



**DLSHSI**  
DE LA SALLE HEALTH SCIENCES INSTITUTE  
*Nurturing Life*



**College of Humanities and Sciences**

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Local: 5007 (Dean's Secretary) | 1412 (Dean)  
1345 (Dept. of Integrated Humanities and Sciences)  
1408 (Dept. of Chemistry)  
1115 (Chemistry Lab) | 1405 (Biology & Physics Lab)

**COURSE SYLLABUS**

**DEPARTMENT** : **Integrated Humanities and Sciences**  
**COURSE CODE/TITLE** : **GE-PHLO 110 /Logic and Critical Thinking**  
**NUMBER OF UNIT/S** : **3**  
**PRE-REQUISITE** : **None**  
**ROOM** : \_\_\_\_\_  
**INSTRUCTOR/PROFESSOR** : \_\_\_\_\_  
**CONSULTATION TIME** : \_\_\_\_\_

**COURSE DESCRIPTION:**

This course discusses the art of correct thinking by exposing the students to different philosophical concepts and methods of philosophical reasoning. It aims to cultivate and develop the art of critical thinking which is necessary for the academic formation and for strengthening the faith. .

**LEARNING OUTCOMES:**

- LO1: Higher levels of comprehension (Textual, Visual, etc.)
- LO2: Proficiency in communication: Writing, speaking, and use of new technologies
- LO3: Understanding of basic concepts across the domains of knowledge
- LO4: Critical, analytical and creative thinking
- LO5: Application of different analytical modes (quantitative and qualitative, artistic and scientific. Textual and visual, experimental, observation, etc.) in tackling problems methodologically
- LO6: Appreciation of various human conditions
- LO7: Capacity to personally interpret human experience
- LO8: Ability to view the contemporary world from both Philippine and global perspective
- LO9: Self-assuredness in knowing and being a Filipino
- LO10: Capacity to reflect critically and shared concerns and think of innovative, creative solutions guided by ethical standards
- LO11: Ability to appreciate and contribute to artistic beauty
- LO12: Understanding and respect for human rights
- LO13: The ability to contribute personally and meaningfully to the country's development
- LO14: Working effectively in a group

LO15: The ability to negotiate the world of technology responsibly

LO16: Ability to solve problems (including real world problems)

LO17: Knowledge of basic work related skills

**LEARNING PLAN:**

<b>TOPICS</b>	<b>INTENDED LEARNING OBJECTIVES</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>	<b>METHOD/S OF ASSESSMENT</b>
I. Syllabus/ Course Orientation	Demonstrate the expected concepts and ideas to be discussed in this subject.	Discussion of the Syllabus, Expectations and Class Policies	
II. Introduction Definition of Philosophy Components of Philosophy Logic as Introduction to Philosophy  III. Logic and Medical Sciences (Nursing/MID/Pharmacy) a. Critical Thinking b. Intellectual Standards and Attitudes for Performance of Medical Science Students  IV. Limitation of Logic	Clarify and compare the appropriateness of accepted definition and the role of Logic as an introduction for any philosophical inquiry.  Indicate and present the relevance of critical philosophical thinking to the medical sciences and clarify the limitations therein.	Lecture & Interactive Discussion  Video Presentation Of Nursing/Pharmacy Clinical Set-up with Processing  Group Dynamics	Recitation  Quizzes  Presentation of Group Processing
V. Activities of the Human Mind/ Operations of the Human Mind a. Simple Apprehension a.1. Concept a.2. Term a.3 Ideogenesis b. Judgment and Propositions b.1 Propositions b.2 Logical Relations between Proposition c. Reasoning c.1. Inference,	Orient students to the formation of ideas and the different possibilities of philosophical errors of terms.  Expose student to the nature, types of propositions and their role for preparing judgment.  Drill & sharpen students' ability in establishing logical relations.	Group Discussion Name (Term) Game Debate Of On Prevailing Issue/s	Quizzes  Creative Presentations

c.2 Categorical and Hypothetical Syllogism	Train and form students the appropriate technique for logical reasoning		
VI. Theories of Knowledge a. Empiricist b. Rationalist c. Skeptics	Expose students to different theories on the origin of knowledge and their criticisms.  Allow students to critique the validity of theories.	Reporting	Recitation
<b>FIRST COMPREHENSIVE ASSESSMENT</b>			

TOPICS	INTENDED LEARNING OBJECTIVES	TEACHING AND LEARNING ACTIVITIES	METHOD/S OF ASSESSMENT
VII. Criteria of Truth a. Correspondence Theory b. Pragmatic Theory c. Coherence Theory	Orient students to the different criteria for truth and allow them to evaluate their veracity.	Video presentation  Creative discussion ng debate	Debate
VIII. General Notion of Inference a. Immediate and Mediate b. Induction and Deduction	Train students to the process of inference.	Group work	Output presentation
IX. Categorical Standard Syllogism	Drill and prepare students to the syllogistic process of reasoning	Creative discussion	
X. Fallacy	Prepare students to critically analyze any philosophical claim.  Train students to verify the truthfulness of any claim.	Video Presentation  Lecture and Situational Analysis	Quizzes Creative presentations
<b>SECOND COMPREHENSIVE ASSESSMENT</b>			

TOPICS	INTENDED LEARNING OBJECTIVES	TEACHING AND LEARNING ACTIVITIES	METHOD/S OF ASSESSMENT
XI. The Square of Opposition and Rules Governing Them a. Contrary b. Sub-contrary c. Sub-altern	Enable students to create logical relations using opposing propositions.	Group reporting  Evaluation of group reports	Quizzes  Creative presentations  Assignments

d. Contradictory			
XII. Figure and Moods of Syllogisms	Demonstrate how valid syllogism works.	Creative discussion	
XIII. Rules and Fallacies of Syllogism	Initiate student to think critically by applying the rules of correct thinking.	Group reporting Evaluation of group reports	
XIV. Other Forms of Syllogisms a. Conditional b. Conjunctive c. Disjunctive	Demonstrate to students how other syllogistic forms work.	Video Presentation Lecture and Situational Analysis	
<b>THIRD COMPREHENSIVE ASSESSMENT</b>			

**FINAL COURSE OUTPUT:**

As evidence of attaining the above learning outcomes, the students are required to do and submit the following during the indicated dates.

<b>LEARNING OUTCOME</b>	<b>REQUIRED OUTPUT</b>	<b>DUE DATE</b>
LO1 to LO17	<p style="text-align: center;"><b>'Getting rid of Fallacies in our Christian Faith'</b></p> <p>The researcher/reporter will explain the fallaciousness of the Religious-related term or proposition based on the philosophical principles of fallacy. The professor on the other hand will assume the role of a moderator and synthesizer of the philosophical fallacies expounded by the researcher/s. He/She will also moderate the reporting and tailored it to the proposed learning outcomes of the syllabus. Moreover, he/she will assess the efficiency of the reporters based on the reports or philosophical exposition as evidence of attaining the above learning outcomes, he/she is required to do and submit the following during the indicated dates of the term.</p> <p>Part One:</p> <ul style="list-style-type: none"> <li>The class will be divided evenly into groups. Each group will collate the different</li> </ul>	<p style="text-align: center;">Phase I. (Midterm Period)</p> <p style="text-align: center;">Collections of Fallacious Religious-Related Terms and Propositions</p> <p style="text-align: center;">Phase II. (Week before Finals)</p> <p style="text-align: center;">Creative presentations of students' output</p>

	<p>types of fallacies that they have learned, heard and read with regard to their faith. These fallacies will be presented in syllogistic form or in any form of inference.</p> <ul style="list-style-type: none"> <li>The group will pass the written report contains fallacious terms, concepts, propositions and arguments.</li> </ul> <p>Part Two:</p> <ul style="list-style-type: none"> <li>Each group will have the presentation through reporting of the collated fallacious terms, concepts, propositions and arguments and refutations of the collated fallacious terms, concepts, propositions and arguments</li> <li>Expose the relevance of fallacy to their faith and in relation to their chosen field of expertise.</li> </ul>	
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**RUBRIC FOR ASSESSMENT:**

**A. GOD-LOVING**

<b>CRITERIA</b>	<b>EXEMPLARY 4</b>	<b>VERY SATISFACTORY 3</b>	<b>SATISFACTORY 2</b>	<b>DEVELOPING 1</b>	<b>RATING</b>
PRUDENCE	Gratefulness to our capacity to think is always highlighted.	Sometimes highlights gratefulness for our capacity to think.	Rarely highlights gratefulness for the capacity to think.	Gratefulness for the capacity to think is not highlighted.	

**B. PERSON-ORIENTED**

<b>CRITERIA</b>	<b>EXEMPLARY 4</b>	<b>VERY SATISFACTORY 3</b>	<b>SATISFACTORY 2</b>	<b>DEVELOPING 1</b>	<b>RATING</b>
HUMAN DIGNITY	Extensively and efficiently articulate the value of human dignity.	Sometimes articulate the value of human dignity.	Rarely articulate the value of human dignity.	The value of human dignity is not articulated.	

**C. PATRIOTIC HEALTH PROFESSIONAL**

<b>CRITERIA</b>	<b>EXEMPLARY (4 points)</b>	<b>VERY SATISFACTORY (3 points)</b>	<b>SATISFACTORY (2 points)</b>	<b>DEVELOPING (1 point)</b>	<b>RATING</b>
MORALLY AND CRITICALLY ENGAGED HEALTH PROFESSIONALS	Profoundly responsive to the social issues affecting the health needs and concern of the poor.	Highly responsive to the social issues affecting the health needs and concern of the poor.	Selectively responsive to the social issues affecting the health needs and concern of the poor.	Is not responsive to the social issues affecting the health needs and concern of the poor.	

**OTHER REQUIREMENTS AND ASSESSMENTS:**

Aside from the final output, the students are assessed at other times during the term by the following:

- Examinations/ Quizzes
- Reflection Papers/Assignments
- Group Reports/Presentations
- Class Recitations/Participation
- Seatwork (individual/group)
- One Research Day/Alternative Class per term

**LEVELS OF ASSESSMENT:**

<b>Preliminary/Midterm</b>	<b>Percentage</b>	<b>Final/Culminating</b>	<b>Percentage</b>
Major Exam	35%	Major Exam	20%
		Final Output	20%
Class Participation/Behavior	20%	Class Participation/Behavior	15%
Assignment/Seatwork/Ref. Paper	20%	Assignment/Seatwork/Ref. Paper	20%
Quizzes	25%	Quizzes	25%
Total	100%	Total	100%

**REFERENCES:**

Ardales, Venancio, B. (2008). *Logic towards critical thinking & reasoning (3rd Ed.)*. Manila, Philippines: Educational Publishing House.

Bachhuber, Andrew B. (1996). *Introduction to logic*. Mandaluyong City, Philippines: National Bookstore.

Bauzon, Prisciliano, T. (2006). *Logic for Filipinos (2nd Ed.)*. Mandaluyong City, Philippines: National Bookstore.

Copi, Irving M. et al. (1998). *Introduction to logic (10th Ed.)*. Singapore: Prentice-Hall International.

Cruz, Corazon L. (2007). *Introduction to logic (4th Ed.)*. Mandaluyong City, Philippines: National Bookstore.

Malitao, Arnel L. (2008). *Essential logic*. Mandaluyong City, Philippines: National Bookstore.

Montemayor, Felix. (1995). *Introduction to Philosophy through the Philosophy of Man*. Mandaluyong City: National Bookstore.

Nery, Maria Imelda, N. (2007). *Fundamentals of Logic*. Mandaluyong City, National Bookstore.

### **CLASS POLICIES:**

1. Students are allowed 20% of the total number of school days or 14 hours of absences inclusive of tardiness. All absences after that shall mean excessive absences, which will merit a grade of 0.00. Attendance policies found in the Student Handbook apply.
2. Should the students fail to submit a requirement the following will be considered such that:
  - a. they will be given a score of zero (0) with a corresponding grade of zero percent (0%) in a requirement which is not submitted under the following conditions:
    - a.1. they are given a chance to make-up for the said requirement and
    - a.2. they are given enough time to work on the make-up requirement.
  - b. they will be given a score of zero (0) with a corresponding grade of zero percent (0%) in a quiz which is given during their absence, under the following conditions:
    - b.1. the absence is unexcused;
    - b.2. they are offered a make-up quiz and still fail to show-up during the given time and
    - b.3. they are given enough time to prepare for the make-up quiz.
  - c. In case the students submitted a requirement given by the instructor/professor to make-up for their lost grade, a certain percent will be deducted on their actual grade.
    - c.1. The deduction will be determined by the subject teacher.
  - d. Home works will be due at the beginning of the class. No homework shall be accepted thereafter.
  - e. Special major examinations are scheduled a week after the administration of the major examinations. No special examination will be given thereafter EXCEPT IN SPECIAL SITUATIONS. Moreover, there are no special practical examinations that will be given to those who failed to take it on the scheduled date.
4. Students are expected to participate in small-group exercises and/or other class learning activities.
5. Cellular/Mobile phones and the likes should always be in silent mode during class hours; the use of cellular phones is prohibited in class unless a special permission is sought. Tablets and laptops may be used to take down notes and may not be used to browse online resources at the time of discussion otherwise such devices will be confiscated throughout the duration of the class except with the permission of the professor.
6. Cheating and plagiarism in any form will merit a final grade of 0.00. To avoid cheating during examinations, handkerchief, jackets and gadgets like cellphones, tablets and calculators (teacher's prerogative) should be placed inside the school bags. Furthermore, these school bags should be placed in front of the teacher's table.
  - a. Plagiarism is a form of cheating which will be strictly dealt with, in accordance to the provisions stipulated in the Student's Manual.

7. Any concerns (teaching, grades, interrelationship inside and relative to the class, etc.) should be properly addressed to the subject-teacher for appropriate action. Students may seek the help and guidance of their academic/registration adviser in resolving the issue with the subject-teacher.

*All other policies (attendance, tardiness, decorum, grievance, etc.) will be subject to the provisions of the latest version of the Student Handbook.*

**ENDORSED:**



**ELLEN JOY P. PACUDAN, MA**  
*Cluster Coordinator,  
Health and Human Performance and Development*

**RECOMMENDING APPROVAL:**



**ILUMINADA A. RONIO, MSc**  
*Department Chair*

**APPROVED:**



**MARGEL C. BONIFACIO, RCh, PhD**  
*Dean*