

# WEBSTER UNIVERSITY

## Course Syllabus William S. Emrick Ed.D

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**Critical Thinking Skills**  
**SOCS 5100.10**

**Fall 1 Term**

**3.00 Credit Hours**

**River Heritage/Mineral Area College**

1. **Course Description:** Critical Thinking Skills focuses on providing students with understanding of and the ability to apply strategies to promote higher-order thinking skills within the classroom. The scope of this course includes research involving the development of strategies to teach higher-order thinking skills to children and experience with several strategies to promote teacher comfort and expertise in using these skills with their students in the classroom. Students are actively involved in demonstrating these strategies within the class and in preparing classroom lessons which teach these skills to their students.
2. **Learning Outcomes:** Students participating in this course will meet certain goals/standards. They will:
  - a. demonstrate understanding of the theory and rationale for learning and using critical thinking skills both in the classroom and as citizens.
  - b. apply a step-by-step approach to creating lessons which contain strategies designed to promote critical thinking skills in students.
  - c. demonstrate their understanding of critical thinking skills through demonstrations of these skills in simulated and real learning situations.

### **Missouri Show-Me Standards addressed through these outcomes are:**

**Goal 1:** Standards 1 (discussion and brainstorming); 2 (student research); 3 (student investigation); 5 (student comprehension of information relevant to critical thinking skills through research and demonstration); 6 & 8 (discovery and recognition of the relationships among specific critical thinking skills and organization of lessons which contain these skills).

**Goal 2:** Standards 1 & 2 (planning and revising lessons containing critical thinking skills – presenting these lessons for review); 3 (working with other to exchange information); 4 (reaching conclusions and insights concerning use of critical thinking skills in the classroom).

**Goal 3:** Standards 1, 2 & 3 (identify and define problems within classroom lessons through research and reflection); 4 & 7 (evaluate strategies and solutions to problems).

identified in creating and revising lessons); 5 (demonstrate understanding of the theory behind the use of critical thinking skills in the classroom through creation of a product).

**Goal 4:** Standards 1 (explain the theory and interpretation of critical thinking skills they have obtained); 6 (work well within class groupings); 8 (relate the theories behind critical thinking skills to their lesson and unit construction).

**CONTENT STANDARDS ARE ASSESSED ACCORDING TO THE PARTICIPANTS' CHOSEN SUBJECT MATTER AREA TO BE EMPLOYED FOR CONSTRUCTION OF CRITICAL THINKING SKILLS LESSONS. THEY ARE PRESENT IN ALL STUDENT PRODUCTS.**

### **3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.**

- Student are provided readings at each session with prepared questions which are answered in writing and used for in-class discussion.
- Each session involves demonstration of critical thinking skills for student participation, reflection, and discussion.
- Student are required to prepare a notebook containing all classroom notes, demonstrations and skills taught and discussed.
- Students will design and present a classroom lesson containing one or more of the critical thinking skills presented during the course.

4. **Resources:** A textbook is not used for this course. However, each session contains readings provided by the instructor which are assigned with required questions for student completion.

**Evaluation: Students are evaluated as follows:**

Attendance – 50% of grade

Class participation and completion of assigned work– 50% of grade