

**PHIL 3 Course Outline as of Fall 2014****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 1A or equivalent

**Limits on Enrollment:****Schedule of Classes Information:**

Description: Practical reasoning, argumentation and the analysis of language as useful tools for making reasonable decisions about what to do and believe. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 1A or equivalent

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. Describe 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 varies, but a typical course includes at least the following:

1. Obstacles to Critical Thinking
  - a. Relativism
  - b. Subjectivism
  - c. Egocentrism
  - d. Ethnocentrism
  - e. Intimidation by Authority
  - f. Doublespeak
  - g. Advertising
2. Assumption
  - a. Explicit
  - b. Implicit
  - c. Presuppositions
  - d. Inferential Assumptions
3. Language
  - a. Functions of Language

- b. Dimensions of Meaning
  - c. Denotation
  - d. Connotation
  - e. Vagueness
  - f. Ambiguity
  - g. Definitions
- 4. Issues and Issue Analysis
- 5. Argument Identification
- 6. Argument Analysis
  - a. Premises
  - b. Conclusions
  - c. Argument Reconstruction
  - d. Paraphrasing
- 7. Argument Types
  - a. Deductive
  - b. Inductive
  - c. Analogy
  - d. Causal
  - e. Other types
- 8. Argument Evaluation
  - a. Validity
  - b. Soundness
  - c. Cogency
  - d. Consistency
  - e. Inconsistency
- 9. Formal Fallacies
  - a. Affirming the Consequent
  - b. Denying the Antecedent
  - c. Undistributed Middle
- 10. Informal Fallacies
  - a. Appeal to Authority
  - b. Equivocation
  - c. Ad Hominem
  - d. Straw Man
  - e. Begging the Question
  - f. Slippery Slope
  - g. Suppressed Evidence
- 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 (20-25 pages/week).
2. Quizzes that cover the assigned readings. Quizzes may be either multiple choice or short essays.
3. Homework assignments covering material from the textbook or class discussions and lectures.
4. At least two midterm examinations. Typically students will analyze and evaluate an argument or arguments of types covered in class.
5. A final examination. Students will analyze and evaluate an argument or arguments of types covered in class.

6. Participation in class discussions.

Optional or alternative assignments:

7. Term paper in which students research an issue or topic raised in class and defend a particular position on that issue, typically 8 -10 pages.

### 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 paper; written analysis

Writing  
30 - 50%

**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.

Quizzes, midterms, final exam: multiple choice, essay

Exams  
40 - 70%

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

Class participation

Other Category  
0 - 10%

### Representative Textbooks and Materials:

Critical Thinking. Brooke Noel Moore & Richard Parker, 10th edition, 2011. McGraw-Hill  
Critical Thinking: A Student's Introduction (paperback). Gregory Bassham, William Irwin, Henry Nardone & James Wallace. 5th edition, 2012. McGraw-Hill  
Asking the Right Questions: A Guide to Critical Thinking. M. Neil Browne & Stuart M. Keeley. 10th edition, 2012.  
A Practical Study of Argument. Trudy Govier. 7th edition, 2009.  
Instructor prepared materials