SYLLABUS

CRITICAL AND CREATIVE THINKING
PHIL 1150

2008

Prepared by the Nebraska Transfer Initiative Task Force on Humanities

Signature: _____ Date____March 12, 2008_____
Group Leader: Frank Edler

Amanda Baron– Southeast Community College
Doug Clouatre– Mid-Plains Community College
Steve Reiter–Central Community College
Colin Croft– Western Nebraska Community College
Frank Edler– Metropolitan Community College
Pam Saalfeld – Northeast Community College

NCCA Instruction Chair_____ Date 3/1/09

CATALOGUE DESCRIPTION
PHIL1150
Critical and Creative Thinking

Prerequisite: Reading/writing skills at ENGL 1010 level or instructor's permission.

This course is designed to increase student's critical (convergent thinking) and creative (divergent thinking) thinking skills. PHIL 1150 will explore the use of logic and perception to analyze ideas, construct and evaluate arguments and draw logical conclusions. It will raise the student's level of problem identification, idea-generation, solution finding and implementation. The course exposes students to a range of ideas and readings representing a variety of cultural and ethnic backgrounds.

3.0 semester credit hours
4.5 quarter credit hours
3 lecture hours per week

I. COURSE GOALS/OBJECTIVES/COMPETENCIES

A. GOALS/OBJECTIVES: Through reading the works of recognized scholars and appropriate secondary sources, engaging in class discussion and other acts of critical thinking, and completing relevant assignments, the student will:

1. Identify an argument, the issue, the conclusion and the reasoning of an argument.

2. Evaluate an argument and its reasoning process.

3. Identify fallacious forms of reasoning.

4. Define the components of creative problem solving.

5. Use a variety of techniques to gather and analyze data.

6. Demonstrate effective brainstorming characteristics.

7. Evaluate potential solutions against defined criteria.

8. Develop a plan of action for implementing solutions.

9. Identify and evaluate deductive and inductive arguments.

B. COMPETENCIES: At the end of the term, the student will be able to:

1. Define critical and creative thinking and problem solving; demonstrate their cultural importance and historical significance;

2. Identify the various elements of critical/creative thinking and problem solving and their components;

3. Construct an argument in defense of her/his position;

4. Employ critical reasoning in class discussions;

5. Recognize how divergent and/or convergent thinking can provide new insights;

6. Function with respect and appreciation in an environment emphasizing issues examined from different viewpoints;

7. Produce oral and written analyses which demonstrate critical and/or creative thinking, reflection, reading, writing;

8. Use appropriate manuscript and/or research conventions.

9. Identify and evaluate deductive and inductive arguments.

II. INSTRUCTIONAL MATERIALS

A. Suggested texts

- ❖ Asking the Right Questions: A Guide to Critical Thinking by M. Neil Browne, Prentice Hall, latest edition.

- ❖ Critical Thinking by Brooke Noel Moore and Richard Parker, McGraw-Hill, latest edition

- ❖ Critical Thinking: Tools for Taking Charge of Your Learning and Your Life by Richard Paul and Linda Elder, Prentice Hall, latest edition

- ❖ Elements of Reasoning by David Conway and Ronald Munson, Wadsworth Publishers, latest edition.

- ❖ Logic and Philosophy: A Modern Introduction by Paul Tidman and Howard Kahane, Wadsworth Publishers, latest edition

- ❖ Thinking Critically by John Chaffee, Houghton Mifflin, latest edition

- ❖ Thinking Critically: A Concise Guide by John Chaffee, Houghton Mifflin, latest edition

- ❖ Thinking Critically: About New Age Ideas by William Gray, Wadsworth Publishers

- ❖ Thinking Tools: Academic, Personal, and Career Applications by Curtis Miles and Jane Rauton, H & H Publishing Company, Inc., latest edition

- ❖ Thinking for Yourself: Developing Critical Thinking Skills Through Reading and Writing by Marlys Mayfield, Wadsworth Publishers, latest edition

B. Supplemental handouts; video materials, etc., to be supplied by the instructor.

C. Outside reading/research as determined by the instructor.

III. COURSE OUTLINE (Chronology may vary):

A. Importance of critical reasoning.

B. Importance of creative thinking

C. Importance of problem solving.

D. Argumentation:
   1. components/types
   2. viewpoints
   3. ambiguity
   4. assumptions

E. Errors in thinking

F. Evaluation of evidence

G. Value conflicts and suppositions

H. Construction of argumentative viewpoint

I. Examination of multiple/opposing viewpoints

J. Application of thinking skills

V. SPECIFIC COURSE REQUIREMENTS: Content and schedule determined by instructor.

VI. METHODS OF PRESENTATION

Instructors should make use of varied pedagogical techniques including several of the following: lectures, small and large discussion groups, individual and/or collaborative projects, debates, research, peer response, journals, essays, conferences, computer-assisted instruction, interactive/creative methods, multi-media, and field trips.

VII. METHODS OF EVALUATION

As determined by the instructor, course grades will be based on class and group participation, daily work, exams, presentations, projects, papers and/or a portfolio. The instructor will distribute and discuss evaluation and grading policies with students at the beginning of each term.