

Noon, Friday, October 21, 2016
FEG meeting

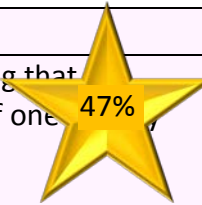
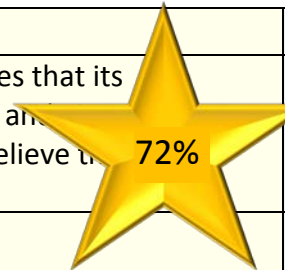
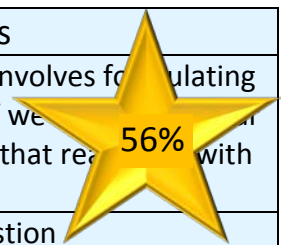
1. Welcome
2. Refer to D2L site
3. Discuss Feedback from Sept 27 and Skills Handout
4. Next Steps

SUMMARY OF RESPONSES FROM 09-27-16

How argument mapping might assist you in teaching CT to your students

- The instructor can map a group discussion as it evolves.
 - Students can learn to map the argument in a piece of text in order to clarify and track the reasoning. This process includes distinguishing between data and conclusions
 - Students can learn to refer to the map of an argument in order to identify stated and unstated assumptions.
 - The instructor can display the map of an argument in order to focus class discussion and evaluation of that argument.
 - Students can learn to use the map of an argument in order to evaluate the assumptions and inferences in that argument. This process includes assessing the quality of evidence and appreciating alternative viewpoints.
 - Students can learn to defend a conclusion by mapping an argument in its support.
 - Students can learn to plan a paper or presentation by reviewing the argument map in order to decide what ideas to say in what order.
 - Students can learn to communicate an argument more fluently by writing it in a way that would make it easy to for a reader to map.
1. What specific, teachable, learnable, and easily assessable critical thinking skills are involved in all this?
 2. Where to start?
 3. How to proceed?



Understanding Arguments	Evaluating Arguments	Constructing Arguments
<p>An argument is a unit of reasoning that attempts to establish the truth of one claim by citing other ideas as evidence.</p> 	<p>A good argument establishes that its conclusion is probably true and that the audience has good reason to believe that conclusion.</p> 	<p>Constructing an argument involves formulating our position, determining if we have good reason to believe that position, and, if so, sharing that reason with others.</p> 
<ol style="list-style-type: none"> 1) Understanding Statements <ol style="list-style-type: none"> a) Rephrasing a sentence b) Dividing a single sentence into multiple claims c) Summarizing multiple sentences into a single claim 2) Identifying the Main Conclusion 3) Tracing the Reasoning – possibly Mapping <ol style="list-style-type: none"> a) Determining whether or not a claim is important b) Determining how an important claim relates to what has gone before <ol style="list-style-type: none"> i) Reason / Conclusion <ol style="list-style-type: none"> (1) Inference Indicator Expressions (2) Data / Theory ii) Dependent Reasons <ol style="list-style-type: none"> (1) Puzzle Piece (2) Unstated Conclusions (3) Hidden Assumptions iii) Independent Reasons <ol style="list-style-type: none"> (1) Themes iv) Objections and Rebuttals 	<ol style="list-style-type: none"> 1) Evaluating Premises <ol style="list-style-type: none"> a) Truth <ol style="list-style-type: none"> i) Information Literacy / Evidence Quality ii) Assessing conditional statements iii) “P is false because...” b) Acceptability to Audience <ol style="list-style-type: none"> i) Assuming the Conclusion ii) “P is unacceptable to the audience because...” 2) Evaluating Inferences <ol style="list-style-type: none"> a) Bob Method b) Hidden Assumptions c) Valid Forms d) Formal and Informal Fallacies e) “Just because R it doesn’t follow that C” (if you accept R) or “Even if R it wouldn’t follow that C” (if you don’t accept R). 3) Evaluating Subconclusions <ol style="list-style-type: none"> a) Assessing Support 4) Evaluating Arguments <ol style="list-style-type: none"> a) Hanging Man Analogy 5) Epistemic Penetration <ol style="list-style-type: none"> a) Good arguments should incline us to accept conclusion b) Bad arguments shouldn’t incline us in any way 	<ol style="list-style-type: none"> 1) Setting a Research Question 2) Exploring Possible Answers 3) Formulating an Answer 4) Building an Argument <ol style="list-style-type: none"> a) Reasons b) Dependent Reasons - to Strengthen Inferences c) Reasons for Reasons - to Strengthen Claims d) Independent Reasons - for Solidity e) Objections and Rebuttals – for Fairness 5) Communicating the Argument <ol style="list-style-type: none"> a) Deciding what ideas to say b) Deciding in what order to say these ideas c) Clearly expressing the relationships between these ideas <ol style="list-style-type: none"> i) Inference indicators ii) Proximity in passage follows proximity in map

<ul style="list-style-type: none"> • Many students lack a well-developed argument schema, seeing claims to be accepted or rejected, rather units of reasoning to be understood and engaged. • Many students confuse arguments with passages that contain controversial claims. • Many students think that statements which can't be empirically proven are simply "opinion" and can't figure in arguments. • Many students see arguments as a collection of statements, and so have difficulty grasping the concept of an inference. • Many students have difficulty correctly identifying inferences, even when those inferences are signaled with expressions like "because" and "therefore." • "Because" is harder for students than "therefore" because it can result in the narrative order inverting the logical order, in "X because Y," or not appear exactly where the inference takes effect, in "Because X, Y." 	<ul style="list-style-type: none"> • Many students focus only on claims, disagreeing with an assertion regardless of the role that the assertion plays in the argument (i.e. simply rejecting a conclusion without examining the support), and ignoring inferences entirely. • Students are more willing to acknowledge that bad arguments tell them nothing than they are to acknowledge that they should be convinced by good arguments. 	<ul style="list-style-type: none"> • Many students have difficulty thinking one idea at a time. • Many students have difficulty finding reasons to believe reasons. • Many students have difficulty using words like "therefore" and "because" correctly.
<ul style="list-style-type: none"> ✓ Map a group discussion as it evolves. ✓ Map arguments with students. ✓ Ask students to identify the main conclusion in an argument and one reason in support of the conclusion. / Ask students to distinguish between theory and data. ✓ Ask students to identify the missing premise assumed by an inference. ✓ Give students developmentally appropriate arguments to map. (Start very small.) 	<ul style="list-style-type: none"> ✓ Display the map of an argument in order to focus class discussion and evaluation. ✓ Provide students with the map of an argument and ask them to evaluate it. ✓ As students criticize a claim in a text, ensure that they are engaging it appropriately (i.e. as a premise or as a conclusion). ✓ Ask students to evaluate an inference in a text. 	<ul style="list-style-type: none"> ✓ Construct an argument with the class. ✓ Provide developmentally appropriate templates for students to complete. (Start very small.) ✓ Ask students to write a single argument in multiple ways (using different indicator words, with the conclusion at the beginning and then at the end, etc.)

Next step: forming smaller working groups of 3-5 participants with one contact person.

If you have a group, email names to Todd by Friday, Oct. 28. Indicate whether you are willing to take additional members. We will then find or create groups for people who want one but don't have one.

For Friday, November 18

- Meet at least once with small working group
- Identify group focus: the question you want to answer, problem you want to solve, or the skills you want to focus on.
- Plan rough time line.
- Identify resources that you need.
- Note: This can be in preparation for a presentation or publication.

Participants of 10/21/16 Critical Thinking Faculty Exploration Group (FEG) Meeting

#	Date	FN	LN	DEPT
1	10/21/16	Dave	Barbier	Office of Sustainability
2	10/21/16	Valerie	Barske	History and International Studies
3	10/21/16	Elizabeth	Beck	Allen Center-UWSP Health & Fitness
4	10/21/16	Karyn	Biasca	Paper Science & Engineering
5	10/21/16	Kym	Buchanan	Education
6	10/21/16	Jennifer	Collins	Political Science
7	10/21/16	Todd	Huspeni	Academic Affairs
8	10/21/16	Alice	Keefe	Philosophy
9	10/21/16	MIndy	King	Library
10	10/21/16	Vera	Klekovkina	World Lang. & Literatures
11	10/21/16	Dejan	Kuzmanovic	English
12	10/21/16	Trisha	Lamers	TLC
13	10/21/16	Cuiting	Li	HPHD
14	10/21/16	Nancy	LoPatin-Lummis	University College/History
15	10/21/16	Lynn	Ludwig	English
16	10/21/16	Shanny	Luft	Philosophy
17	10/21/16	Wade	Mahon	English
18	10/21/16	Rochell	Maier	Military Science Department
19	10/21/16	Lynne	Niznik	COFAC Academic Advising Office
20	10/21/16	Jodi	Olmsted	SHCP
21	10/21/16	David	Ozsvath	Geography and Geology
22	10/21/16	Justin	Rueb	Psychology
23	10/21/16	Sean	Ruppert	CITL
24	10/21/16	Cory	Rusch	
25	10/21/16	Cady	Sartini	CNR-Wildlife
26	10/21/16	Lisa	Schaufenbuel	Human Resources and Affirmative Action
27	10/21/16	Laurie	Schmeling	English & Education
28	10/21/16	Krista	Slemmons	Biology
29	10/21/16	Jacob	Straub	Natural Resources
30	10/21/16	Tonya	Veith	Communication Sciences & Disorders
31	10/21/16	Dona	Warren	Philosophy
32	10/21/16	Lee	Willis	History and International Studies

As of 10/20/16