GAVILAN COLLEGE
5055 Santa Teresa Blvd
Gilroy, CA 95023

Course Outline

COURSE: PHIL 4 DIVISION: 10 ALSO LISTED AS:

TERM EFFECTIVE: Spring 2021 CURRICULUM APPROVAL DATE: 03/09/2015

SHORT TITLE: CRITICAL THINK/WRIT

LONG TITLE: Critical Thinking and Writing

Units	Number of Weeks	Type	Contact Hours/Week	Total Contact Hours
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

Out of Class Hrs:	108.00
Total Learning Hrs:	162.00

COURSE DESCRIPTION:

This course is designed to introduce the relationship between critical thinking and critical writing in a way that will be both enjoyable to the student and helpful in other aspects of life. The student will learn techniques of critical thinking, playing close attention to the current events, movies and popular media, music lyrics, as well as the textbook. Students will learn to identify deductive and inductive arguments and be able to evaluate their strength, create a strong argument of their own on a given topic, as well become experts in the area of critical analysis. The goal is to enable students to become strong, well informed, articulate members of the community as well as individuals with an empowered sense of self as an agent of change. Students will write a minimum of 6,000 words. PREREQUISITE: English 1A

PREREQUISITES:

Completion of ENGL 1A, as UG, with a grade of C or better.

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

05 - Hybrid

71 - Dist. Ed Internet Simultaneous

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Learners will identify arguments, including the claims, premises, and conclusions they contain and the issues they address.

Measure: Exams, Reading assignments, Class discussions

PLO: 1,2,4

ILO: 1,2

GE-LO: a1,a2,a3,a4,a6,a7,a8.a9,c3,c4

Year assessed or anticipated year of assessment: F15

2. Learners will analyze and evaluate arguments in terms of validity, strength, cogency, and soundness.

Measure: Exams, Text-based quizzes, Essays

PLO: 1,3,4

ILO: 1,2,4

GE-LO: a1,a2,a3,a4,a6,a7,a8.a9,c3,c4

Year assessed or anticipated year of assessment: F15

3. Learners will identify non-rational means of persuasion, including rhetorical devices, fallacious reasoning (fallacies), cognitive biases, and real-world applications thereof.

Measure: Exams, Quizzes, In-class presentations

PLO: 1,4,5

ILO: 1,2,4,6

GE-LO: a1,a2,a3,a4,a6,a7,a8.a9,c3,c4,c5,c6,c7

Year assessed or anticipated year of assessment: S16

4. Learners will compose cogently written argumentative essays supported by well-researched, credible sources and demonstrating clarity, concision, precision, and organization.

Measure: Final Essay, In-class writing activities, Written Examinations

PLO: 1,2,3,4,5

ILO: 1,2,3,4,6

GE-LO: a1,a2,a3,a4,a5,a6,a7,a8.a9,c3,c4,c5

Year assessed or anticipated year of assessment: S16

PROGRAM LEARNING OUTCOMES:

1. Demonstrate knowledge of the basic rules and principles of logic, especially the skill of identifying, analyzing, and evaluating arguments.

2. Demonstrate knowledge of the perennial questions, problems and theories in the major areas of philosophy (metaphysics, epistemology, value theory, logic), including the arguments and views of the figures in the history of philosophy who address them.

3. Demonstrate proficiency in philosophical writing, which includes presenting and supporting a philosophical thesis and articulating and responding to counterarguments in a way that is clear, concise, accurate, precise, thorough, coherent, and well-organized.

4. Demonstrate the virtues of a critical thinker, including being open-minded, unbiased, intellectually modest, truth-seeking, imaginative, appropriately skeptical, free-thinking, consistent, and empathetic.

5. Demonstrate knowledge of the philosophical views of groups who are unrepresented, disenfranchised, undervalued, and nonwestern.

COURSE CONTENT:

Curriculum Approval Date: 03/09/2015

WEEK 1

3 HOURS

Introductory ideas: define philosophy, what is critical thinking, basics of arguments, perspective, values, agency, world-views, goals and expectations. Readings: LP 3-28; Plato's Apology. Come to class with 3 questions about the Apology.

WEEK 2

3 HOURS

Apology continued: why this text is generally assigned as a first reading in philosophy. A discussion of the dialogue and Socratic Method. Write a 2-3 page paper on whether or not Plato's Apology still a relevant text for college students today or is an artifact of hegemonic education and of little or no value today. Assign: GR chap 1, LP chap 4-8, and give out handouts

WEEK 3-4 6 HOURS

What is philosophizing? How is it relevant to contemporary society? What is the major criteria for developing theories within each of the different divisions of the field? Discussion of the basics of moral theory and social justice inquiry.

WEEK 5-7

9 HOURS

Arguments: overview of the connection between evidence and the conclusion. Evaluation of evidence, use of language, distinction between argument and evaluation, distinction between ambiguity and vagueness. Argument versus propaganda, media and news presentations, etc. Goal: develop the fundamentals of critical inquiry. Readings: GR chap 1-2, LP chap 4-8, TC chap 1-2 WEEK 8 3 HOURS

Audience: assumptions of who the audience is and what that group may or may not think about topics, writing for a particular audience, etc. Here students will engage further in reading for, identification of, and evaluation of arguments based on the skills developed thus far. GR chap 3. Students will be asked to evaluate via text for whom a particular selection is written.

WEEK 9

3 HOURS

Informal fallacies: LP chap 10, handouts. Assigned essay: Write a 4 to 6 page essay analyzing an argument diagnosing fallacies in a given text.

WEEK 10-11

3 HOURS

Discussion and work on critical writing strategies to be interwoven with critical thinking strategies. Students will begin the process of developing extended argumentative essays of their own and learn research techniques of primary and secondary sources. Term paper outline due with source citation.

WEEK 12-13

6 HOURS

Definitional Arguments: GR chap 5, LP 6-9. Write a 4 to 6 page essay analyzing an argument that turns on a definition. Causal Arguments: GR chap 6 Arguments that attempt to prove or disprove a causal claim.

WEEK 14-15

6 HOURS

Evaluative Arguments: GR chap 7, TC chap 5 (capital punishment) Trial exercise: Take a historic murder trial and determine whether the jury's decision was correct based on current evidence, potential of bias, etc.

WEEK 16

3 HOURS

Arguments from Analogy: write a 2-3 page essay essay analyzing a text that rests on an analogy. Discussion of legal reasoning. Discussion of pornography TC chap 12

WEEK 17

3 HOURS Science and pseudo-science, call to battle, global capitalism, and other problematic topics. Debate, discussion, and personal interpretation.

COURSE CONTENT(CONTINUED):

WEEK 18

2 HOURS

Write an 8-10 page research paper evaluating and analyzing reasoning methods, fallacies and rhetorical devices of a print or video advertisement.

METHODS OF INSTRUCTION:

Lecture/discussion, small group work, debates, research argumentative essay, quizzes and exams

METHODS OF EVALUATION:

CATEGORY 1 - The types of writing assignments required:

Percent range of total grade: 75 % to 80 %

Written Homework

Essay Exams

Term or Other Papers

CATEGORY 2 -The problem-solving assignments required:

Percent range of total grade: 5 % to 10 %

Exams

CATEGORY 3 -The types of skill demonstrations required:

Percent range of total grade: 5 % to 5 %

Class Performance/s

CATEGORY 4 - The types of objective examinations used in the course:

Percent range of total grade: 0 % to 5 %

Multiple Choice

True/False

Matching Items

CATEGORY 5 - Any other methods of evaluation:

Percent range of total grade: 5 % to 10 %

debate

REPRESENTATIVE TEXTBOOKS:

Required:

Moore, Brooke Noel; Parker, Richard. Critical Thinking, 11th edition. New York, NY: McGraw-Hill, 2015. Or other appropriate college level text.

ISBN: 9780078119149

Reading level of text, Grade: 13+ Verified by: Arturo Rosette

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:
GAV C2, effective 200370
CSU GE:
CSU A3, effective 200370
IGETC:
IGETC 1B, effective 200370
CSU TRANSFER:
Transferable CSU, effective 200370
Not Transferable
UC TRANSFER:
Transferable UC, effective 200370
Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N
Classification: Y
Noncredit Category: Y
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department: PHIL
CSU Crosswalk Course Number: 4
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000160410
Sports/Physical Education Course: N
Taxonomy of Program: 150900