## Inventory of Educational Effectiveness Indicators

**Department:** PHILOSOPHY  
**Major:** PHILOSOPHY

### Have formal learning outcomes been developed?  
YES

### Date of the last Academic Senate Review?  
2015-16

<table>
<thead>
<tr>
<th>Academic Program</th>
<th>(2a) What are these learning outcomes?</th>
<th>(3) Other than GPA, what data/evidence are used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?</th>
<th>(4) Who interprets the evidence? What is the process?</th>
<th>(5) How are the findings used?</th>
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<tr>
<td><strong>Written Communication</strong></td>
<td>Students graduating with a degree should be able to:</td>
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<td><strong>Oral Communication</strong></td>
<td>Present and critically discuss theoretical positions in front of peers.</td>
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<td><strong>Quantitative Reasoning</strong></td>
<td>Have facility with, and critically examine the nature of, formal/symbolic languages (e.g. of logic, math, computing) used for quantitative reasoning. Possess core competencies in assessing the validity of instances of informally expressed argumentative reasoning by transposing reasoning into the expressions of a deductive system.</td>
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<tr>
<td><strong>Information Literacy</strong></td>
<td>Possess core competencies in questioning the value and significance of information and data. Bring a critical perspective to evaluate common practices (scientific, journalistic, etc) of collecting data and marshaling it as evidence. Think historically about the causes and motives behind the development of information processing and research methodology.</td>
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**Written Communication**  
Read, interpret, and critically analyze very demanding, conceptually dense written material, often elaborated across hundreds of pages of text. Write an essay in which a thesis is clearly stated, arguments are marshaled in support of the thesis, opposing arguments are considered and replied to.

**Written Communication**  
Most of our courses are reading- and writing-intensive. The most common assignment is reading research essays or classical texts in the history of philosophy. Our required three-quarter history of philosophy sequence (110-112) is especially reading-intensive. The most common assignment-forms are the argumentative essay and essay-exam. Many of our upper-division courses can be used to satisfy Eleanor Roosevelt College's intensive writing requirements. We have also recently developed Philosophical Methods class (115), which focuses solely on writing in academic philosophy. Each year some of our majors also write an Honors Thesis (capstone research course).

**Written Communication**  
Instructors and Teaching Assistants provide written and oral feedback on written work, and also provide a final grade assessment.

**Written Communication**  
Individual instructors revise courses based on student performance; Undergraduate Program Committee revises structure of major as needed; specific results are available to aid in one-on-one student Undergraduate Advising.

**Written Communication**  
Instructors and Teaching Assistants provide written and oral feedback on final papers in these courses, and also provide a final grade assessment.

**Written Communication**  
Instructors and teaching assistants grade problem sets; provide final grade assessment.

**Written Communication**  
Instructors and Teaching Assistants provide oral feedback during class and section discussions; also provide final grade assessment for this component of the course

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Our majors are also required to take a History of Philosophy sequence (110-111-112), which provides them with a crucial historical perspective on the formation of contemporary information and data practices in society and culture.

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<td>Identify the main theses at issue in discussions, and articulate and critically evaluate the structures of reasoning being used to support these theses. Raise critical questions about debated topics, to uncover presuppositions and help move discussions forward.</td>
<td>Every single Philosophy course is centered around critical thinking about its subject-matter. Majors are required to take courses in Logic, Epistemology, and Philosophy of Science, all of which focus on examining the nature of critical thinking itself.</td>
<td>Instructors and Teaching Assistants provide written and oral feedback on problem-sets and written assignments, and also provide a final grade assessment.</td>
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Critical Thinking
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All other items not color coded

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(2b)
Where are the learning outcomes published? Please provide your department/program website address.

Our learning outcomes are published at the following website: http://philosophy.ucsd.edu/undergraduate/index.html