

North Hennepin Community College

PHIL 1110: Informal Reasoning for Problem Solving

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: *.*

Lab Hours/Week: *.*

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 09 - Ethical/Civic Resp, Goal 02 - Critical Thinking

This course studies methods of problem solving, utilizing principles that distinguish good reasoning from poor reasoning. Students will evaluate claims and arguments in natural language, applying the concepts of validity, truth, induction, deduction, and relevance. Students will develop clear thinking, and recognize, criticize and avoid common fallacies. Conceptual analysis will be applied to areas of practical reasoning, to human values, to develop science and media literacy, and to further student self-awareness.

B. COURSE EFFECTIVE DATES: 09/10/1997 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Investigation and analysis arguments and claims in natural language
2. Introduction of various problem solving methods and strategies
3. Application of critical thinking strategies to evaluation of self and society

D. LEARNING OUTCOMES (General)

1. Demonstrate creative strategies for problem solving. (MnTC G2, comps. a, b, c, d; NHCC ELOs 1, 2)
2. Distinguish between successful and poor reasoning. (MnTC G2, comp. a,c; NHCC ELOs 1, 2)
3. Recognize, analyze, and research the nature of arguments. (MnTC G2, comps. a, c, d; NHCC ELOs 1, 2)
4. Recognize and develop methods to avoid fallacies and errors in evaluating claims. (MnTC G9, comps. a, c, d; NHCC ELOs 1, 2, 3)
5. Participate effectively and responsibly in a problem-solving team. (MnTC G9, comp. e; NHCC ELOs 2, 3, 4)
6. Recognize the role of values, biases, assumptions, and emotion in relation to practical reasoning. (MnTC G2, comp. d; MnTC G9, comps. a, c, d; NHCC ELOs 1, 2, 3)
7. Focus on creative and critical thinking processes. (MnTC G2, comps. a, b, c; NHCC ELOs 1, 2)
8. Recognize importance of critical thinking for citizenship, and the dangers of fallacious thinking. (MnTC G2, comps. a, b, c, d; MnTC G9, comps. c, d, e; NHCC ELOs 1, 2, 3)
9. Recognize the validity of different models of reasoning. (MnTC G2, comps. a, c, d; NHCC ELOs 1, 2, 4)
10. Recognize the importance of critical thinking for autonomy and self-awareness. (MnTC G9, comps. a, e; NHCC ELO 3)

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

Goal 09 - Ethical/Civic Resp

1. Examine, articulate, and apply their own ethical views.
2. Analyze and reflect on the ethical dimensions of legal, social, and scientific issues.
3. Recognize the diversity of political motivations and interests of others.
4. Identify ways to exercise the rights and responsibilities of citizenship.

Goal 02 - Critical Thinking

1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
2. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.
3. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
4. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

1. Knowledge of Human Cultures and the Physical and Natural World--Through study in the sciences, mathematics, social sciences, humanities, histories, languages, the arts, technology and professions.
2. Intellectual and Practical Skills--Including: Inquiry and analysis; Critical and creative thinking; Written and oral communication; Quantitative literacy; Information literacy; Teamwork and problem solving.
3. Personal and Social Responsibility and Engagement--Including: Civic knowledge and involvement--campus, local and global; Intercultural knowledge and competence; Ethical reasoning and action; Foundations and skills for lifelong learning.
4. Integrative and Applied Learning--Including: Synthesis and advanced accomplishment across general education, liberal studies, specialized studies and activities in the broader campus community.