

COURSE SYLLABUS

Course:	EDZU 9978 Teaching Critical Thinking Skills to Our Students
Credit Hours:	3.0 credits / 45 hours
Instructor:	Barry Kaufman

Course Description

The ability to think critically is more important now than it ever has been. Critical thinking skills impacts every area of a child's academic experience. Students who can "do" math, but don't understand "why," lack critical thinking skills. Students who can put sentences together correctly grammatically, but can't respond to a writing inquiry meaningfully lack critical thinking skills. Critical thinking is a learnable skill that allows us to make logical and informed decisions to the best of our ability. This course takes a nuts and bolts approach to teaching critical thinking. It is designed to teachers in grade K-12 providing a variety of suggestions for integrating critical thinking activities into their disciplinary courses.

Course Goals

To Know

1. basic principles of critical thinking
2. effective techniques for integrating critical thinking into the classroom.
3. effective techniques for improving critical thinking skills of your students

To Understand

1. why critical thinking is important in an student's overall success
2. the benefits of critical thinking
3. risk of students who lack critical thinking skills

and To Be Able To

1. identify "critical thinking opportunities "
2. ask the important questions to improve understanding
3. use "critical thinking" as a tool to student's overall learning experiences

Course Outline

- A. Understand the basic principles of critical thinking
 - a. The importance of critical thinking
 - b. The benefits of critical thinking
 - c. What is Socratic questioning
 - d. What are logical fallacies
- B. Steps for integrating critical thinking activities into course
 - a. Become familiar with some of the general principles of critical thinking
 - b. Explore how to use evidence to support critical thinking claims
 - c. Design course activities with critical thinking objectives in mind
 - d. Listening and questioning techniques
 - e. Critical thinking and writing
 - f. Develop a portfolio of different methods to give students critical thinking task
- C. Understanding critical thinking through hands on critical thinking exercises
 - a. Provide Teacher critical thinking exercises they can share with students to improve their critical thinking skills
 - b. Student demonstrate how they apply critical thinking in classroom

Methods of Instruction

Teachers enrolled in this course will evaluate primary and secondary sources, and various presentations to understand critical thinking. They will evaluate instructor provided critical thinking exercises to apply concepts learned in this course, with additional exercises they can share with their students to assess their critical thinking skills.

Students will connect with each other throughout the course within forums and various other types of online feedback options built into each class.

Methods of Assessment

In order to earn an A in class, a student must complete all of the assigned readings and assignments, participate in all discussion forums, and compete all of the practicum tasks. In addition, teachers will be required to submit a 3 page review and how they will integrate critical thinking into their classroom curriculum.

In order to earn a B in class, a student must complete all of the assigned readings and assignments, participate in all discussion forums, and compete all of the practicum tasks. In addition, teachers will be required to submit a 1 page review and how they will integrate critical thinking into their classroom curriculum.

Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, and e-mail.

Assignment	Time (in hours)
A brief history of critical thinking. Instructor will present brief history of how and why critical thinking has evolved.	0.25
What is critical thinking and why is it important (how it empowers teachers and students): After instructor led presentation on the fundamental of critical thinking, Participants will read and post in a "forum" setting why they think critical thinking is important in the classroom	1.50
Blooms Taxonomy and critical thinking. Participants will be required to explore the relationship between these concepts.	1.00
Definitions and/or keywords for critical thinking. Participants will be required to demonstrate an understanding of the basic terminology via instructor presented exercises.	1.50
Basic critical thinking skills. Participants will be required to demonstrate an understanding of the basic critical thinking skills via instructor presented exercises.	3.75
How to identifying "arguments: a deeper look into critical thinking. Participants will be explore how "arguments" impacted critical thinking.	1.00
Understanding relationship between closed reading and critical thinking. Participants will be provided information on the difference between closed reading and critical thinking.	1.00
Identifying relationships between critical thinking and emotional intelligence. Participants will read instructor presented information and post in a forum setting how they feel these issues differ and/or are similar.	1.00
Role of Teacher: Varied approach to include instructor provided information, "How to" exercises, and forum driven sharing of information.	4.00
Identify "critical thinking opportunities". Participants will be required to examine how certain events in the classroom can be turned into opportunities to reinforce critical thinking	2.75
Tips for teachers to improve critical thinking skills (beyond the basics). Participants will review instructor provided tips and share with instructors how they can use tips.	4.00
What types of questions should a critical thinking teachers ask. Participants will be required to demonstrate what types of questions stimulate critical thinking.	1.25
Socratic questioning and critical thinking. Participants will read and comment on the relationship between these two concepts.	1.25
What is the role of persuasion in critical thinking. Participants will post and comment on how these two issues are related.	1.00
Critical thinking and writing. Participant will explore how critical thinking can improve writing skills.	1.50
Critical thinking and the internet. Participants will consider how the internet impacts critical thinking.	1.00

Strategies for teaching critical thinking. Multi dimensional approach including instructor provided exercises, forum driven conversations, and participants inputs as to strategies they feel will work best.	4.50
Tips for students to improve critical thinking skills. Ongoing activities within various learning modules. Participants will be comment on instructor provided tips and share with others, tips they feel help their students.	4.25
Road blocks to critical thinking: Logical fallacies. Participants will explore instructor provided logical fallacies and how they impact critical thinking.	2.00
Road blocks to critical thinking: Conversational tricks and fallacies. Participants will explore instructor provided conversational tricks and fallacies how they impact critical thinking.	1.50
Classroom activities (various grade levels will be provided) to enhance critical thinking skills. Throughout the various learning modules, activities will be provided that stimulate critical thinking. Participants will share with instructor on how/why these exercises impact critical thinking.	5.00
Total Time	45.00

B A R R Y S . K A U F M A N

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OBJECTIVE

To share over 30 years of management experiences in a teaching environment (classroom and/or on-line) with a particular focus of management, leadership and communication skills.

EXPERIENCE

2003 – 2017 Dowling College Oakdale, NY

Adjunct Professor

Teaching a variety of Business and Leadership courses at various off site business locations and for Dowling College. Developed a new course that was adopted by the School of Business; “Strategic Communications” for Leaders”.

2003 – 2018 NY Center for Teacher Development Long Island, NY

Adjunct Professor

Developed and teach (3) courses to enhance teacher’s time in the classroom. Courses are “Emotional Intelligence in the Classroom”, “Effective Communications in the Classroom” (on-line and classroom) and “The Art of Mentoring”.

2015 – 2017 Long Island Rail Road Jamaica, NY

Senior Director Operations Support and Analysis

The primary role of this position is the required oversight of the Transportation Services budget (operating and reimbursable) including documenting all financial analysis and full coordination of Transportation hiring plans in support of corporate and department goals. Direct/oversee day to day operation of the Crew Management Office in order to ensure proper operational staffing levels. Direct/Oversee the Statistical Operating division reporting at the discretion of the Sr. Vice President of Operations and Chief Transportation officer. Oversee the required administration functions for the Transportation Services Department with an emphasis on departmental goals. Responsibilities include quantifying Transportation Services staffing needs to support service plans and identifying requirements for 3rd party service provider and other non-payroll requirements.

2006 – 2015 Long Island Rail Road Jamaica, NY

Senior Manager Transportation Administration (Title Change)

Purpose of this position is to provide administrative support to the Transportation Department to ensure internal consistency and compliance with corporate policies, procedures, labor agreements, etc. to ensure the department has trained resources to meet departmental/corporate goals. This position oversees the payroll function and all relevant aspects of contracts, purchasing and budgets.

1993 - 2006 Long Island Rail Road Jamaica, NY

Superintendent Quality Assurance & Administration Director Management & Budget

Purpose of this position is the management and oversight all departmental administrative functions, the development and analysis of operating and reimbursable budget. In addition this position takes the lead role in all activities with the departmental trial office, coordination of all fare collection related activities and management and oversight of crew management and payroll functions.

1988 - 1993 Long Island Rail Road Jamaica, NY

Senior Management Budget & Analysis.

