animals did Moses take aboard the ark?

12. Is it legal in South Carolina for a man to marry his widow’s sister?