

**San José State University**  
**Philosophy Department**  
**Philosophy 57 Logic and Critical thinking Fall 2015**

**Course and Contact Information**

<b>Instructor:</b>	Jason W. Greene
<b>Office Location:</b>	Faculty Offices Building (FOB) Room 204
<b>Email:</b>	jason.greene@sjsu.edu
<b>Office Hours:</b>	Tues, Thursday 12:00 pm - 1:30 pm (or by appointment)
<b>Class Days/Time:</b>	Tues, Thursday 10:30am - 11:45 pm
<b>Classroom:</b>	BBC 125
<b>GE/SJSU Studies Category:</b>	<b>Area A3: Basic Skills, Critical Thinking</b>

**Course Format**

Lecture

**Required Texts/Readings:**

**Textbook**

**“A Preface to Philosophy” by Mark B Woodhouse 5th Ed**

**Other Readings**

Selected excerpts from “I and thou” by Martin Buber

“Symbolic Logic: A First Course (old edition)” by Gary Hardegree

Can be found at <http://courses.umass.edu/phil110-gmh/MAIN/IHome-5.htm>

TBA

**Course Description**

This course will cover the basic concepts of logic; goals and standards of both deductive and inductive reasoning; techniques of argument analysis and assessment; evaluation of evidence; language and definition. We will be doing this through hands on approach. Once we cover the fundamentals of critical thinking we will focus on developing that skill. This will be done in a variety of ways: by engagement with current topics as presented in popular media we will learn how to spot and evaluate arguments presented; either obviously (such as in editorials and opinion pieces) or more subtlety (by spotting potentially bias reporting by critically evaluating the content of news articles). We will also have group discussions and assignments aimed at learning how to engage opposing opinions in a respectful and rational way. Finally, by understanding and applying what we have learned we will write a number of our own works throughout the semester to sharpen that skill.

## Learning Outcomes and Course Goals

At the conclusion of this class the student should be able to:

- Identify arguments and formulate our own
- Understand how to check for validity and soundness
- Be able to spot fallacies not only in academic situations but in popular media and (most important) one's own personal reasoning.
- To be able to engage in productive rational discussion and writing

**GE Learning Outcomes: this course satisfies your A3 requirement.**

In addition to the above stated goals the student will upon completion of this course be able to:

- Locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation.

## Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

The schools basic outline for this class requires that we write 6000 words (roughly 20 pages) over the duration of the course. Do not worry; we don't need to write them all at once.

**Paper format:** It is suggested that you use a consistent format for your papers: APA or MLA are acceptable. I will expect papers to be double spaced, 12 point font and of course use a style of font that is appropriate like Times New Roman (if you have a question about any of this ask I'll be happy to help). For more information go to

<https://owl.english.purdue.edu/owl/resource/747/01/>

<https://owl.english.purdue.edu/owl/resource/560/01/>

**Grading:** course will be graded in the following way

8 short assignments 5 points each = 40%

3 papers 20 points each = 60%

Extra credit to be given 10 points = 10%

**This course must be passed with a C or better as a CSU graduation requirement.**

NOTE that University policy F69-24 at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

## **Classroom behavior:**

It shall be expected that all class members shall conduct themselves in a manner that is respectful of other students. This means that disruptive and/or rude behavior will not be allowed. During the semester we will most likely engage in classroom discussions during these talks you may encounter views you do not agree with. Remember, you are encouraged to participate in a mature manner.

## **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.htm) section at <http://info.sjsu.edu/static/catalog/policies.htm> 1. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/) . The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/> . Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/> .

## **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf> , requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

## **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/> .

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

**Class schedule on next page...**

<b>Week</b>	<b>Assignment</b>	<b>Reading</b>
August 20 <sup>th</sup>	Introduction to course	Covering syllabus
25 <sup>th</sup> - 27 <sup>th</sup>	None	Chapter 1 Woodhouse
September 1 <sup>st</sup> – 3 <sup>rd</sup>	Find a Philosophically relevant article from an approved source. Write one page (300 words) summary of why it is philosophically important.	Chapter 2 Woodhouse
8 <sup>th</sup> – 10 <sup>th</sup>	Hand out: What is a worldview or cultural matrix and how can they affect our reasoning?	Chapter 3-4 Woodhouse
15 <sup>th</sup> – 17 <sup>th</sup>	(15 <sup>th</sup> ) Exercises on pages 52 – 57 (17 <sup>th</sup> ) Quiz # 1	Chapter 5 Woodhouse
22 <sup>nd</sup> – 24 <sup>th</sup>	First paper: last day to bring in thesis for approval	Chapter 6 Woodhouse
29 <sup>th</sup>	First paper Due: Four pages (1200 words)	Chapter 7 Woodhouse
October 1 <sup>st</sup>	Handout: Spot the fallacy	Chapter 8 Woodhouse
6 <sup>th</sup> – 8 <sup>th</sup>	(6 <sup>th</sup> ) In class exercise: respecting others opinions (8 <sup>th</sup> ) Quiz #2	“Basic Words” Buber
13 <sup>th</sup> -15 <sup>th</sup>	(13 <sup>th</sup> ) Second paper: last day to bring in thesis for approval (15 <sup>th</sup> ) Find an editorial or opinion piece from an approved source and write a two page (600 word) critique outlining what fallacies it commits; for example: ad hominem, begging the question, etc...	Handout: Basic logical symbols “The existential matrix of inquiry: cultural” John Dewey
20 <sup>th</sup> – 22 <sup>nd</sup>	(20 <sup>th</sup> ) Second paper due: five pages (1500 words)	Chapter 1 Hardegree
27 <sup>th</sup> – 29 <sup>th</sup>	(27 <sup>th</sup> ) Handout: The seven steps to critique an argument (29 <sup>th</sup> ) Find an editorial, opinion piece or academic paper and write a two page (600 words) response using the seven steps of critiquing and argument.	Chapter 2 Hardegree
November 3 <sup>rd</sup> – 5 <sup>th</sup>	Lecture topic: using prepositional logic to check for validity.	Chapter 3 Hardegree
10 <sup>th</sup> – 12 <sup>th</sup>	In class exercise: Sentential logic translations Quiz #3	Chapter 4 Hardegree
17 <sup>th</sup> – 19 <sup>th</sup>	(17 <sup>th</sup> ) Third paper: last day to bring in thesis for approval (19 <sup>th</sup> ) handout: Translate the sentence	Chapter 5 Hardegree
24 <sup>th</sup>	None: work on your final paper and have a good break.	None
Dec 1 <sup>st</sup> – 3 <sup>rd</sup> 8 <sup>th</sup>	(1 <sup>st</sup> ) Final Paper Due: 6 pages (1800 words) (3 <sup>rd</sup> ) Last day to turn in in late work and re-writes (8 <sup>th</sup> ) Last day of class	None