**COURSE TITLE:** English Composition 1

**COURSE/SECTION NUMBER:** English 1301-61828

**INSTRUCTOR'S NAME:** Christi Cook, Ph.D.

**CLASS LOCATION:** online course

**CREDIT HOURS:** 3 hours lecture

**EMAIL ADDRESS:** ChristiCook@dcccd.edu

**OFFICE HOURS:** By announced Ecampus Collaborate/IM sessions or by appointment via Ecampus IM, Skype, or phone.

**REQUIRED TEXTBOOKS:**
They Say, I Say: The Moves that Matter in Academic Writing without readings; Graff and Birkenstein, 3rd or 4th edition; linked online (It is not necessary to purchase)

**Note:** The instructor reserves the right to make changes to any information contained in this syllabus at any time during the semester. An updated version of the syllabus will be discussed and distributed to students if changes are made.
English 1113-1911
Online course

“This metaphor [brouillon] suggests a writing process that begins as a journey into disorder, a making of chaos, out of which one eventually forges an essay.”
- John C. Bean

COURSE DESCRIPTION: Composition I is an intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis is placed on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

COURSE OBJECTIVES:
1. Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication
3. Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
4. Personal Responsibility Skills – to include the ability to connect choices, actions and consequences to ethical decision-making

Learning Outcomes
After successful completion of this course the student should be able to
1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

ATTENDANCE: Having good attendance is a vital part of succeeding in college, whether the classroom is online or face-to-face. We are building a discourse community in this class, and we must have all members participating in order to do build and move forward. Good attendance, which is defined in the online course as complete, timely, energetic participation in all online activities and as logging into the course at least once a week (attendance is checked once a week), is also vital because improvement in writing is a complex process that requires a great deal of practice and feedback from readers. Since some of the benefit that you may derive from the course consists of your attendance and participation in class, and since the material covered in class lectures and discussion boards will represent the content of the essays and quizzes, it is essential that each of you recognize the importance of conscientious attendance in class, which in this case includes participating in all online activities in a timely manner.

Students must begin attendance in all classes of enrollment—No exceptions. Financial Aid will not be granted to students who have been certified as not attending by the certification date. For this online course, your participation in class as defined above, on or before the certification date will allow you to receive credit for FA purposes. For certification dates, check with the division or FAO for further information. Students who are not certified as beginning class are responsible for any payments due as a result of non-certification, to include the dropping of courses.

Regular and punctual class attendance is expected. In case of absence, it is the student’s responsibility to contact the instructor. Students absent on official school business are entitled to make up school work missed. In all other cases, the instructor will judge whether or not the student will be permitted to make up work and will decide on the time and nature of the makeup. However, the student is expressly responsible for any work missed regardless of the cause of the absence. The student must discuss such work with the instructor and should do so immediately on returning to school if it was not possible to discuss before the absence. Communication between
the student and instructor is most important, and **it is the student’s responsibility to initiate such communication.** If students do not appear at the prearranged time for makeup work, they forfeit their rights for further makeup of that work.

Students in an online course not completing orientation and those not actively participating in the course may be dropped at the discretion of their instructors. Please note that I may drop a student if the student has excessive absences (4 or more classes) and is failing the class. If students wish to withdraw from the course, it is their responsibility to complete required paperwork within the time frame set by SWOSU.

**COMMUNICATION PLAN:** If you have questions or concerns regarding an assignment, please post them on the ‘Around the Water Cooler’ discussion board so that other students may benefit from having the question answered as well. If you have another type of concern, please email me from your dcd email address, after checking your syllabus to be certain that your question isn’t answered there. Use the ‘Email Netiquette’ handout to help you compose your email appropriately. In most cases, I will respond within 24 hours, excluding weekends and holidays. If you do not receive a response within that time frame, please feel free to send a quick reminder email. I will also hold announce ‘Chat’ sessions on eCampus for students to ask questions in real time. Skype/phone appointments are also available. I e-mail students frequently using eConnect e-mail and post announcements in eCampus so please check eCampus and your eConnect e-mail often. You are required to know your username and password by the first day of class. If you do not know it or if you have lost it, please call DCCCD Technical Support Center at 1-866-374-7169.

**Please note that I do not accept any assignments via email.** All assignments must be submitted on eCampus.

**PARTICIPATION:** Full participation is necessary in order to succeed in this class. Participation includes: contributing appropriately to class discussions on the discussion board, daily work, respecting others’ opinions and their right to express them, and cooperating and collaborating with your peers—**participation grades cannot be made up. They are inherently in-class activities.** Remember, we are building a community this semester. You are part of the community!

**CONDUCT:** Since we are all adults and this is a college course, I fully expect that you will conduct yourselves in a respectful adult manner in the online classroom and that you will take responsibility for your words and actions. Students are expected to participate respectfully in class, to listen to other class members, and to comment appropriately. I also expect consideration and courtesy from students. Professors are to be addressed appropriately and communicated with professionally.

Posted material that is insensitive based on race, sexuality, religion, gender, etc. will be removed and will remain ungraded as it is considered disrespectful. Bear in mind that the classroom comprises people from a wide variety of backgrounds and post accordingly.

**PEER REVIEWS:** Each essay will include mandatory peer review workshops. You will be required to include all peer review materials in the paper’s final submission in order to receive full credit (worth 10% of total grade). Your credit for peer reviews can only be earned if are prepared by the deadline with an adequate posted draft; you also must provide adequate comments. **It is very important that you meet deadlines for peer reviews, as you will not be able to make up these points.**

**LATE ASSIGNMENTS:** The syllabus course schedule and/or eCampus clearly state when each and every assignment is due. Journals, Discussion Board posts, and other participation (non-essay) assignments will not be accepted late. For each calendar day following a due date, a late essay will receive an additional ten point deduction. Work is not accepted after three late days.

**REWRITES/REVISIONS:** If you receive a failing grade on an essay, you must rewrite it. You will have **exactly one week after the essay is returned to you** to complete the rewrite, which should be resubmitted through eCampus. Although it is not mandatory, should you receive a grade you do not find acceptable, you may also choose to rewrite the essay. It is important to stress that a **rewrite does not guarantee a better grade.** Revision is not just fixing surface errors or deleting a few sentences. It must be evident to me that the paper has been **thoroughly re-worked** according to feedback in order to change a grade. The rewritten paper will be averaged with your original paper. Rewrites need to be labeled “Revised Draft” and resubmitted with all other essay materials (graded rubric, original graded essay, etc.)
Please consider visiting the Writing Center (either online or in person) and/or scheduling an appointment with me for assistance with your revision. The Writing Center is a free service located in Room W114. Students working on papers, speeches, or presentations may stop by and see a Writing Center consultant. Stop by, call 972-860-5606 to ask for an appointment visit mvcwritingcenter@dccc.edu.

COURSE EVALUATION:

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<tbody>
<tr>
<td>Discussion Board Participation</td>
<td>10%</td>
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<tr>
<td>Essay 1</td>
<td>15%</td>
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<tr>
<td>Essay 2</td>
<td>15%</td>
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<tr>
<td>Essay 3</td>
<td>15%</td>
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<tr>
<td>Essay 4</td>
<td>20%</td>
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<tr>
<td>Reading Responses</td>
<td>10%</td>
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<tr>
<td>Quizzes</td>
<td>5%</td>
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<tr>
<td>Final Exam (Individual Presentations)</td>
<td>10%</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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DISCUSSION BOARD: Discussion board posts are required in all modules of this course. Detailed instructions and a rubric will be provided, but students always complete an initial response and at least two replies to their classmates.

READING RESPONSES: You are expected to complete all of the assigned reading for this course so that you may participate in classroom discussion and learning activities. When assigned, you are required to write a one page, double-spaced response following provided guidelines. The Reading Response will not be accepted late since the purpose of the response is to prepare the student for class discussion.

ESSAYS: There are four essays: detailed instructions and rubrics will be provided in class and through eCampus. The last essay has a presentation and a visual aid component.

GRADING POLICY:

90 - 100 = A, 80 - 89 = B, 70 - 79 = C, 60 - 69 = D 59 and below = F

WHAT EACH GRADE REPRESENTS: (The Grade of F): the essence of F-level work is that the student demonstrated a pattern of logical, systemic thinking and/or failed to do the required work of the course, (The Grade of D): the essence of D-level work is that it demonstrates only a minimal level of understanding and skill in logical/systemic thinking, (The Grade of C): the essence of C-level work is that it demonstrates more than a minimal level of skill, but it is also highly inconsistent, with as many weaknesses as strengths, (The Grade of B): the essence of B-level work is that it demonstrates more strengths than weaknesses and is more consistent in high level performance. It nevertheless has some distinctive weaknesses, though no major ones, (The Grade of A): the essence of A-level work – excellence overall, no major weaknesses.
**Some advice on grades:** Keep in mind that you earn the grade you make in this class. Please do not announce that you *have* to make a certain grade. If your goal is to make an A, I am here to support you in working toward your goal. However, I can assure you that it will not happen if you do not attend class regularly, read each assigned reading carefully (more than once is highly recommended!), turn in all assignments on time, and actively participate in class activities and discussions. And, even if you do all these things, you may not make an A if English is a challenging subject for you. Work for that A, but be proud of yourself if you pass the course with a B or a C if you have given your best effort.

Also bear in mind that there are usually no opportunities for extra credit! I will announce any extra credit opportunities that arise to the entire class; it is not available on an individual basis. If there is extra credit, it will be added to your lowest Participation grade.

Essays will be graded and returned within two weeks. Daily assignments will generally be graded within a week. Please check eCampus often to monitor your grade. Please remember that essays and assignments are graded with care; therefore, it is unrealistic to expect assignments to be returned immediately.

All final grades are submitted under eConnect but you can check your progress in the class under “Grades” in eCampus. **Please be advised that grades in eCampus are continually in progress throughout the semester. You will need to make allowances for the late addition of final papers and presentations that are worth a portion of your grade.**

FERPA: Since you are a Mountain View College student, I am not allowed by law to discuss your progress in this class to anyone, including your legal guardians (even if you are under the age of 18). If you would like your parents to discuss your assignments and grades with me, I will need their consent in the form of a FERPA waiver. Ask for a copy and return to me as soon as possible.

**ACADEMIC DISHONESTY:**
Students who are caught deliberately plagiarizing an assignment will be subject to an “F” in the course and possible expulsion from the college. Academic honesty is expected, and integrity is valued in the Dallas County Community Colleges. Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCC Code of Student Conduct published in the DCCC Catalog. More information is available at [https://www1.dcccd.edu/catalog/ss/code.cfm](https://www1.dcccd.edu/catalog/ss/code.cfm), (see below and Addendum A)

**PLAGIARISM:** An essential rule in any university class is that all printed and spoken work which a student submits should be entirely his/her own, or properly documented. If it is not, the student is guilty of plagiarism. The following are two types of plagiarism of which the student should be aware:

Word for word copying, without acknowledgement, of the language of another person. Obviously, having another person write or dictate all or part of one’s printed or oral work. In addition, a student should copy NO printed, spoken or electronic passage, no matter how brief, without acknowledging its source. This applies to even the briefest of phrases if they are truly individual and distinctive.

Another type of plagiarism is the unacknowledged paraphrasing of another’s ideas. A student should no more take credit for another’s thoughts than for another’s language. Any distinctively original idea taken from another should be credited to its author. If the student does not know whether another’s idea is distinctively original, he/she should incline to believe that it is; no fault attaches to over-acknowledgement, but under-acknowledgement is plagiarism.

**INSTITUTION POLICIES:** Please visit http://www.mountainviewcollege.edu/Academics/Documents/Institutional%20Policies.pdf for a complete list of institutional policies (Stop Before You Drop; Withdrawal Policy; Repeating a Course; Financial Aid; Academic Dishonesty; Americans with Disabilities Act Statement; Religious Holidays; and Campus Emergency Operation Plan and Contingency Plan.).

**DISABILITY SERVICES:** Americans With Disabilities Act Amendment Act (ADAAA)
More information regarding ADAAA is located in the Student Handbook. **Special Accommodations**
Students requiring special accommodations due to a learning disability or physical limitation must notify the Dean of Students prior to the end of the first week of classes. The student should meet with each instructor after the first class period or during the instructor's office hours within the first week of class and discuss the specific accommodation options that have been recommended and how they will be adopted in his or her class.

**Students with Disabilities**

If any member of the class feels that he/she has a disability and is in need of special accommodations, the instructor will work with you and Student Services in order to provide reasonable accommodations. This will help ensure that you have an equal opportunity to perform in this class. Please advise the instructor of such disability and the desired accommodations at some point before, during, or immediately after the first scheduled class period. Students needing accommodations should contact the Dean of Students at studentdean@swosu.edu. See webpage for additional information http://www.swosu.edu/administration/studentdean/students-disabilities.aspx (Links to an external site.).

**RESOURCES FOR STUDENT SUCCESS**: In the Canvas course, on the left side of the screen in the Course Navigation, you will find Resources for Student Success. The Center for Excellence in Teaching and Learning has developed a course guide to assist you with all of your academic needs. The course includes numerous resources and strategies for student success such as: Canvas orientation, university and student policies, numerous links for academic support, information about the library, tutoring, writing center, financial support, technology, and many other important resources to help you not just in this courses, but all of your courses. I strongly encourage you to take the time to review the Resources for Student Success.

**COURSE SCHEDULE**: Expect assignments to be due on the day they are listed, but check assignment descriptions on Canvas for up-to-date assignment details. Most assignments are due at 11:59 p.m. CST unless otherwise noted. Please note that sometimes more than one assignment is due on the same day, so you will need to manage your time accordingly.

<table>
<thead>
<tr>
<th>DATE</th>
<th>Writing/Homework Due</th>
<th>Reading Due (Always Do Reading Before Starting Assignment!!)</th>
<th>In Class Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri 8/31</td>
<td>Purchase Textbook</td>
<td></td>
<td>Syllabus Discussion / Course Intro, Introductions Post-Orienta-</td>
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<td>tion Activity</td>
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<tr>
<td>Sun 9/2</td>
<td>*Syllabus Quiz due by 11:59 p.m.</td>
<td>TSIS Introduction and Ch. 1</td>
<td>Rhetorical Theory Lecture</td>
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<td>*TRACE Activity</td>
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<tr>
<td>Food: What We Eat and Why We Eat It</td>
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<tr>
<td>Fri 9/7</td>
<td>*8/31 Last day to drop a class for refund</td>
<td>Read Reading Response Guidelines TSIS Ch. 2 and TSIS Da-</td>
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<td></td>
<td>Reading Response 1</td>
<td>vide Zinczenko “Don’t Blame the Eater</td>
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<tr>
<td>Sun 9/9</td>
<td>Quiz</td>
<td>Read Essay One prompt Michael Pollan “Escape from the Western Diet”</td>
<td>Common Errors Workshop/Discussion Board MLA Instruction</td>
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<tr>
<td>Fri 9/14</td>
<td>Reading Response #2</td>
<td>TSIS Ch. 4 and Article TBA</td>
<td>Thesis Statement Workshop</td>
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<tr>
<td>Sun 9/16</td>
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<td>TSIS Reading Ch. 3</td>
<td>Quotation Sandwich Workshop</td>
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<tr>
<td>Fri 9/21</td>
<td>First Draft of Essay One</td>
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<td>Peer Review</td>
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<tr>
<td>Sun 9/23</td>
<td>Final Draft Essay One</td>
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**The Macabre**

| Fri 9/28 | Quiz | “A Critique of Pure Horror”- provided on Canvas | Introduction to The Macabre |
| Sun 10/1 | Reading Response #3 | Read Essay Two prompt Stephen King article on horror-provided on Canvas | |
| Fri 10/5 | | | Psychological Criticisms Power-Point/Blog |
| Sun 10/7 | | “The Tell-Tale Heart” Edgar Allan Poe- provided on Canvas | Prewriting |
| Fri 10/12 | First Draft of Essay Two | | Peer Review |
| Sun 10/14 | Final Draft of Essay Two | | |

**Advertisements and Our Behaviors**

| Fri 10/19 | | Assign Visual Analysis Essay; eCampus Chapter on Visual Rhetoric | |

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The document appears to outline a schedule for a course with assignments and readings for each day. The courses include Michael Pollan’s reading, followed by discussions on common errors, the Western Diet, and Michael Pollan’s work. There are also assignments related to essays, including first and final drafts, and peer reviews. Additionally, there is a section on the Macabre with assignments related to Edgar Allan Poe and psychological critiques. The final section deals with advertisements and our behaviors, including assignments on visual analysis and eCampus chapters.
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Sun 10/21</td>
<td></td>
<td>Discussion Board: Ads</td>
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<tr>
<td>Fri 10/26</td>
<td></td>
<td>Visual Analysis Activity</td>
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<tr>
<td>Sun 10/28</td>
<td>Reading Response #4</td>
<td>Reading TBA</td>
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<tr>
<td>Fri 11/2</td>
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<td>TSIS Ch. 8</td>
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<td>Fri 11/9</td>
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<td>Wiki</td>
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<td>Sun 11/11</td>
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<td>eCampus Collaborate Session</td>
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<tr>
<td>Fri 11/16</td>
<td>11/15 Last day to drop</td>
<td>Peer Review</td>
</tr>
<tr>
<td>Sun 11/18</td>
<td>Visual Analysis First Draft</td>
<td>Revisions Discussion Board</td>
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<tr>
<td>Thanksgiving Break 11/22-11/25</td>
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<tr>
<td>Fri 11/30</td>
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<td>Process Work: Presentations</td>
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<tr>
<td>Sun 12/2</td>
<td>Visual Analysis Final Draft</td>
<td>Process Work: Presentations</td>
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<tr>
<td>Fri 12/7</td>
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<tr>
<td>Sun 12/9</td>
<td>Visual Analysis Presentation</td>
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<tr>
<td>Wed 12/10</td>
<td></td>
<td>Discussion Board: Respond to Peers’ Presentation</td>
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Addendum A
Statement on Scholastic Dishonesty

Scholastic dishonesty is unacceptable and is not tolerated. Any person who is a party to scholastic dishonesty as defined below will be disciplined as prescribed in this document.

SCHOLASTIC DISHONESTY is defined as misconduct including, but not limited to, plagiarism, cheating, and collusion.

A. PLAGIARISM is defined as presenting as one’s own the ideas or writings of another without acknowledging or documenting the source(s).

Students are guilty of plagiarism when they do any of the following in an essay or presentation:

· Copy a word or words directly from a book, periodical, or electronic source without using quotation marks and references to sources;

· Summarize or paraphrase the ideas or opinions of an author or use the data collected by an author without citing the author as the source;

· Submit papers or projects which do not reflect their own knowledge, voice, and style, usually as a result of having had another person (1) write, (2) rephrase, (3) rewrite, or (4) complete their ideas;

· Submit a paper or project which was written or prepared by another person for another class or another instructor implying that the work is their original composition or project;

· Submit a paper or project which was previously submitted to fulfill requirements for another course, unless (1) the professor permits students to draw from earlier papers/projects or (2) the professors of concurrent courses (i.e. Common Ground courses) permit students to submit a paper/project to fulfill requirements in both courses;

· Download a paper or portions of text from an electronic source and (1) paste it into a paper, (2) retype the paper or portions of the paper and submit it as their own composition, (3) retype phrases or sentences with a few changes, and submit the paper as their own composition, or (4) summarize or paraphrase the ideas from one or more sentences, without citing the source.

· Submit as their own work a paper (or parts of a paper) purchased from a company or electronic source that offers catalogs of essays on different topics and/or for different courses.

B. CHEATING is defined as intentionally using or attempting to use unauthorized sources in exams or on other scholastic projects, as well as failing to follow instructions in such activities.

Students are guilty of cheating when they do any of the following:

· Copy answers from another student’s examination answer sheet;

· Use or attempt to use unauthorized materials (notes, study guides, “crib” sheets, textbooks, electronic devices, etc.) during an examination;

· Exchange forms of a test with a classmate (i.e. exchange Form A for Form B);

· Possess and/or use unauthorized copies of tests or answer sheets;

· Change answers or grades on a graded project.
C. **COLLUSION** is defined as intentionally aiding or attempting to aid another in an act of scholastic dishonesty.

Students are guilty of **collusion** when they do any of the following:

- Provide a complete paper or project to another student;
- Provide an inappropriate level of assistance to another student in the form of (1) writing, (2) rephrasing, (3) re-writing, or (4) completing the paper or project;
- Communicate answers to a classmate during an examination;
- Remove tests or answer sheets from the testing site;
- Knowingly allow a classmate to copy answers from his/her examination paper;
- Exchange forms of a test with a classmate (i.e. exchange Form A for Form B).

**INSTRUCTIONAL AND ADMINISTRATIVE RESPONSE TO SCHOLASTIC DISHONESTY:**
(per Faculty Handbook)

All forms of dishonesty such as cheating, plagiarism, knowingly furnishing false information to the institution, alteration or misuse of institution records or documents, including university identification cards, constitute violations of university regulations for which students are subject to disciplinary action. Disciplinary actions may include penalties which range from an unsatisfactory grade on a particular assignment, examination, or course, to expulsion from the university. These actions shall be determined by the instructor of record or appropriate university official. The student may appeal the decision through the normal Academic Appeals Committee process.
Addendum B
Critical Thinking

For me, Success and Enjoyment in the college classroom depends greatly on my ability as a student to think critically. “Critical Thinking” is not a new buzz phrase that catches fire then dies a flaming death as quickly as it was born. “Critical Thinking” is a reality that all college students should aim to achieve. In my classroom, I challenge my students to think at the highest levels of their cognitive domain. Thinking is much more than just retention of knowledge but instead, the constant analysis of the question, “Why?” Answering “why” whether reading or writing or presenting will always lead you to think in abstract terms and help you better to understand the concrete. Critical thinkers can take a situation and synthesize its key components, analyze the key components in terms of their structure, then evaluate the key components in terms of their effectiveness. When you, as a student, think critically, education (writing, literature, research) comes alive and it becomes exciting. Quite simply, you cannot get enough of it because you are driven by a desire to know why – why things happened, why the author used that particular word or phrase, why society thought as it did at that moment in time etc. In my class, I will probe your minds, verbally and through examination, to try and help you become better critical thinkers, capable of thinking and succeeding at the highest levels cognitively. Everything I teach and the methodology used to teach it is designed with critical thinking in mind. The following are aspects of critical thinking I think apply to me (never forget that I am a perpetual student who learns from you as well) as a student and are valuable in terms of helping you understand what critical thinking is.

gsm 2005

"Critical thinking is the use of those cognitive skills or strategies that increase the probability of a desirable outcome. It is used to describe thinking that is purposeful, reasoned and goal directed - the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions when the thinker is using skills that are thoughtful and effective for the particular context and type of thinking task. Critical thinking also involves evaluating the thinking process - the reasoning that went into the conclusion we've arrived at the kinds of factors considered in making a decision. Critical thinking is sometimes called directed thinking because it focuses on a desired outcome."

Halpern, Diane F. Thought and Knowledge: An Introduction to Critical Thinking. 1996.

Attributes of a critical thinker:

- asks pertinent questions
- assesses statements and arguments
- is able to admit a lack of understanding or information
- has a sense of curiosity
- is interested in finding new solutions
- is able to clearly define a set of criteria for analyzing ideas
- is willing to examine beliefs, assumptions, and opinions and weigh them against facts
- listens carefully to others and is able to give feedback
- sees that critical thinking is a lifelong process of self-assessment
- suspends judgment until all facts have been gathered and considered
- looks for evidence to support assumption and beliefs
- is able to adjust opinions when new facts are found
- looks for proof
- examines problems closely
- is able to reject information that is incorrect or irrelevant

Ferrett, S. Peak Performance (1997).

Critical readers are:

- willing to spend time reflecting on the ideas presented in their reading assignments
able to evaluate and solve problems while reading rather than merely compile a set of facts to be memorized

logical thinkers
diligent in seeking out the truth
eager to express their thoughts on a topic
seekers of alternative views on a topic
open to new ideas that may not necessarily agree with their previous thought on a topic
able to base their judgments on ideas and evidence
able to recognize errors in thought and persuasion as well as to recognize good arguments
willing to take a critical stance on issues
able to ask penetrating and thought-provoking questions to evaluate ideas
in touch with their personal thoughts and ideas about a topic
willing to reassess their views when new or discordant evidence is introduced and evaluated
able to identify arguments and issues
able to see connections between topics and use knowledge from other disciplines to enhance their reading and learning experiences