

Grande Prairie Regional College

Department of Physical Education and Athletics

PE 1010 Developing Critical Thinking in Physical Education and Recreation

Winter 98

1.0 Course Description:

Introduction to the development of critical thinking and problem solving skills. The course focus is on the 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 to 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.

2.0 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)

3.0 Transfer of Credit:

University of Alberta, PERLS 101, 3 credits
University of Lethbridge, CRED 1xxx, 1.5 credits
Athabasca University, APST 2xx, 3 credits

4.0 Instructor: David Kay, office - K215, phone 539-2034, e-mail: Kay@GPRC.ab.ca



5.0 Textbooks

Browne, M.N and S.M. Keeley,(1998). Asking the Right Questions. Englewood Cliffs, NJ: Prentice-Hall

Ruggiero, V.R., (1996). Becoming a Critical Thinker. Rapid City, SD: Houghton Mifflin Co.

5.2 Related references:

Zechmeister, E.B. and J.E. Johnson,(1992). Critical Thinking A Functional Approach. Pacific Grove, CA: Brooks/Cole Publishing Co.

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

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

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

6.0 Student 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.

Paper 1 is due Jan. 16

10 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 reading and writing assignments prior to class.

10 pts.

6.3 Paper 2: You will write a independent research paper using the APA referencing format. Your paper will be developed and revised with peer assessment based on the process described in the video, Writing Groups: Demonstrating the Process.

Paper due Feb. 13

20 pts.

6.4 Debate: You will participate in one group paper and debate team. Your debate team will be given the task of presenting a paper and debating one side of a controversial issue in physical education.

20 pts.

6.4 Journal entries: You will write ten personal journal entries. (5 Critical Incidence entries, 5 Significant Situation entries)

30 pts.

Classroom Critical Incidences: The first five journal entries will be Classroom Critical Incidences.(CCI) The CCI is an exercise for you to identify what was significant to you in class during one week. The purpose is to inspect your assumptions.
(assumptions: unstated ideas taken for granted; self evident rules about reality that we use to make judgements) 3 pts each.

Due dates: 1, 2, 3 due Feb. 2

Journal entries 4 & 5 due Feb. 11

The CCI questionnaires will be handed out in class and will follow this format:

1. At what moment in class this week did you feel most engaged with what was happening?
2. At what moment in class this week did you feel most distanced from what was happening?
3. What action that anyone (instructor or classmate) took in class this week did you find most affirming or helpful?
4. What action that anyone (instructor or classmate) took in class this week did you find most puzzling or confusing?
5. What about this course this week surprised you the most? (This could be something about your own reactions to what went on, or something that someone did, or anything else that occurs to you)

Significant Situations:

The second five journal entries will be Significant Situations.(SS) (3 pts each)

The SS journals are opportunities for you to explore and record your own progress using critical thinking in everyday life.

Due dates: SS 1,2&3 due March 20

SS 4&5 due April 3

The format for SS will be as follows:

1. Describe a significant situation you were recently in and describe your reactions to the situation.
2. Analyze (issues, assumptions, reasoning & conclusions) your reactions to the situation in detail
3. Describe implications and actions taken from your own analysis of the Significant Situation.

6.5 Take home final examination due April 20. In this take home you will argue for your final grade using the principles of a good argument. 10 pts.

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