Alabama Transfers

COURSE PROPOSAL FORM

www.alabamatransfers.com

Alabama Transfers

SECTION 1 - To be completed by the institution submitting course for approval

Name of institution Alabama Community College System

Course prefix & number PHL 110 Course title Critical Thinking

Semester credit hours 3 Does course have a laboratory? ○ Yes ◉ No Lab contact hours _____

In what general academic area is this course being offered at your institution? (Select one of the following)

○ Written Composition ◉ Humanities & Fine Arts ○ Math & Science ○ Social Science ○ Other Area _____

Check all that apply:

- ☑ Initial submission
- ☐ Re-submission
- ☐ Course title/number change
- ☐ Course content change

Course description (including prerequisites) as it appears in official catalog.

This course is an introduction to the basic concepts of critical thinking with a focus on effective decision making and practical reasoning skills. The central goal of this course is to empower students to think more clearly and analytically about their beliefs and to be more effective in arguing for well-reasoned conclusions and solutions. Students will critically interpret, synthesize, analyze and evaluate information and language use for formal and informal fallacies, argument forms, deductive and inductive logic, and other methods of argument evaluation. Students will be expected to recognize and avoid common barriers to critical thinking as well as apply the ideas of the course to real-world issues.

NOTE: YOU MUST ALSO ATTACH OR PROVIDE A HARD COPY OF A "REPRESENTATIVE COURSE SYLLABUS TO THIS FORM.

Contact information of person submitting this proposal (name position, mailing address, telephone number and email address required)

Chantae Calhoun Executive Director of Academic Affairs 334-293-4536 chantae.calhoun@accs.edu

Signature of person submitting this proposal: Shannon Nichols Digitally signed by Shannon Nichols Date: 2026.08.10 15:26:12 -05'00' Date 08/10/2026

SECTION 2 - To be completed by the AGSC/STARS Office and/or Area Academic Committee Chair

Reviewed and voted on by the following committee: ◉ AREA I&II ○ AREA III ○ AREA IV

Committee recommendation: ◉ Recommended for approval ○ Not Recommended for approval

Voting Results: 22 # of YES votes 0 # of NO votes 6 # not voting/abstaining

Selected area of approval:

- ○ Area I – Written Composition
- ◉ Area II – Humanities & Fine Arts
- ○ Area III – Math & Science
- ○ Area IV – History & Social Science

If NOT recommended, please give explanation:

Signature of Committee Chair (or Executive Director): _____ Date 10-4-26

SECTION 3 - To be completed by the AGSC Chair or Executive Director

AGSC APPROVAL:

- ○ Approved
- ○ Not Approved

AGSC APPROVAL STAMP

- ○ Tabled -- If tabled provide reasoning: _____

AGSC Chair: _____ **Date** _____

For more information visit... www.alabamatransfers.com

AFTER SECTION 1 (ABOVE) IS COMPLETE, MAIL FORM AND COURSE SYLLABUS TO:

ALABAMA TRANSFERS
1101 SOUTH BRUNDIDGE ST.
ELC BUILDING – SUITE 107F
TROY, AL 36081

THE ALABAMA TRANSFERS OFFICE STAFF WILL SEND OUT THE PROPOSAL TO THE APPROPRIATE COMMITTEE AND, IF RECOMMENDED FOR APPROVAL, WILL THEN BRING THE COURSE BEFORE THE AGSC FOR A FINAL VOTE.

The only current course like critical thinking in the ACCS course directory is PHL 116 Logic, however critical thinking goes beyond logic, representing a broader, more practical focus on everyday thinking and reasoning. Logic teaches how valid reasoning occurs, focused on the process of building and assessing arguments, separating good and bad reasoning in a normative sense, representing how one should reason. Critical thinking is more about how that information can be used in everyday life. It concerns the validity of beliefs, which are not always the product of logical reasoning and argument. In everyday life, arguments and their logical structures are not always clear or easily defined. While there is overlap, critical thinking generally focuses more on informal logic and the standardization of arguments. It concerns how reasoning occurs in the subjective experience of the agent, in a descriptive sense, noting the lack of clear or obvious solutions to social and personal problems. Formal logic is more concerned with the structure of an argument and is not necessarily required for good critical thinking to occur. Where a logic course might heavily feature logical proofs, a critical thinking course is more concerned with the role of language and emotion in communication (e.g., rhetoric, psychological bias, social coercion and pressure, the unreliable nature of observation and memory). Where logic can show one how to reason, critical thinking shows one what to focus on and how in the processes of reasoning. Critical thinking is more important for everyday life and is also more accessible to a wider population of students. The logic course is a good fit for Philosophy majors, as well as math and computer science students. Critical thinking is something that all students can benefit from, whether they have formally studied logic.

Alabama Community College System

PHL 110
Critical Thinking

I. Critical Thinking — 3 Semester Hours

II. Course Description

This course is an introduction to the basic concepts of critical thinking with a focus on effective decision making and practical reasoning skills. The central goal of this course is to empower students to think more clearly and analytically about their beliefs and to be more effective in arguing for well-reasoned conclusions and solutions. Students will critically interpret, synthesize, analyze and evaluate information and language use for formal and informal fallacies, argument forms, deductive and inductive logic, and other methods of argument evaluation. Students will be expected to recognize and avoid common barriers to critical thinking as well as apply the ideas of the course to real-world issues.

III. Prerequisite

None

IV. Textbook

Due to the varied selection of quality college-level textbooks, each college will select the textbook needed to meet the requirements of this course.

Recommended Textbook: Stuart Hanscomb – *Critical Thinking: The Basics.* 2nd Edition. Routledge

V. Course Learning Outcomes

By the end of the course, students will be able to:

1. Develop, defend, and assess ways of thinking about thinking
2. Identify and mitigate against common psychological barriers to logical and critical thinking
3. Analyze language problems (e.g., ambiguity, vagueness, and emotionally loaded language)
4. Use critical thinking tools and skills to develop and to evaluate arguments
5. Recognize and critically assess extended arguments in every day contexts and in various fields
6. Detect and avoid informal fallacies

VI. Course Outline of Topics

1. Critical thinking approaches, processes, and obstacles
2. Arguments, logic, and fallacious reasoning
3. The role of language, perceptions, and belief in critical inquiry
4. Causal arguments, inferences, judging sources
5. Critical reasoning, problem solving, and creative thinking applications

VII. Learning Modules

A. Critical thinking approaches, processes, and obstacles
B. Arguments, logic, and fallacious reasoning
C. The role of language, perceptions, and belief in critical inquiry
D. Causal arguments, inferences, judging sources
E. Critical reasoning, problem solving, and creative thinking applications

VIII. Evaluation and Assessment

Grades will be given based upon A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, and F = below 60%.

IX. Attendance

Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid.

X. Statement on Discrimination/Harassment

It is the official policy of the Alabama Community College System and entities under its control, including all Colleges, that no person shall be discriminated against on the basis of any impermissible criterion or characteristic, including, without limitation, race, color, national origin, religion, marital status, disability, sex, age, or any other protected class as defined by federal and state law. (ACCS Policies 601.02 and 800.00)

XI. Americans with Disabilities

The Rehabilitation Act of 1973 (Section 504) and the *Americans with Disabilities Act* of 1990 state that qualified students with disabilities who meet the essential functions and academic requirements are entitled to reasonable accommodations. It is the student's responsibility to provide appropriate disability documentation to the College.