

**CORE CURRICULUM COURSE CERTIFICATION REQUEST**

Course PHIL 110 Title Critical Thinking Credit Hours 3

Prerequisites None Number of sections 6 (Summer 2009), 24 (Fall 2009), 17 (Spring 2010) Class size 25

1. **Course Description** Give course description and map course to FSU Student Learning Outcomes.

**Course Description in 2009-2010 Undergraduate Catalog:** PHIL 110 (3-3-0) Critical Thinking: An introduction to the basic elements of argumentation, focusing on the analysis, evaluation, and development of claims and arguments in the sciences, the humanities, the social sciences, the applied sciences, and everyday life experiences.

**PHILL 110 Mapping to FSU Core Student Learning Outcomes (revised November 2009)**

<u>FSU Core Outcomes</u>	<u>PHILL 110 Outcomes</u>	<u>PHILL 110 Common Assessment</u>
<b>Communication</b>		
Evaluate effectiveness of various forms of communication (introduce)	Evaluate uses and abuses of language, i.e., emotive language, slanters, innuendos, weaslers, etc. (E)	CLA, Pre-Post Test
Create written and spoken communication: organization (introduce)	Write argument summaries/evaluations. (F)	CLA
	Construct an argument in support of one side of an issue and defend it from criticism. (U)	
<b>Reasoning Skills</b>		
Evaluate reasonableness of arguments (master)	Evaluate uses and abuses of language, i.e., emotive language, slanters, innuendos, weaslers, etc. (E)	CLA, Pre-Post Test
	Distinguish arguments from other sets of claims that are not inferentially related. (A)	
	Identify the parts of arguments, i.e., conclusion, premise(s) in a variety of examples, in simple arguments (one conclusion). (B)	
	Identify the parts of arguments, i.e., conclusion, premise(s) in a variety of examples, in complex arguments (arguments within arguments.). (C)	
	Identify and use conclusion and premise indicators. (D)	
	Write argument summaries/evaluations. (F)	
	Evaluate statistical data (mean, mode, median) as used in support of conclusions. (G)	
	Recognize common informal fallacies. (H)	
	Distinguish deductive from inductive arguments. (I)	
	Evaluate arguments as valid and/or sound, (J)	
	Identify the following forms and rate each one: Disjunctive syllogism, Hypothetical syllogism, and Conditional syllogisms (valid and invalid forms) (K)	
	Recognize the components of analogical arguments (what is being compared to what). (L)	
	Evaluate the strength of analogical arguments. (M)	
Recognize the components of enumerative inductions, i.e.		

	sample and population. (N)	
	Evaluate the strength of specific enumerative inductions. (O)	
	Recognize fallacies of enumerative induction such as biased generalization or hasty generalization. (P)	
	Recognize the components of causal arguments. (Q)	
	Identify common fallacies of causal arguments. (R)	
Construct reasonable arguments (master)	Distinguish arguments from other sets of claims that are not inferentially related. (A)	CLA
	Identify and use conclusion and premise indicators. (D)	
	Distinguish deductive from inductive arguments. (I)	
	Construct an argument in support of one side of an issue and defend it from criticism. (U)	
Correctly solve mathematical problems, especially when they arise in situations common to everyday life (introduce)	Distinguish arguments from other sets of claims that are not inferentially related. (A)	CLA, Pre-Post Test
	Write argument summaries/evaluations. (F)	
	Evaluate statistical data (mean, mode, median) as used in support of conclusions. (G)	
	Construct an argument in support of one side of an issue and defend it from criticism. (U)	
<b><i>Scientific Literacy</i></b>		
Create and Assess Hypotheses (emphasize)	Write argument summaries/evaluations. (F)	CLA
Recognize the role of observation and experimentation in the development of scientific theories; interpret and express results of observation and experimentation (introduce)	Distinguish arguments from other sets of claims that are not inferentially related. (A)	CLA, Pre-Post Test
	Recognize the components of analogical arguments (what is being compared to what). (L)	
	Evaluate the strength of analogical arguments. (M)	
	Recognize the components of enumerative inductions, i.e. sample and population. (N)	
	Evaluate the strength of specific enumerative inductions. (O)	
	Recognize fallacies of enumerative induction such as biased generalization or hasty generalization. (P)	
	Recognize the components of causal arguments. (Q)	
Apply scientific knowledge to situations common to daily life (introduce)	Write argument summaries/evaluations. (F)	CLA, Pre-Post Test
	Recognize the components of causal arguments. (Q)	
	Identify common fallacies of causal arguments. (R)	
	Evaluate the strength of analogical arguments. (M)	
	Recognize the components of enumerative inductions, i.e. sample and population. (N)	
	Evaluate the strength of specific enumerative inductions. (O)	
	Recognize fallacies of enumerative induction such as biased generalization or hasty generalization. (P)	
	Recognize the components of causal arguments. (Q)	
	Identify common fallacies of causal arguments. (R)	
<b><i>Ethics and Civic Engagement</i></b>		
Develop and demonstrate personal system of ethics and morality (introduce)	Practice open-mindedness, fairness, honesty, intellectual curiosity, and other similar habits of mind in searching for reasons and evidence contrary to one's own point of view about specific issues (S)	Attendance

Understand ethical questions connected to field of study; understand, evaluate, and apply theories of right and wrong from past and present (emphasize)	Write argument summaries/evaluations. (F)	CLA
	Recognize common informal fallacies. (H)	
	Construct an argument in support of one side of an issue and defend it from criticism. (U)	
<b><i>Inquiry Skills</i></b>		
Formulate effective questions (introduce)	Distinguish arguments from other sets of claims that are not inferentially related. (A)	CLA
	Examine evidence from different sides of an issue. (T)	
Organize, sort, evaluate, retrieve academic information (master)	Distinguish arguments from other sets of claims that are not inferentially related. (A)	CLA
	Identify the parts of arguments, i.e., conclusion, premise(s) in a variety of examples, in simple arguments (one conclusion). (B)	
	Identify the parts of arguments, i.e., conclusion, premise(s) in a variety of examples, in complex arguments (arguments within arguments.). (C)	
	Identify and use conclusion and premise indicators. (D)	
	Examine evidence from different sides of an issue. (T)	

## 2. Assessment

**All certification requests must include an assessment plan. A description of the following should be linked to the FSU Student Learning Outcomes:**

- 1. Describe assignments and exams common to all sections**
- 2. Describe at least two different forms of assessment common to all sections**
- 3. Describe how assessment data is/will be collected and used for continuous improvement.**

1. Each section of PHIL 110 relies upon the same text book, currently L. Vaughn's *The Power of Critical Thinking* (New York: Oxford Press, 2008), and covers material regarding the identification, formation, and evaluation of arguments, including arguments in diverse academic and professional fields, as well as arguments that are encountered in "everyday life".

Two common assignments exist within each PHIL 110 section to ensure consistency across sections, with respect to student achievement of learning outcomes.

- a. "*CLA-Like Assignment*". Faculty members that regularly teach PHIL 110 will agree on a single assignment that is modeled on the Collegiate Learning Assessment, and will include this assignment as a requirement in every section of PHIL 110. This assignment will require students to demonstrate their achievement of the following University Core Student Learning Outcomes:

*Communication:* Evaluate effectiveness of various forms of communication (introduce); Create written and spoken communication: organization (introduce)

*Reasoning Skills:* Evaluate reasonableness of arguments (master); Construct reasonable arguments (master); Correctly solve mathematical problems, especially when they arise in situations common to everyday life (introduce)

*Scientific Literacy:* Create and Assess Hypotheses (emphasize); Recognize the role of observation and experimentation in the development of scientific theories; interpret and express results of observation and experimentation (introduce); Apply scientific knowledge to situations common to daily life (introduce)

*Ethics and Civic Engagement:* Understand ethical questions connected to field of study; understand, evaluate, and apply theories of right and wrong from past and present (emphasize)

*Inquiry Skills:* Formulate effective questions (introduce); Organize, sort, evaluate, retrieve academic information (master)

A rubric for grading the CLA-Like Assignment will be created by the PHIL 110 faculty. To ensure consistency of grading between faculty members, every year each PHIL 110 faculty member will grade (the same) 5 randomly chosen student responses and will engage in a discussion with other PHIL 110 faculty members regarding the grading process and grades assigned to the sample student responses.

- b. *Pre/Post-Test.* Faculty members that regularly teach PHIL 110 will agree on a single pre/post-test that will consist of a series of multiple choice questions designed to measure student mastery of the PHIL 110 Learning Outcomes. This test will be given to each PHIL 110 student at the beginning of the semester and again at the end of the semester. Furthermore, this assignment will require students to demonstrate their achievement of the following University Core Student Learning Outcomes:

*Communication:* Evaluate effectiveness of various forms of communication (introduce)

*Reasoning Skills:* Evaluate reasonableness of arguments (master); Correctly solve mathematical problems, especially when they arise in situations common to everyday life (introduce)

*Scientific Literacy:* Create and Assess Hypotheses (emphasize); Recognize the role of observation and experimentation in the development of scientific theories, interpret and express results of observation and experimentation (introduce); Apply scientific knowledge to situations common to daily life (introduce)

2. To assess student achievement of the FSU Core Student Learning Outcomes, the following assessment strategies will be used:
  - a. The grade distribution on the CLA-Like Assignment, with students across sections considered collectively, will be calculated. The target grade distribution will entail 70% (or higher) of students “meeting expectations” on the CLA-Like Assignment.
  - b. The grade distribution on the Pre and Post-Tests, with students across sections considered collectively, will be calculated. The target will be the demonstration of a statistically significant increase in student performance from the Pre-Test to the Post-Test, as well as a grade-distribution on the Post-Test that entails 70% (or higher) of students “meeting expectations” on the Test.
  - c. Attendance records of students enrolled in PHIL 110 will be reviewed, with the target of 70% (or higher) of students recognizing personal responsibility for behavior, as evidenced by having three or less unexcused absences (absence without documentation of extraordinary circumstances), i.e. will not have earned an Interim Grade of “EA”.
3. Performance on specific elements within the CLA-Like Assignment as well as the Pre/Post-Test will be analyzed to determine what specific improvements in the curriculum or pedagogy can be made to assist students achieve set Learning Outcomes. PHIL 110 faculty will meet yearly to discuss the need for

implementation of specific revisions, specifically to determine the percentage of students that do not meet expectations and develop an improvement plan to “close the loop”.

### 3. Instruction

**Describe how the course is taught. Include:**

- a. methods of instruction (e.g., lectures, discussions, small groups, simulation), pointing out opportunities for active student learning**
- b. general qualifications of all those who might teach the course, with areas of expertise, experience, and training**
- c. name and rank of all instructors for the previous two years, number of sections taught by each, degree and discipline of each.**
- d. description of how course will be coordinated to insure consistent implementation and assessment across all sections of the course**

- A. Each section of PHIL 110 includes a combination of lectures, discussions, small group work, and the regular assignment of homework. To encourage active student learning further, multiple instructors of PHIL 110 (5 faculty members between the academic years 2008-2010) incorporate Supplemental Instruction into their courses, and multiple sections of PHIL 110 (11 in Fall 2009) are involved in Learning Communities. It will also be noted that one section of PHIL 110 is regularly taught at a local correctional facility. Additionally, each section of PHIL 110 is web-enhanced through Blackboard, to further engage students in the course.
- B. Minimum qualifications to teach PHIL 110 include an earned MA in Philosophy. A Ph.D. in Philosophy, with a specialization (AOS) or concentration (AOC) in logic/argumentation/critical thinking and previous experience teaching critical thinking, is preferred.
- C. PHIL 110 faculty, 2008-2010 (Fall/Spring Semesters only)
  - Dr. Michelle Carpenter. Ph.D. in Philosophy, AOC includes logic/critical thinking. 15 sections of PHIL 110.
  - Dr. Michelle Darnell. Ph.D. in Philosophy, AOC includes logic/critical thinking. 14 sections of PHIL 110.
  - Dr. Richard Hall. Ph.D. in Philosophy, AOC includes logic/critical thinking. 14 sections of PHIL 110.
  - Dr. Joseph Osei. Ph.D. in Philosophy, AOC includes logic/critical thinking. 15 sections of PHIL 110.
  - Dr. Gregory Rich. Ph.D. in Philosophy, AOS includes critical thinking, AOC includes logic. 13 sections of PHIL 110
  - Dr. Gregory Sadler. Ph.D. in Philosophy, AOC includes rhetoric and argumentation. 12 sections of PHIL 110.
- D. All Philosophy faculty members meet once a month to discuss curricular and other related issues. At minimum, PHIL 110 faculty members will meet once every semester to discuss, as appropriate, such issues as syllabi adjustments (including the appropriateness of established PHIL 110 Student Learning Outcomes), text book options, student performance in general as well as more specifically on the Pre/Post-Test and CLA Assignment, the inclusion of opportunities for active student learning,

consistency of grading, and alignment of PHIL 110 with FSU Core Student Learning Outcomes. Every PHIL 110 section uses the same text book, which is agreed upon after a discussion by all PHIL 110 faculty members. Each PHIL 110 instructor is assigned to complete a peer review of at least one other PHIL 110 faculty member every academic year. A “Philosophy” Blackboard site exists, in which all Philosophy faculty participate, in order to post relevant assignments, syllabi, etc., and engage in discussions on pedagogy.

COURSE CORE ASSESSMENT COORDINATOR

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SIGNATURES

		recommend	deny
Department Chair _____	Date _____	<input type="checkbox"/>	<input type="checkbox"/>
College Dean _____	Date _____	<input type="checkbox"/>	<input type="checkbox"/>
Core Review Committee _____	Date _____	<input type="checkbox"/>	<input type="checkbox"/>
Provost _____	Date _____	<input type="checkbox"/>	<input type="checkbox"/>