

Grande Prairie Regional College
Department of Physical Education and Athletics
PE 1010 Developing Critical Thinking in Physical Education and Recreation

1.0 Instructor: David Kay, office - K215, phone 539-2034,
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2.0 Course Description:

Introduction to the development of critical thinking and problem solving skills. Focus on acquisition, processing and communication of information. These competencies will be applied to content from biological, behavioral and sociocultural domains of physical education and leisure. The course intends to empower students to be independent responsible learners during their undergraduate program.

Key Concept of PE 1010: This course is designed to help you to develop capacities to solve practical problems as a physical educator. Everything we do this semester is geared at developing your abilities to understand arguments, argue intelligently about issues and to make good decisions. The course also aims at developing communication skills for fruitful discussion and debate.

3.0 Transfer of Credit:

University of Alberta, PERLS 101, 3 credits
University of Lethbridge, CRED 1xxx, 1.5 credits

4.0 Objectives:

4.1 To motivate students to become responsible for their own education and to foster attitudes, dispositions and intellectual qualities of critical thinkers.

4.2 To provide a variety of opportunities for students to develop critical thinking skills.

4.3 To develop students ability to acquire, to understand, to evaluate and to apply information.

4.4 To develop written and oral communication skills.
(as evidence of logical thinking)

5.0 Resources and Textbook

5.1 Textbook

*Browne, M.N. and S.M. Keeley, Asking the Right Questions Englewood Cliffs, NJ: Prentice-Hall, 1994

5.2 Related references

* Damer, T.E. Attacking Faulty Reasoning: A practical guide to fallacy-free arguments, 3rd edition, Belmont, CA: Wadsworth, 1994

* Paul, R. Critical Thinking: What Every Person Needs To Survive In A Rapidly Changing World, 3rd edition, Santa Rosa, CA: Foundation for Critical Thinking., 1994

* Hatcher, D.L. and L.A. Spencer, Reasoning and Writing: An Introduction to Critical Thinking , Rowman & Littlefield Pub. Inc., 1993

6.0 Evaluation:

6.1 Paper 1: This initial assignment will involve the opportunity for you to survey your own thinking. The topic of the paper will be to examine your decision-making process that led you to choose Grande Prairie Regional College and to enter the Bachelor of Physical Education program.

5 pts.

6.2 Class contribution: A major focus of this class is the classroom learning experiences. Your contributions during class are crucial. You will be involved in individual activities, group learning activities and discussions. The quality of this class, your learning and your classmates learning depends on your input. Part of your contribution depends on completing the readings and writing assignments prior to class.

10pts.

6.3 Written work: You will write one independent paper (paper 2) that will be developed and revised with peer assessment based on a process that will be described in the video, Writing Groups: Demonstrating the Process.

20 pts.

You will also participate in one group paper and class room presentation. (paper 3)

20pts.

6.4 Journal entries: You will write ten entries of 'Significant Situations' in a journal using a specified format.

35pts.

The Journal Assignment is an opportunity for you to explore and record your own progress using critical thinking in your everyday life.

The format will be as follows:

- a) describe a significant situation you were in recently
- b) describe your reaction to the situation in detail
- c) analyze (issues, assumptions, reasoning & conclusions) your reactions to the situation in detail
- d) describe implications and actions taken from your own analysis of the 'Significant Situation'

6.5 Grade assessment assignment: You will complete a self-evaluation in which you will make a case (by citing evidence of your work) for receiving a particular grade in this course.

10pts.

PE 1010 Schedule 96

Developing Critical Thinking in Physical Education and Recreation

* the course will follow this general schedule however changes/revisions may occur

Date	Topic	Readings for class
Jan. 5.	Course Introduction	
Jan. 8,10,12	An Introduction to Critical Thinking Issues and Conclusions * Paper 1 assigned	Browne & Keeley, chp.1,2
Jan. 15,17,19	Reasons and Ambiguity * Paper 1 due.Jan.19	Browne & Keeley 3,4
Jan . 22,24,26	A code of conduct for effective rational discussion * Damer book, <u>Attacking Faulty Reasoning</u> is on reserve in the Library * first Journal review	Damer chp.8
Jan. 29. 31, Feb.1	Assumption hunting	Browne & Keeley chp. 5,6
Feb. 5,7,9	Finding and sharing information. Internet and library assignment. * First draft of paper 2 due. Feb. 7	
Feb. 12,14,16	Writing and assessing writing (videos) * videos: Beginning Writing Groups, Student Writing Groups: Demonstrating the Process	
Feb. 19,21,23	Using intellectual standards to assess reasoning * second draft of paper 2 due Feb. 21	
March 4,6,8	Fallacies in the reasoning * small group paper assigned, paper 3	Browne & Keeley chp.7
March 11,13,15	How good is the evidence? * second Journal review	Browne & Keeley chp. 8,9
March 18,20,22	Rival causes and the use/misuse of statistics * group presentations of paper 3	Browne & Keeley chp.10,11
March 25,27,29	Information omitted and reasonable conclusions * group presentations of paper 3	Browne & Keeley chp.12,13
April 1,3,5	Values and emotions in critical thinking * Journals due on April 5 * group presentations, paper 3	Browne and Keeley chp.14
April 8,10	Conclusions and discussions in critical thinking * group presentations, paper 3 * self assessment assigned, due April 18.	