

PHIL 3 Course Outline as of Fall 1997

CATALOG INFORMATION

Dept and Nbr: PHIL 3

Title: CRITICAL THINKING

Full Title: Critical Thinking

Last Reviewed: 10/12/2020

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:
Practical reasoning, argumentation and the analysis of language as instruments of sound thinking in everyday life.

Prerequisites/Corequisites:

Recommended Preparation:
Eligibility for ENGL 100A or ENGL 100.

Limits on Enrollment:

Schedule of Classes Information:
Description: Practical reasoning argumentation & the analysis of language as instruments of sound thinking in everyday life. (Grade or P/NP)
Prerequisites/Corequisites:
Recommended: Eligibility for ENGL 100A or ENGL 100.
Limits on Enrollment:
Transfer Credit: CSU;UC.
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area B	Communication and Analytical Thinking	Effective: Fall 1981	Inactive:
CSU GE:	Transfer Area A3	Critical Thinking	Effective: Fall 1981	Inactive:
IGETC:	Transfer Area		Effective:	Inactive:
CSU Transfer:	Transferable	Effective:	Fall 1981	Inactive:
UC Transfer:	Transferable	Effective:	Fall 1981	Inactive:

CID:

Certificate/Major Applicable:

Not Certificate/Major Applicable

COURSE CONTENT

Outcomes and Objectives:

The student will apply to specific examples the techniques and methods of reconstructing and critically evaluating arguments. This will involve demonstrating an understanding in writing of:

1. The distinction between deductive and inductive reasoning and techniques for their evaluation.
2. The formal and informal fallacies of language and thought.
3. The relation between persuasive rhetoric and logic.
4. The relation between scientific methods and scientific claims.
5. The ability to build an argument based on sound inferences from unambiguous statements of knowledge and belief, fact and judgement.

Topics and Scope:

The sequence of topics presented in Philosophy 3 often varies, but a typical course includes the following:

1. Introduction to the key concepts to be used in reconstructing, analyzing and evaluating arguments, e.g., an argument, reasons, premises, conclusion, validity, soundness, implicit, explicit, support, justification, relevance, fallacious, cogent, induction, deduction, world views, and background beliefs.
2. Presentation and analysis of classical fallacies in argumentation, e.g., denying the antecedent, affirming the consequent, appeal to authority, equivocation, ad hominem, straw man, begging the question, inconsistency, slippery slope, suppressed evidence, hasty conclusion, non sequitur, and appeal to ignorance.
3. Presentation, analysis and evaluation of Causal Arguments, including the relationship between scientific methods and claims.
4. Presentation, analysis and evaluation of Analogy Arguments.
5. Presentation, analysis and evaluation of Generalization Arguments

and Statistical Arguments: applying the concepts of population and sampling.

6. Language - topics include connotation, denotation, double-speak, euphemism, and common rhetorical devices.
7. Analyzing and constructing extended arguments - topics include outlining or reconstructing extended passages or essays that argue to a conclusion, analysis and evaluation of extended passages, and developing an argument for one's own position on a controversial issue, e.g., abortion, drug legalization, or capital punishment.
8. Advertising - topics include how ads work, promises and identification techniques, things to watch out for in advertisements, public relations and selling candidates with political rhetoric and image.

Assignment:

Assignments for Philosophy 3 vary but typically include the following:

1. Regular reading assignments from course texts and supplementary materials.
2. Regular or occasional quizzes which cover the assigned readings. Quizzes may be either multiple choice or short essays.
3. Regular or occasional homework assignments covering material from the textbook or class discussions and lectures.
4. At least two midterm examinations. Each exam is approximately one hour long. Students must write in-class essays in response to questions on materials covered in class and in texts. Typically students will be asked to outline, analyze and evaluate an argument or arguments of types covered in class.
5. A final examination - approximately 2-3 hours long. Students must write in-class essays in response to questions on material covered in class. Typically an outline, analysis and evaluation of argument-types covered in class.
6. Students may also be required to write a term paper in which they research an issue or topic raised in class and defend a particular position on that issue.
7. Students will also be encouraged to participate in class discussion.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, Essay exams, Term papers
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Writing 75 - 95%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving 0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations
0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

Multiple choice, QUIZZES, OR SHORT ESSAY

Exams
5 - 25%

Other: Includes any assessment tools that do not logically fit into the above categories.

None

Other Category
0 - 0%

Representative Textbooks and Materials:

LOGIC AND CONTEMPORARY RHETORIC by Howard Kahane, 6th ed., Wadsworth, 1995
INVITATION TO CRITICAL THINKING by J. Rudinow & V.E. Barry,
Harcourt Brace, 1994.