PHIL 5 Course Outline as of Fall 2023

CATALOG INFORMATION

Dept and Nbr: PHIL 5   Title: CRITICAL THINK/WRITE
Full Title: Critical Thinking/Writing
Last Reviewed: 1/23/2023

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:
In this course, students will learn to use critical thinking principles in the reading, writing, and analysis of extended argumentative essays.

Prerequisites/Corequisites:
Completion of ENGL 1A (OR ESL 10) or higher (V8) or appropriate placement based on AB 705 mandates

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: In this course, students will learn to use critical thinking principles in the reading, writing, and analysis of extended argumentative essays. (Grade or P/NP)
Prerequisites/Corequisites: Completion of ENGL 1A (OR ESL 10) or higher (V8) or appropriate placement based on AB 705 mandates

Recommended:
Limits on Enrollment:
Transfer Credit: CSU;UC.
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

			Effective:	Inactive:
AS Degree:	**Area** B	Communication and Analytical Thinking	Spring 1991	
CSU GE:	**Transfer Area** A3	Critical Thinking	Effective: Fall 1991	Inactive:
IGETC:	**Transfer Area** 1B	Critical Thinking - English Composition	Effective: Fall 1981	Inactive:

CSU Transfer:	Transferable	Effective:	Spring 1991	Inactive:	
UC Transfer:	Transferable	Effective:	Spring 1991	Inactive:	

CID:

Certificate/Major Applicable:
Major Applicable Course

Approval and Dates

Version:	09	Course Created/Approved:	3/11/1991
Version Created:	4/27/2022	Course Last Modified:	12/30/2023
Submitter:	Sarah Lesson	Course last full review:	1/23/2023
Version Status:	Approved (Changed Course)	Prereq Created/Approved:	1/23/2023
Version Status Date:	1/23/2023	Semester Last Taught:	Fall 2023
Version Term Effective:	Fall 2023	Term Inactive:	Fall 2024

COURSE CONTENT

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Analyze extended arguments to identify and explain their claims and premises.
2. Evaluate extended arguments to determine whether their claims are adequately supported.
3. Compose cogent written argumentative essays.

Objectives:
At the conclusion of this course, the student should be able to:
1. Identify and describe the main conclusion or thesis of an argument and demonstrate an understanding of its significance.
2. Identify and paraphrase the main supporting premises for a conclusion and the arguments in support of those premises.
3. Identify vagueness, ambiguity, emotive language, and other rhetorical elements of an argument.

4. Make explicit any unstated premises and/or conclusions in an argument.
5. Employ the correct techniques for evaluating the deductive and/or inductive structures of a component argument within the larger argument.
6. Determine and discuss the relevance of premises to conclusions.
7. Detect and describe logical fallacies that may occur in an argument.
8. Evaluate the acceptability of any unsupported statements of fact or opinion in an argument.
9. Perform a summary evaluation of an overall argument.
10. Select an appropriate topic for an argumentative essay and formulate a clear and defensible conclusion.
11. Conduct library research to support an argument and provide the appropriate documentation.
12. Develop strong arguments that are based upon sound inferences from clear and acceptable premises.
13. Anticipate and critique the strongest counterarguments.
14. Express ideas clearly, precisely, and unambiguously.
15. Organize essays, paragraphs, and sentences logically and coherently.

Topics and Scope:

Topics and sequences vary but a typical course involves the following:
I. The Concept of "Argument" and its Various Components (e.g. Issue, Conclusion, Premise, Assumption)
II. Clarity in Language Use
   A. How to recognize unclear language
   B. How to improve the clarity of one's own writing
III. Rhetorical Features of Argument Evaluation
   A. Ambiguity, connotation, denotation, euphemism, slanting, etc.
   B. Identifying rhetorical features in critical essays
IV. Types of Argument
   A. Deductive, inductive, syllogism, generalization, analogy, causal argument, etc.
   B. identifying types in critical essays
V. Methods for Evaluating Arguments (e.g. Validity, Soundness, Cogency, Relevance, Logical Fallacy)
VI. Determining the Acceptability of Claims of Fact, Value, Opinion, etc.
VII. Selecting Argumentative Essay Topics and Conclusions
VIII. Developing and Presenting Relevant Support for a Conclusion
IX. Identifying and Responding to the Strongest Objections to a Position
X. Organizing an Argumentative Essay Clearly, Logically, and Coherently by the Appropriate Use of Essay Components
   A. Introduction
   B. Transitions
   C. Conclusions
   D. Summaries
   E. Logical relationships between sentences in a paragraph and between paragraphs in an essay
XI. Library Research and Documentation, as Pertaining to Argument Essays
XII. Revision Techniques to Improve Clarity, Coherence, Accuracy, Cogency and Logical Progression

Assignment:

1. Written application of methods for evaluating different types of arguments
2. Written application of methods for selecting argumentative essay topics and conclusions and developing and presenting relevant support for a conclusion

3. Written application of library research and documentation
4. Writing assignments of at least 6000 words total, divided into at least 5 essays
5. Revising essays to improve their clarity, coherence, accuracy, cogency, and logical progression
6. Exam(s) (1-2)

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 applications; essays	Writing 70 - 90%

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

Written applications of methods	Problem solving 5 - 20%

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.

Exam(s)	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:
Critical Thinking. 6th ed. Bassham, Gregory. McGraw Hill. 2018.
Critical Thinking, Reading and Writing. 9th ed. Barnett, Sylvan and Bedau, Hugo. St. Martins. 2016 (classic).
Elements of Style. White, E. B. and Strunk, William. WLC Books. 2009 (classic).
Instructor prepared materials

OTHER REQUIRED ELEMENTS

STUDENT PREPARATION

Matric Assessment Required:	E	Requires English Assessment
Prerequisites-generate description:	U	User Generated Text
Advisories-generate description:	NA	No Advisory
Prereq-provisional:	N	NO
Prereq/coreq-registration check:	Y	Prerequisite Rules Exist
Requires instructor signature:	N	Instructor's Signature Not Required

BASIC INFORMATION, HOURS/UNITS & REPEATABILITY

Method of instruction:	02	Lecture
	71	Internet-Based, Simultaneous Interaction
	72	Internet-Based, Delayed Interaction
Area department:	PHIL	Philosophy
Division:	71	Language Arts & Academic Foundations
Special topic course:	N	Not a Special Topic Course
Program status:	1	Major Applicable Course
Repeatability:	00	Two Repeats if Grade was D, F, NC, or NP
Repeat group id:		

SCHEDULING

Audit allowed:	N	Not Auditable
Open entry/exit:	N	Not Open Entry/Open Exit
Credit by exam:	N	Credit by examination not allowed
Budget code: Program:	0000	Unrestricted
Budget code: Activity:	1509	Philosophy

OTHER CODES

Discipline:	Philosophy	
Basic skills:	N	Not a Basic Skills Course
Level below transfer:	Y	Not Applicable
CVU/CVC status:	Y	Distance Ed, Not CVU/CVC Developed
Distance Ed Approved:	Y	Either online or hybrid, as determined by instructor
Emergency Distance Ed Approved:	Y	Fully Online
		Partially Online
		Online with flexible in-person activities
Credit for Prior Learning:	N	Agency Exam
	N	CBE
	N	Industry Credentials
	N	Portfolio
Non-credit category:	Y	Not Applicable, Credit Course
Classification:	Y	Liberal Arts and Sciences Courses
SAM classification:	E	Non-Occupational
TOP code:	1509.00	Philosophy
Work-based learning:	N	Does Not Include Work-Based Learning
DSPS course:	N	Not a DSPS Course

In-service: N   Not an in-Service Course