

**PHIL 3 Course Outline as of Summer 2003****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 useful tools for making reasonable decisions about what to do and believe.

**Prerequisites/Corequisites:****Recommended Preparation:**

Eligibility for ENGL 100 or ESL 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 100 or ESL 100.

Limits on Enrollment:

Transfer Credit: CSU;UC.

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

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

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

### **CID:**

### **Certificate/Major Applicable:**

Major Applicable Course

## **COURSE CONTENT**

### **Outcomes and Objectives:**

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

1. Identify arguments;
2. Distinguish arguments from explanations, and from statements of unsupported opinion;
3. Portray the structure of support within an argument;
4. Paraphrase arguments;
5. Distinguish inductive from deductive reasoning;
6. Apply appropriate standards for the evaluation of both inductive and deductive arguments;
7. Apply appropriate standards of informal argument evaluation (recognition of informally fallacious arguments);
8. Design and compose arguments that meet appropriate standards of evaluation.

### **Topics and Scope:**

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

1. Obstacles to Critical Thinking: Relativism, Subjectivism, Egocentrism, Ethnocentrism, Intimidation by Authority, Doublespeak, Advertising, etc.
2. Assumptions: Explicit, Implicit, Presuppositions, Inferential Assumptions, etc.
3. Language: Functions of Language, Dimensions of Meaning, Denotation, Connotation, Vagueness, Ambiguity, Definitions, etc.
4. Issues and Issue Analysis
5. Argument Identification
6. Argument Analysis: Premises, Conclusions, Argument Reconstruction, Paraphrasing, etc.

7. Argument Types: Deductive, Inductive, Analogy, Causal, etc.
8. Argument Evaluation: Validity, Soundness, Cogency, Consistency, Inconsistency, etc.
9. Formal Fallacies: Affirming the Consequent, Denying the Antecedent, Undistributed Middle, etc.  
Informal Fallacies: Appeal to Authority, Equivocation, Ad Hominem, Straw Man, Begging the Question, Slippery Slope, Suppressed
10. Evidence etc.
11. Analysis and Construction of Extended Arguments.

**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, typically 8 -10 pages.
7. Students may also be required to write in class or outside of class an analysis of a current argument using the various analytic tools presented in this course.
8. 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, Term papers

Writing  
50 - 80%

**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

Exams  
20 - 50%

**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 and Nancy Cavender, 9th ed., Wadsworth, 2002.

INVITATION TO CRITICAL THINKING, by Joel Rudinow and Vincent Barry, 5th ed., Wadsworth 2003.

CRITICAL THINKING, by Brooke N. Moore and Richard Parker, 6th ed., Mayfield, 2001.