

**Core Curriculum
Course Proposal Cover Sheet
Philosophy 101**

Department: ***Social Sciences***

College: ***COLFA***

Department Head: *Malcolm Cross*

Course Prefix & Number: ***Phil 101***

Course Title: **INTRODUCTION TO PHILOSOPHY**

Course Description: *A study of the writings of major philosophical authors.*

Please select the THECB Foundational Component Area for which this course is submitted.

Language, Philosophy and Culture

LANGUAGE, PHILOSOPHY and CULTURE

FOUNDATIONAL COMPONENT AREA JUSTIFICATION FORM

PHILOSOPHY 101: INTRODUCTION TO PHILOSOPHY

Rationale: This course explores how the primary texts of major philosophical writers have influenced our conceptions of ideas, values, beliefs, and culture. These seminal texts have and continue to influence our understanding of the human condition, human nature, moral principles; and concepts of knowledge, political ideas and logical argument forms.

Perhaps more overtly and directly than any other discipline in the humanities, philosophy develops student critical thinking skills. Philosophical texts stimulate rational inquiry, analytical reasoning; and the challenging assessment of complex moral, political, and epistemological problems. Philosophy teaches students to frame and resolve ill-defined problems. It also encourages students to synthesize information from other academic disciplines into a coherent whole. In philosophy courses, students' cherished assumptions are challenged, and beliefs worthy of keeping are shown to be those that can be supported with rational evidence.

Philosophy encourages students to communicate their ideas (in verbal and written form) in an organized, articulate, and rationally defensible manner. Stated positions in philosophy are only as good as the rational justification that can be deployed in their defense.

As philosophical literature spans many centuries and diverse cultural contexts, students come to appreciate the diversity of time and place in which these authors wrote. Perhaps more crucially, students come to understand that good reasoning in the form of arguments transcends time and culture. This understanding fosters intercultural competence, grounds civic duty in defensible reasons, and develops valuable skills of rational assessment.

Students with a philosophical background are far better equipped to analyze complex ethical decisions and judgments with rational rigor and vigor.

STUDENT LEARNING OUTCOME ALIGNMENT FORM
Language, Philosophy and Culture
“Introduction to Philosophy”

Course Prefix/Number: *Phil 101* **Course Title:** *Introduction to Philosophy*

Core Objective: Critical Thinking CT1: Students will be able to evaluate, analyze, and interpret arguments

Course SLO(s): Students respond to philosophical texts and ideas verbally and in writing

Learning Activities: Instructor prerogative, but will necessarily include lecture, discussion, and the critical examination of primary sources for their timeless literary and philosophical value.

Means of Assessment: Embedded questions on exams

Core Objective: Critical Thinking CT2: Students will be able to synthesize varied components of information to form a rational conclusion.

Course SLO(s): Students explain how various philosophers reflect the cultures and times in which they lived

Learning Activities: Instructor prerogative, but will necessarily include lecture, discussion, case studies, analogies, metaphors, logical assessments, questioning of assumptions

Means of Assessment: Embedded questions on exams

Core Objective: Communication C1: Students will express ideas in written, visual or oral forms to a range of diverse audiences in multiple settings.

Course SLO(s): Students respond to philosophical texts and ideas verbally and in writing

Learning Activities: Socratic pedagogical method, case studies, lecture, and guided discussion

Means of Assessment: Embedded questions on exams and instructor option points specifically for classroom participation; to include attendance, articulation, and clarity

Core Objective: Social Responsibility SR1: Students will demonstrate an understanding of different cultural perspectives.

Course SLO(s): Students understand how various philosophers reflect the cultures and times in which they lived

Learning Activities: Historical background lecture to familiarize students with the philosopher's social and literary context—discussion of how the ideas of these philosophers continue to be influential today.

Means of Assessment: Embedded questions on exams

Core Objective: Personal Responsibility PR1: Students will demonstrate an understanding of ethical standards as applied to decision-making

Course SLO(s): Students will comprehend the relevance of philosophical principles and problems (embedded in classic texts) to their own experience

Learning Activities: Lecture, discussion, case studies, analogies, metaphors, logical assessments, questioning of assumptions

Means of Assessment: Embedded questions on exams

As department head, I will ensure that all faculty that teach this course are aware of the requirements that these core objectives and learning strategies be incorporated into the above referenced course. This action is taken so that Tarleton State University will be in compliance with Texas Higher Education Coordinating Board foundational component area and core objective requirements for the General Education Core Curriculum.

Signature: **Dr. Malcolm Cross**

We, the undersigned faculty, support the proposed changes to this course and agree to incorporate them into our section of the above referenced course. This action is taken so that Tarleton State University will be in compliance with Texas Higher Education Coordinating Board foundational component area and core objective requirements for the General Education Core Curriculum.

(Signed document should be kept in department office, listing names below on the electronic document implies acceptance)

Dr. Craig Clifford
Dr. Matthew Hallgarth