

A: Division: Academic
 B: Department: Arts & Humanities

Date: September 30, 1994

New Course:

Revision of Course Information Form: X

Dated: December 1, 1993

C: PHIL 101 D: CRITICAL THINKING E: 3
 Subject & Course No. Descriptive Title Semester Credit

F: **Calendar Description:** This course examines the basic nature of reasoning and the fallacies which prevent the influence of emotional and rhetorical persuasion in media presentation, political discussion, advertisements, general academic writings, and one's own arguments. Students will also have the opportunity for their own arguments to be assessed by others. Both the theory and practice of critical thinking are covered. There is a greater emphasis upon the popular presentation of oral and written arguments than in PHIL 201. Critical thinking is highly recommended for all students in occupational and academic programs, and provides foundation for further work in Philosophy.

Summary of Revisions:
 (Enter date & section)
 Eg. Section C,E,F

Section: N

G: **Type of Instruction: Hours per Week/per Semester**

H: **Course Prerequisites:**

None

I: **Course Corequisites:**

None

J: **Course for which this Course is a Prerequisite:**

None

K: **Maximum Class Size:**

25

Lecture	2	Hrs.
Laboratory		Hrs.
Seminar	2	Hrs.
Clinical Experience		Hrs.
Field Experience		Hrs.
Practicum		Hrs.
Shop		Hrs.
Studio		Hrs.
Student Directed Learning		Hrs.
Other		Hrs.
TOTAL	4	HOURS

L: College Credit Transfer X
 College Credit Non-transfer

M: **Transfer Credit:**

Requested:

Granted: X

Specify Course Equivalents or Unassigned Credit as Appropriate:

U.B.C. PHIL 101 = Phil 102 (3)

S.F.U. PHIL 101 = Phil 101 (3)

U. Vic. any two DC = PHIL 100 (6)

[Signature]
 COURSE DESIGNER(S)
[Signature]
 DIRECTOR/CHAIRPERSON

[Signature]
 DIVISIONAL DEAN
[Signature]
 REGISTRAR

**N: Textbooks and Materials to be Purchased by Students
(Use Bibliographic Form):****Sample Texts: (one of the following)**

Barry, V. and Rudinow, J. Invitation to Critical Thinking. 3rd edition. Holt Rinehardt & Winston, 1993.

Govier, T. A Practical Study of Argument. 3rd edition. Wadsworth, 1992

Johnson, R. H. and Blair, J.A. Logical Self-Defense. 3rd edition. McGraw-Hill Ryerson Ltd., 1993.

Complete Form with Entries Under the Following Headings:

O: Course Objectives; P: Course Content; Q: Method of Instruction;

R: Course Evaluation

O. COURSE OBJECTIVES

There are two basic objectives:

1. To encourage the active participation of students in dialogue so that they can experience and reflect upon their own thinking as it is expressed in communication with others.
2. To examine, from newspapers, magazines, articles and books, numerous instances of contemporary expression and to attempt to discern genuine thinking from the spurious.

The following are additional objectives:

3. To teach the student to think for himself and to develop confidence in his own thinking.
4. To demonstrate to the student that much, if not most, of what passes for thinking actually prevents thinking and substitutes for it other things such as force, rhetoric, propaganda, etc.
5. To assist the student to examine his own thinking to discover those elements which militate against thinking and to attempt to develop it apart from such elements.
6. To explicate the nature of scientific thinking with reference to probability, evaluation of evidence and the formulation and testing of hypotheses.
7. To analyze the basic structure of reasoning, including the nature of proposition and inference, induction and deduction.
8. To demonstrate fallacious thinking and to examine representative fallacies so that non-fallacious thinking can be clarified.

9. To examine some of the insights from psychology which assist in the development of effective thinking.

P. COURSE CONTENT

1. The nature of sound reasoning as differentiated from unsound reasoning, the examination of proposition and inference, of inductive and deductive argument.
2. The analysis of basic argument forms in current newspapers, magazines, articles and excerpts from books.
3. The determination of basic fallacies and of good argument in such literary pieces.
4. The examination of typical arguments in ordinary language usage, both written and spoken.
5. Practice in scientific thinking, in the evaluation of evidence and in the formulation and testing of creative hypotheses.
6. Practice in the dialogical formulation of arguments, by means of formal and informal debate and of the assumption of argument roles.
7. Practice in composing brief written arguments on selected subjects.
8. Practice in the detection and recognition of natural language fallacies.

Q. METHOD

1. Lecture and seminar. The class may be divided into small sections for the seminars.
2. Regular practice/exercises, based on lectures and seminars.
3. Examination of written and oral arguments to detect fallacies and illustrate sound thinking.

R. EVALUATION

Assignments or quizzes (several)	30 - 60%*
Tests (at least two)	20 - 50%*
Instructor's General Evaluation ** (Participation, improvement, extra-credit)	20%

*Specific assignments explained the first day of class.

**Factors to be explained the first day of class.