

**Grande Prairie Regional College**  
**Department of Physical Education, Athletics and Kinesiology**  
**PE 1010 Developing Critical Thinking in Physical Education and Recreation**  
 Winter 2002

**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 problems and to inspect issues in physical education and recreation. Everything we do in PE 1010 is geared toward 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:**

- 2.1 To foster the attitudes, dispositions and intellectual qualities of critical thinkers.
- 2.2 To take a personal responsibility for learning.
- 2.3 To evaluate your own thinking.
  - To think about your own thinking (metacognition) using intellectual standards of thinking.
  - To reflect back on your thinking process.
- 2.4 To develop the ability to acquire, to understand and evaluate information.
- 2.5 To develop written and oral communication skills. (As evidence of logical thinking)

**3.0 Transfer of Credit:**

University of Alberta, PERLS 101, 3 credit  
 University of Calgary, KNES 213, 3 credit  
 University of Lethbridge, CRED 1xxx, 1.5 credits  
 Athabasca University, APST 2xx, 3 credits

**4.0 Instructor:** David Kay, office M103, phone 539-2034, e-mail: kay@gprc.ab.ca

**5.0 Webet 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

### **Related References:**

Strean, W.B. (1998). Developing Critical Thinking. Dubuque, Iowa: Kendall/Hunt Publishing Company

Copies of this text will be on reserve in our Library.

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.

### **7.0 Student Evaluation**

7.1 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 16, 02,

10 points

7.2 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

7.3 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 significant reactions you had during a class or a number of classes in PE 1010. The purpose is to inspect your own thinking and any assumptions found while in class. (Five points each)

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

1. At what moment in class did you feel most engaged with what was happening?  
(Focus on the content of our class here)
2. What action, discussion, or debate, that took place in class, did you find most affirming, helpful, puzzling or confusing?
3. Was there anything that occurred in PE1010 that surprised you the most? (This could be something about your own reactions to what went on, or something that someone did, or thoughts that occurred to you **in reference to the class content**)

Each CCI's evaluation will be evaluated using the seven intellectual standards for thinking: Clear/unclear, precise/imprecise, accurate/inaccurate, relevant/irrelevant, broad/narrow, deep/superficial, logical/illogical

**Three 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 that caused a fairly deep emotional reaction from you. (Five 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 will be evaluated using the seven intellectual standards of thinking: clear/unclear, precise/imprecise, accurate/inaccurate, relevant/irrelevant, broad/narrow, deep/superficial, logical/illogical

**7.4 The Debate**

You will participate on a debate team. Your debate team will be given the task of debating Side of a controversial issue in physical education, recreation or athletics. 20 points

7.5 Final Examination 30 points