

Learning Frameworks, PSYC 1300, Assessment Plan

3 = Excellent Work = A

2 = Adequate Work = B&C

1 = Unacceptable Work = D

NA = If the student dropped or withdrew (if student stopped coming to class, but didn't officially withdraw, use "1")

Active Learner Activities = Critical Thinking (CT)

Participation (weekly, group, student-led conversations applying critical thinking to common reader)

50%

Portfolio (weekly written papers and journal entries applying critical thinking to common reader and everyday life)

50%

Rubric for Active Learner Activities			
Fails to Meet Expectations (D-level or Failing Work)	Adequate (C-level Work)	(B-level Work)	Excellent (A-level Work)
<p>No materials received. --or-- Incomplete materials according to assignment.</p> <p>No <u>evidence</u> of increased ability to communicate own point of view in writing or ability to use divergent points of view to analyze real world situations.</p> <p>Student <u>does not</u> illustrate ideas with examples, or does so in an incomplete, disorganized fashion.</p> <p>Student <u>does not</u> exhibit familiarity with elements of thought or universal intellectual standards of critical thinking.</p>	<p>Materials <u>generally</u> meet completion requirements according to assignment (more than 50% complete).</p> <p>Student <u>sometimes</u> demonstrates an ability to communicate their point of view or consider those of others, and do so with a logical progression of ideas.</p> <p>Student <u>sometimes</u> uses examples and evidence to illustrate their ideas in a clear and meaningful way.</p> <p>Student shows <u>some attempt</u> to apply elements of thought and universal intellectual standards to core reader and real life.</p>	<p>Materials meet completion requirements according to assignment (100% complete).</p> <p>Student demonstrates an <u>increasing</u> ability to communicate their point of view in a logical and fair manner. Examines divergent points of view present in core reader and in real world situations.</p> <p>Student uses examples and evidence to support their ideas in a meaningful way <u>more often than not</u>.</p> <p>Student applies elements of thought and universal intellectual standards to core reader and real life situations.</p>	<p>Materials meet and exceed completion requirements according to reading group role.</p> <p>Student demonstrates an <u>increasingly consistent</u> ability to communicate their own point of view logically and fairly depicts the logic of different points of view present in core reader and real life situations <u>in order to question their own perspective</u>.</p> <p>Student consistently uses compelling examples and evidence that support their ideas.</p> <p>Student expertly applies elements of thought and universal intellectual standards to core reader and real life situations.</p>
<p>Student Learning Outcome #1: Exhibit applied critical reading and writing skills by logically and clearly communicating their point of view regarding the course materials and fairly examining points of view that differ from their own.</p>			

Learning Frameworks, PSYC 1300, Assessment Plan

Learning Through Concepts = Communication (COMM)

Conceptual Toolkit (Written presentation of concepts learned throughout semester)	50%
Collaborative Lectures (Oral presentation of concepts learned throughout semester)	50%

Grading Rubric for Learning through Concepts		
	Adequate (B and C-level Work)	Excellent (A-level Work)
<p>Student Learning Outcome#2: Develop and demonstrate a deep understanding of the fundamental and powerful concepts in this and the co-requisite course with the ability to communicate connections to other relevant and accurate concepts and information.</p>	<p>Student demonstrates an <u>adequate</u> ability to logically and clearly communicate an understanding of the fundamental and powerful concepts for both Learning Frameworks and co-requisite course.</p> <p>Student <u>sometimes</u> uses examples and evidence to illustrate their ideas in a clear and meaningful way and connect to relevant and accurate information.</p> <p>Student shows <u>some attempt</u> to apply elements of thought and universal intellectual standards to issue and policy under discussion.</p>	<p>Student demonstrates an <u>excellent</u> ability to logically, clearly, and creatively communicate an understanding of the fundamental and powerful concepts for both Learning Frameworks and co-requisite course.</p> <p>Student <u>consistently</u> uses compelling, relevant examples and evidence that support their ideas in a clear and meaningful way and connects to relevant and accurate information.</p> <p>Student <u>expertly</u> applies elements of thought and universal intellectual standards to issue and policy under discussion.</p>
Fails to Meet Expectations (D-level or Failing Work)		
	<p>No evidence of ability to logically or clearly communicate an understanding of the fundamental and powerful concepts for both Learning Frameworks and co-requisite course.</p> <p>Student <u>does not</u> illustrate ideas with examples or connections, or does so in an incomplete, disorganized fashion.</p> <p>Student <u>does not</u> exhibit familiarity with elements of thought or universal intellectual standards of critical thinking.</p>	

Belongingness and Personal Responsibility = Personal Responsibility (PR)

UHCL Scavenger Hunt (credit for engaging around campus and taking personal responsibility for one's own education)	100%
90-100s. = A, 80-89 pts. = B, 70-79 pts. = C, 60-69 pts. = D, 59 pts. and below is failing.	

Student Learning Outcome #4: Establish personal responsibility by becoming civically engaged in their classroom, university, education, and community by identifying the breadth of relevant resources and information in order to succeed.

Learning Frameworks, PSYC 1300, Assessment Plan

Joining a Scholarly Conversation Project

Annotated bibliography as a product of preliminary research pursuant to Service Learning Project.

Grading Rubric for Joining a Scholarly Conversation Project		
	Fails to Meet Expectations (D-level or Failing Work)	Adequate (B and C-level Work)
<p>Student Learning Outcome#2: Logically develop a research question (question at issue) connected to a service learning project to locate and assess relevant and significant secondary sources in preliminary research.</p>	<p>Incomplete annotated bibliography. Missing citations. Annotations are too brief to be meaningful or more or less repeat language from the article or book. Summary does not explain how the information in the bibliography is or is not relevant to the question at issue.</p>	<p>Annotated bibliography is complete. Annotations attempt to apply the students own evaluation to the reading content. Summary generally demonstrates how the readings in the bibliography are or are not relevant to the question at issue, with some minor deviations.</p>
		<p>Excellent (A-level Work)</p> <p>In addition, the excellent project focuses on the most relevant information associated with the question at issue and is able to precisely articulate the relevance of this information.</p>

The University Of Houston Clear Lake
School Of Human Sciences And Humanities
Learning Frameworks—PSYC 1300

Instructor	
Course Information	
Office Hours	
Peer Mentor	
Co-Requisite Course	POLS 2305, POLS 2306, HIST 1301, or HIST 1302

COURSE DESCRIPTION:

In this Seminar, students develop the intellectual readiness that will enable them to complete their degrees successfully. In this Seminar students come to understand that a university education is a valuable process through which they become advanced critical thinkers. They become aware of how this will help them achieve their own goals and desires. Students first learn in detail what is meant by the concept of critical thinking. Afterward, students develop this knowledge into a toolbox by applying it to the concepts of civic engagement and citizenship in their co-requisite course.

This Seminar and the co-requisite course become a learning community in which students actively engage the **central question**: “How does critical thinking help us become engaged, purposeful global citizens?” Through this active engagement students become productive users of critical thinking skills who know the value of critical thinking in their courses, their education, and their world.

STUDENT LEARNING OBJECTIVES:

1. Exhibit applied critical reading and writing skills by logically and clearly communicating their point of view regarding the course materials and fairly examining points of view that differ from their own;
2. Develop and demonstrate a deep understanding of the fundamental and powerful concepts in this and the co-requisite course with the ability to communicate connections to other relevant and accurate concepts and information;
3. Logically develop a research question (question at issue) connected to a service learning project to locate and assess relevant and significant secondary sources in preliminary research; and
4. Establish personal responsibility by becoming civically engaged in their classroom, university, education, and community by identifying the breadth of relevant resources and information in order to succeed.

FUNDAMENTAL AND POWERFUL CONCEPTS:

Think of these as the twenty-years-from-now ideas. In twenty years, long after you have forgotten my name, these fundamental concepts, if mastered in a deep and personal way, will be tools that you can use to understand the world. During this semester, you can use these concepts to think critically about any of the new ideas or information present in your learning networks.

The Fundamental and Powerful Concepts are:

(PSYC 1300) Critical Thinking, Information, Clarity, Fairness, Assumptions, Implications, Civic Engagement, Citizenship, Voice, and Marginality.

- (HIST 1301) Change over time, Context, Contingency, Causality.
- (HIST 1302) Equality, opportunity, class, gender and race.
- (POLS 2305) Government, Politics, Power, Function, and Structure.
- (POLS 2306) Politics, Democracy, Government, Theory, Civic Friendship, Deliberation.

TEXTS & REQUIRED MATERIALS

Common Reader (A new reader is selected annually by university-wide, interdisciplinary committee)

Elder, Linda and Richard Paul (2009) *Critical Thinking: Concepts & Tools*. The Foundation for Critical Thinking: Tomales, CA.

hooks, bell. (2010) *Teaching Critical Thinking: Practical Wisdom*. Routledge: New York.

Other interdisciplinary critical essays about critical thinking and advanced cognition available electronically.

COURSE REQUIREMENTS:

Active Learner Activities CT

Participation	20%
Portfolio	20%

Learning Through Concepts COMM

Conceptual Toolkit	10%
Collaborative Lectures	10%

Service Learning 10%

Belongingness and Personal Responsibility PR

UHCL Scavenger Hunt	15%
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Joining a Scholarly Conversation Project 15%

100%

Active Learner Activities

Participation:

We will exercise our critical thinking skills in conversation, so participation counts for a significant portion of your final evaluation in this class. You will not receive an “A” in participation if you never or sporadically contribute to the discussion, even if you have perfect attendance. This class is a two-way conversation: I will be listening to your comments, responding to your questions and queries, as well as soliciting your reactions to specific passages, ideas, and issues; you are expected to do the same for your colleagues in the course. Thoughtful, reflective, and relevant contributions will work in your favor for your final grade. Strive for your participation in all group work and class discussions to be clear, accurate, and fair—and frequent!

In keeping with our theme of civic engagement, it is important that we express our ideas in a respectful manner that advances our conversation. We should all consider not only the comments

that we want to make, but the overall classroom dynamic: who is speaking more, who less? How might we best contribute to an atmosphere that enables everyone to participate meaningfully? How do we acknowledge and negotiate disagreements? Most importantly, consider what a classroom of engaged citizens scholars would look like? How might we collectively create such a space?

On a practical note, checking email, texting, and surfing are behaviors which do not encourage our conversation and are not permitted during class time. **Phones should be off and stored out of sight at all times unless their use is specifically requested by the instructor.** If you use a laptop for taking notes, please respect our learning space and do only that while you are in class.

Effective communication is a highly transferable skill, but one that requires practice. Therefore, your active participation in the course is required. You will also complete a semester-end evaluation of yourself and each member of your reading group that will factor into your participation grade. You are allowed two absences for any reason. After that a full letter grade will be deducted from your semester grade for each absence regardless of the cause. After 5 minutes, attendance will be taken and you will be marked as tardy. Two tardies will count as an absence.

Portfolio

The first portion of each class will be engaged in an in-depth discussion of the assigned reading. You will be placed in a reading group and will prepare written materials each week to facilitate your discussion according to your weekly reading group role. You will receive feedback on how well you applied the Universal Intellectual Standards in your written preparation materials and your work will be assessed as Excellent, Adequate, Poor, or Fails to Meet Expectations.

In addition, at the end of most class periods, you will write in your intellectual journal. In this journal you will link critical thinking to everyday life by reflecting critically on a real-world situation for which you will be given a prompt.

At the end of the semester you will turn in a portfolio containing each graded assignment and your intellectual journal. These portfolios should demonstrate your intellectual growth in terms of your confidence in your ability to reason, your fair-mindedness and your intellectual empathy. Your portfolio should also demonstrate your understanding of the Elements of Critical Thinking and your practice of the Intellectual Standards. Your group's evaluation of your contribution to their learning will weigh heavily in your final grade, so be punctual, attentive and thoughtful in your discussions.

Learning Through Concepts

Conceptual Toolkit Project

You will create your own personalized toolkit clarifying the Fundamental and Powerful Concepts of this and your co-requisite course. You will define and clarify each of the concepts using your own experience and knowledge gained to that point in the semester—think of it as your own ‘personalized’ textbook. This conceptual toolkit will then become your map for analyzing the public policies and issues presented in this course and should provide you with an organizing framework as you study for your co-requisite course.

Collaborative Lectures

During the last third of the semester you will participate in a collaborative lecture. I will post a four to six slide policy topic to <http://prezi.com/> one week prior to the lecture date. This prezi slide show will introduce a university, municipal, state, federal or international policy. It will then prompt you to examine this policy by responding to a set of questions using your conceptual toolkit. During class, I will introduce the topic and the students collaborating on the day's lecture will each have five minutes logically to explain the relevance of their slide. Your collaborative lecture will be evaluated on the clarity with which you are able to use relevant fundamental and powerful concepts from your conceptual toolkit to analyze the new information presented.

Service Learning

You and your reading group will jointly select an organization in cooperation with the University Student Leadership, Involvement, and Community Engagement (SLICE) office. You will need to complete any training required by that organization and five additional volunteer hours. If at all possible, you should complete these hours with members from your reading group. Proof of completion of these service hours must be submitted by Week #8.

Joining a Scholarly Conversation Project

When you enrolled at UHCL you became a member of an academic community. Universities are not ivory towers where smart people do research just for the sake of curiosity. Universities are part of a web of interconnected communities through which scholars of all levels share research and ideas. Together we build knowledge—knowledge which can be used to resolve problems and improve lives. New students at the university are often unaware that they are now participating in these scholarly discussions through their coursework.

In the Joining a Scholarly Conversation project students will be introduced to existence of these scholarly conversations in a very concrete manner. Students will produce an annotated bibliography in EndNote for all of the readings that they are required to read in **ALL** of their semester courses. They will then add to this annotated bibliography by researching five peer reviewed articles on the open-ended topic of civic engagement around the social need encountered in the student's service learning.

After examining all of this *information* for **relevancy**, students should articulate clearly a narrow question related to this topic that could be pursued in further research. Student will then write a one-page summary that *communicates* the relevance or irrelevance of the information in the bibliography and why the question they have identified for further research is the question-at-issue, a question which in answering will lead to better information or better services.

Belongingness and Personal Responsibility

Scavenger Hunt Project

In order to ensure the successful completion of your degree at UHCL, you will need to be an engaged citizen of this campus. This means getting involved in things important to you and knowing how (and when) to ask for help. To facilitate this engagement, part of your grade for this course is a UHCL Scavenger Hunt. Connect around campus with various academic, student services, and personal wellness activities and resources to accrue points for this portion of your grade throughout the semester.

Week	Topic/Weekly Objective
Week #1	<p>Introduction to Course/Navigating a Syllabus</p> <p><i>Objective: Students will understand why university courses use a syllabus and master the skills for clarifying these important documents.</i></p>
Week #2	<p>Why critical thinking? How do our interests and value map onto our engagement in our world? What's the importance of active reading?</p> <p><i>Objective: Students will be able clearly to articulate a definition of critical thinking and recognize the elements of thought. They will also understand how the reading roles assignment will enhance their active reading skill-set.</i></p> <p>Common Reader Selection Critical Thinking Text: <i>CTC&T</i>: through page 10</p>
Week #3	<p>How do we ensure that we are engaged in quality thinking?</p> <p><i>Objective: Students will know the intellectual standards and have practice in the questions that can be used to apply them.</i></p> <p>Common Reader Selection Critical Thinking Text: "Conversation"</p>
Week #4	<p>What are the beautiful questions of your courses?</p> <p><i>Objective: Students will come to understand the purpose of the University and the importance of their role in it.</i></p> <p>Common Reader Selection Critical Thinking Text: hooks "Critical Thinking"</p>
Week #5	<p>Going Beyond Google and Evaluating Information to Be Better Critical Thinkers</p> <p><i>Objective: Students will understand that information varies in quality and how the library can be used as a place to find and evaluate information and access relevant and high quality sources of information</i></p> <p>Common Reader Selection Critical Thinking Text: "What We Really Miss about the 1950s"</p>
Week #6	<p>Critical Thinking Through Concepts</p> <p><i>Objective: Students will practice evaluating their own reasoning by clarifying concepts using SEEI.</i></p> <p>Common Reader Selection Critical Thinking Text: hooks: "Decolonization"</p>
Week #7	<p>Introduction to Academic Research: Exploring Our beautiful questions</p> <p><i>Objective: Students will learn how to use library research databases and Endnote software.</i></p> <p>Common Reader Selection</p>

Week #8	<p>Evaluating Our Reasoning <i>Objective: Students will think about how they can further develop their advanced critical thinking skills by striving toward the essential intellectual traits.</i></p> <p>Common Reader Selection Critical Thinking Text: hooks: “Learning Past the Hate” and “Conflict”</p>
Week #9	<p>Envisioning Critical Societies <i>Objective: Students will understand the principle of fairness in critical thinking and use this standard to consider how cultivating the Intellectual Traits can help overcome the egocentric and sociocentric thinking.</i></p> <p>Common Reader Selection Critical Thinking Text: hooks “Collaboration”</p>
Week #10 3/29-4/4	<p>MODEL Collaborative lecture #1: Academic integrity <i>Objective: Students will understand the value of academic and intellectual integrity for their education.</i></p> <p>Common Reader Selection Critical Thinking Text: hooks: “Engaged Pedagogy”</p>
Week #11 4/5-4/11	<p>Collaborative Lecture #2: Civil Rights Act of 1964 <i>Objective: Students will become more proficient in clearly articulating their own critical analysis of public policies and issues utilizing their conceptual toolkit.</i></p> <p>Common Reader Selection Critical Thinking Text: hooks: “Moving Past Race and Gender”</p>
Week #12	<p>Collaborative Lecture #3: Title IX <i>Objective: Students will become more proficient in clearly articulating their own critical analysis of public policies and issues utilizing their conceptual toolkit.</i></p> <p>Common Reader Selection Critical Thinking Text: hooks: “Democratic Education”</p>
Week #13	<p>Collaborative Lecture #4: Dream Act <i>Objective: Students will become more proficient in clearly articulating their own critical analysis of public policies and issues utilizing their conceptual toolkit.</i></p> <p>Common Reader Selection Critical Thinking Text: “Women’s Labor Issues”</p>
Week #14	<p>Collaborative Lecture #5: ADA <i>Objective: Students will become more proficient in clearly articulating their own critical analysis of public policy utilizing their conceptual toolkit.</i></p> <p>Common Reader Selection Critical Thinking Text: hooks: “Practical Wisdom”</p>
Week #15	<p>Final Conversation: Revisiting your value map. <i>Objective: Students will practice intellectual courage and humility.</i></p> <p>Finish Common Reader Critical Thinking Text: CTC&T: 10-23</p>