

Request for Courses in the Core Curriculum

Originating Department or College: Department of Humanities

Person Making Request: William Nolen- Instructor of English and Philosophy

Telephone: 956-326-2660 E-mail: william.nolen@tamiu.edu

Course Number and Title: PHIL 1301- Introduction to Philosophy

Please attach in separate documents:

Completed Catalog Add/Change Form

Syllabus

List the student learning outcomes for the course (Statements of what students will know and/or be able to do as a result of taking this course. See appended hints for constructing these statements.)

**Course Learning Outcomes:**

1. To effectively communicate through writing and speech an awareness of scope and variety of theories spanning the history of philosophy.
2. To identify types of philosophical theories and corresponding schools of thought.
3. To analyze and evaluate the influence of these theories on literature, history, global politics, science, etc.
4. To articulate verbally and in writing an informed personal reaction to said theories and their ethical consequences.
5. To implement inquiry and the argumentation process in order to compose and defend own viewpoints.
6. To evaluate the reasoning process by assessing the logical strengths and weaknesses of theories.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to the appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Personal Responsibility

Written Communication

Social Responsibility

Oral Communication

Visual Communication

Empirical & Quantitative Skills

Because we will be assessing student learning outcomes across multiple core courses, assessment assigned in your course must include assessment of the core competencies. For each competency checked above, indicate the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies. \*\*\*Note: samples of past exams, essay rubrics are attached.

Critical Thinking: Successful practice of inquiry, analysis, evaluation, and synthesis will be measured by the semester research essay, requiring explaining, analyzing, and evaluating the theory the student has chosen (defining key terms, explaining the theory and its arguments/evidence used to support, assessing its strengths and weaknesses, building argument and evidence in support of the assessment, taking a position in relation to the theory, etc.), as well as hypothesizing how said theory impacted a historical event. The critical thinking element will be assessed by the research essay's rubric components designated "Focus," "Development," and "Research."

Communication Skills: Effective written communication will be assessed by the research essay's rubric components designated "Focus," "Development," "Sentence Structure," and "Grammar/Mechanics."

Personal Responsibility: Connecting choices and actions to consequences and ethical decision-making will be reflected by two of the students' journal essays that identify the selected theory's best application to specific moral scenarios and prompt students to react to such theories and scenarios with their moral stance. These journals will be assessed using the Philosophical Analysis Rubric used in the research essay, relying on the "Focus," "Development," and "Research" areas.

Social Responsibility: Intercultural competency and engaging the global community objectives will be assessed by the research essay which must inquire as to how the theory researched influenced the outcome of a major intercultural event in history and explain the moral, political, and historical ramifications of the theory discussed. The social responsibility component will be assessed by the research essay's rubric components designated "Focus," "Development," and "Research."

Will the syllabus vary across multiple sections of the course?    \_\_\_ Yes                             X  No

If yes, list the assignments that will be constant across the sections:

Not Applicable

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every five (5) years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their courses.

Reviewed and approved by the Core-Curriculum Committee on February 22, 2013.