HIBBING COMMUNITY COLLEGE
COURSE OUTLINE

COURSE TITLE & NUMBER: Critical Thinking: PHIL 1400
CREDITS: 3 (Lec 3 / Lab 0)
PREREQUISITES: None. College-level reading recommended.

CATALOG DESCRIPTION:
This course is intended to provide students the opportunity to develop better critical thinking skills. These skills will assist students in thinking critically within a field or discipline. Emphasis is on developing an awareness of thinking in relation to others and the assimilation of reasoning skills into life. Students will learn about inductive and deductive arguments. Students will learn about argument forms, parts of arguments, how to distinguish good arguments from poor arguments, as well as diagramming and building arguments. Special attention will be paid to informal fallacies and common reasoning errors. The course will present many examples of everyday arguments for students to assess as they develop their critical thinking skills. MNTC Goal Area(s): (06) Humanities/Fine Arts and (02) Critical Thinking.

OUTLINE OF MAJOR CONTENT AREAS:
1. Language in argument
   A. Structure of logical argument
   B. Basic terms of argument form
   C. Functions of language
   F. Emotional and neutral language
   G. Arguments in ordinary language
2. Diagramming arguments
   A. Diagramming linked claims
   B. Diagramming convergent claims
   C. Diagramming multiple arguments
3. Deductive arguments
   A. Truth functional arguments
   B. Categorical arguments
   C. Validity and soundness
4. Induction
   A. Inductive generalizations
   B. Analogical arguments
   C. Causal arguments
   D. Mill's methods of induction
   E. Strength and cogency
5. Informal fallacies
   A. Circular reasoning
   B. Appeal to ignorance
   C. Appeal to illegitimate authority
   E. Ad hominem
   F. Ad baculum
   G. Straw man
H. Ad misericordiam
I. Red herring

COURSE GOALS/OBJECTIVES/OUTCOMES:
1. Students will identify premise and conclusion statements.
2. Students will list all terms in a logical argument.
3. Students will explain the difference between deductive from inductive argument.
4. Students will distinguish between emotional and neutral language.
5. Students will identify a minimum of six logical fallacies.
6. Students will evaluate the strength of inductive arguments.
7. Students will diagram arguments that are in ordinary language.
8. Students will apply Mill’s methods of induction to causal arguments.
9. Students will explain why inductive arguments are only probable.
10. Students will assess the strength of different types of inductive arguments.
11. Students will categorize deductive argument forms as truth functional or categorical.
12. Students will identify different types of fallacies.
13. Students will apply the concept of analogy to inductive thinking.
14. Students will write out a strong argument, supported with fact.

MNTC GOALS AND COMPETENCIES MET:
Communications
Critical Thinking

HCC COMPETENCIES MET
Working productively and cooperatively
Communicating clearly and effectively
Thinking creatively and critically

STUDENT CONTRIBUTIONS:
The students attend class regularly, participate in class discussions and complete assignments and required testing. Two hours of preparation outside of class is expected for each hour spent in class.

METHODS FOR EVALUATING STUDENT LEARNING:
Student assessment shall take place using instruments selected/developed by the course instructor.

Curriculum Committee Approval Date: December 3, 2018

AAHC APPROVAL DATE: December 19, 2018
REVIEW DATE: December 2023