**In order to meet the course objectives you must satisfy the following learning goals, fully described below along with the primary traits associated with each learning goal.**  The below material is directly excerpted from: John Rudisill, *“The Transition from Studying Philosophy to Doing Philosophy,” Teaching Philosophy*, Volume 34, Issue 3, September 2011: 241-271 *(*Appendix A). The full text is available online [here](http://www.pdcnet.org/8525737F00588478/file/872C17FB760DD408852578D900477BD4/$FILE/teachphil_2011_0034_0003_0049_0079.pdf).

**Learning Goals**

1. **Interpretation and Analysis**: Students should be able to analyze, interpret, and understand philosophical texts and discourse.
2. **Argumentation**: Students should be able to effectively identify, evaluate, and formulate arguments.
3. **Philosophical Knowledge and Methodology**: Students should be able to demonstrate a high degree of fluency with the major traditions, figures, concepts, and methods of philosophy.
4. **Communication**: Students should be able to develop, organize, and express ideas in a precise, clear, effective, and systematic manner in writing and discussion.

**Primary Traits Associated With Each Learning Goal**

*Each of the four learning goals is associated with measurable skills and traits (i.e., primary traits) that help determine whether students are meeting the learning goals.*

**1. Interpretation and Analysis**

Students should be able to analyze, interpret, and understand philosophical texts and discourse. Success in achieving this goal will be assessed by a student’s ability to: identify and describe the main aim(s) of a text or thinker.

* identify and describe the strategy of a text or thinker.
* identify and describe the main assumption(s) of a text or thinker.
* recognize what is important about or “at stake in” a philosophical debate.
* separate understanding a text from evaluating a text.
* summarize and explicate the main support for the main conclusion(s).
* pick out key terms for analysis.
* ask incisive questions of a thinker/text.
* apply the principle of charity in interpretation.

**2. Argumentation**

Students should be able to effectively identify, evaluate, and formulate arguments. Success in achieving this goal will be assessed by a student’s ability to:

* identify the difference between a position and an argument for a position.
* extract an argument from a piece of text.
* define and identify formal and informal fallacies.
* employ elementary logic to evaluate an argument.
* formulate a strong objection to a given argument.
* formulate an effective and well-reasoned argument for and against a position.

**3. Philosophical Knowledge and Methodology**

Students should be able to demonstrate a high degree of fluency with the major traditions, figures, concepts, and methods of philosophy. Success in achieving this goal will be assessed by a student’s ability to:

* distinguish between empirical claims and a priori claims.
* use conceptual analysis to enrich one’s understanding of philosophical problems and proposed solutions.
* connect and integrate the discussion in one area of philosophy to another.
* explain and use the fundamental concepts and theories in ethics and political philosophy.
* exhibit fluency with major traditions and figures in philosophy.

**4. Communication**

Students should be able to develop, organize, and express ideas in a precise, clear, effective, and systematic manner in writing and discussion. Success in achieving this goal will be assessed by a student’s ability to:

* discuss philosophy in a thoughtful and engaging manner.
* show respect for others and their ideas (express disagreement in a respectful and rational manner).
* deliver oral presentations to a class or group.
* research a paper.
* plan a paper strategically.
* structure a paper given the strategy.
* choose the most appropriate and precise wording.
* stick to the point.