UNIVERSITY OF MICHIGAN-FLINT
COURSE CHANGE REQUEST for GenEd Distribution

** This change is not effective for registration or publication until this request has been reviewed by the Provost. **

Change Effective for Term: Fall 2010  
School/College: College of Arts and Sciences (CAS)  
Department: Philosophy (PHL)

Subject: PHL  
Course Number: 101  
Check here for NO CHANGE: ✗

☐ INACTIVATE Course  
☐ INACTIVATE Crosslisting(s)

INSTRUCTIONS: Only where a change is requested, please complete the Requested Change column below; leave other lines blank. Add separate page(s) if space provided is not sufficient for your response.

AS CURRENTLY OFFERED

1. Title: Introduction to Philosophy

2. Credit Hours: (3)

3. Repeat Status: (see CURRENT Course Description below)

4. Crosslisting(s):

5. GE Distribution: h

REQUESTED CHANGE

to:

to: Total _____ -or- Variable _____ to _____

to: Max of ____ credits -or- ____________

to:

to: FYE First Year Experience  
CAP Capstone

H Humanities  
S Social Science

GB Global Studies  
F Fine Arts

HW Health & Well Being  
FQ Finance & Qnt Lit

N Nat Science and/or  
NL Nat Sci Lab

T Technology

6. CURRENT Course Description:
Examination of some of the main questions of philosophy, how they arise, and methods of answering them, based on the works of selected authors. Relationships between philosophical themes and other facets of cultural expression. Presentation of simpler problems in nontechnical language designed to introduce the student to philosophical inquiry.

7. NEW Course Description (as it should appear in the Catalog):

REQUESTED BY:

Department Chair  
Date  

Department Chair of Crosslist(s) or Prerequisite(s)  
Date  

Dean  
Date  

REVIEWED BY:

Catalog Editor  
Date  

Provost  
Date  

Catalog Coordinator (Registrar's Office)  
Date  

Dean of Crosslist(s) or Prerequisite(s)  
Date  

GECAC  
Date

I:\Catalog\Course Change Request Form for GenEd Dist.doc  Revised 7/22/09
REQUEST FOR GENERAL EDUCATION DISTRIBUTION DESIGNATION

Directions: Please indicate which learning outcomes will be addressed in this course (place the corresponding number and outcome where indicated). A minimum of five learning outcomes must be addressed for a course to be eligible for general education distribution designation. Please provide a brief narrative as to how the course objectives/key concepts address each learning outcome selected, and indicate what tools for assessment will be used.

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<thead>
<tr>
<th>No. 3</th>
<th>Learning Outcome: Demonstrate the ability to think critically</th>
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<tbody>
<tr>
<td>Narrative: Students shall identify, understand and evaluate arguments by studying ancient, modern and/or contemporary philosophers such as Plato, Descartes, and John Perry. Students shall challenge their pre-critical beliefs and widely held assumptions by considering such topics as personal identity, the existence of God and the immortality of the soul. Students shall critically evaluate issues and theories from a variety of perspectives using argument, counter-examples, and other related analytical tools.</td>
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<td>Assessment tools: Assessment shall include elements such as assorted written assignments, such as mini-essays, term papers and short papers, classroom discussions, oral presentations and discussion boards on-line. This list shall in no way be considered exhaustive nor shall any particular element (aside from written work) be considered necessary.</td>
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<th>No. 4</th>
<th>Learning Outcome: Demonstrate the ability to think creatively</th>
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<td>Narrative: Students shall provide their own interpretations of philosophical literature and works. Students shall extrapolate unstated implications and assumptions and problems in both philosophical works of others and their own. Students shall craft their own examples and counter-examples in support of both their own arguments, in the explanation of the arguments of others, and in the critical aspect of analyzing arguments.</td>
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<td>Assessment tools: Assessment shall include assignments and discussions that require demonstration of the appropriate skills. These assignments will include written assignments such as term papers, essays, journals, research papers, on-line discussion boards, and the like. It may also include classroom discussions, essay exams, and other appropriate mediums for conveying arguments. This list shall not be considered exhaustive, nor should any element apart from a written assignment be considered necessary.</td>
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<th>No. 5</th>
<th>Learning Outcome: Produce competent written</th>
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<tr>
<td>Narrative: Students shall produce a variety of written pieces each of which is held to standards of philosophical rigor. These writing assignments shall meet standards of clarity and economy of thought and language.</td>
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<td>Assessment tools: Assessment shall include written work such as, but not limited to, term papers, research papers, on-line discussion boards, essays, essay exams, journals, blogs, and other similar assignments. No single element from the above list shall be considered necessary.</td>
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<th>No. 6</th>
<th>Learning Outcome: Participate in dialogue that involved respectful and careful listening</th>
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<td>Narrative: The essence of philosophical activity is the engagement of dialogue with others. Students shall participate in class conversation, debating issues, offering and considering and replying to arguments both in the assigned works and those offered by others in the classroom. Students shall listen and carefully consider ideas, questions and suggestions of others. Students participation in this dialogue shall be sincere, taking seriously the legitimacy of opposing viewpoints. Students shall accept criticism in the spirit it is offered, while respectfully defending their positions.</td>
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<td>Assessment tools: Assessment shall include participation in classroom discussions, and may include elements such as assigned oral presentations (both as presenter and audience), participation in assigned group activities, participation in on-line discussion boards and related aspects of on-line learning environments. This list shall not be construed as containing any particular necessary elements, nor as exhaustive in the ways to assess this outcome.</td>
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<th>No. 10</th>
<th>Learning Outcome: Use multiple perspectives and methodologies to analyze real or hypothetical problems</th>
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<td>Narrative: Students shall study works (philosophical texts, literature and/or films and other forms of media) presenting competing ideas as well as works that provide different answers to the same issue or problems. Students shall consider philosophical puzzles, create counterexamples and/or analogies to justify their point of view. Students shall use competing theories to derive solutions to real and hypothetical problems.</td>
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<td>Assessment tools: Assessment shall include written work of assorted kinds, including term papers, essay exams and the like. It may also include oral presentations, classroom discussions, and other appropriate mediums. This list should not be considered exhaustive, and apart from using written work in some form, no element listed shall be considered necessary.</td>
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