Maui Community College
Curriculum Action Request (CAR) Form
Course

1. Author(s): Bud Clark

2. Department: Humanities

3. Date submitted to Curriculum Committee: April 1, 2008

4. Type of action

Addition	*Modification*	
☒ regular	☐ alpha/number	☐ prerequisite
☐ other, specify:	☐ title	☐ corequisite
	☐ credits	☐ recommended prep
	☐ description	☐ other, specify:

5. Existing course
   Alpha & number none   *Title*   *Credits*

6. Proposed new/modified course
   Alpha & number PHIL 109   *Title* Reasoning and Critical Thinking   *Credits* 3

7. Reason for this curriculum action
   Strengthen critical thinking in students and support current and new programs

8. New course description *(or catalog page of current course description, if unchanged)*
   Studies informal logic, practical reasoning, argument, and the use and misuse of language. Emphasizes the development of critical thinking skills.

9. Prerequisite(s) – *see Prerequisite Style Sheet for samples*
   ; or consent. ☒ no ☐ yes

10. Corequisite(s): none

11. Recommended preparation: ENG 100 and ENG 21 or 102

12. Cross listed: ☒ no   ☐ yes; cite course alpha & number

13. Student contact hours per week:
    _3_ hr. lecture _____ hr. lab _____ hr. lecture/lab _____ hr. other; explain:

14. Grading: ☒ Standard *(Letter, Credit/NoCredit, and Audit options)*
    ☐ Letter grade only   ☐ Credit/NoCredit only   ☐ Not for audit

15. Repeatable for credit? ☒ no ☐ yes; maximum is _____ credit or ☐ unlimited.

16. Special fees required? ☒ no ☐ yes; explain:

17. Proposed term of first offering: _Spring_____ semester of _2009_____ year.

18. List degrees, certificates, prerequisites, and catalog sections *(and their page numbers)* affected by this proposal:

19. Maximum enrollment? <u>35</u> Rationale, if applicable:

20. Special resources *(personnel, supplies, etc.)* required? ☒ no ☐ yes, explain:

21. Course is restricted to particular room type? ☐ no ☒ yes, explain: classroom needs video capability and instructor computer

22. Special scheduling consideration? ☒ no ☐ yes, explain:

23. Method(s) of delivery appropriate for this course (check all that apply)
    ☒ Traditional ☒ HITS Interactive TV ☒ Cable TV ☒ Online ☐ Other, explain:

24. Which of the collegewide General Education Academic Skill Standards (CCOWIQs) does this course support? (Check all that apply)

    ☒ 1 - Written Communications   ☒ 4 - Oral Communication
    ☐ 2 - Quantitative Reasoning   ☒ 5 - Critical Thinking
    ☐ 3 - Information Retrieval & Technology   ☐ 6 - Creativity
    ☐ Other General Education SLOs, such as Ethics, Scientific Inquiry, or Service-Learning, explain:

25 .Which program SLOs does this course support? (List all that apply and explain, if necessary.)

    ☐ Program SLO 1:   Explain: This course supports the critical thinking SLO for all programs.
    ☐ Program SLO 2:   Explain:
    ☐ Program SLO 3:   Explain:
    ☐ Program SLO 4:   Explain:
    ☐ Program SLO 5:   Explain:

26. ☐ Course is a requirement for this CTE (Career Technical Education) program degree/certificate:
    ☐ Course is an elective for this CTE program degree/certificate:
    ☒ Course is a general education elective for CTE degrees, fulfilling:
        ☐ Quantitative   ☐ English/Communication   ☒ Humanities
        ☐ Natural Science   ☐ Social Science

27. ☒ Course satisfies the following category for the AA degree *(starting Fall 2008)*
        ☐ Category I - Foundations/Skills
            ☐ English Communication
            ☐ Computer/Information Processing and Retrieval
            ☐ Symbolic Reasoning
            ☐ Global and Multicultural Perspectives
        ☒ Category II - Breadth of Understanding and Experience
            ☒ Human Understanding
                ☒ The Individual
                ☒ The Community
            ☐ Human Expression
            ☐ Environmental Awareness
            ☐ Asia/Pacific Perspective
        ☐ Category III - Focus/Specialization/Area of Interest
            ☐ Area of Interest Requirement Name:
            ☐ Electives Name:
        ☐ Other Graduation Requirements
            ☐ Writing Intensive
            ☐ Science Lab

☐Hawai'i Emphasis

28. Course ☐ increases ☐ decreases ☒ makes no change to number of credits required for program(s) affected by this action.

29. Course is taught at another UH college (go to <http://myuh.hawaii.edu/uhdad/bwckctlg.p_disp_dyn_ctlg>)
   ☐ no *(Proposed course should use an "open" alpha/no. not used for a different course at other UH colleges).* Explain why this course is proposed for MCC:
   ☒ yes *(Proposed course should use the same alpha/no. used for a comparable course at another UH college).* Specify college(s), course, alpha, and number: UH Hilo PHIL - 109 - Reasoning

30. Course is
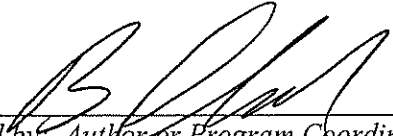   not appropriate for articulation at: ☐ UHCC ☐ UH Manoa ☐ UH Hilo ☐ UH WO ☐ Other/PCC
   articulated* at: ☐ UHCC ☐ UH Manoa ☐ UH Hilo ☐ UH WO ☐ Other/PCC
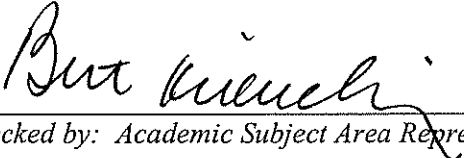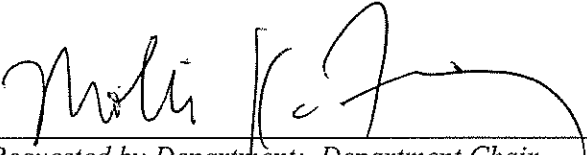   appropriate for articulation* at: ☐ UHCC ☐ UH Manoa ☒ UH Hilo ☐ UH WO ☐ Other/PCC

   NOTE: Attach Course Articulation Form if course is already articulate to the General Education Core at UH Manoa or if it is appropriate for articulation.
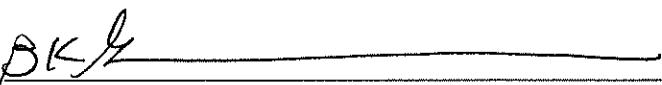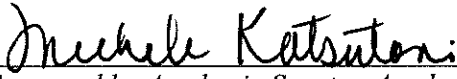
Additional Information:
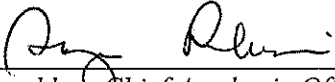
1, April 08

Proposed by: Author or Program Coordinator   _Date_

11, April '08

Checked by: Academic Subject Area Representative to Curriculum Committee _Date_

6/ May '08

Requested by Department: Department Chair   _Date_

_4/22/08_

Recommended by: Curriculum Chair   _Date_

_5/6/08_

Approved by Academic Senate: Academic Senate Chair   _Date_

_4/6/08_

Endorsed by: Chief Academic Officer   _Date_

_7/18/08_

Approved by: Chancellor   _Date_

1. Alpha and Number   PHIL 109

2. Course Title   Reasoning and Critical Thinking

    Credits   3

    Date of Outline   Feb. 14, 2008

    Course Description: Studies informal logic, practical reasoning, argument, and the use and misuse of language. Emphasizes the development of critical thinking skills.

3. Contact Hours/Type   3 hours/lecture

4. Prerequisites   none

    Corequisites   none

    Recommended Preparation   ENG 100 and ENG 21 or 102

Approved by _____ Date 7/17/07

5. General Course Objectives

Presents techniques for analyzing arguments used in political rhetoric, advertisements, editorials, scientific claims and social commentary. Develops the ability to create and refine written arguments.

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See the attached curricular grid for detailed information on how PHIL 109 focuses on the Maui Community College general education standards.

6. Student Learning Outcomes

On successful completion of this course, students will be able to:

a. Identify an argument;
b. Analyze elements/facts of a specific situation and arguments;
c. Communicate important elements/issues of an argument or situation;
d. Gather relevant situational information;
e. Interpret information effectively relative to the problem at hand;
f. Establish relevant criteria and standards for acceptable solutions;
g. Develop alternatives to address criteria;
h. Clarify assumptions;
i. Predict implications and consequences;
j. Construct well-reasoned solutions/conclusions;
k. Support conclusions with arguments and fact; and
l. Communicate decisions in writing.

7. Recommended Course Content and Approximate Time Spent on Each Topic Linked to # 6. Student Learning Outcomes.

1 week	Ice breaker/get acquainted activity Introduction to the course syllabus including a discussion of course materials, assignments, projects. (a, c, d)
1 -2 weeks	Arguments basics -deductive and inductive distinction (a, b, e, f, i, j, k)
1-2 weeks	Deductive overview (a, b, e, f, g, i, k)
3-6 weeks	Inductive logic and reasoning (a, b, c, d, e, f g, h, i, j, k, l)
2-4 weeks	Fallacies (a, b, c, e, f, g, i, l)

2-4 weeks   Application, analysis and strategies (a, b, c, d, e, f, g, h, i, j, k, l)

8. Text and Materials, Reference Materials, Auxiliary Materials and Content

Appropriate text(s) and materials will be chosen at the time the course is offered from those currently available in the field. Examples include, but are not limited to

      Text materials, such as
Discovering Arguments: An Introduction to Critical Thinking and Writing with Readings, 2/e by **Memering & Palmer**

Asking the Right Questions: A Guide to Critical Thinking, 8/e
Browne & Keeley

General reference materials, and videos should be made available in the Reserve Room at the MCC Library.

9. Recommended Course Requirements and Evaluation

Specific course requirements are at the discretion of the instructor at the time the course is being offered. Suggested requirements might include, but are not limited to

10 –50%	Written quizzes, midterm(s) and/or a final exam covering lectures, discussions, media presentations, guest speakers, and reading assignments. (a, b, c, d, e, f g, h, i, j, k, l)
20–35%	Projects and reports (a, b, c, d, e, f g, h, i, j, k, l)
20-35%	Presentations on case studies (a, b, c, d, e, f g, h, i, j, k, l)
0–10%	Punctuality, attendance, and participation (d, i)

10. Methods of Instruction

Instructional methods will vary considerably with instructors. Specific methods will be at the discretion of the instructor teaching the course and might include, but are not limited to

quizzes and other tests with feedback and discussion
written work
lectures and class discussions

problem solving

electronic presentations

videos, DVDs, CD-ROMs with detailed viewing guide and discussion questions

data analysis, and other activities

field trips including field notes

guest speakers and attendance at public lectures

group activities

group presentations

games and simulations

homework assignments such as

> reading, or watching, and writing summaries and reactions to ethical issues   in the media including broadcast television, newspapers, video, magazines, journals, lectures, web-based material, and other sources; reading text and reference materials and answering discussion questions; researching ethical issues and problems;

web-based assignments and activities

reflective journals

group and/ or individual research projects with reports or multimedia
     presentations

study logs and study groups

Service-Learning, community service, and/or civic engagement projects; and

other contemporary learning techniques (such as problem-based learning,
     investigative case-based learning, co-op, internships, self-paced programs).

Assessment of Intended Student Learning Outcomes Standards – CCOWIQs with Ratings for PHIL 109

Key:

3 = Major Emphasis: The student is actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. The learner outcome is the focus of the class.

2 = Moderate Emphasis: The student uses, reinforces, applies and is evaluated by this learner outcome, but it is not the focus of the class

1 = Minor Emphasis: The student is provided an opportunity to use, reinforce, and apply this learner outcome, but does not get evaluated on this learner outcome

0 = No Emphasis: The student does not address this learner outcome

	PHIL 109
Standard 1: Written Communication	
Write effectively to convey ideas that meet the needs of specific audiences and purposes.	
1.1 Use writing to discover and articulate ideas	2
1.2 Identify and analyze the audience and purpose for any intended communication	3
1.3 Choose language, style and organization appropriate to particular purposes and audiences	3
1.4 Gather information and document sources appropriately	1
1.5 Express a main idea as a thesis, hypothesis, and other appropriate content	3
1.6 Develop a main idea clearly and concisely with appropriate content	3
1.7 Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics	1
1.8 Demonstrate proficiency in revision and editing	1
1.9 Develop a personal voice in written communication	2
Standard 2: Quantitative Reasoning	
Synthesize and articulate information using appropriate mathematical methods to solve problems and logically address real-life situations.	1
2.1 Apply numeric, graphic and symbolic skills and other forms of quantitative reasoning, accurately and appropriately	0
2.2 Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate	0
2.3 Communicate clearly and concisely the methods and results of quantitative problem solving	0
2.4 Formulate and test hypotheses using numerical experimentation	1
2.5 Define quantitative issues and problems, gather relevant information, analyze that information, and present results	2
2.6 Assess the validity of statistical conclusions	2
Standard 3: Information Retrieval and Technology (Information Literacy)	
Access, evaluate, and utilize information effectively, ethically and responsibly.	1
3.1 Use print and electronic information technology ethically and responsibly	2
3.2 Demonstrate knowledge of basic vocabulary, concepts, and operations of information technology and retrieval	1
3.3 Recognize, identify, and define an information need	2
3.4 Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information	3
3.5 Create, manage, organize, and communicate information through electronic media	1
3.6 Recognize changing technologies and make informed choices about their appropriateness and use.	1
Standard 4: Oral Communication	
Practice ethical and responsible oral communications appropriate to a variety of audiences and purposes.	
4.1 Identify and analyze the audience and purpose of any intended communication.	3
4.0 Gather, evaluate, select, and organize information for the communication.	3
4.3 Use language, techniques, and strategies appropriate to the audience and occasion.	3
4.4 Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion	1
4.5 Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.	3
4.6 Use competent oral expression to initiate and sustain discussion.	1
Standard 5: Critical Thinking	
Apply critical reasoning skills to effectively address the challenges and solve problems.	
5.1 Identify and state problems, issues, arguments, and questions contained in a body of information.	3
5.0 Identify and analyze assumptions and underlying points of view relating to an issue or problem.	3
5.3 Formulate research questions that require descriptive and explanatory analyses.	3
5.4 Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.	3
5.5 Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.	3
5.6 Apply problem-solving techniques and skills, including the rules of logic and logical sequence.	3
5.7 Synthesize information from various sources, drawing appropriate conclusions.	3
5.8 Communicate clearly and concisely the methods and results of logical reasoning.	3
5.9 Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.	3