

EL CAMINO COLLEGE
COURSE OUTLINE OF RECORD - Approved

I. General Course Information

Subject: PHIL
Course Number: 105
Descriptive Title: Critical Thinking and Discourse
Division: Behavioral and Social Sciences
Department: Philosophy
Course Disciplines: Philosophy

Catalog Description:

This course focuses on the study and development of critical reasoning and effective argumentation. Emphasis is placed on the application of critical thinking skills to the production of clear, well-argued position and advocacy papers and to the linguistic and logical analysis of the writings of others.

Conditions of Enrollment:

Prerequisite: English 1A with a minimum grade of C

Course Length: Full Term

Hours Lecture (per week): 3
Hours Laboratory (per week): 0
Outside Study Hours: 6
Total Hours: 54

Course Units: 3

Grading Method: Letter Grade only
Credit Status: Credit, degree applicable

Transfer CSU: Yes **Effective Date:** 12/09/1991
Transfer UC: Yes **Effective Date:** Spring 1994

General Education:

ECC:

Area 4B - Language and Rationality: Communication and Analytical Thinking
Term: Fall 1992 **Other:**

CSU GE:

Area A3 - English Language Communication and Critical Thinking: Critical Thinking
Term: Fall 1992 **Other:**

IGETC:

Area 1B - Critical Thinking and Composition
Term: Fall 1992 **Other:**

II. Outcomes and Objectives

A. Student Learning Outcomes (SLOs) (The course student learning outcomes are listed below.)

SLO #1 Errors in Reasoning

Students will be able to recognize and evaluate both errors in reasoning, including the primary fallacies, and linguistic techniques used in statements and arguments.

SLO #2 Problems in Positions

Students will be able to recognize and articulate problems in the positions and arguments of themselves and others.

SLO #3 Composing Arguments

Students will be able to compose coherent and well-reasoned arguments demonstrating research skills, and the ability to evaluate essays, studies, and statistical data. They will be able to analyze various arguments, including analogical and scientific ones as well as addressing counterarguments to their position.

B. Course Objectives (The major learning objective for in this course are listed below)

1. Identify and analyze arguments representing multicultural views and perspectives with an emphasis on the role of rhetorical language in argumentation.
2. Identify logical inconsistencies in arguments.
3. Demonstrate the basics of writing an argumentative essay.
4. Distinguish fact/knowledge from judgement/opinion.
5. Distinguish knowledge and beliefs obtained from sensory evidence from both ethics and metaphysics.
6. Evaluate the credibility and effectiveness of written argumentation in various domains of inquiry, with particular attention to the expertise and bias of speakers and writers.
7. Evaluate the credibility of evidence source materials.
8. Locate, analyze, and synthesize sources, evidence, and reasons in argumentative writing.
9. Analyze the written arguments of others.
10. Identify and analyze fallacies, analogies, statistics, studies, and surveys.
11. Interpret passages of texts, such as the Constitution and the Bible, paying close attention to problems of context, translations from other languages, contradictions, and exceptions to rules.
12. Analyze the myriad kinds of advertising, including being able to recognize and identify the fallacies, biases, and persuasive techniques used by advertisers.

III. Outline of Subject Matter

(Topics should be detailed enough to enable an instructor to determine the major areas that should be covered to ensure consistency from instructor to instructor and semester to semester.)

Major Topics

I. Argumentative Language (8 hours, lecture)

- A. Identify Arguments
- B. Distinguish Arguments from Explanations and Opinions
- C. Analyze Evaluative and Expressive Language
- D. Definitions: Ambiguity and Vagueness
- E. Recognize and Complete Enthymematic Material
- F. Analyze Rhetorical Elements of Argumentative Writing
- G. Develop Précis

II. How to Produce Effective Written Argumentation (6 hours, lecture)

- A. Major Thesis of Paper
- B. Elements of the Extended Argument
- C. Language of Argumentative Writing
- D. Presentation of Facts and Opinions
- E. Author Credibility and Credentials
- F. Author Bias

III. The Logic of Argument (6 hours, lecture)

- A. Premise, Conclusion, and Inference
- B. Deduction and Induction
- C. Validity and Truth, Soundness and Cogency
- D. Fallacious Reasoning

IV. Fallacies (9 hours, lecture)

- A. Formal
- B. Informal
- C. Inductive
 - 1. Causal
 - 2. Statistical/Generalizations
 - 3. Analogy

V. Evidence in Argumentation (8 hours, lecture)

- A. Observation and Inference
- B. Fact Versus Judgement and Knowledge Versus Belief
- C. Sufficiency and Relevance of Evidence
- D. Different Modes of Inquiry
- E. Credibility and Source Material (Including Media and the Internet)

VI. Refining Argumentative Writing Skills (3 hours, lecture)

- A. Developing/Clarifying Thesis
- B. Audience Awareness
- C. Research and Presentation of Evidence
- D. Avoidance of Fallacies
- E. Argument Strategies and Purposes
- F. Analysis of Propaganda Techniques

VII. Application of Argumentative Writing Skills on Current Topical Issues (9 hours, lecture)

- A. Moral and Legal Reasoning
- B. Assessing Strange and Unusual/Weird Claims
- C. Synthesizing the Relationships of Logic, Thought, Language and Culture
- D. Construction of Position on Current Issues
- E. Analyzing the Position of Others

VIII. Analysis of Advertising (3 hours, lecture)

- A. Bias and Expertise
- B. Appeals to the Subconscious
- C. Appeals to Emotions
- D. Deceitful Claims: Ambiguity, Concealed Facts, Exaggerations and Lies
- E. Puffery
- F. Loss of Autonomy

IX. Interpretation of Passages and Texts (2 hours, lecture)

- A. Context
- B. Translations from Other Languages
- C. Exceptions to Rules
- D. Contradictions
- E. Evaluation in Light of Scientific and Other Knowledge
- F. The Problems with the Claim of Basing One's Moral and Other Views on a Literal Reading of the Constitution, Bible, or Other Religious Texts

Total Lecture Hours: 54

Total Laboratory Hours: 0

Total Hours: 54

IV. Primary Method of Evaluation and Sample Assignments

A. Primary Method of Evaluation (choose one):

- 1) Substantial writing assignments

B. Typical Assignment Using Primary Method of Evaluation

Typical Assignment Using Primary Method of Evaluation:

In a five- to seven-page essay, describe the problems that have been expressed with respect to the theory of evolution. Defend or critique this theory, using the criteria for good explanations that we have discussed in class.

C. College-level Critical Thinking Assignments

Critical Thinking Assignment 1:

Write a five- to seven-page essay that analyzes the language of the attached essay for emotive content, ambiguity/vagueness, and other persuasive devices. Determine what, if any, cognitive value the essay has beyond such devices.

Critical Thinking Assignment 2:

Write an eight- to ten-page essay that criticizes or defends medical experimentation on animals from a utilitarian perspective.

D. Other Typical Assessment and Evaluation Methods

Essay Exams, Homework Problems, Other (specify), Reading Reports, Written Homework

V. Instructional Methods

Discussion, Group Activities, Lecture, Other (specify)

If other:

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. Work Outside of Class

Answer questions, Required reading, Skill practice, Study, Written work (such as essay/composition/report/analysis/research)

If Other:

VII. Texts and Materials

- A. Up-to-date Representative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)**

Lewis Vaughn, *The Power of Critical Thinking: Effective Reasoning About Ordinary and Extraordinary Claims*, 4th ed., Oxford University Press, 2012.
Discipline Standard

Lewis Vaughn, *Concise Guide to Critical Thinking*, Oxford University Press, 2017.
Discipline Standard

Brooke Noel Moore, Richard Parker, *Critical Thinking*, 13th ed., McGraw-Hill, 2021.

- B. Alternative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)**

Jack Lyons, Barry Ward, *The New Critical Thinking: An Empirically Informed Introduction*, 1st ed., Routledge, 2017.
Discipline Standard

- C. Required Supplementary Readings**

- D. Other Required Materials**

VIII. Conditions of Enrollment

A. Requisites (Course Prerequisites and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite: Prerequisite
Category: communication or computation skill

Requisite course: English 1A with a minimum grade of C

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).

The student must know how to locate and correct grammatical errors (sentence fragments, misused commas, pronoun-antecedent disagreement, etc.) in his/her own writing, and in the writing of others.

ENGL 1A - Recognize and revise sentence-level grammar and usage errors.

ENGL 1A - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.

The student must be able to compose essays and research papers. This includes composing thesis statements, using appropriate means to develop the thesis (examples, facts, anecdotes, and reasons), and using research skills to write a research paper.

ENGL 1A - Read and apply critical-thinking skills to numerous published articles and to college-level, book-length works for the purpose of writing and discussion.

ENGL 1A - Demonstrate ability to locate and utilize a variety of academic databases, peer-reviewed journals, and scholarly websites.

ENGL 1A - Utilize MLA guidelines to format essays, cite sources in the texts of essays, and compile Works Cited lists.

The student must think critically in reading and analyzing the writing of others. This includes the ability to identify essential elements of written discourse (central theme, thesis statement, main points, etc.) and different methods of thesis development (comparison, contrast, cause-effect analysis, and classification); to summarize and paraphrase written discourse; and to advocate or challenge the author's opinions.

ENGL 1A - Recognize and revise sentence-level grammar and usage errors.

ENGL 1A - Read and apply critical-thinking skills to numerous published articles and to college-level, book-length works for the purpose of writing and discussion.

ENGL 1A - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.

ENGL 1A - Compose multi-paragraph, thesis-driven essays with logical and appropriate supporting ideas, and with unity and coherence.

ENGL 1A - Utilize MLA guidelines to format essays, cite sources in the texts of essays, and compile Works Cited lists.

B. Requisite Skills: (Non-Course Prerequisite and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite:

Requisite and Matching Skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable

C. Recommended Preparations (Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite course:

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).

D. Recommended Preparation (Non-Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite:

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable

E. Enrollment Limitations

Enrollment Limitations and Category:

Enrollment Limitations Impact:

Course Created by: E. Shadish, P. Shepard, R. Pielke

Date: 11/01/1991

Board Approval Date: 12/09/1991

Last Board Approval Date: 12/21/2020

Last Reviewed and/or Revised by: Randall Firestone

Date: 11/03/2020