| 1.) DATE: | 10/22/14 |
| 2.) COMMUNITY COLLEGE: | Maricopa Co. Comm. College District |
| 3.) COURSE PROPOSED: | Prefix: PHI Number: 106 Title: Critical Thinking and Problem-Solving Credits: 3 |
| CROSS LISTED WITH: | Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: |
| 4.) COMMUNITY COLLEGE INITIATOR: | DAVE YOUNT |
| PHONE: | 480-461-7833 |
| FAX: | 480-844-3157 |

ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable are not eligible for the General Studies Program.

MANDATORY REVIEW:

☒ The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).

POLICY: The General Studies Council (GSC) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.

AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.

5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:

Core Areas: Humanities, Arts and Design (HU) Awareness Areas: Select awareness area...

6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

7.) DOCUMENTATION REQUIRED

☒ Course Description
☒ Course Syllabus
☒ Criteria Checklist for the area
☒ Table of Contents from the textbook required and list of required readings/books
☒ Description of how course meets criteria as stated in item 6.

8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:

☒ DEC prefix
☒ Elective

Current General Studies designation(s): HU, L

Effective date: 2014 Spring Course Equivalency Guide

Is this a multi-section course? ☒ yes ☐ no

Is it governed by a common syllabus? ☒ yes ☐ no

Chair/Director: Chair/Director Signature:

AGSC Action: Date action taken: ☐ Approved ☐ Disapproved

Effective Date:
Arizona State University Criteria Checklist for

HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student’s awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student’s ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014
**ASU - [HU] CRITERIA**

Humanities, Arts and Design [HU] courses must meet *either* 1, 2 or 3 *and* at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria *a central and substantial portion* of the course content.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Concerns aesthetic systems and values, especially in literature, arts, and design.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Emphasizes aesthetic experience and creative process in literature, arts, and design.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Concerns the analysis of literature and the development of literary traditions.</td>
</tr>
</tbody>
</table>

**THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, FINE ARTS AND DESIGN:**

- Courses devoted primarily to developing skill in the use of a language.
- Courses devoted primarily to the acquisition of quantitative or experimental methods.
- Courses devoted primarily to teaching skills.
Course Prefix | Number | Title | General Studies Designation
--- | --- | --- | ---
PHI | 106 | Critical Thinking & Problem Solving | HU

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>PHI 106 requires the interpretation and analysis, and written/aural texts</td>
<td>First, see especially the PHI 106 Sample Assignment. Moreover, as the Competencies and Syllabus implies (see the yellow highlighted areas), the student must be able to identify informal fallacies, which means that the student will have to read some text, interpret it, and identify informal fallacies within the text. Moreover, in the Competencies (see the yellow highlighted areas), again it is implied that the student must read/listen to some language in some way (subject to the instructor's academic freedom of precise method), to be able to detect or identify and analyze sexist, vague, or ambiguous language, etc. Lastly, the text's TOC (see the yellow highlighted areas) gives the tools that the student will need in order to make the above analyses and identifications.</td>
</tr>
<tr>
<td>4(a)</td>
<td>PHI 106 emphasizes analysis of philosophical systems of thought</td>
<td>One of the philosophical systems of thought and one of the developments of human thought is, of course, logic, of which critical thinking and problem solving is a part. [There are actually multiple systems of logic, which I will not go into here.] But fallacies are a part of informal logic, and these fallacies are studied and at least partially mastered by these PHI 106 students. See the blue highlighted areas of the Competencies, Syllabus, and Text TOC for where this course will/must teach informal fallacies and deductive v. inductive arguments (see Syllabus and Competencies), as well as philosophical concepts such as free will v. determinism, what are truth, knowing, cause and effect, moral questions and judgment, dilemmas, etc. (see text TOC and Competencies).</td>
</tr>
</tbody>
</table>
Center for Curriculum and Transfer Articulation
Critical Thinking and Problem-Solving
Course: PHI106

First Term: 2001 Fall
Final Term: Current
Lecture 3 Credit(s) 3 Period(s) 3 Load
Course Type: Academic
Load Formula: S

Description: Commonly used informal fallacies; examination of emotive and unclear uses of language, including sexism and loaded terms; and methods for analyzing extended arguments. Application to news media, advertising, political speeches, and textbooks

Requisites: Prerequisites: ENG101 or ENG107 or equivalent

Course Attributes:
General Education Designation: Humanities and Fine Arts - [HU]
General Education Designation: Literacy and Critical Inquiry - [L]

MCCCD Official Course Competencies
1. Describe the structure of an argument, and explain whether it is inductive or deductive. (I)
2. Identify and critically analyze the occurrence of the common informal fallacies. (II)
3. Contrast the emotive and the cognitive meanings of language. (II)
4. Identify ambiguous and/or vague uses of language. (II)
5. Critically analyze definitions of language. (II)
6. Identify and critically analyze sexism in language. (II)
7. Critically analyze extended arguments, using margin note-summary method. (II)
8. Apply techniques of critical analysis to advertising, newspapers, news magazines, television news, and textbooks. (II)

MCCCD Official Course Outline
I. Fundamentals of Logic
   A. Deductive and inductive arguments
   B. Premise and conclusion indicators
   C. Analysis of an argument
   D. Applications of logical methods to analysis of ordinary language arguments

II. Informal Fallacies
   A. Fallacious because invalid
      1. Appeal to authority
      2. Provincialism
      3. Irrelevant reason
      4. Ambiguity
      5. Slippery slope
      6. Ad Hominem
      7. Two wrongs
      8. Tokenism
      9. Hasty conclusions
      10. Questionable classification
11. Questionable cause
12. Questionable analogy

B. Fallacious even if valid
1. Suppressed evidence
2. Questionable premise
   a. Unknown fact
   b. Questionable evaluation
   c. Straw man
   d. False dilemma
   e. Begging the question
   f. Inconsistency
3. False charge of fallacy

C. Statistics and fallacies
1. Suppressed evidence
2. Questionable statistics
3. Hasty conclusion
4. Small sample
5. Unrepresentative sample
6. Questionable cause
7. Faulty comparison
8. Ambiguity

D. Language
1. Emotive vs. Cognitive meaning
2. Emotive meaning and con artistry
3. Ambiguous language
4. Vagueness in language
5. Useful and misleading definitions
6. Sexism in language

E. Analysis of extended-arguments
1. The margin note-summary method
2. Analysis of editorials
3. Analysis of political columns and articles
4. Analysis of political speeches

F. Application of techniques
1. Advertising
2. News media
3. Textbooks

Last MCCCD Governing Board Approval Date: 4/24/2001
COURSE OVERVIEW

This course will focus on the recognition, use, and evaluation of deductive and inductive reasoning, which are basic skills required in all academic work. We will practice the ability to identify and formulate problems and evaluate solutions; to recognize fallacious reasoning; to draw reasonable conclusions from information found in texts, the Media, or tables and graphs; and to justify one’s conclusions with good reasons.

COURSE OBJECTIVES

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

- Recognize Informal fallacies
- Recognize deductive vs. inductive arguments
- Write an argument paper
- Critically evaluate arguments

REQUIRED TEXT AND MATERIALS

The Art of Thinking, Vincent Ryan Ruggiero (9th edition)
Assorted handouts, links and articles as time and relevancy permit.
Syllabus – available on my web page
3 ring binder

REQUIREMENTS

Weekly reading and writing assignments, questions and discussions (35%), 10 writing assignments (10%), 2 papers (5% and 10%), group exercises (15%), final project (3rd mandatory writing assignment) (25%). You are expected to be prepared for class each day by completing the readings, summaries and questions and to participate in class discussions and assignments. You are expected to maintain academic honesty and attend classes as noted below. Plagiarism of any kind will result in a failing grade for the course.

GRADING POLICIES

In order to satisfy the criteria for the “L” (Literacy and Critical Inquiry) value, three writing assignments, increasing in level of difficulty, will be required. These three
Writing assignments comprise at least 50% of the graded material for the course. Substantial comments will be provided on each writing assignment. In addition, there will be several smaller writing assignments based on exercises in the text to practice various critical thinking and problem solving skills. All written assignments will be graded for content, accuracy, originality, adhering to instructions and requirements and mechanical soundness (see MLA style manual). All outside papers/projects/summaries must be typed according to class instructions and are due at the beginning of class. If your printer is broken, print it out in the library. NO LATE PAPERS WILL BE ACCEPTED FOR POINTS. All points are equally weighed and final grades will be calculated on a 10% scale.

READINGS AND ASSIGNMENTS CALENDAR

Part 1/Chapter 1: pages 1-17: Developing Your Thinking: An Overview
  At home exercises pages 18-21; Group discussions
  Writing assignment page 21: Class discussion

Chapter 2: pages 25-44: Establish a Foundation
  At home exercises pages 44-46; Class discussion
  Writing assignment page 47, Group discussion

Part 1A of Final Project Due 02/23/12

Chapter 3: pages 50-61: Broaden Your Perspective
  At home exercises pages 62-66; Group discussion
  Watch Stereotypes in the Media (see links in Canvas) class discussion

Writing Assignment 1 Due: Evaluation of Stereotypes in the Media

Chapter 4: pages 67-81: Be a Critical Reader, Listener, and Viewer
  At home exercises pages 83-89; Class discussion
  Writing assignment links 2-4 (Canvas), Group discussion

Part II/Chapter 5: pages 95-106: The Creative Process
  Class discussion and preparation for survey building (final project)

Part 1B of Final Project Due 03/13/12

Chapter 6: pages 112-120: Search for Challenges
  At home exercises pages 121-122, Group discussion
  Writing assignment page 123-Group discussion/presentation

Chapter 7: pages 127-132: Express the Problem or Issue
  At home exercises pages 133-136, Class discussion
  At home exercise page 132, Class discussion, Group evaluation
  Writing assignment “Reflection” (Canvas)
Chapter 8: pages 140-158: Investigate the Problem or Issue
   At home exercises pages 158-159, Group discussion
   Writing assignment page 161, Class discussion

Writing Assignment 2 Due: Controversial Issue (see list)-Investigation/Research

Chapter 9: pages 164-175: Produce Ideas
   At home exercises pages 177-178, Group discussion/presentation
   In class video; class evaluation and discussion

Part III/Chapter 10: pages 183-192: The Role of Criticism
   At home exercises pages 192-193, Group discussion
   In class group exercise page 194, Group presentation

Chapter 11: pages 197-204: Refine Your Solution to the Problem
   At home exercises pages 205-206, Class discussion
   Writing assignment page 206, various student presentation, class evaluation

Part 1C of Final Project Due 03/19-21/12 (Presentation, Administering of surveys to classmates, discussion/critique with class)

Chapter 12: pages 210-221: Evaluate Your Argument on the Issue
   At home exercises pages 222-224, Class discussion/evaluation
   Writing assignment page 225-Rewrite to follow group discussion/class discussion-due at the beginning of the next class period

Chapter 13: pages 228-231: Refine Your Resolution of the Issue
   At home exercises pages 233-234, class discussion
   In class group exercise page 234, Presentation and class discussion/evaluation

Part 1D of Final Project Due 04/17/12 (Rough Draft of process and preliminary findings)

Chapter 14: pages 237-247: Persuading Others
   At home exercises pages 248-249
   In class movie The Great Debaters, class discussion

Chapter 15: pages 252-265: Writing and Speaking Effectively
   Group discussion and prep of arguments-Writing Assignment 2 issues.
   Writing Assignment 2 Argument Presentations

Part 1E of Final Project Due 04/30/12 (Final copy with survey, findings attached)

Course wrap up and scheduling of Final Project Presentations

Part II of Final Projects Due 05/03-10/12 (Oral presentations of project and results)
Module 2 Assignment #4 Editorials

Using the *Holistic Critical Thinking Scoring Rubric* with Editorials

**DUE:** Thursday, September 6 at 10:30 in class

**POINTS:** 15

**Instructions:** Download and read 2 of the 5 editorials found in *Required Class Readings*. After you have read each carefully, score it using the *HCTSR*.

1. Write down your scores for each editorial and explain how you arrived at the scores given. Be sure to give specific examples from each editorial to illustrate and support your decisions. Be prepared to explain and defend your choices in class.

**THIS ASSIGNMENT MUST BE TYPED, PRINTED AND SUBMITTED IN CLASS ON THE DUE DATE.** Do not email it or try to submit it in Canvas.

---

Module 4 Assignment #4 Editorials

**ATTENTION:** Here are the editorials submitted for this assignment. Each one can be downloaded from the links below. If you have trouble with the docx file format, let me know and I will resave them in an rtf for you.

- [Stem Cells.docx](#)
- [Hackers and Cyberterrorism.docx](#)
- [Gun Control.docx](#)
- [Scholarships.docx](#)

Small group creation of editorial using CCTS, inductive and deductive reasoning/arguments.

**POINTS:** 25 Points are assigned based upon attendance and participation in all three class sessions (2/25, 2/27 and 3/1) AND the quality of the editorial including adherence to instructions and requirements. If you miss any of the days, you forfeit all points for that day.

**DUE:** Your class editorial assessment notes are due in Canvas by file upload or in class by Wednesday, March 8th @ 9:00 am.

You will also receive 5 points for your scoring sheet from Friday. **One copy of your group's editorial must be submitted in Canvas AND in class on 3/1.**
INSTRUCTIONS:

2/25: (5 points)

- Decide on a topic you have some understanding of and can research quickly in class.
- Research facts and "facts" on your topic.
- Organize your point of view around which you will write your editorial.
- You'll need to use as many examples of the following in your editorial: CCTS, Inductive Reasoning/arguments, Deductive reasoning/arguments.

2/27: (10 points)

- Bring your resources to class and get into your group.
- Put the editorial together.
- Identify with foot/end notes each use of CCTS, IR/A and DR/A at the end of the sentence(s) where they can be found. For example, notate each use of a CCTS as CC with the number of the CCTS eg., (CC2), for inductive arguments or reasoning use (IR) or (IA) at the end of the argument or use of reasoning, for deductive arguments/reasoning (DR) or (DA).
- By the end of class your editorial should be ready to present to class on Friday. The group should edit the editorial before handing it off to the "typist".
- Agree on 1 person to type and print a copy of the editorial for Friday. Bring 1 printed copy to class and submit one in Canvas by Thursday 2/28 @ midnight. (3 extra credit points)

3/1: (5 points)

- Presentation of editorials to class. Bring 1 printed copy of editorial to class. Be sure to put all participant names on the top, right corner of Page 1.
- Class participation-identify all uses of CCTS, IR/A and DR/A in each editorial. Each student's "scoring" of all editorials will be turned in at the end of class on 3/1.

Bring your reading and class notes from Assignment 3 on inductive and deductive reasoning. Turn your class notes in during class on Wednesday, March 6th or submit them by file upload in Canvas by Wednesday March 8th at 9:00 am.
PART I: Be Aware
1 Developing Your Thinking: An Overview
   What Is Thinking?
   The Importance of Thinking
   Brain and Mind at Work
   Good Thinking Is a Habit
   The Structure of This Book
   Getting the Most from Your Efforts
   Using Feelings to Advantage
   Learning to Concentrate
   Coping with Frustration
   Making Discussion Meaningful
   Preliminary Thinking Strategies

2 Establish a Foundation
   Free Will versus Determinism
   What Is Truth?
   What Is Knowing?
   Ways of Knowing
   The Problem of Remembering
   What Are Opinions
   Understanding Cause and Effect
   Debating Moral Questions
   The Basis of Moral Judgment
   Dealing with Dilemmas

3 Broaden Your Perspective
   Becoming an Individual
   Habits That Hinder Thinking
   Overcoming Bad Habits

4 Be a Critical Reader, Listener, and Viewer
   Critical Evaluation Defined
   Making Important Distinctions
   A Strategy for Critical Reading
   A Sample Evaluation and Judgment
   A Strategy for Critical Listening
   A Strategy for Critical Viewing

PART II: Be Creative
5 The Creative Process
   Key Facts About Creativity
   Characteristics of Creative People
   Applying Creativity to Problems and Issues
   Stages in the Creative Process

6 Search for Challenges
   The Importance of Curiosity
   How Curiosity Is Lost
   Regaining Your Curiosity
   Six Helpful Techniques

7 Express the Problem or Issue
   Distinguishing Problems from Issues
   Expressing Problems
   Expressing Issues
   When Problems Become Issues
   Guidelines for Expressing Problems and Issues
   Benefits of Careful Expression
   A Sample Problem
   A Sample Issue

8 Investigate the Problem or Issue
   What to Look For
   Using the Library
   Using the Internet
   Maintaining a Questioning Perspective
   Managing an Interview
Avoiding Plagiarism
Conducting Your Own Research
Keeping Creativity Alive

9 Produce Ideas
Stimulating Your Imagination
Aiming for Originality
Withholding Judgment
Overcoming Obstacles
How Insight Occurs
A Sample Problem
A Sample Issue

PART III: Be Critical
10 The Role of Criticism
Why Criticism Is Necessary
Focus on Your Ideas
Overcoming Obstacles to Critical Thinking
Applying Curiosity
Avoiding Assumptions
Refining Your Solutions to Problems
A Sample Problem
Refining Your Positions on Issues
A Sample Issue

11 Refine Your Solution to the Problem
Three Steps in Refining
Two Sample Problems

12 Evaluate Your Argument on the Issue
Errors Affecting Truth
Errors Affecting Validity
A Special Problem: The Hidden Premise
Recognizing Complex Arguments
Steps in Evaluating an Argument
The Case of Parents Protesting TV
The Case of the Mentally Impaired Girls

13 Refine Your Resolution of the Issue

Step 1: Deciding What Action Should Be Taken
Step 2: Recognizing and Overcoming Difficulties
Should Children Pledge Allegiance?
Should the Miranda Rule Be Abolished?

PART IV: Communicate Your Ideas
14 Persuading Others
Understanding Why People Reject Ideas
Knowing Your Audience
Anticipating Your Audience’s Objections
Presenting Your Ideas to Advantage
The Importance of Timing

15 Writing and Speaking Effectively
Characteristics of Effective Writing
A Step-by-Step Approach to Composition
Developing a Readable Style
A Sample Composition
The Challenge of Effective Speaking
Types of Speeches
Organizing Your Material
Sample Outline and Speech
Practicing the Delivery

Solutions to Sample Problems
Notes
Index