

AMH 2020: American History Since 1865

Scholar Rowena Hernández-Múzquiz, Ph.D.

Analyze the role of the U.S. in World War II from 1939 to 1945, with special attention to: The events leading to the outbreak of World War II and American responses to it. The economic, political, and social mobilization for the war effort. The military strategies used during the war, including the liberation of Europe, the fighting in the Pacific, and the decision to drop the atomic bomb on Japan. The wartime alliance between the U.S., Great Britain, and Russia, including the Yalta Conference in February 1945.

1. Read the document entitled: ***Charles Lindbergh, Radio Address (1941)***
2. Analyze the source, using the questions below to organize your thoughts and shape your response
3. Produce a final draft
4. This exercise emphasizes the practice of critical thinking using historical methodology, and incorporates the following Critical Thinking Student Learning Outcomes (SLOs):
 - Analyze and interpret relevant information
 - Evaluate information to determine potential conclusions
 - Generate a well-reasoned conclusion

Sample Questions from Original Learning Experience to help Students Organize Thoughts

Classification and Comprehension (Analyze and Understand)

- What point of view/position does the author/creator represent?
- What assumptions underlay the argument?

Place the Source in its Historical Context

- What problems does it address?
- How does the point of view/position shape the source?

Understanding the Audience

- Who is the intended audience, as stated, implied or inferred? Explain your contention.
- What action does the author expect as a result of this work? Who is to take this action? How does the source motivate that action?

Key Issues/Main Points

- What point is the author trying to make?
- What evidence does the author give to support his thesis or contentions?

Resources and Perspectives

How does this source relate to other primary sources from the time period or concerning the same issue or theme?

- Use the other sources available in our D2L course site, our course links, or in your textbook to address this question.
- Clearly identify the sources you use by listing their names, authors, and specific location either online or in your textbook.
- In order to assess this source comprehensively, you must also read and make note of the relevant sources in your other reading and classroom materials.

SIGNIFICANT QUOTATION

Provide ONE complete-sentence quotation from the source excerpt assigned which, in your view, exemplifies the significance of that source, and provide your reasoning.

Learning Experience assessed using the Document Analysis Rubric

Document Analysis Rubric

Scholar Rowena Hernández-Múzquiz, Ph.D.

GOALS/CRITERIA: Collect, evaluate, and employ information from primary source material; offer an in-depth analysis and interpretation of the document; show evidence of content knowledge of period; identify the key issues and main points; assess data and draw inferences; show an understanding of author's goal(s)/intent; show a strong understanding of author's audience; present all information in a clear and concise written format.

CATEGORY	EXEMPLARY	ADEQUATE (6 pts.)	MINIMAL (4 pts.)	ATTEMPTED (2 pts.)	NOT ATTEMPTED (0)
CLASSIFICATION AND COMPREHENSION	10: In-depth, objective, balanced analysis and interpretation of the document; distinguishes between fact and opinion; explores reliability of author; compares and contrasts author's point of view with views of others	Accurate analysis of the document, but no depth of interpretation.	Demonstrates only a minimal understanding of the document.	Reiterates one or two facts from the document, but does not offer any analysis or interpretation of the document.	Shows lack of effort or attention to the question.
HISTORICAL CONTEXT	8: Shows evidence of thorough knowledge of period in which source was written; relates primary source to specific historical context in which it was written	Uses generalized historical knowledge to examine issues/points included in document	Limited use of generalized historical knowledge without complete accuracy	Barely indicates any relevant historical knowledge	Incorrect or missing information
AUDIENCE	8: Shows strong understanding of author's audience	Shows some understanding of author's audience	Shows little understanding of author's audience	Shows no understanding of author's audience	Incorrect or missing information
KEY ISSUES/ MAIN POINTS	8: Identifies the key issues and main points included in the primary source; shows understanding of author's goal(s)	Identifies most but not all of the key issues and main points in the primary source	Describes in general terms one issue or concept included in the primary source	Deals only briefly and vaguely with the key issues and main points in the document	Incorrect or missing information
RESOURCES	8: Uses appropriate additional sources to assess the primary source assigned	Uses only one appropriate additional resource in addition to primary source	Relies heavily on the material provided; no evidence of appropriate additional sources	Relies exclusively on the material provided; no evidence of appropriate additional sources	Incorrect or missing information
QUOTATION/ REASONING	8: Substantive response to the question	Shows some effort to evaluate and interpret the question	Shows minimal effort to evaluate and interpret the question	Shows an attempt to address the question, but is ineffectual	Shows lack of effort or attention to the question

AMH 2020: American History Since 1865

Scholar Kisha King

Critical Thinking Debate on American Imperialism

At the conclusion of this assignment, the student will be able to:

- **Explain** questions, problems, and/or issues relating American imperialism and American foreign policy
- **Analyze** and **interpret** relevant information relating to the topic of American imperialism and American foreign policy by reviewing and applying course materials.
- **Evaluate** information to determine potential conclusions relating decisions made by the American government to expand its influence outside the borders of the United States.
- **Generate** a well-reasoned conclusion relating to American imperialism and American foreign policy

Purpose: The central aim of this debate is to more fully understand the development of American imperialism during the late 19th century through an in-depth analysis of the major arguments for and against American political and economic expansion.

Key Question: Was American expansion into the Caribbean and Pacific justified and/or necessary for American national security and success?

Major Participants:

Group One: Pro Imperialists (5 participants)

Group Two: Anti Imperialists (5 participants)

Reporter: Present to the class in a summary of the events surrounding Spanish American War.

In the debate, all groups will define imperialism.

Group one will present the affirmative using evidence from the text, primary sources, learning modules, and lecture notes. **Group two** will present the opposition using evidence from the same. As part of forming your position, both groups must address the **main assumptions** underlying your opponent's position as well as your own, and the **implications** of your position (both positive and negative).

For the role of the **reporter**, you need to prepare a detailed description of the announcement by President McKinley to engage Spain over Cuba. Answering the Who, What, When, Where, and Why.

The remaining class members will prepare both a summary of what occurred in the Spanish American War, the American-Filipino War and the debates over American expansion using your course sources AND prepare three questions to ask the reporter and three questions for the panelists on the war and its implications.

Applicable Intellectual Standards: Clarity, Relevance, Depth, Breadth, and Fairness

Medical Implications of Cigarette Smoking

Scholar Joy Stewart, Ed.D.

Numerous negative consequences of cigarette smoking exist for both smokers and non-smokers. Hence, important policies mandate regulation of tobacco use in the United States.

Write an essay of no more than 2 pages about the medical implication of cigarette smoking for smokers and non-smokers.

For this essay, you are required to:

- Read and think critically about the concepts described in the case study of the lonely golfer as well as the prompt provided below.
- Review content related to the histology, anatomy as well as physiology of the respiratory and cardiovascular systems carefully before you begin the assignment.
- Include examples and other supporting evidence that can be obtained from the case study of the lonely golfer, the prompt, and other pertinent literature.

Prompt:

The chronic irritation of the bronchial epithelium by cigarette smoke exposure causes a mild inflammatory response (bronchitis) which can impair the cleansing function of cilia in the respiratory system. Irritation of the bronchial epithelium causes excessive mucus production, which is difficult to clear because cilia function poorly. As a result, mucus begins to form pools in the bronchial tree and smokers develop the familiar smoker's cough in an attempt to remove excess mucus from airways. The pooling mucus provides a nutrient-rich medium for invading bacteria. Hence, patients are likely to develop infections of the bronchi and require occasional treatment with antibiotics.

The Lonely Golfer—Case Study

It is the Seniors Golf Tournament at Pinemarsh by the Sea, and Don A., age 62, is about to putt for birdie on the 16th hole. He has been coughing all day and now has difficulty breathing when he walks uphill toward his putt. His partners call for medical assistance, and Don is taken to the emergency room at Pinemarsh Hospital. Don tells the nurse who is taking his medical history that he has experienced prior episodes similar to this. He complains that he has been sleeping poorly since his recent bout with the flu, and is feeling especially tired. Today, his cough is producing viscous, although colorless, sputum.

Don has been a smoker for 40 years, and lately smokes about a pack and a half a day, down from two packs. His friends chide him about his smoking, claiming their golf game would be better if he didn't cough so much. He typically rides alone in his cart, as his partners don't want to share his smoke. Sometimes the other seniors walk the course, but Don says he is "not up to that much walking." The nurse notes that he looks thin. He has suffered from hypertension for 10 years, but has successfully treated this condition with Enalapril, a vasodilator, for 6 years. He reports no other conditions.

The emergency room physician asks Don to take a deep breath and then empty his lungs as quickly as possible. The forced expiration takes less than 4 seconds. His family physician, Dr. Murphy, has been called, and he requests some laboratory tests and a chest X-ray. The following information is revealed for Don:

Blood pressure:	160/84
Pulse:	124
Respirations:	36/min
Temperature:	98.8 degrees
EKG:	Normal
Arterial Blood Gas (ABG):	PO ₂ = 80 mm Hg

A chest X-ray reveals decreased lung markings and hyperlucency of the lung fields. The diaphragm seems slightly flattened.

Following consultation with Dr. Murphy, Don is admitted to the hospital for observation. The physician tells Don that evening that he is tentatively diagnosing him with emphysema made acutely worse by bronchitis following the flu. The underlying emphysema is not yet advanced, but Dr. Murphy explains that the more-advanced chronic obstructive pulmonary disorder (COPD) can develop if Don does not quit smoking. Don already suffers from hypertension, which puts stress on his heart. Chronic emphysema stresses the heart, as the alveolar surface area of the lungs is decreased.

Don is sent home the next day and told to report to Dr. Murphy's office for a complete physical examination. The findings of the examination further confirm the diagnosis of emphysema. Don is told to start a regular program of walking on the golf course and, again, to stop smoking. Don follows the advice and has no further episodes of shortness of breath. He walks the golf course slowly each day for nine holes of play. One year later, his coughing has decreased, and he has gained some weight. His lung X-rays still show signs of COPD.

Note:

Hyperlucency of lung: The radiographic finding that one lung is less dense than the other normal lung, as from infection or a bronchial foreign body.

The American Heritage® Stedman's Medical Dictionary
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Applying the Intellectual Standards

This assignment addresses:

Clarity

Student essays should include examples that can be obtained from the Lonely Golfer case study, the prompt, and other pertinent literature.

Relevance

Student essays should include relevant supporting evidence that can be obtained from the Lonely Golfer case study, the prompt, and other pertinent literature.

Depth

Student essays should include the medical implication of cigarette smoking for both smokers and non-smokers.

Logic

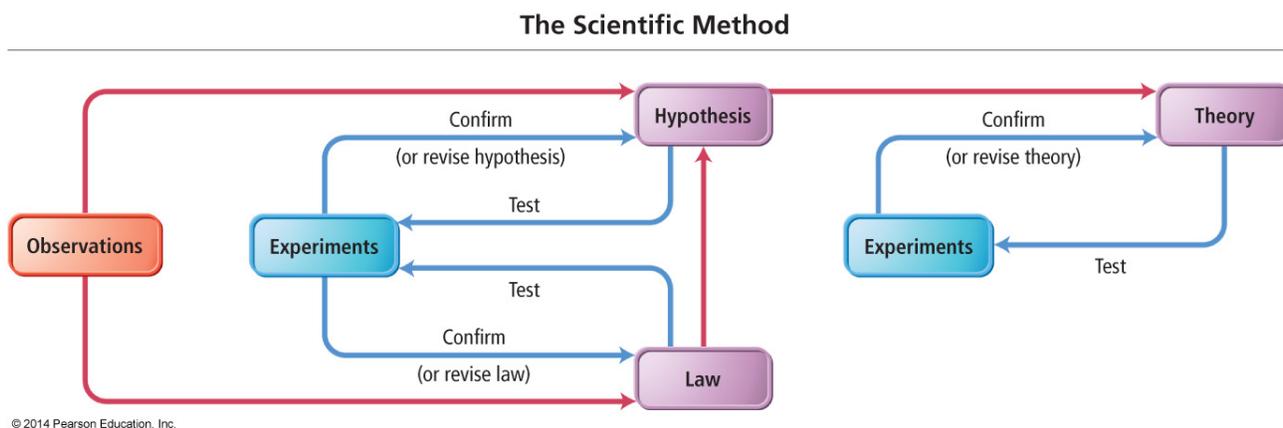
Students should think critically about the concepts included in the Lonely Golfer case study, the prompt, and other pertinent literature. Students should combine their thoughts and supporting pieces of evidence in a rational manner as they write about the medical implication of cigarette smoking for smokers and non-smokers.

CHM 1046: General Chemistry II

Scholar David Perdian, Ph.D.

The Scientific Method

Locate an article about a recent (< 5 years old) scientific discovery or breakthrough that was published in a popular website or print source. Analyze the course of events and associate each step of the process to the scientific method. Each step of the scientific method should be clearly explained. Concept maps, which are graphical tools used to visually organize and represent knowledge using diagrams or flow charts to show the relationships among concepts, can be used for this assignment.



Critical Thinking Elements of Reasoning of Paul-Elder Model:

- **Question** – What question(s) are the researchers trying to answer?
- **Information** – What was learned about the system under study through observations and experiments?
- **Interpretation & Inference** – What judgments or lines of reasoning were used to draw conclusions from the observations and experimental evidence?
- **Implications & Consequences** – What conclusions can be made as part of a scientific theory?

The Scientific Method: “You Are What You Eat”

Student work

OBSERVATION

Dr. Mohamed Babu, of Mysore, South India noticed something strange about the ants crawling around his kitchen. To his surprise, they appeared white after drinking some spilled milk.

HYPOTHESIS

Upon close inspection, Dr. Babu hypothesized that the ants’ abdomen were transparent and it was change in respect to the color of whatever it was that they drank.

EXPERIMENT

To prove his hypothesis Dr. Babu set up an experiment. The experiment included mixing a variety of food coloring along with sugar and water and a waxy base which he placed on a small plastic sheet and set it outside in his garden where the ants would find it.

RESULTS

As he expected, Dr. Babu found that with colors like green, yellow, red, and blue, the ants’ transparent abdomen changed colors respectively. Ants who moved to different colors created different color mixtures that could be seen as well. In the midst of attaining this information, Dr. Babu also discovered that the ants favored brighter colors such as yellow and green and were not as favorable to darker colors such as blue and red.

SCIENTIFIC THEORY

Based on the observations, hypothesis and results of this experiment, it can be theorized that specific to this unique species of Indian ants, their transparent abdomen takes on the unique color of whatever they intake giving new meaning to the phrase “You are what you eat.”

LAW

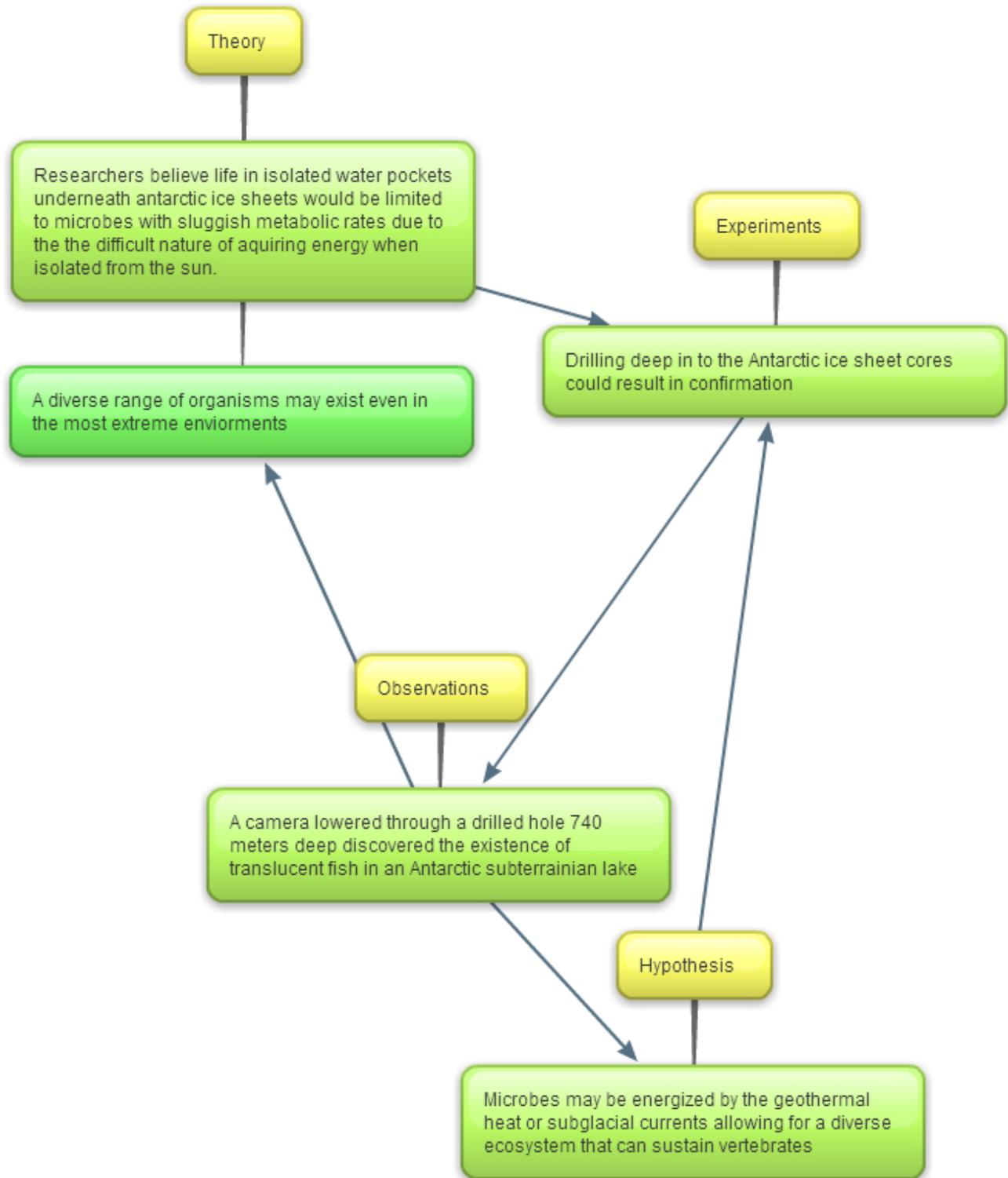
Upon repeating this experiment, the same results were discovered making it a law amongst this breed of Indian ants.



Sources: <http://www.smithsonianmag.com/science-nature/these-rainbow-colored-transparent-ants-are-what-they-eat-25521112/>

<http://www.dailymail.co.uk/news/article-2022765/The-ants-multi-coloured-abdomens-exactly-theyve-eating.html>

Discovery: Fish Live beneath Antarctica



Proving the Theory of Relativity with Quantum Computers

Student Work

Observation: There was, up till then, no visible evidence for this theory because humans have not been able to create an environment to witness and confirm such phenomenon. Humans also have not been able to attain light speed travel to determine if the speed of light is the physical boundary for motion in the universe.

Theory: The Theory of Relativity, first proposed by the famous scientist, Albert Einstein, proposed two concepts. The first concept states that no matter where you are in the universe, space will look the same. In other words, the speed of light (c), in a vacuum, is always constant regardless of your position. The speed of light also is the physical limit for motion. The other concept states that light speed objects will shorten in length and move slower to an Earth-based observer. The famous equation, $E=MC^2$, can be derived from this theory. This theory is particularly an important foundation for modern physics.

Hypothesis: The speed of light was determined in early experiments used light beams to create light interference patterns. A new technique has been developed to calculate the speed of light with greater accuracy. Scientists at the University of Berkeley used two atoms to measure the energies of the electrons in each atom. Other experiments have used other particles to test such theories but in this case, electrons were used due to greater accuracy. The scientists hypothesized that in order to prove the theory, the differences of electron energies should be constant.

Experimentation: By using a quantum computer, scientists were able to create an environment ideal for testing this famous theory. The quantum computer, particularly the one used at Berkeley, used two calcium atoms suspended in a vacuum chamber and used an alternating voltage to keep the atoms in place. Each atom had two electrons that moved perpendicularly to each other. By measuring the energies of the electrons every 10 seconds for a 24 hour period, scientists collected enough data to determine the differences in the electrons' energies.

Conclusion: After calculating the energies of the electrons of each calcium atom, it was confirmed that the energy differences is, and stays constant. This proves that the speed of light, in a vacuum, stays constant and substantiates Einstein's famous Theory of Relativity. The findings have also confirmed for researchers that this method can be used to even confirm the existence of dark matter.

Source: <http://www.livescience.com/49627-quantum-experiment-demonstrates-relativity.html>

SLS 1501: College Success Skills (Nursing)

Scholar Italia Folleco

Case Study Directions

- Responses to the assigned questions must consist of a minimum of 5 sentences, font 12, single spaces. Student must show the ability to put content in his/her own words. Each answer must have a minimum of 5 sentence response per question, not including in-text citations or references.
- Apply and describe each component of the Nursing Process (ADPIE). List three nursing diagnoses each with one short & long term goal, nine nursing interventions (3 assess/monitor, 3 implementation, and 3 teaching/discharge)
- Include at least three reference citations from nursing sources, and/or class textbook information.
- Demonstrate proper spelling, grammar, and scholarly tone.
- Student must incorporate the “Standards of Critical Thinking” as a guide to clear, complete, in-depth writing.

Standards of Critical Thinking:

Clarity	Accuracy	Precision
Relevance	Depth	Breadth
Logic	Significance	Fairness

Case Study: Where's the PCA? (Patient Care Analgesic)

A newly licensed registered nurse is assigned to an Ortho-Neuro medical floor. The nurse has five patients. The nurse is caring for (A.F.) a 45-year old Asian male with a T4 fracture. The patient (A. F.) has been hospitalized for three months with the fracture, which was sustained from an auto-mobile accident. A.F. is a quadriplegic with returning movement to his lower extremities.

The nurse was given the following shift report from the multi-disciplinary team:

Shift Report: Yesterday, the patient had a chest x-ray that showed pus accumulating in the pleural space. Dr. Breathe-Good came up and stated, the patient has a left pneumothorax, therefore a chest tube was placed in the left pleural space last night at 2130. Patient's vital signs: Temp: 100 F (oral); Radial Pulse 106 strong, regular; Respirations 28 slightly labored, regular; Blood Pressure 128/76 sitting, right arm; Pain scale 4/10; and Oxygen saturation 95% on room air. Chest tube is in-place draining serous secretions. A. F. has been requesting pain medication every 2 hours for either Percocet (by mouth for pain scale 4-6) or Dilaudid (given intravenously for pain scale 7-10). The patient's pain scale fluctuates between moderate to severe pain. A.F. is married with son in college, no family members were at the bedside.

Upon entering the patient's room, the nurse notes the following:

Patient lying in bed with SR up, connected to C/R monitor, with IVF infusing in right hand. Doesn't maintain eye contact, appears restless, and responding to questions sarcastically at times. Vitals Signs 8 a.m.: Temp: 99.7 F (oral); Radial Pulse 112 strong, regular; Respirations 32 slightly labored, regular; Blood Pressure 134/86 lying, right arm; Pain scale 8/10; and Oxygen saturation 95% on room air. Anterior and Posterior lung sounds auscultates scattered coarse rhonchi, diminished at left base. Chest tube intact, connected to Pleurovac, draining serous secretions.

When questioned regarding pain regimen, patient responded, "Oh. I guess I'll live. It's okay." However, the patient requests pain medicine each time the IV machine beeped, and remains evasive when asked whether the pain medication was working.

The nurse consults with the charge nurse;

A.F. is not responding to his pain management regimen. The patient has been here for three days and does not have a PCA pump in use. The patient does not describe his pain, nor whether Percocet or Dilaudid assist with his pain management.

I am conflicted about this patient's pain regimen. The patient is not reporting any improvement with his pain, especially after being medicated. I was wondering why a PCA pump is not being used. I probably should have called the doctor, but couldn't think of what to say and I didn't feel comfortable calling this particular doctor. I have five patient to which there were so many issues, I have to follow up on. I should have been more thorough in asking questions in report.

Sample Questions from Case Study Assignment

From the case study, imagine that you are the beginning nurse in this situation, and answer the following questions:

Nursing Assessment

- **What things were happening simultaneously in this situation that affected this beginner nurse's knowledge base?**

Nursing Diagnosis

- **What does the patient's demeanor and response to the beginner's questions about pain management tell you how the patient might have been feeling?**

Nursing Planning & Goals

- **What beliefs/ values seemed to be shaping this beginner nurse's assumptions?**

Nursing Implementation

- **Would you have hesitated to ask the nurse or the doctor about the pain medication? Why or why not?**

Nursing Evaluation

- **Have you ever felt that you did not have enough time to ask questions in a clinical situation?**
- **How did this beginner nurse feel about not having enough time to really question?**

Critical Thinking Exercise – Grading Rubric

Evaluation Criteria	<i>Excellent (2)</i>	<i>Satisfactory (1)</i>	<i>Needs Significant Improvement (0.5)</i>
Nursing Assessment	Identifies and states problem; Well-developed facts and supported claims; Clusters information data from physical, diagnostic tests, and verbal complaints	States problem without cluster of data	No organization of data; No data clustering; No data identification
Nursing Diagnosis	Identifies nursing diagnoses that are: Health Promotion (Educational) Therapeutic Psychosocial	Identifies 1 nursing diagnoses	No nursing diagnosis listed
Nursing Plan/Goals	Identifies one short-term and one long-term goal that is measurable and achievable with a time frame	Identifies one short-term and one long-term goal	Does not meet required criteria
Nursing Interventions	Identifies 3 nursing interventions for each: Assessment Implementations Teaching/Psychosocial Nursing interventions promote and restore health to alleviate nursing diagnosis	Identifies less than nine nursing interventions	No nursing intervention identified
Resources, Grammar and spelling	Uses assigned resources; Paper is well organized; Correct use of grammar and spelling	Uses assigned resources; Meets required criteria with less than two errors; Paper somewhat organized	Does not meet required criteria

ENC 1102: Composition II

The Critical Analysis Assignment

Scholar Alina Patriche, Ph.D.

For the **Critical Analysis Assignment**, you will have to write a brief, but in-depth analysis of Salman Rushdie's essay "Imagine There's No Heaven", first published in 1997 in an U.N.-sponsored anthology.

While preparing for this writing assignment, keep in mind that reading literature closely in an effort to respond to it requires more than just a quick read-through. Reading with the intent of writing about a literary work often requires multiple readings of the text. As you examine Rushdie's essay, also remember the **Socratic question**, "How shall we live?"

Your written response should be between 500 and 700 words long and it should contain at least four paragraphs, following the MLA format. Address the following issues as **critical thinking tasks**, in this order:

1. What is the author's thesis statement, or main point on the issue of religion and how does he support his purpose throughout the essay? Identify the passage(s) stating his main claim on the topic, and at least three other fragments containing logical reasoning and/or relevant information and evidence in support of this claim. **[Analyze and interpret relevant information.]**
2. Explain his point in the context of contemporary culture and in reference to one or two major world religions for a general audience. **[Explain questions, problems, issues.]**
3. Evaluate Rushdie's claim and supporting evidence and determine whether his main point is valid or whether it could be challenged by other arguments or evidence. Is there another perspective on the topic that he didn't take into consideration and that might undermine his thesis? **[Evaluate information to determine potential conclusions.]**
4. What is your own conclusion about the different aspects of religion discussed by Rushdie and their influence, positive or negative, on our cultural and moral development as a society and as individuals? **[Generate a well-reasoned conclusion.]**

EAP 1640C Advanced Composition II

Scholar Maria Kononova

Topics:

- Writing a summary
- Acknowledging a source in a summary

Directions:

Write a summary of the article ‘*Green Exercise*’ *Better than Just Plain Exercise* that was discussed in class. Your summary must include the following:

- A topic sentence that states the writer’s topic, the main idea about the topic, and the writer’s purpose
- A brief description of the study mentioned by the writer in the article
- The most important **findings** of the study
- The most important **implications** of the findings

Before writing your summary, review the following tips for writing a good summary:

1. Underline each major idea in the article.
2. Write one sentence that states the writer’s most important idea. This sentence will be the topic sentence of your summary.
3. Focus on the writer’s major ideas, not on supporting details.
4. Be sure to use your own words rather than those of the writer.
5. Keep the ideas in the summary in the same order in which they appear in the original article.
6. Do not introduce your own ideas or your own opinion.
7. Acknowledge the author in the body of your summary.

‘Green Exercise’ Better Than Just Plain Exercise by Keith Goetzman

The sight of open, untrashed green space while exercising is a balm for our minds and bodies, a group of U.K. researchers has concluded. In a study published in the *International Journal of Environmental Health Research*, five groups of 20 subjects exercised on a treadmill while watching a series of scenes projected on a wall.

Four types of scenes were tested—“rural pleasant,” “rural unpleasant,” “urban pleasant” and “urban unpleasant.” The subjects’ blood pressure and two psychological measures—self-esteem and mood—were measured before and after the treadmill sessions. The researchers write:

There was a clear effect of both exercise and different scenes on blood pressure, self-esteem and mood. Exercise alone significantly reduced blood pressure, increased self-esteem, and had a positive significant effect on 4 of 6 mood measures. Both rural and urban pleasant scenes produced a significantly greater positive effect on self-esteem than the exercise-only control. This shows the synergistic effect of green exercise in both rural and urban environments. By contrast, both rural and urban unpleasant scenes reduced the positive effects of exercise on self-esteem. The rural unpleasant scenes had the most dramatic effect, depressing the beneficial effects of exercise on three different measures of mood. It appears that threats to the countryside depicted in rural unpleasant scenes have a greater negative effect on mood than already urban unpleasant scenes.

So: Exercise in itself is a good thing. Exercise in pleasant surroundings is an even better thing. The researchers muse on the societal implications of this:

We conclude that green exercise has important implications for public and environmental health. A fitter and emotionally more content population would clearly cost the economy less as well as reducing individual human suffering. ... Thus increasing support for and access to a wide range of green exercise activities for all sectors of society should produce substantial economic and public health benefits. Such support could include the provision and promotion of healthy walks projects, exercise on prescription, healthy school environments, healthy travel to school projects, green views in hospitals, city farms and community gardens, urban green space, and outdoor leisure activities in the countryside.

The interesting thing to me is that none of the subjects actually went outdoors—they simply looked at images of the outdoors. If the mere sight of green space makes us feel better, just imagine what it does when you incorporate all the sensory intangibles of the physical experience: a fresh breeze, fragrant wildflowers, wildlife sightings, clouds rolling past, perhaps a beautiful sunrise or sunset. Maybe for their next study, the researchers will get people off their treadmills and onto their feet or bicycles.

In the meantime, I’m going to bicycle home past a mixture of “urban pleasant” and “urban unpleasant” scenes and on my weekend seek out a nice long, uninterrupted stretch of “rural pleasant.”

SUMMARY TEMPLATE

(Students may use this template (optional).)

In his blog article “‘Green Exercise’ Better than Just Plain Exercise’,” Keith Goetzman writes about _____.

According to the study, _____

During the study, _____

The fifth group was _____. The researchers found out that

Based on the findings of the research, Keith Goetzman concludes that _____

He also points out that _____

Connecting the Learning Experience to Student Learning Outcomes and the Paul-Elder Model of Critical Thinking

CT SLOs: #3. Evaluate information to determine potential conclusions
#4. Generate a well-reasoned conclusion

Intellectual Standards: Clarity, Relevance, & Significance

In one or two sentences, clearly state the article's central topic, main idea, and the writer's purpose.

Include a brief description of the study mentioned in the article, its findings, and implications.

Elements of Thought: Problem/Issue/Purpose

In one or two sentences, clearly state the article's central topic, main idea, and the writer's purpose.

Implications: Implications

In your own words, explain the implications of the evidence presented by the author.

Intellectual Traits: Intellectual Empathy

Remember that when you summarize, you should not introduce your own ideas or your own opinions but should accurately reconstruct the view points and reasoning of the author.

EAP 0400C: Communication Skills IV Delivery Skills Self-Evaluation Assignment

Scholar Mary F. Di Stefano Diaz

The purpose of this activity is to assess your success in achieving the Unit 1 learning outcomes by reflecting on your own content and delivery of the Unit 1 project presentation.

To complete this self-evaluation, address each of the oral delivery skills criteria listed in Unit 1 in your text and the ESSENTIAL INTELLECTUAL TRAITS embedded below as your means of assessment.

UNIT PURPOSE: The purpose of the **Unit 1 class survey** was to obtain information from your classmates (your future audience) in order to raise your level of comfort in speaking in front of your peer audience and to obtain information from your peers to foster teamwork development and collaboration.

PRESENTATION CONTENT AND DELIVERY:

View the digital video recording of your group's presentation; focus on your participation/performance in the presentation. Complete the following reflective self-evaluation of your personal content and delivery as demonstrated in the digital video recording.

1. How effectively did you appear to accept your survey subjects' ideas? (***intellectual humility***)
2. How effectively did you appear to put yourself in other people's places to understand others' points of view? (***intellectual empathy***)
3. How effectively did you have rational control over your own inferences? (***intellectual autonomy***)
4. How consistent were you in your thinking, honestly admitting any inconsistencies in your own thought and action when sharing your survey responses and making inferences regarding your survey subjects? (***intellectual integrity***)
5. How conscious were you of the need to use intellectual insights and truths in spite of the difficulties, obstacles and frustrations you may have faced while participating in the group presentation? (***intellectual perseverance***)

Scholar Mary F. Di Stefano Diaz

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6. To what degree did you give freest play to reason during speaker-to-speaker transitions by summarizing and previewing your teammates' own conclusions, accurately expressing their rational viewpoints and reasonable conclusions and their coherent and logical thoughts? (***confidence in reason***)
7. Did you behave reasonably during your participation in your team's presentation, and share the responsibilities in delivering the presentation? (***confidence in reason***)
8. To what degree did you treat all of your teammates' viewpoints alike, without reference to your own feelings or vested interests, or the vested interests of your friends, community or culture? How well did you adhere to intellectual standards without reference to your own advantage or the advantage of your cultural group in delivering your team's presentation to your peer audience? (***fair-mindedness***)

Complete the following reflective self-evaluation of your presentation delivery skills.

9. If applicable, how effectively did you deliver the content of the introduction? (***intellectual integrity***)
10. If applicable, how effectively did you deliver the content of the conclusion? (***intellectual integrity***)
11. Evaluate the effectiveness of your visuals from the audience's perspective. (***intellectual humility***)
12. Evaluate the appropriateness of your voice volume during your delivery. (***intellectual humility***)
13. Evaluate the appropriateness of your rate of speech during your delivery. (***intellectual humility***)
14. Evaluate your level of speaking comprehensibility. (***intellectual humility***)
15. Evaluate the effectiveness and appropriateness of your physical posture including use of gestures and management of note cards. (***intellectual humility***)
16. Evaluate the effectiveness and appropriateness of your eye contact with your audience. (***intellectual humility***)

EAP 1640C: Advanced Composition II

Scholar Sherrie Sacharow

Classification Essay Exploring Critical Thinking

Scholar Sacharow uses scaffolding to move students progressively toward a stronger understanding and application of critical thinking skills.

Step 1: Cooperative Learning

Within your group, discuss and explore the topic of critical thinking. You will discuss critical thinking with your group, and you will write an individual essay.

What is a classification essay? Classification rhetoric allows a single unifying trait to be observed from different vantage points. Types of thinking may be classified and discussed in this essay. Use your reference notes and materials on Critical Thinking then separate into categories or classification identity groups, such as deliberate thinking, subliminal thinking, and cultural thinking.

Step 1a: This video is very brief but gives direct highlights in writing a classification essay:
<https://www.youtube.com/watch?v=GV6rliAJfm4>

Step 1b: Explore the link below for a detailed step-by-step discussion of classification as a rhetorical mode for essay writing.
<http://www.buowl.boun.edu.tr/students/types%20of%20essays/Classification%20Essay.htm>

Step 1c: Locate **valid** information to support your statement: <http://ucl.broward.edu/>

Step 2: Format your Paper

The whole document is to be APA or MLA style, depending on the content.

The Owl Center at Purdue University may be consulted for guidance.

<http://owl.english.purdue.edu/owl/resource/560/01>

Classification Essay Exploring Critical Thinking

Page 2

Step 3: Create a Graph (*Concept Mapping*)

Be creative! Make a graph or table of the types of thinking you want to represent. Use the following links to help you build an interesting graph that presents your concepts clearly, creatively, and effectively.

For Google Drive, use this link: <https://www.youtube.com/watch?v=-NV8p6aPtYA>

If not using Google Drive, use this link: <https://www.youtube.com/watch?v=8B8kFVNzIQ8>

Types of Thought

Activity	Clear	Accurate	Precise
work			
study			
social			
family			

Step 4: Write a Rough Draft

Use your graph as your outline, follow the directions for crafting the classification essay. Review the written or video resources presented in this assignment guide to help guide your writing.

Step 4a: Present your rough draft to two members of your group. Receive rough drafts from two members of the group. Read, think, pair and share your constructive feedback.
(Reflection)

Think, Pair, Square, and Share Technique:

Students think about a question related to the content just introduced over a reasonable span of time then students break into pairs and share their thoughts with each other. Pairs then join other pairs, forming squares which could be invited to join other squares to continue the process of sharing thoughts and insights while using active listening techniques.

Step 5: Have professor review first draft and corrective plan

Step 6: Write final draft for the Classification of Critical Thinking Essay

Step 7: Hand in completed essay for grade.

Scholar Sherrie Sacharow

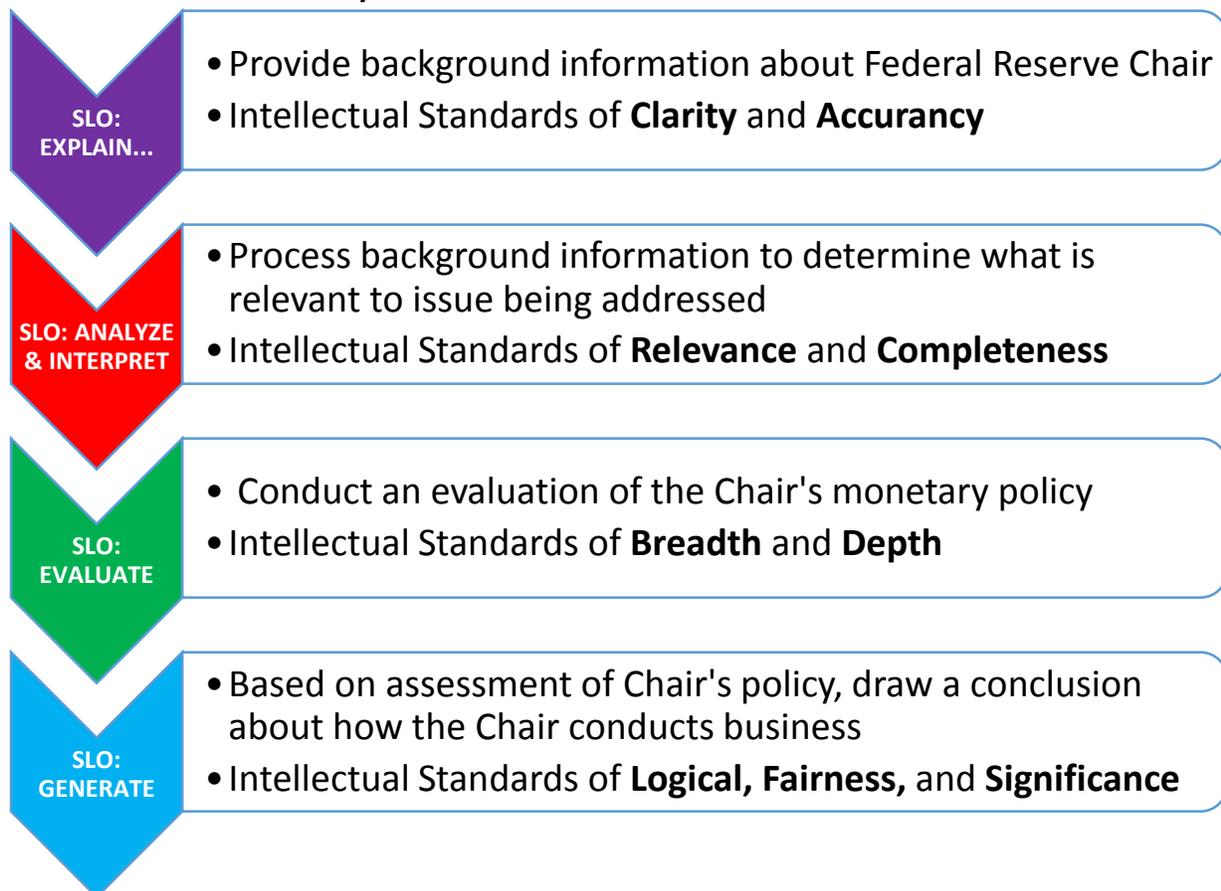
ECO2013: Principles of Macroeconomics

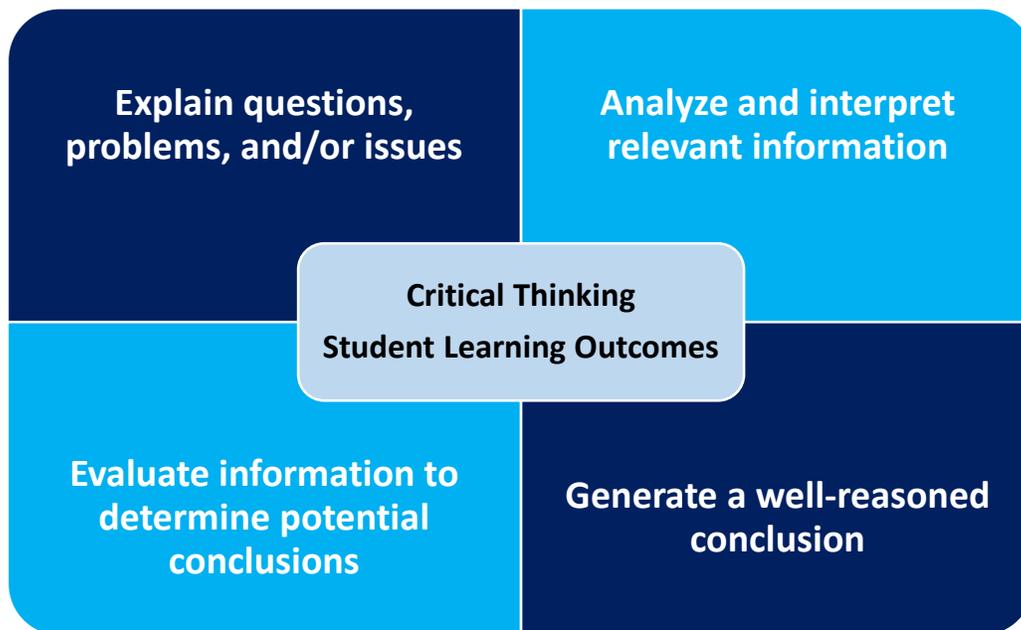
Senior Professor Herm Baine

Assignment Description:

Students write a paper based on the current Chair of the Federal Reserve, Janet L. Yellen or a prior Chair, such as Ben Bernanke. The students write the paper with the goal of demonstrating mastery on the four Critical Thinking Student Learning Outcomes (SLO). To guide students through the writing process, the nine Intellectual Standards are applied.

The diagram below provides the Action Verb for each SLO based on Bloom's Taxonomy with the corresponding task the student is asked to do. Students use the Intellectual Standards to self-evaluate what they have written.





Universal Intellectual Standards

Students apply standards by asking themselves targeted questions during the writing process for the Macroeconomics paper. Example questions provided below.

Clarity	• Could I elaborate further?
Accuracy	• How can I find out if that is true?
Precision	• Could I be more specific?
Relevance	• How does that help with the issue?
Depth	• Am I dealing with the most significant factors?
Breadth	• Do I need to look at this in other ways?
Logic	• Does all of this make sense together?
Significance	• Is this the central idea to focus on?
Fairness	• Am I considering all relevant viewpoints?

MGF 1106: Mathematics for Liberal Arts I

Scholar Scott Demsky, D.A.

Logic Problem

Translate the argument into symbolic form. Then determine whether the argument is valid or invalid. You may use a truth table or, if applicable, compare the argument's symbolic form to a standard valid or invalid form.

If we get married, we will honeymoon in Hawaii.

If we honeymoon in Hawaii, we will not bring jackets.

We brought jackets. _____

∴ We did not get married.

Choose the correct translation below.

A.
$$\begin{array}{l} p \rightarrow q \\ q \rightarrow r \\ \hline q \\ \hline \therefore \sim r \end{array}$$

B.
$$\begin{array}{l} p \vee q \\ q \wedge \sim r \\ \hline r \\ \hline \therefore \sim p \end{array}$$

C.
$$\begin{array}{l} p \rightarrow q \\ p \rightarrow r \\ \hline \sim q \\ \hline \therefore q \end{array}$$

D.
$$\begin{array}{l} p \rightarrow q \\ q \rightarrow \sim r \\ \hline r \\ \hline \therefore \sim p \end{array}$$

MGF 1106: Mathematics for Liberal Arts I

Scholar Scott Demsky, D.A.

“SEES” the Problem

A Critical Thinking Template for Problem-Solving

- **S**ate the problem in your own words.
 - Analyze and interpret relevant information.
- **E**laborate the problem: discuss the purpose, assumptions, relevant information, questions
 - Explain questions, problems and/or issues.
- **E**xemplify and/or illustrate the problem: describe the problem with an example, counterexample, picture, diagram, graph, etc. This may help clarify your “point of view” and suggest potential conclusions.
 - Evaluate information to determine potential conclusions.
- **S**olve the problem: use mathematical concepts and reasoning to make inferences and draw a conclusion. What are the implications and/or consequences of your conclusion?
 - Generate a well-reasoned conclusion.

MGF 1106: Mathematics for Liberal Arts I

“SEES the Problem”

A Critical Thinking Template for Problem-Solving

Students are asked to respond to the following questions for the assigned problem.

1. State the problem in your own words.
2. Elaborate the problem: discuss the **purpose**, **assumptions**, relevant **information**, **questions**.
3. Exemplify and/or illustrate the problem: describe the problem with an example, counterexample, picture, diagram, graph, etc. This may help **clarify** your “**point of view**” and suggest potential **conclusions**.
4. Solve the problem: use mathematical **concepts** and **reasoning** to make **inferences** and draw a **conclusion**. What are the **implications** and/or **consequences** of your **conclusion**?

Elements of Thought, Intellectual Standards, and Reasoning Checklist in red

MGF 1106 Critical Thinking Grading Rubric

	16-20 points	11-15 points	6-10 points	0-5 points
Clarity	All statements in the solution are understandable.	Most statements in the solution are understandable.	Many statements in the solution are not understandable.	Few, if any, of the statements in the solution are understandable
Accuracy	All calculations and assertions are correct.	Most calculations and assertions are correct.	Many calculations or assertions are incorrect.	Few, if any, calculations or assertions are correct.
Relevance	All information and reasoning used is necessary to solve the problem.	Most information and reasoning used is necessary to solve the problem.	Much information or reasoning used to solve the problem is not necessary.	Little or no information or reasoning used to solve the problem is necessary.
Logic	Final answer and all mathematical reasoning are correct.	Final answer is correct and most mathematical reasoning is correct.	Final answer and/or much mathematical reasoning are incorrect.	Final answer and most mathematical reasoning are incorrect.
Spelling and grammar	There are no spelling or grammar errors.	There are a few spelling and/or grammar errors.	There are many spelling and/or grammar errors.	The number of spelling/grammar errors makes the solution difficult to read.

PHI 2010: Introduction to Philosophy

Scholar Daniel Rieger, Ph.D.

Scenario:

Suppose you were on an island with a dying millionaire. As he lies dying, he entreats you for one final favor: “I’ve dedicated my whole life to baseball and have gotten endless pleasure, and some pain, rooting for the New York Yankees for fifty years. Now that I am dying, I want to give all my assets, \$2 million, to the Yankees. Would you take my money back to New York and give it to the owner of the Yankees, so he can buy better players?” You agree to carry out his wish, at which point a huge smile of relief and gratitude breaks out on his face and he expires in your arms.

After returning to New York, you see a newspaper advertisement placed by the World Relief Organization (whose integrity you do not doubt) pleading for \$2 million to be used to save 100,000 people dying of starvation in East Africa. Not only will the \$2 million save their lives, but it will be used to purchase small technology and the kinds of fertilizers necessary to build a sustainable economy. You reconsider your promise to the dying Yankees’ fan in light of this information.

Question:

What should you do with the money?

Elements of Thought:

Utilize at least the following Elements of Thought:

- What information is relevant to your reasoning?
- What assumptions are involved in your reasoning?
- What line of reasoning are you using to arrive at your conclusion? (interpretation and inference)
- What are the implications of the conclusion at which you arrive?

Intellectual Standards:

Clarity	Accuracy	Precision	Relevance
Depth	Breadth	Logic	Fairness

Apply standards to your reasoning and in arriving at your conclusion.

PHI 2010: Introduction to Philosophy

Scholar Daniel Rieger, Ph.D.

Scenario:

Suppose two men are starving to death on a raft floating in the Pacific Ocean. One day they discover some food in an inner compartment of a box on the raft. They have reason to believe that the food will be sufficient to keep one of them alive until the raft reaches a certain island where help is available, but if they share the food both of them will most likely die.

One man is a brilliant scientist who has in his mind the cure for cancer; the other man is undistinguished. Otherwise, there is no relevant difference between the two men.

Questions:

What is the morally right thing to do?

- Share the food and hope against the odds for a miracle?
- Flip a coin to see which man gets the food?
- Give the food to the scientist?

Elements of Thought:

Utilize at least the following Elements of Thought:

- What question is addressed?
- What assumptions are involved?

Intellectual Standards:

Clarity	Accuracy	Precision	Relevance
Depth	Breadth	Logic	Fairness

Apply standards to your reasoning and in arriving at your conclusion.

PHI 2010: Introduction to Philosophy

Scholar Daniel Rieger, Ph.D.

Scenario:

A doctor needs organs for five needy patients, all of whom are in danger of dying unless the doctor gets suitable organs within the day. One patient needs a heart transplant, two need kidneys, one needs lungs, and another needs a liver.

A homeless man who has no family walks into the hospital for minor emergency care (He cut his finger.). By killing him and using his organs for the five, the doctor could save five persons, restoring them to health.

Question:

If the doctor does not kill the man, is the doctor negatively responsible for the death of the five needy patients?

Elements of Thought:

Utilize at least the following Elements of Thought:

- What question/issue does this reasoning address?
- What concepts are key to this reasoning?
- What assumptions are involved in this reasoning?
- What is the point of view expressed in this reasoning?
- What are the implications of this reasoning?

Intellectual Standards:

Clarity	Accuracy	Precision	Relevance
Depth	Breadth	Logic	Fairness

Apply standards to your reasoning and in arriving at your conclusion.

Critical Thinking & Moral Reasoning Worksheet

Scholar Joshua Kimber

Assignment Guidelines

Item	Details
Title of Assignment/Activity	Practice: Critical Thinking & Moral Reasoning
Topic or Main Idea	Identify a moral / ethical problem (or respond to a specific scenario that presents a moral dilemma). Use questions related to critical thinking SLOs to analyze and evaluate the issue.
Objectives	Identify a moral issue Analyze a moral issue Evaluate a moral issue Generate a conclusion in response to the moral issue Enhance ability to identify and apply concepts related to Broward College's critical thinking SLOs
Main Concepts/Standards At Play	<p>Elements of Thought (ET)</p> <ul style="list-style-type: none"> - Purpose, goals, objectives - Question at issue - Interpretation and inference: conclusions, solutions - Assumptions - Implications and Consequences - Point of View <p>Intellectual Standards (IS)</p> <ul style="list-style-type: none"> - Clarity - Relevance - Breadth - Logic - Significance
Materials	HW Sheet: Practice: Critical Thinking & Moral Reasoning Scenarios: Generated in class or identified in class. Scenarios are presented and students can choose to respond to one of them or to select their own scenario.
Steps & Time Required	<ul style="list-style-type: none"> - (in class) Scenarios are discussed. The SLOs are presented and clarified briefly. (10 min) - (at home) Students print HW and complete it by hand. (15min) - (in class) Students share and evaluate one another's responses via Think, Pair, Share exercise. Then some students share with the whole class. (15min)
Activity	<ul style="list-style-type: none"> - Students arrive in class with completed HW. - In pairs: Students share responses (5min) - In groups of four: Students share responses (5min) - As a class, some responses are shared. (5min)
Assessment	Students will receive HW credit and a check-system score for the completed HW. (Extra credit will be offered if more worksheets are completed than assigned.) Students will receive class participation credit for participation in the activity.
Links with Other Assignments/Activities	Students will evaluate a moral issue on their final assessment and will be expected to address each SLO in their response. Students will create a "tool" that will help them apply critical thinking in the future, and this worksheet serves as an example for that tool.

Critical Thinking & Moral Reasoning Worksheet Questions

Scholar Joshua Kimber

Directions:

- Identify a moral/ethical problem or issue (or respond to a specific scenario that presents a moral dilemma).
 - Reflect on the issue or discuss the issue with others.
 - Use the critical thinking prompts below to make your thinking explicit and clear to others (so they can follow your reasoning or understand your argument or the justification for your conclusion – the *logos*).
1. Clearly state the main question*, problem, or issue.
 2. Analyze and interpret* relevant information. (Note: you can fill in some of the unknown facts in this case on your own to enhance your exploration.)
 3. Evaluate* this scenario using (at the very least) **utilitarianism** and/or **deontology** to identify strengths or weaknesses of different possible conclusions.
 4. Generate a conclusion* that is best supported by your analysis and evaluation.

*Underlined words support critical thinking student learning outcomes (SLOs)

Critical Thinking Evaluation for Lecture/Presentation

Scholar Joshua Kimber

Assignment Guidelines

Item	Details
Title of Assignment/Activity	Critical Thinking Evaluation of Lecture/Presentation
Topic or Main Idea	Apply concepts related to Broward College's critical thinking SLOs to a topic presented in an academic lecture/presentation.
Objectives	Enhance ability to identify critical thinking SLOs and concepts related to them. Enhance ability to apply critical thinking SLOs and concepts related to them.
Main Concepts/Standards At Play	<p>Elements of Thought (ET)</p> <ul style="list-style-type: none"> - Purpose, goals, objectives - Question at issue - Interpretation and inference: conclusions, solutions - Assumptions - Implications and Consequences <p>Intellectual Standards (IS)</p> <ul style="list-style-type: none"> - Clarity - Relevance - Breadth - Logic - Significance
Materials	Worksheet: Lecture / Presentation Critical Thinking Guide Lecture: A lecture that students will attend outside of class. (For example, the sample assignment below was created for a lecture on the topic of heroines/heroes and feminism.)
Steps & Time Required	<ul style="list-style-type: none"> - (Before lecture) The purpose of the worksheet is explained. (2 min) - (during lecture & at home) Students complete HW hand. (15min) - (in class) Students share and evaluate one another's responses via Think, Pair, Share exercise. Then some students share with the whole class. (10min)
Activity	<ul style="list-style-type: none"> - Students arrive in class with completed HW. - In pairs: Students share responses (5min) - In groups of four: Students share responses (5min) - As a class, some responses are shared. (5min)
Assessment	Students will receive HW credit and a check-system score for the completed HW. Students will receive class participation credit for participation in the activity.
Links with Other Assignments/Activities	Students will evaluate a moral issue on their final assessment and will be expected to address each SLO in their response. Students will create a "tool" that will help them apply critical thinking in the future, and this worksheet serves as an example for that tool. Some elements of the SEE-I method are present here and will also be found by students throughout class HWs and self-evaluation sheets.

Critical Thinking Evaluation Questions for Lecture/Presentation

Scholar Joshua Kimber

Work on these questions before the presentation and discussion begins.

- 1) Explain what a **heroine/hero** is in your own words.
 - a) Use an **example** to elaborate on your explanation.

- 2) Explain what **feminism** is in your own words.
 - a) Use an **example** to elaborate on your explanation.

Work on these questions during or after the presentation and discussion.

- 3) Write down the 4 Student Learning Outcomes related to **critical thinking**.

- 4) Focus on one part of the presentation and **explain the main question, problem or issue** that emerged in the discussion.

- 5) **Identify** at least one fact or piece of information that was **analyzed or interpreted** during the discussion that helped you clarify something about the main question, problem, or issue.

- 6) What were some of the **possible conclusions** that could have been made in response to the main question, problem or issue?

- 7) **Generate your own well-reasoned conclusion** in response to that main question, problem, or issue.

- 8) Write **two** inquiry questions the discussion provoked. (Ex. "I wonder why....?")

BEFORE

Classical Conditioning Assignment before Incorporating QEP Model of Critical Thinking

Scholar Nathalie Franco, Ph.D.

Part I: Choose a situation in your everyday life that shows the components of classical conditioning. Discuss it with your group. Select 1 situation per group to do the writing portion as a group.

Part II: Writing Assignment

Describe situation in which classical conditioning took place:

Identify:

US: _____
UR: _____
NS: _____
CS: _____
CR: _____

AFTER

Classical Conditioning Assignment after Incorporating QEP Model of Critical Thinking

Scholar Nathalie Franco, Ph.D.

Step 1: Choose one (1) of the following options:

- A. Food Aversion: Think of a **learned food aversion** you or someone close to you experienced. *Analyze* how the principles of classical conditioning applied to this food aversion experience.

- B. Adolescent Experience: Think of an **adolescent emotional experience** that involves classical conditioning, such as being embarrassed in school or on a date, getting your first kiss, or having your feelings tied up in a song. *Analyze* how the principles of classical conditioning applied to this emotional experience and how the experience affected your behavior.

- C. Fear or Phobia: Think of a **fear or phobia** that you have that was learned through classical conditioning. *Analyze* how the principles of classical conditioning contributed to the learning of the fear or phobia.

Step 2: Write about classical conditioning and about your scenario following these guidelines. Bring your CT written assignment to class. You will be able to participate in the in-class activity and receive feedback on your paper.

Paragraph 1: Explain the term classical conditioning using the SEE model. Follow the format you learned in previous assignments. I think classical conditioning is... (1 sentence). In other words... (3-4 sentences; Make sure to include the components of classical conditioning you will be identifying in paragraph 3). For example.... (NO ILLUSTRATION NEEDED)

Paragraph 2: Describe the scenario you chose to write about (Option A, B, or C) in detail to convey to the reader what happened. Tell a story. Be specific.

Paragraph 3: Analyze how the basic components of classical conditioning can explain your experience.

Identify each of the following components from your scenario:

- unconditioned stimulus (US),
- unconditioned response (UR),
- conditioned stimulus (CS),
- conditioned response (CR)

Paragraph 4 (at least 3 sentences): Analyze how one of the following processes can explain the learning that occurred. Choose at least one: extinction, spontaneous recovery, generalization, OR discrimination.

Paragraph 5: Evaluate how using the principles of classical conditioning helped you understand your specific learned food aversion, emotional experience, or fear/phobia and generate a conclusion that is logical.

Checklist:

- Did I choose only 1 scenario? And did I include the name of the scenario in the title of my paper?
- Did I use the SEE model to define classical conditioning (paragraph 1)?
- Did I describe the scenario in detail? (paragraph 2)?
- Did I explain how classical conditioning took place? And did I identify US, UR, CS, CR (paragraph 3)?
- Did I analyze how at least one process (extinction, spontaneous recovery, generalization, or discrimination) can be applied to my scenario? (paragraph 4)
- Did I evaluate how principles of classical conditioning helped me understand my situation (paragraph 5)?
- Did I generate a conclusion based on the analysis and evaluation?

Intellectual Standards:

- Is my writing clear, precise, logical, and accurate?
- Does it make sense to others?

Adolescent Emotional Experience

Student Work for the Classical Conditioning Assignment

I think classical conditioning is a process of learning behavior, which quickly became extremely famous research and was explored by Ivan Pavlov, where one acquires knowledge of associating two or more stimuli to further foresee events. In other words during classical conditioning an unlearned and natural unconditioned response (UR) comes in place to an unconditioned stimulus (US), stimulus that automatically triggers a response. Furthermore, a learned or conditioned response (CR) to previous neutral stimulus, conditioned stimulus (CS). Conditioned Stimulus is an originally unrelated stimulus that after linking with an unconditioned stimuli (US), becomes a conditioned response (CR). For example, Pavlov got very creative with an insignificant observation of putting food in a dogs mouth causes the animal to salivate. It is like the taste of the food, a glimpse or glance of the food, the dish, or the person providing the food, and the sound of their approximating footsteps.

From a very young age I had decided and was firm on joining the military because it meant something very special and important to me. The Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage was what my heart and mind was set on. A few years after graduating high school I decided to pursue this goal and dream. When you go to your nearest recruiting office you are nervous, anxious, but so excited by the sound of everything they inform on. However, they do not tell you the little dark secrets behind it all! For basic training you should be mentally and physically fit, which you will rapidly learn from it, but definitely not expect it to be a nice get away vacation from your home, your family, your friends, and the lifestyle you were used to. It is a different environment, you are surrounded by hundreds of people that you do not know, and fairly quickly your days become filled with many activities, tests, and stages of you becoming a soldier. The experience is priceless and I would not change it for anything in the world, except one minor moment of my basic training. It was my very first day at the company where I would be beginning my military career for a couple months. We were all so exhausted from our "Shark Attack" and from many more unplanned and unexpected events. We are finally allowed into bed around two in the morning, and just shortly after a few hours of sleeping a huge horn wakes us up and we jump out of our bunks to see the horn and our drill sergeants all yelling and screaming so loud directly in our faces. It was only six females and our sleeping

Student Work for the Classical Conditioning Assignment

Page 2

bay area could probably hold two hundred soldiers easy and comfortable. The echo of the horn and yelling went on for a few seconds and we were up in a heartbeat. I was not sure if my heart was even beating, if it was a dream, or if I was even awake. It happened so rapidly and it was such a scary feeling as I laid in my bunk deeply asleep, that the sound of that horn and loud screaming noises will always frighten me, even when I hear them today they quickly awaken and alert me.

The basic components of classical conditioning explain my experience because as a first time trainee in basic training I was being drilled to jump out of bed and immediately snap into action which at first was my unconditioned response (UR) to the sound of the unconditioned stimuli (US), the horn, that my mind and body were learning and getting used to. After being in basic training for a few months we learned that every time our drill sergeants screamed off the top of their lungs, every time they shouted or spoke extremely loud over the intercom to get our attention, and in each of our training activities we would shoot or explode loud devices, these were all the different conditioned stimuli (CS), that caused the same reaction, conditioned response (CR), to each of us. Even years after when hearing an extraordinarily loud noise it will still cause me to swiftly be attentive and watchful.

Generalization can be adaptive, the likelihood, once a response has been conditioned, for stimuli similar to the conditioned stimulus (CS) to trigger similar responses. For my case generalization came in place when not only the loud sound of the horn would be heard, but also any other noisy sounds. Such as them being either shouted by our drill sergeants or by any of our training and equipment. We became so used to loud noises, being screamed at, and everything around us being so noisy that we started being so rowdy and loud ourselves.

The principles of classical conditioning helped me understand my emotional experience because I had never thought of the situation in this type of perspective. The basic components assisted me in breaking my experience down point by point and seeing the impact that it had on me mentally and physically. I never thought that the very first time I heard my drill sergeant press down on the horn; it would have changed the way I react to horns and loud noises today. Classical conditioning and its basic components also made it clear and made me understand how one thing leads to another and how it all works in one specific process. There are many situations in which you could use this type of learning in which one familiarizes to tie-up two or more stimuli and anticipate events.

SYG 2010: Social Problems

Scholar Todd Bernhardt, Ph.D.

SEE-I Model for Race and Gender Inequality

Instructions

- Complete a SEE-I Model for each of the following concepts
 1. Institutional Discrimination – chapter #3 (1 paragraph)
 2. Gender Division of Labor – Chapter #4 (1 paragraph)

State (S)

- Most basic but precise definition.
- State your idea in one simple sentence.
- Complete the phrase “**I think...**” about the concept.

Elaborate (E)

- To elaborate on the statement above is to **expand it, explain it in your own words at a greater length.**
- Elaborate your basic statement more fully (2-3 sentences)
- Complete the phrase “**In other words...**” about the concept.

Exemplify (E)

- To give a good example of a concept is to clarify for yourself or your audience what you mean after “stating” and “elaborating.”
- It is best to use an example from your own life or the world around you.
- Complete the phrase “**For example...**” about your concept.

Illustrate (I)

- An illustration of a concept provides a picture to clarify one’s thinking.
- It can be a metaphor or analogy that captures the meaning.
- It might be a drawing, graph, or diagram.
- Complete the phrase “**It is like...**” about your concept.

I think institutional discrimination is...

In other words, ...

For example, ...

It is like...

I think the gender division of labor is...

In other words, ...

For example, ...

It is like...

SYG 2000: Principles of Sociology

Scholar Bonnie Flory

1. Find a bill currently being discussed in the state congresses and write an **advocacy letter** *for* or *against* the bill. You must include the Bill's Name & Number in letter. Use the websites:
The Florida House of Representative <http://www.myfloridahouse.gov/sections/bills/bills.aspx>
The Florida Senate <https://www.flsenate.gov/Session/Bills>
2. Find independent academic research on the topic to incorporate into your advocacy letter. You are an academic scholar therefore you must write like one by paraphrasing and citing current academic research that **supports your argument**. This is easy, go into the library and ask a librarian for help finding "**peer reviewed**" academic research on the topic. You must cite the researchers' findings and their findings must support your argument. You are expected to include at least **TWO "peer reviewed" sources in your letter by using footnote citation. You must paraphrase the information you get from your academic sources!**
3. Write an advocacy letter that includes **TWO** academic sources by following the advocacy letter example given on the back of this paper. Make sure to address the letter to **your** congressional representative either in the FL House or FL Senate, which means you are responsible for looking up the person's name and LOCAL work address. You must address it to the right person otherwise it may end up in her/his trash.
4. As you review and proofread your advocacy letter, use the following **Intellectual Standards** and ask yourself the questions to ensure your thought process is high quality.

Intellectual Standards	Questions
Accuracy	Did you provide appropriate information, so the reader can find out if what you said was true?
Relevance	Have you demonstrated how the information you provided relates specifically to the bill being discussed?
Depth	Did you consider the factors that informed your decision to be for or against the bill?
Logic	Does what you say follow from the evidence?
Fairness	Have you systematically represented the viewpoints of others (peer reviewed articles)?

5. The paper must be written in business letter format. [My goal is to give you a skillset for the "real" world.]
6. Bring the advocacy letter to class and share it with your classmates for proofreading. You are expected to evaluate and comment directly on your classmates' letters. Remember, peer evaluations give you the opportunity to assess other students' writing, analyze your writing in contrast to your classmates, and inspire you to present your best work to a "real audience." The **Intellectual Standards** will also be applied during the peer review process.

Advocacy Letter Template

Scholar Bonnie Flory

Page 2

Your Name
Your Street Address
City, State, Zip

The Date [March 3, 2013]

The Honorable OFFICIAL's NAME [Elected officials are always addressed as "The Honorable."]
Official's Street Address
City, State, Zip
Re: Bill NAME & #

Dear OFFICIAL's NAME:

Paragraph 1:

- Lead with your request by asking for the politician to support or reject the bill, including the specific bill name and number(s). [Exp. *I am writing as a constituent to encourage you to support/reject (state title of bill) House Bill No. ----/Senate Bill No. ----*]
- **Paraphrase** (meaning write in your own words) what the bill is about
- Clearly state and describe what the bill would do and why it is good/bad for Floridians

Paragraph 2:

- Explain who you are and why you are supporting/rejecting the bill. [Exp. *I want to share with you my story (or your experience, observations, concerns etc.) about the importance of...*]
- Make sure you clearly identify and systematically break down why this bill is important to you and other Floridians

Paragraph 3:

- Start by explaining your opposition's reasoning (meaning if you are asking for support, explain why others want the bill rejected or vice versa)
- Then provide TWO peer reviewed academic sources whose findings support your stand and show why your opposition lacks credibility. [You must **paraphrase** information from academic sources.]
- Make sure the TWO different peer review findings flow together logically in the paragraph
- The peer review sources should demonstrate your credibility by providing support for your argument
- Make sure you cite the research using footnotes.¹

Paragraph 4:

- Write a conclusion that is comprehensive, logical, and reflects your thoughts on the passage of the bill
- Thank the politician for taking the time to read your letter and ask for the politician to write you back

Sincerely,

Type Your name
[Don't Forget to Sign the Letter]

¹ Howarth et al. "Natural gas: Should fracking stop?" *Nature*, 2011, Vol.477(7364), pp.271-5.

STA2023 Statistics

Scholar Deoraj Bharath, Ed.D.

Prompt:

Imagine you are the President of Broward College. You have just seen the findings from the texting and driving survey (see figures 1-8). One of your top priorities is to discourage the use of texting and driving among the student population.

- Describe how you will try to reduce texting and driving among the student population using the survey results.
- Support your answer by using evidence from the survey.
- **Applied Intellectual Standards: Precision, Depth, and Fairness**

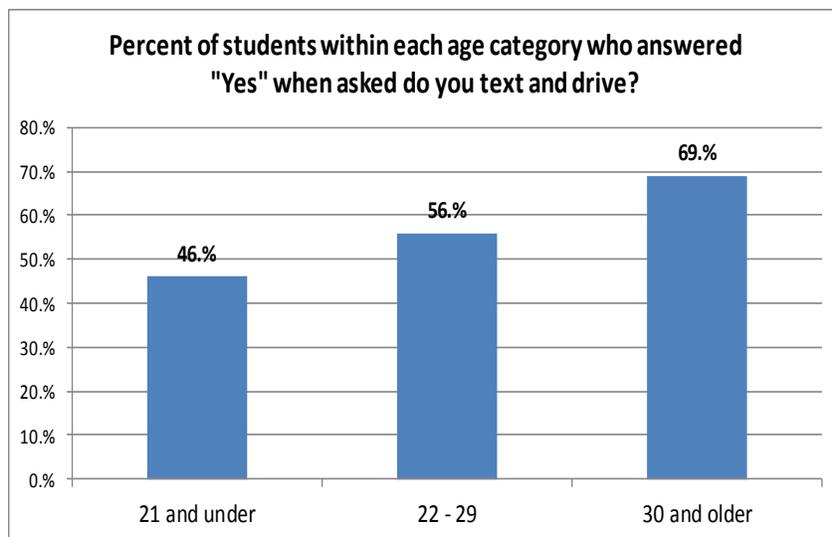


Figure 1

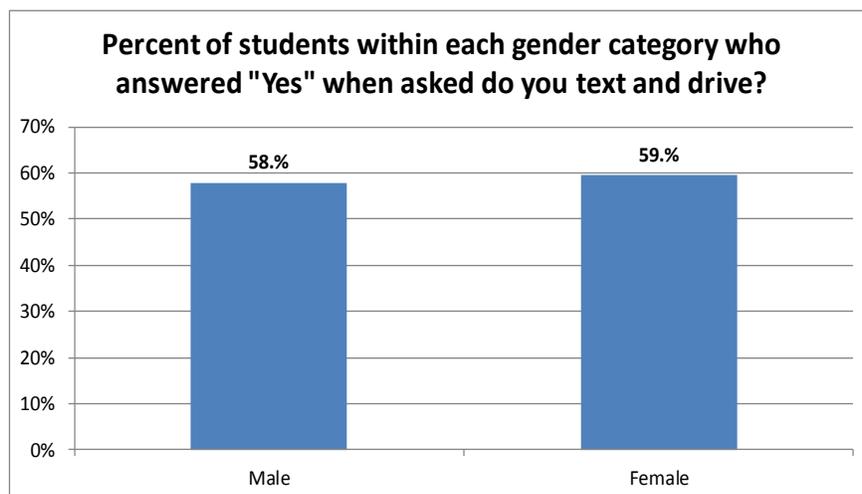


Figure 2

Prompt:

Imagine you are the President of Broward College. You have just seen the findings from the texting and driving survey (see figures 1-8). One of your top priorities is to discourage the use of texting and driving among the student population.

- Describe how you will try to reduce texting and driving among the student population using the survey results.
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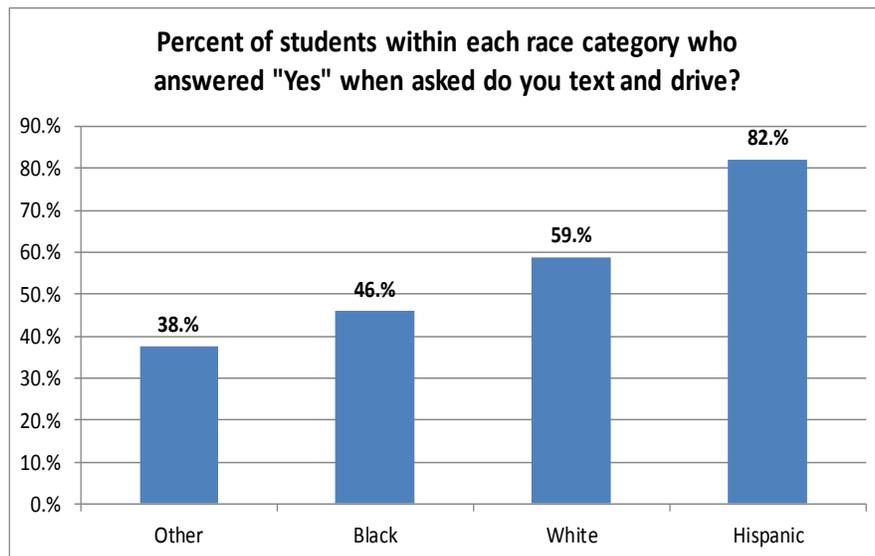


Figure 3

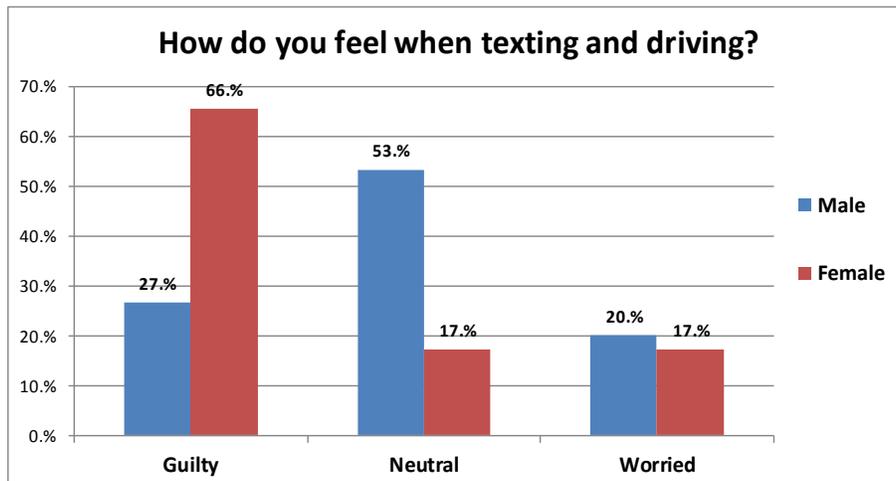


Figure 4

Prompt:

Imagine you are the President of Broward College. You have just seen the findings from the texting and driving survey (see figures 1-8). One of your top priorities is to discourage the use of texting and driving among the student population.

- Describe how you will try to reduce texting and driving among the student population using the survey results.
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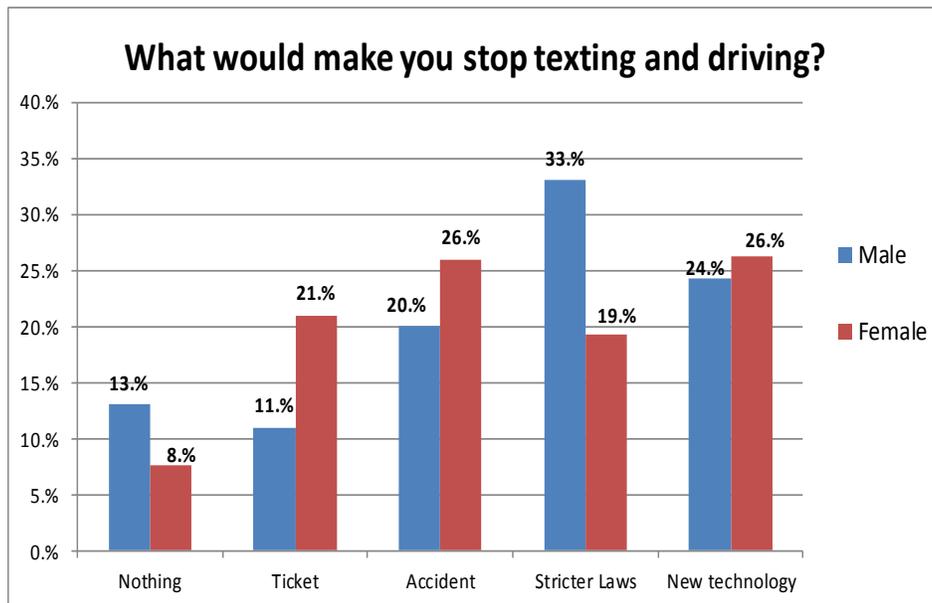


Figure 5

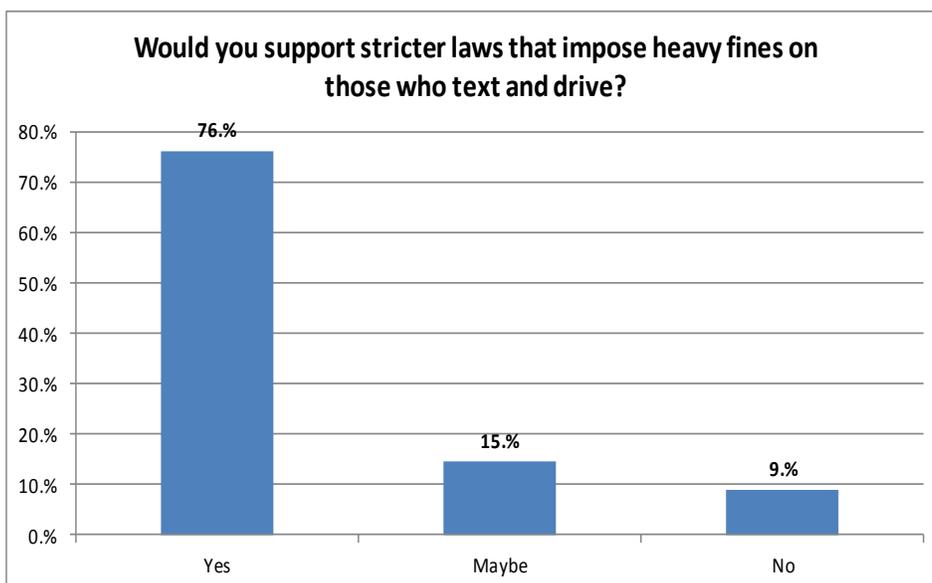


Figure 6

Prompt:

Imagine you are the President of Broward College. You have just seen the findings from the texting and driving survey (see figures 1-8). One of your top priorities is to discourage the use of texting and driving among the student population.

- Describe how you will try to reduce texting and driving among the student population using the survey results.
- Support your answer by using evidence from the survey.

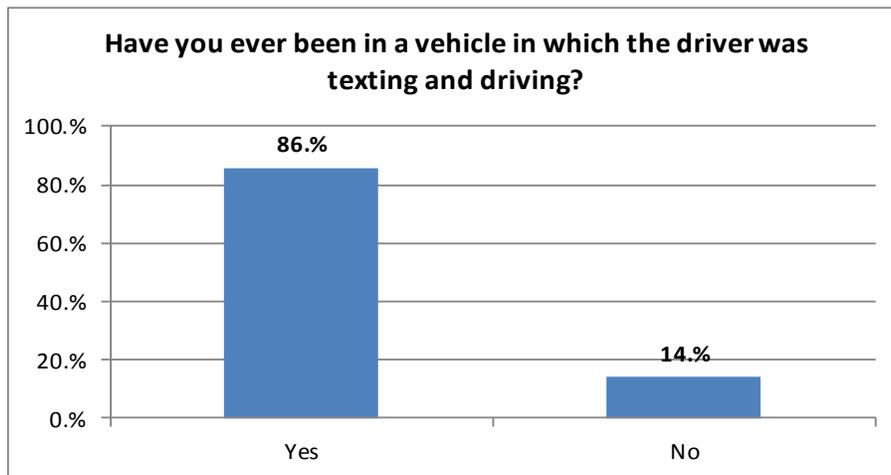


Figure 7

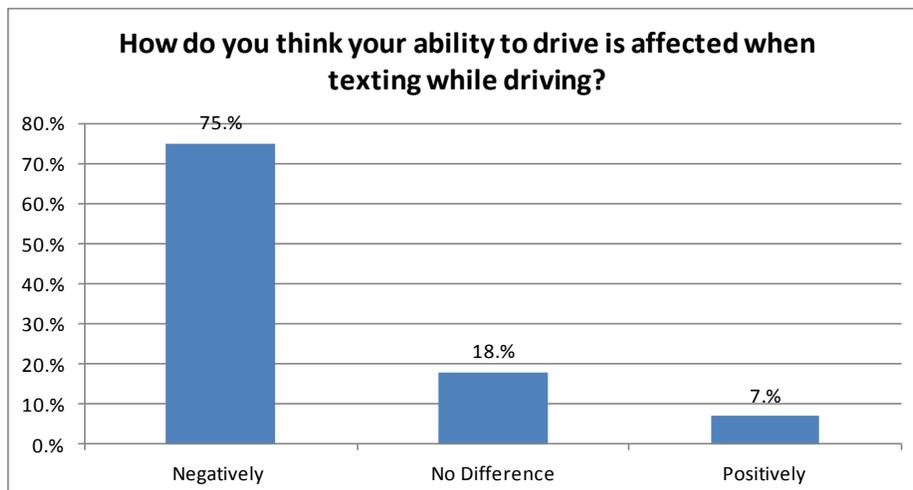


Figure 8

REL 2300: World Religions

Scholar Lawrence Marshall, D.Min.

*“The expressions of religion or the sacred (secret-mystery) in this world can be diverse and make any belief system a **collection** or **network** of many different things, not just one thing”* (Ellwood 17).

After reading chapter 1, you are to take the **Elements of Thought** identified below and use them to answer the questions. Every question will not require you to apply each **Element of Thought**. When you are responding to the questions, keep in mind the importance of applying the **Intellectual Standards** as you talk to group members and as you respond to the questions.

Use the following **Elements of Thought** and **Intellectual Standards**:

Elements of Thought	Intellectual Standards
Point of View (Perspectives)	Clarity (Elaborate)
Concepts (Theories, Definitions, Principles)	Precision (Give specifics)
Question at Issue (Problem, Issue)	Breadth (Consider another perspective)

In your assigned groups, respond to these questions:

1. What is the most important problem to consider when contemplating the complexities of religion?
2. What facts must be considered to bring a valid, relevant, and logical conversation to the group?
3. What is the central idea to focus on?