

# CRITICAL THINKING PORTFOLIO

NICHOLAS SINGH  
301091058  
IAT 309W - D100  
FALL 2012

INSTRUCTOR:  
CHANTAL GIBSON  
TA: OZGUN EYLUL ISCEN

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# THINKING ABOUT MY THINKING EXERCISE

DRAFT

IAT309W Week 2 Writing Assignment 1

Self Reflection: Thinking about my Thinking

IAT 309w -D100  
Nicholas Singh  
Student ID: 301091058  
Instructor: Chantal Gibson  
TA: Ozgun Eylul Iscen  
Sept. 19, 2012

According to Nick Crossley, "Social agents are able, reflexively, to recognize that their way of seeing and thinking about the world is derived from a social structure (a discourse) that they have learnt and that they habitually rely on" (61). What ideologies or belief systems (cultural, spiritual, intellectual, disciplinary) do I subscribe to? How do these affect my thinking, my actions, or other ways of engaging in the world?

Through self-reflection throughout the years, I have realized that I am influenced by popular culture. I have borrowed certain behaviors from numerous television shows and have combined them to help create a perceived personality for myself. Recently, I have taken mannerisms from the Jersey Shore Show to add to my humor and persona. Also, while re-watching a childhood show, I found that I was indirectly influenced by the characters mannerisms and dialogue. These influences have led me to befriend people with similar interests and behaviors that I strive towards having. Though fictional characters may somewhat influence me, I have also been able to create an independent persona from life experiences, through failures and success. Moreover, as I have grown older, I understand that my parents and older sibling have had a direct influence on my thinking process and how I interact with others around me. They have been able to help build the foundations to my morals and beliefs and allow me to have a sense of what is acceptable behavior in society.

What is a "good" idea? What factors influence my ability to generate good ideas—upbringing, creative practice, professional or disciplinary approach, commitment to a skill, or something else?

such as (be more specific & give example to make clear how they affect your thinking or acting.)

You need to be more specific about this. Explain how? in what way? such as?

A good idea is an argument that can be supported through facts. These facts are obtained through research. Opinions may lead to great ideation, but that idea must be proven and supported. Good ideas are created through discussion, trial and error and experience. In class, we were shown an example of how the reporter Geraldo Rivera presented his opinion of the murder of Trayvon Martin without providing evidence and facts. This led to the class agreeing that his opinion was invalid and thus was not regarded. Furthermore, a good idea may come through experience and time. I have been able to do this with SFU Business FROSH, by being

— good connection to the class discussion

Emphasize and explain more clearly how your experience helped you to create a successful event. Remember the focus of the question.

partaking in the event for several years, and once I was in the lead position, I was able to create a new structure to the event that was successful, and was reused again this year to much success. I was able to measure the level of success through feedback forms and through interviews with volunteers who helped with the event.

*What artist, designer, creative professional or discourse community has influenced my academic interests or my creative work? What is it about their work that makes them appealing to me?*

Apple Inc. has greatly influenced my creative work and the way I access a problem.

They give attention to every detail and take risks to be innovative. One of Steve Job's philosophies was "A lot of times, people don't know what they want until you

show it to them" (Mui, 2011). They have been consistently innovated technology and pushed the boundary of design for the products they make. Also, they are able to make products that are so well integrated with each other, so that each product

has its own individual purpose, but is also part of an eco-system. While reading the

It's nice that you refer to another source here.

biography, <sup>of</sup> Steve Jobs, I was able to further understand the inner workings of Apple  
 → you can rephrase this sentence: details of what?  
 and how Steve Jobs had a high attention to detail. I have been able to use what I

have learned to push myself in my design work and more importantly push my

boundaries in the ideation phase. I consistently ask teammates and myself

questions to ensure that everything that is done has a purpose. For every idea,

there are more questions and specific ideas that are formed to help support the

bigger picture.

→ This is more related to how Apple makes products that are part of a eco-system with their unique purposes. Therefore, you may use it there or you may also refer to it here, keep you say this.

Following through on John Ruskin's ideas, Sharples states, "...there can be no ideal view

of the world, free of perception, only different ones. There is no single truth for a

reader to unpack from the text" (156). How do I know what I know is true? Who or

what do I define as a credible source?

I define a credible source, one that is able to prove what they have stated. They

must have reliable sources that I am able to inspect, or provide consistent

information that is correct. It is best to have something in writing, since hearing  
 → you can use it as an adjective in front of 'information'.

information or a message from a third party leads to a different message. This was

proven in class, when we had students describe a previous lecture about the murder

of Trayvon Martin to other students. Each time the information was presented, the

person telling the information unintentionally altered details from the previous

person. Moreover, credibility is built upon trust. There are certain people I have

had success getting accurate information from, but afterwards I always follow up on

what was presented to me. When watching the news report by Geraldo Rivera,

I got what you wanted to say, but you may rephrase the sentence to be more clear.  
 3

there was a consensus in class that he was not a credible source, since he was basing his argument on his opinions and generalizations, rather than facts and proven statistics.

#### References

Mui, C. (2011, October). *Five Dangerous Lessons Learned from Steve Jobs*. Retrieved from <http://www.forbes.com/sites/chunkamui/2011/10/17/five-dangerous-lessons-to-learn-from-steve-jobs/>



**THINKING  
ABOUT MY  
THINKING  
EXERCISE**

REVISION

IAT309W Week 2 Writing Assignment 1  
Self Reflection: Thinking about my Thinking  
Revision

IAT 309w -D100  
Nicholas Singh  
Student ID: 301091058  
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Nov. 9, 2012

*According to Nick Crossley, "Social agents are able, reflexively, to recognize that their way of seeing and thinking about the world is derived from a social structure (a discourse) that they have learnt and that they habitually rely on" (61). What ideologies or belief systems (cultural, spiritual, intellectual, disciplinary) do I subscribe to? How do these affect my thinking, my actions, or other ways of engaging in the world?*

Through self-reflection throughout the years, I have realized that I am influenced by popular culture. I have borrowed certain behaviors from numerous television shows and have combined them to help create a perceived personality for myself. Recently, I have taken mannerisms, such as phrases spoken from the character Pauly D, from the Jersey Shore Show to add to my humor and persona. I introduced these phrases to a group of my friends who do not watch the show. At first they were confused because they did not understand the reference, but after constant repetition, it grew on them and they began using the phrases. Also, while re-watching a childhood show, Buffy the Vampire Slayer, I found that I was indirectly influenced by the characters mannerisms and dialogue. While re-watching the series, I found that conversations and particular words were the exactly how I speak. These influences have led me to befriend people with similar interests and behaviors that I strive towards having. Though fictional characters may somewhat influence me, I have also been able to create an independent persona from life experiences, through failures and success. Moreover, as I have grown older, I understand that my parents and older sibling have had a direct influence on my thinking process and how I interact with others around me. One example of their direct influence is my work ethic with school. Throughout my education, they all guided me to ensure that I worked hard and had the proper priorities to not get distracted and ensure that I did my best and excelled. By leading by example, they have been able to help build the foundations to my morals and beliefs and allow me to have a sense of what is acceptable behavior in society. I have seen how they interact with others in a positive manner, I have learned from mistakes they have made and I have taken their advice with school and life goals and obstacles into deep consideration, even though many times it may have appeared I was uninterested.

*What is a “good” idea? What factors influence my ability to generate good ideas— upbringing, creative practice, professional or disciplinary approach, commitment to a skill, or something else?*

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*What artist, designer, creative professional or discourse community has influenced my academic interests or my creative work? What is it about their work that makes them appealing to me?*

Apple Inc. has greatly influenced my creative work and the way I access a problem. They give attention to every detail and take risks to be innovative. One of Steve Job's philosophies was "A lot of times, people don't know what they want until you show it to them" (Mui, 2011). They have been consistently innovated technology and pushed the boundary of design for the products they make. Also, they are able to make products that are so well integrated with each other, so that each product has its own individual purpose, but is also part of an eco-system. While reading the biography of Steve Jobs, I was able to further understand the inner workings of Apple and how Steve Jobs had a high attention to detail for the design of Apple's products and software. I have been able to use what I have learned to push myself in my design work and more importantly push my boundaries in the ideation phase. I consistently ask teammates and myself questions to ensure that everything that is done has a purpose. For every idea, there are more questions and specific ideas that are formed to help support the bigger picture.

*Following through on John Ruskin's ideas, Sharples states, "...there can be no ideal view of the world, free of perception, only different ones. There is no single truth for a reader to unpack from the text" (156). How do I know what I know is true? Who or what do I define as a credible source?*

I define a credible source, one that is able to prove what they have stated. They must have reliable sources that I am able to inspect, or provide consistent correct information. It is best to have something in writing, since hearing information or a message from a third party leads to a different message. This was proven in class, when we had students describe a previous lecture about the murder of Trayvon Martin to other students. Each time the information was presented, the person telling the information unintentionally altered details from the previous person. Moreover, credibility is built upon trust. There are certain people I have had success getting accurate information from, but afterwards I always follow up on what was presented to me and ensure that what they said was true. When watching the news report by Geraldo Rivera, there was a consensus in class that he was not a credible source, since he was basing his argument on his opinions and generalizations, rather than facts and proven statistics.

## References

Mui, C. (2011, October). Five Dangerous Lessons Learned from Steve Jobs. Retrieved from <http://www.forbes.com/sites/chunkamui/2011/10/17/five-dangerous-lessons-to-learn-from-steve-jobs/>

# THINKING ABOUT MY THINKING EXERCISE

## REFLECTION

With my initial draft I was able to build a good argument for each question, but I was lacking specific detail within my examples that need to be improved. With my revision, I went back and focused on the feedback I was given and clarified my examples and how they related to the point I was trying to make for each question. I was able to learn from course readings, such as Donald Norman, where he is able to have a conversation and relate with the read by using examples that are relatable. An example of this would be where he describes the vague temperature controls on a refrigerator and how frustrating an everyday object is fairly complex is understand. An example from my writing where I was able to expand on an example would be in the first question, where I discuss how I have borrowed mannerisms from the show, Jersey Shore. In my original draft, I did not explain what effect or in what context I used these mannerisms, but in my revision I clearly outlined that I used it to extend my humor and it had a direct influence over my group of friends. (197 words)



# **MEDIA ANALYSIS: HYPER PARENTS, CODDLED KIDS**

DRAFT



## IAT309W Week 4 Writing Assignment 2

### Hyper Parents & Coddled Kids Effects in Social Behaviour

IAT 309w -D100

Nicholas Singh

Student ID: 301091058

Instructor: Chantal Gibson

TA: Ozgun Eylul Iscen

Oct 3, 2012

The documentary *Hyper Parents & Coddled Kids* does not present a compelling argument for university students preparing to enter the workplace. Throughout the documentary, it examined the effect that hyper parents, which means over-involved, over-indulged and over-protective parents (Bartlett & LeRose, 2010), had on their children. It had a larger focus on the influence these parents had on their children's education and intelligence, rather than the effects that their micromanagement had on children's work skills. It showed parents forcing their children into many different activities, such as sports, dance and tutoring. Moreover, it showed parents using unproven techniques to improve their unborn child's intelligence during pregnancy. The documentary's message to parents was that they should not force their children into guided activities, rather allow their children to excel and grow on their own. Sergio Pellis conducted experiments with rats that showed the negative effect parental regulation had on the social aspects of growing rats. The experiment was related to humans in the sense that over-protective parenting would result in children with poor social skills (Bartlett & LeRose, 2010). This message was delivered by allowing viewers to see hyper parents, students and expert testimonies. This focus on child development and the effects of hyper parenting did not make a compelling argument explaining how it affected young adults in work environments. ✓

Throughout the documentary, only one portion focused on the issue of young adults entering the work force. It described how some students were entering the workforce with poor habits and social communication skills due to the effect of hyper parenting. However, there was no factual evidence provided encompassing

It would be better if you give a context first. You may state your thesis later in the first P.

who is he? Explain!

You need to shorten this! you may divide it in two Ps. You also need to do some sentence revisions in the first P.

the idea that hyper parenting was the result of these poor performing employees. ✓

This was presented as an opinion from employers as a result of their experience with young employees with improper behavior for work. This may have been a result of many factors that are not related to the way their parents had raised them. ✓

It may be true that with a poor foundation for social skills, young adults may not succeed in the workplace, but evidence must be provided to find the root of this issue. Furthermore, bad habits, such as tardiness, lack of respect and texting during meetings (Bartlett & LeRose, 2010), may have been developed from the employees poor habits growing up and not through the pressure to succeed. Moreover, the documentary makes an argument that these children are not able to make decisions on their own. It is shown that some parents go as far as to contact the deans of faculties to discuss poor grades or issues with students at universities (Bartlett & LeRose, 2010). It gives the idea that since parents make many decisions for their children, that these children are incapable of having the independence to make decisions to critically think and work on their own. This assumption is not proven throughout the documentary, but an <sup>opinion?</sup> idea that is implied by the documentary makers.

Throughout the documentary, many scenarios of hyper parenting are presented, but no conclusions are formulated. The idea that hyper parenting in some scenarios have a negative effect on a university student entering the work force are explored, but are not proved through <sup>reliable?</sup> factual evidence. Such negative connotations may be a result of poor habits developed by certain employees, but is not true for all university students.

So, the doc. also does overgeneralizations. You may mention this in previous paragraphs as another example of how the doc. fails to provide a compelling argument by doing generalizations.

## References in Bold

- Barlett, S., LeRose, M. (2010, February 4). *Hyper Parents & Coddled Kids* [Video file].  
Retrieved from  
<http://www.cbc.ca/player/Shows/Doc+Zone/ID/1405930535/>



# **MEDIA ANALYSIS: HYPER PARENTS, CODDLED KIDS**

REVISION

IAT309W Week 4 Writing Assignment 2  
Hyper Parents & Coddled Kids Effects in Social Behaviour  
Revision

IAT 309w -D100  
Nicholas Singh  
Student ID: 301091058  
Instructor: Chantal Gibson  
TA: Ozgun Eylul Iscen  
Nov. 9, 2012

The documentary *Hyper Parents & Coddled Kids* discusses that parents are overprotective of their children, controlling their extra curricular events and education, directly affecting their university experience and work ethic in a negative way. However, the documentary does not present a compelling argument for university students preparing to enter the workplace. Throughout the documentary, it examined the effect that hyper parents, which means over-involved, over-indulged and over-protective parents (Bartlett & LeRose, 2010), had on their children. It had a larger focus on the influence these parents had on their children's education and intelligence, rather than the effects that their micromanagement had on their children's work skills. It showed parents forcing their children into many different activities, such as sports, dance and tutoring. Moreover, it showed parents using unproven techniques to improve their unborn child's intelligence during pregnancy. The documentary's message to parents was that they should not force their children into guided activities, rather allow their children to excel and grow on their own.

Sergio Pellis, a doctor who studies the effect of on the brain, conducted experiments with rats that showed the negative effect parental regulation had on the social aspects of growing rats. The experiment was related to humans in the sense that over-protective parenting would result in children with poor social skills (Bartlett & LeRose, 2010). This message was delivered by allowing viewers to see hyper parents, students and expert testimonies. This focus on child development and the effects of hyper parenting did not make a compelling argument explaining how it affected young adults in work environments.

Throughout the documentary, only one portion focused on the issue of young adults entering the work force. It described how some students were entering the workforce with poor habits and social communication skills due to the effect of hyper parenting. However, there was no factual evidence provided encompassing the idea that hyper parenting was the result of these poor performing employees.

This was presented as an opinion from employers as a result of their experience with young employees with improper behavior for work and generalized that these experiences were true for all coddled children. This may have been a result of many factors that are not related to the way their parents had raised them. It may be true that with a poor foundation for social skills, young adults may not succeed in the workplace, but evidence must be provided to find the root of this issue. Furthermore, bad habits, such as tardiness, lack of respect and texting during meetings (Bartlett & LeRose, 2010), may have been developed from the employees poor habits growing up and not through the pressure to succeed. Moreover, the documentary makes an argument that these children are not able to make decisions on their own. It is shown that some parents go as far as to contact the deans of faculties to discuss poor grades or issues with students at universities (Bartlett & LeRose, 2010). It gives the idea that since parents make many decisions for their children, that these children are incapable of having the independence to make decisions to critically think and work on their own. This assumption is not proven throughout the documentary, but an opinion that is implied by the documentary makers.

Throughout the documentary, many scenarios of hyper parenting are presented, but no conclusions are formulated. The idea that hyper parenting in some scenarios have a negative effect on a university student entering the work force are explored, but are not proved through factual evidence. The documentary provides overgeneralizations, rather than compelling arguments. Such negative connotations may be a result of poor habits developed by certain employees, but is not true for all university students.

## References

Bartlett, S., LeRose, M. (2010, February 4). Hyper Parents & Coddled Kids [Video file].

Retrieved from

<http://www.cbc.ca/player/Shows/Doc+Zone/ID/1405930535/>



# MEDIA ANALYSIS: HYPER PARENTS, CODDLED KIDS

19

## REFLECTION

In my original draft, I was able to clearly summarize the documentary and connect my argument with issues I observed throughout my viewing. With my revision of the paper, I focused on restructuring some sentences and adjusting the sizes of paragraphs. This was done to make the paper easier to read and to break thoughts in a more organized format. I separated the paper into more paragraphs and clarified generalizations within sentences. For instance, in the last sentence of the third paragraph, I clarified that the documentary makers were basing some information on opinions, rather than ideas. I separated the first paragraph into two paragraphs and made a stronger introductory sentence to the paper, instead of just stating my thesis. I clarified through my examples, that the documentary was making generalizations, stated in the third and fourth paragraphs. I was explained who my experts were when I mentioned them in the second paragraph. Throughout the course, I learned to clarify my thoughts and ensure that the reader has a clear understanding of sources that have been presented within the argument. (180 words)



# ETHOS BUILDER

INSTRUCTION MANUAL

1

2

3

4

5

## Getting Started with the Mail App on the Mac (289 words)

At my time at the Apple Store, I have had the opportunity to be a part of the Setup Team, where we work with customers to teach them how to setup their Macs or iOS devices and customize default applications. One application in particular that everyone finds important is the Mail App.

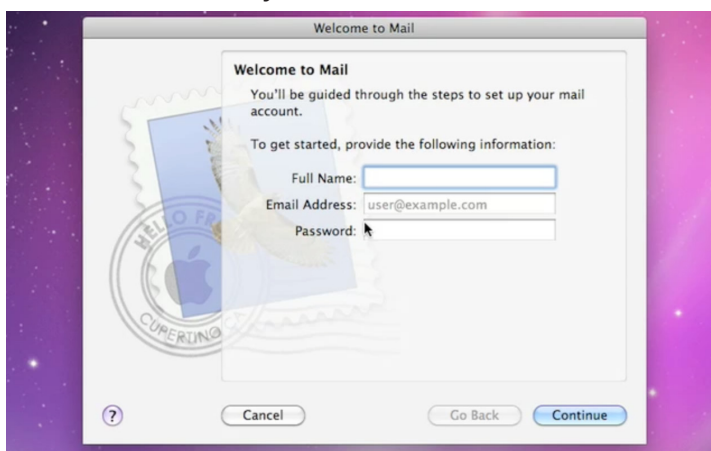
1

The Mail app allows you to easily and quickly view and manage your email without having to constantly log into a website. With just a few clicks, it is very simple to set up. On your dock located at the bottom of the screen, move your cursor and click on the mail stamp icon to launch the Mail App for the first time.



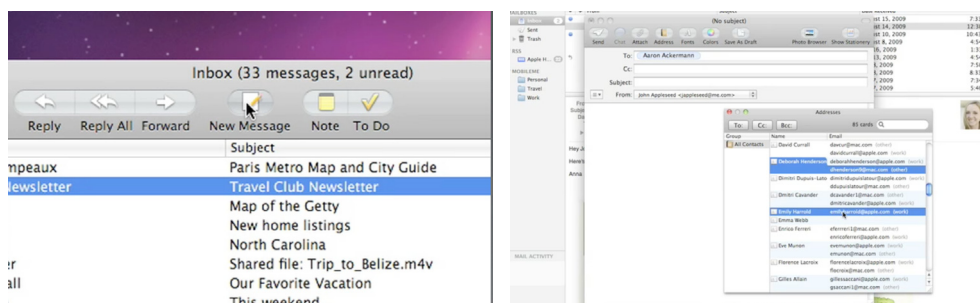
2

The Mail app supports many different types of email accounts, providing the necessary information to connect to your preferred email server for the most popular types of email accounts. In this window you need to enter your name, email and email password. Once this is done, click “create” to see all of your email.



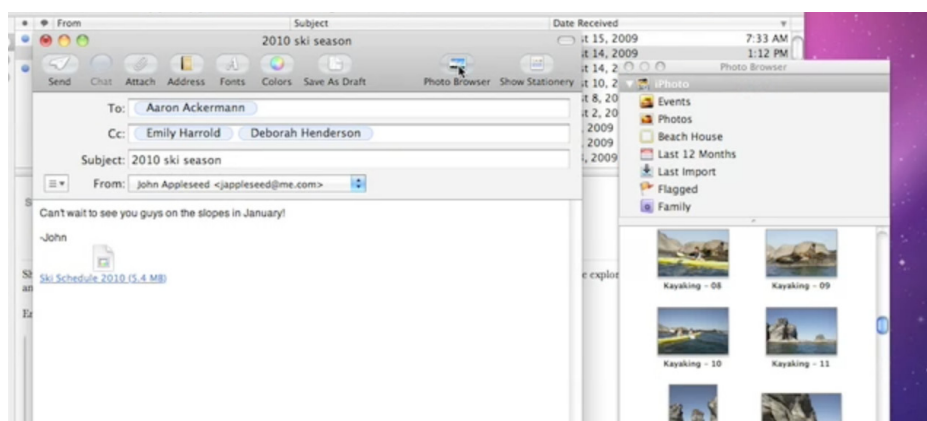
3

Here you will see all of your incoming and outgoing email. In the top menu, you may compose a new email by clicking on “new message”. When entering in a recipients email, their contact information will automatically appear if you have their information in your Address Book.



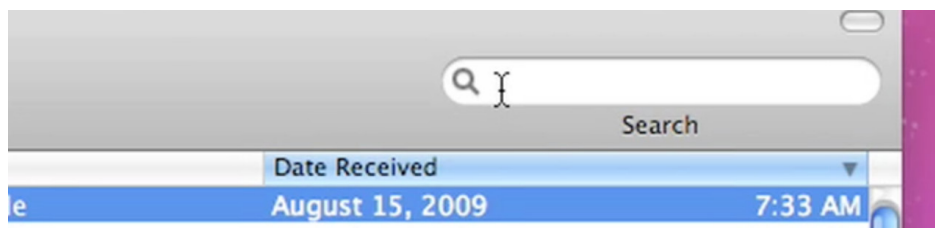
4

You may attach image or files by just dragging and dropping a file into the email composition window. You may also use the “attach” button located in the toolbar. When attaching an image, you may adjust the size of the image with the button in the bottom corner.



5

Instead of having to scroll continuously to find a single email in your inbox, use the search function in the top right by typing in anything that may match information from the specific email. You may search content within the email you are looking for or by searching the name or email of the person who sent you the email.



For further instruction on how to use the Mail app, please visit these links for more information:

<http://www.apple.com/findouthow/mac/#mailbasics>

<http://www.apple.com/findouthow/mac/#furthermail>

## ETHOS BUILDER

### GETTING YOUR STORIES STRAIGHT

## How would you evaluate your communications skills?

Throughout my career at SFU and working at several different organizations, I have found many opportunities to build and strengthen my communication skills. I am currently working at the Apple Store in Metrotown as a specialist. My job consists of educating customers of the various products that Apple offers and showcase the operating systems. In most occasions I deal with customers who are not that familiar with computer terminology and it is my job to explain complex technical information in a way that they may easily understand. An example of this would be whenever a customer asks me how to explain the difference between two different processors in a Mac. I compare the processor to something like a car engine. The faster and bigger the car engine, the faster you are able to get from one place to another. I compare the smaller processor to a Honda Civic and the faster processor to a Porsche or a Ferrari. I explain that the Ferrari will get you to the grocery store faster than the Civic. By taking something that everyone is able to understand and use it describe something unfamiliar, it brings my relationship with each of my customers closer, since I become relatable and easy to talk with. I do not want customers to worry about understanding the technical process of our products, but rather trust my assessment of their needs. (231 words)

## ETHOS BUILDER

WRITING LIKE A PHOTO-JOURNALIST

### THE LOST LENORE



Gone and only a memory, here lies the beloved Lenore, in my adaptation of The Raven by Edgar Allan Poe for my final film project for IAT 344. For this class, I was tasked with creating or adapting a narrative and to build a compelling film, following the necessary steps from writing a script, auditioning actors and putting together my own indie short film. I chose to do an adaptation of this poem, to challenge myself to tell a dark and twisted tale of a man who was happily married, but who was tempted into an affair by the mysterious Raven. This results in the loss of Lenore's life and how this action haunts her husband. This picture depicts many emotions I am trying to convey through my film, loneliness, sadness, love, heartbreak, uncertainty and emptiness. Furthermore, this picture shows my hard work and ideation finally coming to reality. I have taken an idea and worked hard to make it real and show those interested in my vision of the poem. I have challenged myself by making a film with a very different tone from my previous work of action and humor. (192 words)

# EXIT REFLECTION

I came into this course with quite an extensive writing background. I believed that I had learned a lot about writing, but was pleasantly surprised by the challenge I received and the knowledge I gained throughout the course. Throughout the course I felt that I have a fairly strong and approachable writing style, which is evident in the two drafts included. I am able to write in a way that readers are able to understand what I am saying and clearly understand the argument and point I am making. I am able to read an article or watch a video file, and break it down through a critical analysis. At the beginning of the course, we watched a couple videos in regards to the case of Trayvon Martin and here I learned the issue of using an opinion or a bias to convey a message to an audience. Through readings, such as Donald Norman, I found out writing techniques on how to use examples to connect with the reader and to make my writing more approachable to convey my argument by making using examples or scenarios that the reader would be able to relate towards. I also realized that at times I do generalize my argument and have learned from my mistakes, whether it was through not using enough specific examples on the midterm or through writing assignments. In the future, I will ensure that I clarify my argument with specific examples and details, continuously asking myself potential questions readers who are not aware of the subject may have. I look forward to continuing to improve my writing, through organizations I volunteer with or future courses with writing components. Being able to clearly and concisely communicate through text is an important skill that always may be tweaked and improved. (299 words)