

PHILOSOPHY PROGRAM

Program Level Outcomes (PLOs)

1. Explicate and evaluate arguments.
2. Explain major philosophical or religious ideas.
3. Defend personal positions on important philosophical issues.
4. Demonstrate clear writing and speaking about philosophical or religious ideas.

Course Level or Student Learning Outcomes (SLOs)

Phil B6a:

STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to

1. Read, analyze and evaluate philosophical texts **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 4)**
2. Distinguish between major philosophical positions and explain the way these positions Interrelate **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**
3. Identify and explain, in writing, a specific philosophical problem or issue **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**

Phil B7:

STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to

1. Demonstrate the ability to distinguish, evaluate and criticize an argument: a. Identify conclusion and premise(s) b. Distinguish whether the argument is deductive or inductive c. Apply the appropriate criteria of evaluation as to the argument is valid/sound (deductive) or strong/cogent (inductive) **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 4)**
2. Identify and demonstrate the validity of a deductive argument using 4 of the following 5 methods: a. Substitution Method b. Venn Diagrams c. Mood-Figure d. Truth Tables e. Natural Deduction e. natural deduction **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 4)**
3. Critique the strength of a inductive argument using 3 or more of the following methods: a. argument from analogy b. counter-example c. causal inference d. generalization e. identification and evaluation of informal fallacies **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 4)**
4. Analyze and evaluate an argumentative essay in respect to: a. strength/authority of evidence b. perspective/view point c. underlying assumptions/bias d. fairness/balance **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**

Phil B9

STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to

1. Summarize an argumentative essay, noting its main and supporting points. Outline the argument presented in an essay, showing how the supporting points contribute to the main point. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**
2. Synthesize various arguments presented in essays on a single topic, comparing and contrasting the main points. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**
3. Analyze and evaluate an essay's arguments with respect to: 1. clarity of key terms 2. emotive value of language 3. informal fallacies 4. underlying assumptions and values 5. validity, soundness, and strength of arguments **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**
4. Write an argument which does the following, as appropriate: 1. clearly states the main point 2. supports the main point with clearly stated reasons 3. uses credible sources and documents them 4. remains relevant to the main point 5. considers alternative viewpoints and presents them fairly 6. withholds judgment when reasons are insufficient 7. seeks as much precision as the subject permits 8. clarifies key terms 9. avoids unnecessary emotional appeals 10. attempts a resolution of the issue 11. includes the opponents as members of the audience and is sensitive to their feelings and beliefs. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**

5. Demonstrate an understanding of and sensitivity to the perspectives of women and members of minority groups as those perspectives pertain to the issues under discussion. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**

Phil B10

STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to

1. Describe their ideas verbally and in writing. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**
2. Evaluate the importance of, primary philosophical text. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**
3. Analyze, assess, and construct arguments. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**
4. Analyze ethical issues like the nature of goodness and the sort of life that is worth living. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**

Phil B12

STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to

1. Explicate, evaluate and analyze the central views of traditional ethical theories and principles such as those representative of utilitarianism, Kantian ethics (deontological theories), virtue ethics, and religious natural law. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**
2. Define the nature of controversial issues concerning living and dying; such as, physician assisted suicide, euthanasia, suicide, abortion, informed consent, adolescent patient's rights, withholding treatment on religious grounds, medical ethics in wartime conditions, medical ethics in disaster conditions, intensity of care, advance directives, and sanctity of life versus quality of life decisions. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**
3. Explicate the emotional/psychological and the philosophical/spiritual aspects of dying as developed in such works as Tolstoy's "The Death of Ivan Ilych," and On Death and Dying by Elisabeth Kubler-Ross. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**
4. Communicate their ideas more effectively verbally and in written form. Students demonstrate this through their ability to express basic philosophical concepts and definitions and in turn utilize them to demonstrate the ability to appreciate the complexity and significance of life and death issues. To this end students will complete several college level essays (for a total of not less than 2500 words or ten pages) identifying and explaining a specific philosophical problem or issue as it relates to issues of living and dying and the relationship between them. Students will also participate in classroom discussions. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**

Phil B18

STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to

1. Define the nature of philosophy and distinguish it from religion and science **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**
2. Explicate the central views of the major philosophers of the ancient period
3. Explain how the viewpoints of the major philosophers of the ancient period emerged as a result of critical reflection upon the issues and viewpoints of the time **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**
4. Explicate, analyze and evaluate the central arguments of the major philosophers of the ancient period **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**
5. Formulate and defend personal positions on the views of the philosophers of the ancient Period. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**

Phil B37

STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to

1. Demonstrate an understanding of issues and practices in Western and Eastern religious traditions. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**

2. Examine world religions with an informed cross-cultural understanding. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**
3. Compare and contrast various sacred dimensions within the religions of the world. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**
4. Explain the role religions play in the lives of individuals, societies, and cultures, with particular emphasis on religion in America. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**
5. Explain at least one sacred dimension of either a Western or Eastern religious tradition in a critical, academic and/or personal way. **(ILOs: 1, 2, 3, 4; PLOs: 1, 2, 3, 4)**