

Objective 2.1: Knowledge of the Liberal Arts

Course: **PHIL 340: Ethics**

Students will possess a broad understanding of how to think about the world, having studied the modes of inquiry characteristic of humanities, mathematics, natural sciences, and social and behavioral sciences.

Outcomes 2.1-E: Philosophical Mode of Inquiry

By graduation students will:	Not Proficient 1 Point	Developing Proficiency 2 Points	Proficient 3 Points	Exceeding Proficiency 4 Points
Identify the distinguishing characteristics of philosophical questions (non-empirical questions suitable for being approached dialectically).	<i>The student fails to identify three philosophical claims.</i>	<i>The student identifies three philosophical claims but fails to explain what makes them philosophical.</i>	<i>The student identifies three philosophical claims and succeeds at explaining what makes them philosophical.</i>	<i>The student identifies three philosophical claims and, in explaining what makes them philosophical, clearly indicates an understanding of the limits of empirical inquiry.</i>
Compose an essay that accurately captures someone else's reasoning in support of their answer to a philosophical question.	<i>The student fails to capture the gist of the argument.</i>	<i>The student captures the gist of the argument but leaves out one or more important elements.</i>	<i>The student sets the argument out clearly, accurately, and fully.</i>	<i>The student sets the argument out clearly, accurately, and fully, and reflects intelligently on its significance.</i>
Compose an essay that accurately captures a significant objection to a clearly formulated philosophical argument and explains why the objection is significant.	<i>The student fails to capture the gist of the objection.</i>	<i>The student explains the gist of the objection, but fails to show how it undermines the argument.</i>	<i>The student explains the objection and how it undermines the argument clearly, accurately and fully.</i>	<i>The student explains the objection, explains how it undermines the argument, and reflects intelligently on how a defender of the argument could reasonably reply.</i>

Assignment meeting Outcome 1: Given a list composed of philosophical and non-philosophical claims, the student will select three examples of philosophical claims and explain what makes them philosophical.

Assignment meeting Outcome 2: The student is assigned a passage of text presenting a philosophical argument and asked to set the argument out clearly and fully in their own words.

Assignment meeting Outcome 3: The student is presented with a passage of text containing an important objection to a philosophical argument and is asked to clearly set out the objection, explaining how it calls into question either one of the argument's premises or its internal logic.