

JAN 18 2007

**Grande Prairie Regional College**  
**Department of Physical Education, Athletics and Kinesiology**  
**PE 1010 Developing Critical Thinking in Physical Education and Recreation**  
Winter 2001

**1.0 Course Description:**

This course is an introduction to the skills and attitudes of critical thinking. Focus is on the elements of reasoning and intellectual standards for assessing thinking. Specific attention is given to improving critical reading, writing and listening. The course intends to empower students to be independent, responsible learners during their undergraduate program and beyond.

**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, to 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, debates and writing.

**2.0 Objectives:**

4.1 To motivate students to become responsible for their own education and to foster the 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 using intellectual standards of 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 Calgary, KNES 213, 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](mailto:kay@gprc.ab.ca)

**5.0 Webct Course:** PE 1010 has a student web site which aims to assist the in-class instruction. Access is limited to students registered in PE 1010.

### **6.0 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:**

Epstein, Richard, L. (1999) Critical Thinking. Belmont, CA: Wadsworth Pub. Co.  
Diestler, Sherry (1998) Becoming a Critical Thinker: A User Friendly Manual, 2<sup>nd</sup> edition, Upper Saddle River, NJ, Prentice Hall

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: 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.

**Your Paper is due :** January 15

10 points

6.2 Class contribution: A major focus for this class is the classroom learning experiences. **Your classroom contributions 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 share your thoughts. Be courageous and share your thinking.

10 points

6.4 Debate: You will participate in a team debate. Your debate team will be given the task of debating one side of a controversial issue in physical education, recreation or athletics.

20 points

6.4 Journal entries: You will write six personal journal entries.

30 points

(3 Classroom Critical Incidence entries, 3 Significant Situation entries)

\* Three Classroom Critical Incidences: (CCI)

Each 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.

5 points each

Use these questions as a guide for preparing each Classroom Critical Incident.

1. At what moment in class this week did you feel most engaged with what was happening? (focus on the content here)
  2. What action, discussion, or debate which took place in class this week, did you find most affirming, helpful, puzzling or confusing?
  3. Was there anything which occurred within PE1010 this week that surprised you the most? (This could be something about your own reactions to what went on, or something that someone did, or thoughts which occurred to you **in reference to the class content**)
- Each CCI's evaluation is based on the seven intellectual standards for thinking: clear/unclear, precise/imprecise, accurate/inaccurate, relevant/irrelevant, broad/narrow, deep/superficial, logical/illogical

Significant Situations:

Each Significant Situation is an opportunity for you to explore, record and evaluate your own thinking from a situation of significance which recently happened to you. Significant situations are occurrences which caused a fairly deep emotional reaction within you.

5 points each

Use these questions as a guide to prepare each significant situation.

1. Describe a significant situation you recently had and describe your reactions to the situation.
  2. Analyze (the issue, your assumptions, your reasoning at the time) your reactions to the situation in detail.
  3. Describe implications and changes in your thinking derived from your analysis of this significant situation. (what has changed for you and your thinking?)
- Each Significant Situation's evaluation is based on the seven intellectual standards of thinking: clear/unclear, precise/imprecise, accurate/inaccurate, relevant/irrelevant, broad/narrow, deep/superficial, logical/illogical

6.5 Final examination.

30 points



## PE 1010, 2001 Schedule

Dates	Topic	Reading & home work
Jan. 3	Course outline, student and instructor rights, plagiarism, code of behavior	
Jan. 8	Introduction to critical thinking.	ARQ chp. 1, DCT chp.2, questions 2&4, web site: Introduction to CT
Jan. 10	Definitions, elements, standards	DCT chp.3,4: questions chp.3: 1,2,3
Jan. 15	Reading, listening	DCT chp.5,6: questions chp. 6: 1,4 <i>* your paper is due today!</i>
Jan. 17/22	Issue, conclusion, reasons	ARQ chp. 2,3, web site questions
Jan. 24	Ambiguity & advertising	ARQ chp. 4, web site questions, DCT chp. 9: question 1
Jan. 29, 31	Assumptions	ARQ chp 5, web site questions, DCT chp. 7: question 2
Feb. 5	Fallacies	Fallacies, <i>* note Classroom critical incidents 1,2,3 are due</i>
Feb. 7	Argumentation	DCT chp. 8, * introduction to the classroom debates
Feb. 12/14	Evidence	ARQ chp. 8,9, Evidence hand out
Feb. 21	Rival causes	ARQ chp. 10, web site questions
March 5	Statistics	ARQ chp. 11
M 12	Omitted information	ARQ chp. 12, web site questions <i>* note significant situations 1,2,3 are due</i>
M 14	Reasonable conclusions	ARQ chp. 13, web site questions
M19	Six hats thinking	DCT chp. 10
M 21	Applications to PE.	DCT chp. 11