

Program learning Outcomes for Philosophy

Students who successfully complete the major in Philosophy are expected to:

- Be able to think critically about philosophical issues and express philosophical ideas in an articulate and well reasoned manner
- Be able to recognize valid and invalid inferences expressed in ordinary language, and to recognize a range of formal and informal fallacies of reason
- Be familiar with the range of philosophical ideas within traditional as well as contemporary Western Philosophy
- Be familiar with the range of philosophical ideas within traditional as well as contemporary Eastern Philosophy

Curriculum Matrix and PLOs ((I = Introduce; D = Develop/Practice, M = Mastery)

COURSES	PLO 1: Be able to think critically about philosophical issues and express philosophical ideas in an articulate and well reasoned manner	PLO 2: Be able to recognize valid and invalid inferences expressed in ordinary language, and to recognize a range of formal and informal fallacies of reason	PLO 3: Be familiar with the range of philosophical ideas within traditional as well as contemporary Western Philosophy	PLO 4: Be familiar with the range of philosophical ideas within traditional as well as contemporary Eastern Philosophy
PHIL 100	I	I	I	I
PHIL 211	D	D	D	
PHIL 213	D	D	M	
PHIL 209		M		
PHIL 220	M		D	D
PHIL 304, 323, 329 (Ethics)		M		
PHIL 307/310/412	M	M	D	D
PHIL 313	M	M	M	
PHIL 345		M		
2 upper division courses in non-Western philosophy (PHIL 300, 301, 302, 435, 450)	M			M

Rubric for PLO 1: Be able to think critically about philosophical issues and express philosophical ideas in an articulate and well-reasoned manner

Level 4 Advanced	The student can convert propositions in natural language into formal logic and vice versa with very few errors. The student shows a mastery of truth tables/trees and common fallacies.
Level 3: Competent	The student can convert propositions in natural language into formal logic and vice versa with occasional errors. The student can calculate truth tables/trees with occasional errors and can identify common fallacies.
Level 2: Emerging	The student can sometimes convert propositions in natural language into formal logic and vice versa but frequently makes errors. The student has difficulty completing truth tables/trees and identify common fallacies.
Level 1: Beginning	The student struggles to convert propositions in natural language into formal logic and vice versa. The student cannot successfully complete truth tables/trees or identify the majority of common fallacies.

Rubric for PLO 2: Be able to recognize valid and invalid inferences expressed in ordinary language, and to recognize a range of formal and informal fallacies of reason

Level 4 Advanced	The student can construct a range of arguments on a given subject, including the most cogent and historically significant ones. When confronted with a novel argument on the topic, the student can reconstruct an author's reasoning and identify its premises and any fallacies in the reasoning.
Level 3: Competent	The student can construct cogent arguments from at least two perspectives on a given topic and evaluate reasons to prefer one to the other. When confronted with a novel argument on the topic, the student can identify multiple unstated premises and any glaring fallacies.
Level 2: Emerging	The student can construct one cogent argument on a given topic and the rudiments of a second, conflicting argument. The student shows some difficulty evaluating the relative success of the arguments. When confronted with a novel argument on the topic, the student can identify the author's main point but cannot link premises to conclusions.
Level 1: Beginning	The student can only construct a partially coherent argument on a given topic. When confronted with a novel argument on the topic, the student shows significant difficulties reconstructing the author's reasoning.

Rubric for PLO 3: Be familiar with the range of philosophical ideas within traditional as well as contemporary Western Philosophy

Level 4 Advanced	The student can explain the major doctrines of a few figures in Western philosophy from the ancient, medieval, early modern, and contemporary periods. The student can construct multiple narratives for how these various positions developed from one another.
Level 3: Competent	The student can explain the major doctrines of various figures in Western philosophy but may have gaps in their knowledge of some time periods. The student can construct at least one narrative for how these various positions developed from one another.
Level 2: Emerging	The student can explain the major doctrines of a few figures in Western philosophy but has major gaps in their knowledge of certain time periods. The student struggles to explain how various movements in the history of philosophy developed from out of one another.
Level 1: Beginning	The student may be familiar with a few Western philosophers but is unaware of large periods in the history of philosophy. The student cannot construct a narrative of how various movements in the history of philosophy developed from out of one another.

PLO 4: Be familiar with the range of philosophical ideas within traditional as well as contemporary Eastern Philosophy

Level 4 Advanced	The student can explain the major doctrines of a few figures in Eastern philosophy from the ancient, medieval, early modern, and contemporary periods. The student can construct multiple narratives for how these various positions developed from one another.
Level 3: Competent	The student can explain the major doctrines of various figures in Eastern philosophy but may have gaps in their knowledge of some time periods. The student can construct at least one narrative for how these various positions developed from one another.
Level 2: Emerging	The student can explain the major doctrines of a few figures in Eastern philosophy but has major gaps in their knowledge of certain time periods. The student struggles to explain how various movements in the history of philosophy developed from out of one another.
Level 1: Beginning	The student may be familiar with a few Eastern philosophers but is unaware of large periods in the history of philosophy. The student cannot construct a narrative of how various movements in the history of philosophy developed from out of one another.