Independent Study Online Course Syllabus

Course Number: EDUC 908A

Course Title: Improving Student Thinking

X Online   ☐ Correspondence

Instructor: Nadine McFadden **Phone number:** 440-238-9118 **Email:** NMcFad98@aol.com **Contact Address:** 17536 Brandywine Drive Strongsville, OH 44136	**Units: 3** **Grade Level: 6-12**

Course Description

In order to maximize students' potential a teacher needs to foster inquiry, which leads to knowledge and proficiency. It is imperative to help students manage learning situations that they will encounter in the real world. The overall goal of this course is to help modify current materials and instruction into elements that provide more elements of critical thinking. The intention is not to omit standard criterion-based questions and evaluation, but rather to incorporate higher-order thinking activities into what the instructor is doing at present. Information in this course is in alignment with the National Standards for the teaching profession that are available at http://www.nbpts.org/the_standards .

Course Dates

Self-paced; students may enroll at any time and take up to one year to complete assignments. You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Moodle:

> This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle go to: (http://docs.moodle.org/en/Student_tutorials). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – http://col.fresno.edu/student.

Moodle Site Login and passwords – (or other online course access information)
> Students will need to have internet access to log onto http://ce-connect.fresno.edu. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery please contact the Center for Professional Development at (800)372-5505, or (559)453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm.

Getting Help with Moodle:
> If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a "Request Services" form at http://col.fresno.edu/contact/request-services. Please identify that you are with the Continuing Education/Independent Studies department.

Course Materials

- Course binder - The binder contains all necessary materials, helpful information, and explanations of each assignment.
- Text – *Critical Thinking: Building the Basics* by Timothy L. Walter, Glenn M. Kundsvig, and Donald E.P. Smith. **Students are required to provide themselves with a copy of the text. If you prefer, you can access a website and purchase a used copy of the text.**

Course Requirements

- Compose questions that address the categories of comprehension, evaluation, and creativity. *These 2 activities comprise 20% of total grade.*
- Complete the Intellectual Process chart. *Comprises 10% of grade.*
- Create three lesson plans, on pertaining to each of the three strategies contained in the course text. *Comprises 30% of grade.*
- Create three activities that incorporate cognitive writing. *Comprises 10% of grade.*
- Design a rubric that evaluates thinking skills. *Comprises 10% of grade.*
- Review and report on five articles relating to improving student thinking. *Comprises 20% of grade.*
- Complete the course evaluation
- Contact time – Contact the instructor three times via e-mail during the work period:
    1. Upon initial receipt of the course material and inspection by the student.
    2. Halfway through the course, as a form of progress report. (The student will determine the halfway period.)
    3. Upon completion of the course and prior to submission of materials to the instructor.
        - Contact with the instructor is encouraged at any time.

Course Number and Title: EDUC 908 Improving Student Thinking
Instructor: Nadine McFadden
Date of Revision 2/5/15

To register for courses go to http://ce.fresno.edu/cpd and log in

2

National Content / Common Core Standards

- National Standards are available at http://www.nbpts.org/the_standards. Standards addressed are:
    - III. Instructional Resources
    - V. Meaningful Learning
    - VII. Multiple Paths to Knowledge
    - IX. Assessment
    - X. Reflective Practice
- Additional information is provided regarding Standards in the pages following this syllabus.

Learning Objectives / Outcomes

- Define and apply higher-order thinking that address comprehension, evaluation, and creative questioning for use with students in content areas in the classroom.
- Apply aspects of intellectual competence through questions developed for student's content areas.
- Research and analyze literature to develop strategies for ways to improve student thinking.
- Create critical thinking questions for classroom use.
- Review and synthesize critical thinking strategies.
- Compose and integrate written activities that incorporate critical thinking into lessons.
- Use methods from research to evaluate thinking skills used with classroom students.

Plan lessons using strategies for developing critical thinking

Schedule of Topics and Assignments

Work will be completed in chronological fashion as presented in course binder.

Evidence of Learning

- Course instructor will observe evidence of understanding of course objectives as demonstrated through student's reflective writing assignments.
- Course instructor will observe evidence of understanding of course objectives as demonstrated through the accuracy of the information the student presents.
- Course instructor will observe evidence of understanding of course objectives as demonstrated through care of explanation of the work submitted.
- The student will demonstrate the application and integration of course content to student's teaching area(s) by means of work submitted.

Grading rubric will be included with the course binder. Work of substandard quality (equivalent to a letter grade of C) will be returned to the student for completion or revision.

Course Number and Title: EDUC 908 Improving Student Thinking
Instructor: Nadine McFadden
Date of Revision 2/5/15

To register for courses go to http://ce.fresno.edu/cpd and log in

3

Grading Policies and Rubrics

Example:
250 total points possible
250 – 225 =A
224 – 200 = B or Credit Grade
Below 200 points = no credit

The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.

All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Grading Options

Course participants have the option of requesting a letter grade or a credit/no credit when submitting the online grade form. Students will submit grade form when coursework has been completed. (Instructions will be provided for online grading by the instructor.)

Instructor/Student Contact

Contact the instructor three times via e-mail during the work period:
1.Upon initial receipt of the course material and inspection by the student.
2.Halfway through the course, as a form of progress report. (The student will determine the halfway period.)
3.Upon completion of the course and prior to submission of materials to the instructor.
- Contact with the instructor is encouraged at any time.

References/ Resources

Cotton, Kathleen, "*Classroom Questioning",* North West Regional Educational Laboratory

Golub, Jeff, *Activities to Promote Critical Thinking,* National Council of Teachers, Urbana, Illinois 61801

Janssen, David H., *Computers in the Classroom – Mindtools for Critical Thinking,* Prentice Hall Inc., Englewood Cliffs, NJ, 07632, 1996

Levine, Mel, Phd., *Developing Minds,* video, WGBH Ed., Boston, 2002

Noddings, Nel, *Critical Lessons – What Our Schools Should Teach,* Cambridge University Press, 2006

Rosenblum-Cale, Karen, *Teaching Thinking Skills,* National Education Association, article, reproduced with permission

Scheid, Karen, *Helping Students Become Strategic Learners,* Brookline Books, Cambridge, MA, 02238, 1998

Smith, Donald, Knudsvig, Glenn, Walter, Timothy, *Critical Thinking: Building the Basics,* Wadsworth Publishing Co., Belmont, CA, 94002, 1998

"The Role of Questions in Teaching, Thinking, and Learning"
www.criticalthinking.org, Foundation for Critical Thinking, P O Box 220, Dillon Beach, CA, 94929

Final Course Grade and Transcripts
When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to "Submit Grade Form". Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at http://ce.fresno.edu/cpd - under General Information > CPD Policies.

Plagiarism and Academic Honesty
All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL http://www.fresno.edu.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.

CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components.
Written Communication: Students will *demonstrate* proficient written communication by *articulating* a clear focus, *synthesizing* arguments, and utilizing standard formats in order to *inform* and *persuade* others.
Content Knowledge: Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will *reflect* on their personal and professional growth and *provide evidence* of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will *apply* critical thinking competencies by *generating* probing questions, *recognizing* underlying assumptions, *interpreting* and *evaluating* relevant information, and *applying* their understandings to new situations.
Moral Reasoning: Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian world-view.
Service: Students will *demonstrate* service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.
Quantitative Reasoning: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.
Information Literacy: Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.