SPED C010N: CRITICAL THINKING

Item	Value
Top Code	493012 - Job Seeking/Changing Skills
Units	0 Total Units
Hours	40 Total Hours (Lecture Hours 16; Lab Hours 24)
Total Outside of Class Hours	0
Course Credit Status	Noncredit (N)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	Yes; Repeat Limit 99
Grading Policy	P/NP/SP Non-Credit (D)

Course Description

Designed to assist students in acquiring or improving critical thinking skills necessary to function independently in a variety of activities, situations, and environments. Emphasis on problem-solving and decision-making through understanding and evaluating situations, utilizing knowledge of cause and effect relationships, exploring options, and planning and implementing strategies. Noncredit. NOT DEGREE APPLICABLE. Not Transferable.

Course Level Student Learning Outcome(s)

1. At the fundamental critical thinking level, identify information based on similarities and differences.
2. At the intermediate critical thinking level, make a purposeful choice based on information that is relevant vs. irrelevant, fact vs. opinion, cause and effect and ability to identify the main idea.
3. At the advanced critical thinking level, access possible solutions to a problem, develop and implement problem-solving strategies using sequential steps, evaluate the effectiveness of a chosen solution and formulate alternative solutions if needed.

Course Objectives

- I Level 1- Foundation Skills
- I. 1. Employ attention to relevant stimuli.
- I. 2. Demonstrate visual tracking.
- I. 3. Demonstrate discrimination of visual cues.
- I. 4. Differentiate and localize sounds.
- I. 5. Initiate and terminate motor responses.
- I. 6. Demonstrate understanding of directionality.
- I. 7. Use controlled motor responses accurately.
- I. 8. Identify information based on similarities and differences.
- I. 9. Categorize information.
- II Level 2 – Intermediate Skills
- II. 1. Recognize different points of view
- II. 2. Determine information that is relevant from that which is irrelevant.
- II. 3. Formulate questions relevant to topic.
- II. 4. Demonstrate ability to make a purposeful choice.
- II. 5. Distinguish associations based on acquired knowledge.
- II. 6. Assemble, synthesize parts into a whole.
- II. 7. Distinguish stereotypes and biases.
- II. 8. Differentiate between fact and opinion.
- II. 9. Demonstrate understanding of cause-and-effect relationships.
- II. 10. Identify main idea from body of information.
- III Level 3 – Advanced Skills
- III. 1. Formulate conclusions based on body of information.
- III. 2. Recognize and analyze problem situations.
- III. 3. Assess possible solutions or options to problem.
- III. 4. Develop and implement problem-solving strategies using sequential steps.
- III. 5. Evaluate effectiveness of chosen solutions.
- III. 6. Formulate alternative solutions if needed.

Lecture Content

Foundation Skills: Perceptual-cognitive skills Attention and concentration Visual and auditory processing Psycho-motor skills Intermediate Skills Classification of information Single property classification Patterns Visual generalizations Simple seriation Comprehension and cognitive integration:Analyzing and synthesizing information Analyzing Information Flexibility of mental set Distinguish relevant vs. irrelevant Formulating questions Stereotypes and biases Fact vs. opinion Advanced Skills Problem solving Recognizing the situation/problem Developing problem-solving strategies Formulating plans Implementing plans Evaluation Evaluating effectiveness of outcomes Revising plans as needed

Lab Content

Foundation Skills: Perceptual-cognitive skills Attention and concentration Attention to relevant stimuli Disregarding irrelevant stimuli Sustaining attention Visual and auditory processing Visual Visual tracking Visual discrimination Visual-motor control Visual memory Auditory Auditory discrimination Localization of sound Auditory memory Psycho-motor skills Initiating and terminating motor responses Accuracy of motor responses Reaction speed Directionality Intermediate Skills Classification of information Single property classification Patterns Visual generalizations Simple seriation Comprehension and cognitive integration Analyzing and synthesizing information Associations Integrating parts into a whole Decision Making Main Idea Analyzing Information Flexibility of mental set Distinguish relevant vs. irrelevant Formulating questions Stereotypes and biases Fact vs. opinion Advanced Skills Problem solving Recognizing the situation/problem Developing problem-solving strategies Trial and error Deductive and inductive reasoning Formulating plans Sequential steps Projecting consequences Implementing plans Evaluation Evaluating effectiveness of outcomes Revising plans as needed

Method(s) of Instruction

- Regular NC Lect (NC3)
- Regular NC Lab (NC4)
- Live Online Reg NC Lecture (NCB)
- Live Online Reg NC Lab (NCC)

Instructional Techniques

Lecture and discussion of important concepts. Discussion of related current issues of relevance. Hands-on problem-solving skill tasks. Peer supported evaluations.

Reading Assignments

Students will research (using smartphone technology, computers, and text/voice technology) and utilize this knowledge to explore options, planning and implementing strategies for success.

Writing Assignments

Students will record (using smartphone technology, computers, and text/voice technology) their researched findings using their acquired decision-making skills.

Out-of-class Assignments

Students will complete one out-of-class problem-solving assignment requiring the application of critical thinking strategies.

Demonstration of Critical Thinking

Direct observation of standard critical thinking exercises.

Required Writing, Problem Solving, Skills Demonstration

The successful completion of an in-class social problem-solving scenario.

Eligible Disciplines

Special education: Minimum qualifications for these faculty members are specified in title 5, section 53414. Masters degree required. Title 5, section 53414

Other Resources

1. Coastline Library