

CURRICULUM PROPOSAL FORM

PROGRAM TITLE PH 101 General Logic: Making Sense of Language and Thinking

PROVOST

College Curriculum Committee

College Curriculum Committee

Director of Liberal Studies
(where applicable)

Provost

(where applicable)

*College Dean must consult with Provost before approving

Signature

Date

Signature

Date

Signature

Signature

GENERIC SYLLABUS

I. CATALOG DESCRIPTION

PHILOSOPHY 101 GENERAL LOGIC: METHODS OF CRITICAL THINKING 3 credits

Prerequisites: None

Designed to develop students' ability to critically analyze deductive and inductive argumentation, rhetoric, and persuasion by examples drawn from media, textbooks, advertising, scholarly works, personal contacts, etc.

II. COURSE OBJECTIVES

1. Students will learn to recognize, analyze, and evaluate arguments:

a. to distinguish arguments from unsupported opinions.

b. to identify conclusions and premises,

c. to evaluate arguments as to validity and soundness.

2. Students will develop the skills of abstract logical thinking, critical analysis, decision making, and other aspects of the critical process by studying and applying fundamental principles of critical reasoning.

3. Students will apply the techniques of critical reasoning to actual

arguments from philosophy and elsewhere and to current issues, ideas, institutions, and events.

4. Students will become acquainted with some of the major areas of philosophy through the analysis of arguments from those areas.

III. COURSE OUTLINE: varies with instructor and includes at least some of the following:

A. Analyzing Deductive and Inductive Arguments: Premises & Conclusion.

2. Arguments taken from selected readings in philosophy:
Sample below.

- PHILOSOPHY OF RELIGION

Proofs for God's existence

Anselm & Descartes, ontological argument

Aquinas, cosmological arguments

Paley teleological argument

Problem of Evil

Hick, solution

defense of atheism (Nagel or Mackie)

Adequate Evidence: Should we believe in God without it?

Pascal, wager

James, Will to Believe

criticism of James & Pascal (Clifford or Stich)

VALUES: Sexual and Racial Equality

Richard Wasserstrom, "Racism and Sexism"

Willam Jagger - "Political Philosophy of Women's

Liberation"

EPISTEMOLOGY: Skeptical Arguments

Descartes, Meditation I

Ayer, "Argument from Illusion"

METAPHYSICS: The Mind-Body Problem and the Problem of
Personal Identity

Descartes, Meditation II

Hume, "the Self"

Perry, "Dialogue on Personal Identity & Immortality"

SAMPLE SYLLABUS

I. CATALOG DESCRIPTION

PHILOSOPHY 101 GENERAL LOGIC: METHODS OF CRITICAL THINKING

3 credits

Prerequisites: None

Designed to develop students ability to critically analyze deductive and inductive arguments.

textbooks, assignments, scholarly works, personal contacts, etc.

D. *Evaluating Inductive Arguments*

1. Empirical Generalization.
2. Causal Generalization: the Controlled Experiment of the English Man

LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's

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PART II: WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its

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GENERAL CRITERIA FOR

[The body of the form is almost entirely obscured by dense horizontal black lines, likely representing redacted content or severe scanning artifacts.]

Liberal Studies Form -- 4

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course contribute? Check all that apply and attach an explanation.

1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.

2. Define and analyze problems from sources available

3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.

4. Recognize creativity and engage in creative thinking.

5. Continue learning even after the completion of their formal education.

6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE

CHECK LIST -- HUMANITIES: PHILOSOPHY

Knowledge Area Criteria which the course must meet:

 x -Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely descriptive.

 x Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and

LIBERAL STUDIES CHECKLIST FOR
PHILOSOPHY 101 GENERAL LOGIC: METHODS OF CRITICAL THINKING

II. COURSE OBJECTIVES

A. INTELLECTUAL SKILLS & MODES OF THINKING:

1. Students will develop the skills of abstract logical thinking, critical analysis, decision making, and other aspects of the critical process by studying the fundamental principles of correct reasoning. They will learn to analyze arguments and to recognize valid and invalid patterns of inference. They will also learn to recognize various informal fallacies and to apply rules

courses are the place to learn these principles.

PRIMARY.

2. Learning to recognize, analyze and evaluate arguments is an

important part of literacy. Learning to evaluate actual arguments will enhance students' abilities to read carefully and analytically and to evaluate the strength of what they have read. Many students cannot write well because they do not understand the principles of logical reasoning and, therefore, cannot organize their thoughts. Studying those principles will enhance the students' ability to organize their thoughts and thereby their ability to write well

III. GENERAL CRITERIA

A. All instructors who have taught this course during the previous academic year and summer and all who intend to teach it, the following academic

year will meet at the conclusion of the spring semester. They will review this document, including the generic syllabus. They will exchange individual syllabi and then will discuss whether they are meeting the specific goals and criteria outlined in this document. Any problems or conflicts will be brought before the entire department for resolution.

4. Logical reasoning is sometimes seen as opposed to creativity. It is not. "Creativity" involves criticism of the status quo or "accepted solution" and reaching out for possible solutions as yet untried. The study of philosophy will help both in the questioning of the all-too-obvious and in the imagining of new alternatives.

5 & 6. Students will be shown applications of fundamental logical principles to current issues, ideas, institutions, and events. The need to continue to develop and use critical reasoning to make crucial decisions throughout life will be emphasized. Reasoning skills should persist and continue to improve students' ability to learn, evaluate, decide, and act.

IV. KNOWLEDGE AREA CRITERIA:

A. The course will treat logical concepts, principles, and techniques in

