

**Grande Prairie Regional College**  
**Department of Physical Education and Athletics**  
**PE 1010 Developing Critical Thinking in Physical Education and Recreation**  
**Winter 1999**

**1.0 Course Description:**

This course is aiming at the introduction and development of critical thinking and problem solving skills for students. The course focus is on the acquisition, processing and communication of information. These competencies will be applied to content from biological, behavioral and socio-cultural 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 develop capacities to solve practical problems as a physical educator. Everything we do in PE 1010 is geared to developing your abilities to understand the elements of reasoning, the identify the parts of an argument, to present an argument intelligently and to make well-founded decisions. The course also aims at developing effective communication skills for fruitful discussions and debates.**

**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 evaluate their own thinking. (to think about your own thinking)
  
- 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 Required Textbooks:**

Browne, M.N and S.M. Keeley,(1998). Asking the Right Questions, Englewood Cliffs, NJ: Prentice-Hall  
Strean, W.B. (1998). Developing Critical Thinking. Dubuque, Iowa: Kendall/Hunt Publishing Company,



### **Related references:**

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

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. 18**

10 points

6.2 Class contribution: A major focus of this class is the classroom learning experiences. **Your contribution during PE 1010 class is crucial.** You will be challenged with open ended questions, be involved in group and classroom discussions. Your own learning and the learning of classmates around you depends on your input during class. The quality of your own thinking will grow with your willingness to participate and your willingness to expose your thoughts. To be best prepared for classroom discussions complete the readings assignments before class.

10 points

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

25 points

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

25 points

#### **\* Classroom Critical Incidences:**

The first five journal entries will be Classroom Critical Incidences (CCI) The CCI is an exercise for you to identify what of significance happened to you during a class or a number of classes. The purpose is to inspect your own thinking and assumptions.

(assumptions: unstated ideas taken for granted, self evident rules about reality that we use to make judgements) 2.5 points each

Please use these questions to guide what you address for each Classroom Critical Incidence.

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)

The SS journals are opportunities for you to explore and record and evaluate your own thinking from an incidence of significance which recently happened to you. Significant situations are occurrences which caused a fairly deep emotional reaction within you.

2.5 points each

Use these questions to guide you in addressing your significant situation.

1. Describe a significant situation you were recently in and describe your reactions to the situation.
2. Analyze (the issue, your assumptions, your reasoning & your conclusion) your reactions to the situation in detail.
3. Describe implications and actions now derived from your own analysis of this significant situation which happened to you. (what has changed for you/and your thinking?)

6.5 Final examination

30 points

