**Department of Exceptional Student Education**

**College of Education**

**Florida Atlantic University**

**Instructor:**  **Office:**

**Phone: E-mail:**

**Office Hours: Class Day/Time:**

Insert picture of Instructor here

Course Number: Sls1504

**Course Title:** Critical Thinking

**2 credits**

**Catalog Description:** Provide problem-solving techniques and help students learn how to apply critical thinking skills in their daily activities.

INSTRUCTOR INTRODUCTION TO THE COURSE: This course is designed for the Florida Atlantic University Academy for Community Inclusion. In this course, students will learn critical thinking strategies to gather information, deal with the question at issue, make inferences, and identify the perspective or point of view of others. Students will also develop reasonable solutions to be able to make decisions relative to themselves.

**PREREQUISITE or COREQUISITE:** none



REQUIRED TEXTS or MATERIALS:

All materials will be provided by instructor in class or on Blackboard. Materials will be provided in multiple formats as appropriate.

Tablet

TECHNOLOGY:

E-mail: Your FAU email will be used for this class.

Computer: This course will be web assisted through FAU Blackboard site. Some handouts, forms, handbook and resources may be available on the website. Go to the website: <http://blackboard.fau.edu> (Do not type www).

Videos:

1. Critical Thinking Explained

 <http://www.teachertube.com/video/critical-thinking-explained-317182>

1. Social Autopsy

<https://www.youtube.com/watch?v=fxuEjRxrtAA>

**COURSE OBJECTIVES:**

1. Students will define strategy and problem-solving.
2. Students will identify the problem and gather information pertaining to the problem.
3. Students will be able to understand many different point of views and perspectives.

4. Students will be able to ask questions, make useful judgments, and identify assumptions.

5. Students will infer a conclusion by examining logical relationships between facts and statements.

6. Students will become aware of one’s own thinking while performing specific tasks and assignments.

7. Students will be able to make decisions for themselves in their careers, relationships, and personal life.

8. Students will prioritize their goals based on one’s own needs, interests, and abilities.

**Content Outline:**

COURSE REQUIREMENTS: (See Appendix for assignment rubrics)

1) Problem Solving Scenario (25 points)-Students will be given 5 scenarios in which a problem has occurred (posted on BB). Students will solve the problem by identifying the problem, gathering all the information about the problem, who they can ask for help with the problem, what the possible outcomes of the problem are, and how they will solve the problem. Each scenario is worth 5 points. Students will submit their typed word documents on blackboard. After the assignments are submitted, students will break out into small groups with classmates to discuss their answers. Due date:

2) Task Thoughts (30 points)- Students will record themselves doing 3 different tasks or other work related activities. Students will say out loud during the recording what they are thinking while they are doing the task. Students will include why/how they decided to complete that task. For example: A student records themselves checking their email, the reason they decided to complete that task is because they were waiting for someone to respond to an important email they sent previously.

3) Smart Choices (30 points)- Students will make a PowerPoint of the important decisions they have made in the past and for their futures. Students will include the decisions they have made about their career, their relationships, their living situation, their recreation/leisure skills, their health and safety, and their goals for a total of 6 aspects of their lives. Students will include visuals in the PowerPoint and lists or a small explanation of their decisions for each aspect in their lives. Students will present their choices in class on:

4) In Class Assignments and Homework- (20 points) Students are expected to attend and fully participate in class. Each class session will have either an in- class or homework assignment that will allow students to practice the skills presented in class. Students are responsible for completing the assignments within the given time frame stated by the instructor.

**ASSESSMENT PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Points Earned** | **Possible** |
| **1: Problem Solving Scenarios** |  | **25** |
| **2: Task Thoughts** |  | **30** |
| **3: Smart Choices**  |  | **30** |
| **4: In Class Assignments and Homework**  |  | **20** |
| **TOTAL** |  | **105** |

**GRADING (FAU GRADING SCALE):**

Activity scores are cumulative and the grade scale represents percentage of total points earned.

A = 93-100 A- = 90-92 B+= 87-89 B = 83-86

B- = 80-82 C+= 77-79 C = 73-76 C-= 70-72

 D+= 67-69 D = 63-66 D-= 60-62 F = Below 60

**POLICIES AND PROCEDURES:**

**ATTENDANCE:**

According to University policy, “Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor.” Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances.

**STUDENTS WITH DISABILITIES:**

In compliance with the Americans with Disabilities Act (ADA) and FAU policy, students with disabilities who require special accommodations to properly execute course work must register with FAU Student Accessibility Services (SAS) and provide the instructor of this course with a letter from SAS indicates the reasonable accommodations that would be appropriate for this course. SAS offices are located on Boca, Davie and Jupiter campuses. Information regarding SAS services and locations can be found at: <http://www.fau.edu/sas/>

**CODE OF INTEGRITY:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see https://www.fau.edu/ctl/4.001\_Code\_of\_Academic\_Integrity.pdf

**BIBLIOGRAPHY**

*Becoming a comprehensive transition program*. (n.d.). Retrieved August 17, 2015, from <http://www.thinkcollege.net/topics/becoming-a-comprehensive-transition-program>

Brolin, D.E. (1997). *Life centered career education* (pp. 99-125). Reston, VA: The Council for Exceptional Children.

Bulgren, J.A. (2014). *Teaching cause and effect* (pp.1-12). Lawrence, KS: University of Kansas Center for Research on Learning.

Gaumer Erickson, A., Clark, G., & Patton, J. (2013). *Informal assessments for transition planning* (pp. 54-162). Austin, TX: PRO-ED.

Synatschk, K., Clark, G., Patton, J., & Copeland, L. (2007). *Informal assessments for transition: Employment and career planning* (pp. 17-47). Austin, TX: PRO-ED.

***COURSE SCHEDULE FOR SEMESTER***

|  |  |  |  |
| --- | --- | --- | --- |
| ***Week*** | ***DATE*** | ***TOPICS*** | ***ASSIGNMENTS*** |
| ***1*** |  | *Overview of Syllabus**Introduction to Course* | Hmwk: collect required materials for class |
| ***2*** |  | *What does critical thinking mean?*  | Hmwk: watch http://www.teachertube.com/video/critical-thinking-explained-317182 |
| ***3*** |  | *How do I identify the problem?*  | Hmwk: Watch https://www.youtube.com/watch?v=fxuEjRxrtAA |
| ***4*** |  |  *How do I gather information?*  | Hmwk: Come to class with 1 problematic scenario to use for role-playing |
| ***5*** |  | *What are good solutions to problems?*  | Hmwk: Complete Cause and Effect Guide for given scenario |
| ***6*** |  | *Why should I think about the view of someone else?*  | Hmwk: Brainstorm the possible perspective that your Boss has about you |
| ***7*** |  |  *Why can inferences and assumptions be harmful?*  | ***Problem Solving Scenarios Due*** |
| ***8*** |  | *How do others judge me?*  | Hmwk: What’s Right and What’s Wrong? (Posted on BB)  |
| ***9*** |  | *How do I make connections?*  | In-Class: Campus Conclusions Scavenger Hunt  |
| ***10*** |  | *How do I become more self-aware?*  | Hmwk: Use a log to write down your thoughts for 1 day |
| ***11*** |  | *Why is it important to make good decisions?*  | ***Task Thoughts Due*** |
| ***12*** |  | *What is most important to me?*  | Hmwk: List your goals from most to least significance |
| ***13*** |  |  *Smart Choices Q&A small groups* | Hmwk: Bring materials to work on Smart Choices assignment |
| ***14*** |  | *Presentations*  | ***Smart Choices Due*** |
| ***15*** |  | *Presentations* | ***Smart Choices Due*** |

**Appendix A- Assignment Rubrics**

|  |  |  |  |
| --- | --- | --- | --- |
| **Task Thoughts**  | Exceeds Expectations  | Meets Expectations  | Does Not Meet Expectations  |
| Task 1\_\_\_\_\_/10 |  |  |  |
| Task 2\_\_\_\_\_/10 |  |  |  |
| Task 3 \_\_\_\_/10 |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Smart Choices**  | Exceeds Expectations  | Meets Expectations  | Does Not Meet Expectations  |
| PowerPoint\_\_\_\_\_/10 |  |  |  |
| Oral Presentation \_\_\_\_\_/10 |  |  |  |
| Content \_\_\_\_/10 |  |  |  |