

Critical Thinking Through Writing Workshop Agenda

I. Welcome and Introductions

Mary Finn, Associate Provost for Institutional Effectiveness

II. How We Got Here

George Rainbolt, Professor and Chair - Department of Philosophy, Chair - University Senate Committee on Admissions & Standards, and CTW Coordinator

A. SACS, QEP and Critical Thinking through Writing Initiative (CTW)

B. You have been selected as the CTW Ambassador for a major. In a nutshell, CTW Ambassadors coordinate the implementation of the CTW requirement in a major.

III. The CTW Requirement

Oliver Greene, Assistant Professor - School of Music and CTW Coordinator

A. Doc 1, The Senate CTW Motion

1. “assignments that focus on critical thinking as demonstrated through writing” are assignments that use writing to help students develop the “wide range of cognitive skills and intellectual dispositions needed to effectively identify, analyze, and evaluate arguments and truth claims; to discover and overcome personal prejudices; to formulate and present convincing reasons in support of conclusions; and to make reasonable, intelligent decisions about what to believe and what to do.” (Bassham, Irwin, Nardone & Wallace, *Critical Thinking: A Student's Introduction* (McGraw-Hill, 2005) page 1.) Typically, students will have the opportunity to revise at least one assignment during the semester.
2. These assignments together should constitute a substantial percentage of the course grade.
3. It has a maximum of a 25/1 student/instructor ratio. Should a CTW class have more than 25 students, the instructor will receive assistance. If a CTW class enrolls 51-75 students, the assistance of two people would be needed, and so forth. (See 3 below.)
4. It is taught by a CTW-trained instructor.

B. Examples of CTW Documents

1. Doc 2, MGS 4320 Course Materials
2. Doc 3, Philosophy Sample Assignment
3. Doc 4, Philosophy Major Pre- and Post- CTW.

C. Discussion: What does a good CTW course look like? What do the terms in the motion mean? Will changes to the major be needed? Lots of short assignments or fewer longer assignments?

IV. Preparation of Faculty for CTW

Krista Meinersmann, Clinical Associate Professor and Associate Director of Undergraduate Programs - Byrdine F. Lewis School of Nursing and CTW Coordinator

- A. Doc 5, The Senate CTW Training Motion, train the trainer model. CTW Ambassadors trained and they train the faculty in their departments.
- B. Doc 6, The Roles and Responsibilities of CTW Ambassadors
- C. Discussion: How should one organize the training of faculty?
 - 1. One-on-one meetings.
 - 2. Workshops.
 - 3. Web-based training (only for the strong of heart).

V. Reporting and Assessment of CTW

George Pullman, Associate Professor - Department of English, Director -Writing Across the Curriculum, and CTW Coordinator

- A. Doc 7, The CTW Assessment Report
- B. Discussion:
 - 1. Ambassador and Assessment Person One and the Same or Different?
 - 2. Done in conjunction with other assessment activities (e.g., accreditation) or independently?
 - 3. How to collect the assessment data?
 - 4. What does it mean to assess the data collected?
 - 5. To Rubric or Not to Rubric?
 - a. Doc 8, Washington State University's CTW Rubric
 - b. Doc 9, George Rainbolt's Typical Paper Grades

VI. Departmental/Majors CTW Plans

Bill Bogner, Associate Professor - Department of Managerial Science and CTW
Coordinator

A. A CTW plan is required for each undergraduate major. The plan must be approved by the General Education Subcommittee of the Senate Committee on Academic Programs.

B. The CTW Plan

1. The web interface for submitting plans, <http://www.wac.gsu.edu/ctw.php>

2. Plans must include

a. a list of your CTW courses.

Including course number, course title, and proposed catalog course description.

b. the plan to train CTW Ambassadors .

If the Department is using the University-provided training offered by the CTW Coordinators (where you are right now), a one sentence statement that the Department is using the University-provided training is all that is necessary. If the Department would like to use another training, the plan must include a description of that training.

c. the plan to assess student learning outcomes in each CTW course.

d. the plan to report on assessment of student learning.

C. Discussion: What makes for a good CTW plan?

1. Doc 10, English CTW Plan

2. Doc 11, Philosophy CTW Plan

VII. Doc 12, The CTW Ambassador's To Do List

Mary Finn

VIII. Discussion: Feedback on the Workshop