

Objective 1.5: Critical Thinking

Course: PHIL 100 Critical Thinking

Students will recognize, analyze, criticize, evaluate, and formulate arguments in ways characterized by intellectual courage and reflective self-criticism.

| By graduation students will: | Not Proficient | Developing Proficiency | Proficient | Exceeding Proficiency |
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| Systematically evaluate arguments of various kinds. | The student is at a loss for correctly interpreting arguments and identifying their underlying structure. | The student demonstrates an ability to correctly interpret arguments, but is far from being able to consistently evaluate them with accuracy. | The student <i>pretty consistently</i> (with at least 75% accuracy) identifies the underlying structure of various types of arguments and demonstrates an understanding of the relevant evaluative principles for each type. | The student <i>very consistently</i> (with at least 90% accuracy) identifies the underlying structure of various types of arguments and demonstrates an understanding of the relevant evaluative principles for each type. |
| Write a formal paper that uses a standard form of reasoning to argue in support of a controversial thesis and then defend this reasoning from a significant objection. | The student fails to set out a clear argument. | The student sets out a clear argument but fails to subject it to a well-developed objection. | The student (1) sets out an argument clearly, accurately, and fully, (2) raises a significant objection to this argument, explaining how it would undermine the argument if unanswered, and (3) shows how the argument may be reasonably defended from this objection. | Beyond the proficiency conditions, the student develops the objection with real thoroughness, showing an appreciation for its significance. Additionally, the writing is polished and well-organized. |

Assignment meeting Outcome 1: final exam that involves the analysis and evaluation of arguments representing at least four standard form argument types

Assignment meeting Outcome 2: final draft of formal essay in three sections: (1) a standard form argument in support of a controversial thesis, (2) a counterargument developing a strong objection to the initial argument, and (3) a reply to the this objection