

ACADEMIC INFORMATION
Regarding Robert H. Ennis
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Academic Background:

- Ph. D. University of Illinois, 1958
(Major: Philosophy of Education.
Minors: Philosophy; Educational Measurement)
- M. A. New York University, 1951
(Major: Science Education)
- B. A. University of Wisconsin, 1950
(Major: Philosophy)
- Two years Massachusetts Institute of Technology, 1945-46
(Joint Major: Mechanical Engineering and Business Administration)
(Discontinued in order to major in philosophy, not then available at MIT)

Professional History:

- Spring, 2008, Adjunct Professor, New College, Sarasota, Florida; Instructor, Philosophy of Social Science
- Fall, 1997, Adjunct, University of South Florida, St. Petersburg; Instructor, Critical Thinking
- 1995-present, Professor Emeritus, University of Illinois at Urbana-Champaign
- 1970-1994, Professor of Philosophy of Education; Director, Illinois Critical Thinking Project; occasionally Chair, Division of Philosophy of Education; Member, Dept. of Educational Policy Studies and Dept. of History and Philosophy of Education; University of Illinois at Urbana-Champaign¹
- 1958-1970, Assistant Professor, Associate Professor, Professor of Philosophy of Education; Chair, Division of History, Philosophy, and Sociology of Education; Cornell University, Ithaca, N. Y.²

¹ Break: 1983-1984, Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford, California

² Break: 1969-1970, NDEA Postdoctoral Fellow at the University of California, Berkeley

1957-1958, Instructor, University of Illinois

1954-1957, Research Assistant, Project for the Improvement of Thinking, University of Illinois

1951-1954, High school teacher of science, English, and social studies, Oakwood, Illinois

1946-1948. US Army Corp of Engineers, mostly in Japan

Awards:

Founder's Award, "In Recognition of, and Gratitude for, your Ground-Breaking and Sustaining Contributions to the Development of Informal Logic and Critical Thinking over more than Forty Years" from Ontario Society for the Study of Argumentation (OSSA), May, 2016.

Award "for his research and theoretical frameworks for improving students' critical thinking," from The Network to Improve Thinking and Learning, Miami, FL April, 1997.

Award "recognizing his profound leadership and influence on analysis and research in critical thinking," 6th International Conference on Thinking, Cambridge, Massachusetts, July, 1994

Senior Scholar, College of Education, University of Illinois at Urbana-Champaign, 1988

Cited for Excellent Teaching, University of Illinois, 1972, 1984, 1985, 1988, 1992, 1994

Visiting Scholar, University of Virginia, 1987

Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford, CA, 1983-1984

Visiting Scholar, Stanford University, 1983-1984

Member, Bureau of Educational Research, University of Illinois, 1977-1983

U. S. Office of Education NDEA Postdoctoral Fellow, 1969-1970

B. A. with Honors, Phi Kappa Phi, University of Wisconsin, 1950

Merit undergraduate scholarships at MIT, 1945, 1946; and the University of Wisconsin, 1948, 1949, 1950.

National Offices:

Member, Board of Directors, Association for Informal Logic and Critical Thinking, 2001-2007, 2009-2012

President, Association for Informal Logic and Critical Thinking, 2001-2005.

Editorial Board, *Informal Logic*, 1985-present

Advisory Board, *Inquiry*, 1995-present

Editorial Board, *Teaching Philosophy*, 1990-present

President, Philosophy of Education Society, 1978-1979

Technical Advisory Committee, ETS General Graduate Record Examination, 1988-1995

Selected Publications:

Books:

Ennis, R. H. (1996). *Critical thinking*. Upper Saddle River, NJ: Prentice-Hall.

Norris, S. P. and Ennis, R. H. (1989). *Evaluating critical thinking*. Pacific Grove, CA: Midwest Publications.

Broudy, H. S., Ennis, R. H. & Krimmerman, L. (Eds.)(1973). *Philosophy of educational research*. New York: John Wiley and Sons.

Ennis, R. H. (1969). *Logic in teaching*. Englewood Cliffs, NJ: Prentice-Hall.

Ennis, R. H. (1969). *Ordinary logic*. Englewood Cliffs, NJ: Prentice-Hall.

Smith, B. O. and Ennis, R. H.(Eds.). (1961). *Language and concepts in education*. Chicago: Rand McNally and Company. Reprinted (1971) as *Lenguaje y Conceptos en la Educacion*. Buenos Aires: El Ateneo.

Articles:

Ennis, R. H. (2018). Critical thinking across the curriculum: A vision. *TOPOI* , 37, 1, 165-184.

Ennis, R. H. (2016). Definition: a three-dimensional analysis with bearing on key concepts. Paper first presented at the meeting of the Ontario Society for the Study of Argumentation, Windsor, Ontario, May 21.

Ennis, R. H. (2015). Critical thinking: A streamlined conception (An expanded and revised version of 1991a, below). In Davies, Martin and Ronald Barnett (eds.), *A handbook of critical thinking in higher education*. New York: Palgrave Macmillan. Pp. 31-47.

Ennis, R. H. (2013c). Critical thinking across the curriculum: The Wisdom CTAC Program. *Inquiry: Critical Thinking across the Curriculum*, 28, 2, 25-45.

Ennis, R. H., S. Murphy-Manley, S. Miller, and M. Gillespie (2013b). The Wisdom CTAC proposal: Editor's comments and Ennis' replies. *Inquiry: Critical Thinking across the Curriculum*, 28, 2, 46-52.

Ennis, R. H. (2013a). The nature of critical thinking. <http://criticalthinking.net>, under "What is critical thinking?"

Ennis, R. H. (2012). Analyzing and defending sole singular causal claims. A paper presented at the Biennial meeting of the Philosophy of Science Association, November, 2012.

Ennis, R. H. (2011e). Defending sole singular causal claims (2011). In Zenker, Frank (ed.). *Argumentation: Cognition and Community*. Proceedings of the 9th International Conference of the Ontario Society for the Study of Argumentation (OSSA), May 18-21, 2011. Windsor, ON (CD ROM).

Ennis, R. H. (2011d). Commentary on "Causation and correlation" (2011).). In Zenker, Frank (ed.). *Argumentation: Cognition and Community*. Proceedings of the 9th International Conference of the Ontario Society for the Study of Argumentation (OSSA), May 18-21, 2011. Windsor, ON (CD ROM).

Ennis, R. H. Reply to Maurice Finocchiaro (2011c). In Zenker, Frank (ed.). *Argumentation: Cognition and Community*. Proceedings of the 9th International Conference of the Ontario Society for the Study of Argumentation (OSSA), May 18-21, 2011. Windsor, ON (CD ROM).

Ennis, R. H. (2011b). Critical thinking: Reflection and perspective—Part II. *Inquiry: Critical Thinking Across the Disciplines*, Vol. 26, 2, Pp. 5-19.

Ennis, R. H. (2011a). Critical thinking: Reflection and perspective—Part I. *Inquiry: Critical Thinking Across the Disciplines*, Vol. 26, 1, 4-18.

Ennis, R. H. (2009). Investigating and assessing multiple-choice critical thinking tests. In Sobocan, J. and L. Groarke, (Eds.), *Critical thinking education and assessment: Can higher order thinking be tested?* London, Ontario: Althouse. Pp. 75-97.

Ennis, R. H. (2008) Nationwide testing of critical thinking for higher education: Vigilance required. *Teaching Philosophy* 31, 1 (March 2008), 1-26.

Ennis, R. H. (2007). 'Probable' and its equivalents. In Hans V.Hansen & Robert C. Pinto (Eds.), *Reason reclaimed: Essays in honor of J. Anthony Blair and Ralph H. Johnson*. Newport News, VA: Vale Press. Pp. 243-256.

Ennis, R. H. (2006). 'Probably'. In David Hitchcock & Bart Verheij (Eds.), *Arguing on the Toulmin model*. Dordrecht, the Netherlands: Springer. Pp. 145-164.

Ennis, R. H. (2005). Pensamiento critico: un punto de vista racional. *Revisita de Psicologia y educacion*. Vol. 1, Num. 1, 47-64. A Spanish reprint and translation of "Critical thinking: a streamlined conception" (1991).

- Ennis, R. H. (2004). Applying soundness standards to qualified reasoning. *Informal Logic*, 24, 1, 23-39.
- Ennis, R. H. (2003). Critical thinking assessment. In Fasko, Dan (Ed.), *Critical thinking and reasoning: Current theories, research, and practice*. Cresskill, NJ: Hampton. Pp. 293-313.
- Ennis, R. H. (2002). Goals for a critical thinking curriculum and its assessment. In Arthur L. Costa (Ed.), *Developing minds*_(3rd Edition). Alexandria, VA: ASCD. Pp. 44-46.
- Ennis, R. H. (2001). Argument appraisal strategy: A comprehensive approach. *Informal Logic*, 21.2 (2), 97-140.
- Ennis, R. H. (2000). Test reliability: A practical exemplification of ordinary language philosophy. *Philosophy of education 1999*. Champaign, IL: Philosophy of Education Society.
- Ennis, R. H. (1998). Is critical thinking culturally biased? *Teaching Philosophy*, 21, 1 (March), 15-33.
- Ennis, R. H. (1997). Incorporating critical thinking in the curriculum: An introduction to some basic issues. *Inquiry: Critical thinking across the disciplines*, 16 (3), 1-9.
- Ennis, R. H. (1996). Critical thinking dispositions: Their nature and assessability. *Informal Logic*, 18, 2 & 3, 165-182 .
- Wheary, J. and R. H. Ennis (1995). Gender bias in critical thinking: continuing the dialogue. *Educational Theory*, 45 (2), 213-224.
- Ennis, R. H. (1993). Critical thinking assessment. *Theory into Practice*, 32 (3), 179-186.
- Ennis, R. H. (1993). Critical thinking: What is it? In Henry A. Alexander (Ed.), *Philosophy of education 1992*. Urbana, IL: Philosophy of Education Society. Pp. 76-80.
- Ennis, R. H. (1992). John McPeck's *Teaching critical thinking*. *Educational Studies*, 23 (4), 462-472.
- Ennis, R. H. (1992). Conflicting views on teaching critical reasoning. In Richard A. Talaska (Ed.), *Critical reasoning in contemporary culture*. Albany: State University of New York Press. Pp. 5-27. (Note: This item is a revised version of the 1989 paper, Critical thinking and subject specificity: Clarification and needed research.)
- Ennis, R. H. (1992). Assessing higher order thinking for accountability. In Keefe, J. W. & H. J. Walberg (Eds.), *Teaching for Thinking*. Reston, VA: National Association of Secondary School Principals. Pp. 73-91.
- Ennis, R. H. (1992). The degree to which critical thinking is subject specific: Clarification and needed research. In S.P. Norris (Ed.), *The generalizability of critical thinking: Multiple perspectives on an educational ideal*. New York: Teachers College Press. Pp. 21-37. (Note:

This is a revised version of the 1989 paper, Critical thinking and subject specificity: Clarification and needed research.)

Ennis, R.H. (1991a). Critical thinking: A streamlined conception. *Teaching Philosophy*, 14 (1), 5-25.

Ennis, R. H. (1991b). The State of Illinois goals and sample learning objectives for scientific thinking and methods: Strengths, weaknesses and suggestions. *Spectrum*, 17 (1), 10-16.

Ennis, R. H. (1991c). An elaboration of a cardinal goal of science instruction: Scientific thinking. *Educational Philosophy and Theory*, 23 (1), 31-45.

Ennis, R. H. (1991d). Critical thinking tests. In A. Costa (Ed.), *Developing minds*. Washington, DC: Association for Supervision and Curriculum Development. Pp. 368-369.

Kennedy, M., M.B. Fisher, and R. H. Ennis (1991). Critical thinking: Literature review and needed research. In L. Idol and B.F. Jones (Eds.), *Educational values and cognitive instruction: Implications for reform*. Hillsdale, NJ: Erlbaum. Pp. 11-40.

Ennis, R. H. (1990). The extent to which critical thinking is subject specific: further clarification, *Educational Researcher*, 19 (4), 13-16.

Ennis, R. H. & S.P. Norris,(1990). Critical thinking assessment: Status, issues, needs." In Legg, S. M. and James Algina (Eds.), *Cognitive assessment of language and math outcomes*. Norwood, NJ: Ablex. Pp. 1-42.

Ennis, R. H. (1990). The rationality of rationality: Why think critically? In Ralph Page (Ed.), *Philosophy of education 1989*. Bloomington, IL: Philosophy of Education Society, 1990. Pp. 402-405.

Ennis, R. H. (1989). Critical thinking and subject specificity: Clarification and needed research. *Educational Researcher*, 18 (3), 4-10.

Ennis, R. H. (1987). A taxonomy of critical thinking dispositions and abilities. In J. Baron & R. Sternberg (Eds.), *Teaching thinking skills: Theory and practice*. New York: W.H. Freeman. Pp. 9-26.

Ennis, R. H. (1987). A conception of critical thinking – with some curriculum suggestions. *APA Newsletter on Teaching Philosophy*, Summer. Pp.1-5.

Fischer, J. M. and R. H. Ennis (1986). Causation and liability. *Philosophy and Public Affairs*, 15 (1), 33-40.

Ennis, R. H. (1985). A logical basis for measuring critical thinking skills. *Educational Leadership*, 43 (2), 44-48.

Ennis, R. H. (1985). Critical thinking and the curriculum. *National Forum*, 65, 28-31.

Ennis, R. H. (1985). Quality and creativity. In E. Robertson (Ed.), *Philosophy of education, 1984* (pp. 323-328). Bloomington, IL: Philosophy of Education Society.

Sutton, R. & R. H. Ennis (1985). Logical operations in the classroom. In Husen, T. and T. N. Postlethwaite (Eds.), *International encyclopedia of education: Research and studies*. Oxford: Pergamon Press. Pp. 3129-3139.

Ennis, R. H. (1984). Problems in testing informal logic, critical thinking, reasoning ability. *Informal Logic*, 6, 3-9.

Ennis, R. H. (1982). Identifying implicit assumptions. *Synthese*, 51, 61-86.

Ennis, R. H. (1982). A third paradigm: The what-would-count-as-evidence approach. In Modgil, S. & C. Modgil (Eds.), *Jean Piaget: Consensus and controversy*. London: Holt, Rinehart, and Winston. Pp. 154-156.

Ennis, R. H. (1982). Abandon causality? *Educational Researcher*, 11_(7), 25-27.

Ennis, R. H. (1982). Mackie's singular causality and linked overdetermination. In Asquith, P. D. & T. Nickles, (Eds.), *PSA 1982*. East Lansing MI: Philosophy of Science Association. Pp. 55-64.

Ennis, R. H. (1981). A conception of deductive logic competence. *Teaching Philosophy*, 4, 337-385.

Ennis, R. H. (1981). Eight fallacies in Bloom's taxonomy. In C.J.B. Macmillan (Ed.), *Philosophy of education 1980*. Bloomington, IL: Philosophy of Education Society. Pp. 269-273.

Ennis, R. H. (1981) Rational thinking and educational practice. In Soltis, J. (Ed.), *Philosophy of Education, 1981* (Eightieth Yearbook of the National Society for the Study of Education, Part I).1964) Chicago, IL: The National Society for the Study of Education. Pp. 143-183.

Ennis, R. H. (1980). Presidential address: A conception of rational thinking. In J. Coombs (Ed.), *Philosophy of education 1979*. Bloomington, IL: Philosophy of Education Society. Pp. 1-30.

Tomko, T.N. and , R. H. Ennis (1980). Evaluation of informal logic competence. In Blair, J. A. & R. Johnson (Eds.), *Informal logic: The first international symposium*. Inverness, CA: Edgepress. Pp. 113-144.

Ennis, R. H. (1979). Research in philosophy of science and science education. In Asquith, P. & H. Kyburg (Eds.), *Current research in philosophy of science*. East Lansing, MI: Philosophy of Science Association. Pp. 138-170.

Ennis, R. H. (1978). Description, explanation, and circularity. *Behavioral and Brain Sciences*, 1, 184-185.

Ennis, R. H. (1976). Equality of educational opportunity. *Journal of Educational Theory* , 26, 1-18.

Ennis, R. H. (1976). An alternative to Piaget's conceptualization of logical competence. *Child Development*, 47, 903-919.

Ennis, R. H. (1975). Children's ability to handle Piaget's propositional logic: A conceptual critique. *Review of Educational Research*, 45, 1-41.

Ennis, R. H. (1974). The believability of people. *Educational Forum*, 38, 347-354.

Ennis, R. H. (1974). Definition in science teaching. *Instructional Science*, 3, 285-298.

Ennis, R. H. (1973). On causality. *Educational Researcher*, 2 (6), 4-11.

Ennis R. H. (1973). The responsibility of a cause. In Crittendon, B. (Ed.) *Philosophy of Education 1973*. Edwardsville, IL: Studies in Philosophy and Education. Pp. 86-93

Ennis, R. H. (1971). Conditional logic and primary school children: A developmental study. *Interchange*, 2, 126-132.

Ennis, R. H. (1969). Comment. In P. DuBois (Ed.), *Invitational conference on testing problems*. Princeton, NJ: Educational Testing Service. Pp. 115-117.

Ennis, R. H. (1969). The possibility of neutrality. *Journal of Educational Theory*, 19, 347-356.

Ennis, R. H., M. Finkelstein, E. Smith, and N. Wilson (1969). *Conditional logic and Children* (Cornell Critical Thinking Readiness Project, Phase IIC). Ithaca, NY: The New York State College of Agriculture at Cornell University. ERIC # ED 040437

Ennis, R. H. (1968). Enumerative induction and best explanation. *The Journal of Philosophy*, 65, 523-530.

Ennis, R. H. (1967). Readiness to master a principle. In Komisar, B.P. & C.J.B. Macmillan (Eds.), *Psychological concepts in education*. Chicago: Rand McNally and Company. Pp. 51-59.

Ennis, R. H. & D. H. Paulus (1965). *Critical thinking readiness in grades 1-12 (Phase I: Deductive logic in adolescence)*, (Cooperative Research Project No. 1680 of the Office of Education, U. S. Department of Health, Education , and Welfare). Ithaca, NY: New York State College of Agriculture, Cornell University, School of Education.

Ennis, R. H. (1964). Operational definitions. *American Educational Research Journal*, 1, 183-201. (Reprinted in L.I. Krimerman (Ed.), (1969), *The nature and scope of social science: A critical anthology*. New York: Appleton-Century-Crofts, pp. 431-444. (Title as reprinted: Operationism can and should be divorced from covering law assumptions.)

Ennis, R. H. (1964). A definition of critical thinking. *The Reading Teacher*, 17 (8), 599-612.

Ennis, R. H. (1963). Needed: Research in critical thinking. *Educational Leadership*, 21 (1), 17-20, 39.

Ennis, R. H. (1962). A concept of critical thinking. *Harvard Educational Review*, 32, 81-111. Reprinted in Komisar, B. Paul and C.J.B. Macmillan (Eds.), (1967), *Psychological concepts in education*. Chicago: Rand McNally and Company, pp. 114-148.

Ennis, R. H. (1961). Assumption-finding. In Smith, B.O. & R.H. Ennis (Eds.), *Language and concepts in education*. Chicago: Rand McNally and Company . Pp. 161-178. Reprinted as (1971) La identificacion de supestos, in Smith, B. O. & R. H. Ennis (Eds.), *Lenguaje y conceptos en la educacion*, Buenos Aires: El Ateneo, pp. 177-194.

Ennis, R. H. (1959). The "impossibility" of neutrality. *Harvard Educational Review*, 29, 128-136. Reprinted as "Is it impossible for the schools to be neutral?", (1961), *Language and concepts in education*, B. Othanel Smith & Robert H. Ennis (Eds.), Chicago: Rand McNally and Company, pp. 102-111; and (1971) "¿Es imposible que las escuelas sean neutrales?", in Smith, B. O. & R. H. Ennis (Eds.), *Lenguaje y conceptos en la educacion*, Smith, B. O. & R. H. Ennis (Eds.), Buenos Aires: Al Ateneo, pp. 113-123.

Ennis, R. H. (1958). An appraisal of the *Watson-Glaser critical thinking appraisal*. *Journal of Educational Research*, 52, 155-158.

Ennis, R. H. (1956). Critical thinking: More on its motivation. *Progressive Education*, May, 1956, 75-78.

PhD Dissertation:

Ennis, R. H. (1959). The development of a critical thinking test. Unpublished doctoral dissertation, University of Illinois. University Microfilms #59-00505.

Tests:

Ennis, R. H. and J. Millman, (2005). *Cornell critical thinking test, level X* (Fifth Edition). Seaside, CA: The Critical Thinking Company.

Ennis, R. H. and J. Millman (2005). *Cornell critical thinking test, level Z* (Fifth Edition). Seaside, CA: The Critical thinking Company.

Ennis, R. H., J. Millman, & T. Tomko, (2005). *Cornell critical thinking tests: Administration manual* (Fifth Edition). Seaside, CA: The Critical Thinking Company.

Ennis, R. H. & E. Weir (1985). *The Ennis-Weir critical thinking essay test*. Pacific Grove, CA: Midwest Publications.

In Process:

Definition

Essays in Critical Thinking

Situational test validity