

**Course:** PHI 105      **Course Title:** Critical Thinking  
**Credit Hours:** 3      **Department:** Philosophy  
**Prerequisite:** 12 hours.

**General Education Area:**  
PUBLIC AFFAIRS - Public Issues (*GEC 116*)

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*Information submitted by a department representative on 4/30/2021 12:48:06 PM – Compiled by Darren Wienberg, Academic Advising & Transfer Center*

**Typically Offered During:**

Fall Full Semester:	YES	Fall 1 <sup>st</sup> Block:	NO	Fall 2 <sup>nd</sup> Block:	NO
Spring Full Semester:	YES	Spring 1 <sup>st</sup> Block:	NO	Spring 2 <sup>nd</sup> Block:	NO
Summer:	YES				

**Typical Instructional Modality:**

Traditional (seated):	YES	Blended:	NO	Internet:	YES
Online Video:	NO	Web Conference:	NO		

**May Also Count Toward Department Offering:**

Major:	YES	Minor:	YES	Certificate:	NO
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*Please see online published semester class schedule and undergraduate catalog for detailed course offering information.*

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***How do you describe the course to students when they ask “What is this class about?” (Without using the catalog description)?***

The course is about self-empowerment via self-awareness, especially e.g., how language can be used and misused, rationality and democracy, what the deep structure of language teaches us, and how and why the modern knowledge paradigm looks as it does. This (and other topics) is on top of an introduction to deduction, induction, and some basic informal and formal fallacies. (This description was provided by the instructor who most often teaches this course, Mr. Michael Boyle -- others may emphasize language/knowledge paradigm less and informal logic more.)

***Beyond meeting a General Education requirement, what benefits can students realize from choosing this course?***

1. Students will acquire a basic understanding of induction, deduction, and formal and informal fallacies.
2. Students will acquire a greater awareness of the power of language to influence our thoughts and behavior and what the structure of language tells us about human nature.
3. Students will understand the origins and structure of the modern knowledge paradigm, and how this is connected to all the courses they are taking.

(Again, this description was provided by the instructor who most often teaches this course, Mr. Michael Boyle -- others may emphasize language/knowledge paradigm less and informal logic more.)

***Other than your major/minor/certificate students, what groups of students could find this course relevant to their degree program or career path?***

All students will find this course beneficial, as it empowers students to be more aware of language, logic, and argumentation and why familiarity with these is crucial. In addition, students will understand how their coursework reflects deep philosophical transformations that constitute the modern world and the modern understanding of knowledge. (Again, this description was provided by the instructor who most often teaches this course, Mr. Michael Boyle -- others may emphasize informal logic and argumentation more than language/knowledge.)

***Catalog Description (Fall 2022 Undergraduate Catalog)***

This course develops intellectual self-awareness by teaching the canons and skills of critical reasoning. Deductive and inductive reasoning, the application of logic to a variety of significant issues, and the relation between language and argumentation will be studied.