

Philosophy (PHIL) 1620 Critical Thinking and Composition (3 Units) CSU

Prerequisite: Successful completion of English 1500, 1501 or 1502 with a grade of 'C' or better, (C-ID ENGL 100) ENGL C1000

Prerequisite knowledge and skills: Before entering the course, the student should be able to:

1. Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose,
2. Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support,
3. Develop varied and flexible strategies for generating, drafting, and revising essays,
4. Analyze stylistic choices in their own writing and the writing of others,
5. Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence,
6. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism,
7. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format, and
8. Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation

Hours and Units Calculations:

48 hours lecture. 96 Outside of class hours. (144 Total Student Learning Hours) 3 Units

Catalog Description: This course is designed to improve students' critical thinking skills and writing abilities, especially in the formation and development of argumentative and persuasive essays. This course prepares students for higher level courses after transfer. This course offers instruction in argumentation and critical writing, critical thinking, analytical evaluation of primarily non-fiction texts, research strategies, information literacy, and documentation.

Type of Class/Course: Degree Credit

Text: Barnet, Sylva, et al. *Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument with Readings, 12th ed.*, Bedford, 2019.

Additional Instructional Materials: CMAP software.

Course Objectives:

By the end of the course, a successful student will be able to

1. define and deploy key critical thinking terms,
2. create effective arguments in
  - a. visual format
  - b. written format

- c. spoken format
3. analyze arguments in
  - a. visual format
  - b. written format
  - c. spoken format
4. evaluate the accuracy of written arguments and include evaluations in academic writing
5. apply critical thinking methods to reach reasonable conclusions
6. judge the credibility of sources (spoken, traditional media, and Internet)
7. demonstrate understanding of formal and informal fallacies in language and thought
8. identify a text's premises and assumptions in various social, historical, cultural, psychological, or aesthetic contexts
9. author argumentative papers, totaling at least five-thousand words, which employ advanced critical thinking and college-level writing skills
10. find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written essays without plagiarism.
11. appreciate diverse perspectives

#### Course Student Learning Outcomes

1. Students will be able to author an extended argumentative essay containing a well-supported argument.
2. Students will be able to identify and analyze a variety of logical errors and fallacies.
3. Students will be able to demonstrate how using critical thinking skills has enabled them to have a sensitivity to diverse perspectives.

#### Course Scope and Content:

##### Unit I Argument Creation and Argumentative Writing

- A. Creation of arguments from evidence
  - i. Research based methods foundational for the development and refinement of critical thinking skills.
  - ii. Developing skills in deductive reasoning.
- B. Transitioning from argument maps to argumentative prose
  - i. Research based methods foundational for the development writing skills that properly use evidence in argumentation.
- C. Writing argumentative prose
  - i. 1000+ word argumentative essay

##### Unit II Argument Analysis and Analytical Writing

- A. Analyzing arguments
  - i. Research based pedagogy that emphasizes the integration of various sources and multiple points of view essential for academic writing.
- B. Writing analytical prose.
  - i. 1000+ word essay that integrates the analyses of several articles touching upon a culturally relevant topic

##### Unit III Argument Evaluation and Evaluative Writing

- A. Metacognition (requiring students to reflect critically on their own thought processes)
  - i. Distinguishing between knowledge from belief and fact from personal opinion.
  - ii. Overcoming impediments to critical thinking
- B. Fallacious reasoning. (Recognizing logical errors and fallacies)
  - A. Writing evaluative prose
    - i. 1000+ word essay requiring students to evaluate the validity of a written argument, emphasizing validity of sources, internet biases, and quality of evidence.

Unit IV            Scientific Thinking and Scientific Writing

- A. Experimental Design
- B. The Scientific Method
- C. Fallacious Reasoning in Scientific Matters
  - i. Worldviews, prejudices, lack of evidence, ideological reasoning.
- D. 1000+ word essay, guided by instructor feedback, exploring proper methods of induction and deduction in science, experimental design, cultural influences on scientific thinking, the impact of unquestioned assumptions, and the role of metacognition in the pursuit of scientifically valid conclusions.

Unit V            Summary Project

- A. Integration of skills from semester
  - i. Using evidence to create an argument
  - ii. Integrating various points of view into an argument.
  - iii. Evaluate the validity of arguments presented in (ii).
  - iv. 1000+ word essay requiring integration of skills gained from the semester. This essay will demonstrate the ability to marshal and organize appropriate evidence from various sources, judge the validity of this evidence, and present findings in an argumentative format that is supported by proper experimental design.

Through these units, students are required to write a minimum of 5,000 words.

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 6 hours per weeks outside of the regular class time doing the following:

1. Studying.
2. Answering questions.
3. Completing required reading.
4. Completing argument mapping assignments.
5. Writing essays and papers.

Methods of Instruction:

1. Lectures
2. Individualized instruction (in argument formation, argument analysis, and argument evaluation)
3. Group work

Methods of Evaluation

1. Argument mapping
2. Written assignments **5,000 words**
3. Group presentations

Supplemental Data:

T.O.P. Code:	150900 Philosophy
Sam Priority Code:	E. Non- Occupational
Distance Learning:	N/A
Funding Agency:	Y: Not Applicable
Program Status:	2: Program Applicable
Noncredit Category:	Y: Not Applicable
Special Class Status:	N: Course is not a Special Class
Basic Skills Status:	Not Applicable
Prior to College Level:	Y: Not Applicable
Cooperative Work Experience:	N: is not a part of a cooperative work experience education program
Eligible for Credit by Exam:	No
Eligible for Pass/No Pass:	Yes
Discipline:	Philosophy