

Hawai'i Community College

Course Assessment Plan

Attachment 7b - 2/27/15

A complete assessment cycle is comprised of three steps:

- i. **Assessment Plan:** develop an assessment plan for course(s) and submit for approval and publication.
- ii. **Assessment Report and Action Plan:** after gathering and evaluating the assessment data, complete and submit the Assessment Report and Action Plan with budget requests.
- iii. **Improvement Strategies:** the Action Plan's implementation results are used to complete the assessment cycle by making enhancements to the program, courses, curriculum, or the next assessment.

An assessment cycle's duration depends upon the assessment strategy and the time needed to implement the resulting action plan and improvement strategy.

NOTE: A separate planning form must be submitted for each course assessed.

1. Department or Program Name: Liberal Arts: Social Sciences (Philosophy)

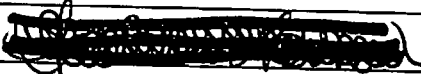
Depending on the assessment focus, insert the department or program name.


2. Course Alpha, Number and Title: PHIL 100: Introduction to Philosophy: Survey of Problems

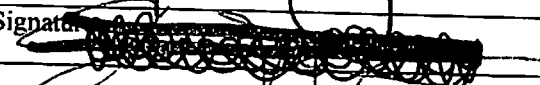
3. The assessment's planned start date: Fall 2014

Approval and Review

Route the assessment plan for approval after completing steps 1 through 10.

Submitted by: Jessica Lerma 	Date: 3/31/14
---	---------------

Department Chair Signature: 	Date: 3/31/14
---	---------------

Assessment Coordinator Signature: 	Date: 4/1/2014
--	----------------

Hawaii Community College Course Outline of Record

PHIL 100 : Introduction to Philosophy : Survey of Problems

The Course Outline of Record is verified to be accurate on 4/2/2014



Mitchell S. Okuma
Curriculum Records Support Specialist

1. Course alpha, course number, course title

PHIL 100 : Introduction to Philosophy: Survey of Problems

Attachment 7b - 2/27/15

2. Course Description

Major philosophers, methods, and issues in philosophy. Discussion of such problems as our knowledge of reality, the freedom of the will, the relations between the mind and body, morality, ethics, and the existence of God.

3. Number of semester credits

3

4. Student learning outcomes

Course SLO

- 1. Identify and analyze assumptions and underlying points of view relating to several issues in philosophy.**
- 2. Use basic terminology of several philosophical theories.**
- 3. Demonstrate an understanding of various philosophical theories.**
- 4. Apply philosophical methods to particular situations.**
- 5. Reflect on, analyze and evaluate ethical dilemmas.**

5. Course objectives

Recognize the major world views that have dominated philosophy

Demonstrate knowledge of major thinkers and of major concerns such as the problem of God, the nature of reality, the nature of self, ethical concerns, problems of truth, and problems of meaning.

Show awareness of contemporary philosophical trends and conflicts

Better understand his/her own world view and value system

Express ideas and opinions clearly in writing

6. Instructional methodology

Lecture

7. Course Topics in outline form
A. Knowledge of Reality

Attachment 7b - 2/27/15

- Pre-Socratic ideas about the universe
- Rationalism and Empiricism
- Metaphysics and Epistemology

B. Freedom of the Will

- Hard Determinism and Soft Determinism
- Indeterminism and Libertarian Free Will

C. Mind and Body

- Dualism
- Behaviorism
- Physicalism

D. Ethics and Morality

- Relativism
- Religion and Values
- Virtue Ethics
- Deontology
- Utilitarianism

E. Existence of God

- Religious belief and faith
- Ontological and Cosmological Arguments
- Argument from Design
- Problem of Evil

8. Course prerequisites

Eng 21 or Eng 22 or ESL 15 or placement in Eng 100 or placement in Eng 102

9. Course co-requisites

None

10. Recommended prior coursework

None

Hawai'i Community College
General Education Course Designation Proposal
Form unanimously approved by the HawCC Academic Senate, October 25, 2013;
revision unanimously approved by the Academic Senate, January 31, 2014

- A. course alpha course number course title course cross listing (if applicable)
- B. Effective semester & year for entering students (ie, semester & year of implementation)
- C. General Education Learning Outcome being sought as the Primary Designation. All benchmarks within a GELO must be supported.
 Select
- D. Based on the General Education Learning Outcome selected in C. (Primary Designation), list the specific course objectives and any relevant course learning outcomes that support each of the benchmarks in this GELO.

Areas of Knowledge - Humanities - Utilize methods, perspectives and content of selected disciplines in the humanities.		
Benchmark	Course Learning Outcomes (provide all that support the GELO benchmark)	Course Objectives (may provide supporting explanation as needed, after each one)
a. use the basic terminology of the humanities, which encompass the following disciplines: history, philosophy, language, religion and the arts, including visual, performing or creative.	Use basic terminology of several philosophical theories.	Recognize the major world views that have dominated philosophy. Demonstrate knowledge of major thinkers and of major concerns such as the problem of God, the nature of reality, the nature of self, ethical concerns, problems of truth, and problems of meaning. In demonstrating knowledge of major world views, thinkers and concerns in philosophy, students will use terminology of different philosophical theories.
b. demonstrate an understanding of the theories of the humanities	Demonstrate an understanding of various philosophical theories.	Show awareness of contemporary philosophical trends and conflicts. Demonstrate knowledge of major thinkers and of major concerns such as the problem of God, the nature of reality, the nature of self, ethical concerns, problems of truth, and problems of meaning.
c. apply methods or modes of inquiry used in the study of the humanities	Apply philosophical methods to particular situations.	Show awareness of contemporary philosophical trends and conflicts. Students will apply philosophical methods to current-day topics.

E. List or describe examples of specific rigorous assignments/activities that are generally required to evaluate student learning for this course. Give the percentage of the course that is dedicated to each benchmark.

Areas of Knowledge - Humanities - Utilize methods, perspectives and content of selected disciplines in the humanities.			
Benchmark	Course LOs	Class Activity/ Assignment	% of Course
a. use the basic terminology of the humanities, which encompass the following disciplines: history, philosophy, language, religion and the arts, including visual, performing or creative.	Use basic terminology of several philosophical theories.	Team Activities: Students discuss specific philosophical theories, using basic terminology. (Example: What's the difference between determinism and compatibilism?) Worksheets, Exams (midterm and final): Students answer specific questions about philosophical positions, comparing and contrasting, using basic terminology. Essay: Students discuss a film and pick specific philosophical theories to analyze, using basic terminology. (Ex: Cartesian dualism vs. materialism.)	85
b. demonstrate an understanding of the theories of the humanities	Demonstrate an understanding of various philosophical theories.	Team Activities: Students demonstrate an understanding of philosophical theories by answering discussion questions and sharing with the larger class. (Ex: What is and isn't the philosophy of religion concerned with?) Worksheets/Exams (midterm and final): Students answer short-essay or fill-in questions about various philosophical theories. Essays: Students demonstrate understanding of at least three philosophical theories (one major theory in a film, one minor, and one ethical).	85
c. apply methods or modes of inquiry used in the study of the humanities	Apply philosophical methods to particular situations.	Team Activities: Students work in groups to show how philosophical theories may be applied to particular situations. Journals: Students consider various philosophical methods of investigation: recognizing assumptions, evaluating evidence, etc. Essay: Students consider various parts of a film from the perspective of particular philosophical theories.	30

F. Required Secondary Designation Critical Thinking

Critical Thinking Part 1- Make informed decisions through analyzing and evaluating information (course student learning outcomes and course objectives). Choose one Critical Thinking Benchmark. For the one chosen, in that row, list the specific course objectives and any relevant course learning outcomes that support this Critical Thinking Benchmark.

Benchmark	Course Learning Outcomes (provide all that support the GELO benchmark)	Course Objectives (may provide supporting explanation as needed, after each one)

<p>a. Identify and analyze assumptions and underlying points of view relating to an issue or problem.</p>	<p>Identify and analyze assumptions and underlying points of view relating to several issues in philosophy.</p>	<p>Better understand his/her own world view and value system. Students will consider their own assumptions and those of others, and how such assumptions are used in forming world views and values.</p>
<p>b. formulate research questions that require descriptive and explanatory analyses.</p>	<p>Enter text.</p>	<p>Enter text.</p>
<p>c. recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.</p>	<p>Enter text.</p>	<p>Enter text.</p>
<p>d. evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.</p>	<p>Enter text.</p>	<p>Enter text.</p>
<p>e. apply problem-solving techniques and skills, including the rules of logic and logical sequence.</p>	<p>Enter text.</p>	<p>Enter text.</p>
<p>f. synthesize information from various sources, drawing appropriate conclusions.</p>	<p>Enter text.</p>	<p>Enter text.</p>
<p>g. reflect upon and evaluate his/her thought processes, value systems, and worldviews in comparison to those of others.</p>	<p>Enter text.</p>	<p>Enter text.</p>
<p>h. demonstrate the ability to combine elements that lead to new expressions and create new products.</p>	<p>Enter text.</p>	<p>Enter text.</p>

Critical Thinking Part 2 - Make informed decisions through analyzing and evaluating information (course learning outcomes and class activities or assignments). For the Critical Thinking Benchmark chosen, in that row, list or describe examples of rigorous assignments/activities that are generally required to evaluate student learning for this course. Give the percentage of the course that is dedicated to this benchmark.

Benchmark	Course LOs	Class Activity/ Assignment	% of Course
a. identify and analyze assumptions and underlying points of view relating to an issue or problem.	Identify and analyze assumptions and underlying points of view relating to several issues in philosophy.	<p>Journal assignments: Throughout the semester, students complete informal writing assignments discussing specific issues or problems in philosophy. Students are encouraged to consider multiple viewpoints and investigate their own assumptions about the issue.</p> <p>Team Activities: Students discuss and answer questions about particular issues in philosophy. Students are encouraged to share their own viewpoints and be open to the viewpoints of others. A "devil's advocate" is sometimes designated - this is a person who purposefully defends a unpopular point of view so that the group may more deeply recognize their assumptions. (Ex: Should we be relativists about ethics?)</p>	30
b. formulate research questions that require descriptive and explanatory analyses.	Enter text.	Enter text.	
c. recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.	Enter text.	Enter text.	
d. evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.	Enter text.	Enter text.	
e. apply problem-solving techniques and skills, including the rules of logic and logical sequence.	Enter text.	Enter text.	
f. synthesize information from various sources, drawing appropriate conclusions.	Enter text.	Enter text.	

g. reflect upon and evaluate his/her thought processes, value systems, and worldviews in comparison to those of others.	Enter text.	Enter text.	
h. demonstrate the ability to combine elements that lead to new expressions and create new products.	Enter text.	Enter text.	

G. OPTIONAL second, Secondary Designation

From the drop down menu, choose a GE Learning Outcome—anything other than the primary designation or critical thinking.

10.Ethics

Ethics - Behave in an informed and principled manner.
Part 1. Only one benchmark needs to be supported/met. Based on the OPTIONAL second, secondary Designation chosen, choose one benchmark. For the one chosen, in that row, list the specific course objective(s) and any relevant course learning outcome(s) that support this benchmark.

Benchmark	Course Learning Outcomes (provide all that support the GELO benchmark)	Course Objectives (may provide supporting explanation as needed, after each one)
a. apply the ethical principles of various disciplines.	Enter text.	Enter text.
b. reflect on, analyze and evaluate ethical dilemmas.	Reflect on, analyze and evaluate ethical dilemmas.	Better understand his/her own world view and value system. Express ideas and opinions clearly in writing. Students will demonstrate, through a written assignment, the ability to reflect on, analyze and evaluate ethical dilemmas by considering their own world views and values.
c. state the implications of choosing various principles of action.	Enter text.	Enter text.

Ethics - Behave in an informed and principled manner.
Part 2. Only one benchmark needs to be supported/met. Based on the OPTIONAL second, secondary Designation benchmark chosen, in that row, list or describe examples of rigorous assignments/activities that are generally required to evaluate student learning for this course. Give the percentage of the course that is dedicated to this benchmark.

Benchmark	Course LOs	Class Activity/ Assignment	% of Course
a. apply the ethical principles of various disciplines.	Enter text.	Enter text.	
b. reflect on, analyze and evaluate ethical dilemmas.	Reflect on, analyze and evaluate ethical dilemmas.	Team Activities/Journals: Students discuss moral dilemmas, considering how the dilemmas would be viewed by different ethical theories (virtue ethics, utilitarianism, deontology). Essay: Students reflect on, analyze and evaluate an ethical dilemma through at least one specific ethical theory portrayed in a film.	15
c. state the implications of choosing various principles of action.	Enter text.	Enter text.	

H. **Signature Page: GE Course Designation Proposal**

PHIL 100 Introduction to Philosophy: Survey of Problems

Course alpha/number/title

Areas of Knowledge - Humanities

Primary GELO Designation

~~Signature~~

Signature of Proposer

Jessica Lerma

Print Name

11/10/14

Date



A check here, which is required, indicates that all tenured/tenure-track faculty who have taught this course within the past 5 years approved this proposal.

~~Signature~~

Signature of the Division/Department Chair

Trina Nahm-Mijo

Print Name

11/12/14

Date



A check here, which is required, indicates that all tenured/tenure-track faculty who have taught this course within the past 5 years approved this proposal.

Signature of the GEC Co-Chairs

Date

Signature of the Academic Senate Chair

Date

Signature of the Vice Chancellor for Academic Affairs

Date

