

PALOMAR COLLEGE
COURSE OUTLINE OF RECORD FOR
DEGREE CREDIT COURSE

Transfer course A.A. degree applicable course
(check all that apply)

COURSE NUMBER AND TITLE: Philosophy 115
Logic and Critical thinking

UNIT VALUE: 3

MINIMUM NUMBER OF SEMESTER HOURS: 48

BASIC SKILLS REQUIREMENTS: Appropriate language skills

ENTRANCE REQUIREMENTS

PREREQUISITE: A minimum grade of "C" in English 100

COREQUISITE: None

RECOMMENDED PREPARATION: None

SCOPE OF COURSE:

Development of skills for critical thinking including open-mindedness, functions and wayward uses of language, informal fallacies, hypotheses and inductive reasoning, and elementary deductive inference forms. Basic communication skills, especially written, are developed and a critical perspective on world-views is emphasized.

SPECIFIC COURSE OBJECTIVES:

Successful students will be able to:

1. Identify and evaluate personal and cultural bias.
2. Identify arguments and conclusions.
3. Analyze inductive and deductive reasoning.
4. Identify fallacies in their own and others' reasoning.
5. Demonstrate increased clarity, precision and organization in use of language, orally and in writing.

Each of these five skills enables the student to better synthesize data, identify evidence, draw conclusions, and evaluate reasoning.

CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:

- I. Identify bias; personal and cultural
- II. Identify arguments

- A. Arguments and non-arguments
 - B. Premises and conclusions
 - C. Unstated premises and conclusions
- III. Assess arguments
- A. Induction
 - 1. concept
 - 2. everyday
 - 3. in science
 - B. Deduction
 - 1. concept
 - 2. forms
- IV. Fallacies (informal)
- V. Language skills
- A. Oral
 - B. Written

REQUIRED READING:

The primary text will characteristically be one that introduces concepts related to the course objectives.
Examples:

Hurley, Patrick. A Concise Introduction to Logic. Belmont: Wadsworth, 1991.

Mayfield, Marlys. Thinking For Yourself: Developing Critical Thinking Skills Through Writing. 2nd ed.
Belmont: Wadsworth, 1991.

Moore, Brook Noel and Parker Richard. Critical Thinking: Evaluating Claims and Arguments in Everyday Life. Palo Alto: Mayfield, 1995.

Seech, Zachary. Open Minds and Everyday Reasoning. Belmont: Wadsworth, 1993.

Plus selected reading for analysis, including those that provide cultural perspective, e.g., views representative of diverse historical and contemporary cultures, and gender issue readings.

Examples: “We Are All Related,” Eagle Man; “Letters From Birmingham Jail,” Martin Luther King, Jr.; “On The Moral and Legal Arguments of Abortion,” Mary Anne Warren; “Sex Roles: The Argument From Nature,” Joyce Trebilcot; “The Barrio as an Internal Colony,” Mario Barrera, et. al.

SUGGESTED READING:

Books that extend the students’ study of deductive analysis, such as:

Gustafson, William and Dolph E. Ulrich. Elementary Symbolic Logic. Prospect Heights: Waveland Press, 1982.

REQUIRED WRITING:

Approximately 6000 words (20-24 pages) of written analysis. Format examples: Thesis defense papers requiring scholarly and practical research, argument critiques, bias assessments, and journal or special project assignments. Writing will be assessed for style, semantic precision, accuracy and strength of argumentation, with the prospect of writing skills improvement in a series of assignments.

OUTSIDE ASSIGNMENTS:

Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short-term classes.

1. Assigned and suggested readings.
2. Skills exercises from textbook.
3. Papers and other written work.
4. Research into media and other sources for material to analyze.
5. Class notes (study).

INSTRUCTIONAL METHODOLOGY:

Check all that apply:

- lecture
- laboratory
- lecture-laboratory combination
- directed study

This course may be offered as a distance learning course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.

Yes No

If yes, check all that apply.

- Television Course (Video one-way, e.g. ITV, video cassette, etc.)
- Online Course (Text one-way, e.g. newspaper, correspondence, electronic file, etc.)
- Two-Way Video Conferencing (Two-way interactive video and audio)
- One-Way Video Conferencing (One-way interactive video and two-way interactive audio)
- Computer Assisted Instruction (A specialized form of mediated instruction relying primarily on student access to information and prepared lessons or teaching materials through a computer terminal, but not under immediate supervision of a qualified instructor.)

GRADING POLICY AND STANDARDS (include methods of determining whether the stated objectives have been met by students):

A sample method for determining the extent to which course objectives have been met for each student follows: Thesis defense paper, 30%; argument critique, 50%; bias assessment, 10%; journal or special project, 10%.

IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?

Yes ___ No X

Number of times course may be taken for credit: 1

If yes, identify specific provision of Title 5 Division 2 section(s), 55761-55763 and 58161 which qualifies course as repeatable:

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SIGNATURES ON FILE