

The Development of Creative and Critical Thinking
HUM DEV 424
Course Outline, Spring 2008

Instructor: Dr. Lloyd D. Noppe
Class: MW 2:00 – 3:15, MAC 219
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Office: MAC 314; 465-2372
Hours: M – R 12:30 – 2:00,
and by appointment

The intent of this course, through a combination of lectures, discussion, individual and small group activities, and presentations, is to provide an upper-level elective in which students receive exposure to an increasingly significant area of academic and applied investigation. Regardless of the specialization a person pursues, both creative and critical thinking are invaluable components of their ability to succeed and to make a positive impact in solving problems in their environment.

Human Development Program Student Learning Outcomes

Basic Skills 3, 4; Theoretical Knowledge 1, 2; Research 1, 2; Application 2, 4; Diverse Contexts 2. See website for details: <http://www.uwgb.edu/humdev/outcomes.htm>

Specific Course Objectives

1. Understand key concepts in the definition and development of creative and critical thinking across the lifespan
2. Evaluate essential factors and practical concerns that influence (either facilitate or impede) how people think
3. Achieve greater self-awareness of your own critical thinking process and your potential for producing creative work
4. Accept the challenge to read, reflect, write about, discuss, and present material on the complexities of creative and critical thinking
5. Participate in activities that draw upon your knowledge of specific content that can be critically and creatively applied to real-world problems
6. Interact with colleagues to help identify issues and attain personal resolution of controversies in the field of creative and critical thinking

Course Requirements

Concept Paper (ungraded)—brief (2-3 pp.) description of the plan for your course project (include rationale, preliminary sources, and intended outcome)—due by February 13 (Weds.)

Course Project (25%)—more extensive paper, demonstration, media, performance, or other initiative based on previous proposal—due by May 7 (Weds.)

Class Presentation (25%)—sharing of course project with the rest of the class during the last few weeks (date to be assigned) of the semester—approximately 15-20 minutes per student

Final Examination (20%)—a take-home essay exam based on the readings and class material for the entire semester—an integrative experience due May 14, (Weds.)

Class Attendance and Participation (10%)—based on contributions throughout the semester, including in-class group and individual take-home assignments

Two Exams (20%, 10% each)—essay questions in advance (see dates on syllabus)

Course Texts

Csikszentmihalyi, M. (1997). *Creativity: Flow and the psychology of discovery and invention*. New York: HarperCollins.

Chaffee, J. (2004). *Thinking critically: A concise guide*. Boston: Houghton Mifflin.

Syllabus

<u>Dates</u>	<u>Topics</u>	<u>Readings</u>
1/23	Course overview (review syllabus & assignments)	MC 1, JC 1
1/28	Overview to critical thinking—asking questions	JC 2
1/30	The history of concepts of creativity	
2/4	Theories and systems in creativity	MC 2
2/6 & 11	Problem solving and decision making	JC 3
2/13 & 18	Personality, cognitive processes, & intuition	MC 3 & 4
2/20 & 25	“Flow” and creative circumstances	MC 5 & 6
2/27	EXAM I	
3/3	Aldo Leopold D.I. Team visit	
3/5	Precocity, giftedness, and burnout	MC 7
3/10	Adolescent creativity: Obstacles and opportunities	
3/12	Adult creativity and thinking styles	MC 8
3/17 & 19	SPRING BREAK	
3/24	Assessment and research methods	
3/26 & 31	Creativity and aging	MC 9
4/2 & 7	Perception, judgment, arguing, & reasoning	JC 4, 5, 6, & 7
4/9	Creativity and leadership: Howard Gardner	
4/14	Facilitating personal and social creativity	MC 13 & 14
4/16	EXAM II	
4/21 & 23	Course Project Presentations	MC 10
4/28 & 30	Course Project Presentations	MC 11
5/5 & 7	Course Project Presentations	MC 12
5/12	Course Conclusions and Evaluations	JC 8
5/14	FINAL EXAM (to be turned in no later than noon)	