

PHIL 5 Course Outline as of Spring 2003

CATALOG INFORMATION

Dept and Nbr: PHIL 5

Title: CRITIC 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:
The application of the principles of critical thinking to the writing of argumentative essays. Critical reasoning skills are presented and practiced in the context of the construction and the critique of numerous written, extended arguments.

Prerequisites/Corequisites:
Course Completion of ENGL 1A

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: The application of the principles of critical thinking to the writing and analysis of extended, argumentative essays. (Grade or P/NP)
Prerequisites/Corequisites: Course Completion of ENGL 1A
Recommended:
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: Spring 1991	Inactive:
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

COURSE CONTENT

Outcomes and Objectives:

1. The students will read extended arguments (diversity of perspective and culture will be reflected in the selection of these arguments) and write clear, coherent and well organized critical essays analyzing and evaluating those arguments. In those critical essays, successful students will:
 - A. Identify and describe the main conclusion or thesis of the argument being critiqued, and demonstrate an understanding of its significance.
 - B. Identify and paraphrase the main supporting premises for the conclusion and the arguments in support of those premises.
 - C. Identify vagueness, ambiguity, emotive language and other rhetorical elements of the argument, as appropriate.
 - D. Make explicit any unstated premises and/or conclusions in the argument, as appropriate.
 - E. Employ the correct techniques for evaluating the deductive and/or inductive structures of the component arguments within the larger argument.
 - F. Determine and discuss the relevance of premises to conclusions, as appropriate.
 - G. Detect and describe logical fallacies that may occur in the argument.
 - H. Evaluate the acceptability of any unsupported statements of fact or opinion in the argument, as appropriate.
 - I. Perform a summary evaluation of the overall argument.
2. Students will also construct several essays in which they formulate and defend their own positions on topics of controversy. In these

essays, successful students will:

- A. Select an appropriate topic.
- B. Formulate a clear and defensible conclusion.
- C. Conduct library research on the topic, as appropriate.
- D. Develop strong arguments which are based upon sound inferences from clear and acceptable premises. Arguments should be free from invalidity, inductive errors, irrelevance and logical fallacies.
- E. Anticipate and critique the strongest counter-arguments.
- F. Express their ideas clearly, precisely and unambiguously.
- G. Organize their essays, paragraphs and sentences logically and coherently.
- H. Provide the appropriate documentation, as necessary.

Topics and Scope:

Topics and sequences vary but a typical course involves the following:

1. Presentation of the concept of "argument" and its various components (e.g. issue, conclusion, premise, assumption), and discussion of methods of identifying these components; practice in paraphrasing arguments.
2. Discussion of clarity in language use; how to recognize unclear language and how to improve the clarity of one's own writing.
3. Description of rhetorical features of argument evaluation (e.g. ambiguity, connotation, denotation, euphemism, slanting) and practice identifying these features in essays.
4. Description of the various types of argument (e.g. deductive, inductive, syllogism, generalization, analogy, causal argument) and practice identifying them in essays.
5. Presentation and written application of methods for evaluating arguments (e.g. validity, soundness, cogency, relevance, logical fallacy).
6. Description and written application of methods for evaluating each of the various types of argument.
7. Description and written application of methods for determining the acceptability of claims of fact, value, opinion, etc.
8. Discussion and written application of methods for selecting argumentative essay topics and conclusions.
9. Discussion and written application of methods for developing and presenting relevant support for a conclusion.
10. Practice identifying and responding to the strongest objections to one's position.
11. Development of skills in organizing an argumentative essay clearly, logically, and coherently by the appropriate use of essay components (e.g. introduction, transitions, conclusions, summaries, logical relationships between sentences in a paragraph, logical relationships between paragraphs in the overall essay).
12. Development of appropriate library research and documentation skills.
13. Practice revising the essay to improve its clarity, coherence, accuracy, cogency and logical progression.

Assignment:

Assignments vary, but students will write a minimum of 5000 words divided into at least five essays.

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.

Term papers

Writing
70 - 90%

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

Homework problems

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.

Multiple choice

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:

THE POWER TO PERSUADE: A RHETORIC AND READER FOR ARGUMENTATIVE WRITING,

by Sally DeWitt Spurgin, 3rd edition, Prentice Hall, Englewood Cliffs, N.J., 1994.

CURRENT ISSUES AND ENDURING QUESTIONS: A GUIDE TO CRITICAL THINKING AND

ARGUMENT WITH READINGS, 4th edition, St. Martins Press, Boston, 1996.

CURRENT ISSUES AND ENDURING QUESTIONS by Sylvan Barnett and Hugo Bedau, 6th ed., Bedford/St. Martins 2002.