

Webster University

Course Syllabus

Course Number and Section

SOCS 5100.01

Instructor

Dr. George M. White

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Course Title

Teaching Critical Thinking Skills

3 Credit Hours

Site: WGHS Room 355

Term: Fall 2003 Spring 2003

Time: 5 PM – 9 PM – Tuesdays

Teaching Critical Thinking Skills

1. Course Description: This course will give students both the philosophical and practical skills which may be used to examine or reexamine curricula issues, concepts and classroom instructions. In each class session, students will learn practical lessons for classroom or business use. The learner, to fit his or her specific needs, should adapt the methodology and skill sets to their specific grade or teaching levels. (MO.Step 1, 1a, 1b, 1c, 1d)

2. Learning Outcome: Students will, through guided practice:

- Learn new methods in teaching, critical thinking.
- Develop standard lesson plans and then restructure them using a CT approach.
- Participate in classroom activities.
- Develop a new critical vocabulary and incorporate its usage into the classroom.
- Evaluate and offer critical analysis of collegial practicums. MO.Step-9:1, 9: 2, 9:3
- Learn new coaching methods as an alternative to lecturing. MO.Step-10:1, 10:2
- Engage in class discussions and debate. MO.Step-8:1, 8:2
- Share philosophical platforms and viewpoints. MO.Step-10:1, 10:2, 10:3, 10:4
- Participate in a Critical Thinking learning project from concept to construction.

Students are encouraged to learn and practice good note taking skills during class lectures and during extensive homework or class readings.

Students will learn the S. Q. 3 R study methods. MO.Step 2:1, 2:2, 2:3, 2:4, 4:1, 4:2, 4:3, 4:4, 5:, 5:2, 8:1, 8:2, 8:3, 8:4

3. Schedule of requested readings, class preparation and assignments, lectures/discussions.

*HWK – Homework-Readings. ICD – In class discussions

Week 1 – Critical Thinking from Theory to Practice

(MO.Step-1:1, 1:2, 1:3, 1:4, 2:2, 2:4, 3:1, 4:1, 4:2)

- A. New paradigm vs. Old paradox
- B. Foundations and fundamentals historical overview
- C. Homework read pages Intro: xiii to Chapters 1-4 (page #82)

- Discussion critical questions pages 368-384 – CT – In class discussion
- Video – Richard Paul – Section 1.
- CT – tools for taking charge
- Homework: read pages 83-112 (The Standards for Thinking)

Week 2 – Reasoning and Intellectual Standards the logic of critical thinking (MO.Step 4:1-3, 5:1, 5:2, 6:1, 6:3, 7:1, 7:2, 7:3, 7:4)

- A. Critical thinking and the reasoning process, building a model for discussions (pages 49-82) – CT ICD
- B. Assessment of student reasoning – practical aspects . pages– 126-145 – ICD
- C. Lesson plans – models – remodeling [introduction of rationale]
- D. Developing standards for thinking pages 83-112
- E. Read Chapter 9, pages 181-226 and pages 281-296 Critical Thinking the Background of Logic
- F. Homework: Read pages 113-132 – Questions that lead to good thinking
- G. Discussion of research topics – handouts

Week 3 – Pathways to Critical Analysis

(MO.Step – 4:1, 4:2, 4:3, 4:4, 5:1, 5:2, 6:1, 6:2, 6:3, 9:1, 9:2, 9:3)

- A. The building of cognitive response pathways through six levels of questions and applications – pages 113-132 (ICD)
- B. Logic vs. emotion in intellectual discussion
- C. Bloom's Taxonomy
- D. The Evolution of Thinking –
 1. Thinking
 2. Reasoning
 3. Intellectual Standards
 4. Questions
 5. Strategic Thinking
 6. Evolution of a master thinker
- E. Introduction of the student practicum
- F. Research projects-introduction and handouts [team project]
- G. Homework: Read pages 325-357 – Strategic Thinking

Week 4 – Critical Thinking – Team Consensus Exercises, Writing Examples

(MO.Step- 8:1, 8:2, 8:3, 8:4)

- A. I think logically, therefore I am a critical thinker – 363 – (ICD)
- B. Student interaction – team consensus exercises pages 325-357 – (ICD)
- C. Student practicum(s)
- D. Homework: Read pages 120-131 (Socratic Questioning)
- E. Discussion of research topics

Week 5 – The Socratic Method of Discussion (in-depth)

(MO.Step – 8:1, 8:2, 8:3, 8:4, 9:1, 9:2, 9:3)

- A. Video–How to Teach through Socratic Questions (Video Series–Richard Paul)
- B. Modeling the Socratic method
- C. Student practicum(s)
- D. Homework
- E. Discussion of research topics. Team outlines, may be submitted (early) via e-mail or the internet.

Week 6 – Coaching the student as worker

(MO.Step – 10:1, 10:2, 10:3, 10:4)

- A. Why should we remodel our curriculum? Lecture.
- B. Class discussions, samples, examples
- C. Student practicum(s)

- D. Homework
- E. Discussion of research topics – Last week for papers to be submitted via the Internet.

Week 7 – Dilemmas in Education

(MO.Step – 10:1, 10:2, 10:3, 10:4)

- A. Educational problems (local-universal) cognitive solutions – short class discussion
- B. Student practicum(s)
- C. Homework
- D. Last week for papers to be submitted in class to the instructor

Week 8 – Philosophy of Education

(MO.Step – 8:1, 8:2, 8:3, 8:4)

- A. Summation and evaluation (shared models)
- B. Class projects – term papers returned
- C. Student assessments – instructor assessments

*Term projects are due today

4. Resources:

Text(s) **Critical Thinking – Tools for Taking Charge of Your Learning and Your Life.**

Supplemental – suggested readings: Richard Paul and Linda Elder, Prentice Hall

5. Evaluation:

- A. Class Presentation – 50% of Grade
- B. Curriculum Project – 50% of Grade

6. Three Hour Courses:

Students taking an 8-week course for three hours must couple a curriculum project. Details of the above to be given in class during Week 1.

7. Final Project:

The final project may be returned to students the following manner:

- Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor prior to the last class.
- Note: Papers will not be available for pick up from School of Education office.
- No more than one class absence is permitted. The instructor should be notified prior to any class absence