



EFFECTIVE: SEPTEMBER 2004
CURRICULUM GUIDELINES

A. Division: **INSTRUCTIONAL** Effective Date: **SEPTEMBER 2004**

B. Department / **PHILOSOPHY & HUMANITIES** Revision New Course
 Program Area: **FACULTY OF HUMANITIES & SOCIAL SCIENCES**

If Revision, Section(s)
 Revised: **A,B,C,F,M,N,P,Q,R**
 Date of Previous Revision: **SEPTEMBER 1994**
 Date of Current Revision: **APRIL 2004**

C: **PHIL 1101** D: **CRITICAL THINKING** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits						
F:	<p>Calendar Description: This course examines the basic nature of reasoning and the fallacies which prevent good reasoning. Emphasis will be on understanding the logical structure of argument and on recognizing the influence of emotional and rhetorical persuasion in media presentations, political discussions, advertisements, general academic writings and one's own arguments. Students may 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 2201. Critical Thinking is highly recommended to all students in occupational and academic programs, and provides an important foundation for further work in Philosophy.</p>							
G:	<p>Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Lecture and Seminar</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>Lecture: 2 hrs. per week/semester Seminar: 2 hrs. per week/semester</p> <p>Number of Weeks per Semester: 15</p>	<p>H: Course Prerequisites: NONE</p> <p>I: Course Corequisites: NONE</p> <p>J: Course for which this Course is a Prerequisite NONE</p> <p>K: Maximum Class Size: 25</p>						
L:	<p>PLEASE INDICATE:</p> <table style="border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="padding-left: 5px;">Non-Credit</td> </tr> <tr> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="padding-left: 5px;">College Credit Non-Transfer</td> </tr> <tr> <td style="border: 1px solid black; width: 30px; height: 20px; text-align: center;">X</td> <td style="padding-left: 5px;">College Credit Transfer:</td> </tr> </table> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p>			Non-Credit		College Credit Non-Transfer	X	College Credit Transfer:
	Non-Credit							
	College Credit Non-Transfer							
X	College Credit Transfer:							

M: Course Objectives / Learning Outcomes

The successful student will be able to appreciate and engage in the following practices:

1. Participation in dialogue in a way that enables the students to experience and reflect upon their own thinking as it is expressed in communication with others.
2. Examination from newspapers, magazines, articles and books, the web, and other instances of contemporary expression so as to discern genuine thinking from the spurious.
3. Thinking for themselves, and the development of confidence in their own thinking.
4. The recognition 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. The discovery of those elements which militate against thinking.
6. The cultivation of a deeper understanding of the world.

N: 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 and evaluation of basic argument forms both spoken and written, as in, for example, current newspapers, magazines, articles, excerpts from books, and on the web.
3. The nature of the development of a philosophical understanding and the role of arguments in that development.
4. Practice in various specific forms of reasoning such as analogy, causal inference, and inference from authority.
5. Practice in the dialogical formulation of arguments, by means of formal and informal debate and of the assumption of argument roles.
6. Practice in composing brief written arguments on selected subjects.
7. Practice in the detection and recognition of natural language fallacies.

O: Methods of Instruction

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.

P: Textbooks and Materials to be Purchased by Students

Textbooks will be updated periodically. Typical examples are:

Barry, V. and Rudinow, J. (1999). Invitation to Critical Thinking, (5th ed.). New York: Holt Rinehardt & Winston.

Govier, T. (2005). A Practical Study of Argument, (6th ed.). Belmont, CA: Wadsworth.

Feldman, R. (1999). Reason and Argument, (2 ed.). Toronto, ON: Prentice Hall.

Q: Means of Assessment

Evaluation will be based upon course objectives and will be carried out in accordance with Douglas College policy. The instructor will provide a written course outline with specific evaluation criteria at the beginning of the semester.

Any possible combination of the following which equals 100%:
(No one evaluation component within each category may exceed 40%)

	<u>Percent Range</u>	<u>Example</u>	
Tests, Quizzes, Short Written Assignments	30 – 60%	Five 10% Tests	50%
Written Class Presentations, Argument Analyses, Exams	20 – 50%	Two 20% Analyses	40%
Instructor’s General Evaluation (may include attendance class participation, group work, homework, etc.)	0 – 20%	Attend/Participation	<u>10%</u>
			100%

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No.

Course Designer(s): Robert Fahrnkopf and Brian Davies

Education Council / Curriculum Committee Representative

Dean / Director

Registrar