Honolulu Community College
General Education – DIVERSIFICATION DESIGNATION
Certification and Recertification

Application Form
Spring 2012

APPLICANT: Ronald C. Pine

E-MAIL: pine@hawaii.edu

COURSE ALPHA and NUMBER: Phil 109

COURSE TITLE: Reasoning and Critical Thinking

ESTIMATED NUMBER OF SECTIONS:
   Fall: 1
   Spring: 1

APPLICATION IS FOR:
   ☒ New Course   ☐ Modified Course   ☐ Existing Course   ☐ Re-designation

   ☒ Certification   ☐ Re-Certification. Date of last certification:

DIVERSIFICATION AREA DESIGNATION SOUGHT:
   ☐ DA (Arts)
   ☐ DB (Biological Sciences)
   ☒ DH (Humanities)
   ☐ DL (Literature and Language)
   ☐ DP (Physical Sciences)
   ☐ DS (Social Sciences)
   ☐ DY (Laboratory)

What percentage of the CONTENT of this course focuses on this diversification area?    2/3rds

What percentage of CLASS MEETINGS focuses on this diversification area?    2/3rds
1. **Hallmarks and SLOs.** Please explain how course-specific SLOs align with the diversification area’s hallmarks.

   **DH1:** uses the terminology of **historical, philosophical, language or religious studies**

   **SLO:** Demonstrate an understanding of the philosophical, epistemological, and historical foundations of critical thinking by examination and integration with a capstone project.

   **Explanation:** Students will be introduced to and will show competence in understanding the historical origin and philosophical justification of the cognitive value of critical thinking. From the ancient Greeks to the postmodern period, the epistemological response to critiques of cultural and philosophical relativism is covered. Issues of culture – where some cultures highly value tradition and authority vs. our democratic, scientific-technological society that values argument and debate - will be part of the ongoing discussion and application of critical thinking studied in the course.

   **DH2:** involves texts, artifacts, **concepts, processes, theories or issues** of concern in these studies

   **SLO:** Identify and analyze fallacious reasoning and “truthiness.”

   **SLO:** Gather information relevant to assessing factual claims and generalizations, and communicate the essential logical elements in scientific reasoning.

   **Explanation:** A major historical and modern issue in philosophy is objectivity in the humanities and the sciences. The issue will be fully integrated into the course. Introductory elements of the philosophy of science and epistemology are covered.

   **DH3:** demonstrates inquiry that involves the **methods of study, reflection, evidence-gathering, and argumentation** that are employed in these studies.

   **SLO:** Pay careful attention to detail by identifying the meaning of statements, and the structure (premises and conclusions) and different types (deductive and inductive) of logical argument.

   **SLO:** Examine and present evidence for conclusions.

   **SLO:** Assess the strengths and weaknesses of arguments, and recognize the weight of evidence in reasoning about what is factually true or well supported by evidence.

   **Explanation:** Students will show competence in the use of the practical tools of informal logic, scientific (inductive) reasoning, and critical thinking that have evolved out of the philosophical critique of the cognitive value of critical thinking.

2. **Assessment strategies.** Explain assessment strategies you have used (or plan to use) to measure the degree to which students exit the course with the course-specific SLOs. If there are multiple sections...
of the course taught by different instructors, please discuss how assessment is (or will be) carried out across instructors.

Embedded assessment of each SLO on exams, rubric driven capstone project, and an independent SLO survey. If the on-campus course is successful in generating enrollment, a DE version of the course will be offered. The instructors share an office. They work together in developing the curriculum, use the same assessment instruments, meet periodically to discuss the assessment feedback, and make changes in curriculum based on the feedback and discussion. The course development and offering are also the result of a Perkins grant. Ongoing discussion and assessment between the author of the course and on-campus instructor will also be part of the assessment reporting for the Perkins requirements.

3. **Assessment of assessment.** How have you used (or plan to use) the assessment findings to modify or improve this course? If there are multiple sections of the course taught by different instructors, please discuss how review of assessment results is (or will be) carried out across instructors.

See above. Also, using Phil 110 as a model for the new course, we will use the same assessment instruments for Phil 109 (if the DE course is offered), discuss the feedback, and modify the course content as needed.
DIVERSIFICATION BOARD DECISION:

☑ Approved
Re-Certification Due: Fall 2018

☐ Not approved
If not approved, reasons for disapproval:

Diversification Board Chair Signature: [Signature]
Date: 9/18/2013
Philosophy 109: Reasoning and Critical Thinking
(English 22/60 or ESL 23, or placement in English 100)

Course Description:

The course studies practical reasoning, informal logical argument, and the use and misuse of language. The course emphasizes the development of critical thinking skills by showing students how to examine and assess arguments and persuasive appeals, and make reliable inferences from information when the evidence leaves us unsure of what is true. Understanding and appreciating the application of logical tools of critical thinking to evaluate personal and public policy decisions are the aims of this course. The historical and philosophical context of the value of logical and critical thinking will be integrated fully into the course. 3cr., 3hr. lect.

Pending approval of the GenEd Board: “The course fulfills the Diversification in the Humanities requirement for the AA degree and the Humanities and Fine Arts category for CTE programs.”

Student Learning Outcomes

On successful completion of this course, students will be able to:

- Pay careful attention to detail by identifying the meaning of statements, and the structure (premises and conclusions) and different types (deductive and inductive) of logical argument;

- Examine and present evidence for conclusions;

- Identify and analyze fallacious reasoning and “truthiness”;

- Assess the strengths and weaknesses of arguments, and recognize the weight of evidence in reasoning about what is factually true or well supported by evidence;

- Gather information relevant to assessing factual claims and generalizations, and communicate the essential logical elements in scientific reasoning;

- Demonstrate an understanding of the philosophical, epistemological, and historical foundations of critical thinking by examination and integration with a capstone project.

COURSE CONTENT:

I. Eyes and minds wide open. Logical vulnerability, the history of the cognitive value of critical thinking, and why critical thinking is important.

   A. Paying attention to detail.
B. Persuasive tricks and bad reasoning with words.
C. Persuasive tricks and bad reasoning with numbers and statistics.
D. Socrates, Aristotle, and the ancient Greeks.

II. Presenting Orderly Thoughts

A. Understanding the concept of a logical inference.
B. Premises and Conclusion; Information and Reasoning.

III. Types of Logical Argument

A. Aristotle and the categorization of thinking and persuasive appeals.
B. Deductive Reasoning: valid, invalid, and sound arguments.
C. Inductive Reasoning: strong v. weak inductive arguments.

IV. Critical Thinking and Culture

A. Ancient Greek philosophy and the cognitive value of critical thinking.
B. Democracy and reasoned debate.
C. Relativism, Protagoras, and Socrates.
D. Truthiness vs. Objective and Probable Truth.

V. Meaning. What do statements say?

A. Denotative and Connotative Meaning.
B. Stipulative and Lexical Definitions.
C. Emotional and Cognitive Meaning.
D. Bureaucratic Euphemisms and when it is good to be emotional.

VI. More on Inductive Reasoning and Reasoning that involves risk

A. Truth and Probability
B. Risk and Reliable Beliefs
C. Scientific Reasoning
D. Cause and Effect and Randomized Controlled Research

VII. Common Forms of Bad Reasoning

A. Fallacies of Relevance
B. Fallacies of Questionable Premise and Presumption
C. Fallacies of Weak Induction: Hasty Conclusion and Causation fallacies

VIII. Student Capstone Projects: Students will work in groups on a topic of their choice (approved by the instructor), practicing application of their information gathering, organization, reasoning, and evidence assessment skills.
Possible Issues for Student Groups:

Does heavy use of smart phones cause brain cancer?

Do violent video games contribute to youth and gun violence?

Was Barack Hussein Obama born in the United States?

Do sex education classes work preventing teenage early pregnancies and venereal disease?

Do abstinence policies work preventing teenage early pregnancies and venereal disease?

Is sexual orientation determined at birth?

Is it true that the female body has a way of blocking sperm and hence pregnancy if insemination is caused by rape?

Is the use of vitamin supplements good for health, useless, expensive, but harmless, or actually harmful to health?

Are tattoos a health risk?

Is marijuana the same in terms of health and social consequences, safer, or more dangerous than alcohol?

Does alcohol use prevent heat disease?

Do some vaccines for children cause autism?

Nuclear Power: Is it safe?

Does second hand smoke cause health problems?

Does heavy consumption of tofu shrink your brain?

Is drug prescription medicine safe?

Is human-made global warming true?

Is the scientific view of evolution true?

Has the Earth been visited by extraterrestrial intelligent creatures?

Should all cultures value critical thinking?
PROPOSAL SUMMARY (Include reasons for adding course, and similar courses offered elsewhere, i.e. college, alpha, number, title):
In the fall of 2009, Chancellor Mike Rota showed data at the general college faculty-staff meeting demonstrating that a basic work-force reality of today's market is that employers want the same basic general education preparation for their employees regardless whether they have an AA or AS degree. Reports from employers on desirable general education skills needed for the modern workplace consistently note the importance of critical thinking, communication, and presentation skills. This new course aims to contribute to this general education need. It will help students learn how to listen and read carefully, how to evaluate information, how to organize one's thoughts in a reasoning chain of inferences, and make practical decisions based on the best available evidence. It will also provide the historical, philosophical, and epistemological foundation for the cognitive value of critical thinking.

At the February, 2013 CPC meeting Chancellor Lacro noted that the general education components of all associate degrees need to be transfer/college level. Currently some CTE programs use Hum 50 as a general education requirement. Phil 109 is intended to replace Hum 50. The course is offered at University of Hawai'i, Maui, and will be a transfer level course. Phil 109 will contain similar critical thinking skills content to Hum 50 but fully integrate that content with traditional curriculum of the Humanities - intellectual history, informal logic, philosophy, epistemology, and the philosophy of science. Although the focus will be on practical reasoning and informal logic, students will be introduced also to the cognitive value of critical thinking, its historical background, and philosophical justification.
### CURRICULUM ACTION PROPOSAL
#### ADD a New Course

**INSTRUCTIONS:** Complete all applicable fields. Continue overflow text on p. 3 under “Additional Information”. Attach copies of all Catalog pages that are affected with changes marked.

<table>
<thead>
<tr>
<th>Course Alpha &amp; No.:</th>
<th>Phil 109</th>
<th>Effective Term:</th>
<th>Fall 2014</th>
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</thead>
<tbody>
<tr>
<td>Course Type:</td>
<td>Regular</td>
<td>Experimental Course Expiration Date:</td>
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<tr>
<td>Title:</td>
<td>Philosophy 109: Reasoning and Critical Thinking</td>
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<tr>
<td>Banner Title (30 characters):</td>
<td>Reasoning &amp; Critical Thinking</td>
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#### YES NO Is this course certified to meet Career & Technical Education (AS/AAS/ATS) GEN ED Requirements? If “YES” select GEN ED below:

- ![Checkbox](x) Communications (ASCM)
- ![Checkbox](x) Quantitative or Logical Reasoning (AQL)
- ![Checkbox](x) Humanities and Fine Arts (ASGD)
- ![Checkbox](x) Natural Sciences (ASGA)
- ![Checkbox](x) Social Sciences (ASSC)

#### YES NO Is this course certified to meet Liberal Arts (AA) GEN ED Requirements &/or UHM GEN ED Core Articulation? If “YES”, select GEN ED below.

<table>
<thead>
<tr>
<th>AA</th>
<th>UHM</th>
<th>LBART FOUNDATION</th>
<th>LBART DIVERSIFICATION</th>
<th>LBART OTHER</th>
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<td><img src="x" alt="Checkbox" /></td>
<td><img src="x" alt="Checkbox" /></td>
<td>Written Communication (FW)</td>
<td>Arts Click To Select (DA)</td>
<td>AA Speech</td>
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<tr>
<td><img src="x" alt="Checkbox" /></td>
<td><img src="x" alt="Checkbox" /></td>
<td>Symbolic Reasoning (FS)</td>
<td>Humanities (DH)</td>
<td>AA Elective (AAEL)</td>
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<td><img src="x" alt="Checkbox" /></td>
<td><img src="x" alt="Checkbox" /></td>
<td>Global/Multicultural Perspectives (FG)</td>
<td>Literature and Language (DL)</td>
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<td><img src="x" alt="Checkbox" /></td>
<td><img src="x" alt="Checkbox" /></td>
<td>Click To Select</td>
<td>Biological Sciences (DB)</td>
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<td><img src="x" alt="Checkbox" /></td>
<td><img src="x" alt="Checkbox" /></td>
<td></td>
<td>Biological Sciences Lab (DY)</td>
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<td><img src="x" alt="Checkbox" /></td>
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<td>Physical Sciences (DP)</td>
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<td><img src="x" alt="Checkbox" /></td>
<td></td>
<td>Social Sciences (DS)</td>
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#### Class Length: 16 weeks

#### Credits: 03 credits

#### Repeat & Credit Limit: Students may enroll 3 time(s) for a maximum of 03 credit(s)

#### Schedule Type: LEC (Lecture)

#### Weekly Student Contact Hrs:
- 2.5 Hours Lecture per Week
- 2.5 Hours Lab per Week
- 2.5 Total Contact hrs per Week

#### Grading Option: CR/N or Letter Grade

#### Enrollment Maximum: 30

#### Major Restriction: None

#### Recommended Prep: English 22/60 or 23, or placement in English 100 required

#### Special Approval: None

#### Cross-Listed Courses:

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Rev. Sept. 2012 Add a New Course Page 2 of 6
**Course Alpha & No.:** Phil 109  
**Effective Term:** Fall 2014

<table>
<thead>
<tr>
<th><strong>COURSE DATA CONT.</strong></th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
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<td><strong>(State minimum grade if not a &quot;D&quot;)</strong></td>
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<tr>
<td><strong>Co-requisite:</strong></td>
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<tr>
<td>Class Availability Comment (Web viewable):</td>
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<tr>
<td><strong>Course SLOs:</strong> (Attach Course Outline Form)</td>
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- **YES ☑ NO** Are any PROGRAMS impacted by this proposal? (i.e. Program Credits, Courses, Prerequisites, Requirements, Electives, etc.) If “Yes” attach Program Modification Form(s) and briefly explain below.

- **YES ☑ NO** Are any COURSES impacted by this proposal? (i.e. Course Prerequisites, Co-requisites, Recommended Prep, Cross-Lists, etc.) If “Yes” attach Course Modification Form(s) and briefly explain below.

- **YES ☑ NO** Were the affected Programs/Departments consulted and notified of the proposed changes?

<table>
<thead>
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<tbody>
<tr>
<td>Describe impact on Programs and/or Courses (Attach appropriate Program Modification and Course Modification Forms.) Above seems contradictory, but although Phil 109 will articulate and satisfy a Diversification in the Humanities requirement, it is intended to replace the non-transfer Hum 50 and offered as a general education option (Humanities and Fine Arts) for CTE Associate Degrees. Discussions with CTE programs about the course have been ongoing.</td>
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</table>

- **YES ☑ NO** Does this proposal require additional resources? (i.e. staff, equipment, facilities, etc.) If yes, provide details below.

<table>
<thead>
<tr>
<th><strong>MISC.</strong></th>
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<tbody>
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<td>Additional Information:</td>
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<tr>
<td>A DE version of this course will also be developed. Course was developed with support from a Perkins grant.</td>
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Add a New Course  Page 3 of 6
See Instructions for information on each item.

<table>
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<tr>
<td>Major Restriction:</td>
<td>Instructor Approval or other Approval:</td>
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1. **Catalog Course Description:**
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2. **Student Learning Outcomes:**
   Upon successful completion of this course, a student will be able to:
   - Pay careful attention to detail by identifying the meaning of statements, and the structure (premises and conclusions) and different types (deductive and inductive) of logical argument;
   - Examine and present evidence for conclusions;
   - Identify and analyze fallacious reasoning and “truthiness”;
   - Assess the strengths and weaknesses of arguments, and recognize the weight of evidence in reasoning about what is factually true or well supported by evidence;
   - Gather information relevant to assessing factual claims and generalizations, and communicate the essential logical elements in scientific reasoning;
   - Demonstrate an understanding of the philosophical, epistemological, and historical foundations of critical thinking by examination and integration with a capstone project.

3. **Means by which the assessment of the SLOs will be accomplished:**
   Embedded assessment, rubric-driven capstone project, and SLO survey

4. **Program Learning Outcomes addressed by this course:**
   #s 1-5, 7 in the current HCC Catalog, page 76. Communicate effectively by means of listening, speaking, reading, and writing in varied situations . . . . Apply . . . reasoning skills to solve problems, evaluate arguments and chains of reasoning, and interpret information . . . . Demonstrate an understanding of . . . individual development, thinking process . . . . Demonstrate a comprehension and skill with research methods and scientific inquiry . . . . Display knowledge of different groups and organizations in societies and respect for varied cultural values . . . . Identify and articulate in a reasoned manner the roots and causal basis of contemporary issues.

5. **Method(s) of Instruction:**
   Lecture and group work; Internet tutorials and flipping the classroom.

6. **Method(s) of Evaluation:**
   Examination and capstone project.

7. **Course Content:**
   See attached.

8. **Possible Texts:**
   Essential Logic; Interactive tutorials, Internet resources on critical thinking and informal logic.

9. Reference and/or Auxiliary Materials (if any):

10. Resource Requirements (if applicable):

11. Relationship to other courses in the program (if applicable):
The course covers traditional content in the field of philosophy. It is being offered as a general education option for AA and CTE students.

12. General Education or other requirement(s) satisfied:
Diversification in the Humanities and Humanities in Fine Arts

13. Articulation (if applicable):
Yes, same course offered by UH Maui, and once certified, should articulate throughout the system as Diversification in the Humanities.

14. Additional information of importance:
Funded by Perkins grant to offer transfer level general education option for CTE students.