PHIL-1000: CRITICAL THINKING

Cuyahoga Community College

Viewing:PHIL-1000 : Critical Thinking

Board of Trustees:
2018-05-24

Academic Term:
2018-08-27

Subject Code
PHIL - Philosophy

Course Number:
1000

Title:
Critical Thinking

Catalog Description:
This course serves as an introduction to principles of critical and creative thinking with an emphasis on real-world practical applications. Formal and informal tools of logical analysis will be applied to controversial topical issues.

Credit Hour(s):
3

Lecture Hour(s):
3

Lab Hour(s):
0

Other Hour(s):
0

Requisites

Prerequisite and Corequisite
ENG-0990 Language Fundamentals II, or appropriate score on English Placement Test.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively.
For specific information pertaining to ADA accommodation, please contact your campus SAS office or visit online at http://www.tri-c.edu/accessprograms/. Blackboard accessibility information is available at http://access.blackboard.com.

Eastern (216) 987-2052 - Voice
Metropolitan (216) 987-4344 – Voice. (216) 987-4048 – TTY.
Western (216) 987-5079 – Voice. (216) 987-5117 – TTY.
Westshore (216) 987-3900 – Voice. (216) 987-4048 – TTY.
Brunswick (216) 987-5079 – Voice. (216) 987-5117 – TTY.
Off-Site (216) 987-5079 - Voice

III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts.

Therefore, attendance is recorded in the following ways:

• For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.
• For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have "Never Attended" a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student's responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called 'artifacts,' for assessment of course and program outcomes and the College's Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student's grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available at http://www.tri-c.edu/student-resources/documents/studenthandbook.pdf. You must also comply with the College’s Zero Tolerance for Violence on College Property available at http://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf

Outcomes

Course Outcome(s):

Acquire the tools of critical thinking for the deployment of skillful analysis, assessment and communication in the problem solving process.
Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):
1. Develop the paradigmatic characteristics of a critical thinker.
2. Recognize and discuss barriers to critical thinking caused by personal biases and by misuses of language.
3. List common types of meaning and definitions and apply them to rational arguments.
4. Determine the difference between reason and emotion and explain how that distinction impacts the ability to think critically.
5. Identify common errors that occur when evaluating knowledge and evidence.
6. Criticize arguments by applying the knowledge of various informal fallacies of ambiguity, relevance and unwarranted assumptions.
7. Determine if an argument is inductive or deductive.
8. Analyze arguments by being able to identify premises and conclusion(s).
9. Identify major deductive argument forms and ascertain the validity and soundness of major deductive argument forms.
10. Identify and utilize inductive arguments forms such as arguments from analogy, generalizations and causal arguments.

Course Outcome(s):
Apply critical and creative thinking skills to analyze, criticize, and develop arguments and provide supporting evidence for one's conclusions.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):
1. Assess the reliability of the information provided that governs the strength of an inductive inference.
2. Identify and utilize major ethical theories to defend one's well-argued position on a controversial issue.
3. Utilize the skills of critical thinking as exemplified through evaluating information from various sources/media and developing one's own arguments which demonstrate cogent reasoning.
4. Criticize arguments by applying the knowledge of various informal fallacies of ambiguity, relevance and unwarranted assumptions.
5. Identify major deductive argument forms and ascertain the validity and soundness of major deductive argument forms.
6. Identify and utilize inductive arguments forms such as arguments from analogy, generalizations and causal arguments.

Course Outcome(s):
Utilize the tools of critical thinking to argue for well-reasoned positions on contemporary topic issues that are supported by relevant argumentation.

Essential Learning Outcome Mapping:
Civic Responsibility: Analyze the results of actions and inactions with the likely effects on the larger local and/or global communities.

Objective(s):
1. Identify and utilize major ethical theories to defend one's well-argued position on a controversial issue.
2. Utilize the skills of critical thinking as exemplified through evaluating information from various sources/media and developing one's own arguments which demonstrate cogent reasoning.

Course Outcome(s):
Utilize the tools of critical thinking to discern the quality of research sources.

Essential Learning Outcome Mapping:
Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.

Objective(s):
1. Utilize the skills of critical thinking as exemplified through evaluating information from various sources/media and developing one's own arguments which demonstrate cogent reasoning.
2. List and describe fallacious forms of reasoning that are present in research and media sources.
Methods of Evaluation:
1. Examinations and quizzes (required)
2. Written essay assignment (required)
3. Class participation (optional)
4. Oral Presentation (Optional)

Course Content Outline:
1. Critical thinking as a subset of Logic
   a. Definition of logic -- the study of reasoning
   b. Facts vs. opinions
   c. Informed (expert testimony) vs. uniformed opinions (reliance on non-experts)
   d. Confirmation bias
2. Perry’s theory of cognitive development
   a. Dualism (Absolutism)
   b. Relativism
   c. Commitment
3. Characteristics of a critical thinker
   a. Analytic approach
   b. Research skills
   c. Flexibility & tolerance for ambiguity
   d. Open-minded skepticism
   e. Creative problem solving
   f. Collaborative learning
4. Barriers to Critical Thinking
   a. Resistance
      i. Avoidance
      ii. Anger
      iii. Cliches
      iv. Denial
      v. Ignorance
      vi. Conformity
      vii. Struggling
      viii. Distractions
   b. Narrow-mindedness
      i. Absolutism
      ii. Fear of challenge
      iii. Egocentrism
      iv. Ethnocentrism
      v. Anthropocentrism
   c. Rationalization
   d. Doublethink
   e. Cognitive & Social Dissonance
   f. Stress as a barrier to critical thinking
5. Reason & Emotion
   a. Definition of reason along with some classical approaches:
      i. Plato’s tri-part soul
      ii. Aquinas’ version of Christianity
      iii. Darwin’s evolutionary theory
   b. Emotion in relation to critical thinking
      i. Emotional Intelligence
      ii. Empathy
      iii. Negative effects of emotion
   c. Faith and reason
      i. Fideism
      ii. Rationalism
      iii. Critical Rationalism
   d. Types of believers
i. Theist
ii. Agnostic
iii. Atheist

6. Communication & Language
   a. Functions of language
      i. Informative
      ii. Directive
      iii. Expressive
      iv. Emotive
      v. Ceremonial
      vi. Non-verbal cues
   b. Types of meaning
      i. Denotative
      ii. Connotative
   c. Types of definitions
      i. Stipulative
      ii. Lexical
      iii. Precising
         1. Theoretical
         2. Operational
      iv. Persuasive
   d. Communication Styles
      i. Assertive
      ii. Aggressive
      iii. Passive
      iv. Passive-aggressive
   e. Manipulative Techniques in Language
      i. Emotive Language
      ii. Rhetorical Devices
         1. Euphemism
         2. Dysphemism
         3. Sarcasm
         4. Hyperbole

7. Knowledge & Evidence
   a. Epistemological Views
      i. Rationalism
      ii. Empiricism
   b. Evaluating evidence
      i. False memory syndrome
      ii. Hearsay
      iii. Anecdotal evidence
      iv. Expert testimony
      v. Confirmation bias
   c. Cognitive and perceptual errors
      i. Perceptual errors
      ii. Random data errors
      iii. Memorable events error
      iv. Self-fulfilling prophecy
   d. Social errors & biases
      i. Us vs. Them
      ii. Societal expectations
      iii. Peer pressure / conformity
      iv. Diffusion of responsibility

8. Informal Fallacies
   a. Formal fallacies vs. informal fallacies
   b. Fallacies of ambiguity
      i. Equivocation
      ii. Amphiboly
      iii. Accent
iv. Division
v. Composition
c. Fallacies of relevance
   i. ad hominem
      1. Abusive
      2. Circumstantial
   ii. Appeal to force (scare tactics)
   iii. Appeal to pity
iv. Popular appeal
v. Appeal to ignorance
vi. Hasty generalization
vii. Straw Man
viii. Red Herring
d. Unwarranted Assumptions
  i. Begging the question
  ii. Inappropriate appeal to authority
  iii. Loaded question
iv. False dilemma
v. Questionable cause
vi. Slippery slope
vii. Naturalistic fallacy

9. Arguments vs. Non-arguments
   a. Rhetoric
   b. Deductive vs. Inductive
   c. Propositions
   d. Premises & Conclusions
   e. Sample non-arguments
      i. Explanations
      ii. Conditional Statements
   f. Evaluating arguments
   g. Constructing arguments

10. Inductive Arguments
    a. Generalizations
    b. Analogies
    c. Causal arguments

11. Deductive Arguments
    a. Validity
    b. Soundness
    c. Argument by elimination (disjunctive syllogism)
    d. Mathematical arguments
    e. Definitions
    f. Hypothetical Syllogisms
       i. Modus Ponens
       ii. Modus Tollens
       iii. Chain argument (pure hypothetical syllogism)

12. Ethical Reasoning
    a. Relativism
       i. Ethical Subjectivism
       ii. Cultural relativism
    b. Utilitarianism
    c. Deontology (Kantian Theory)
    d. Rights-based ethics
    e. Virtue ethics

13. Marketing
    a. Escalation of commitment (loss aversion)
    b. Strengths-Weaknesses-Opportunities-Threats (SWOT) model
    c. Product placement
    d. Advertising directed at children
    e. Evaluating advertising
i. Informal fallacies  
ii. Rhetorical devices  
iii. Weak arguments & analogies  

14. Mass Media  
a. Media consolidation  
b. Sensationalism  
c. Lack of depth  
d. Bias  
e. Misleading scientific studies  
f. Social networking  
g. Misuses of the internet  

Resources  


Resources Other  

Instructional Services

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