## NEW COURSE PROPOSAL FORM

**ACADEMIC AREA:** HUMANITIES, COMMUNICATION AND SOCIAL SCIENCES

**PROGRAM:** AA GENERAL EDUCATION

**PROPOSEd by**: Dr. Sarah Lublink and Dr. Russell Swanson

**PRESENTER:** Dr. Sarah Lublink

**SUBMISSION DATE:** 1/4/2012

**CURRENT COURSE PREFIX, NUMBER AND TITLE:**

### PHI 2103: Critical ThinkingSECTION I

**COURSE INFORMATION: TYPE iN THE APPROPRIATE INFORMATION FOR EACH ITEM:**

**DEPARTMENT:** HUMANITIES, COMMUNICATION AND SOCIAL SCIENCES

**COURSE PREREQUISITE(S):** None

**MINIMUM GRADE OF prereqUISITE(s):** NA

**COURSE COREQUISITE(S):** None

**COURSE CREDITS OR CLOCK HOURS:** 3

**credit type:** COLLEGE CREDIT (TRANSFERABLE)

**CONTACT HOURS:** 3

**COURSE DESCRIPTION:**

A COURSE IN PRACTICAL REASONING DESIGNED TO SHARPEN ABILITIES AT ANALYZING, EVALUATING, AND CONSTRUCTING ARGUMENTS. TO ASSIST IN DECISION-MAKING, THERE WILL BE AN APPRAISAL OF THE EVALUATION OF EVIDENCE, PRACTICE IN THE DETECTION OF FALLACIES AND IRRELEVANCIES, AND THE TESTING OF ARGUMENTS FOR VALIDITY AND RELIABILITY. STUDENTS WILL ALSO LEARN TO EXAMINE ASSUMPTIONS, QUESTION SOCRATICALLY, AND ANALYZE EXPERIENCES AND PERSPECTIVES. THESE STRATEGIES WILL BE APPLIED TO A NUMBER OF REAL LIFE SITUATIONS.

**GENERAL TOPIC OUTLINE:**

* Informal and formal fallacies
* Methods for the evaluation and construction of arguments
* Arguments as distinguished from other kinds of statements and persuasive devices
* Evidence and how to appraise it
* Types of sources of information in contemporary society
* Prejudice and bias
* Human psychology and its effect on reasoning
* Types of reasoning

**LEARNING OUTCOMES:**

TYPE IN ALL OF THE LEARNING OUTCOMES, ASSESSMENTS AND GEN ED COMPETENCIES AS THEY SHOULD BE DISPLAYED IN THE SYLLABUS

|  |  |  |
| --- | --- | --- |
| LEARNING OUTCOMES | ASSESSMENTS | GENERAL EDUCATION COMPETENCIES |
| Analyze, evaluate, and construct arguments. | Students will demonstrate these competencies by completing a combination of assignments which includes discussion assignments, research assignments, presentations, exams, homework, short reflective writings, or essays. | CT, COM |
| Distinguish arguments from rhetoric, statements of opinion, emotional appeals, and psychological manipulation. | CT |
| Identify and analyze ways in which human psychology can lead to errors in reasoning. | CT, GSR |
| Identify and analyze prejudice, cultural assumptions, and bias. | CT, GSR |
| Differentiate between relevant and irrelevant evidence. | CT, TIM |
| Evaluate whether a source of information is reliable or not. | CT, TIM |
| Identify and distinguish a variety of formal and informal fallacies in argumentation. | CT |

### SECTION II (Must complete each item below)

**ICS CODE FOR THIS COURSE:** ADVANCED AND PROFESSIONAL - 1.18.49 - INTERDISCIPLINARY

**IF YOU INTEND TO RESTRICT STUDENT REGISTRATION BASED ON THE STUDENTS’ MAJOR(S), ENTER ALL APPLICABLE MAJOR RESTRICTION CODE(S)—Enter “NA” OR MAJOR code(S):**

NA

**GRADE MODE:** STANDARD GRADING

**IS THIS AN “INTERNATIONAL OR DIVERSITY FOCUS” COURSE?** NO

**IS THIS A GENERAL EDUCATION COURSE?** YES

**IS THIS A WRITING INTENSIVE COURSE?** NO

**iS THIS AN HONORS COURSE?** NO

**IS THIS A REPEATABLE\* COURSE?** NO

(A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3-credit hour course, can be repeated 1 time and a student can earn a maximum of 6 credits.)

\*not the same as Multiple Attempts or Grade Forgiveness

**IF “YES”, WHAT IS THE MAXIMUM NUMBER OF CREDITS A STUDENT CAN EARN FOR THIS COURSE? if “NO”, ENTER “na” BELOW.**

 NA

**DO YOU EXPECT TO OFFER THIS COURSE THREE TIMES OR LESS (experimental)?** NO

**WILL THESE CHANGES HAVE AN IMPACT ON OTHER COURSES, PROGRAMS OR DEPARTMENTS?**

YES

**IF “YES,” please eXPLAIN or submit comments (ENTER “NA” or COMMENTS):**

It is likely that phi 2100: Logic will be offered less often with the introduction of this course.

**IF “YES,” HAVE YOU DISCUSSED THIS PROPOSAL WITH ANYONE (FROM OTHER DEPARTMENTS AND/OR PROGRAMS) REGARDING THE IMPACT? WERE ANY AGREEMENTS MADE (ENTER “NA” OR COMMENTS)?**

We have spoken with all of the faculty currently teaching phi 2100: Logic and they are happy with the idea of changing our focus from logic to a broader conception of critical thinking.

**DO YOU ANTICIPATE THAT STUDENTS WILL BE TAKING ANY OF THE PREREQUISITES LISTED FOR THIS COURSE IN DIFFERENT PARTS OF THE SAME TERM?** -- NA --

**IS ANY COREQUISITE LISTED ON THIS COURSE LISTED AS A COREQUISITE ON ITS PAIRED COURSE?**

eXAMPLE: CHM 2032 IS A COREQUISITE FOR CHM 2032L AND CHM 2032L IS A COREQUISITE FOR CHM 2032.

-- NA --

### SECTION III (MUST COMPLETE EACH ITEM BELOW)

**PROVIDE JUSTIFICATION FOR EACH CHANGE ON THIS PROPOSED CURRICULUM ACTION (OTHER EXPLANATORY INFORMATION)—ENTER “na” OR TEXT:**

PHI 2100’s focus, TOPIC OUTLINE AND LEARNING OUTCOMES HAve A HEAVY FOCUS ON FORMAL LOGIC AND ITS HISTORY, AS WELL AS SYLLOGISMS AND INDUCTIVE LOGIC. This course is meant to be broader in focus, in order to REFLECT THE NEED FOR STUDENTS TO BECOME CONVERSANT WITH METHODS OF ANALYZING AND EVALUATING MANY TYPES OF EVIDENCE AND INFORMATION AND TO DEAL WITH THE CHALLENGES THAT A GLOBALIZED AND DIVERSE WORLD BRINGS. AS WELL, THis COURSE INCORPORATEs PSYCHOLOGICAL DISCOVERIES ABOUT HUMAN REASONING AND ITS FLAWS.

**nOTE:** Changes for the Fall 2013 Term must be submitted and approved no later than the January Curriculum Committee Meeting prior to the start of the next academic year. Changes during mid-school year are NOT permitted. Extreme circumstances will require approval from the appropriate dean as well as the Vice President of Academic Affairs to begin in either the spring or summer term.

**TERM IN WHICH PROPOSED ACTION WILL TAKE PLACE:**

FALL 2013

NA

**oRDER OF APPROVAL FOR EXCEPTIONS IS AS FOLLOWS:**

SIGNATURE #1 NEEDED FOR EFFECTIVE TERM EXCEPTION: NA

SIGNATURE #2 NEEDED FOR EFFECTIVE TERM EXCEPTION: NA

**FACULTY ENDORSEMENTS:**PLEASE SEPARATE FACULTY MEMBERS WITH A COMMA (,)



**DEPARTMENT CHAIR / PROGRAM COORDINATOR ENDORSEMENT:**

 1/4/2013

**ASSOCIATE / ACADEMIC DEAN ENDORSEMENT:**

 1/4/2013

**DEANS’ COUNCIL Review – verified by:**

 1/16/2013

**STUDENT ASSESSMENT COMMITTEE CHAIR ENDORSEMENT:**

 2/5/2013

**FOR CURRICULUM COMMITTEE MEETING DATE: February 22, 2013**

Completed curriculum proposals must be uploaded to the dropbox by the deadline. Please refer to the *Curriculum Committee Critical Dates for Submission for Proposals* document available in the document manager in the MyEdisonState Portal:

* Document Manager
* VP Academic Affairs
* Curriculum Process Documents