

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE  
MASTER SYLLABUS

**CRITICAL THINKING**  
**PHL 1300**

**Class Hours: 3.0**

**Credit Hours: 3.0**

**Laboratory Hours: 0.0**

**Date Revised: Spring  
01**

**Catalog Course Description:**

An introduction to practical reasoning. This course covers the nature of deductive and inductive arguments, diagramming arguments, the search for implicit premises and conclusions and the role of falsehood, deception, and emotion in reasoning. More important, PHIL 1300 is a careful study of argument construction and evaluation.

**Entry Level Standards:**

Students must be able to read and write at a college level. Students must also be responsible enough to prepare for, attend, and participate in class regularly.

**Prerequisites:**

None

**Textbook(s) and Other Reference Materials Basic to the Course:**

Moore, Brooke Noel, and Parker, Richard. *Critical Thinking*, 6th edition. Mountain View, CA.: Mayfield Publishing Company. 2001.

**I. Week/Unit/Topic Basis:**

<b>Week</b>	<b>Topic</b>
1	What Is Critical Thinking?
2	Critical Thinking & Clear Writing
3	Evaluating Informative Claims
4	Persuasion Through Rhetoric
5	More Rhetorical Devices
6	More Rhetorical Devices
7	More Pseudoreasoning & Rhetorical Ploys
8	More Pseudoreasoning & Rhetorical Ploys
9	Explanations

- 10 Understanding and Evaluating Arguments
- 11 Deductive Arguments I
- 12 Deductive Arguments I
- 13 Inductive Arguments
- 14 Causal Arguments
- 15 Moral, Legal & Aesthetic Reasoning(?)
- 16 Final Exam

## II. Course Objectives\*:

- A. Demonstrate a basic understanding of what it means to think critically. I.5, III.2
- B. Demonstrate a basic understanding of the relationship between language and critical thinking. I.3, I.4, I.5, III.1, III.2
- C. Demonstrate a basic understanding of the relationship between logic and critical thinking. I.5, III.2
- D. Demonstrate a basic understanding of the principles of thinking critically. I.5, III.2
- E. Demonstrate a greater potential for making work-related, civic-related, etc., decisions in a more critical way. III.2, IV.3
- F. Demonstrate a greater potential for making personal decisions in a more critical way. III.2
- G. Demonstrate an enhanced ability to speak and write as a critical thinker. I.3, I.4, III.1, III.2

\*Roman numerals after course objectives reference goals of the university parallel program.

## III. Instructional Processes\*:

Students will:

1. Read assigned chapters in the textbook. *Communication Outcome, Problem Solving and Decision Making Outcome, Cultural Diversity and Social Adaptation Outcome*
2. Complete assigned exercises from the textbook. *Communication Outcome, Problem Solving and Decision Making Outcome, Active Learning Strategy*
3. Attend lectures about the material studied in the textbook. *Communication Outcome, Problem Solving and Decision Making Outcome*
4. Participate in classroom discussions of the relevant material. *Communication Outcome, Personal Development Outcome, Problem Solving and Decision Making Outcome, Cultural Diversity and Social Adaptation Outcome, Active Learning Strategy*
5. Take objective quizzes and exams covering the material. *Communication Outcome, Problem Solving and Decision Making Outcome*
6. Be expected to begin to read the paper and watch television as a critical thinker. *Communication Outcome, Personal Development Outcome, Problem Solving and Decision*

*Making Outcome, Active Learning Strategy, Transitional Strategy*

7. Write a well-researched/well-planned argumentative essay. *Communication Outcome, Personal Development Outcome, Problem Solving and Decision Making Outcome, Cultural Diversity and Social Adaptation Outcome, Information Literacy Outcome, Transitional Strategy*
8. Be encouraged to begin to live a life that is truly guided by the light of reason. *Personal Development Outcome, Problem Solving and Decision Making Outcome, Cultural Diversity and Social Adaptation Outcome*

\*Strategies and outcomes listed after instructional processes reference Pellissippi State's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

#### **IV. Expectations for Student Performance\*:**

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

1. Define logic/critical thinking. A
2. Explain the unique relationship between logic/critical thinking and various other disciplines. A, C
3. Articulate the importance of thinking logically. A, C
4. Recognize an argument as such. C
5. Recognize premise indicators as such. C
6. Recognize a premise (in an argument) as such. C
7. Recognize conclusion indicators as such. C
8. Recognize a conclusion (in an argument) as such. C
9. Recognize implicit premises. C
10. Recognize implicit conclusions. C
11. Flesh out incomplete statements in arguments. C
12. Recognize a complex argument as such. C
13. Distinguish between inductive and deductive arguments. C
14. Define/understand "valid" as a logical concept. C
15. Define/understand "invalid" as a logical concept. C
16. Define/understand "sound" as a logical concept. C
17. Recognize irrelevant statements (in an argument) as such. B
18. Evaluate inductive arguments. D, E, F
19. Evaluate deductive arguments. D, E, F

20. Understand when an appeal to the actions or opinions of others is a fallacy. B, D, E, F
21. Understand when an argument against the person is a fallacy. B, D, E, F
22. Recognize the aesthetic fallacy as such. B, D, E, F
23. Recognize why and when arguments from ignorance are fallacious. B, D, E, F
24. Recognize the fallacy of composition as such. B, D, E, F
25. Recognize the fallacy of division as such. B, D, E, F
26. Understand fallacies related to ambiguity. B, D, E, F
27. Understand fallacies related to vagueness. B, D, E, F
28. Recognize the slippery-slope fallacy. B, D, E, F
29. Understand the "varieties of falsehood." B, D, E, F
30. Recognize the straw man fallacy. B, D, E, F
31. Understand the false dilemma fallacy. B, D, E, F
32. Recognize "gobbledygook" as such. B, D, E, F
33. Understand when an appeal to emotion results in fallacy. B, D, E, F
34. Recognize definitions as good/bad definitions. B, D, E, F
35. Recognize/understand domino arguments as such. B, D, E, F
36. Recognize arguments that beg the question as fallacious for that reason. B, D, E, F
37. Recognize analogies as good/bad analogies. B, C, D, E, F
38. Explain/illustrate the Socratic Method. B, C, D, E, F
39. Understand/define some of the key terms of formal logic. C
40. Construct/write better arguments of their own. B, D, E, F, G

\*Letters after performance expectations reference the course objectives listed above.

#### **V. Evaluation:**

##### A. Testing Procedures:

The grade is based upon eight/ten quizzes, an objective Mid-Term Exam, and a Final Essay/Exam.

##### B. Laboratory Expectations:

N/A

##### C. Field Work:

N/A

D. Other Evaluation Methods:

N/A

E. Grading Scale:

100-90 = A

89-85 = B+

84-80 = B

79-75 = C+

74-70 = C

69-60 = D

59-00 = F

**VI. Policies:**

A. Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course.

B. Academic Dishonesty:

Dishonesty of any kind can result in an "F" for the course.