

PHIL-1000: CRITICAL THINKING

Cuyahoga Community College

Viewing: PHIL-1000 : Critical Thinking

Board of Trustees:

2018-05-24

Academic Term:

Fall 2021

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-0995 Applied College Literacies, or appropriate score on English Placement Test.

Note: ENG-0990 Language Fundamentals II taken prior to Fall 2021 will also meet prerequisite requirements.

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.
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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.
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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.
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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

Mayfield, Marylis. *Thinking for Yourself*. 9th ed. Wadsworth, 2013.

Moore, B.N. and Parker, R. *Critical Thinking*. 12th ed. New Jersey: McGraw Hill Higher Education, 2017.

Boss, J.A. *THINK: Critical thinking and logic skills for everyday life*. 4th ed. McGraw Hill Publishers, 2017.

Vaughn, L. *The Power of Critical Thinking: Effective Reasoning About Ordinary and Extraordinary Claims*. 5th ed. New York: Oxford University Press, 2015.

Elder, L. and Paul, R. *Critical Thinking: Tools for taking charge of your learning and your life*. 3rd Ed. New Jersey: Pearson Prentice Hall, 2014.

Facione, Peter. *Think Critically*. 3rd. Upper Saddle River, NJ: Pearson Prentice Hall, 2015.

Resources Other

1. The Critical Thinking Community. www.criticalthinking.org (<http://www.criticalthinking.org>), 2017.

Instructional Services

OAN Number:

Ohio Transfer 36 TMAH

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Key: 3560