

GE CRITERIA APPROVAL FORM

Course Number and Title: **UNIV 101 Critical Thinking and the University**

Faculty Member(s) Proposing Course: **William H. Adams and Renny Christopher**

Indicate which of the following categories would be satisfied by this course by marking an “X” on the appropriate lines. Courses may be placed in up to two GE categories as appropriate. Upper Division Interdisciplinary GE courses may be placed in two categories plus the UDIGE category.

	A1: Oral Communication
	A2: English Writing
X	A3: Critical Thinking
	B1: Physical Sciences
	B2: Life Sciences
	B3: Mathematics
	B4: Computers and Technology
	C1: Fine Arts
	C2: Literature
	C3: Languages & Cultures
	D: Social Perspectives
	E: Human Psychological & Physiological Perspectives
	Upper Division Interdisciplinary GE

Lab Included? Yes _____ No X

Please provide a brief explanation of how the proposed course meets each of the criteria for the selected General Education categories.

Category A3, Critical Thinking: The course will teach critical thinking skills including the use of inductive and deductive logic, the ability to recognize formal and informal fallacies found in language and thought, and the ability to distinguish fact from opinion. Through lecture and discussion, the students learn different kinds of arguments, rhetorical usage, and the relationship of language to logic. In addition, students are exposed to the different ways of knowing from different disciplines and the value of broader interdisciplinary discourse. Through written assignments, oral presentations, and group work, the students learn to express their ideas and accept constructive criticism from peers. The proposed text for the course is by Steven P. Lee, 2002, *What is the Argument? Critical Thinking in the Real World*. The table of contents for that text follows:

Chapter	Contents
1. What Is Critical Thinking?	What is Critical Thinking? / The Importance of Critical Thinking / Critical Thinking in the Real World
2. What Is An Argument?	The Support Relationship / Argumentative Texts / Persuasion and the Social Nature of Argument
3. Explanations and Value Arguments	Explanation / Facts, Values, and Opinions
4. What Is the Argument? Conclusion and Premises	Argument Structure / Identifying the Conclusion / Identifying the Premises
5. Reformulation and Complex Arguments	General Statements / Conditional Statements / The Idea of Reformulation / Complex Arguments
6. Evaluating Argument Form	Argument Evaluation / Deductive Arguments and Validity / Implicit Premises / Nondeductive Arguments and Formal Strength / The Idea of a Fallacy / Irrelevant Reason and Hasty Conclusion / Some Specific Formal Fallacies
7. Deductive Arguments	Formal Logic and Logical Form / Categorical Logic / Immediate Inference / Testing for Validity in Categorical Logic / Statement Logic
8. Evaluating Argument Content	Premises and their Assessment / The Fallacies of Problematic Premise and False Premise / Appeals to Authority / Some Specific

	Content Fallacies
9. Language and Meaning	Concepts and Their Role in Arguments / Definition / Some Specific Fallacies of Language Use
10. Induction and Causal Arguments	Inductive Arguments / Evaluating Inductive Arguments / Causal Arguments
11. All-Things-Considered Arguments and Analogies	All-Things-Considered Arguments / Arguments from Analogy / Evaluation-the Fallacy of Faulty Analogy

The A3 Criteria require:

- “A minimum of one-third of the course content needs to focus on the acquisition of Critical Thinking/Reasoning skills as evidenced by sufficient assigned texts and assignments dedicated to Critical Thinking/Reasoning and theory, *and*
- A minimum of at least five weeks of the 15-week semester scheduled for instruction in how to do Critical Thinking/Reasoning. The other 10 weeks may be used in applying Critical Thinking/Reasoning to a discipline or disciplines or across disciplines.”

This course will adhere to those standards, as evidenced by the assigned text above.

Students who successfully complete this course will be able to:

- Discuss the major problems of language as they apply to Critical Thinking/ Reasoning;
- Discuss the major problems inherent in definition and control of meaning;
- Identify and define common types of material, psychological, and logical fallacies in argumentation;
- Assess the weighing of evidence, as it is basic to the development of logical arguments;
- Distinguish formal fallacies in logic;
- Distinguish fact from judgment or opinion;
- Explain the value of multiple ways of knowing;
- Demonstrate the uses of inductive and deductive reasoning.

Hence we feel that this course meets each of the criteria in GE Category A3.