



Course: **Philosophy 210.1 – Logic & Critical Reasoning**
 Time: TR 1:00-2:15pm

Credits: 3
 Semester: Spring 2017
 Campus: Toppenish

Instructor: Matthew Owen
Office hours: TR 3:45-5:00pm (*by appointment*)
 I'm happy to help you, but you need to reach out for it.

Telephone: (509) 480-0966
 E-mail: owen_m@heritage.edu

Course Description & Prerequisites: Principles of reasoning, criteria for validity, interrelation and sequence of facts/events; judicious evaluation of methods, policies and intentions. Case studies in government, health, education, business. Principles of argumentation in discourse as seen through analysis of texts; critique of sample arguments. Prerequisite: ENG 102.

COURSE-SPECIFIC LEARNER OUTCOMES (KNOWLEDGE & SKILLS)	STUDENT LEARNING OUTCOMES: ALIGNMENT CODES*	PERFORMANCE INDICATORS (EVIDENCE: Products and Performance; Higher levels of Bloom's Taxonomy)	ASSESSMENT METHODS/CODES**
Identify essential elements of sound & cogent arguments.	2.d	In class discussion, homework assignments, exam, writing assignment, oral presentation, oral presentation Q&A.	PC, SR, E, P
Identify informal fallacies, formal fallacies, and misleading rhetorical devices.	2.d	In class discussion, homework assignments, exam, writing assignment, oral presentation, oral presentation Q&A.	PC, SR, E, P
Distinguish various types of arguments and critically analyze them.	2.d	In class discussion, homework assignments, exam, writing assignment, oral presentation, oral presentation Q&A.	PC, SR, E, P
Distinguish valid from invalid arguments; sound from unsound arguments; cogent from non-cogent arguments.	2.d	In class discussion, homework assignments, exam, writing assignment, oral presentation, oral presentation Q&A.	PC, SR, E, P
Construct sound deductive arguments, and cogent inductive and abductive arguments.	2.d	In class discussion, homework assignments, exam, writing assignment, oral presentation.	PC, SR, E, P
Present deductive, inductive, and abductive arguments in writing and orally.	2.d	In class discussion, homework assignments, exam, writing assignment, oral presentation.	PC, SR, E, P
Demonstrate critical thinking with respectful civility.		In class discussion, writing assignment, oral presentation and Q&A (Q&A record)	PC, E, P, SRF

*Student Learning Outcomes

1. Knowledge of the Physical World and of Human Cultures
2. Intellectual and Practical Skills
3. Personal and Social Responsibility
4. Integrative and Applied Learning

**Assessment Methods/Codes

Selected Response (constructed tests)

Code = SR

Essay—written

Code = E

Performance (skills, products, and presentations)

Code = P

Oral communication (interviews, conferences, oral examinations, formative questioning)

Code = PC

Self-reflection

Code =SRF

Course Guidelines

Course Assignments

Homework Exercises – 20 points

Each student is required to complete four logic/critical reasoning homework assignments with a class partner. While group study sessions are encouraged for these assignments, each student pair (two student partners) must turn in their own single copy of each assignment. These assignments are meant to measure comprehension and prepare each student for the exam.

Exam – 20 points

There will be one exam on the material taught in class.

Argumentative Paper – 20 points

Each student is required to write one argumentative paper 1200-1500 words in length. There are three steps to this assignment. Step one: choose between one of the three potential topics (see *Argumentative Paper* handout). Step two: read both articles on that topic, which argue for opposing positions. Step three: write an argumentative paper in which you critically analyze and respond to the article you disagree with most. The argumentative paper should include:

1: *A synopsis of the argument* presented in the article to which the student will respond. This analysis must identify: A. the type of argument presented, B. the conclusion of the argument, and C. the premises offered in support of the conclusion.

2: *An analysis of the argument* given in the article. Here the student must: A. say why, or why not, the argument is a valid or cogent argument, B. identify formal and informal fallacies (if there are any).

3: *An argumentative response* with a deductive, inductive, or abductive argument for a position that opposes the conclusion of the paper the student is responding to. In his or her response, the student must: A. clarify the type of argument they're giving in response, B. give a clear argument with a clear conclusion and clear premises, and C. include a formal outline and symbolic representation of the argument (the symbolic representation can be done collaboratively in class).

Each paper will be graded on how well the argument of the article being replied to is captured in the synopsis, the accuracy of the analyses, and the validity (or cogency) of the arguments given in response. Each student's argumentative paper will then be used for his or her oral presentation. All papers must follow these formatting rules: 12 point Times New Roman font; double spaced; APA style *citations*.

Oral Presentation – 20 points

Students will give an in-class oral presentation, with Q&A, of their argumentative paper. Each presentation should last 10-15 minutes. After students submit their argumentative paper, the instructor will grade their papers, comment on them, and return them at least one week before each student is scheduled to give their oral presentation. It's highly recommended that students make revisions to their paper according to the feedback from the instructor before they present their paper to the class. For this will make for a better presentation and therefore a higher grade. After presenting their paper, each student will have to field several questions from the audience during Q&A.

In-Class Participation – 20 points

Attendance and *participation* are critical for success in this class. For one, the graded work is based on content covered in class. For another, "critical thinking is better caught than taught." To grow as a thinker, it will be vital to participate in class discussions. Attendance will regularly be taken. No unexcused absences =

15 points. Each unexcused absence = 1 point deduction. So if a student would have a B for an overall grade, but she had five unexcused absences, her grade would drop to a C+. Additionally, class participation = 5 points. Part of your class participation will include writing the *Textbook Annotated Bibliography*, which is due on the last day of class. For this assignment you must write a 100-word summary of five chapters in the course textbook *Critical Thinking* by Moore & Parker. You must write a summary of Chapter 1, however you get to choose the other four chapters that you will summarize. There is an example annotated bibliography entry on MyHeritage that you need to follow. Each summary = 1 point, for a total of 5 points.

Course Grading

Homework Exercises	(5 points each) 20 points
Exam	20 points
Argumentative Paper	20 points
Oral Presentation	20 points
In-Class Participation	20 points
<i>Total</i>	<i>100 points</i>

- A = 93-100.0 points
- A- = 90-92.99 points
- B+ = 87-89.99 points
- B = 83-86.99 points
- B- = 80-82.99 points
- C+ = 77-79.99 points
- C = 73-76.99 points
- C- = 70-72.99 points
- D+ = 67-69.99 points
- D = 63-66.99 points
- D- = 60-62.99 points
- F = 0.0-59.99 points

Procedures for turning work in. *Homework Assignments:* A hard copy of each assignment is to be turned in at the beginning of class on the day it is due. *Argumentative Paper:* A hard copy of the argumentative paper is to be turned in at the beginning of class on the day it’s due and uploaded on Chalk & Wire by the end of that day. *Exam:* Done in class. *Oral Presentations:* Done in class. *Textbook Annotated Bibliography:* A hard copy is to be turned in at the beginning of the last class. **Late work:** Will receive a 1-point deduction for every day it’s late (unless the student has a valid excuse and/or has discussed the situation previously with the instructor).

Academic Honesty: (excerpt from Heritage University Catalog) Heritage University students have the responsibility to adhere to academic honesty in all their educational endeavors. Faculty has the responsibility to model academic honesty and to prevent, detect, and confront students who violate it. Academic dishonesty is serious and will carry appropriate sanctions ranging from a written record of the violation being placed in the student’s file, to course failure, and even to suspension or dismissal from the university. Academic dishonesty includes, but is not limited to, cheating, plagiarism, and all behavior inconsistent with academic integrity and honesty.

Course Sources

Required Text

Moore & Parker. *Critical Thinking*, 11th ed. (McGraw Hill, 2014).

Recommended Texts

Bonevac. *Simply Logic* (Oxford University Press, 1999).

Paul Herrick, *Think With Socrates: An Introduction to Critical Thinking* (Oxford University Press, 2015).

Moreland & DeWeese. *Philosophy Made Slightly Less Difficult* (IVP Academic, 2005)

Recommended Lectures

Marianne Talbot. *Critical Reasoning For Beginners* (University of Oxford: continuing education lectures).

Web link: <http://podcasts.ox.ac.uk/series/critical-reasoning-beginners>

Course Schedule

Class sessions will include lecture, class discussion, and group practice pertaining to the scheduled topic. The instructor reserves the right to modify the schedule and course content according to the needs of the class.

W	Class Sessions	Required Reading	Due Dates
1	1.10 Introduction & Prologue 1.12 Why Study Logic?	CH 3: Clear Thinking, Critical Thinking, & Clear Writing	
LOGIC BASICS			
2	1.17 What Is Logic?; Elements of Arguments 1.19 Recognizing Arguments; Informal vs. Formal Logic	CH 1: What Is Critical Thinking, Anyway?	
3	1.24 Essential/Non-essential Elements, Nec./Sufficient Conditions 1.26 Counterexamples, Fundamental Laws of Logic		DUE 1.26.17 Homework 1
4	1.31 Overview of Argument Types & Relevant Terms	CH 2: Two Kinds of Reasoning	DUE 1.31.16 Choose Topic
DEDUCTIVE			
	2.2 Validity, Formal vs. Informal Fallacies	CH 9: Deductive Argument I	
5	2.7 Rules of Inference: Conjunction, Simplification, Addition 2.9 Rules of Inference: Modus Ponens/Tollens, Related Fallacies	CH 10: Deductive Arguments II	DUE 2.9.17 Homework 2
6	2.14 Rules of Inference: Absorption, Hypothetical Syllogism 2.16 Rules of Inference: Constr. Dilemma, Disjunctive Syllogism	CH 8: Formal Fallacies and Fallacies of Language	
7	2.21 Constructing Arguments via Rules of Inference 2.23 Symbolic Logic: Truth Tables	Pickavance, 'Logic & Reasoning,' sections 5, 6, 7, & 8.	DUE 2.23.17 Homework 3
8	2.28 Symbolic Logic: Proofs 3.2 Fallacies Relevant to Deductive Arguments	Pickavance, 'Logic & Reasoning,' sections 5, 6, 7, & 8.	DUE 3.2.17 Reading Report
INDUCTIVE & ABDUCTIVE			
9	3.14 Ind: Cogency, <i>Very brief</i> intro to Probability Calculus 3.16 Abd: Inference to the Best Explanation (IBE)	CH 11: Inductive Reasoning	DUE 3.16.17 Homework 4
10	3.21 Epistemological Principle of Simplicity, Relevant Fallacies 3.23 In-Class Exam	CH 7: Induction Fallacies	EXAM 3.23.17
11	3.28 Logical Writing: Argumentative Paper		
APPLYING LOGIC & RATIONAL DISCOURSE			
	3.30 Group Symposiums: Argumentative Paper Readings		

12	4.4 Argumentative Paper Group Workshop 4.6 Argumentative Paper Group Workshop		DUE 4.4.17 Argumentative Paper – Draft 1
13	4.11 Life & Logic 4.13 Logic & Civil Discourse	CH 6: Relevance (Red Herring) Fallacies	DUE 4.13.17 Argumentative Paper – Final Draft
14	4.18 Oral Presentations: Section 1 4.20 Thanksgiving Break	CH 5: Rhetoric, the Art of Persuasion	
15	4.25 Oral Presentations: Section 2 4.27 Oral Presentations: Section 3	CH 12: Moral, Legal, and Aesthetic Reasoning	
FINALS WEEK			
16	5.1-5 Oral Presentation: Section 4 *One 2 ¾ hour class session		DUE LAST CLASS Textbook Annotated Bibl.

Attendance

Regular attendance and participation in classes is expected and considered essential for successful academic work. Attendance will be documented every class period. If an unavoidable absence occurs, communication is essential. Contact me in advance to make arrangements, or as soon as possible for emergencies, and take responsibility for the class work missed. Remember that Heritage University Student Affairs is ready to help solve problems that interfere with attending class. Call them at 509-865-0440, ext. 2001, or email them at studentaffairs@heritage.edu. However, if I do not hear from you, the *Heritage University Catalog* attendance policy states “a faculty member may recommend an administrative withdrawal [from a course] whenever a student misses two consecutive class sessions and does not contact the instructor.” Prior to any such action, I will submit a Faculty Advocacy request asking Student Affairs to contact you. Your success in this class is my primary goal, and I look forward to seeing you at every class session. (See also above section *In-Class Participation*).

Credit Hour Requirements*

Federal regulations require that all courses follow the Heritage University definition of a credit hour as described in HU Policy. **A credit hour** is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than: (1) **One hour** of classroom or direct faculty instruction **and a minimum of two hours** of out of class student work each week for approximately fifteen weeks for one semester, or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit. **NOTE:* Given the highlighted words above, you should expect to devote three hours of work per week per unit to this class. Since this is a three-unit class, you should therefore expect to put in **9 hours of work per week** into this class. That’s your responsibility. Your grade will correspond to how well you meet that responsibility. Bonnie Dunbar said at the 2016 Heritage University commencement: learning is a covenant relationship, *the teacher has the responsibility to teach, but the student has the responsibility to put in the work required to learn*. Her main point is spot on. The instructor is eager to help you. However, ultimately you must put in the hard long hours that learning a subject at the collegiate level requires. **Remember: You CAN do it & it will be worth it!**

Tutorial Support

Heritage University has made a commitment to provide peer-tutoring learning communities. In the Academic Skills Center (ASC), you will find a tutor for writing, the sciences, and math. You will be paired with skilled tutors who know what it's like to work hard to improve. Tutoring is available for nearly every subject and every skill level. In the ASC, students can find an energetic space to work, one-on-one tutoring, group sessions, and student-led workshops. We also partner with the Library to host several of these learning experiences. In the ASC, we all work together to improve skills, assignments, and even scholarship essays—whatever you are working on, you can find help. Most Heritage University tutors are students themselves and are here to exchange ideas with you. The ASC is located in the Kathleen Ross Building (near the Library). The ASC is open Monday-Thursday from 8 a.m.-8 p.m. and Fridays 8 a.m.-5 p.m. Call the ASC at (509) 865-8517 or visit <http://www.heritage.edu/CurrentStudents/AcademicSkillsCenter.aspx>.

Library

The Donald K. North library is dedicated to providing students and faculty with access to scholarly research resources. Students can access more than 90 databases to search articles from scholarly/academic journals, magazines, newspapers, and more. Two study rooms are available for student check-out, as well as technology loans (laptops, tablets, and cameras). The librarians are here to assist you! The librarians can help you locate, select, and cite appropriate sources for your research and assignments.

For research and general assistance, please contact reference librarian, Ron Hodge, by phone at (509) 865-8521, email at hodge_r@heritage.edu, through the chat widget on the library's website, or stop by in-person!

The library is open Monday-Thursday from 8 a.m. – 8 p.m. and Fridays 8 a.m. – 5 p.m. and located in the Kathleen Ross, snjm Center. In order to access the online research databases from an off-campus location, you will be prompted to log-in with your MyHeritage account.

Campus Security & Safety: In an emergency, call 911.

Campus Security Services provides the following services to Heritage University staff, faculty and students: Employee training; Student training; Increased lighting and security camera systems; Jumpstarting batteries; Help with vehicle lockouts; Security escorts to vehicle; Tow truck assistance; Secure lost-and-found area. For these services, please call: 509-961-4674 or go to this link: <http://www.heritage.edu/About-Heritage/Safety-and-Security>

Important: The University has an emergency notification system that allows students to receive notifications via email and text message to inform students of on campus emergencies and campus closures. You are encouraged to enroll in Rave Mobile Safety program by logging into <https://www.getrave.com/login/Heritage>. Free to the student and standard text rates apply.

Disability Policy

The current law of the Americans with Disabilities Act of 1990, states that a “disability can be a physical or mental impairment that substantially limits one or more major life activities of an individual.” As an institution of higher education, Heritage University is committed to providing reasonable accommodations for students with disabilities.

If you believe you have a disability which may warrant an accommodation, the first step is to contact the Office of Ability Services to schedule an appointment at: 509-865-8515, 509-865-8544, or e-mail OfficeofAbilityServices@heritage.edu

For more information about disability services, please click on the links below:
<http://www.heritage.edu/Current-Students/Office-of-Ability-Services>

<http://www.heritage.edu/About-Heritage/Presidents-Welcome>