Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

Updated 11/25/14

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by:_____

2. Date submitted:_____

3. Date approved: 11/11/07 Date revised 02/04/15

4. Department/discipline: Philosophy

5. Department(s) endorsement(s):_____
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Critical Thinking
Abbreviated course title (25 characters or less):_____

7. Course Designator: PHIL 8. Course Level: 1020

9. Number of Credits: Lecture 3 Lab _____

10. Control Number (on site) 35 Control Number (online) 25

11. Catalog/Course description:

This course teaches both critical thinking and problem solving by emphasizing awareness of the thinking process. Topics will include understanding and evaluating arguments, various forms of reasoning, and common fallacies. (Meets MnTC goal area 4). (Prerequisite: MATH 0020 or Accuplacer Score)

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): MATH 0020 Beginning Algebra or Accuplacer Score
Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

A textbook similar to *Critical Thinking* by Brooke Noel Moore and Richard Parker 9th Edition McGraw Hill, 2009.

14. **Course Content** (Provide an outline of major topics covered in course)

1. What is critical thinking?
2. Recognizing and defining deductive and inductive arguments
3. Clear thinking, critical thinking, and clear writing
    a. Ambiguity
    b. Vagueness
    c. Definitions
4. Credibility
5. Common Rhetorical Devices

6. Common Rhetorical Fallacies
7. Deductive Arguments
    a. Categorical claims
    b. Venn diagrams
    c. Categorical operations
    d. Categorical syllogism
8. Truth Functional Logic
    a. Truth Tables
    b. Truth Functional Symbols
9. Types of Inductive Arguments
10. Causal Explanations
11. Moral, legal, and Aesthetic Reasoning

15. **Learning Goals, Outcomes, and Assessment**

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Course Learning Outcomes will fulfill the identified competencies.

Course Learning Outcomes.

Upon completion of this course, the student will be able to:

1. Analyze information using deductive and inductive Critical Thinking skills to determine credibility. (A, B, C)
2. Determine the credibility of statistical data used in surveys and advertisements. (A, C).
3. Match critical thinking terminology with definitions. (B)
4. Express arguments using symbolic logic systems. (B, C)
5. Determine validity of arguments using problem solving/modeling strategies such as Venn Diagrams and Truth Tables. (B, C)
6. Identify, analyze, and diagram inductive and deductive arguments. (C)
7. Differentiate between information that is based on fact and information based on assumptions or fallacious reasoning. (A, C)
8. Articulate value assumptions which underlie and affect moral, legal, and aesthetic reasoning. (B, C, D)
9. Explain the relationship between cultural values and how individuals may approach various issues. (B, C, D)

16. **Minnesota Transfer Curriculum (MnTC):** If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See www.mntransfer.org

Goal Area(s): 4

Goal and Outcomes:
Goal 4: Mathematical/Logical Reasoning

a. Students will be able to illustrate historical and contemporary applications of mathematical/logical systems. Accomplished through lecture and demonstrated in homework and on quizzes. Topics covered include Venn diagrams, informal and symbolic logic, identifying fallacious reasoning, and truth tables.
b. Students will be able to clearly express logical ideas in writing. Student will write a short paper demonstrating their ability to express logical ideas in writing using clearly defined and supported premises, avoiding fallacious reasoning and loaded language.
c. Students will be able to explain what constitutes a valid logical argument. Student will learn the basics of symbolic logic, including what makes an argument form valid, and the argument sound. Acquisition of this goal will be demonstrated through homework assignments, quizzes, and writing.
d. Students will be able to apply higher-order problem-solving and/ or modeling strategies. Implicit in the nature of this course. Demonstrated through homework, in class exercises, discussions, and quizzes.