Quality Enhancement Plan, 2014-2016 Library Special Collection

The SWCC Library has allocated part of its funding for book purchases to increase and update holdings of print resources on critical thinking to support the Quality Enhancement Plan, 2014-2016. The following is an ongoing list of books on various aspects of critical thinking purchased beginning in 2015. The books are located in the Faculty Reading Room and available to faculty for two week period with one renewal.


Humans have built hugely complex societies and technologies, but most of us don't even know how a pen or a toilet works. How have we achieved so much despite understanding so little? Cognitive scientists Steven Sloman and Philip Fernbach argue that we survive and thrive despite our mental shortcomings because we live in a rich community of knowledge. The key to our intelligence lies in the people and things around us. We're constantly drawing on information and expertise stored outside our heads: in our bodies, our environment, our possessions, and the community with which we interact--and usually we don't even realize we're doing it. The human mind is both brilliant and pathetic. We have mastered fire, created democratic institutions, stood on the moon, and sequenced our genome. And yet each of us is error prone, sometimes irrational, and often ignorant. The fundamentally communal nature of intelligence and knowledge explains why we often assume we know more than we really do, why political opinions and false beliefs are so hard to change, and why individually oriented approaches to education and management frequently fail. But our collaborative minds also enable us to do amazing things. This book contends that true genius can be found in the ways we create intelligence using the world around us.

B105.T54 S56 2017
Descriptors: Thought and thinking; Knowledge, Sociology of


We are frequently confronted with arguments. Arguments are attempts to persuade us - to influence our beliefs and actions - by giving us reasons to believe this or that. Critical Thinking: A Concise Guide will equip students with the concepts and techniques used in the identification, analysis and assessment of arguments. Through precise and accessible discussion, this book provides the tools to become a successful critical thinker, one who can act and believe in accordance with good reasons, and who can articulate and make explicit those reasons.

B809.2 .B69 2015
Descriptors: Critical thinking—Study and teaching; Language and logic; Reasoning


Think Critically, 2016 presents critical thinking as the optimal approach for solving real-world problems and making important decisions, boosting the relevance of course material to students’ lives. Authors Peter Facione and Carol Ann Gittens employ a simple, practical approach to deliver the core concepts of critical thinking in a way that students can easily understand. Incorporating contemporary material from a wide range of real-life situations, Think Critically’s engaging examples and exercises hammer home positive critical thinking habits of mind that students can use -- in the classroom and beyond.

B809.2 .F33 2016
Descriptors: Critical thinking—Textbooks

*Descriptive content provided by Syndetics™, a Bowker service.

Comprehensive yet concise, *Think with Socrates* uses the methods, ideas, and life of Socrates as a model for critical thinking. Applying critical thinking to the Internet, mass media, advertising, personal experience, expert authority, the evaluation of sources, writing argumentative essays, and forming a worldview, *Think with Socrates* resonates with today’s students and teaches them how to apply their skills to the real world. At the same time, it also covers the ancient intellectual roots and history of the field, placing critical thinking in its larger context to help students appreciate its perennial value. Author Paul Herrick incorporates original sources from newspapers, a variety of media, and philosophical writing, along with engaging “interludes” featuring selections from Plato’s dialogues. A Companion Website at www.oup.com/us/herrick offers resources for students and instructors. * B809.2 .H47 2015

Descriptors: Socrates; Critical thinking


A valuable guide on creativity and critical thinking to improve reasoning and decision-making skills - critical thinking skills are essential in virtually any field of study or practice where individuals need to communicate ideas, make decisions, and analyze and solve problems. *An Introduction to Critical Thinking and Creativity: Think More, Think Better* outlines the necessary tools for readers to become critical as well as creative thinkers. By gaining a practical and solid foundation in the basic principles that underlie critical thinking and creativity, readers will become equipped to think in a more systematic, logical, and imaginative manner. Creativity is needed to generate new ideas to solve problems, and critical thinking evaluates and improves an idea. These concepts are uniquely introduced as a unified whole due to their dependence on each other. Each chapter introduces relevant theories in conjunction with real-life examples and findings from cognitive science and psychology to illustrate how the theories can be applied in numerous fields and careers. An emphasis on how theoretical principles of reasoning can be practical and useful in everyday life is featured, and special sections on presentation techniques, the analysis of meaning, decision-making, and reasoning about personal and moral values are also highlighted. All chapters conclude with a set of exercises, and detailed solutions are provided at the end of the book. A companion website features online tutorials that further explore topics including meaning analysis, argument analysis, logic, statistics, and strategic thinking, along with additional exercises and multimedia resources for continued study. *An Introduction to Critical Thinking and Creativity* is an excellent book for courses on critical thinking and logic at the undergraduate and graduate levels. The book also serves as a self-contained study guide for readers interested in the topics of critical thinking and creativity as a unified whole. * B809.2 .L38 2011

Descriptors: Critical thinking; Creative ability


In an era of information overload, our need to learn how to critically evaluate the growing flood of information has never been greater. *Critical Reflection* showcases the role of reason in a world saturated by media-enhanced persuasion and complex scientific and technological jargon. Drawing from the classic philosophical texts, this engaging textbook on the art of analyzing arguments is also relevant to today’s undergraduates in its use of real-life examples and exercises drawn mainly from media and politics. Malcolm Murray and Nebojša Kujundzic cover the standard subjects in a one-semester course on critical thinking, offering ways to analyze arguments. * B809.2 .M87 2005

Descriptors: Critical thinking; Reasoning

*Descriptive content provided by Syndetics™, a Bowker service.*

*Making Up Your Mind* is oriented toward the writing of arguments. It gives students techniques that they can use to better understand, organize, and present their own thoughts. The book provides an exceptionally clear statement of what critical thinking adds to the study of logic, along with complete and systematic coverage of all crucial logical operators and major logical relations. It also offers exceptionally clear and informative discussions of the definition of argument, the distinction between induction and deduction, and the role of emotion in argument. The second half of the book presents an argument outline which students can use to organize virtually any ethical argument. His outline is also used to illustrate the most important informal fallacies and how they can be avoided. In its closing chapters, the book discusses the nature of good evidence and good sources of evidence and their role in argument. Included are discussions of scientific method, the logical form of arguments about causal theories, and arguments from analogy.

Descriptors: Critical thinking; Logic


You shouldn’t drink too much. The Earth is round. Milk is good for your bones. Are any of these claims true? How can you tell? Can you ever be certain you are right? For anyone tackling philosophical logic and critical thinking for the first time, *Critical Thinking: An Introduction to Reasoning Well* provides a practical guide to the skills required to think critically. From the basics of good reasoning to the difference between claims, evidence and arguments, Robert Arp and Jamie Carlin Watson cover the topics found in an introductory course. Now revised and fully updated, this Second Edition features a glossary, chapter summaries, more student-friendly exercises, study questions, diagrams, and suggestions for further reading. With real life examples, advice on graduate school entrance exams and an expanded companion website packed with additional exercises, an answer key and help with real life examples, this easy-to-follow introduction is a complete beginner’s tool set to good reasoning, analyzing and arguing. Ideal for students in basic reasoning courses and students preparing for graduate school.

Descriptors: Reasoning; Critical thinking; Logic


Critical Thinking is a comprehensive and accessible introduction to the essential skills of good reasoning. The authors provide a thorough treatment of such central topics as deductive and inductive reasoning, logical fallacies, how to recognize and avoid ambiguity, and how to distinguish what is relevant from what is not. Later chapters discuss the application of critical thinking skills to particular topics and tasks, including scientific reasoning, moral reasoning, media analysis, and essay writing. This seventh edition is revised and updated throughout, and includes a new chapter on legal reasoning as well as access to a companion website of additional questions and other useful resources.

Descriptors: Critical thinking; Logic


Critical Thinking is a comprehensive introduction to the essential skills of good reasoning, refined and updated through seven editions published over more than two decades. This concise edition offers a

*Descriptive content provided by Syndetics™, a Bowker service.*
succinct presentation of the essential elements of reasoning that retains the rigor and sophistication of the original text. The authors provide a thorough treatment of such central topics as deductive and inductive reasoning, logical fallacies, how to recognize and avoid ambiguity, and how to distinguish what is relevant from what is not. A companion website provides a range of interesting supplements, including interactive review materials, supplemental readings, and writing tips.  

Describers: Critical thinking; Logic


We are bombarded with more information each day than our brains can process—especially in election season. It's raining bad data, half-truths, and even outright lies. New York Times bestselling author Daniel J. Levitin shows how to recognize misleading announcements, statistics, graphs, and written reports revealing the ways lying weasels can use them. It's becoming harder to separate the wheat from the digital chaff. How do we distinguish misinformation, pseudo-facts, distortions, and outright lies from reliable information? Levitin groups his field guide into two categories—statistical information and faulty arguments—ultimately showing how science is the bedrock of critical thinking. Infoliteracy means understanding that there are hierarchies of source quality and bias that variously distort our information feeds via every media channel, including social media. We may expect newspapers, bloggers, the government, and Wikipedia to be factually and logically correct, but they so often aren't. We need to think critically about the words and numbers we encounter if we want to be successful at work, at play, and in making the most of our lives. This means checking the plausibility and reasoning—not passively accepting information, repeating it, and making decisions based on it. Readers learn to avoid the extremes of passive gullibility and cynical rejection. Levitin's charming, entertaining, accessible guide can help anyone wake up to a whole lot of things that aren't so. And catch some lying weasels in their tracks!

Describers: Critical thinking; Fallacies (Logic); Reasoning


How do you approach an essay or discussion question? How do you review what claims others have made and offer counter-claims? And how do you weigh up the strengths and weaknesses of your own argument before putting together a persuasive conclusion? This accessible book takes you step by step through the art of argument, from thinking about what to write and how you might write it, to how you may strengthen your claims, and how to come to a strong conclusion. Engagingly written and featuring useful summaries at the end of each chapter, this new book offers easily transferable practical advice on assessing the arguments of others and putting forward effective arguments of your own. The book's strength lies in its clear guidance and the use of real-life arguments—both contemporary and historical—and real-life essay questions from a variety of disciplines across the humanities and social sciences. These interesting, relevant, and often entertaining, examples are used not to illustrate, but to make essential points about what can be learnt, what techniques can be borrowed, and what pitfalls to avoid in the area of analytical thinking and writing. *The Oxford Guide to Effective Argument and Critical Thinking* is sure to improve the written work of any student required to demonstrate the key skills of critical writing and thinking. It is equally as valuable for professionals needing these skills (e.g. journalists, lawyers, researchers, politicians) as well as for anyone who has a case to put forward and would like to do so convincingly.

Describers: Rhetoric; Critical thinking; Reasoning; Debates and debating; Philosophy


*Describer content provided by Syndetic™, a Bowker service.*
The Power of Critical Thinking: Effective Reasoning About Ordinary and Extraordinary Claims, Fifth Edition, explores the essentials of critical reasoning, argumentation, logic, and argumentative essay writing while also incorporating important topics that most other texts leave out, such as "inference to the best explanation," scientific reasoning, evidence and authority, visual reasoning, and obstacles to critical thinking.* BC177 .V38 2016
Descriptor: Critical thinking


One of the hallmarks of a quality liberal arts education is providing undergraduates the opportunity to wrestle with controversial issues. Yet many teachers feel ill-equipped when it comes to broaching disagreeable topics, managing the resulting heated debates, or helping students to separate their personal feelings from scientific evidence. This book provides frameworks for teaching controversial topics and skills for handling disruptions, so teachers can help students evaluate evidence and develop testable questions.* BF77 .C63 2013
Descriptor: Psychology—Study and teaching


This book identifies the way in which the authentic intelligence of deep thinking differs from the artificial intelligence of "big data" and "analytics". Deep thinking is the essential ingredient in every significant learning experience, which leads to a new way to think about education. It is also essential to the construction of conceptual systems that are at the heart of mathematics and science, and of the technologies that shape the modern world. Deep thinking can be found whenever one conceptual system morphs into another. The sources of this study include the cognitive development of numbers in children, neuropsychology, the study of creativity, and the historical development of mathematics and science. The approach is unusual and original. It comes out of the author’s lengthy experience as a mathematician, teacher, and writer of books about mathematics and science, such as How Mathematicians Think: Using Ambiguity, Contradiction, and Paradox to Create Mathematics and The Blind Spot: Science and the Crisis of Uncertainty.* BF408 .B94 2015
Descriptors: Creative thinking; Thought and thinking; Mathematics—Philosophy


What do we mean by creativity? What is the link between creativity and critical thinking? How can creativity and critical thinking be incorporated into classroom practice and what are the benefits for students? Creativity and critical thinking are central to effective teaching and learning and have a significant impact on students’ attainment, engagement, attendance and behavior. This book draws on recent research and policy to provide teachers with a clear framework for understanding creativity and critical thinking and practically demonstrates how they can be incorporated into classroom practice.* BF408 .C75445 2013
Descriptors: Creative ability; Critical thinking


This definitive A to Z guide provides precise definitions for over 130 terms and concepts used in critical thinking. Each entry presents a short definition followed by a more detailed explanation and authoritative clarification. Armed with the tools and knowledge provided in these pages, the reader will be able to distinguish an assertion from an argument, a flaw from a fallacy, a correlation from a cause

*Descriptive content provided by Syndetics™, a Bowker service.
and a fact from an opinion. The book is an invaluable resource for teachers and students of critical thinking, providing all the tools necessary to effectively analyze, evaluate, question and reason for yourself.*  


According to AAC&U’s 2013 employer survey, 93% of employers agree that a candidate's demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than their undergraduate major. Likewise, more than three in four employers say they want colleges to place more emphasis on helping students develop critical thinking skills. In *Teaching for Critical Thinking* Stephen Brookfield builds on his last three decades of experience running workshops and teaching courses on critical thinking to explore how student learn to think this way, and what teachers can do to help students develop this capacity. He outlines a basic protocol of critical thinking as a learning process that focuses on uncovering and checking assumptions, exploring alternative perspectives, and taking informed actions as a result. Written to address the broad range of disciplines, this book fosters a shared understanding of critical thinking and helps to various constituencies adapt general principles to specific disciplinary contexts.*  


The 5 Elements of Effective Thinking presents practical, lively, and inspiring ways for you to become more successful through better thinking. The idea is simple: You can learn how to think far better by adopting specific strategies. Brilliant people aren't a special breed--they just use their minds differently. By using the straightforward and thought-provoking techniques in The 5 Elements of Effective Thinking, you will regularly find imaginative solutions to difficult challenges, and you will discover new ways of looking at your world and yourself--revealing previously hidden opportunities.*


This best-selling textbook, written by award-winning educator and past president of the American Psychological Association, Diane F. Halpern, applies theory and research from the learning sciences to teach students the thinking skills they need to succeed in today’s world. This new edition retains features from earlier editions that have helped its readers become better thinkers. A rigorous academic grounding based in cognitive psychology is presented in a clear writing style with a humorous tone and supported by numerous practical examples and anecdotes. *Thought and Knowledge, Fifth Edition* has been revised to help students meet the challenges of a global neighborhood and make meaningful conclusions from the overwhelming quantity of information now available at the click of a mouse. The skills learned with this text will help students learn more efficiently, research more productively, and present logical, informed arguments. *Thought and Knowledge, Fifth Edition* is appropriate for use as a textbook in critical thinking courses offered in departments of psychology, philosophy, English, humanities, or as a supplement in any course where critical thinking is emphasized.*

In the international bestseller, *Thinking, Fast and Slow*, Daniel Kahneman, the renowned psychologist and winner of the Nobel Prize in Economics, takes us on a groundbreaking tour of the mind and explains the two systems that drive the way we think. System 1 is fast, intuitive, and emotional; System 2 is slower, more deliberative, and more logical. The impact of overconfidence on corporate strategies, the difficulties of predicting what will make us happy in the future, the profound effect of cognitive biases on everything from playing the stock market to planning our next vacation--each of these can be understood only by knowing how the two systems shape our judgments and decisions. Engaging the reader in a lively conversation about how we think, Kahneman reveals where we can and cannot trust our intuitions and how we can tap into the benefits of slow thinking. He offers practical and enlightening insights into how choices are made in both our business and our personal lives--and how we can use different techniques to guard against the mental glitches that often get us into trouble. Winner of the National Academy of Sciences Best Book Award and the Los Angeles Times Book Prize and selected by *The New York Times Book Review* as one of the ten best books of 2011, *Thinking, Fast and Slow* is destined to be a classic.* BF441 .K238 2011

Descriptors: Thought and thinking; Decision making; Reasoning


Designed to support any introduction to psychology or critical thinking course, this engaging and concise companion takes an active learning approach to developing students’ critical thinking skills. The authors include a wealth of hands-on exercises that span the spectrum of topics in psychology from neuroscience, cognitive, social, abnormal, and developmental psychology.* BF441 .H35 2016

Descriptors: Critical thinking—Problems, exercises, etc.; Reasoning (Psychology)


*A Workbook for Arguments* builds on Anthony Weston’s *Rulebook for Arguments* to offer a complete textbook for a course in critical thinking or informal logic. The *Workbook* contains the entire text of the fourth edition of the *Rulebook*, while supplementing this core text with extensive further explanations and exercises: Homework exercises adapted from a wide range of actual arguments from newspapers, philosophical texts, literature, movies, YouTube videos, and other sources; Practical advice to help students succeed when applying the Rulebook’s rules to the examples in the homework exercises; Suggestions for further practice, outlining activities that students can do by themselves or with classmates to improve their critical thinking skills, or pointing them to online resources to do the same; Detailed instructions for in-class activities and take-home assignments designed to engage students in critical thinking; An appendix on mapping arguments, giving students a solid introduction to this vital skill in evaluating or constructing complex and multi-step arguments; Model answers to odd-numbered problems, including commentaries on the strengths and weaknesses of selected sample answers and further discussion of some of the substantive intellectual, philosophical, philosophical, or ethical issues they raise.* BF441 .M687 2016

Descriptors: Critical thinking; Reasoning; Logic; Persuasion (Rhetoric)


*The Art of Thinking* introduces students to the principles and techniques of critical thinking, taking them step-by-step through the problem-solving process. Emphasizing creative and active thought processes, the author asserts that good thinking and problem-solving is based on learnable strategies. The book’s four parts, “Be Aware,” “Be Creative,” “Be Critical,” and “Communicate Your Ideas,” present students with a process for solving problems and resolving controversial issues. Discussions of how to

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evaluate ideas and how to question long-held assumptions or biases help students look at concepts critically. This text can be used in freshman experience courses, freshman composition courses, and a wide array of other courses where instructors want to enhance students’ critical thinking skills.\textsuperscript{*} BF441 .R84 2015

Descriptors: Creative thinking; Thought and thinking—Problems, exercises, etc.; Critical thinking


This exciting publication provides the reader with a theoretical and practical approach to adaptive decision making, based on an appreciation of cognitive styles, in a cross-cultural context. The aim of this Brief is to describe the role of thinking-through different options as part of the decision-making process. Since cognitive style influences decision behavior, the book will first examine thinking styles, which involve both cognitive and emotive elements, as habits or preferences that shape and empower one’s cognition and emotion. The information contained in this Brief will be a useful resource to both researchers studying decision making as well as to instructors in the higher education sector and to human resource development practitioners, especially those working in international, multi-cultural companies.\textsuperscript{*} BF448 .A33 2013

Descriptors: Decision making—Psychological aspects; Adaptability, Psychology


\textit{Intellectual Empathy} provides a step-by-step method for facilitating discussions of socially divisive issues. Maureen Linker, a philosophy professor at the University of Michigan–Dearborn, developed \textit{Intellectual Empathy} after more than a decade of teaching critical thinking in metropolitan Detroit, one of the most racially and economically divided urban areas, at the crossroads of one of the Midwest’s largest Muslim communities. The skills acquired through \textit{Intellectual Empathy} have proven to be significant for students who pursue careers in education, social work, law, business, and medicine.\textsuperscript{*} BF575.E55 L56 2015

Descriptors: Empathy; Psychoanalysis; Social justice; Critical thinking—Study and teaching


\textit{Asking Good Questions} moves beyond a traditional discussion of ethical theory, focusing on how educators can use these important frameworks to facilitate critical thinking about real-life ethical dilemmas. In this way, authors Nancy Stanlick and Michael Strawser offer students a theoretical tool kit for creatively addressing issues that influence their own environments. This text begins with a discussion of key ethical theorists and then guides the reader through a series of original case studies and follow-up activities that facilitate critical thinking, emphasize asking thought provoking questions, and teach the student to address the complexity of ethical dilemmas while incorporating the viewpoints of their peers. Additionally, Stanlick and Strawser include an extensive preface, a mind-mapping technique for analyzing and formulating arguments, and a six step process for approaching complex real-life moral issues. Each chapter incorporates suggested assignments, discussion questions, and references for further reading, and a guide for instructors offering a sample course schedule and suggestions on how to use this book effectively is also available. This text is designed to help educators engage students in a meaningful discussion of how historical theories apply to their own lives, providing rich and unique resources to learn about these critical issues.\textsuperscript{*} BJ1012 .S64 2015

Descriptors: Ethics; Critical thinking; Questioning

\textsuperscript{*}Descriptive content provided by Syndetics™, a Bowker service.

New technologies have radically transformed our relationship to information in general and to little bits of information in particular. The assessment of history learning, which for a century has valued those little bits as the centerpiece of its practice, now faces not only an unprecedented glut but a disconnect with what is valued in history education. More complex processes—historical thinking, historical consciousness or historical sense making—demand more complex assessments. At the same time, advances in scholarship on assessment open up new possibilities. For this volume, Kadriye Ercikan and Peter Seixas have assembled an international array of experts who have, collectively, moved the fields of history education and assessment forward. Their various approaches negotiate the sometimes-conflicting demands of theoretical sophistication, empirically demonstrated validity and practical efficiency. Key issues include articulating the cognitive goals of history education, the relationship between content and procedural knowledge, the impact of students’ language literacy on history assessments, and methods of validation in both large scale and classroom assessments. *New Directions in Assessing Historical Thinking* is a critical, research-oriented resource that will advance the conceptualization, design and validation of the next generation of history assessments.*


Students are bombarded every day with cultural messages laden with unstated rules about what makes our work valuable, our bodies ideal, and our connections meaningful. *Acting Out Culture* helps students empower themselves to use writing to speak back to their culture and question its rules. The first two editions have appealed especially to those students who are not full participants in the dominant culture, as well as to their instructors, who want to help those students to see how subtle (and not so subtle) cultural forces can shape their lives—and how they can challenge and resist those forces. The new edition of *Acting Out Culture* builds on that success, providing provocative readings (more than 50 percent of them new) that challenge the rules we live by; pedagogical tools to encourage students to think and write critically about their culture; and instructional support featuring sample syllabi, additional discussion topics, and ideas for teaching with visuals and online content.*


This anthology for U.S. history gives readers the opportunity to apply critical thinking skills to the examination of historical sources, providing pedagogy and background information to help them draw substantive conclusions. The careful organization and the context provided in each chapter make the material accessible, allowing readers to gain some interesting insights into American history.*


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*Engage the Fox* is a charismatic business fable set at a newspaper run by publisher Hedgehog, and his executive team of woodland creatures. When met with a difficult decision regarding where the newspaper industry is headed, as well as pressure to give discounts to their top advertisers, Hedgehog engages consultant Thaddeus P. Fox to teach the team at *The Toad Hollow Gazette* how to make important decisions. By thinking critically and utilizing the different personality types present in the office, the team learns to see the big picture and tap the energy and imagination of everyone. The animals portrayed here, by their very nature, represent different aspects of the human personality as illustrated in the Myers-Briggs Type Indicator. Sensing sales manager Squirrel is adept at gathering information; feeling Animal relations director Dog is keen on seeking agreement amongst the pack; thinking finance director Owl needs to know the entirety of a situation before settling on a decision; and intuitive consultant Fox can think up an endless amount of ideas for solving problems. The authors base their book on Lawrence Chester’s popular course in critical thinking that helps participants identify the cause of problems large and small and generate better, more implementable solutions. That process incorporates four key critical thinking skills that businesspeople can develop to help them evaluate their options as they learn how to manage complex, messy issues in a systematic way that ensures stakeholder buy-in and increases their success rate. Lawrence and Chester have created an entertaining imaginary world where the memorable management team that has lived and breathed their industry for decades “engages the fox” as they undergo a strategic shift. They recognize the need to involve someone with an outside perspective who is adept at navigating change. Enter the hero, for, as is often quoted in management and political theory, “The fox knows many things; the hedgehog one big thing.” Literally and figuratively, it seems.


Discover how to become an effective strategic thinker. Some people seem to achieve the best results, again and again. Is it luck? Or is it strategy? *How to Think Strategically* equips you with the skills you need to make the best decisions and develop a powerful strategic mindset. This hands-on guide tackles both the thinking and the doing, helping you develop a robust strategic plan. It offers a six-step framework that addresses key questions, including: Which core challenges do I need to overcome? How do I manage uncertainty and risk? How do I execute my business strategy? Visit [www.howtothinkstrategically.org](http://www.howtothinkstrategically.org) for the accompanying app and the ‘Strategic Thinking Manifesto’.


*Think Smarter: Critical Thinking to Improve Problem-Solving and Decision-Making Skills* is the comprehensive guide to training your brain to do more for you. Written by a critical thinking trainer and coach, the book presents a pragmatic set of tools to apply critical thinking techniques to everyday business issues. *Think Smarter* is filled with real world examples that demonstrate how the tools work in action, in addition to dozens of practice exercises applicable across industries and functions, *Think Smarter* is a versatile resource for individuals, managers, students, and corporate training programs. Thinking is the...
foundation of everything you do, but we rely largely on automatic thinking to process information, often resulting in misunderstandings and errors. Shifting over to critical thinking means thinking purposefully using a framework and toolset, enabling thought processes that lead to better decisions, faster problem solving, and creative innovation. *Think Smarter* provides clear, actionable steps toward improving your critical thinking skills, plus exercises that clarify complex concepts by putting theory into practice. Features include: a comprehensive critical thinking framework; over twenty-five "tools" to help you think more critically; critical thinking implementation for functions and activities; and examples of the real-world use of each tool. Learn what questions to ask, how to uncover the real problem to solve, and mistakes to avoid. Recognize assumptions you can rely on versus those without merit, and train your brain to tick through your mental toolbox to arrive at more innovative solutions. Critical thinking is the top skill on the wish list in the business world, and sharpening your ability can have profound affects throughout all facets of life. *Think Smarter…* provides a roadmap to more effective and productive thought.* HD30.29 .K35 2014

Descriptors: Problem solving; Critical thinking; Decision making


To compete with today’s increasing globalization and rapidly evolving technologies, individuals and organizations must take their ability to learn—the foundation for continuous improvement, operational excellence, and innovation—to a much higher level. In *Learn or Die*, Edward D. Hess combines recent advances in neuroscience, psychology, behavioral economics, and education with key research on high-performance businesses to create an actionable blueprint for becoming a leading-edge learning organization. *Learn or Die* examines the process of learning from an individual and an organizational standpoint. From an individual perspective, the book discusses the cognitive, emotional, motivational, attitudinal, and behavioral factors that promote better learning. Organizationally, *Learn or Die* focuses on the kinds of structures, culture, leadership, employee learning behaviors, and human resource policies that are necessary to create an environment that enables critical and innovative thinking, learning conversations, and collaboration. The volume also provides strategies to mitigate the reality that humans can be reflexive, lazy thinkers who seek confirmation of what they believe to be true and affirmation of their self-image. Exemplar learning organizations discussed include the secretive Bridgewater Associates, LP; Intuit, Inc.; United Parcel Service (UPS); W. L. Gore & Associates; and IDEO.* HD58.82 .H365 2014

Descriptors: Organizational learning; Organizational effectiveness


Critical thinking as a process can appear formal and academic, far removed from everyday life where decisions have to be taken quickly in less than ideal conditions. However, now more than ever, it is seen as a vital part of social work, and indeed any healthcare and leadership practice within the current agenda for integration, and in the post Francis inquiry health care context. This Fourth Edition now reflects this wider arena, but also includes new material in response to the continuing review of social work professional standards. It continues to take a pragmatic look at the range of ideas associated with critical thinking, focusing on learning and development for practice. The chapter on professional judgement has been extended to provide a wider discussion on practical reasoning and judgement in relation to developing expertise, while other chapters and reading lists have also been updated, and activities revised to enhance learning. The authors continue to emphasize the importance of sound, moral judgement based on critical thinking and practical reasoning; while also acknowledging the tensions for staff and teams facing complex, uncertain situations and sometimes oppressive workplace cultures. Their hope is that increased and informed attention to your thinking can help nurture wise deliberation and action in such challenging times.* HV11 .B836 2015

Descriptors: Social service—Practice; Critical thinking

*Descriptive content provided by Syndetics™, a Bowker service.*

Rural crime is a fast growing area of interest among scholars in criminology. From studies of agricultural crime in Australia, to violence against women in Appalachia America, to poaching in Uganda, to land theft in Brazil -- the criminology community has come to recognize that crime manifests itself in rural localities in ways that both conform to and challenge conventional theory and research. For the first time, *Rural Criminology* brings together contemporary research and conceptual considerations to synthesize rural crime studies from a critical perspective.* HV6791 .D45 2014

Descriptors: Rural crimes; Criminology


*Law in Perspective* is intended to encourage critical, responsible and creative thinking about law as a system of ideas and a social institution. This second edition has been revised to include new chapters on human rights, liberal democracy, economic efficiency, problems of the market, and distributive justice. As well, the information provided on terrorism and refugees has been updated and a new chapter has been added on just and unjust wars.* K370 .H43 2009

Descriptors: Sociological jurisprudence; Law and ethics


A groundbreaking manifesto for people searching for the kind of insight on leading, thinking, and living that elite schools should be—but aren’t—providing. As a professor at Yale, Bill Deresiewicz saw something that troubled him deeply. His students, some of the nation’s brightest minds, were adrift when it came to the big questions: how to think critically and creatively, and how to find a sense of purpose. *Excellent Sheep* takes a sharp look at the high-pressure conveyor belt that begins with parents and counselors who demand perfect grades and culminates in the skewed applications Deresiewicz saw firsthand as a member of Yale’s admissions committee. As schools shift focus from the humanities to "practical" subjects like economics and computer science, students are losing the ability to think in innovative ways. Deresiewicz explains how college should be a time for self-discovery, when students can establish their own values and measures of success, so they can forge their own path. He addresses parents, students, educators, and anyone who’s interested in the direction of American society, featuring quotes from real students and graduates he has corresponded with over the years, candidly exposing where the system is broken and clearly presenting solutions.* LA227.4 .D74 2014

Descriptors: Education, Higher—United States; Universities and colleges—United States; Critical thinking—Study and teaching (Higher)—United States; Reasoning—Study and teaching (Higher)—United States


*Challenging Learning* offers advice and techniques for helping children of all ages develop into confident, thoughtful and independent learners. Based around the acronym ASK (Attitudes, Skills and Knowledge), this essential guide explores attitudes, skills and knowledge to learning. It considers the strategies that can help teachers to challenge their pupils to think more skillfully and logically and how to develop these techniques more effectively. Drawing on the latest research from some of the most respected experts in the field, *Challenging Learning* encourages independent thinking and a spirit of inquiry in pupils of all ages. Through the use of rich examples of classroom interactions, this book offers strategies that will help pupils to produce their own thoughtful conclusions, develop their own concepts,*
examine logic and remain open to alternatives. Highlights include: effective teaching strategies including FACTS, the Teaching Target Model and the Learning Pit Models; up-to-date research and theory from leading experts; practical suggestions and principles to help you design and develop your own lessons. For everyone living or working with children - particularly teachers, parents, careers and youth workers - this book shows some of the best ways to enhance children's learning, including how to question, praise, give feedback and encourage more effectively.*  


In this book, Erik M. Francis explores how one of the most fundamental instructional strategies--questioning--can provide the proper scaffolding to deepen student thinking, understanding, and application of knowledge. You'll learn: Techniques for using questioning to extend and evaluate student learning experiences; eight different kinds of questions that challenge students to demonstrate higher-order thinking and communicate depth of knowledge; and how to rephrase the performance objectives of college and career readiness standards into questions that engage and challenge students. Francis offers myriad examples of good questions across content areas and grade levels, as well as structures to help teachers create and use the different kinds of questions. By using this book to fine-tune your approach to questioning, you can awaken the spirit of inquiry in your classroom and help students deepen their knowledge, understanding, and ability to communicate what they think and know.*  


*Communication Skills for Community College Students* was created to meet the needs of students enrolled in technical and career-oriented college programs, as well as workers already employed in business and industry. The primary focus of this text enables you to develop communication skills that will ensure your success on the job. This reader-friendly text is designed to provide you with a solid working understanding of communication that applies concepts, develops skills, and fosters creative applications. *Communication Skills for Community College Students* does all three in an engaging manner with a warm, understandable tone. Fifteen chapters introduce topics essential to a comprehensive study of oral communication. Each chapter includes learning objectives, readable text, skill-building assignments, discussion questions, self-assessments, and practical applications. In addition, chapters will incorporate a variety of the following: introductory stories, visual summaries, case studies, and web activities. The text flows from basic topics that form a foundation upon which more advanced skills and concepts are developed.*  


This is a book about story, the human experience, teaching and learning, creativity and community. Story is so much more than decoding text and writing using academic language. It also includes literature and all forms of the arts; digital forms of story, from social media to documentation of history; and new forms of multilayered, multigenre research. Story is the backbone and the catalyst for personal connections, appropriation of knowledge, and synergy of knowledge for global citizens. Critical qualitative research is the methodology by which to document and analyze what is really going on in the
complex, multidirectional interactions. The authors maintain that story in a broad and newly enlightened sense may help us to break out from the narrow concepts of literacy, content knowledge related to measurable standards, and random facts that are unrelated to dispositions for addressing human needs. Literacy as a conceptual synthesis of knowledge, skills, and dispositions has been giving us glimpses of synergistic ways to approach learning and teaching.

Descriptors: Storytelling in education & Education—Biographical methods


This practical book outlines how you can challenge students to grapple with complex problems and engage more meaningfully with information across the content areas, rather than rely solely on rote memorization and standardized testing to measure academic success. Topics include: Guiding students to hone their skills in abstract reasoning, inquiry, creative problem solving, and critical thinking; Designing your lessons and units for authentic achievement, to prepare students for success in their future careers and academic pursuits; Using rigorous benchmark assessments to analyze students' progress in meaningful ways; and Encouraging students to set learning goals and drive their own achievement. Aligned with the Common Core and other standards, this book will help you teach students to become inquisitive, engaged citizens who wonder about the universe, stretch their imaginations, and solve problems by asking, What If?

Descriptors: Critical thinking—Study and teaching; Learning, Psychology of


Jumpstart! Thinking Skills and Problem Solving presents a collection of simple to use, multi-sensory games and activities which will jumpstart students' understanding of problem solving in action. If you are one of the thousands of teachers looking for a range of practical and fun ideas to engage pupils in effective proactive learning, then this is the perfect book for you. Specifically written to help teachers work within the guidelines of the new curriculum, activities in the book will help pupils to explore and learn a wide range of problem solving and independent thinking skills in an atmosphere of fun, mutual support and tolerance. Sections within the book reflect key areas of the new curriculum and offer a treasure trove of ideas for building problem solving and thinking skills into daily teaching and provide tried and tested methods of helping children 'learn how to learn'. Areas include: building problem solving confidence; thinking and problem solving in literacy; thinking and problem solving in science; problem solving in philosophy; & emotional resourcefulness and life skills. Jumpstart! Thinking Skills and Problem Solving will celebrate the joy of critical and independent thinking and become a vital resource for all classroom teachers at Key Stage 2 and 3.

Descriptors: Critical thinking—Study and teaching; Problem solving—Study and teaching; Activity programs in education


Discover proven methods to enhance teaching and learning schoolwide. Identify questions educators should ask to guarantee a positive classroom culture where students learn from each other, not just teachers. Explore ways to adapt learning in response to students’ individual needs, and gain strategies and tools to create clear learning targets, prepare effective lessons, and successfully assess instruction.

Descriptors: Critical thinking—Study and teaching; Reasoning—Study and teaching; Learning
strategies


A glance at successful people reveals a simple truth: successful people employ successful habits. Yet in schools, amongst all of the information and all of the skills that are taught, few concern how to employ and internalize these key habits of success. These skills are expected, even demanded, but are rarely taught, at least not with the attention of whatever else is deemed critical learning. The Missing Link seeks to place such skills as persistence, self-regulation, decision making, time management, organization, and even the skill of appropriate work-place social skills into the strata of critically important learning. The Missing Link was written to help professional educators (as well as parents and others) employ straight-forward ways to teach success skills without adding to the enormous burdens they already shoulder. This book is a guide to teaching critical success skills in powerful ways by infusing them into the curriculum that is already in place. Teachers (and parents) just do what they usually do, but with a different focus to change outcomes and children s lives for the better.* LB1590.3 .H46 2014

Descriptors: Critical thinking—Study and teaching; Learning strategies; Achievement motivation; Success; Life skills


This innovative title explores the ways that critical thinking can be applied to problem solving in school, work, and social settings. Real-world examples and opportunities for hands-on practice support readers as they learn how to frame, analyze, and synthesize information. Readers are also encouraged to ask questions to clarify points of view, and apply other core skills essential to making complex choices and determining sound solutions.* LB1590.3 .K65 2016

Descriptors: Critical thinking—Study and teaching; Problem solving—Study and teaching


Preparation for Critical Instruction is written for teacher-educators, teacher-candidates, school and college faculty, professional developers, principals, superintendents, and education deans. It provides an operational core body of knowledge for critical instruction. As with doctors, engineers, and lawyers, ownership of the language, standards, preparation, and practice is now a reality for the teaching profession. This book takes the mind s innate and informal ability to think critically and transforms and develops it for use in an explicit, formal, and critical manner for engaging subject matter. For use in teacher preparation and professional development programs, you will learn to use critical reasoning strategies to think, read, write, understand, comprehend, and explain new and revisited subject matter critically and design mind grammar-based classroom assignments that explain subject matter critically while concurrently developing critical thinking, reading, and writing abilities in all students. This book provides the instructional basis to improve significantly the achievement of all students at all levels. Better placed to meet the school, college, workplace, and citizen needs of life in the digital 21st century, professional practice will be substantially more tangible, respected, and universally prized.* LB1590.3 .M35 2016

Descriptor: Critical thinking—Study and teaching

*Descriptive content provided by Syndetics™, a Bowker service.

*Learning to Think Things Through* presents a combination of instruction and exercises that shows the reader how to become active learners rather than passive recipients of information, use critical thinking to more fully appreciate the power of the discipline they are studying, to see its connections to other fields and to their day-to-day lives, and to maintain an overview of the field so they can see the parts in terms of the whole. The model of critical thinking (used throughout the book) is in terms of the elements of reasoning, standards, and critical thinking processes. This model is well-suited to thinking through any problem or question. The 4th edition reflects streamlined writing, with changes and substantial edits on virtually every page. * LB1590.3 .N67 2012

Descriptors: Critical thinking—Study and teaching; Interdisciplinary approach in education


Most teachers would agree that they teach reasoning skills in their classes. However, are they explicitly incorporating strategies that teach students to think critically? If so, how do they know these methods are effective? The purpose of this book is to summarize and share a variety of methods for developing students’ critical thinking skills. Each chapter focuses on a select teacher education class where the instructor implemented components of the Paul and Elder Model of Critical Thinking. Written from the instructor’s point of view, each chapter details how each instructor utilized components of the Paul and Elder Model to support students in the development of their critical thinking skills. Importantly, each instructor’s use of the model varied and those variations are shared in detail. Chapter authors found that utilizing components of the Paul and Elder Model resulted in more consistent use of critical thinking skills by students within their teacher education classes. In this practice-based book, interested teachers will be challenged to think through the methods they currently use in their own classes and will be provided new ideas or strategies to try. * LB1590.3 .P79 2012

Descriptors: Critical thinking—Study and teaching; Teachers, Training of


This accessible text will show students and class teachers how they can enable their pupils to become critical thinkers through the medium of picturebooks. By introducing children to the notion of making-meaning together through thinking and discussion, Roche focuses on carefully chosen picturebooks as a stimulus for discussion, and shows how they can constitute an accessible, multimodal resource for adding to literacy skills, while at the same time developing in pupils a far wider range of literary understanding. By allowing time for thinking about and digesting the pictures as well as the text, and then engaging pupils in classroom discussion, this book highlights a powerful means of developing children’s oral language ability, critical thinking, and visual literacy, while also acting as a rich resource for developing children’s literary understanding. Throughout, Roche provides rich data and examples from real classroom practice. This book also provides an overview of recent international research on doing ‘interactive read alouds’, on what critical literacy means, on what critical thinking means and on picturebooks themselves. Lecturers on teacher education courses for early years or primary levels, classroom teachers, pre-service education students, and all those interested in promoting critical engagement and dialogue about literature will find this an engaging and very insightful text. * LB1590.3 .R636 2015

Descriptors: Thought and thinking—Study and teaching (Elementary); Critical thinking—Study and teaching (Elementary); Picture books for children—Educational aspects

*Descriptive content provided by Syndetics™, a Bowker service.*

Explicit instruction in thinking skills must be a priority goal of all teachers. In this book, the author presents a framework of the five Rs: Relevancy, Richness, Relatedness, Rigor, and Recursiveness. The framework serves to illuminate instruction in critical and creative thinking skills for K-12 teachers across content areas. Each chapter treats one category of thinking skills. A chapter begins with a brief anecdote that illustrates the category, then discusses the skill, presents relevant life questions, and concludes by examining chosen strategies for the three thinking levels.

* Descriptors: Thought and thinking—Study and teaching (Elementary); Thought and thinking—Study and teaching (Secondary)


A unique integration of study and critical-thinking skills to help students succeed *Study and Critical Thinking Skills in College*, Eighth Edition aligns closely with the ways students read, study, learn, think, and network in the twenty-first century. McWhorter discusses the active strategies that develop students' proficiency with text and lecture material, emphasizing that students must adapt how they read and how they study to suit the characteristics of each unique academic discipline. *Study and Critical Thinking Skills in College* also encourages students to study and think in ways that match their learning styles and to use technologies (such as online databases and social media) that maximize their productivity.

* Descriptors: Study skills; Thought and thinking; Critical thinking


Revised and extended to cover critical reflection and evaluation of information resources, this new edition, *Critical Thinking Skills for Education Students* is a practical and user-friendly text to help education students develop their understanding of critical analysis. It outlines the skills needed to examine and challenge data and encourages students to adopt this way of thinking to enrich their personal and professional development. The text helps students to develop their self-evaluation skills in order to recognize personal values and perceptions. Critical analysis, modeling, case studies, worked examples and reflective tasks are used to engage the reader with the text - building both skills and confidence. This book is part of the *Study Skills in Education Series*.

* Descriptors: Critical thinking; Study skills; Education—Study and teaching (Higher); Teachers, Training of; Education


Why are so many students intellectually disengaged? Faculty, administrators, and tuition-paying parents have been asking this question for nearly two centuries. And the answer is always more or less the same: students are so deeply absorbed in competitive social play (fraternities, sports, beer pong, *World of Warcraft*, social media) that they neglect academics. In *Minds on Fire*, Carnes shows how role-immersion games channel students' competitive (and sometimes mischievous) impulses into transformative learning experiences. His discussion is based on interviews with scores of students and faculty who have used a pedagogy called Reacting to the Past, which features month-long games set during the French revolution, Galileo's trial, the partition of India, and dozens of other epochal moments in disciplines ranging from art history to the sciences. These games have spread to over three hundred campuses around the world, where many of their benefits defy expectations. Students think more critically by internalizing alternative selves, and they understand the past better by filtering it through their present. Fierce competition

* Descriptive content provided by Syndetics™, a Bowker service.
between opposing sides leads to strong community bonds among teammates and develops speaking, writing, leadership, and problem-solving skills. *Minds on Fire* is a provocative critique of educational reformers who deplored role-playing pedagogies, from Plato to Dewey to Erikson. Carnes also makes an impassioned appeal for pedagogical innovation. At a time when cost-cutting legislators and trustees are increasingly drawn to online learning, Carnes focuses on how bricks-and-mortar institutions of higher education can set young minds on fire.*  

**Descriptive content provided by Syndetics™, a Bowker service.**


*Sociocultural Studies in Education: Critical Thinking for Democracy* fills a void in the education of educators and citizens in a democracy. It explores some of the fundamentals around which disagreements in education arise. It presents a process with which those new to these debates can understand often confusing and entwined sets of facts and logics. This book leads the reader through some general concepts and intellectual skills that provide the basis for making sense out of the debates about public education in a democracy. This book can be seen as a primer on how to read texts about education. It acknowledges that good teachers must be not only trained to teach, but also educated about education. It presents the various themes and currents found within the arguments and narratives that people use to represent public education. It assumes that the more those interested in education know about how to see through the rhetoric, the better they will be at discerning whose interests are served by which texts.*  


*Sylvan Barnet's A Short Guide to Writing About Art* guides students through every aspect of writing about art. Students are shown how to analyze pictures (drawings, paintings, and photographs), sculptures and architecture, and are prepared with the tools they need to present their ideas through effective writing. Coverage of essential writing assignments includes formal analysis, comparison, research paper, review of an exhibition, and essay examination. New to the 11th edition is a chapter on "Virtual Exhibitions: Writing Text Panels and Other Materials."*  


*Thinking Critically About Media* is a textbook for self-defense against manipulation by politicians, the media and assorted propagandists. Its interdisciplinary application of principles of critical thinking and argumentative rhetoric can be incorporated in a variety of university courses including the social sciences, communication, journalism and media studies. The authors identify the precise political positions of a spectrum of American media and journalists from left to right, so as to point students toward sources representing opposed viewpoints, with their typical lines of argument, in order to reach a comparative analysis. Other important issues dealt with include the various influences on political bias as propagated by sources such as lobbies, public relations agencies, think tanks and political advertising agencies.*

Learn to design interest-provoking writing and critical thinking activities and incorporate them into your courses in a way that encourages inquiry, exploration, discussion, and debate, with Engaging Ideas, a practical nuts-and-bolts guide for teachers from any discipline. Integrating critical thinking with writing-across-the-curriculum approaches, the book shows how teachers from any discipline can incorporate these activities into their courses. This edition features new material dealing with genre and discourse community theory, quantitative/scientific literacy, blended and online learning, and other current issues.*

PE1404 .B35 2011
Descriptors: Critical thinking—Study and teaching; Academic writing—Study and teaching


Eric Hayot teaches graduate students and faculty in literary and cultural studies how to think and write like a professional scholar. From granular concerns, such as sentence structure and grammar, to big-picture issues, such as adhering to genre patterns for successful research and publishing and developing productive and rewarding writing habits, Hayot helps ambitious students, newly minted Ph.D.’s, and established professors shape their work and develop their voices. Hayot does more than explain the techniques of academic writing. He aims to adjust the writer’s perspective, encouraging scholars to think of themselves as makers and doers of important work. Scholarly writing can be frustrating and exhausting, yet also satisfying and crucial, and Hayot weaves these experiences, including his own trials and tribulations, into an ethos for scholars to draw on as they write. Combining psychological support with practical suggestions for composing introductions and conclusions, developing a schedule for writing, using notes and citations, and structuring paragraphs and essays, this guide to the elements of academic style does its part to rejuvenate scholarship and writing in the humanities.*

PE1404 .H3943 2014
Descriptors: English language—Rhetoric—Study and teaching (Higher); Academic writing—Study and teaching (Higher); Humanities—Study and teaching (Higher); Critical thinking—Study and teaching (Higher)


Academic Writing Step by Step offers a new methodology for teaching academic writing informed by discourse analysis and genre theory and by recent research in text analysis. The book draws on accessible articles presenting popular science topics of current interest to illustrate and practice the processes involved in developing and writing an academic essay or research paper step by step. Each unit in Academic Writing Step by Step involves the user in guided "hands-on" practical analysis of an exemplar text. This analysis forms the basis for a sequence of learning activities directing students to engage with the text, moving from analysis (reading for intent) to composition (writing with intent). In this structured process, students acquire a critical understanding of the components of research and essay writing to underpin their own writing. Support for students’ analysis and writing of texts includes pre-reading, while-reading, and post-reading activities. These activities are linked to practice in the recognition and use of words in context, grammar in context, and distinctive features of text types. Each unit contains many interactive tasks and closes with a substantive writing assignment reinforcing at least one component of academic writing highlighted in the unit. The book is designed as a textbook for academic or research writing courses, and its step-by-step approach makes it usable by university undergraduates or senior secondary students, including those for whom English is a second or foreign language. In addition, its authentic readings and focus on academic and research writing makes it also suitable for graduate level writing courses in English-speaking and English as a second or foreign language contexts.*

PE1408 .C29555 2016

*Descriptive content provided by Syndetics™, a Bowker service.

This concise, accessible text teaches students how to write logical, cohesive arguments and how to evaluate the arguments of others. Integrating writing skills with critical thinking skills, this practical book teaches students to draw logical inferences, identify premises and conclusions and use language precisely. Students also learn how to identify fallacies and to distinguish between inductive and deductive reasoning. Ideal for any composition class that emphasizes argument, this text includes coverage of writing style and rhetoric, logic, literature, research and documentation.* PE1408 .C5485 2015


From *Critical Thinking to Argument* is a very brief but thorough guide to critical thinking and argument. With only fifteen readings, this affordable guide can stand alone or complement an anthology. Comprising a condensed version of the text portion of the widely adopted *Current Issues and Enduring Questions*, it draws on the authors’ dual expertise in effective persuasive writing and comprehensive rhetorical strategies to help students move from critical thinking to argumentative and researched writing. This versatile text features treatment of classic and modern approaches including Aristotelian, Toulmin, and Rogerian argument, as well as a new chapter on analyzing pop culture texts. Like other volumes in the Bedford/St Martin’s popular series of Portable Anthologies and Portable Guides, *From Critical Thinking to Argument* offers the series’ trademark combination of high quality and great value for teachers of writing and their cost-conscious students.* PE1431 .B367 2014


A renowned professor and former U.S. Senator S. I. Hayakawa discusses the role of language in human life, the many functions of language, and how language—sometimes without our knowing—shapes our thinking in this engaging and highly respected book. Provocative and erudite, it examines the relationship between language and racial and religious prejudice; the nature and dangers of advertising from a linguistic point of view; and, in an additional chapter called “The Empty Eye,” the content, form, and hidden message of television, from situation comedies to news coverage to political advertising.* PE1585 .H36 1990


Used in a variety of courses in various disciplines, *Asking the Right Questions*, helps students bridge the gap between simply memorizing or blindly accepting information, and the greater challenge of critical analysis and synthesis. Specifically, this concise text teaches students to think critically by exploring the components of arguments—issues, conclusions, reasons, evidence, assumptions, language—and on how to spot fallacies and manipulations and obstacles to critical thinking in both written and visual communication. It teaches them to respond to alternative points of view and develop a solid foundation for making personal choices about what to accept and what to reject.* PN83 .B785 2015

*Descriptive content provided by Syndetics™, a Bowker service.

Build your confidence in understanding, calculating, and interpreting statistics with *Statistics: Plain and Simple*. This straightforward, conversational introduction to statistics presents just what its title promises — a plain-and-simple overview of statistics that is clear, concise, and sparing in its use of jargon. You'll develop a strong awareness of the interaction between statistical methods and research methods along with a solid working knowledge of basic statistical cautions in research design, a strong understanding of the concept of significance, and the critical thinking skills necessary to apply these ideas.*


The American Association for the Advancement of Science’s report on Vision and Change in Undergraduate Biology Education suggests that instructors "can no longer rely solely on trying to cover a syllabus packed with topics" but rather should "introduce fewer concepts but present them in greater depth." They further suggest that the principles embodied in a set of core concepts and competencies should be the basis for all undergraduate biology courses, including those designed for non-majors. The theme of *Tools for Critical Thinking in Biology* will be the first and most fundamental of these competencies: the ability to apply the process of science. Biology courses and curricula must engage students in how scientific inquiry is conducted, including evaluating and interpreting scientific explanations of the natural world. The book uses diverse examples to illustrate how experiments work, how hypotheses can be tested by systematic and comparative observations when experiments aren’t possible, how models are useful in science, and how sound decisions can be based on the weight of evidence even when uncertainty remains. These are fundamental issues in the process of science that are important for everyone to understand, whether they pursue careers in science or not. Where other introductory biology textbooks are organized by scientific concepts, *Tools for Critical Thinking in Biology* will instead show how methods can be used to test hypotheses in fields as different as ecology and medicine, using contemporary case studies. The book will provide students with a deeper understanding of the strengths and weaknesses of such methods for answering new questions, and will thereby change the way they think about the fundamentals of biology.*


Why do some parents refuse to vaccinate their children? Why do some keep guns at home, despite scientific evidence of risk to their family members? And why do people use antibiotics for illnesses they can’t possibly alleviate? When it comes to health, many people insist that science is wrong, that the evidence is incomplete or inconclusive, and that unidentified hazards lurk everywhere to harm us. In *Denying to the Grave*, authors Sara and Jack Gorman explore the psychology of health science denial. Using several examples of such denial as test cases, they propose six key principles that may lead individuals to reject “accepted” health-related wisdom: the charismatic leader; fear of complexity; confirmation bias and the internet; fear of corporate and government conspiracies; filling the ignorance gap; and the nature of risk prediction. The authors argue that the health sciences are especially vulnerable to our innate resistance to integrate new concepts with pre-existing beliefs. This psychological difficulty of incorporating new information is on the cutting edge of neuroscience research; scientists have identified brain responses to new information. *Denying to the Grave* explores risk theory and how people make decisions about what is best for them and their loved ones, in an effort to better understand how
people think when faced with significant health decisions. This book points the way to a new and important understanding of how science should be conveyed to the public in order to save lives with existing knowledge and technology.* RA418 .G64 2017

Descriptors: Social medicine; Science—Methodology; Scepticism; Belief and doubt (Psychology); Denial (Psychology)


Thinking critically is an essential skill, both for students and for the modern, evidence-based, healthcare practitioner. You need to be able to find, understand and evaluate the evidence that underpins your assignments, clinical decision making and practice. The good news is that you use all of these skills in everyday life. You don't believe every advert you see or respond to every spam email. It's just a question of taking these critical skills and having the confidence to apply them to your academic work. This book will help you do just that. It will enable you to: recognize your existing ability to be a critical thinker; spot logical flaws and inconsistencies in arguments; consider health issues from multiple perspectives, weighing up the strengths and weaknesses of a case; build a convincing argument in assessments; and develop a range of critical skills for successful study and healthcare practice. Critical Thinking Skills for Healthcare is an essential resource for all health professionals in training.* RC55 .M35 2016

Descriptors: Clinical competence; Medicine—Handbooks, manuals, etc.; Evidence-based medicine; Decision making; Health knowledge, Attitudes, Practice; Problem-based learning; Thinking


Child-Centred Nursing presents a unique approach by bringing children to the fore of the discussion about their health and health care. It encourages you to think critically about children, their families and contemporary practice issues. It promotes reflection on how you can develop innovative practice so as to improve children’s health outcomes and their experiences of health care. Clinical case studies and critical thinking exercises are included in each chapter, creating and sustaining a clear link between professional practice, research and theory. The book is essential reading for all pre-registration and post-graduate students studying children’s and young people’s health care.* RJ245 .C466 2014

Descriptor: Pediatric nursing


Critical thinking, writing and reflection are core skills that nursing students are expected to develop throughout their studies. This book is a clear and practical guide to help students develop these skills. It explains what critical thinking is and how students should use it throughout their nursing programme. Throughout, the book demonstrates the transferable nature of critical thinking and reflection from academic contexts to the real practice of nursing. The 2nd edition includes a new chapter on critiquing literature, examines how caring skills are essential to critical thinking and includes a website with annotated examples of students’ work.* RT24 .P75 2013

Descriptors: Nursing—Authorship; Critical thinking; Self-knowledge, Theory of; Medical writing; Students, Nursing; Thinking; Education, Nursing; Writing.

*Descriptive content provided by Syndetics™, a Bowker service.

Looking for an easier path to care planning? Create a map! Concept mapping is a clear, visual, and systematic model for gathering and categorizing relevant assessment data, identifying patient problems, and developing patient goals, interventions, and outcomes for each nursing diagnosis. A concept map is your guide to nursing care in any clinical setting.  

Descriptors: Nursing; Critical thinking; Patient care planning; Audiovisuals aids; Concept formation; Nursing process—Organization and administration


Highly regarded for its clinically relevant and thought-provoking content, *Winningham’s Critical Thinking Cases in Nursing, 6th Edition* features 150 case studies that cover all four clinical practice areas: medical-surgical, pediatric, OB/maternity, and psychiatric nursing. Each case covers a common patient problem, drawn from actual clinical experiences and written by nurses who are clinical experts. This edition reflects the most current standards of clinical practice, including content on pharmacology, nutrition, and diagnostic/laboratory tests to prepare you for all aspects of patient care. From nursing educators Mariann Harding and Julie Snyder, this workbook helps you develop your clinical nursing judgment and bridge the gap from nursing knowledge to nursing practice.

Descriptors: Nursing—Case studies; Nursing—Problems, exercises, etc.; Nursing process—Case reports; Nursing process—Problems, exercises, etc.; Nursing care—Case reports; Nursing care—Problems, exercises, etc.


2 Books in 1: Q&A Course Review; NCLEX® prep. Master the fundamentals of nursing while developing your critical thinking and test-taking skills. More than 1,340 classroom-tested, NCLEX-style questions—including more than 440 alternate-item-format questions—reflect the latest advances in medical technology as well as the most recent guidelines and standards of care for nursing practice. An easy-to-follow format organizes information into 24 content areas. Each question provides answers and rationales for correct and incorrect responses and strategies for how to develop your critical-thinking skills.

Descriptors: Nursing—Examinations, questions, etc.; Nursing—Examinations—Study guides; Critical thinking; Problem solving—Examination questions


*Teaching Strategies for Nurse Educators,* prepares graduate nursing students to be nurse educators in settings of staff development, patient education, or academia—covering commonalities of teaching that pertain to all three. Based on a strong foundation in educational theory and practical teaching strategies, constructive information and cutting-edge content emphasize the theories and strategies most likely to be used in the field of nursing and health education. References to the most current evidence-based research on effective teaching practices are imbedded throughout the text. This book guides the nurse educator through the entire teaching process, from planning learning to conducting classes, applying traditional teaching methods and innovative technology, both in the classroom and within the context of distance learning platforms. After studying this text, the new (or renewed) nurse educator will be able to teach with a sound understanding of basic learning theory and an excitement about the many approaches she or he

*Introduction to Concept Mapping in Nursing* provides the foundation for what a concept map is and how to create a map that applies theory to practice. This excellent resource addresses how students will think about applying nursing theory as it relates to concept mapping. This book is unique because it focuses on a broad application of concept mapping, and ties concept mapping closely to critical thinking skills. Furthermore, this book will prepare nursing students to learn how to map out care plans for patients as they talk with patients. Key Features & Benefits: demonstrates how students can think through every aspect of care by using compare and contrast tactics, critical thinking skills, and experiences a nursing student may encounter; includes thought-provoking questions to guide the reader through the text; provides a section on nursing theory complete with exercises and rationales that include concept maps so that students can understand how theory is applied to practice; & written for students with various learning styles, so a broad range of learning activities are included to help readers understand the material.*


Master must-know content from an introduction to basic research concepts through design of quantitative and qualitative studies and data collection and analysis, you’ll review all aspects of nursing research and its application to real-world practice. Practice, practice, practice. More than 700 NCLEX-style questions (including alternate format) in the text and online at DavisPlus offer test-taking tips and rationales for correct and incorrect answers. Critical-thinking facilitators and research study questions support learning and enhance critical thinking.*


This work offers the practicing librarian innovative approaches to effectively integrating critical thinking into their instruction programs.*


This inspiring guide shows how to implement the principles of the Slow Book movement in college campus libraries as well as public and high school libraries, with the ultimate goals of encouraging pensive reading habits and creating a lifelong enjoyment of books. The guide also explains how you can address your users’ growing needs for sustained reflection and authentic connection; shows how leading and promoting the Slow Book movement adds new value to your library; presents examples and advice that you can use and adapt to lead the Slow Book movement at your library; and shows ways in which academic, public, and school librarians can form partnerships for literacy outreach programs.*

*Descriptive content provided by Syndetics™, a Bowker service.*

In a collection of scholarly essays, *Not Just Where to Click* examines how academic libraries assess liaison activities and offers recommendations for documenting the impact of programs and services. Individual chapters address liaison activities relating to collection development, library instruction, research services, engagement and outreach, as well as online, blended and other learning environments.*