



Education and Humanities Division
1400 Tanyard Road, Sewell, NJ 08080
856-468-5000

PHI150: Critical Thinking

Syllabus

Lecture Hours/Credits: 3/3

Catalog Description

Prerequisite: RDG099 or ENG 104

This course introduces the process of critical thinking and analytical reasoning through writing and problem solving. Students must demonstrate skills through writing, discussion, and research methodology.

Textbook and Course Materials

It is the responsibility of the student to confirm with the bookstore and/or their instructor the textbook, handbook, and any other materials required for their specific course and section.

Click here to see current textbook prices at rcgc.bncollege.com.

Evaluation Assessment

Online Proctoring

All courses offered at RCSJ, whether they are web-enhanced, hybrid, or fully online, may include assessments that make use of Online Proctoring. To find out more about Online Proctoring, and to learn about the minimum technical requirements, visit rcsj.edu/elearning/online-proctoring.

Grading Distribution

Grading to be determined by individual instructors.

Individual instructors may include the following assessment(s):

- Exams
- Quizzes
- Midterm
- Final
- Written Assignments
- Essays
- Group Discussion
- Presentations
- Attendance and Participation

Grading

The grading scale for each course and section will be determined by the instructor and distributed the first day of class.

Rowan College South Jersey Core Competencies

(Based on the NJCCC General Education Foundation - August 15, 2007; Revised 2011; Adopted 2014)

This comprehensive list reflects the core competencies that are essential for all RCSJ graduates; however, each program varies regarding competencies required for a specific degree. Critical thinking is embedded in all courses, while teamwork and personal skills are embedded in many courses.

1. **Written and Oral Communication:** Students will communicate effectively in both speech and writing.
2. **Quantitative Knowledge and Skills:** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems
3. **Scientific Knowledge and Reasoning:** Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
4. **Technological Competency:** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals
5. **Society and Human Behavior:** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
6. **Humanistic Perspective:** Students will analyze works in the fields of art, history, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language
7. **Historical Perspective:** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
8. **Global and Cultural Awareness:** Students will understand the importance of a global perspective and culturally diverse peoples.
9. **Ethical Reasoning and Action:** Students will understand ethical issues and situations.
10. **Information Literacy:** Students will address an information need by locating, evaluating, and effectively using information.

PHI 150 Core Competencies

This course focuses on four of RCSJ's Core Competencies:

- Written and Oral Communication
- Technological Competency
- Information Literacy
- Ethical Reasoning and Action

STUDENT LEARNING OUTCOMES: ETHICS

Successful completion of PHI 110 will help students:	RCSJ Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
<p>Examine and relate the importance of observation skills to the critical thinking process:</p> <ul style="list-style-type: none"> • Describe the observation process as it relates to thinking • Use the observation process to reduce a sense of disequilibrium in thinking • Discuss the internal and external barriers to observation 	<ul style="list-style-type: none"> - Written and Oral Communication - Technological Competency - Information Literacy - Ethical Reasoning and Action 	<p>Exams Quizzes Written Essays Presentations Group Discussions Attendance and Participation</p>
<p>Measure the importance of word meaning and its correlation with the critical thinking process:</p> <ul style="list-style-type: none"> • Explain the difference between the connotative and denotative meaning of terms • Determine why the meanings of words affect the critical reading process 	<ul style="list-style-type: none"> - Written and Oral Communication - Technological Competency - Information Literacy - Ethical Reasoning and Action 	<p>Exams Quizzes Written Essays Presentations Group Discussions Attendance and Participation</p>
<p>Define the term “fact” and assess its importance to the thinking process based on truth and reality:</p> <ul style="list-style-type: none"> • Define the terms “fact”, “truth”, and “reality”, and their relationships • Discuss reasons why fiction, social pressure and our limited senses affect the accuracy of facts 	<ul style="list-style-type: none"> - Written and Oral Communication - Technological Competency - Information Literacy - Ethical Reasoning and Action 	<p>Exams Quizzes Written Essays Presentations Group Discussions Attendance and Participation</p>
<p>Determine the importance of inferences in the critical thinking process:</p> <ul style="list-style-type: none"> • Distinguish methods of deriving inferences from factual knowledge • Acknowledge the need for inferences to interpret new strategies/enhance factual knowledge 	<ul style="list-style-type: none"> - Written and Oral Communication - Technological Competency - Information Literacy - Ethical Reasoning and Action 	<p>Exams Quizzes Written Essays Presentations Group Discussions Attendance and Participation</p>

Successful completion of PHI 110 will help students:	RCSJ Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
Differentiate between an assumption and an inference: <ul style="list-style-type: none"> • Define the term “assumption” and compare its relationship to inferences • Examine the various types of assumptions in use, including the hidden assumption • Identify value assumptions and discuss their usage • Integrate the term “incongruity” into the observation process 	<ul style="list-style-type: none"> - Written Communication - Technological Competency - Information Literacy - Ethical Reasoning and Action 	Exams Quizzes Written Essays Presentations Group Discussions Attendance and Participation
Formulate the importance of opinions to critical thinking and base their use on clear standards: <ul style="list-style-type: none"> • Define the term “opinion” and assess the various uses of an opinion • Compare responsible and irresponsible opinions with regard to active listening • Discuss and comprehend the validity of opinion polls • Measure the effectiveness of opinions as primary claims in an argument 	<ul style="list-style-type: none"> - Written and Oral Communication - Technological Competency - Information Literacy - Ethical Reasoning and Action 	Exams Quizzes Written Essays Presentations Group Discussions Attendance and Participation
Determine the difference between evaluation and fact: <ul style="list-style-type: none"> • Compare and contrast the meanings of both terms • Identify methods to avoid using premature evaluation • Demonstrate how expectations influence evaluation • Define “propaganda” and the use of hidden evaluation in public opinion and arguments 	<ul style="list-style-type: none"> - Written and Oral Communication - Technological Competency - Information Literacy - Ethical Reasoning and Action 	Exams Quizzes Written Essays Presentations Group Discussions Attendance and Participation
Introduce the importance of viewpoints in critical thinking and why it is important to filter bias out from our reasoning: <ul style="list-style-type: none"> • Relate viewpoints to biases of a cultural and socio-economic nature • Integrate the ability to detach from a viewpoint and assume/understand another’s 	<ul style="list-style-type: none"> - Written and Oral Communication - Technological Competency --Information Literacy 	Exams Quizzes Written Essays Presentations Group Discussions Attendance and Participation

Successful completion of PHI 110 will help students:	RCSJ Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
<p>viewpoint as a means of improving communication</p> <ul style="list-style-type: none"> • Apply the importance of objectivity when discussing/formulating viewpoints <p>Illustrate methods used, both subtle and overt, to sensationalize or downplay a viewpoint</p>	<ul style="list-style-type: none"> - Ethical Reasoning and Action 	
<p>Differentiate between an argument and a report:</p> <ul style="list-style-type: none"> • Examine ways of reading or hearing arguments/reports objectively • Describe what is meant by controversy and how to avoid it <p>Determine how an argument is structured in terms of conclusion and reasons</p>	<ul style="list-style-type: none"> - Written and Oral Communication - Technological Competency - Information Literacy - Ethical Reasoning and Action 	<p>Exams Quizzes Written Essays Presentations Group Discussions Attendance and Participation</p>
<p>Tell how fallacies are used to manipulate a well-reasoned argument:</p> <ul style="list-style-type: none"> • Identify how fallacies manipulate through language, emotion and fear <p>Identify the fallacies associated with inductive reasoning</p>	<ul style="list-style-type: none"> - Written and Oral Communication - Technological Competency - Information Literacy - Ethical Reasoning and Action 	<p>Exams Quizzes Written Essays Presentations Group Discussions Attendance and Participation</p>
<p>Interpret the difference between inductive and deductive reasoning:</p> <ul style="list-style-type: none"> • Discuss both processes and give examples of each <p>Create syllogisms and list the similarities and differences to help your reasoning skills</p>	<ul style="list-style-type: none"> - Written and Oral Communication - Technological Competency - Information Literacy - Ethical Reasoning and Action 	<p>Exams Quizzes Written Essays Presentations Group Discussions Attendance and Participation</p>

Topical Outline

- Observation Skills
- Word Precision
- Facts
- Inferences
- Assumptions
- Opinions
- Evaluations
- Viewpoints
- Argument
- Fallacies
- Inductive Reasoning

NOTE: The comprehensive topics discussed for this course will be determined by individual instructors.

Affirmative Action Statement

The Board of Trustees is committed to providing a work and academic environment that maintains and promotes affirmative action and equal opportunity for all employees and students without discrimination on the basis of certain enumerated and protected categories. These categories are race, creed (religion), color, national origin, nationality, ancestry, age, sex (including pregnancy and sexual harassment), marital status, domestic partnership or civil union status, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for military service, or mental or physical disability, including AIDS and HIV related illnesses.

For questions concerning discrimination, contact Almarie J. Jones, Special Assistant to the President, Diversity and Equity/Title IX and Compliance, 856-415-2154 or ajones@rcsj.edu or (Cumberland) Nathaniel Alridge, Jr., JD, Director, Diversity and Equity/Title IX and Judicial Affairs, 856-691-8600, ext. 1414 or nalridge@rcsj.edu. For disability issues or any barriers in the learning or physical environment related to a document condition/disability please contact: Gloucester campus – Dennis M. Cook, Director, Department of Special Services, ADA/504 Officer at 856-415-2265 or dcook@rcsj.edu; or Cumberland Campus – Meredith Vicente, Senior Director, Physical & Learning Disabilities, Center for Academic & Student Success (CASS) at 856-691-6900 ext. 1282 or mvicent1@rcsj.edu

Department of Special Services

The Department of Special Services is located in the Instructional Center, room 425A. The Special Services Department is committed to providing support services and ensuring equal access to eligible students with documented disabilities as outlined by the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act with Amendments. If you are an eligible student with a documented disability please visit our website at RCSJ.edu/SpecialServices or call the office at 856-415-2265 or 856-415-2247 to speak to the Assistant Director Carol Weinhardt, cweinhar@rcsj.edu.

Reporting Allegations of Sexual Assault and Resource Referrals (8/2020) Gloucester Campus

There are multiple safe places for students to report allegations of sexual assault, both on and off campus. Reports of sexual assault can be made to any of the following offices listed in the chart below.

All students are encouraged to report alleged crimes on campus. Crimes that pose a threat to the campus community must be reported to 9-1-1, Security, the Sheriff's Office or the Deptford Township Police Department. All employees, including Security staff, must report incidents of discrimination, harassment or sexual misconduct to the Title IX Officer.

Service	Resource	Phone Number/Location/Website
Non-Confidential Reporting Local Law Enforcement	Gloucester County Sheriff's Office Deptford Township Police Dept. Gloucester Co. Prosecutor's Office Sexual Assault Response Team	856-681-2200 856-845-2220 856-384-5500 856-384-5555
Non-Confidential Reporting 9-1-1 and Campus Security	9-1-1 Gloucester County Emergency Management Dispatch Campus Security Blue Light Emergency Phones OR ext. 4444 from any campus desk phone	9-1-1 or push RED button on Campus Blue Light Emergency Phones 856-681-6287
Non-Confidential On-Campus Reporting Support Services	Almarie J. Jones Special Assistant to the President Diversity and Equity/Title IX and Compliance John F. Ryder Director Student and Veteran Affairs	856-415-2154 College Center, Room 116 ajones@rcsj.edu 856-468-5000, ext. 6456 College Center, room 202 jryder@rcsj.edu
Confidential On-Campus Counseling and Support Services	Lois Y. Lawson-Bridgell, Ph.D. MSW, LSW, Director Counseling & Wellness Services Center William Leonard, Ph.D. Intervention Teams Consultant Crystal Noboa, LSW, MSW Director, The Center for People in Transition (PIT) Diane Mussoline, EdS, LMFT Director of Behavioral Services	856-464-5236 l Lawsonb@rcsj.edu College Center, Room 206 856-415-2119 wleonard@rcsj.edu College Center, STEM Office C-168 856-415-2264 cnoboa@rcsj.edu Workforce Development Bldg., room 809 856-494-5665 dmussoli@rcsj.edu College Center, Room 200A
Confidential Off-Campus Full-Service Support	Center for Family Services/ Services Empowering Rights of Victims (SERV)	1-866-295-7378 Camden and Gloucester counties centerffs.org/serv
Hospitals with Sexual Assault Nurse Examiners	Inspira Medical Center Jefferson Washington Township Hospital	700 Mullica Hill Rd. Mullica Hill, NJ · 856-508-1000 435 Hurffville-Crosskeys Rd., Turnersville, NJ · 856-582-2500