WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE NUMBER: MED 7803

COURSE TITLE: Creative and Critical Thinking

TEXTBOOK
Teaching for Successful Intelligence: To Increase Student Learning and Achievement 2nd Edition (2007)
Robert Sternberg and Elena L. Grigorenko
ISBN: 9781412955829
Corwin Press
http://www.corwin.com/booksProdDesc.nav?prodId=Book231603

COURSE DESCRIPTION
The focus of this course is to study the theoretical and practical aspects of creativity and critical thinking, understand characteristics of highly creative people, and explore ways to promote creativity and critical thinking. The course is an introduction to major definitions, theories, and research related to the study of creativity and critical thinking. Educators will design, implement, and evaluate instruction related to the unique learning needs of individuals with gifts and talents.

Course Format
• Cross-listed: This course is crossed listed with MED 7803: Creative and Critical Thinking
• Course Format: The course is offered in a tradition, hybrid or a distance-learning format. Hybrid courses are taught in an online Learning Content Management System, Blackboard™.
• Distance learning: A webcam will enhance the learning experience during a virtual conference or synchronous sessions.
• DIS 095: Distance Learning Orientation for Students is a prerequisite for registering for a hybrid or online format. DIS 095 is free of charge and can be completed through Blackboard™ in approximately 60 minutes. The orientation is located at http://www.wilmu.edu/distancelearning/dlorientation.aspx

I. CONCEPTUAL FRAMEWORK

The course is structured to reflect the eight essential program attributes described in the College of Education Conceptual Framework found at http://www.wilmu.edu/education/clinicalstudies/conceptframework.aspx#knowledgebases

II. PROGRAM COMPETENCIES /STANDARD-BASED INSTRUCTIONAL GOALS
A. National Gifted Education Standards/ Program Competencies: The program competencies adopted for the Master of Education in Instruction: Gifted and Talented Learners degree program are the National Association for Gifted Children (2008). These standards can be found at http://www.nagc.org/uploadedFiles/Information_and_Resources/NCATE_standards/final%20standards%20(2006).pdf

Program Competency Standard 1: Foundations
Educators make decisions based on a thorough understanding of the historical and philosophical foundations of gifted and talented education, including contemporary issues related to inclusion, diversity, and context

Program Competency Standard 2: Development and Characteristics of Learners
Educators create instructional experiences and learning environments that support the developmental trajectories and idiosyncratic ways of learning needed by individuals of gifts and talents.

Program Competency Standard 3: Individual Learning Differences
Educators critically assess the effects that gifts and talents can have on an individual’s learning in school and throughout life. Moreover, educators research ways in which language, culture, and family background interact and impact academic, social behaviors, attitude, values and interest.

Program Competency Standard 4: Instructional Strategies
Educators use effective pedagogical approaches, instructional, and management strategies for supporting the learning needs of individuals with gifts and talents in various domains.

Program Competency Standard 5: Learning Environments and Social Interactions
Educators create learning environments that encourage positive interpersonal relationships and social interactions, foster cultural understanding, safety, and emotional well-being that will prepare individuals with gifts and talents to live in a culturally diverse world independently and productively.

Program Competency Standard 6. Language
Educators use a wide range of strategies, information and communication technology, and assistive technology to address the diverse needs of all individuals with gifts and talents.

Program Competency Standard 7: Instructional Planning
Educators design, implement, evaluate, and revise curriculum that provides differentiated instructional opportunities directly related to the unique learning needs of individuals with gifts and talents, facilitating these actions in a collaborative context.

Program Competency Standard 8: Assessment
Educators use appropriate and multiple types of assessment information for identification and learning progress decisions.

Program Competency Standard 9: Professional and Ethical Practice
Educators engage in professional, ethical, and reflective practices while being committed to participating in professional development opportunities.

Program Competency Standard 10: Collaboration

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Educators work collaboratively with families, school personnel, and related service providers to communicate, advocate, and promote programs that benefit individuals with gifts and talents.

B. Model Standards for Teacher Licensing, Assessment and Development from The Interstate New Teacher Assessment and Support Consortium (1992) by the Council of Chief State School Officers. The standards can be found at the website http://www.ccsso.org/content/pdfs/corestrd.pdf.

C. Graduation Competencies: The graduation competency that is measured in this course is Disciplined Inquiry • Utilize quantitative, qualitative, and scientific reasoning to solve problems. • Exercise critical thinking strategies, including reasoning, problem solving, analysis, and evaluation. • Define a problem or issue and develop questions and methods to address the problem or issue and/or to create new knowledge.

Core Learning Activities/Assessment Strategies
• Educators will provide a reference page using APA citations for all projects.
• Educators will respect intellectual property by citing the sources.

C. Individual Development and Educational Assessment (IDEA) Learning Objectives:
• Essential objective: #4. Developing specific skills, competencies and points of view needed by professionals of this field.
• Important objective: #3. Learning to apply course material

III. NAGC-CEC PERFORMANCE-BASED STANDARDS AND LEARNING ACTIVITIES

A. Program Competency Standard 6. Language and Communication
Educators use a wide range of strategies, information and communication technology, and assistive technology to address the diverse needs of all individuals with gifts and talents.

Knowledge Components and Skills
K.1. Forms and methods of communication essential to the education of individuals with gifts and talents, including those from diverse backgrounds
K.2. Impact of diversity on communication
K.3. Implications of culture, behavior, and language on the development of individuals with gifts and talents
S.1. Access resources and develop strategies to enhance communication skills for individuals with gifts and talents including those with advanced communication and/or English language learners
S.2. Use advanced oral and written communication tools, including assistive technologies, to enhance the learning experiences of individuals with exceptional learning needs

B. Program Competency Standard 4: Instructional Strategies
Educators use effective pedagogical approaches, instructional, and management strategies for supporting the learning needs of individuals with gifts and talents in various domains.

*Knowledge Components and Skills*

4.1. School and community resources, including content specialists that support differentiation

4.2. Curricular, instructional, and management strategies effective for individuals with exceptional learning needs

*Skills*

4.1. Apply pedagogical content knowledge to instructing learners with gifts and talents

4.2. Apply higher-level thinking and metacognitive models to content areas to meet the needs of individuals with gifts and talents

4.3. Provide opportunities for individuals with gifts and talents to explore, develop, or research their areas of interest or talent

4.4. Preassess the learning needs of individuals with gifts and talents in various domains and adjust instruction based on continual assessment

4.5. Pace delivery of curriculum and instruction consistent with needs of individuals with gifts and talents

4.6. Engage individuals with gifts and talents from all backgrounds in challenging, multicultural curricula

4.7. Use information and/or assistive technologies to meet the needs of individuals with exceptional learning needs

**C. Program Competency Standard 7. Instructional Planning**

Educators plan inquiry-based instruction based upon knowledge of subject matter, learners, the community, and curricular goals that regularly involves students in planning and managing their learning experiences to gain global and cultural awareness of the knowledge and skills need for the 21st workforce

*Learning Outcomes/Assessment Strategies*

- Skilled a using a systematic approach to designing and developing effective instruction
- Skilled at the designing and developing effective instruction
- Skilled at understanding different instructional models for instructional planning

**IV. METHODOLOGY PHILOSOPHY AND EVALUATION:**

A. Instructional strategies appropriate for adult learners are implemented such as project-based and problem-based instructional practices, active participation in goal setting and self-evaluation, experiential activities, and student-centered learning environments. The course content and instructional design are informed by adult learning theories and may take place in student-only, teacher-led, or community-based settings. These methodologies fit well with transformative theory, situated cognition, and a social-cultural perspective.

B. **Assessment and Evaluation**: Assignments will be scored using performance-based assessments.
Grade A: Excellent. The student has demonstrated a quality of work and accomplishments far beyond the normal requirements and shows originality of thought and mastery of material. To receive an A in this course, the candidate must earn a total of a 95%.

Grade B: Good. The student’s achievement exceeds satisfactory accomplishment, showing a clearer indication of initiative, comprehension of material, and the ability to work with concepts.

Grade C: Satisfactory. The student has met the formal requirements and has demonstrated comprehension of the material and the ability to work with concepts.

V. Course information and course schedule:
   See MED 7807 for complete information about this course.
   - This course has an observation component that satisfies the additional credit.

VI. CeCRAM/STRUCTURED EXTERNAL ASSIGNMENT
   CeCram/Structured External assignments that measure program competencies for this course must be uploaded into E-Folio. Failure to upload the assignment will automatically result in a failing score for that assignment.

A. EVALUATED ASSIGNMENT for PROGRAM COMPETENCY Standard 6. Language and Communication
   Prepare a lesson activity that promotes and enhances the role of language and communication skills for an advanced reader or precocious child/youth. Include strategies that address one of these area: the creative use of advanced language ability, cultural and linguistic differences, critical thinking, assistive technologies, information and communication technologies, visual and performing arts, critical or analytical thinking, or ways to facilitate the understanding of content for English-language learners. *Properly cited resources and information are required for the project to be assessed

Alternative Assignment Candidates should write a research paper that aligns with Standard Program Competency 6. Language.

Topic of Paper: The research paper should focus upon ONE of these topics:
   - Instructional strategies that focus upon verbal and written development in gifted students (four or five)
   - Impact of cultural and linguistic differences on communication: identify (four/five) information or communication technologies that support and enhance an individual’s language proficiency
   - Assistive technologies that can be used to address diverse (three different diversities) needs of all individuals with gifts and talents.

Criteria for paper
   - 6-10 pages
   - Proper APA citations and references.
   - Research paper should include at least four resources (peer-reviewed journals, no Internet sites).
   - Structure the research to these questions:
VI PORTFOLIO REQUIREMENT
There is a portfolio requirement in this course. Educators are asked to demonstrate their knowledge and skills of the National Gifted Education Standards. The purpose of the portfolios is to serve as a chronicle of your experiences documenting your strengths and accomplishments. Upon completion of each course, the educator needs to select products that show that they have met specific competencies of that course to place in his/her portfolio and write a narrative. For each standard, there must be a clear, concise narrative that reveals the connection between the product and competency. The narrative format is based on the D.A.R. model. Procedures and directions for completing the project are located in Appendix A.

VIII. ATTENDANCE POLICIES: College of Education Policy
In the College of Education, faculty must approve all request for absences that are exceptions to the University policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence). Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative towards class absences. It is the student’s responsibility to obtain and complete assignments on the due dates.

It is the student’s responsibility to obtain and complete assignments on the due dates. Candidates who register and enter the course on the drop/add date have four days to complete the first week’s assignments.

IX. REFERENCES


PROGRAM COMPETENCY 6. Language and Communication

COURSE: MED 7807

TITLE: Creativity and Critical Thinking

PROGRAM COMPETENCY Standard 6. Language and Communication

Educators use a wide range of strategies, information and communication technology, and assistive technology to address the diverse needs of all individuals with gifts and talents.

GRADUATION COMPETENCY #3 Disciplined Inquiry  • Utilize quantitative, qualitative, and scientific reasoning to solve problems. • Exercise critical thinking strategies, including reasoning, problem solving, analysis, and evaluation. • Define a problem or issue and develop questions and methods to address the problem or issue and/or to create new knowledge

EVALUATED ASSIGNMENT:

Prepare a differentiated lesson (based on analysis of population) that promotes and enhances the role of language and communication skills for an advanced reader or precocious child/youth. Include strategies that address one of these areas: the creative use of advanced language ability, cultural and linguistic differences, critical thinking, assistive technologies, information and communication technologies, visual and performing arts, critical or analytical thinking, and/or ways to facilitate the understanding of content for English-language learners.

For all Fall 2011 starters, this CeCRAM/Structured External Assignment is to be completed on your MED 6103 E-Folio (the e-Portfolio) under the course MED 7807. This assignment must be uploaded onto E-Folio.

<table>
<thead>
<tr>
<th>Scoring Elements PC# 6 Performance Indicator</th>
<th>Emerging (1)</th>
<th>Beginning (2)</th>
<th>Developing (3)</th>
<th>Proficient (4)</th>
<th>Transformative (5)</th>
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<tbody>
<tr>
<td>Educators use a wide range of strategies, information and communication technology, and assistive technology to address the diverse needs of all individuals with gifts and talents.</td>
<td>The educator identifies strategies that promote communication and language development. The project lacks specific details and missing components. Content is accurate.</td>
<td>The educator identifies strategies that promote communication and language development. The project lacks specific details. Content is accurate.</td>
<td>The educator identifies and explains relevant strategies to promote communication and language development.</td>
<td>The educator uses data results to design a lesson that has appropriate and effective communication strategies that (1) advances different language development skills, and (2) matches</td>
<td>The educator uses data results to design a creative and original lesson that has appropriate and effective communication strategies that (1) advances different language development skills, and (2) matches</td>
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<tr>
<td>Graduation Competency# 3. Disciplined Inquiry: • Utilize quantitative, qualitative, and scientific reasoning to</td>
<td>The educator shows developing skills that meets the criteria with severe errors:</td>
<td>The educator shows basic skills that meet the criteria with few errors:</td>
<td>The educator shows basic skills that meets all the criteria with a couple of</td>
<td>The educator shows proficiency skills that meets all criteria:</td>
<td>The educator shows exemplary skills that exceed all criteria:</td>
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<tr>
<td>References and citations are present (APA).</td>
<td>The paper is written satisfactorily. References and citations are present (APA).</td>
<td>The project meets the criteria. Content is accurate. The paper is written satisfactorily. References and citations are present (APA).</td>
<td>and (2) matches language proficiency, cultural, and linguistic differences. Explains how the data results support the instructional decisions and the how the instructional methods to promote language development and communication skills. The effects of culture and diversity on communication are explained and linked to the theory. The paper is professionally written and citations are appropriate (APA).</td>
<td>and (2) matches language proficiency, cultural, and linguistic differences. Explains how the data results support the instructional decisions and the how the instructional methods to promote language development and communication skills. The effects of culture and diversity on communication are explained and linked to the theory. The paper is professionally written and citations are appropriate (APA).</td>
<td>and (2) matches language proficiency, cultural, and linguistic differences. Explains how the data results support the instructional decisions and the how the instructional methods to promote language development and communication skills. The effects of culture and diversity on communication are explained and linked to the theory. The paper is professionally written and citations are appropriate (APA).</td>
</tr>
</tbody>
</table>
solve problems. • Exercise critical thinking strategies, including reasoning, problem solving, analysis, and evaluation. • Define a problem or issue and develop questions and methods to address the problem or issue and/or to create new knowledge

Critical thinking strategies, including reasoning, problem solving, analysis, and evaluation are needed. The problem is too broadly defined or not clearly defined to identify relevant aspects of the topic

Defining a problem or issue and develops questions and methods to address the problem or issue or creates new knowledge.

quantitative, qualitative, or scientific reasoning to solve problems; critical elements of the methodology or theoretical framework are misinterpreted.

Errors:
• Utilizes quantitative, qualitative, or scientific reasoning to solve problems; critical elements of the methodology or theoretical framework are incorrectly developed.

Exercises critical thinking strategies, including reasoning, problem solving, analysis, and evaluation; organizes evidence, but patterns are not revealed consistently.

Exercises critical thinking strategies, including reasoning, problem solving, analysis, and evaluation; organizes evidence, but the organization is not effective in revealing important.

Quantitative, qualitative, or scientific reasoning to solve problems; all elements of the methodology or theoretical framework are present and skillfully developed.

Exercises critical thinking strategies, including reasoning, problem solving, analysis, and evaluation; organizes and synthesizes evidence to reveal insightful patterns, similarities, or differences.

Defines a creative, focused, and manageable topic, problem, or issue and develops questions and methods to address the problem or issue or creates new knowledge.

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| patterns. | Defines a basic problem or issue and develops questions and methods to address the problem or issue or creates new knowledge. | knowledge. |
The Graduation Competency 2. Written Communication rubric is available for scoring any written work. The graduation competency is not collected in this course. The rubric is provided to ensure consistency of scoring written work across all graduate level courses.

<table>
<thead>
<tr>
<th>Graduation Competency2. Written Communication: Educators will • write clearly, concisely and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary while utilize appropriate APA format for scholarly writings</th>
<th>The educator’s writing lacks unity and specific details.</th>
<th>The educator writes understandably, but writing is minimally unified and may lack transitions. Writing reveals several errors in the conventions of standard written English and those errors interfere with understanding.</th>
<th>The educator writes clearly, concisely, and appropriately using correct English grammar, punctuation, mechanics, sentence structure, and vocabulary.</th>
<th>The educator writes clearly, concisely, and appropriately (error-free) using correct English grammar, punctuation, mechanics, sentence structure, and vocabulary.</th>
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<tbody>
<tr>
<td>APA format for scholarly writings</td>
<td>References and citations are needed.</td>
<td>References and citations are present, but not necessarily APA style.</td>
<td>References and citations are appropriately formatted in APA style.</td>
<td>References and citations are appropriately formatted in APA style and reflect recent research-based literature.</td>
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## Blackboard Discussion Rubric

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<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tr>
<td><strong>Reflection</strong></td>
<td>Reflection demonstrates a conscious and thorough understanding of the questions and the responses.</td>
<td>Reflection demonstrates a thoughtful understanding of the questions and the responses.</td>
<td>Reflection demonstrates a basic understanding of the questions and the responses.</td>
<td>Reflection demonstrates a limited understanding of the questions and the responses.</td>
<td>Reflection demonstrates little understanding of the questions and the responses.</td>
</tr>
<tr>
<td><strong>Conventions of Language</strong></td>
<td>Demonstrates control of conventions with <em>no</em> errors.</td>
<td>Demonstrates partial control of conventions with occasional errors that do not hinder comprehension.</td>
<td>Demonstrates limited control of conventions with frequent errors that do make comprehension difficult.</td>
<td>Demonstrates little control of conventions making the piece nearly incomprehensible.</td>
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<tr>
<td><strong>Blackboard Responding</strong></td>
<td>Responds by Sunday, offers meaningful dialogue <em>and</em> responds to at least two classmates <em>every</em> week.</td>
<td>Responds by Sunday, offers meaningful dialogue <em>or</em> responds to at least two classmates <em>every</em> week.</td>
<td>Responds minimally each week.</td>
<td>May respond, but fails to respond to classmates in a meaningful dialogue every week.</td>
<td>Misses more than one week of Blackboard Discussion expectations.</td>
</tr>
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Appendix A

Professional Portfolio for Teachers of Gifted and Talented Learners

Portfolio
A professional portfolio consists of artifacts and a narrative that reveal the candidates knowledge and skills of a set of standards. The portfolio enables candidates to demonstrate and document their competence rather than depending upon others to assess and evaluate their abilities (talents) and capabilities (competence and qualifications). In each course, the educator will complete an entry in his/her portfolio for the standard that was address in that specific course.

- The candidate provides an artifact for each standard: The artifact provides evidence of your competency.
- The candidate writes a narrative for each National Gifted Education Standard (NAGC, CEC, TAG, 2008) using the D.A.R. model. The narrative is a written account that includes an explanation or description, an analysis component, and a reflection.

Model for Writing the Narrative
Teachers are required to write a narrative using the D.A.R. model. The Model consists of the following components: *Describe, *Analysis, and *Reflect,

FOR EACH STANDARD:
1. Describe
   Describe why you chose this artifact and how the artifact provides evidence of your competence in implementing the standard in your practice. (The explanation will require you to define what the standard means to you.)

2. Analysis
   Provide a short narrative about the selection process for including the artifact in the portfolio. What characteristics, elements, or features of the artifact make it an example that represents your knowledge and skills of the standard?

3. Reflect
   Write a reflection that explains the impact or effect of implementing the standard in one’s professional practice.
<table>
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<tr>
<th>Portfolio Elements</th>
<th>Emerging (1)</th>
<th>Beginning (2)</th>
<th>Developing (3)</th>
<th>Proficient (4)</th>
<th>Transformative (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Narrative</td>
<td>A poorly written explanation of the relationship between the standard and artifact. Analysis is poorly written and omits several of the following components: (1) connections among the artifact, professional work, and the standard, (2) how the standard guides professional practice, (3) an insightful, objective examination of current practices, strengths and goals (4) practices that address diversity in the classroom, and (5) disposition and commitment toward working with student, families, and communities. Reflection is basic.</td>
<td>An explanation of the relationship between the standard and artifact. Analysis addresses some of the components: (1) connections among the artifact, professional work, and the standard, (2) how the standard guides professional practice, (3) an insightful, objective examination of current practices, strengths and goals (4) practices that address diversity in the classroom, and (5) disposition and commitment toward working with student, families, and communities.</td>
<td>A basic explanation of the relationship between the standard and artifact. Analysis is an explanation of the following components: (1) connections among the artifact, professional work, and the standard, (2) how the standard guides professional practice, (3) an insightful, objective examination of current practices, strengths and goals (4) practices that address diversity in the classroom, and (5) disposition and commitment toward working with student, families, and communities.</td>
<td>Description detailed explanation of the relationship between the standard and artifact. Analysis is an explanation of the following components: (1) connections among the artifact, professional work, and the standard, (2) how the standard guides professional practice, (3) an insightful, objective examination of current practices, strengths and goals (4) practices that address diversity in the classroom, and (5) disposition and commitment toward working with student, families, and communities.</td>
<td>Description gives an in-depth explanation of the relationship between the standard and artifact. Analysis is a detailed explanation of the following components: (1) connections among the artifact, professional work, and the standard, (2) how the standard guides professional practice, (3) an insightful, objective examination of current practices, strengths and goals (4) practices that address diversity in the classroom, and (5) disposition and commitment toward working with student, families, and communities.</td>
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<table>
<thead>
<tr>
<th>families, and communities</th>
<th>commitment toward working with student, families, and communities</th>
<th>profession.</th>
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<tbody>
<tr>
<td>Reflection is extremely basic.</td>
<td>Reflection is basic.</td>
<td>A well-written paper with appropriate references and APA citations.</td>
</tr>
<tr>
<td>References and APA citations are present.</td>
<td>A satisfactorily written paper with appropriate references and APA citations.</td>
<td>and shows a disposition for furthering the profession.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A professionally written paper with appropriate references and APA citations.</td>
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</table>
Appendix B.

Plagiarism Clause

I understand that if I plagiarize under any of following conditions, I will receive a failing grade in the course:

- submitting work as my original thought rather than acknowledging another’s ideas or creative thought,
- submitting assignments that were taken from the Internet and acknowledging the work as my original thoughts,
- submitting partial work that is copied directly from the Internet and acknowledged as my original thoughts,
- paying another person to complete my assignments and submitting the work as my original thoughts
- not documenting or citing the work correctly (for example, using other’s words as my own)

Responding to this email indicates that you have read and agree to the terms of the Plagiarism Clause. Please write in the comment box that you (1) agree to the Plagiarism Clause.