Credit Courses Offered in English by Paul Consalvi, Professor paulconsalvi@edu.k.u-tokyo.ac.jp

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	Basic Critical Thinking ～ Critical Thinking for Academic Rigor ～	Advanced Critical Thinking ～ Nuanced thinking for Complex Issues ～	SOCIO-SCIENTIFIC PRESENTATIONS AND WRITING PROJECTS ～ Writing and Presentation ～
Subject Code/ Terms Offered	Critical Thinking Basics - Select concepts, tools, and techniques I (S)／II (A) 47000-78 offered in S 1 47000-79 offered in A 1	Critical Thinking Skills - Applications & Beyond the Basics A & B 47000-80 offered in S 1 47000-81 offered in A 1	- Special Lecture on Frontier Science XI 47000-34 47000-35
Objective	Obtain a solid understanding of the critical thinking model, Toulmin model, and select concepts, tools, and techniques, and start to apply them to improve academic outputs and pursuits. (Mid-term reports, thesis preparation, oral defense, etc.) By the end of this course, participants will understand basic critical thinking definitions as well as tools and techniques for crafting insightful claims, hypotheses, and opinions and also learn basic frameworks to elaborate, support, and defend arguments.	Apply the critical thinking model and select concepts, tools, and techniques to real-world societal issues and issues relevant for high-quality research. Compare and evaluate critical thinking concepts to concepts from systems thinking, design thinking, and creative thinking.	To ensure you are on the path to develop the knowledge, skills, and mindset necessary to craft and deliver high-quality and low-stress Socio-scientific Presentations and Writing Projects. By the end of the course, students should be more confident that they can craft and deliver substantive, evidence-based presentations tailored for specific audiences including their supervisors, experts in their field, experts from related fields, policymakers, and the general public.
Classroom Style	An Inquiry-Based Learning (IBL) style will be employed to develop productive skepticism.	An Inquiry-Based Learning (IBL) style will be employed to ensure that Student questions drive learning so that any learning can be activated: new knowledge can be put to productive use towards academic and career pursuits.	Participants will consider the appropriate presenter characteristics they intend to develop for the specific type of presentation they need to craft and deliver.

Critical Thinking Basic Model

To address complex issues and attempt to solve difficult problems we strive for reasoned discussion.

Vigorously and Rigorously Apply INTELLECTUAL STANDARDS to ELEMENTS OF REASONING

Select *Intellectual Traits* to Develop:	Select & Apply the highest *STANDARDS* for:	Improve *Elements of* Reasoned Discussions:
Intellectual Humility, Intellectual Autonomy Intellectual Integrity Intellectual Courage Intellectual Perseverance Empathy Fairmindedness Confidence in Reasoning	**Clarity, Logicalness, Relevance** **Significance** **Accuracy** **Precision** **Completeness** **Breadth** **Depth** **Fairness**	**Purpose** **Questions** **Points of View** Information Inferences Concepts Implications Assumptions

Adapted from Richard W. Paul and Linda Elder Model http://www.criticalthinking.org/pages/critical-thinking-where-to-begin/796