



**Philosophy 100**  
**NAME & NUMBER OF COURSE**

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**SYNONYMOUS COURSES:**

(a) replaces \_\_\_\_\_  
(course #)

(b) cannot take \_\_\_\_\_ for further credit  
(course #)

**SUPPLIES/MATERIALS:**

**TEXTBOOKS, REFERENCES, MATERIALS** (List reading resources elsewhere)

Readings will vary from section to section, but will typically use texts such as Moore and Parker, Critical Thinking; Pinto, Blair and Parr, Reasoning; Gutteridge, Constructive Critical Thinking, and readings on controversial topics for discussion.

**OBJECTIVES:**

1. To teach students the basic concepts and methods of sound reasoning.
2. To enable students to use these concepts and methods to analyze and evaluate arguments.
3. To develop the abilities of students to construct rational arguments in support of a conclusion.
4. To enable students to express their reasoning lucidly, both orally and in writing.
5. To engage students in reasoned discussion of contemporary public issues.

**METHODS:**

The method of the course is to proceed through a text or workbook of selected readings in reasoning, studying the structure of arguments and introducing the concepts needed to analyze, evaluate, and construct arguments. Exercises practice each technique learned. By the end of the course, students are able to report an argument accurately, correctly identify its component premises and conclusions, evaluate the soundness of the argument, and explain their analysis lucidly in writing. Students may also be asked to combine the techniques they have learned to analysing more complex arguments, to constructing their own arguments with an explicit awareness of the methods and concepts they use in the process, or to comparing the relative merits of different arguments on the same topic.

**STUDENT EVALUATION PROCEDURE:**

Evaluation procedures will vary, but students are always evaluated on a variety of performances that may include essays, contributions to class, presentation of papers, examinations, journals, and video or other special projects. This course emphasizes frequent short written assignments and participation in class discussion. A typical distribution of work would assign 10% to class contribution, 30% to informal assignments and in-class work, 30% to examinations, and 30% to essays or other written projects.

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**COURSE CONTENT**

Course content will vary from section to section, depending on the text chosen, but will typically include: recognition of arguments, identification of premises, conclusions, and argument structure, understanding of the criteria by which an argument is evaluated and judged sound, and application of these criteria to assess arguments on a variety of topics, identification of assumptions, recognition of ambiguity and vagueness, clarification of concepts, use of counterexamples, and assessing credibility of sources. Course content may include additional topics such as statistical reasoning, scientific reasoning, assessing graphs and images, comparing arguments on current public controversies, and applications of critical thinking to problem-solving.