

**San José State University
Philosophy Department
Philosophy 57 Section 4
Logic and Critical Reasoning
Spring 2018**

Course and Contact Information

Instructor:	Krupa Patel
Office Location:	Faculty Office Building 208
Email:	krupa.patel@sjsu.edu
Office Hours:	Tuesday and Thursday 12:30pm-1:30pm or by appointment
Class Days/Time:	Tuesday and Thursday 9:00am-10:15am
Classroom:	DMH 149B
Prerequisites:	Completion of Areas A1 (Oral Communication) and A2 (Written Communication I) with grades of C or better (C- not accepted)
GE/SJSU Studies Category:	A3

Course Format

The course will include lectures and discussions.

Course materials such as syllabus, handouts, assignments, assignment instructions, etc. can be found on the [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.

Course Description

This course is designed to provide concepts and methods for developing, analyzing, and critically evaluating arguments. We will study clarity and precision in reasoning, the role of definitions, informal fallacies, and deductive and inductive arguments. Principles for determining the validity of deductive arguments and the strength of inductive arguments will be developed. We will study these principles in the context of many issues involving culture, class, and gender. The course will emphasize the application of reasoning skills in reading, writing, and speaking.

Course Goals and Learning Outcomes

GE Learning Outcomes (GELO)

This course fulfills Area A3 of lower division GE. The goals of this course are for students to understand logic and its relationship to language: courses include a series of integrated reading, writing, oral, and research assignments that engage students in complex issues requiring critical thinking and effective argumentation.

Students will develop language that distinguishes fact and judgment; articulates elementary inductive and deductive processes; parses fact, assumption and conclusion; integrates rebuttal and qualification as appropriate. Students will develop the ability to analyze, criticize, and advocate complex ideas, reason inductively and deductively, research and rebut information and arguments, and reach well-supported factual conclusions and judgments.

Students will demonstrate, orally and in writing, proficiency in the Area A3 Learning Outcomes. Students will be able to:

1. Locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation.
2. Present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view.
3. Effectively locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one's ideas.
4. Identify and critically evaluate the assumptions in and the context of an argument.
5. Effectively distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically to draw valid conclusions and articulate related outcomes (implications and consequences).

Diversity: Students will engage in integrated reading, writing, and oral assignments to construct their own arguments on complex issues (such as diversity and ethnicity, class and social equity) that generate meaningful public debate. Students will demonstrate their understanding in their writing assignments, problem sets, in-class discussions and activities, in-class debate, and exams.

Writing: Students will write short essays informed by research and articulating fully developed arguments about complex issues. Assignments emphasize those skills and activities in writing and thinking that produce 1) the persuasive argument, and 2) the critical essay, each of which demands analysis, interpretation, and evaluation. The writing assignments, problem sets, the in-class group activities, and exams will require a minimum of 6000 words. Students will receive evaluations of their writing from the instructor.

Required Texts/Readings

Textbook (available at Spartan Book Store and from online book sellers)

Patrick. J. Hurley, *A Concise Introduction to Logic, 12th Edition*

Publisher: CENGAGE L

ISBN: 9781285196541

Other Sources:

For one of the writing assignments, you will be asked to listen to an NPR debate on this website:

Intelligence Squared NPR Program
<http://www.intelligencesquaredus.org>

Course Requirements and Assignments

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.”

For additional information please refer to:

Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Reading Assignments:

A Concise Introduction to Logic (12th Edition), by Patrick J. Hurley

Reading assignments will not be lengthy, so please read thoroughly and carefully. Also, you will find that it will help your comprehension of the material if you do the exercises in *A Concise Introduction to Logic* that are part of the reading assignments.

Problem Sets:

Problem sets will be assigned throughout the semester, and each assignment will be worth 20 points. There will be approximately 5 problem sets. You will be expected to solve specific problems involving the concepts and methods you have learned. The due dates will be stated on the assignment sheet and announced in class.

Short Essays:

Students will be required to write two short essays. Each essay will include an analysis of arguments. Each essay will be worth 25 points. Instructions on these assignments will be given out prior to the date the assignment is due. The two short essays should be turned in at the beginning of the class day on which they are due. Due dates will be written on the assignment sheet and announced in class.

Exams:

There will be a midterm and a final examination, each worth 50 points. The exams will involve problem solving and analysis of arguments. The exams will cover material from lectures and discussions, and from the readings. There will be a review for each exam during the class meeting immediately preceding the exams. You will find that the problem sets will prepare you for the exams, so put your best effort into them.

Exam dates are listed below:

Midterm Exam: Day: Tuesday, March 20, 2018
Time: 9:00-10:15am

Final Exam: Day: Wednesday, May 16, 2018
Time: 07:15am-9:30am

Class Participation:

Because dialogue and discussion are central to philosophy, you cannot pass a philosophy class without a passing grade in class participation. Class participation presupposes attendance. Generally, students who miss

more than three weeks of class are unlikely to be able to earn sufficient class participation credit to receive a passing participation grade and will therefore fail the course.

I expect that you will come to class with your books having done the readings, and you will be ready to participate in general discussion and in-class group activities. The in-class group activities will be worth a total of 10 points. The class discussions (including an in-class debate) will be worth 15 points. Therefore, the total participation points will be 25 points. We will be discussing many different kinds of arguments in class. Please get involved in the discussion. It is intellectually invigorating, and it can be fun.

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.

Grading Policy:

Late work for problem sets will not be accepted for credit, since it is not fair to students who make the effort to turn in work on time. Essays will be penalized 10% from the total points *per day* they are late. Essays will not be accepted if they are more than a week late.

Total points for Problem Sets: 100 points

Total points for Short Essays: 50 points

Total points for Exams (Midterm and Final): 100 points

Total points for Participation: 25 points

TOTAL points possible: 275 points

All scores are numerical and I expect to assign letter grades on a standard percentile basis (i.e., 100-90 = high to low A; 89-80 = high to low B; and so on).

“This course must be passed with a C- or better as a CSU graduation requirement.”

Classroom Protocol

1. Treat class meetings as a serious commitment. When you are not in class, you miss material, and we miss your questions and comments.
2. Bring your books with you to class. Participate in class by listening to the lecture, listening to your classmates, taking notes, asking questions, answering questions, participating fully in any class activities, and thinking.
3. Arrive and be ready to go by the official start time, and stay until the conclusion of the class meeting. Wandering in (or out) partway through disrupts the flow of the class. Budget extra time for parking if you need to!
4. If at all possible, don't schedule appointments (medical check-ups, job interviews, club meetings, etc.) during class time.
5. Turn OFF your cell phone during class time. Don't use your laptop for non-class-related purposes during our class meeting.
6. If you must miss class, it is YOUR responsibility to make up the material you missed. Ask a classmate if you may copy his/her notes.

7. If you miss class on a day when an assignment is due, it is still YOUR responsibility to make sure the assignment is turned in to me by class time.

University Policies

“**University Policies:** Office of Graduate and Undergraduate Programs **maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.**”

You may find all syllabus related University Policies and resources information listed on GUP’s [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

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. To learn important campus information, view [University Policy S16-15](http://www.sjsu.edu/senate/docs/S16-15.pdf) at <http://www.sjsu.edu/senate/docs/S16-15.pdf> and SJSU current semester’s [Policies and Procedures](http://info.sjsu.edu/static/catalog/policies.html), at <http://info.sjsu.edu/static/catalog/policies.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 address the issue, it is recommended that the student contact the Department Chair as the next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. 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/. 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.

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. If you wish to record a class presentation, or specific material from the course, please discuss the specific request with me, and I will approve or deny your request at that time.

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 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.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)



PHIL 57, Logic and Critical Reasoning, Spring 2018 Tentative Course Schedule

This schedule is subject to change with fair notice (i.e., by announcement in class and via MySJSU messaging).

Class	Date	Topics, Readings, Assignments, Deadlines
1	Jan. 25	Introductory Remarks Read Syllabus Chapter 1: Basic Concepts
2	Jan. 30	Chapter 1: Continued
3	Feb. 1	Chapter 2: Language: Meaning and Definition
4	Feb. 6	Chapter 3: Informal Fallacies Problem Set 1 Due
5	Feb. 8	Chapter 3
6	Feb. 13	Chapter 3
7	Feb. 15	Discussion for Short Essay 1 Problem Set 2 Due
8	Feb. 20	Chapter 6: Propositional Logic (6.5-optional)
9	Feb. 22	Chapter 6
10	Feb. 27	Chapter 6
11	Mar. 1	Chapter 6 Short Essay 1 Due
12	Mar. 6	Chapter 7: Natural Deduction in Propositional Logic (7-7.4 only)

Class	Date	Topics, Readings, Assignments, Deadlines
13	Mar. 8	Chapter 7
14	Mar. 13	Chapter 7
15	Mar. 15	Review Session for Midterm Problem Set 3 Due
16	Mar. 20	MIDTERM EXAM
17	Mar. 22	Chapter 9: Analogical and Moral Reasoning (9.1 and 9.3) Ethics Cases
18	Apr. 3	Chapter 9
19	Apr. 5	Chapter 10: Causality and Mill's Methods
20	Apr. 10	Chapter 10
21	Apr. 12	Chapter 13: Hypothetical/Scientific Reasoning Problem Set 4 Due
22	Apr. 17	Chapter 13
23	Apr. 19	Chapter 14: Science and Superstition
24	Apr. 24	Chapter 14
25	Apr. 26	Watch NPR Debate Discussion for Short Essay 2 Problem Set 5 Due
26	May 1	Discussion for NPR debate
27	May 3	In-Class Debate Preparation
28	May 8	In-Class Debate
29	May 10	Review Session for Final Short Essay 2 Due
Final Exam	May 16	Time: 07:15am-9:30pm Room: DMH 149B