



**From:** Michael McDuffie  
**Sent:** Wednesday, March 26, 2014 11:36 AM  
**To:** Gretchen Sampson  
**Cc:** Marshall Whittlesey  
**Subject:** FW: PHIL 110 Critical Thinking, GE recertification

Dear colleagues of the General Education Committee,

In RE our request for LDGE-A3 recertification of PHI 110, "Critical Thinking": Please find below an "email signature" of support from Judith Downie, the librarian assigned to Philosophy.

Thanks for accepting this memo of support,

Michael McDuffie, Ph.D.  
Associate Professor  
Department Chair  
Department of Philosophy  
California State University San Marcos

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**From:** Judith Downie <[jdownie@csusm.edu](mailto:jdownie@csusm.edu)>  
**Date:** Wednesday, March 26, 2014 10:24 AM  
**To:** Michael McDuffie <[mcduffie@csusm.edu](mailto:mcduffie@csusm.edu)>  
**Subject:** Re: PHIL 110 Critical Thinking, GE recertification

Hi Michael,

Life is not as good as I would like, but I am working on finding joy where I can and know it will be better. I hope you are having an overabundance of joy so I know it is somewhere in the universe.

Please consider this reply my approval signature on the recertification of Phil 110.

My hellos to the family.

Judith

Judith A. Downie  
Humanities & Archives Librarian and Government Documents Coordinator  
California State University San Marcos  
San Marcos CA 92096-0001  
760-750-4374

**From:** Michael McDuffie <[mcduffie@csusm.edu](mailto:mcduffie@csusm.edu)>  
**Date:** Tuesday, March 25, 2014 1:55 PM  
**To:** jdownie <[jdownie@csusm.edu](mailto:jdownie@csusm.edu)>  
**Subject:** PHIL 110 Critical Thinking, GE recertification

Hi Judith,

I hope you are well and finding sufficient enjoyments.... :-) On another note, the GEC is requiring a librarian's signature for lower-division GE recertification proposals. Our basic critical thinking course is up for review. Attached are the A3 form and syllabus for your consideration. (I am assuming you are the appropriate contact for this; if not, please advise. ) I am told that an email response will suffice in place of a physical signature.

Thanks for your time,  
Michael

Michael McDuffie, Ph.D.  
Associate Professor  
Department Chair  
Department of Philosophy  
California State University San Marcos

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA A3: Critical Thinking**

*See GE Handbook for information on each section of this form*

**Part A: Critical Thinking General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]**

<b>Critical Thinking GELOs this course will address:</b>	<b>Course content that addresses each GELO.</b>	<b>How will these GELOs be assessed?</b>
<p>A3.1: Distinguish matters of fact from issues of judgment or opinion and derive factual or judgmental inferences from unambiguous statements of knowledge or belief.</p>	<p>As listed on syllabus: Text Chapters 1.1, 1.2, 1.3, 1.4, 1.5, 1.6</p>	<p>Student mastery of basic concepts and vocabulary of fact, opinion, ambiguity, vagueness, premise, conclusion, etc., is reinforced and assessed via examination. (Test #1, quiz #1 and #2, Final exam). Homework and classroom exercises provide examples of factual vs. judgmental inferences and varieties of evidence, or of clear vs. ambiguous vs. vague claims. Examples are discussed and classified according to appropriate types, via lecture/discussion and in large or small group activities. In paper #1, students analyze given or found examples of discourse with the aims of identifying a basic argument couched in ordinary language, assessing the clarity of the claims provided, and clarifying matters of fact vs. opinion, and evaluating the reliability of evidentiary claims, relative to sources of evidence and other epistemic factors.</p>
<p>A3.2: Judge the reliability and credibility of sources.</p>	<p>Chapters 1.4, 1.5, 1.6, 6, Euthryphro and Crito, Film assignment (typically "Twelve Angry Men")</p>	<p>Student mastery of basic concepts and vocabulary of evidence, source, inductive strength, deductive necessity, opinion, fact, etc., is reinforced and assessed via examination (Test #1, quiz #2 and #4, Final exam). Homework and classroom exercises provide examples of</p>

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		<p>reliable vs. unreliable evidentiary appeals, focusing on information literacy regarding source materials (print, mass media, and internet sources included). Examples are discussed and classified according to appropriate types, via lecture/discussion and in large or small group activities. In paper #1, students analyze given or found examples of discourse with aims that include evaluating the reliability of evidentiary claims, relative to sources of evidence and other epistemic factors. Paper #2 is centered around the identification and evaluation of fallacious argument patterns, and evaluation of sources is key to the mechanics of various inductive fallacies. Finally, various evidentiary claims, based on varying sources, drives the dramatic arc of the classic courtroom drama "Twelve Angry Men." Classroom discussion and homework assignments relating to the film provide additional assessment of student learning in this area.</p>
<p>A3.3: Effectively argue a point of view by clarifying the issues, focusing on the pertinent issues, and staying relevant to the topic.</p>	<p>Chapters 2, 3, 4, 6, 8</p>	<p>Papers #1 and #2 require the student to argue a point of view, clarify basic issues, and provide support for claims that are relevant to the central topic. Final exam includes an essay question that requires the same skills.</p>
<p>A3.4: Understand the nature of inductive and deductive reasoning, identify formal and informal fallacies of reasoning, and employ various methods for testing the strength,</p>	<p>Chapters 1.1, 1.2, 1.3, 1.4, 1.5, 7.1, 7.2, 7.3, 7.4, Euthyphro, Crito, Film assignment (typically "Twelve Angry Men")</p>	<p>Student mastery of basic concepts and vocabulary (listed at left) is assessed via examination; so is the student's skill level in</p>

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<p>soundness, and validity of different argument forms.</p>		<p>recognizing and identifying formal and informal fallacies, using various methods of testing for deductive or inductive validity/strength of inference, and explaining the mechanics of the fallacy at hand. (Test #1, Test #3, Final exam, quizzes #1, #2, #5, Paper #2). The same skill sets are exercised and assessed in homework assignments and classroom activities. Paper #2 is centered around the identification and evaluation of fallacious argument patterns, and students are required to find examples from popular media, political discourse, or academic discourse. Finally, "Twelve Angry Men" serves as a showcase of fallacies. Classroom discussion and homework assignments relating to the film provide additional assessment of student learning in this area.</p>
<p>A3.5: Understand the basic concepts of meaning (sense, reference, connotation, etc.) and identify different methods of word definition.</p>	<p>Chapters 1.1, 2, 3, 6</p>	<p>Student mastery of basic concepts and vocabulary of semantics (sense, reference, connotation, denotation, intension, extension, etc., plus different methods of word definition), is reinforced and assessed via examination. Test #1 and #2, quiz #3 and #4, Final Exam.) Homework and classroom exercises provide examples of intensional/extensional, or sense/reference distinctions, and different methods of word definition. Examples are discussed and classified according to appropriate types, via</p>

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		<p>lecture/discussion and in large or small group activities. In paper #1, students analyze given or found examples of discourse with the aims of identifying a basic argument couched in ordinary language, assessing the clarity of the claims provided, and clarifying matters of fact vs. opinion, and evaluating the reliability of evidentiary claims, relative to sources of evidence and other epistemic factors.</p>
<p>A3.6: Understand logic and its relationship to language by identifying the basic components of reasoning, including the propositional content of statements, the functions of premises and conclusions in the makeup of arguments, the linkage between evidence and inference, and the rules of inference and logical equivalence.</p>	<p>Chapters One, Three, and Four, etc.</p>	<p>Tests #1, #2, #3, Final exam, quizzes 1-5; First paper: Student mastery of basic concepts and vocabulary of fact, opinion, ambiguity, vagueness, premise, conclusion, etc., is reinforced and assessed via examination. (Tests #1, #2, #3, Final exam, quizzes 1-5.) Homework and classroom exercises provide examples of arguments couched in ordinary language, the formal structure of which which must be identified, articulated, and evaluated via various methods. Further examples illustrate matters of tautology, self-contradiction, evidentiary inference, and basic premise-conclusion relationships of deductive validity or inductive strength. Examples are discussed and classified according to appropriate types, via lecture/discussion and in large or small group activities. In paper #1, students analyze given or found examples of discourse with the aims of identifying a basic</p>

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		argument expressed in ordinary language, the propositional contents of which must be articulated and evaluated.
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**Part B: General Education Learning Outcomes required of all GE courses related to course content:**

<b>GE Outcomes required of all Courses</b>	<b>Course content that addresses each GE outcome?</b>	<b>How will these GELOs be assessed?</b>
Students will communicate effectively in writing to various audiences. (writing)	Papers one and two, tests and final exam	Student writing skills will be assessed through numerous assignments, per the AUWR (see below). Upon successful completion of papers one and two, tests and final exam, students will demonstrate important writing skills and strategies.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Do not complete. This information is provided in Part A.	Do not complete. This information is provided in Part A.
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Paper #2 requires students to find and evaluate examples of fallacious reasoning in "real world" sources	Paper #2 is centered around the identification and evaluation of fallacious argument patterns, and students are required to find examples from popular media, political discourse, or academic discourse.

**Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All A3 courses must meet at least one of the LEAP Goals.**

<b>GE Programmatic Goals</b>	<b>Course addresses this LEAP Goal:</b>
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
<b>CSUSM Specific Programmatic Goals</b>	<b>Course content that addresses the following CSUSM goals. Please explain, if applicable.</b>
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>The entire course is a study of critical thinking methods and concepts, with an emphasis on understanding sources and rhetorics of explicit and implicit ideology and bias.</i>
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>The entire course is a study or critical thinking methods and concepts, examining how historical and cultural influences inhabit discourse and influence basic world views.</i>

**Part D: Course requirements to be met by the instructor.**

<b>Course Requirements:</b>	<b>How will this requirement be met by the instructor?</b>
Course meets the All-University Writing requirement: A minimum of 2500 words of writing	Two papers are assigned, about five pages each.



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shall be required for 3+ unit courses.	
Critical thinking may be taught in the context of a subject area, by including specific attention to general principles of critical thinking and applying them to examples and exercises in the subject area.	<b>This is a philosophy class. Texts by Plato (a well-known philosopher) are assigned, along with a general text in critical thinking, both of which include a wealth of examples of argumentation and reasoning, weak and strong, valid and invalid.</b>
The course proposals will demonstrate the application of information literacy to the course materials.	<i>Information literacy overlaps with critical thinking in multiple ways. The assessment of the reliability of sources, truth of premises, and cogency of reasoning are indispensable to information literacy. The paper assignments are entirely focused on the assessment of the credibility and reliability of the sources of knowledge. Check out the Euthyphro (one of the assigned Platonic dialogues) for a nice example of informational literacy in practice.</i>
All critical thinking courses will be open to all students regardless of their majors; therefore, the basic reasoning skills listed in the above objectives must be explicitly covered.	<i>Okay. We have done our best here to demonstrate how these objectives are explicitly covered, typically speaking. It's a tall order to meet all of these objectives in one semester, but we try very hard to offer a rigorous and useful study of the discipline. Thanks.</i>

**California State University, San Marcos**  
**Course Syllabus**  
**Philosophy 110: Critical Thinking (PHIL 110)**  
**Instructor: PHILOSOPHY FACULTY**  
**ANY Semester ANY YEAR**

Office: SBSB XXXX  
Office Hours: 2:15-3:45 Tuesday and Thursday  
12:30-1 Monday and Wednesday  
Email: [XXXX](#) Phone: 750-XXXX

**Course Description:** A survey of concepts and methods geared to the advancement of skills in critical thinking. Subject matter includes the nature of critical thinking; the relations between logic and language; the relations between rhetorical persuasion and rational argumentation; the nature of word definition; the practical functions of language; the structure of arguments, deductive and inductive; the difference between valid and invalid, or strong and weak reasoning; methods for analyzing and evaluating arguments; common argumentative fallacies; basic symbolic logic.

**Student Learning Objectives:**

- To be able to recognize and address bias, both in our own arguments and in the arguments of others.
- To be able to apply the principles of deductive and inductive reasoning.
- To correctly identify logical fallacies in our own arguments and in the arguments we encounter in daily life.
- To recognize argument forms in ordinary language and translate these arguments into symbolic form.
- To evaluate arguments for validity, invalidity, soundness or unsoundness.
- To develop our skills as logical and persuasive writers through the composition of argumentative essays.

<b>This course fulfills the following General Education Learning Outcomes for area A3 courses in critical thinking:</b>
A3.1: Distinguish matters of fact from issues of judgment or opinion and derive factual or judgmental inferences from unambiguous statements of knowledge or belief.
A3.2: Judge the reliability and credibility of sources.
A3.3: Effectively argue a point of view by clarifying the issues, focusing on the pertinent issues, and staying relevant to the topic.
A3.4: Understand the nature of inductive and deductive reasoning, identify formal and informal fallacies of reasoning, and employ various methods for testing the strength, soundness, and validity of different argument forms.
A3.5: Understand the basic concepts of meaning (sense, reference, connotation, etc.) and identify different methods of word definition.
A3.6: Understand logic and its relationship to language by identifying the basic components of reasoning, including the propositional content of statements, the functions of premises and conclusions in the makeup of arguments, the linkage between evidence and inference, and the rules of inference and logical equivalence.

**Registration conditions:** This course is open to any matriculated CSUSM student, regardless of major, without enrollment restrictions, prerequisites, or corequisites. Open University students may enroll if seats are available.

**Required Text**

*Critical Thinking*, Martin and Kerckhove. (self-published)

**Course Requirements:**

**Assignment:**

- (1) 3 Tests
- (2) 2 Papers, five pages each\*

**Points Possible:**

- 100 points each/300 points total possible
- 50 points each/100 points total possible

\*This course fulfills the All-University Writing Requirement (AUWR)

(3) 5 Quizzes	20 points each/100 points total possible
(4) 3 Article Reviews (Optional)	10 points each/ 30 points total possible
(5) 1 Comprehensive Final Exam	100 points total possible
<b>Course Total:</b>	630 points total possible
	A = above 589
	A- = 558-588
	B+ = 537-557
	B = 516-536
	B- = 495-515
	C+ = 474-494
	C = 455-473
	C- = 434-454
	D+ = 413-433
	D = 392-412
	D- = 371-391
	F = below 371

### **Course Policies**

**Tests:** There will be four tests throughout the semester. The last of these four tests will be a comprehensive final exam and will take place on the final exam date found in the class schedule. No make ups will be given for a missed test without sufficient medical excuse or equally serious reason for missing the test, for which written proof will have to be provided. If you know in advance that you will have to be absent for a test, please see me about taking the test prior to the scheduled date. Make ups for missed tests will take place on the same day as the final exam. There is no make up for the final exam.

**Quizzes:** All quizzes will take place on the dates indicated in the course schedule. There are no make-ups for missed quizzes. Quizzes generally occur at the beginning of class, though occasionally I conduct them during the middle or the end of class as well.

**Papers:** Two written assignments (five double-spaced pages each) are due as indicated below in the schedule of assignments. I want to strongly encourage you to get your material in on time. I do accept late written assignments, but a late written assignment is penalized 10% per class meeting for each class meeting that it is late. For example, a paper that would have received 50 points if turned in on time, will only receive 45 points if it is turned in one class session later; 40 points if it is turned in by the end of the second class session; 35 points if it is turned in by the end of the third class session. Late assignments will not be accepted after the third class session in which they are due.

**Article Review (Optional):** Five times during the semester you will have the opportunity to discuss in class an article on a topic related to critical thinking. You have the option of writing a one page, typed, double-spaced summary of the article to be turned in on the date indicated in the syllabus. You may turn in up to three article review summaries/analyses during the semester. Summaries are not accepted after the date indicated in the schedule.

### **Your keys to successful completion of this class:**

**1. Attendance.** One of the most important elements of college success is class attendance. Being on time and active in class allows you to keep current on course activities and course assignments. Attendance provides you the best opportunity to receive information and ask questions. You are strongly encouraged to attend each course session, even if you are not fully prepared or have not completed a given assignment due on a particular day, so that you can effectively catch up without feeling lost or left behind in the class. Please bring your book to each class session.

**2. Participation.** Ask questions, get involved in course discussions, form study groups with your fellow students. Develop a connection to the class so that you are an active participant in the learning process. Perhaps most importantly, do all of the reading assignments and exercises prior to class so you will be prepared to be an active participant in the day's discussions. You will find that active participation is facilitated by putting away your phone for the duration of the class.

**3. Assignments.** This one is simple--Do all of your assignments and turn your work in on time to earn the best grade. Don't put assignments off until the last minute. It feels a great deal better having your paper done a week before it is due rather than *not* having it done the night before it is due.

**4. Academic honesty.** Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks. Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university.

Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University

**5. ADA statement.** Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.

### Course Schedule (Subject to Modification)

Date	Text Section	Topic
1 M 8/26	Intro.	Introduction to Critical Thinking
2 W 8/28	1.1	What is an Argument?
3 M 9/2		<b>Labor Day--No Class</b>
4 W 9/4	1.1/1.2	Induction/Deduction
5 M 9/9	1.2	Induction/Deduction/cont./ <b>Quiz 1</b>
6 W 9/11	1.3	Deductive Validity
7 M 9/16	1.3	Validity con't./Soundness
8 W 9/18	1.4	Truth/ <b>Article Review 1</b>
9 M 9/23	1.5	Strength/Cogency
10 W 9/25	1.6	Evaluating Extended Arguments/ <b>Article Review 2</b>
11 M 9/30	1.6	Evaluating Extended Arguments cont./ <b>Quiz 2</b>
12 W 10/2		<b>Test One</b>
13 M 10/7	Chapter Two:	Laws of Critical Thinking and Semantics
14 W 10/9		Laws of Critical Thinking conclusion/ <b>Film</b>
15 M 10/14	Chapter Three:	<i>Reductio Ad Absurdum</i> / <b>Paper One Due</b>
16 W 10/16	Chapter Four:	Dilemmas/ <b>Quiz 3</b>
17 M 10/21	Chapter Four:	Dilemmas, conclusion/ <b>Article Review 3</b>
18 W 10/23	Chapter Six:	More Semantics: Socratic Method/Euthyphro
19 M 10/28	Crito and Moral Reasoning	<b>Quiz 4</b>
20 W 10/30		<b>Test Two</b>
21 M 11/4	7.1	Introduction to Fallacies/Fallacies of Relevance
22 W 11/6	7.2	Fallacies of Generalization/Weak Induction
23 M 11/11		<b>Veteran's Day--No Class</b>
24 W 11/13	7.3	Fallacies of Presumption/ <b>Quiz 5</b>
25 M 11/18	7.4	Fallacies of Language
26 W 11/20	Fallacy Review	<b>Article Review 4/Paper Two Due</b>
27 M 11/25		<b>Test Three</b>
28 W 11/27	Chapter Eight:	Critical Thinking and <b>Film</b>

29 M 12/2  
30 W 12/4  
**Final Exam**

**Film**  
Course Review/**Article Review 5**  
**TBD**