Matching
New Course Request

Indiana University
East Campus

Check Appropriate Boxes: Undergraduate credit [ ]
Graduate credit [X] Professional credit [ ]

1. School/Division Education
2. Academic Subject Code EDUC-H
3. Course Number 538 (must be cleared with University Enrollment Services)
4. Instructor Stolle

5. Course Title Critical Thinking and Education

Recommended Abbreviation (Optional) N/A

(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2010
7. Credit Hours: Fixed at 3 or Variable from ______ to ______
8. Is this course to be graded SF (only)? Yes [X] No [ ]
9. Is variable title approval being requested? Yes [X] No [ ]

10. Course description (not to exceed 50 words) for Bulletin publication:
A philosophical examination of the role of education in fostering the development of critical thinking, with an emphasis on 1) techniques of reasoning, 2) methods of logical appraisal, formal versus informal, and 3) application in the classroom.

11. Lecture Contact Hours: Fixed at ______ or Variable from ______ to ______
12. Non-Lecture Contact Hours: Fixed at 3 or Variable from ______ to ______
13. Estimated enrollment: 20 of which 100 percent are expected to be graduate students.
14. Frequency of scheduling: Even years will this course be required for majors? elective
15. Justification for new course: Supports Master of Science in Education
16. Are the necessary reading materials currently available in the appropriate library? yes
17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

attached
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: Date

Department Chairman/Division Director

Date

Dean of Graduate School (when required)

Date

Approved by:

Date

Chancellor/Dean

Date

Chancellor/Vice-President

Date

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
Course: EDUC H538 Critical Thinking and Education
Instructor: Dr. Cheryl S. Stolle
Office: 350 Raper Hall
Phone: 765.973.8358
chstolle@jue.edu

Description: A philosophical examination of the role of education in fostering the development of critical-creative thinking with an emphasis on 1) techniques of reasoning 2) methods of logical appraisal 3) application in the classroom

Course Objectives:
1. Students will understand the process of thinking
2. Students will understand habits of mind that foster learning
3. Students will develop curriculum that develops critical creative thinking and measures the growth of critical-creative thinking in their students.

Required Texts:
Habits of Mind Across the Curriculum – Albert Costa and Bena Kallick
Little Big Minds – Marietta McCarty
Teaching for Wisdom, Intelligence, Creativity and Success – Robert Steinberg, Linda Jarvin, Elena Grigorinko

National Board Core Propositions:
Teachers are committed to students and learning (1)
Teachers are responsible for monitoring student learning (3)
Teachers think systematically about their practice (4)

School of Education Themes:

The Division of Education themes are central to all instruction, experiences and assessment. Successful students will demonstrate the characteristics of Reflective Scholars, Instructional Leaders and Global Citizens. Thus establishing themselves as learner centered, effective teachers, serving as change agents.
**Instructional leaders**, believing that all students can learn, work to develop and fully implement a well-chosen curriculum that promotes active engagement in developmentally appropriate learning. Instructional leaders are expert in the use of resources and technology to meet their instructional goals. These teachers constantly monitor and assess pupil learning and growth and make adjustments to optimize learning experiences. These teachers become leaders as their personal visions are shared with colleagues who embrace the same goals and move together toward a unified learning community.

**Global citizens** recognize that the heart of civilization is in its human relationships. These teachers are informed about and respond to current social, economic, moral, and political realities. They are committed to the personal pursuit of experiences which broaden and add depth to their personal perspectives. They recognize that a growing global interdependence must be embraced in our schools. To this end, they utilize available technologies to reach out into the world in search of meaningful learning experiences for their students. Teachers who are global citizens seek to shape the world of the future through their roles in the classroom and beyond.

**Reflective scholars** pursue knowledge with open minds and whole-hearted attitudes in a quest to be informed. This search for knowledge informs their instruction. Those who reflect contemplate everything about their teaching. They pursue an impact that represents best practice. They want to know that what they teach is of value, that their approach is effective, and that their decisions are reasoned. Reflective educators actively analyze their teaching practices and the educational, social, moral, and political contexts in which they are embedded.

**School of Education Policies:**

**Assignment Policy:** Ten percent per day will be deducted for late assignments. No assignment will be accepted more than one week after the due date. Assignments submitted late will receive minimal feedback.

**Attendance Policy:** It is imperative that you attend every class. Points will be deducted for coming late or leaving early. Students are responsible for any work missed. If you miss three classes you must make an appointment with me to determine your future in this class.

**Incomplete Policy:** An incomplete for the course will be given only after a written request has been made before the last day of class stating the reasons for taking an incomplete and the date assignments will be completed.

**Technology Policy:** Written work must be word-processed. All pre-service teachers must have an IU East email account to facilitate communication with faculty. An account can be obtained through Computing Services.

**Communications Policy:** The Division of Education recognizes the critical need for teachers to model exemplary English in all written and spoken communications. Therefore, pre-service teachers are expected to speak and write in grammatically correct English. Writing must demonstrate correct punctuation and spelling. *Even when this is not an assessment criteria, you will have only one opportunity to EDIT your work and re-submit within one week of when the assignment was due. If your writing is still unacceptable, you can only receive 1/2 credit earned thus far for that assignment.*
Plagiarism:

*Students guilty of plagiarizing will be dismissed from the education program and may be permanently dismissed from Indiana University.*

*Indiana University East Learning Objectives* are incorporated into the course. *All students are subject to the rules, policies and procedures of Indiana University.* *Students are advised to read the Indiana University East Student Handbook to familiarize them with university policy, procedures, requirements and consequences.* *Students are expected to fully understand the IU policy regarding plagiarism.*

*Students with disabilities* that require accommodation are valued class participants. They should make professors aware of necessary accommodations the first day of class, or as soon as known. Students with disabilities who do not inform professors of the need for accommodation may not expect accommodation, after the fact.

**Content Schedule:**

**Assignments:**

**Instructional Unit:** Each student will create an instructional unit including a minimum of 5 lesson plans integrating systematic instruction and assessment of critical thinking and creativity. Multiple assessment tools, including rubrics, to assess content knowledge, application of higher order thinking skills and creativity are required. The unit plan must include a plan to assess critical thinking growth in individual students. The unit is due the last class meeting prior to finals week. Lesson plans must include objectives, standards, methodology, assessment and differentiation to meet the needs of diverse learners. 30 Points

**Video Recorded Philosopher Session:** Each student will lead a “Student Philosopher” session with their students, based on the McCarty text. The session will be video recorded and submitted. A written reflection will be submitted with the video. The written reflection must include an analysis of student response to the activity, implications for future instruction, self reflection. The session must include 2 philosophers, whole group discussion and a creative activity allowing students to express the concept being explored. The creative activity may or may not include a learner product. Students will post a five minute excerpt to the web for class commentary. 30 points

**Critical Thinking Journal:** Students journal weekly reflecting over their personal application of critical/creative thinking, observations of their students critical/creative thinking and the implications for instruction. Journal entries must be posted by 8:00 Monday morning for the prior week. 20 points

**Participation:** Attendance and contribution to discussion and activities. 20 points