

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

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> 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.			
YES	NO		Identify Documentation Submitted
<input type="checkbox"/>	<input checked="" type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	Competencies, Review Sample Assignment, Syllabus, and Text TOC
<input type="checkbox"/>	<input checked="" type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	See 4(a)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	Competencies, Syllabus, and Text TOC
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	
		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:	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> • 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.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
2	PHI 106 requires the interpretation and analysis, and written/aural texts	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.
4(a)	PHI 106 emphasizes analysis of philosophical systems of thought (logic and critical thinking)	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. Fallacies are a part of informal logic, and these fallacies (which are a part of critical thinking) are studied and applied by the students throughout the rest of the course. So the students master the fallacies and other techniques of critical thinking at the beginning of the course, and then apply these tools for the rest of the semester to a whole host of issues/problems. For where this course will/must teach informal fallacies and deductive v. inductive arguments, 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 the blue highlighted areas of the Competencies, Syllabus, and Text TOC. For all of the issues and problems to which the student will apply this thinking and evaluation methods, see the yellow highlighted areas of the Competencies, Syllabus, and Text TOC.

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 MCCCDC Governing Board Approval Date: 4/24/2001

Mesa Community College @ Southern and Dobson
Spring 2015 Professor Nango PHI 106 Critical Thinking and Problem Solving
SECTION: 39324 LOCATION/TIME: BP3N TUTH 10:30-11:45
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WEB PAGE: <http://www.mc.maricopa.edu/~pnango/>
OFFICE: BP012 OFFICE HOURS: MWF 9-10, TR 12-1

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.

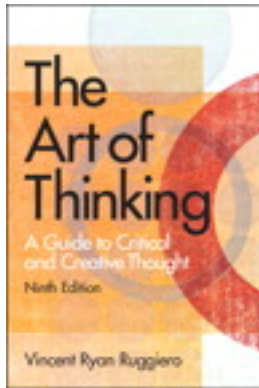
2/27: (10 points)

- 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.**



Art of Thinking, The, 9/E
Vincent R. Ruggiero, *MindPower Inc.*
ISBN-10: 020566833X
ISBN-13: 9780205668335
Publisher: Longman
Copyright: 2009
Format: Paper; 304 pp
Published: 10/27/2008

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

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