

# KOCW Content Development Application

<b>Applicant</b>		Faculty Systems Engineering	Department Engineering	Major: Railway Vehicle
	Name	Taylor Benjamin Joseph	Position	Assistant Professor of EFL
	Contact		E-mail	
<b>Content</b>	Subject	Critical thinking, creative thinking, reading skills, reading fiction		
	Credit	2 credits		
	Field	Liberal Arts ( <input type="checkbox"/> ) Social Science ( <input type="checkbox"/> ) Engineering ( <input type="checkbox"/> ) Natural Science ( <input type="checkbox"/> ) Education ( <input type="checkbox"/> ) Medicine or Pharmaceutical Study ( <input type="checkbox"/> ) PE or Art ( <input type="checkbox"/> )		
	Outline of the Class	Week 1: Introduction to critical and creative thinking in fiction. Week 2: Connect critical thinking to fiction via explanation and application. Week 3: Examine a story using critical thinking skills, identifying examples of each. Week 4: Interpret the story; infer main ideas; develop analytical criteria. Week 5: Analyze and evaluate main ideas using self-developed criteria. Week 6: Define and explain a creative thinking process for reading fiction. Week 7: Use a creative thinking process to analyze and connect ideas. Week 8: Identify creative thinking processes; create an analytical plan. Week 9: Analyze a story using a self-created plan; connect creative and critical thinking skills. Week 10: Introduce a new story; analyze it for creative storytelling techniques. Week 11: Create a critical and creative plan for analyzing the story; interpret the story's meaning. Week 12: Review several interpretations of the story; compare its themes with previous readings. Week 13 Summarize and review creative and critical thinking skills; apply them to daily life.		
	Weeks	( 13 ) Weeks (1 credit should be more than 15 minutes of a video each week for 10 weeks.)		
<p>I submit this document for the KOCW Development Project.</p> <p style="text-align: center;">2021. 11. 05</p> <p style="text-align: right;">Applicant : <u>Taylor Benjamin Joseph</u> (Sign)</p> <p><b>Head of CTL, Woo-Song University</b></p>				

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# KOCW Content Development

## Application

### 1. Outline

#### 가. Name of a Class

<b>Class Name</b>	Improve your thinking skills by reading fiction		
<b>Semester</b>	Second semester of 2021	<b>Division</b>	Major ( ) Liberal Art ( O )

#### 나. Goal of a Class

**(1) Goal of a Class:** This course will use guided reading of short fiction to improve students' creative and critical thinking skills. The course will introduce and explain critical thinking skills and methods of creative thinking, and will then help students understand them by applying them to four short stories. The course will also help students apply these skills to their daily lives. The class will conclude with a practical, actionable application of creative/critical thinking skills.

**(2) Introduction:** Students will grow their ability to think critically and creatively. Critical and creative thinking skills are important both in our professional and private lives, so it is important to grow and nurture them. Together, we will build critical and creative skills by reading, discussing, and analyzing four short stories. The stories are written by famous American writers: Edgar Allan Poe, Philip K. Dick, Ray Bradbury, and Andre Alice Norton. At the end of the course, students will have applied creative and critical thinking skills to the stories, used those skills to explain the stories, and invented their own methods for thinking more critically and creatively in their everyday lives.

### 2. Weekly Plan

Week	Content(Topic)	Learning Objective	How to Operate		
			Methodology	Material	Reference
1	Introduction to Critical and Creative Thinking	Students will be able to: define speculative fiction and describe 3 different genres; and define at least 5 critical thinking skills.	Brainstorming, self-analysis, metacognitive activities; defining critical thinking,	Video lecture, PPT, PDF files, handouts, and guides	Thomas (2011) <a href="http://cite.seerx.ist.psu.edu/viewdoc/download?">http://cite.seerx.ist.psu.edu/viewdoc/download?</a>

			creative thinking, and genre; applying those definitions to various stories.		<a href="https://doi.org/10.1.1.894.7592&amp;rep=rep1&amp;type=pdf">doi=10.1.1.894.7592&amp;rep=rep1&amp;type=pdf</a>
2	Critical Thinking, Creative Thinking, and Speculative Fiction	Students will be able to: discuss and explain at least 5 critical thinking skills; associate those skills with at least 5 speculative fiction passages (paragraphs from different stories).	Matching concepts with definitions; guided reading exercises w/vocabulary words; comparative analysis of critical thinking skills and reading passages.	Video lecture, PPT, PDF files, handouts, and guides	Hayes (1990) <a href="https://scholarworks.umb.edu/cgi/viewcontent.cgi?article=1139&amp;context=cc_t_capstone">https://scholarworks.umb.edu/cgi/viewcontent.cgi?article=1139&amp;context=cc_t_capstone</a>
3	Critical Thinking and The Tell-Tale Heart 1	Students will be able to: examine Poe (1843) using at least 5 critical thinking skills from Week 1, specifically different points of view, open-mindedness, quality of sources, problem solving, and establishing priorities.	Guided reading and examination of key passages, w/vocabulary instruction; review of critical thinking skills; comparative analysis of Week 2 readings w/ selections from Poe (1843).	Video lecture, PPT, PDF files, handouts, and guides	"The Tell-Tale Heart", by Poe (1843) <a href="https://americanenglish.state.gov/files/ae/resource_files/the_tell-tale_heart_0.pdf">https://americanenglish.state.gov/files/ae/resource_files/the_tell-tale_heart_0.pdf</a>
4	Analyzing the main themes of and interpreting The	Students will be able to: interpret Poe (1843) using the aforementioned critical	Guided reading and examination	Video lecture, PPT, PDF	Poe (1843)

	Tell-Tale Heart 2	thinking skills; and infer 3-5 main ideas by developing criteria for evaluating the text.	of key passages; brainstorming and planning to determine each student's individual goals and priorities in evaluating a text; introduction to literary interpretation.	files, handouts, and guides	
5	Critical evaluation of The Tell-Tale Heart and introduction to creative thinking 3	Students will be able to: analyze the main ideas and themes in Poe (1843) by using 3-5 self-developed critical thinking criteria for analyzing the story; explain and support their analyses by relating it to the text; list and define at least 3 stages of creative thinking.	Guided reading and examination of key passages; metacognitive activities related to critical thinking; brainstorming activities related to creative thinking; interpreting the story using Week 4's self-created criteria.	Video lecture, PPT, PDF files, handouts, and guides	Poe (1843); Sitorus & Masrayati (2016) <a href="https://www.science.edirect.com/science/article/pii/S1871187116301183">https://www.science.edirect.com/science/article/pii/S1871187116301183</a> ; Zaker (2016) <a href="https://www.researchgate.net/publication/311583026_Literature_and_Creativity_in_an_ELT_Context">https://www.researchgate.net/publication/311583026_Literature_and_Creativity_in_an_ELT_Context</a>
6	Creative thinking and Beyond Lies the Wub	Students will be able to: define and explain a five-step	Guided reading and	Video lecture,	"Beyond Lies the

	1	creative process; identify at least 3 instances of creative thinking in Dick (1952); illustrate creative thinking using one example; design a system for analyzing creative thought.	examination of key passages; metacognitive activities; linking creative thinking concepts with definitions; identifying priorities in interpreting the story.	PPT, PDF files, handouts, and guides	Wub", by Dick (1952) <a href="http://gut.oberlin.edu/files/28554/28554-h/28554-h.htm">http://gut.oberlin.edu/files/28554/28554-h/28554-h.htm</a>
7	Analytical priorities, creative thinking and Beyond Lies the Wub 2	Students will be able to: assess creative thinking in Dick (1952) using a self-designed system (week 6); create an idea map that explains key creative thinking concepts.	Guided reading and examination of key passages; interrogating the text using teacher- and student-generated questions and models; applying critical and creative thinking skills; using the above to interpret the story.	Video lecture, PPT, PDF files, handouts, and guides	Dick (1952)
8	Critical thinking, creative thinking, and A Little Journey 1	Students will be able to: identify at least 5 key creative thinking concepts from Bradbury (1951); interpret at least 3 key points using the creative and critical thinking models defined in previous classes; plan a system for	Review and comparative analysis of creative and critical thinking skills; guided reading;	Video lecture, PPT, PDF files, handouts, and guides	Bradbury (1951), <a href="https://gutenberg.org/files/51171/51171-h/51171-h.htm">https://gutenberg.org/files/51171/51171-h/51171-h.htm</a>

		analyzing creative and critical thinking.	identifying priorities and planning an analysis.		
9	Creative and Critical thinking A little journey	Students will be able to: evaluate Bradbury (1951) using their self-created system, analyzing at least 3 key points; develop and implement at least 3 criteria for assessing creative and critical thought.	Guided reading of key passages; application of self-created criteria; analyzing passages and interpreting significance.	Video lecture, PPT, PDF files, handouts, and guides	Bradbury (1951)
10	All cats are gray An introduction	Students with be able to: summarize the plot of Norton (1953); identify at least two instances of creative thinking; identify at least two instances of critical thinking; list at least three analytical priorities.	Guided reading of key passages; discussion of critical/creative thinking regarding the plot; identifying interests.	Video lecture, PPT, PDF files, handouts, and guides	"All cats are gray", by Norton (1953)
11	Analyzing All cats are gray using critical thinking 2	Students will be able to: identify and detail their critical and creative interests in Norton (1953); identify and analyze examples from the text that support their analysis; identify major themes in the work.	Guided reading of key passages; analysis of examples, applying critical/creative thinking skills.	Video lecture, PPT, PDF files, handouts, and guides	Norton (1953)
12	All cats are gray A creative analysis	Students will be able to: appraise and detail themes in Norton (1953); connect the story to themes and uses of critical/creative thinking in Poe (1843), Dick (1952); and Bradbury (1951).	Guided reading of key passages; analysis of examples, applying critical/creative thinking skills.	Video lecture, PPT, PDF files, handouts, and guides	Norton (1953)
13	Course summary connection of creative and critical thinking to	Students will be able to: summarize creative and critical thinking skills in	Lecture; self-reflection; metacognitive	Video lecture, PPT, PDF	Mind Tools (n. d.)

	daily life 2	writing (at least 5 sentences); explain creative thinking in Poe (1843) by showing at least 3 examples; generalize at least 3 creative and critical connections between Poe (1843), Dick (1952), and Bradbury (1951); predict a use for creative and critical thought in their daily lives.	activities; identifying opportunities for critical and creative thinking (problem solving).	files, handouts, and guides	<a href="https://www.mindtools.com/pages/article/creative-problem-solving.htm">https://www.mindtools.com/pages/article/creative-problem-solving.htm</a> ; Baig (2020) <a href="https://huidbaig.medium.com/how-to-solve-problems-with-critical-and-creative-thinking-e50b3f876214">https://huidbaig.medium.com/how-to-solve-problems-with-critical-and-creative-thinking-e50b3f876214</a> ; Muse (2018) <a href="https://greenslugg.medium.com/how-to-use-critical-thinking-in-everyday-life-a63d3326c195">https://greenslugg.medium.com/how-to-use-critical-thinking-in-everyday-life-a63d3326c195</a>
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※ You can freely complete the content sections based on the feature of the class.

### 3. How are you going to use your class?

For a credit class (  ), For a non-credit class (  ), For a public view (  )

### 4. Expected Outcome

At the end of the course, I expect that students will be able to better integrate creative and critical thinking skills into their professional and personal lives. They will be able to approach problems and situations using new skills that will help them make better, more logical decisions. By reading and studying the three stories in this course, students will learn how to identify priorities, analyze situations, to model and explain abstract ideas in clear ways, among many other skills. The course will also enable students to become better at reading and analyzing written English, and may even kindle an interest in reading English fiction for pleasure.