

## **IPESL Final Report:**

Title of Project and name of participant(s): **“Revising Revision: Thinking, Writing and Self-Scrutiny,” Cathryn Bailey**

### **Purpose:**

Based on my observation that not enough has been done to creatively incorporate revision strategies to best exploit revision’s potential to develop critical thinking in philosophy classes, I proposed to explore how professors in other disciplines understand and utilize revision. I then devised new revision strategies of my own, and implemented them in my writing intensive “Philosophy of Race, Class, and Gender” course. My project’s focus shifted in ways described below.

**Results:** Describe how your project enhanced\* (or will enhance - if project results are to be implemented in future semesters) students’ critical thinking through one or more of the following activities:

This project has and will continue to result in structured revision activities borrowed from other disciplines that are specifically tailored to philosophical material. Students will benefit from bridges built between these other fields and Philosophy. Since I ultimately intend to use these strategies in all of my writing intensive courses (and nearly all of the classes I teach are writing intensive) the student population most directly affected will be numerous lower-level general education students.

**Issues:** What issues or challenges arose during project implementation/completion? How were they addressed?

My greatest challenge arose once I realized the extent to which different disciplines have different understandings of what critical thinking is. This became evident as soon as I met with my IPESL colleagues in small groups and it became the focus of most of my attention, even more so than doing the concrete work of revising my course materials. Instead of seeing this as a problem for my project, I decided to treat it as an interesting philosophical issue in its own right, one that could have impact on all of us who are doing IPESL projects.

**Dissemination:** How did you (or do you plan to) disseminate your project and/or its results? (e.g., published article, department colloquium, professional conference, meeting, college colloquium, university-wide colloquium, publication, IPESL website).

I have already presented aspects of my project at a conference sponsored by the Mellon Foundation at Duke University (presentation proposal available upon request). In addition, I shared my findings in collaboration with IPESL colleagues from the English department at a meeting about how best to structure their project. In addition, my IPESL work greatly impacted my participation (during Spring semester) as a member of the team charged with evaluating MSU’s writing intensive courses. Finally, the results have been incorporated into a publication focused on critical thinking and writing that will be published in the journal *Feminist Teacher* this Fall (copy of article available upon request).