

NEW COURSE PROPOSAL

Courses must be submitted by October 15, 2014, and finalized by the end of that fall semester for the next catalog production.

Use YELLOWED areas to enter data.

DATE (*Change if modified and redate file with current date*)

10.14.2014, REV 1/26/2015

PROGRAM AREA(S) **PHILOSOPHY** CAT NO: **PHIL 130**

1. Course Information. *[Follow accepted catalog format.]*

Prefix(es) (Add additional prefixes if cross-listed) and **Course No.** **Phil 130**

Title: **Logic and Philosophical Reasoning** **Units:** **3**

Prerequisites

Corequisites

Consent of Instructor Required for Enrollment

Catalog Description (Do not use any symbols): Introduction to deductive and inductive logic, with applications in philosophical reasoning and in various academic and professional disciplines.

Grading Scheme:

A-F Grades

Credit/No Credit

Optional (Student Choice)

Repeatability:

Repeatable for a maximum of units

Total Completions Allowed

Multiple Enrollment in Same Semester

Course Level Information:

x Undergraduate

Post-Baccalaureate/Credential Graduate

Mode of Instruction/Components (*Hours per Unit are defaulted*).

	Units	Hours per Unit	Default Section Size	Graded Component	CS & HEGIS # (Filled in by the Provost's Office)
Lecture	3	1	25		
Seminar					
Laboratory					
Activity					
Field Studies					
Indep Study					
Other Blank					

Leave the following hours per week areas blank. The hours per week will be filled out for you.

hours lecture per week

hours blank per week

2. Course Attributes:

General Education Categories: All courses with GE category notations (including deletions) must be submitted to the GE website: <http://summit.csuci.edu/geapproval>. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

A (English Language, Communication, Critical Thinking)

A-1 Oral Communication

A-2 English Writing

X A-3 Critical Thinking

B (Mathematics, Sciences & Technology)

B-1 Physical Sciences

B-2 Life Sciences – Biology

B-3 Mathematics – Mathematics and Applications

B-4 Computers and Information Technology

C (Fine Arts, Literature, Languages & Cultures)

C-1 Art

C-2 Literature Courses

C-3a Language

C-3b Multicultural

D (Social Perspectives)

E (Human Psychological and Physiological Perspectives)

UDIGE/INTD Interdisciplinary

Meets University Writing Requirement (Graduation Writing Assessment Requirement)

Meets University Language Requirement

American Institutions, Title V Section 40404: ☐ Government ☐ US Constitution ☐ US History

Regarding Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>

Service Learning Course (Approval from the Center for Community Engagement must be received before you can request this course attribute).

Online Course (Answer YES if the course is ALWAYS delivered online).

Lab Fee Request – Lab fee requests should be directed to the Student Fee Committee.

3. Justification and Requirements for the Course. (Make a brief statement to justify the need for the course)

A. Justification: ☐ This course will offer a study of logic, argument, and critical thinking geared towards non-STEM majors in the humanities and social sciences who may not require the depth of the study of symbolic logic provided in MATH/PHIL 230. MATH/PHIL 230 is considered by many students to be a challenging course, even for math majors, and this course is designed to alleviate the pressure of students wanting to minor in philosophy from having to learn some serious symbolic logic and mathematical reasoning, meanwhile retaining all that is useful from logic for critical thinking and philosophical reasoning. Both MATH/PHIL 230 and PHIL 130 study deductive logic; however, the former is also concerned with symbolic logic and mathematical reasoning, while the latter is also concerned with inductive logic and philosophical reasoning. (Instead of our current offering of 3 sections of MATH/PHIL 230 per semester, the MATH Program would offer 2 sections of MATH/PHIL 230 and 1 section of PHIL 130 per semester.) The course will provide:

- Introduction to deductive and inductive argumentation in a variety of contexts, supplemented with an examination of common fallacies.
- Tools for assessing the deductive validity and soundness, as well as inductive strength, of various types of arguments.
- Abstraction and analysis of arguments and information in common forms of written and oral communication and translation into logical form.

B. Degree Requirement: ☒ Requirement for the Major/Minor
☐ Elective for the Major/Minor
☐ Free Elective

Note: Submit Program Modification if this course changes your program.

4. Student Learning Outcomes. List in numerical order. Please refer to the Curriculum Committee's "Learning Outcomes" guideline for measurable outcomes that reflect elements of Bloom's Taxonomy:

<http://senate.csuci.edu/comm/curriculum/resources.htm>. The committee recommends 4 to 8 student learning outcomes, unless governed by an external agency (e.g., Nursing).

This course (or PHIL/MATH 230) is a required course for Philosophy minors. Through this course students will be able to:

- Convey how issues relevant to social, cultural, political, contemporary/historical, economic, educational, or psychological realities interact with each other.
- Demonstrate familiarity with deductive and inductive argument forms and analyze deductive arguments for validity and soundness and inductive arguments for strength and cogency.
- Determine the formal structure of, and critically assess the ideas presented in ordinary language, the media, and in a variety of academic and professional disciplines, such as philosophy, sociology, psychology, law, and the natural sciences.
- Reason deductively and inductively (SP06-06 Outcome 2.1), using deductive and inductive logic in a variety of everyday, academic, and professional contexts, with a view towards philosophical reasoning.

- Apply deductive and inductive logic to the analysis of social, cultural, political, contemporary/historical, economic, educational, or psychological issues (SP 06-06 Outcome 7.1)
- Analyze arguments or texts to determine hidden assumptions and biases and recognize ambiguities and nuances in meaning.
- Deliberate with others and present arguments clearly, logically, and creatively, in oral and written form (SP06-06 Outcome 2.2).

5. Course Content in Outline Form. *[Be as brief as possible, but use as much space as necessary]*

- Fundamental structure and varieties of deductive and inductive arguments.
- Logical approaches to understanding, analyzing, and evaluating arguments in academic and professional disciplines, the media, and everyday life.
- Tools and techniques for assessing the validity and soundness of deductive arguments and the strength and cogency of inductive arguments.
- Applications of deductive and inductive logic to ordinary language and reasoning in the natural and social sciences, humanities, and the arts, with a particular view towards philosophy.
- Tools for critical thinking, including the analysis of arguments or texts to determine hidden assumptions and biases and the recognition of ambiguities and nuances in meaning.

Does this course content overlap with a course offered in your academic program? **Yes** x **No** ☐

If YES, what course(s) and provide a justification of the overlap. PHIL 230. See Section 3, **Justification and Requirements for the Course.**

Does this course content overlap a course offered in another academic area? **Yes** x **No** ☐

If YES, what course(s) and provide a justification of the overlap. MATH 230. See Section 3, **Justification and Requirements for the Course.**

Overlapping courses require Chairs' signatures.

6. Cross-listed Courses *(Please note each prefix in item No. 1) Beyond three disciplines consult with the Curriculum Committee.*

A. List Cross-listed Courses (Signature of Academic Chair(s) of the other academic area(s) is required).

List each cross-listed prefix for the course:

B. Program responsible for staffing: math

7. References. *[Provide 3 - 5 references]*

- Patrick J. Hurley, A Concise Introduction to Logic, Cengage 2006
- Tidman and Kahane, Logic and Philosophy, Wadsworth 1999
- Trudy Govier, A Practical Study of Argument, Wadsworth 2010
- David Kelley, The Art of Reasoning. 1998

8. Tenure Track Faculty Qualified to Teach This Course.

Jesse Elliott, other mathematics faculty, and potentially any faculty teaching for the philosophy minor and future major

9. Requested Effective Date:

First semester offered: Fall 2015

10. New Resources Requested. Yes ☐ No ☒

If YES, list the resources needed.

A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)
☐

B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)
☐

C. Facility/Space/Transportation Needs
☐

D. Lab Fee Requested Yes ☐ No ☐ (Lab fee requests should be directed to the Student Fee Committee)

E. Other
☐

11. Will this new course alter any degree, credential, certificate, or minor in your program? Yes ☐ No ☐

If, YES attach a program update or program modification form for all programs affected.

Priority deadline for New Minors and Programs: **October 1, 2013** of preceding year.

Priority deadline for Course Proposals and Modifications: **October 15, 2013**, of preceding year.

Last day to submit forms to be considered during the current academic year: **April 15th**.

Jesse Elliott, Dennis Slivinski

10/14/14

Proposer of Course (Type in name. Signatures will be collected after Curriculum approval)

Date

Approved by 2014-2015 GE Committee:

Janet Rizzoli

Emily Saunders

*Geoffrey Buhl

*Catherine Burriss

*Robert Bleicher

*Virgil Adams

Rachel Danielson

*Dax Jacobson

Sarah Johnson

Rosa Rodriguez

Blake Buller

* Voting GE Members

Request Submitted

Course: PHIL130 Logic and Philosophical Reasoning

Area: A3 Critical Thinking

Date Submitted: 12/18/2014 3:45:53 PM

Date Approved: 1/26/2015 4:49:00 PM

1. Prepare the student to use reasoning of both inductive and deductive types

PHIL 130 study deductive logic and is also concerned with inductive logic and philosophical reasoning. The course will provide:

- Introduction to deductive and inductive argumentation in a variety of contexts, supplemented with an examination of common fallacies.
- Tools for assessing the deductive validity and soundness, as well as inductive strength, of various types of arguments.
- Abstraction and analysis of arguments and information in common forms of written and oral communication and translation into logical form.

2. Focus on the analysis of written, oral, visual and/or symbolic communication

Students will:

- Analyze arguments, symbolism, texts to determine hidden assumptions and biases and recognize ambiguities and nuances in meaning.
- Deliberate with others and present arguments clearly, logically, and creatively, in oral and written form (SP06-06 Outcome 2.2).

3. Prepare the student to assess common fallacies in reasoning

Students will:

- Demonstrate familiarity with deductive and inductive argument forms, assess common fallacies, analyze arguments for validity.
- Critically assess the presented in ordinary language, the media, and in a variety of academic and professional disciplines, such as philosophy, sociology, psychology, law, and the natural sciences.
- Apply deductive and inductive logic to the analysis of social, cultural, political, contemporary/historical, economic, educational, or psychological issues (SP 06-06 Outcome 7.1)

4. Address modes of argument, rhetorical perspectives, and the relationship of language to logic

Students will •

Understand the relationship of language to logic, apply deductive and inductive thinking to the analysis of social, cultural, political, contemporary/historical, economic, educational, or psychological issues (SP 06-06 Outcome 7.1) and use various modes of argument and rhetorical perspectives.

Approval Sheet

Program/Course:

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

The CI program review process includes a report from the respective department/program on its progress toward accessibility requirement compliance. By signing below, I acknowledge the importance of incorporating accessibility in course design.

Program Chair		
Signature		Date
Program Chair		
Signature		Date
Program Chair		
Signature		Date
General Education Chair		
Signature		Date
Center for International Affairs Director		
Signature		Date
Center for Integrative Studies Director		
Signature		Date
Center for Multicultural Engagement Director		
Signature		Date
Center for Civic Engagement Director		
Signature		Date
Curriculum Chair		
Signature		Date
AVP		
Signature		Date