

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by:	Tom Donovan	Date:	11/12/2020
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Department	Subject	Course Number	Title
Philosophy	Philosophy PHIL	112	Critical Thinking and Composition

Units/Hours

- Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
- Each laboratory unit requires 3 hours per week of class time.
- Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Lecture Units	Total Units
3.00	3.00
Lecture Contact Hours	Total Contact Hours
48.00 - 54.00	48.00 - 54.00
Lecture Homework Hours	
96.00 - 108.00	

Stand Alone:

Program Applicable

AA/AS Degree General Ed Breadth Area(s):

D2 LANGUAGE AND RATIONALITY - COMMUNICATION AND ANALYTICAL THINKING

General Education Justification:

PHIL 112 is consistent with Area D2, Language and Rationality - Communication and Analytical Thinking, because students are required to write lengthy argumentative papers that display a range of critical thinking and argumentative writing skills or abilities, including formulate information clearly, distinguish the relevant from the irrelevant, recognize key questionable assumptions, clarify key concepts, use language in keeping with educated usage, identify relevant competing points of view, and show a general tendency to reason carefully from clearly stated premises, as well as display a noticeable sensitivity to important implications and consequences. Instruction focuses critical argumentation skills as applied to composition and writing. Students focus on Ethos, Pathos and Logos, developing an idea, researching and assimilating resource material, identifying bias, how to paraphrase, summarize, quote, synthesize, how to avoid plagiarism. The essays are returned to students with feedback and re-written as final essays that conform to conventions of documentation. The class requires a minimum of 6,000 words of composition, a minimum of 4 papers/24 pages. (GELO 1,2).
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Maximum Enrollment:	28
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Maximum Enrollment Justification:

Course requires significant response to written materials - check all that apply:

- * Course requires an unusually large amount of written work to be responded to individually by the instructor per semester.

Course requires significant individualized instruction or assessment – check all that apply:

- * Course requires that each student be evaluated individually on a set of skills more than twice per semester.

Justification: This class has at large amount of writing required by IGETC (at least 24 pages per student). The formal graded argumentative essays require individualized instruction to ensure student success. The teaching of document sources using MLA must also be individualized to add student success here and at university.

Grading Method:
TOP code:

Letter Grade or P/NP
1509.00

Can be Taken

1

time(s) for credit (max 4)

- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
- Intercollegiate athletics course
- Academic/vocational competition course

Catalog Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(75 words or less in gray box below).

This course offers instruction in argumentation and critical writing, critical thinking, analytical evaluation of texts, research strategies, information literacy, and proper documentation.

Schedule Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(25 words or less in gray box below).

This course is a critical study of the structure of argument and instruction in creating and writing clear, well reasoned argument applied to everyday issues.

Need for the course:

PHIL-112 is an optional transferable course that meets the IGETC and CSU requirement for 2nd level compositions and critical thinking course. It would also serve as an option for the D2 area for the Associates Degree, Option A. This course is an elective for the A.A.-T. in Philosophy for Transfer and helps fulfill our program review goal of offering comprehensive course offerings. It is also an option in the A.A.-T. for Elementary Education.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details.

(For further clarification, contact the Prerequisite Subcommittee)

- ENGL 101 with a Grade of C or better.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

-none-

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms)

Upon the completion of the course the student will be able to do the following:

1. Evaluate the structure of arguments underlying a variety of diverse textual material with an emphasis on current issues faced in daily life.
2. Evaluate the validity and soundness of arguments.
3. Evaluate common formal and informal fallacies of language and thought.
4. Distinguish and use both inductive and deductive reasoning.
5. Distinguish between factual statements and statements of belief.
6. Evaluate and compose essays that employ writing strategies as analysis, evaluation, synthesis, and summary, and demonstrate continued development in writing correct and sophisticated college-level English prose.
7. Effectively analyze and assimilate data for the purpose of drawing conclusions and evaluating argument.
8. Examine and use appropriate library resources and techniques of research and documentation a. Formulate library research strategies b. Document sources using MLA or another universally accepted style of documentation.

Course Content:

(please number the outline of main topics and subtopics)

- CRITICAL THINKING
1. The Structure of Argument
 - a. Aristotle, formal logic and informal logic
 - b. The meaning of Ethos, Pathos and Logos
 - c. The relationship between logic, language and argument
 - d. Identifying premises and conclusions
 - e. Identifying arguments from nonarguments
 - f. Identifying different types of nonarguments (explanations, conditional statements opinions or beliefs and questions)
 - g. Identifying unstated premises and unstated conclusions
 - h. Passages lacking an inferential claim: warnings, expository passages, illustrations, and beliefs
 2. Reasoning in Practice
 - a. Identifying deductive arguments: categorical syllogisms, arguments based on mathematics, hypothetical syllogisms and disjunctive syllogisms
 - b. Identifying inductive arguments: prediction, inductive generalization, and causal inference
 - c. Evaluating arguments for validity, truth, soundness, strength, and cogency

- d. Identifying the forms of invalid arguments
- e. Venn diagrams and argument
- f. Evaluating authority
- g. Drawing inferences from available premises and data
- h. Cognitive and emotive meaning
- i. Emotive meaning and persuasive uses of language
- j. The importance of definition
 - 1. Reportive
 - 2. Stipulative
 - 3. Technical
- k. Understanding verbal and real disputes

3. Identifying Informal Fallacies

- a. Appeal to the people varieties of ad hominem arguments, causal arguments cause, equivocation, slippery slope, appeal to force, appeal to pity, appeal to ignorance, red herring, begging the question composition and division, complex question, hasty generalization, straw man, etc.

4. Casual arguments

- a. Methods for investigating causes
- b. Analyzing causal arguments
- c. Preparing a causal argument

5. Statistics in reasoning

6. Scientific arguments

7. Ethical reasoning

8. Aesthetic reasoning

READING CRITICALLY

- 1. What is the author's purpose?
- 2. What key questions or problems does the author raise?
- 3. What information, data, and evidence does the author present?
- 4. What key concepts does the author use to organize this information, this evidence?
- 5. What key conclusions is the author coming to? Are those conclusions justified?
- 6. What are the author's primary assumptions?
- 7. What viewpoints is the author writing from?
- 8. What are the implications of the author's reasoning?

RESEARCH STRATEGIES

- 1. Selecting a topic and narrowing its scope
- 2. Brainstorming
- 3. Understanding your audience
- 4. What Will My Audience Already Know about My Topic?
- 5. Where Does My Audience Stand on the Issue?
- 6. How Should I Speak to My Audience?
- 7. Researching an issue: Gathering evidence
- 8. Identifying relevant competing points of view
- 9. Detecting bias in your sources (and your own thinking)
 - a. Egocentric thinking
 - 1. It's true because I believe it
 - 2. It's true because we believe it
 - 3. It's true because I want to believe it
 - 4. It's true because I have always believed it
 - 5. It's true because it is in my selfish interest to believe it
 - b. Sociocentric thinking
 - 1. Putting one's culture, nation, religion above all others

2. Selecting self-serving positive descriptions of oneself and negative descriptions of others who think differently
3. Failure to think historically and anthropologically
4. Tendency to blindly conform to group restrictions

WRITING STRATEGIES

1. Writing your thesis statement
2. Creating an outline for your essay
3. Checking your outline for:
 - a. Clarity of your goal
 - b. Logical reasoning
 - c. Comprehensiveness
 - d. Depth
 - e. Identifying competing points of view
 - f. Sensitivity to implications and consequences
4. Establishing your credibility
5. On being fair and balanced
6. Writing your draft
 - a. Limit the topic appropriately given the length of the composition
 - b. Establish and state clearly a unifying thesis or proposition by setting forth specific claims by offering evidence, expanding upon and drawing inferences
7. Argue for specific claims by offering evidence, expanding upon and drawing inferences
8. Organize main parts of the composition, defining a sequence that contributes to clarity and to the purpose of the writing
9. Make clear with appropriate transitional words and critical vocabulary the logical relations between sentences and paragraphs
10. Eliminate vagueness and ambiguity
11. Anticipate and argue against objections to your claims
12. Use concrete examples and illustrations to make argumentative points clear
13. Summarizing, Paraphrasing, Quoting, and Synthesizing Sources
 - a. Summarizing Sources
 1. When and how to summarize sources
 - b. Paraphrasing Sources
 1. When and how to Paraphrase sources
 - c. Quoting Sources
 1. When and how to quote sources
 2. Distorting quotations
 - d. Synthesizing Sources
14. Revising the paper
15. Avoiding Plagiarism
 - a. Defining Plagiarism
 - b. Using sources responsibly
 - c. Knowing what to document
 - d. Revising your essay to avoid plagiarism
16. Conventions of Documentation. MLA Style (or other universally accepted form of documentation)
 1. placement of author's name, instructor's name, course, date
 2. title
 3. header/page numbers
 4. margins
 5. justification
 6. font type/size

	7. spacing 8. capitalization 9. Works Cited Page/Bibliography 1. title 2. alphabetizingorder of bibliographic information
17. Research process	1. initial research 2. developing a topic/thesis 3. developing a working bibliography/annotated bibliography 1. using MLA or other universally accepted documentation style, create bibliography entries for 1. newspaper articles 2. journal articles 3. magazine articles 4. books 5. works from an anthology or collection 6. video recordings 7. websites 8. electronic sources (CD-Rom)
18. This class has at least 4 formal graded argumentative essays, for evaluation and resubmission, totaling at least 6,000 words/24 typed pages.	
a. In-class essays	
b. Out-of –class essays	
c. Research paper writing (at least one)	

Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

• Method: Lecture Integration: Lecture and Socratic inquiry will be used to introduce concepts and illustrate principles of critical argument, writing and composition focusing on text and supplemental material. Opportunities for feedback and interaction are part of the process of this method, intended to explore material for clarification and application to written papers and oral argument. • Method: Activity Integration: Group activities will be used to analyze current moral dilemmas and arguments pro and con and to share discovery methods and sources. Students will be guided to relevant resources, including internet sites (e.g. The Stanford Encyclopedia of Philosophy, Al Jazeera, The BBC, The Guardian, TED lectures, blogs) to supplement text and supplemental reading materials. The fruits of these activities will be used for submitting critical essays. • Method: Homework Integration: Homework assignments on grammar, sentence structure, MLA, research and documentation will give students extra practice in necessary composition skills.

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

• Method: Exams/Tests Integration: Exams will include multiple choice or short answer and should test the student's ability to critically evaluate deductive, inductive, sound and unsound, cogent and uncogent arguments, as well as several informal fallacies. • Method: Argument outlines Integration: Argument outlines will be submitted and be evaluated for the student's ability to reason logically from clearly stated premises, critically assimilate data and identify assumptions, identify competing points of

view, exhibit balance, comprehensiveness and depth appropriate to the subject matter and length of proposed paper.

- **Method:** Papers
Integration: Essays will include type written papers and be evaluated for how well students apply critical analysis to assess and argue contemporary social, moral issues, arguments and theories, how well they assimilate data, identify the relevant from the irrelevant, identify relevant competing points of view, reason logically from clearly stated premises to conclusion, clarify key concepts effectively, identify and analyze key assumptions, and use proper MLA or another universally accepted style of documentation incorporating at least 6 outside sources.
- **Method:** Final exam
Integration: Final exam will be given consisting of argument outline and argumentative essay on a specific social problem or issue and be evaluated by how well the student reasons logically from clearly stated premises, uses language in keeping with educated usage, identifies and clarifies key concepts, critically examines key assumptions, formulates information clearly, distinguishes the relevant from the irrelevant, shows a noticeable sensitivity to important implications and consequences, and exhibits an appreciable, critical understanding of competing points of view.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

1. Identify which of the following arguments are inductive, deductive, valid, invalid, strong, weak, sound, unsound, cogent, or uncogent.
2. In the following arguments identify which informal fallacy has been committed. If no fallacy has been committed, mark "no fallacy".
3. Prepare a critical presentation for the class, analyzing positions, pro and con, on the subject of an academic boycott of Israel over the treatment of Palestinians. You will utilize resources from newspapers, websites, blogs, etc. to gather your information. The presentation will be delivered from notes and outline. The outline for your presentation will be revised after your presentation for you to write a critical essay.
4. Write a five page argumentative essay (approx 1,000 words) on the following topic. Peter Singer argues that the four Great Apes should be classed as *persons* and be treated as "moral equals" with humans. Explain Singer's position in detail and argue why you believe his argument is strong or weak. Papers should detail specifically which of Singer's claims are of particular importance, you should draw attention to important implications and consequences of his position, and you should employ relevant data and information from secondary sources to support your arguments. Papers must conform to current MLA standards as expressed in the syllabus and contain at least 6 researched, documented sources. Papers must also include a detailed argument outline of the paper.
5. Research activities: Bring to class 20 notecards incorporating at least 10 paraphrases, 5 quotes, and 5 summaries using at least 6 sources on topic for research paper using MLA style (or other universally accepted style of documentation). Construct an Annotated Bibliography for the sources used in your research paper.

Textbooks:

- Moore, Brooke (2014). *Critical Thinking, 11th ed.* McGraw Hill . ISBN: 978-0078119149
- Hacker, D., N. Sommers, 8th ed. (2016). *Writer's Reference* Bedford/St. Martin's. ISBN: 978-1319083557
- Morrow, D. (2019). *A Workbook for Arguments, 3rd edition* Hackett Publishing. ISBN: 978-1624668333

Other Resources:

- Newspaper or online readings throughout the semester selected by the student with the approval of the instructor.
Newspaper readings selected by the instructor, e.g. Op-ed pieces and letters to the editor.

Minimum Qualification

- Philosophy (Masters Required)