

BIS Blended Learning Project

Model Elements (Activities, Exercises, Workshops)

Legend:

Objectives: Community building / Skill building / Understanding

Function: Group activity / Journal / Open discussion / Workshop / class Activity

Objectives Function Description

Brainstorm Collaborative Learning Environment Idea

C	G	<p>Group Activity Use the discussion area in the Groups section to get to know your WDWBTTWD home group members and select a name for your group. Begin brainstorming about what we might be able to do make this class a collaborative learning community that encourages inquiry, participation, and involvement and in which all members jointly share responsibility for its success.</p> <p>Group Activity Use the discussion area in the Groups section to get to know your WDWBTTWD home group members and select a name for your group. Begin brainstorming about what we might be able to do make this class a collaborative learning community that encourages inquiry, participation, and involvement and in which all members jointly share responsibility for its success.</p> <p>Group Activity Use the discussion area in the Groups section to get to know your WDWBTTWD home group members and select a name for your group. Begin brainstorming about what we might be able to do make this class a collaborative learning community that encourages inquiry, participation, and involvement and in which all members jointly share responsibility for its success.</p>
---	---	---

Glassner's Central Point

US	G	<p>Group Activity Please complete this first part of your group's Weekly Discussion discussion no later than next Tuesday. This discussion will be the basis for a follow up discussion that will open on Tuesday morning. Click on the above link or select Groups from the menu, select your Group and then Discussion Board, choose "Weekly Discussion" and enter the Culture of Fear thread:</p> <p>Based on your reading so far, what is Glassner's central point? Discuss for a day or so.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select one of the issues that surfaced in this initial discussion. Reformulate this issue as a question. <input type="checkbox"/> What is Glassner's answer to this question? <input type="checkbox"/> How does Glassner support his answer? Discuss. <input type="checkbox"/> Finally, identify 3 - 4 current "pseudofears" in our society <p><input type="checkbox"/> Summarize and be prepared to share your ideas with the class in the session 2 "Open Discussion"</p>
----	---	--

Objectives Function Description

Self-Generating Beliefs?

US

G

Group Activity

"We live in a world of self-generating beliefs which remain largely untested." (The Fifth Discipline Fieldbook, p. 242)

Before you begin your conversation with other group members, clarify your own understanding of the term "mental model." In your Critical Thinking Journal construct a mind map for this concept. (See the readings & lecture notes for a discussion of mind maps).

Select a group facilitator for this week

Warm up exercise. To get your creative juices flowing, brainstorm the following quandary as a group. Don't spend too much time on this. Let it percolate throughout the week. Pay attention to the process you're using as well as the outcomes:

Describe how you can put twenty-seven animals into four pens so that there are an odd number of animals in each pen.

Mental Models

1. In what sense are our beliefs "self-generating?" Are all beliefs "self-generated?" Are they all "self-generated" to the same degree? What is the relationship, if any, between self-generating beliefs and mental models? In thinking about this connection it may be useful to consider the ladder of inference.

2. Once we become aware that beliefs are "self-generated," why don't we just go out and test them? What's the difficulty?

3. Do you see any connection between the points you've raised in this discussion and any issues we've considered in previous session?

4. Finally, each group member should identify a real-life example of a self-generating belief. Select one and discuss as a group
[SLS302/O:U/O:S/F:G/2 – Mental Models]

Objectives Function Description

U G Group Activity
In your group discussion this week, critically discuss any one of Gladwell's many extended examples. (See a partial list below.) Your critical discussion should revolve around a selection from the following questions: What point is the example introduced to illustrate? How successful is the example in establishing the point? What's the reasoning that leads from the example to Gladwell's conclusion? How strong is his argument? Are there important considerations or alternatives that Gladwell fails to consider? Are there key terms that are left ambiguous or unclear? Does the argument turn on question assumptions that are not discussed?

You certainly don't need to answer all of these questions but you do need to consider why Gladwell introduces the example and whether -- or to what degree -- it achieves its goals; to the extent that it doesn't, why not? As always, each group member should plan to spend about 1.5 hours on the group discussion.

When the discussion complete the facilitator should post a brief 1 - 2 paragraph summary as the final post in this week's discussion thread.

A partial list of extended examples: the Getty kouros story; the red/blue decks; the "love lab"; Morse code & the Germans; malpractice suits; Tom Hanks; the Bargh experiments; speed dating; Warren Harding; IAT; Bob Golumn; Vic Braden; Paul Van Riper; the Cleveland fire department commander; crisis in the Chicago ER; the Pepsi challenges; Louis Cheskin; the chair of death; Heylmon & Cville (among many others)
[ISLS302/O:U/F:G/3-Blink]

U G Group Activity
For your group's Session 4 Weekly Discussion:

- Each group member should identify and post two connections you see between the film Memento and our mental models readings & discussion
- Discuss at least one connection from each group member
[ISLS302/O:U/F:G/4-Memento]

Objectives Function Description

Argument Structure - What's the Issue?

S G Group Activity
Discuss the structure of the reasoning in the following passage.
Be concise and to the point with your answers. As per the
Browne & Keeley reading, remember to ask the right questions. In
particular, for each passage

- What's the issue? What's the conclusion?
- What are the reasons?
- What is the structure of the reasoning?

You will find this quite difficult and extremely frustrating. In fact, if you don't, I suspect you're not trying hard enough. Identifying and evaluating arguments is a skill that comes only with practice. Do the best you can. Consider this a test run. We'll come back to this example later in the semester. We have to start somewhere.

[ISLS302/O:S/F:G/5a-Argument Structure]

C G Group Activity
We're at the midway point of this compressed summer semester.
In preparation for our full class mid-semester retrospective,
discuss with your group:

- What's working in the course? What's one thing you most want to continue?
- Where are the opportunities for improvement? What's one thing we could do better?
- What's the most important change should make in the course?

- What two changes will you make to improve your group's performance? How will you ensure that these changes are made?

[ISLS302/O:C/F:G/5b-Midsemester Review]

Objectives Function Description

Argument Structure - Cheney's Moral Case for War

- | | | |
|---|---|---|
| S | G | <p>Group Activity</p> <p>I attach the first part of Vice President Cheney's speech at the Veterans of Foreign Wars National Convention as reported by The Washington Post (August 26, 2002). Cheney discussed the administration's policy toward Iraq. This was the first official statement from the Administration about what was to become the war in Iraq. It was often referred to as the "moral case" for the war. I have inserted paragraph and sentence numbers ([Paragraph-Sentence]) for ease of reference but have not changed the text in any other way:</p> <p>Part A:</p> <ul style="list-style-type: none"><input type="checkbox"/> Review the first part of VP Cheney's speech on Iraq (paragraphs 1 – 7, attached). In thinking about the structure I encourage you to first mark up the text with marginal notes, underlining, highlighting and support arrows.
<input type="checkbox"/> As a group, identify Cheney's argument in the passage. Discuss and come to consensus on the structure his reasoning. Note this passage contains a moderately complex argument built from a number of sub-arguments. Your analysis should capture the detail as well as has the high-level intent of the argument. As per Browne & Keeley, remember to ask the right questions. In particular, for each passage
<input type="checkbox"/> What's the issue? What's the conclusion?<input type="checkbox"/> What are the reasons?<input type="checkbox"/> What is the structure of the reasoning?<input type="checkbox"/> Diagram the structure of the argument and post to the discussion thread <p>Part B:</p> <ul style="list-style-type: none"><input type="checkbox"/> Discuss and come to consensus the quality of at least two sub-arguments in this portion of the speech. Refer to the Browne & Keeley readings for his week this week's lecture notes for guidance.<input type="checkbox"/> Post a summary of your evaluation of these sub-arguments to the discussion thread [ISLS302/O:S/F:G/6-Cheney's Moral Case for War] |
|---|---|---|

Statistical Reasoning

- | | | |
|---|---|--|
| S | G | <p>Group Activity</p> <p>You have two options for this week's group discussion. You can either reflect on and discuss a Washington Post article about "computational fluency" or return to Glassner's chapter on "Black Men." In either case Best's framework for evaluating statistical reasoning will prove helpful. [ISLS302/O:S/F:G/7-Statistical Reasoning]</p> |
|---|---|--|

Objectives Function Description

U G Group Activity
There has recently been an increasingly loud drumbeat about the myriad dangers of fast food. Among other health concerns it has been alleged that consumption of fast food is linked to the current obesity "epidemic" in the United States. Your group works for the well-known PR (public relations) firm of Fleecem and Leavem that has been hired by the American Restaurant Association to develop a public relations campaign that will reverse the recent decrease in fast food sales due to the adverse publicity. You've been assigned the project. You have an unlimited budget and have read Chomsky, Gladwell, Glassner, Stauber & Rampton and Senge. Use your group's weekly discussion to develop the campaign. See the attached document for details.

Note: This group activity will extend over two weeks.
[ISLS302/O:U/F:G/8-9-(De)Constructing Social Problems]

C O Open Discussion
As a first step towards building a collaborative learning community, please post a very brief statement in the "About Yourself" thread of the Learning Community discussion board that contains the following items:

- what, if anything, interests you about this course
- one fact about yourself that in some way captures some aspect of who you are
- your favorite quote or bumper sticker

Click on the above "About Yourself" heading to and select the "About Yourself" thread. Click the "Reply" button to create your post. Alternatively, you can also click on the Discussion Board menu button to the left, select Learning Community and then choose the "About Yourself" thread. [ISLS302/O:C/F:O/0a-About Yourself]

Hopes, Concerns & Fears

O Open Discussion
As the next step towards building a collaborative learning community, please post one hope you have for the course and one concern you have about the course in the "Hopes & Concerns" thread of the Learning Community discussion forum. Keep it brief. A couple of short sentences will do. You may post your hopes and concerns anonymously if you choose. Click on the above "Hopes & Concerns" heading to and select the "Hopes & Concerns" thread. Click the "Reply" button to create your post. Alternatively, you can also click on the Discussion Board menu button to the left, select Learning Community and then choose the "Hopes & Concerns" thread. [ISLS302/O:C/F:O/0b-Hopes & Concerns]

Objectives Function Description

Building Collaborative Learning Community

- C O Open Discussion
- What can we do to create a supportive learning environment in which people enthusiastically express their ideas, expect and receive thoughtful feedback, enjoy interaction with their colleagues and in which all members of the community jointly share responsibility for its success?
- Based upon your group discussions last week and any further personal reflections, post your own thoughts in the "Session 1: Building a Collaborative Learning Community" thread of the Open Discussion forum
- In thinking about this question you might consider (and perhaps even share) your own experiences in other courses. What do you consider your most exciting and productive learning experience? Why? What was it about the course that made it such a personal success. Most of us also have a "nightmare scenario" - the course that we would never want to repeat. Why? What could have turned it around? What opportunities were missed? We'll use this discussion as the basis for creating a "collaborative learning contract." These are the ground rules that will define our class norms and guide our process for the rest of the semester.
- Open Discussion Requirements:
- § One initial post of 1 - 2 paragraphs
 - § At least two additional posts:
 - o A considered response that builds on another student's post
 - o A post that identifies some tacit assumption contained in any previous post (This will probably be difficult. If you can't locate any tacit assumptions, keep trying.) [ISLS302/O:C/F:O/1-Collaborative Learning]

Glassner's Central Issues

- O O Open Discussion
- A. Group facilitators
- Summarize and post your group's finds from last's weeks Weekly discussion by Friday evening, May 19. Include
- Glassner's central issue (stated as a question)
 - His answer to this question & his support for his answer
 - Your group's favorite "pseudofear" candidate
- B. All
- Select two posts other than your own group's. Reply to each with a post of 1-2 paragraphs. In your reply it's OK to mention strengths and things with which you agree. It's also useful to identify ways in which the author's reasoning can be strengthened. See Writing a Critical Response for specific questions to ask in evaluating an author's comments. Complete this part of the Open Discussion by Monday evening, May 22. A follow up question will be available on Tuesday morning. [ISLS302/O:U/F:O/2a-Culture of Fear]

Objectives Function Description

Glassner's Point & Argument

SU O Open Discussion
This first part of this week's Open Discussion has raised a number of interesting and important points about the Culture of Fear. It's an excellent follow up to last week's very productive Open Discussion. I'll attempt to respond to specific ideas over the next few days. For Part 2 of the discussion I'd like you to take a step back from the text and do three things:
First, based on the chapters you have read so far, state as concisely as possible the overarching point for which Glassner is arguing . What is the main claim to which all of the information and evidence in these chapters is directed? Try to state this in 15 words or less.
Second, why do you think Glassner believes that we're are drawn to the particular fears and pseudofears that we are? After all, there are a potentially infinite number of things to be afraid of. Why do we settle on those we do? Is there anything they have in common?
Third, what do you think is the most pervasive, powerful and important pseudofear in our society today? Briefly, why? (For clarification, if any is required, I've attached a document that may help. Reading and using this document is optional. It's for your benefit only.)
Only one post is required in response and it need be no longer than a paragraph or so.
[ISLS302/O:S/O:U/F:O/2b-Culture of Fear]

Personal Example of Mental Models / Ladder of Inference

U O Open Discussion
1. Post and briefly discuss a personal example that illustrates one way in which mental models have had an impact on your own thinking and behavior. In your discussion reference at least one of the steps in the "ladder of inference." (2-The Ladder of Inference.pdf).

2. Comment and expand on at least one post in this thread by another student.

Note: For general guidelines about the content and style of online posts see the "Assessment Criteria - Online Discussions & Writing" in the Writing & Research folderof the Course Materials section [ISLS302/O:U/F:O/3-Blink]

Gladwell: Most interesting & important example

U O Open Discussion
In the Session 4 thread of the Open Discussion forum, discuss the following:
 Of all of the examples Gladwell presents in Blink, which do you find the most interesting and important? 1) Briefly describe the example. 2) Explain the Gladwell's main point in introducing the example. 3) Is he successful? Does it do what Gladwell thinks it does?
 Reply to and comment on two posts. The posts to which you reply should be from class members in two different groups other than your own
[ISLS302/O:U/F:O/4-Memento]

Objectives Function Description

Discuss Memento

U O

Open Discussion
Discuss Memento in the context of the material that we've explored so far. Begin here: In what significant ways are we similar to Leonard? In what significant ways are we different? Respond to at least two posts from other students in the course of this discussion. [ISLS302/O:U/F:O/5-Argument Structure]

Identifying Structure

S O

Open Discussion
This week's open discussion has two parts. Please complete the first part by Monday, June 19. Both parts involve reading a short article and then posting 3 entries to the discussion thread:

- One post identifying the structure of the argument in the article
- One post commenting on the structure as described by another other student in the class
- One post commenting on the quality of at least one of the sub-arguments contained in the article.

The second article is now available.

In thinking about the structure of the arguments in these articles, remember to "ask the right questions":

- What's the issue? What's the conclusion?
- What are the reasons?
- What is the structure of the reasoning?

Before identifying the structure I strongly recommend that you read the article thoroughly; then read it again. Make appropriate marginal notes and comments. I find arrows particularly helpful in making explicit the logical structure of a passage. Clearly indicate the conclusions and sub-conclusions. Indicate via support arrows the reasons that support them. Identify the basic premises - the starting point of the arguments. Then recast the author's argument in your own words as clearly and concisely as possible.

In thinking about the quality of the arguments be sure to consider relevance and strength(see the lecture notes and the text for details). Also ask whether there are there important tacit assumptions that are left unconsidered and unsupported. Finally, has any information been omitted that is relevant to the argument? There's a summary of critical evaluation questions in "Checklist-Critically Evaluating an Essay" in the Lecture Notes for this week. Also see the "062-5-C-IdentifyingArguments-HowTo" document in the Lecture Notes from the last session. [ISLS302/O:S/F:O/6-Evaluating Arguments]

Objectives Function Description

Cheney's Moral Imperative For War

SU

O

Open Discussion

Open Discussion this week will pick up with your group's Weekly Discussion on Vice President Cheney's speech on Iraq. Each group facilitator from last week should post their summary from last week's discussion as the first entry in this week's Open Discussion thread.

Part I: Reflect on other group's thoughts about the logical structure of the first part of Cheney's argument (paragraphs 1 - 7) and come to your own understanding about his argument in this section of his speech.

- Post 1: Reflection on and evaluation of at least one other group's analysis of the structure of the first part of Cheney's speech
- Post 2: Your own final reflection on the structure and quality of the argument Cheney offers in Part I of the speech

Please complete this part of the Open Discussion by Monday, 6:00 PM.

Part II: Move on to the second part of Cheney's speech (paragraphs 8 - 11). Identify its argumentative structure and comment on its quality.

- Post 1: Identify the structure of the argument contained in the second part of Cheney's speech (if any) and comment on its quality.
- Post 2: Respond to another student's analysis of this part of his speech.

VP Cheney's Speech - Complete
[ISLS302/O:S/O:U/F:O/7-Statistical Reasoning]

Constructing Social Problems?

U

O

Open Discussion

According to Best social problems are "constructed." What does he mean by this? Does this imply that social problems are "less real" than, e.g., electrons, rainbows or rocks? Does Best's position imply that our designation of something as a "social problem" is relative and arbitrary in a way that that a geologist's designation of a rock as "quartz" is not?

- Briefly present your own view on the "social construction of knowledge." Illustrate your position with an example.
- Respond to and comment on at least one other post.
- At the end of the week (i.e., on Wednesday or Thursday), review all the posts in this thread, reflect on your original response and post your revised thinking about the question.

[ISLS302/O:U/F:O/8-Spinning the Truth]

Objectives Function Description

After viewing discuss one connection ...

U O Open Discussion
After viewing The Insider

a) Post 1: Identify and explain one connection you see between The Insider and any of the WDWBTTWD readings & discussions to date. Then articulate the connection in the form of a question.
b) Posts 2 & 3: Respond to and discuss the questions posted by at least two other students in this thread.
[ISLS302/O:U/F:O/9-The Insider]

Relevance of 1984

U O Open Discussion
For our final Open Discussion I'd like you to reflect on Orwell's 1984 and its relevance the issues, ideas and concepts we've surfaced over the course of the semester. What connections do you see between 1984 and the topics we've discussed? How does it relate to our driving question, "Why do we believe the things we do"? What messages or warnings does it contain?

Post 1: Your reflections on the above. Include in your post one quote from 1984 that you find particularly important or engaging. Explain what you think it means and why it's relevant to your comments.

Post 2+: A response to at least one other student's reflections

Post 3: Towards the end of the week (Wednesday or Thursday) review the entire discussion and identify what you think is its most interesting or important theme, the most salient connection between 1984 and WDWBTTWD.
[ISLS302/O:U/F:O/10-1984]

Objectives Function Description

What's the Point - Select a Paragraph

S

W

Workshop

- Review the lecture notes on Clarity & Clutter from last week.
- Select any paragraph other than your own from this thread (A - J) that has not yet been reviewed. Do the following:

- Post #1: What's the Point?
 - i. In 10 words or less indicate the topic or central idea of the paragraph
 - ii. In 10 words or less indicate one way this topic is addressed anywhere else in the paragraph

- Post #2:
 - i. Bracket the paragraph.Rewrite and post your own simplified version of the paragraph based upon your bracketing

Post both entries as a "Reply" to the paragraph you're working on. If you did not submit a first draft do not participate in this workshop.

Guideline: You should plan to spend about 45 minutes on the Workshops each week. [ISLS302/O:S/F:W/3-Blink]

Objectives Function Descripton

What's the Point - Iraq Passage

S	W	<p>Workshop</p> <p>This workshop should take you no more than 30 minutes to complete. It's intended to foreshadow material we'll cover in depth during the next three sessions.</p> <p>Read the passage. 1) What's point; that is, the main claim or conclusion? 2) What's the argument? Only one post is required.</p> <p>Iraq's Uncertain Progress Sunday, May 28, 2006; B06</p> <p>PRESIDENT BUSH spent much of the past week touting the formation of a new Iraqi government and with some reason: The vote by parliament in Baghdad last weekend essentially completed a 2 1/2 -year U.S. project to create a democratic political system. Though some fundamental issues, such as the terms of federalism and sharing of oil revenue, have not been resolved, Iraq now has a ratified constitution and an elected government that includes parties representing all three major ethnic groups. A Sunni boycott has been overcome, and turnout by average Iraqis has been impressive -- even inspiring -- in three successive national votes.</p> <p>There is, however, a problem with the celebration and with the U.S. troop withdrawals it may presage: The political process, though a success in its own terms, has manifestly failed to stabilize Iraq or even to produce any meaningful movement in that direction. The Sunni insurgency is as active and strong as it was two years ago; though U.S. casualties have dropped in the first five months of this year, compared with the same period last year, attacks have not. The overall level of killing is far higher today than it was in late 2003 because of the gathering momentum of sectarian bloodshed among Sunnis and Shiites. Reconstruction, too, has gone backward since sovereignty was handed to an interim government in June 2004: Oil production and electricity generation are down.</p> <p>[ISLS302/O:S/F:W/4-Memento]</p>
---	---	--

Using Sources - What's Plagiarism?

S	W	<p>Workshop</p> <ul style="list-style-type: none">• First complete the non-graded anonymous "Using Sources Survey" at the web address listed below. <p>Using Sources Survey: http://www.surveymonkey.com/s.asp?u=373101173958</p> <p>Select one of the items that you believe may not be a source of plagiarism (survey question #5) and briefly post your reasons. (If you believe that all of the items may be a source of plagiarism, again, explain your reasons.)</p> <p>[ISLS302/O:S/F:W/5a-Argument Structure]</p>
---	---	--

Objectives Function Descripton

What's the Point - Partners

- | | | |
|---|---|---|
| S | W | <p>Workshop</p> <ul style="list-style-type: none"><input type="checkbox"/> Review the lecture notes on Clarity & Clutter from Session 2.<input type="checkbox"/> Select any paragraph other than your own from this thread, preferably one that has not yet been reviewed. Do the following:<ul style="list-style-type: none"><input type="checkbox"/> Post #1: What's the Point?<ul style="list-style-type: none">i. In 10 words or less indicate the topic or central idea of the paragraphii. In 10 words or less indicate one way this topic is addressed anywhere else in the paragraph<input type="checkbox"/> Post #2:<ul style="list-style-type: none">i. Bracket the paragraph. Rewrite and post your own simplified version of the paragraph based upon your bracketing <p>Post both entries as a "Reply" to the paragraph you're working on.</p> <p>[ISLS302/O:S/F:W/6-Cheney's Moral Case for War]</p> |
|---|---|---|

Argument Structure

- | | | |
|---|---|--|
| S | W | <p>Workshop</p> <p>Last week's Journal assignment asked you to locate a short passage (2-3 paragraphs) in a newspaper or magazine article, column or letter to the editor:</p> <ol style="list-style-type: none">1. Post the passage you found as a Reply to this week's Workshop thread2. Select any passage other than your own and, as a Reply to this item, identify the structure of the argument in the passage (if any) and briefly consider the quality of the argument. <p>[ISLS302/O:S/F:W/7-Statistical Reasoning]</p> |
|---|---|--|

Evaluate the Argument - Chomsky's "conspiracy theory?"

- | | | |
|---|---|--|
| S | W | <p>Workshop</p> <p>View the video from the Manufacturing Consent video, a series of interviews with, lectures by and autobiographical reminiscences from Noam Chomsky. The clip is in the Workshop item in the Course Materials folder for this week. For this week's workshop I'd like you to identify and evaluate the argument offered in the clip by either Karl Meyer or Tom Wolfe.</p> <p>[ISLS302/O:S/F:W/8-Spinning the Truth]</p> |
|---|---|--|

Objectives Function Description

Evaluate the Argument - "Tortious Interference"

S	W	Workshop Critically evaluate the "tortious interference" argument offered by the lawyer at the "Meeting at Black Rock." Now evaluate Bergman's counterargument in the subsequent scene ("Corporate Decision"). Where do you stand? (Both of these clips are available in the Course Materials folder for this week.) [ISLS302/O:S/F:W/9-The Insider]
---	---	--

Expertise - Out of Africa

U	W	Open Activity-Video This is a brief clip from Out of Africa starring Robert Redford & Meryl Streep, both of whom appear in the clip. Why is it here? What does it have to do with this material. Record your thoughts in your Journal. This is optional. If you don't have a fast internet connection (DSL, cable modem, network), skip this item. Even with a fast connection it will take 30 seconds or more to load. Be patient. Out of Africa Clip: OutofAfrica.mov (Click here for RealPlayer version) [ISLS302/O:U/F:W/3-Blink]
---	---	--

Project Implicit

SU	J	Journal Project Implicit - Implicit Association Tests (IAT) From the Project Implicit web site home page: ?It is well known that people don't always 'speak their minds', and it is suspected that people don't always 'know their minds'. Understanding such divergences is important to scientific psychology. The Project Implicit web site presents a method that demonstrates the conscious-unconscious divergences much more convincingly than has been possible with previous methods. This new method is called the Implicit Association Test, or IAT for short. Go to the Project Implicit web site at https://implicit.harvard.edu/implicit/ and select "Demonstration" and then "Go to Demonstration Tests." Read the disclaimer and click "I wish to proceed" if you agree. You will be taken to a menu of IATs. I'd like you to do at least two IATs. Let's all do the "Age IAT." The second is your choice. In your journal record the tests you selected, your IAT "scores" and any reflections you have on the validity and importance of the test. How does it relate to mental models and the more general question of why we believe the things we do? [ISLS302/O:S/O:U/F:J/3-Blink]
----	---	--

Objectives Function Description

Viewing Questions - Memento

U J Journal
Before you view the film, select one of the Memento questions in this week's lecture notes.

After you view film use the question as a writing prompt for this week's Journal entry. [ISLS302/O:U/F:J/4-Memento]

Identifying a Broad Topic

S J Journal
A. Based loosely on your reading for the course so far identify a broad topic about which you hold some beliefs and about which you'd like to know more. You don't have to limit yourself to issues explicitly discussed in these readings. Related topics are fine.

In your Journal write down the topic and then "free write" for five (uninterrupted) minutes about the aspects of the topic that you find most interesting. Don't censor yourself. Just write. Random connections are fine. Suspend judgment. Be creative. Have fun. If you need a writing prompt to get started try this one:

I find this topic interesting because ...

B. Take a look at part 1 of VP Cheney's speech on Iraq (attached) delivered in August 2004. Begin to think about the argumentative structure of the speech. Also writing down any reflections on its persuasiveness and the quality of the reasoning it contains.

Optional puzzle
As we move to the "logical self-defense" segment of WDWBTTWD we'll also shift from "insight puzzles" to logical puzzles. Here's the first:

A man looks at a picture and says:

"Brothers and sisters have I none,
Yet that man's father is my father's son."

Who is this a picture of?
[ISLS302/O:S/F:J/5-Argument Structure]

Point/Counterpoint - Listen and evaluate the arguments

U A Open Activity – Audio
Point / Counterpoint. Listen to the following audio clip and evaluate one argument on each side of the NYC smoking ban issue: NYC Smoking Ban.mp3
[ISLS302/O:U/F:A:a/6-Evaluating Arguments]

Objectives Function Description

Locate & evaluate

S	J	Journal Locate a short passage (2-3 paragraphs) in a newspaper or magazine article, column or letter to the editor. Identify the structure of the argument in the passage (if any). Consider the quality of the argument based upon the reading for this week. [ISLS302/ O:S/F:J/6-Evaluating Arguments]
---	---	--

Sir Bedemere's Argument - Evaluate

F	J	Open Activity – Video Why Evaluating Arguments is Important Click this link to view the clip (0.055 Kb) Can you identify and find the errors (if any) in the argument in this clip? Click on the above link. The clip is from Monty Python and the Holy Grail. Transcript: Sir Bedemere's Argument [ISLS302/ O:S/F:J/7-Statistical Reasoning]
---	---	--

Evaluate the Paragraph

U	A	Open Activity – Live Classroom Live Classroom "Case Studies" Live Classroom Case Studies (36 Kb) I attach two "case studies" for tonight's discussion. The first is an article that you may have chosen to evaluate in your group's weekly discussion. Everyone has been assigned two or three paragraph indicated by your bracketed initials. (Your section runs from you initialed paragraph until the next person's initials.) I'll ask you to make a short comment tonight about anything you find of interest in one or more your paragraphs and any comments that have previously been made. The second case study is a short paragraph about underage drug use. I'd like everyone to review this paragraph in advance of our discussion. [ISLS302/O:U/F:A:I/7-Statistical Reasoning]
---	---	---

"This American Life" - Numbers

U	A	Open Activity – Audio <input type="checkbox"/> Deepen our ability to structure and evaluate arguments <input type="checkbox"/> Begin to appreciate the ubiquity and power of reasoning with numbers <input type="checkbox"/> Develop a framework for thinking about statistical arguments <input type="checkbox"/> Understand some of the common problems in statistical reasoning 1. This American Life - Numbers (audio clip) 2. Introduction & "Road Map" [ISLS302/O:U/F:A:a/7-Statistical Reasoning]
---	---	---

Objectives Function Description

Chomsky Excerpts

U A Open Activity – Audio
These audio clips are excerpts from a lecture by Chomsky. They provide additional insight into the reading for this week. They're short and contain some very controversial ideas. Approach them with an open and critical mind. (They may take 30 - 60 seconds to load, depending upon your Internet connection. Be patient.)
08. The Minority of the Opulent.mp3
12. Mohawk Valley Formula.mp3
20. Authoritarian Structures.mp3
[ISLS302/O:U/F:A:a/8-Spinning the Truth]

Sourcing the News - The Fox Playbook

U A Open Activity-Video

Sourcing - "The Fox Playbook"
The following clip, from the documentary video Outfoxed, illustrates one of the propaganda filters in a particularly powerful way. While watching this clip keep in mind the bank record controversy discussed in our Live Classroom session. Based on the propaganda model, what further developments might you predict in this controversy?
Click here to view the clip
[ISLS302/O:U/F:A:v:9-The Insider]

Fox BGH Suit

U A Open Activity-Video

Something to think about - Fox BGH Suit
Two more insiders, Jane Akre and Steve Wilson, former Fox News investigative reporters, tell an inside story without a happy ending. Will their story be on the big screen any time soon? Why or why not?

Fox BGH Suit - Information

Video clip from The Corporation
[ISLS302/O:U/F:A:v/9-The Insider]

Objectives Function Description

"The Insider" Clips

U A

Open Activity-Video

The Insider Clips

View these clips after you have screened the entire movie:

Beirut

The Interview

Taking the Deposition

Meeting at Black Rock

Corporate Decision

Note: These clips require RealPlayer software. You may already have RealPlayer on your computer. If not, to download and install the free version of RealPlayer, click this link:

RealPlayer

[SLS302/O:U/F:A:v/9-The Insider]

Terrorism is in the air-waves

U J

Journal

Terrorism is in the air or, at least, the airwaves. For this week's Journal entry think about terrorism in the context of the material we've explored this semester. Try to identify as many different connections as possible with as many of the authors and ideas that we've considered. Pick the most three or four that you find most interesting and think about how you might construct an argument for and against the connections that you see.

[SLS302/O:U/F:J/9-The Insider]

What Would Orwell Say - "Outfoxed" clip

U A

Open Activity-Video

What would Orwell say ...

... if he viewed this clip from Outfoxed? What delightfully malicious Orwellian phrase would he use to describe this? Don't think. Just listen. (You've seen this clip before but 1984 may show it in a different light.)

Click here to view the clip

[SLS302/O:U/F:A:v/10-1984]

Objectives Function Description

Online Course Assessment

C W Workshop

For this week's Workshop please complete the WDWBTTWD Course Assessment at the link below. This on-line assessment will take the place of the standard BIS Course Evaluation. As you know this is our first experiment with distance learning. Your feedback will play a large part in deciding how or whether BIS moves forward with various technologies we've used. Your responses will therefore benefit all students in the BIS program. It will help me avoid the mistakes I made this semester, improve the quality and relevance of the learning experience and decide where to go next with distance learning technology. This is an anonymous survey. Submit by 6:00 PM, Thursday, July 27. This assessment is anonymous but it is not optional. Everyone in the class must complete the assessment. Final grades will not be submitted until all 12 assessments are complete. Click here to complete the assessment [ISLS302/O:C/F:W/10-1984]

Self Reflection

U J Journal

Self reflection
Reflect on your own role and performance as a learner in this course. In your written reflection please consider task performance, your behavior as a member of the overall learning environment, and how it all felt to you. One to two pages should be adequate. [ISLS302/O:U/F:J/10-1984]

Decision Making Metaphors in Hamlet

U O Open Discussion

Post #1:
a) Post two metaphors from Hamlet that arise in the context of decision making. These metaphors should reflect contrasting views of, attitudes about or aspects of the decision making process. For example, one theme you may observe in the play is the tension between the classical Aristotelian view of the human relationship to the world versus a more scientific, dynamic or "Newtonian" view of that relationship. (See the attached "Shakespeare in a Broader Context" documents in the Notes section for details). One might expect that this tension would also be reflected in the play in different approaches to or attitudes about making decisions.

b) Briefly analyze one of your metaphors using the vocabulary introduced by Goodman. (See "Goodman's View of Metaphor" in the Notes section) for guidance.

Post #2:
Select and respond briefly to two posts in the thread (other than your own)
[ISLS321/O:U/F:O:6-Hamlet]

Objectives Function Description

Will Shakespeare's Big Metaphor

U O Weekly Discussion - Will Shakespeare's Big Metaphor

It would be difficult to count all of the metaphors in Hamlet. They fill nearly every page of the play and involve a vast array of vehicles. For this discussion we'd like you to step back and, to use a metaphor, see the forest for the trees. What are some of the large overarching metaphors that drive the play? Identifying these metaphors may not be as easy as it sounds. The most important and influential ideas are often so familiar and pervasive that their blatancy renders them invisible. Don't ignore the obvious in your search. Note also that these fundamental metaphors may have a visual as well as verbal dimension to them. The vehicle's "system of associated commonplaces" as well as the vehicle itself may span several sensory modalities.

Post 1 (Friday - Sunday)

Identify one "big metaphor" in Hamlet. Explain the metaphor. Why do you consider it a fundamental metaphor?

Post 2 (Monday - Thursday)

Select a "big metaphor" other than your own from the discussion thread. Identify the metaphor and further elucidate its significance and role in the play. [O:U/F:O]

Nietzsche in 15 Words or Less

U O Discussing

As part of your last writing assignment you answered the question (in 15 words or less) "What is Nietzsche's point in 'Truth and Lies in a Non-Moral Sense.'" As a follow up to our class discussion on Nietzsche, we ask you to

1. Post your 15 word answer as a Reply to the Session 3 discussion thread.
2. Comment on at least two of your colleague's answers by Replying to their answers.
3. Take the next step. Review your colleagues comments on all of the answers, select one of these comments and Reply to it with your own comment.

Posts should run from a few sentences to no more than two paragraphs. Try be concise. Write with clarify and precision.

Optional: If you're so inclined, what does Nietzsche mean by lies in a "non-moral" sense? What other sense is there?

Objectives Function Description

Essay Sentence

U	O	<p>New Online Discussion for Thursday's Class</p> <p>Post the sentence from your Hamlet-Gregor essay that you would most like to discuss.</p> <p>Take the time to read all of the postings prior to Thursday in preparation for class discussion.</p>
---	---	---

Essay Preparation - Salient Similarity

U	O	<p>Weekly Discussion - Hamlet & Gregor</p> <p>In preparation for this week's writing assignment, by Sunday 5:00 PM please post your thoughts on the following question:</p> <p>"What is the most salient similarity between Hamlet and Gregor that is intrinsic to their personalities?"</p> <p>Respond to one post by another student.</p>
---	---	---

U

CS

Why a weatherman?

U	O	<p>Weekly Discussion #1 - Groundhog Day</p> <p>Post #1: Why a weatherman? Posting requirement: At least one paragraph that contains one cogent argument</p> <p>Posts #2 & #3 Respond to at least two other posts in this discussion thread.</p>
---	---	---

Davidson - Concise Response

U	O	<p>Post #1 In two words or less capture Davidson's central point. Explain your response.</p> <p>Posting requirement: At least one paragraph that contains at least one cogent argument</p> <p>Post #2 Comment on at least one other post in this thread.</p>
---	---	--