

COURSE IMPLEMENTATION DATE: January 2012
 COURSE REVISED IMPLEMENTATION DATE: _____
 COURSE TO BE REVIEWED: August 2017
(six years after UPAC approval) *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

IPK 093	UUP	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Critical Thinking from Indigenous Perspectives	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

Students will apply critical thinking to a variety of written, visual, and auditory works; critical thinking will incorporate aboriginal perspective and academic standards with an emphasis on Stó:lō tradition. Collaborative group work is an important part of this course. Students will learn about different argumentation strategies, and will develop an increased awareness of bias and the difference between appropriately and credibly supported and unsupported arguments. A facilitative approach to instruction will be taken in order to encourage a collaborative approach to learning.

PREREQUISITES: One of the following: (any English Language Arts 11 course) or (one of English Studies 12, English First Peoples 12, or English 12) or UUP department permission (assessment may be required). *(Prerequisites updated in 2019.)*

COREQUISITES:
 PRE or COREQUISITES: ENGL 081.

SYNONYMOUS COURSE(S): _____ **SERVICE COURSE TO:** *(department/program)*
 (a) Replaces: _____
 (b) Cross-listed with: _____
 (c) Cannot take: _____ for further credit.

TOTAL HOURS PER TERM: <u>90</u>	TRAINING DAY-BASED INSTRUCTION:
STRUCTURE OF HOURS:	Length of course: _____
Lectures: <u>45</u> Hrs	Hours per day: _____
Seminar: <u>45</u> Hrs	
Laboratory: _____ Hrs	
Field experience: _____ Hrs	OTHER:
Student directed learning: _____ Hrs	Maximum enrolment: <u>24</u>
Other (specify): _____ Hrs	Expected frequency of course offerings: <u>once per year</u> <i>(every semester, annually, every other year, etc.)</i>

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) Yes No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) Yes No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: Yes No

Course designer(s): <u>Trudy Archie</u>	Date approved: <u>May 2011</u>
Department Head: <u>Trudy Archie</u>	Date of meeting: <u>June 3, 2011</u>
Supporting area consultation (Pre-UEC)	Date approved: <u>May 2011</u>
Curriculum Committee chair: <u>Sandra Smith</u>	Date approved: <u>July 22, 2011</u>
Dean/Associate VP: <u>Sue Brigden</u>	Date of meeting: <u>August 26, 2011</u>
Undergraduate Education Committee (UEC) approval	

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

- Define the terms indigenous, First Nations, Native, Aboriginal, Metis, and Inuit and their appropriate use in various contexts.
- Articulate a personal understanding of plagiarism and the consequences.
- Use effective speaking and listening skills in oral assignments.
- Respond appropriately to thoughts, opinions, and works of others.
- Collaborate and consult effectively and actively with others in completing communication tasks.
- Evaluate critically a variety of information sources for accuracy and credibility.
- Use and cite sources appropriately e.g. summarizing, paraphrasing, and quoting directly.
- Apply appropriate nonverbal communication in inter-cultural settings.
- Explain the difference between appropriation of culture and cultural stereotypes focusing on the Canadian experience.
- Identify and summarize at least three contemporary issues facing indigenous peoples.
- Identify issues that could present emotional triggers and develop personal academic coping strategies.
- Support a position by citing specific facts from what has been read, heard, or viewed.
- Deliver a research-based oral presentation to inform or persuade using issues relevant to indigenous peoples.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lecture, guest speakers from the community, group or individual presentations, cooperative learning.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Examination(s) Portfolio assessment Interview(s)

Other (specify):

PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. Examples for this course might be:]*

Nosich, Gerald, M., Learning To Think Things Through, A guide to critically thinking across the curriculum 4th Ed.
Selected Readings

Textbooks and reference materials will be selected by the instructor

SUPPLIES / MATERIALS:

STUDENT EVALUATION: *[An example of student evaluation for this course might be:]*

Writing assignments	25%
Research essay	25%
Oral presentation	25%
Group assignment	25%

COURSE CONTENT: *[Course content varies by instructor. An example of course content might be:]*

Understanding plagiarism and the academic consequences
Citing sources appropriately
Critical analysis of a variety of media
Deconstruction of an academic paper
Authenticating resources
Developing academic coping strategies
Exploring differences in academic culture and aboriginal culture

