1. **COURSE TITLE\*: Critical Thinking**
2. **CATALOG –** **PREFIX/COURSE NUMBER/COURSE SECTION\*: PHIL 1100**
3. **PREREQUISITE(S)\*: None COREQUISITE(S)\*:None**
4. **COURSE TIME/LOCATION/MODALITY: (*Course Syllabus – Individual Instructor Specific*)**
5. **CREDIT HOURS\*: LECTURE HOURS\*:**

**LABORATORY HOURS\*: (contact hours) OBSERVATION HOURS\*:**

1. **FACULTY CONTACT INFORMATION:** ***(Course Syllabus – Individual Instructor Specific)***
2. **COURSE DESCRIPTION\*:**

This course is designed to improve the critical thinking skills associated with various forms of reasoning. The process of reasoning emphasized in this course involves identifying, analyzing, evaluating, and constructing arguments. Students will be able to identify formal and informal logical fallacies, both to avoid these in their own thinking and to criticize these in thinking presented to them. Throughout the course, we will focus on the principles of critical thinking as they apply to several different forms of reasoning including scientific, causal, statistical, legal, and/or moral reasoning with particular emphasis on how these principles present in primary source texts.

1. **LEARNING OUTCOMES\*:**

Students will:

1. Identify the premises and conclusions of arguments.
2. Distinguish arguments from non-arguments.
3. Clarify and disambiguate claims and arguments.
4. Distinguish deductive and inductive reasoning in primary works and otherwise.
5. Articulate and demonstrate an understanding of basic principles of formal reasoning and their relation to natural language.
6. Separately evaluate the acceptability of the premises and the reasoning of arguments in primary works and otherwise.
7. Identify common informal fallacies, both to avoid these in their own thinking and to criticize these in thinking presented to them.
8. Identify common cognitive biases.
9. Analyze causal, statistical, or scientific reasoning in primary works and otherwise.
10. Analyze legal or moral reasoning in primary works and otherwise.
11. Comprehend, analyze, and evaluate diverse philosophical arguments within the contexts and traditions those matters are cast.
12. Demonstrate exposure to and knowledge of views and arguments presented in the writings of several figures/texts within the contexts and traditions that inform them.
13. Explain relationships among cultural and/or historical contexts.
14. **ADOPTED TEXT(S)\*:****Students are not required to purchase any materials for this class. All texts for this course are available in digital format, for free, in Canvas.**

*Introduction to Logic and Critical Thinking (Vol 2.0)*

Matthew J. Van Cleave

Matthew J. Van Cleave (2016)

<https://human.libretexts.org/Bookshelves/Philosophy/IntroductiontoLogic_and_Critical_>Thinking\_2e\_(van\_Cleave)

*A Modern Formal Logic Primer (Volumes I and II)*

Paul Teller

Prentice Hall (1989)

https://tellerprimer.ucdavis.edu/

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.**

1. **OTHER REQUIRED MATERIALS:** **(SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.) \*\***

Students may be required to post videos of themselves speaking for some assignments. Therefore, access to a camera and microphone, as well as software necessary to upload these videos to Canvas, is required for this course. Contact the [SSCC Library](mailto:reference@sscc.edu) for information about obtaining school equipment for this purpose. (800) 628-7722 x2680

1. **GRADING SCALE\*\*\*:**

Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 – 59

1. **GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific)***

|  |  |  |
| --- | --- | --- |
| **Category** | **Total Points** | **% of Grade** |
| **Checkpoints**  14 x10 points each  (Lowest 4 Dropped) | 100 | 10% |
| **Exams**  2 x 100 points each | 200 | 20% |
| **Textual Argument Analyses**  5x40 points each | 200 | 20% |
| **Arguments Across Contexts - Essay** | 100 | 10% |
| **Scientific Reasoning Paper Project:**   * **Question & Hypothesis** (25 points) * **Annotated Bibliography** (25 Points) * **4 Source Examinations** (4 x 50 points) * **Scientific Reasoning Essay Final Draft** (150 points) | 400 | 40% |
| Total | 1000 | 100% |

1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

*EXAMPLE ONLY*:

* Course material is grouped into weekly modules. Each module will contain an overview of the week and some combination of learning materials, activities, and assessments. A typical module in this course will be organized as follows:
* At the top of each module, you will find the overview. You must view the overview for each week.
* Under the heading "READ IT," you will find the required reading for the week. These readings may include readings from textbooks, scholarly articles, primary-source readings, or my own text.
* Under the heading "WATCH IT," you will find the required videos for the week. These videos may be my own personal lectures or content that I have chosen specifically for the week's lesson.
* Under the heading "DO IT," you will find the required activities and assessments for the week. These activities may include exams, quizzes, writing assignments, discussion forums, Checkpoints, and/or other learning activities or assessments.

**14. COURSE OUTLINE: *(Course Syllabus – Individual Instructor Specific)***

***(Insert sample course outline with learning outcomes tied to assignments / topics.)***

***Example:***

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Topic | Learning Materials | Assessments |
| 1 | Introduction to Critical Thinking | What is Critical Thinking -[HKU](https://philosophy.hku.hk/think/critical/ct.php) | Checkpoint: Introduction to Critical Thinking |
| 2 | Cognitive Biases | Overcoming Cognitive Biases and Engaging in Critical Reflection –[Openstax](https://openstax.org/books/introduction-philosophy/pages/2-2-overcoming-cognitive-biases-and-engaging-in-critical-reflection) |  |
| 2 | Fundamentals of Argumentation | Van Cleave – Introduction to Logic and Critical Thinking:  Introduction    [Paul Teller - Logic Primer](https://tellerprimer.ucdavis.edu/logic-primer-files)  Ch 1 | Checkpoint: Fundamentals of Argumentation |
| 3 | Argument Reconstruction and Sentence Transcription | Van Cleave 1.3 & 1.5    Teller 1.2,    [**Sojourner Truth - “Ain’t I A Woman?” -Frances Gage Version**](https://www.nps.gov/articles/sojourner-truth.htm) | Checkpoint: Reconstruction and Transcription    Textual Argument Analysis #1- Sojourner Truth’s “Ain’t I A Woman?” |
| 4 | Validity, Truth Tables, and more Transcription | Van Cleave 1.6, Teller 1.2 & 1.5    [**Tecumseh's "Speech to the Osages**](https://teachingamericanhistory.org/document/address-to-the-osage/) | Checkpoint    Textual Argument Analysis #2- Tecumseh |
| 5 | Using Truth Tables and Transcribing Compound Sentences | Teller 4.1, 4.2, 4.4, & 4.5 | Checkpoint    Exam 1 |
| 6 | Soundness and Common Argument Forms | Van Cleave 1.7    Common Argument Forms PDF on Canvas    [**Elizabeth Cady Stanton's "The Declaration of Sentiments”**](https://www.nps.gov/wori/learn/historyculture/declaration-of-sentiments.htm) | Checkpoint    Textual Argument Analysis #3- E. Stanton |
| 7 | Informal Fallacies  Part 1 | Van Cleave Ch 4 | Checkpoint |
| 8 | Informal Fallacies  Part 2 | Van Cleave Ch 4 | Checkpoint |
| 9 | Inductive Reasoning | Inductive Reasoning - [LibreTexts](https://human.libretexts.org/Bookshelves/Philosophy/Logical_Reasoning_(Dowden)/13%3A_Inductive_Reasoning)    SSCC Library Visit! | Checkpoint    Scientific Reasoning Project Part #1: Question and Hypothesis |
| 10 | Abductive Reasoning | Evidence – [LibreTexts](https://human.libretexts.org/Bookshelves/Composition/Introductory_Composition/Book%3A_English_Composition_I%3A_Rhetorical_MethodsBased_(Lumen)/02%3A_Using_Sources/2.01%3A_Evidence)    Conducting Research –[Purdue Owl](https://owl.purdue.edu/owl/research_and_citation/conducting_research/index.html) | Checkpoint |
| 11 | Analogical Reasoning | Van Cleave 3.3 and videos on Canvas    [**Peter Singer’s, “Famine, Affluence, and Morality”**](https://rintintin.colorado.edu/~vancecd/phil308/Singer2.pdf) | Checkpoint    Textual Argument Analysis #4 - P. Singer    Scientific Reasoning Project Part #2: Annotated Bibliography |
| 12 | Causal Reasoning | Van Cleave 3.4    How to Conduct an Academic Summary – [Las Positas College](https://laspositascollege.edu/raw/summaries.php)    How Conduct a Primary Source Examination - on Canvas | Checkpoint    Scientific Reasoning Project Part #3: Sources 1 & 2 Examinations    Essay: Argumentation Across Contexts |
| 13 | Moral Reasoning | What is a Moral Argument -[Critical Thinker Academy](https://criticalthinkeracademy.teachable.com/courses/45150/lectures/655331)  Descriptive vs Normative Claims - [Critical Thinker Academy](https://criticalthinkeracademy.teachable.com/courses/45150/lectures/655333) | Checkpoint    Textual Argument Analyses Essay – Cultural Context and Argumentation    Exam 2 |
| 14 | Scientific Reasoning Project Workshop 1 | Easy Revision – [Purdue University Global Academic Success Center](https://purdueglobalwriting.center/easy-revision/) | Scientific Reasoning Project Part #4: Sources 3 & 4 Examinations |
| 15 | Scientific Reasoning Project Workshop 2 | Revising for Cohesion –[Purdue Owl](https://owl.purdue.edu/owl/general_writing/the_writing_process/proofreading/revising_for_cohesion.html) | Scientific Reasoning Project Part #5: Submit Paper |
| 16 | Final Week |  | Scientific Reasoning Paper Presentations! |
|  |  |  |  |

**15. SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

**Learning Materials:**

Students will be assigned learning materials throughout the class. Engaging with these learning materials will prepare students to successfully complete the course learning activities and assessments. Students are required to read, listen to, or watch all assigned texts and videos about the course and about the course topics.

**Learning Activities and Assessments:**

Students will frequently be assigned learning activities. Learning activities provide students with an opportunity to work with learning materials and develop the skills to be successful completing the assessments. Students will periodically be assigned assessments. Assessments measure how well the student has met the student learning outcomes.

**16. FERPA: \***

Students need to understand that your work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

**17.** **ACCOMMODATIONS: \***

Students requesting accommodations may contact the Academic Affairs office administrative assistant, Barb Fleming, at bfleming@sscc.edu or 937-393-3431 X-2620.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first.  For more information about Religious Accommodations, see the full policy at <https://www.sscc.edu/services/accessibility-services.shtml#religious-accommodations>

or contact the Academic Affairs office administrative assistant, Barb Fleming, at [bfleming@sscc.edu](mailto:bfleming@sscc.edu) or 937-393-3431 X-2620.

**18. OTHER INFORMATION\*\*\*:**

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.