ORIGINAL

Revised July 2001   Curriculum Number 2001, 72

Cover Sheet to the Curriculum Action Request (CAR) (Form 4-93) - Maui Community College
This is a routing procedure and cover sheet. The official signature section is on the CAR form.

COURSE ALPHA/NUMBER _PHIL 110_   PROPOSAL TYPE _MOD_

_____ Author: _BUD CLARK_   Ext: _____ email: _____

_____ Consulted with: _Dorothy Pyle_ _____

_____ Discipline Curriculum Rep reviewed written proposal and signed here: _D Pyle_   Date:

_____ Consulted with Articulation Coordinator (General Education Core Articulation only)   Date:

_____ Written proposal discussed in unit   Date:

_____ CAR signed by Unit Chair or Other Appropriate Person   Date:

_____ Original and three copies of complete proposal forwarded to Curriculum Committee   Date:

_____ Passed by Curriculum Committee, CAR signed by Chair   Date: 5/8

_____ Approved by Academic Senate, CAR signed by Chair   Date:

_____ Original forwarded to Dean of Instruction by Curriculum Chair   Date:

_____ Received by Dean of Instruction's Office   Date:

_____ CAR signed by Dean of Instruction   Date:

_____ Received by Provost's Office   Date Stamp:

_____ CAR and Course Outline signed by Provost   Date: 6/6/02

_____ Original returned to Curriculum Chair   Date:

RECEIVED
MAY 15 2002
MAUI COMMUNITY COLLEGE
DEAN'S OFFICE
Date Stamp:

Distribution/Information Posting/Follow-up:

_____ Copy of signed original sent to author (Author keeps copy for his/her files)   Date
          Author sends disc (WORD document) that matches signed original to Curriculum Chair

_____ Disc (WORD document) that matches signed original received by Curriculum Chair   Date

_____ Aldrich input completed, if appropriate   Date:

_____ Catalog/Addendum   Date:

_____ Copy of original and disc forwarded for Articulation, if appropriate   Date:
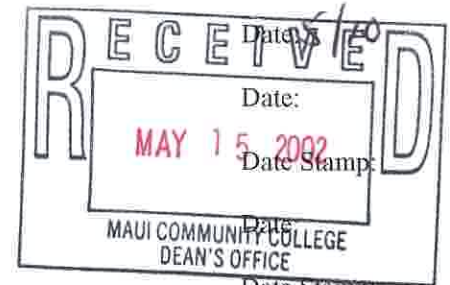
_____ Letter and copy sent to Chancellor's Office, if appropriate   Date:

_____ Effective date of proposal posted on Curriculum Committee Website   Date:

_____ Databases (Curriculum Review Dates [Excel] and Yearly Curriculum Actions [Access] updated   Date:

_____ Other: _____   Date:

_____ Original and disc filed in Master Curriculum File in Dean's Office   Date:

Curriculum Action Request (CAR) (Form 4-93) - Maui Community College

Date Submitted to Curriculum Committee: __4/29/02_____

1. a. General type of action: __program x__course____PHIL 110_____
                                              Alpha/No. of present course

   b. Specific type of action: (check appropriate action below)

   Addition: Deletion: Modification in:
   __regular   __course   __credits
   __experimental   __from program   __title
                              (specify):   __number and/or alpha
   __ _____   __prerequisites
                            _____   _x_description
                                                   __program
                                                   _x_ ___content_____

2. Reason for this curriculum action:

Modification of description and content to more closely match content and
description to UHM and other colleges in UH system. Moves the course to a
course based in symbolic logic and critical thinking rather than critical
thinking alone.

3. Existing course:___PHIL 110_____Introduction to Logic_____3_____
                   Alpha   Number   Title   credits

4. a. Proposed/modified course:

   _____
   Alpha   Number   Title (60 positions max. spaces count)   credits

   b. _____
      Abbreviated title (16 positions max.)

   c. New Course Description and/or page number in catalog of present
      course description, if unchanged or modified:

Develops the basic technique of logical analysis. Emphasizes symbolic logic,
 truth, validity, formal and informal fallacies. Examines inductive and
 deductive reasoning, and the criteria of evidence for reliable beliefs.
 3 cr. 3 hr. lect. Prereq. ENG 100 with at least a C, or consent

NOTE: Statement under title on page 114 of 2002-2004 catalog remains as is.

5. a. Prerequisites: ENG 100 with at least a C, or consent

   b. Corequisities:

   c. Recommended preparation: Remove as stated in 2002-2004 catalog

6. a. Semester Offered: __fall __spring __fall/spring _x_as needed

b. Proposed semester/year of first offering: __SP____semester _2003__year

c. other scheduling considerations? _x_no ___yes, explain:

7. Student contact hours per week:lecture_3_hrs lab__hrs lecture/lab__hrs
   other___hrs,explain:

8. Revise current MCC General Catalog pages:_____Page 114_____Other: __

9. Course grading: __letter grade only __credit/no credit _x_either _x_audit

10. Special fees required: _x_no ___yes, explain:

11. Will this request require special resources (personnel,supplies,etc.)?
    _x_no ___yes, explain:

12. a. Maximum enrollment:__35__ Rationale, if applicable:

    b. Is this course restricted to particular room type? _x_no ___yes,
       explain type of room required:

13. __ Course fulfill requirement for _____program(s)

    _x_ Course is a HUMANITIES elective for AS, AAS, ATS_____program(s)

    _x_ Course is HUMANITIES elective for AA degree

14. Course __increase __decreases _X_makes no change
        in # of credit required for the program(s) affected by this action

15. Is this course cross-listed? _X_ no ___yes, identify course:

16. Is this course taught at another UH campus? __no, specify why this
    course is offered at MCC:

    _X_yes, specify campus, course, Alpha and Number: Manoa and all CCs: PHIL
                                            110: Introduction to Logic, 3 cr.

17: a. Course is articulated at (check those that apply):
       __UHCC __UH Manoa __UH Hilo __ UH WO __Other/PCC

    b. Course is appropriate for articulation at (check those that apply):
       _X_UHCC _X_UH Manoa _X_UH Hilo _X_ UH WO __Other/PCC

    c. Course is not appropriate for articulation at(check):
       __UHCC __UH Manoa __UH Hilo __ UH WO __Other/PCC

    d. Course articulation information is attached __no X__yes

Proposed by:

Bud Clark

_____ 4/29/02_____
Author/Program Coordinator   Date

Requested by:

Pat Adams   4/29/02

_____
Unit Chair   Date

Recommended by:

_____ 5/8/02
Curriculum Chair   Date

Approved by:

_____ 07/05/02
Academic Senate Chair   Date

_____ 5/29/02
Dean of Instruction   Date

_____ 6/4/02
Provost   Date

A telephone number, e-mail address, or mailing address at which we can
contact the author, Program Chair, Unit Chair or Curriculum Rep during the summer:

revised 10/3/2000 bkg

Maui Community College
Course Outline
Spring 2002

1. Course Title:

Number of credits:

Abbreviated Course Title:

Date of Outline:

2. Course Description:

3. Contact Hours Per Week:

4. Prerequisites:

Corequisites:

Recommended Preparation:

Philosophy 110
Introduction to Logic

Three (3)

Intro logic

January 10, 2002

Develops the basic technique of logical analysis.
Emphasizes symbolic logic, truth, validity, formal
and informal fallacies. Examines inductive and
deductive reasoning, and the criteria of evidence for
reliable beliefs.

Three (3) Lecture

ENG 100 with at least a C, or consent ⑤

None

Approved by _____ Date __5/29/02__

5. General Course Objectives:

♦   be exposed to the beauty and power of formal systems, as well as their clarity and precision, with the intention of enhancing the student's appreciation of abstraction and formal system analysis.

♦   understand the concept of proof as a chain of inferences

♦   learn how to engage in hypothetical reasoning

♦   develop the ability to use symbolic techniques in the context of problem solving

♦   gain experience in the presentation of critical evaluation of evidence

♦   appreciate the application of critical reasoning in "real life" problem solving

6. Specific Course Competencies

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

1. Summarize, analyze, and evaluate arguments.

2. Demonstrate awareness of ways that logical thinking enriches life.

3. Navigate through a basic formal system.

4. Employ formal rules of logic in deductive analysis.

5. Demonstrate an understanding of the basic vocabulary of logic. Terms such as "truth", "validity", "sound", and "unsound" will be clearly understood.

6. Distinguish between inductive and deductive arguments.

7. Determine the validity or invalidity of an argument by means of the the truth table method.

8. Prove arguments valid by means of deductive proof.

9. Recognize various forms of fallacious reasoning such as affirming the consequent, denying the antecedent, strawman and the fallacy of ambiguity.

10. Apply their newly acquired skills of critical reasoning and logical analysis to contemporary media, consumer issues and political involvement.

7. Recommended Course Content   *Approximation of time spent on suggested topics*
                                 (16 week semester)

- An overview of logic and critical thinking skills
- Elements of an argument   *one week*
- Truth and validity
- Soundness
- Consistency
- Truth functions and truth tables   *two weeks*
- Argument forms
    - Modus Ponens
    - Modus Tollens
    - Hypothetical syllogism
    - Conjunction
    - Simplification
    - Disjunctive elimination
    - DeMorgan's theorem
    - Addition
    - Constructive Dilemma
- Sentential logical proofs   *three to four weeks*
    - Including valid equivalency argument forms   *two weeks*
- Conditional proofs
- Indirect proofs   *two weeks*

                         Total: *Ten weeks of sentential logic*

- Predicate logic   *15 weeks?*
    - Individuals and properties
    - Quantifiers and free variables
    - Basic predicate symbolizations
    - Square of opposition   *three weeks*

- Fallacies and induction   *two weeks*

8. Recommended Course Requirements

   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,
   the following:

   Attendance and participation
   Writing assignments
   In-class assignments

Homework assignments
Projects
Presentations
Quizzes

9. Text and Materials

An appropriate text (or texts) and materials will be chosen at the time the course is to be offered. Examples:

Text: *LOGIC AND PHILOSOPHY*
By KHANE & TIDMAN

INTRODUCTION TO LOGIC
By IRVING COPI

Materials: Articles, handouts, and other relevant materials provided by the instructor

Others: Video tapes, audio tapes, guest speakers, internet sites

10. Evaluation and Grading

Factors for grading may include, but are not limited to, the following:
Quizzes   10 - 20%
Midterms   40 - 50%
Final exam   20 – 30 %

11. Methods of Instruction

Instructional methods vary with instructors; thus instructional methods will be at the discretion of the instructor teaching the course. Techniques may include, but are not limited to, the following:

Class discussions
Guest lecturers
Instructor lectures
Audio, visual, or computer presentations
Student presentations and activities, individual or group
Other learning experiences, such as collaborative, service, and experiential

COURSE ARTICULATION FORM

ORIGINATING CAMPUS: MCC

DATE SUBMITTED: SP 2002

COURSE ALPHA & NUMBER: PHIL 110

SEMESTER CREDITS: 3

COURSE TITLE: Introduction To Logic

DATE OF OUTLINE: (Fall or Spring) SP   Year 2002

(** Representative outline, no multiple syllabi, please.)

1. Articulation committee to review this course:

    A. Standing Committees
       Written Communication   [ ]
       Mathematical & Logical Thinking   [ ]
       World Civilizations   [ ]
       Languages   [ ]
       Arts & Humanities   [X]
       Natural Science   [ ]
       Social Science   [ ]

    B. Special Discipline/Program Committee   [ ]   _____
                                                     Specify discipline/program

    Campus with which this course should be articulated (special articulation only):

    UH Manoa [ ]   UH Hilo [ ]   Community Colleges [ ]   UH West Oahu [ ]

2. In the opinion of the originating campus, this course is equivalent to the following and/or meets the criteria for the indicated core categories:

Receiving Campus	Equivalent Course (Alpha and Number)	Core Category
UH Hilo	—	I. B. other
UH Manoa	PHIL 110	M/L
UH West Oahu	—	Hum
Hawaii CC	PHIL 110	QLR
Honolulu CC	PHIL 110	LB
Kapiolani CC	PHIL 110	M/L
Kauai CC	PHIL 110	QLR
Leeward CC	PHIL 110	M/L
Maui CC	PHIL 110	QR
Windward CC	PHIL 110	ML

3. Notes

Assessment of Intended Student Learning Outcomes Standards -- CCOWIQs with Ratings for PHIL 110

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 110
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	1
1.2 Identify and analyze the audience and purpose for any intended communication	2
1.3 Choose language, style and organization appropriate to particular purposes and audiences	2
1.4 Gather information and document sources appropriately	1
1.5 Express a main idea as a thesis, hypothesis, and other appropriate content	1
1.6 Develop a main idea clearly and concisely with appropriate content	1
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	1
Standard 2: Quantitative Reasoning	
Synthesize and articulate information using appropriate mathematical methods to solve problems and logically address real-life situations.	
2.1 Apply numeric, graphic and symbolic skills and other forms of quantitative reasoning, accurately and appropriately	3
2.2 Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate	3
2.3 Communicate clearly and concisely the methods and results of quantitative problem solving	3
2.4 Formulate and test hypotheses using numerical experimentation	0
2.5 Define quantitative issues and problems, gather relevant information, analyze that information, and present results	3
2.6 Assess the validity of statistical conclusions	1
Standard 3: Information Retrieval and Technology (Information Literacy)	
Access, evaluate, and utilize information effectively, ethically and responsibly.	
3.1 Use print and electronic information technology ethically and responsibly	1
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	1
3.4 Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information	2
3.5 Create, manage, organize, and communicate information through electronic media	
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.	2
4.0 Gather, evaluate, select, and organize information for the communication.	1
4.3 Use language, techniques, and strategies appropriate to the audience and occasion.	1
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.	2
4.6 Use competent oral expression to initiate and sustain discussion.	2
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.	1
5.4 Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.	2
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
c5.7 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