

CJ Advanced Stats Self-Reflection Project

Part I

1 LEARNING GOALS

If you complete this assignment thoughtfully and carefully you will advance in the following directions.

- You will begin to reflect on your own current strengths and weaknesses as a scholar.
- Further, you will develop a routine for assessing your progress in growing your scholarly strengths and diminishing your scholarly weaknesses.

2 SPECIFIC TASKS

- You will write a document of 750-1500 words.
- You will upload this to Canvas on or before the beginning of the next class.
- You will put in place a procedure you can use on a routine basis to help monitor your progress in growing your scholarly strengths and addressing your scholarly weaknesses. (Hint: You will return to an assessment of your progress toward the end of the semester.)

3 SOURCES

This assignment is adapted from Baehr's self-reflection project (Baehr 2015: appendix D). Quotes below are from that source.

4 DETAILS

At the end of this assignment you will find both a list of Baehr's nine intellectual master virtues, and some questions for you to think about to help you frame your current level of strength on each of these intellectual master virtues. HINT: be sure that you are clear before you start on how your intellectual virtues **are completely separate from** your moral or civic virtues.

- Strength arena.** After you have consulted that information, state, using that list of intellectual virtues:
"What are your top two intellectual character strengths? What, specifically do they look like in your life? How have they benefited you in your life as a student or otherwise? Illustrate " at least one "honest, concrete, and detailed" example.
- Weakness arena.** "Similarly, what are your top two intellectual weaknesses? What specifically do they look like in your life? How have they hindered or harmed you in your life as a student or otherwise? Illustrate with " at least one "honest, concrete, and detailed" example.

- C. **Context.** Looking "back over the course of your life" – community cultural context, crucial events in your life, people who were important influences – how do you think that shaped both your two top intellectual strengths and your two top intellectual weaknesses?
- D. **Where I am headed.** "In one substantial paragraph, describe the kind of intellectual character you would like to have. Be detailed and specific."
- E. **Using this course to meet my goals.** Given what you know so far about this course, what specific ways do you think it can help you grow what specific intellectual virtues?
- F. **Checking in protocol.** "Identify and describe a self-monitoring discipline that you will use on at least a weekly basis for the duration of the semester to reflect on your current practice or failure to practice the intellectual virtues that matter to you most. Describe the details of this practice." We will discuss in class various forms such self-monitoring discipline might take.

Please use the above paragraph headings as section subheads in your paper. Please submit your documents in either Word or PDF format. Please type your assignment double spaced, with page numbers and 1-inch margins all around. Put your name and the date at the top of the document.

DUE VIA CANVAS FILE UPLOAD ON OR BEFORE START OF NEXT CLASS 1/29/2018

5 ASSESSMENT

Although this is obviously a subjective assignment, it will be graded on a pass-fail basis. Your completed work will be a "pass" if it demonstrates all the following qualities.

1. You followed all the instructions, you answered all the questions, you met the specified requirements. (IV: attentiveness, intellectual carefulness)
2. You carefully proofread your paper. It is completely free of grammatical errors and spelling mistakes. (IV: intellectual carefulness)
3. Most importantly, you thoughtfully developed your answers. You "took your time with this assignment and engaged in deep, thoughtful, and honest reflection." (IV: intellectual thoroughness; intellectual courage)
4. Your answers are "realistic." They did not seem "fabricated or dishonest." (IV: intellectual courage)

This assignment is counted as part of the "interim products and tests" that count for 15 percent of your grade.

6 REFERENCES

Baehr, Jason. 2015. "Educating for Intellectual Virtues: An Introductory Guide for College and University Instructors. [Online: [Http://Intellectualvirtues.Org/Guiding-Principles/for-College-and-University-Instructors/](http://Intellectualvirtues.Org/Guiding-Principles/for-College-and-University-Instructors/)]."

F. Bookmark



INTELLECTUAL VIRTUES
ACADEMY

Curiosity: Ask questions!

A disposition to wonder, ponder, and ask why. A thirst for understanding and a desire to explore.

Intellectual humility: Admit what you don't know!

A willingness to "own" one's intellectual limitations and mistakes. Unconcerned with intellectual status or prestige.

Intellectual autonomy: Think for yourself!

A capacity for active, self-directed thinking. An ability to think and reason for oneself.

Attentiveness: Look and listen!

A readiness to stay focused and on task. Notices and attends to important details.

Intellectual carefulness: Avoid errors!

A sensitivity to the requirements of good thinking. Quick to notice and avoid intellectual pitfalls and mistakes.

Intellectual thoroughness: Go deep!

A willingness to probe for deeper meaning and understanding. Unsatisfied with mere appearances or easy answers.

Open-mindedness: Think outside the box!

An ability to "think outside the box." Gives a fair and honest hearing to competing perspectives.

Intellectual courage: Take risks!

A readiness to persist in thinking or communicating in the face of fear, including fear of embarrassment or failure.

Intellectual tenacity: Embrace struggle!

A willingness to embrace intellectual challenge and struggle. Keeps its "eyes on the prize" and doesn't give up.

E. "Master Virtue" Self-Assessment Measures

[An asterisk (*) indicates that the item in question should be reverse-scored.]

Curiosity	Intellectual autonomy	Intellectual humility
<ul style="list-style-type: none"> • I am eager to explore new things. • My classes often leave me wondering about the topics we discussed. • I am interested in a lot of topics. • I rarely think of questions about what we're learning in class.* 	<ul style="list-style-type: none"> • I am an independent thinker. • I have a hard time coming up with my own ideas.* • When I get stuck on a problem, I immediately ask my parents or teacher for help.* • I think differently from my classmates. 	<ul style="list-style-type: none"> • It is easy for me to admit when I am wrong. • I feel embarrassed when I don't know something.* • I have a lot to learn. • I like to correct my classmates' mistakes.*
Attentiveness	Intellectual carefulness	Intellectual thoroughness
<ul style="list-style-type: none"> • I enjoy paying attention to details. • I notice small details in stories that might become important later on. • I like to look closely at things. • I tend to notice things that other people miss. 	<ul style="list-style-type: none"> • I always read the directions before starting an assignment. • I go back over my assignments before turning them in. • I like to finish assignments quickly even if this means getting a few answers wrong.* • I make careless mistakes in my schoolwork.* 	<ul style="list-style-type: none"> • I am good at explaining things to people. • My answers on written tests and assignments are usually very brief.* • When I get interested in something, I like to keep learning about it. • I think it is more important to understand what I am learning than to get a good grade.
Open-mindedness	Intellectual courage	Intellectual tenacity
<ul style="list-style-type: none"> • I am willing to change my beliefs. • I don't like to be around people who disagree with me.* • I enjoy learning why people believe what they believe. • I like to hear different perspectives. 	<ul style="list-style-type: none"> • I am willing to answer questions even if I think my answer might be wrong. • I stand up for what I believe. • When my answer is different from everyone else's, I don't speak up.* • I don't ask questions in class because I don't want to get embarrassed.* 	<ul style="list-style-type: none"> • When I am frustrated with a problem, I try to stick with it. • I continue thinking about difficult problems even though I can't find a solution. • When I can't figure out a problem, I quit trying.* • I enjoy challenging assignments.