

San José State University
Humanities and Arts/Department of Philosophy
Philosophy 57-02, Logic and Critical Reasoning, Fall '18

Course and Contact Information

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|---------------------------|---|
| Instructor: | Dr. Dan C. Williamson |
| Office Location: | Faculty Offices 204 |
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| Office Hours: | MW: 12:15-1:15pm, TTh 12-1pm |
| Class Days/Time: | MW 3-4:45pm |
| Classroom: | DMH 149B |
| Prerequisites: | English remediation or post baccalaureate |
| GE/SJSU Studies Category: | A3 Basic Skills, Critical Thinking |

Faculty Web Page and MYSJSU Messaging

Copies of the course syllabus, classroom protocols and major assignment sheets may be found on Canvas, under “files.” *Students should note that they are responsible for reading and understanding the basics of the course embodied in the syllabus and other course documents.*

Course Description

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; fallacies.

GE Learning Outcomes (GELO)

GELO 1 Students should be able to locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation. *Assessment Activity: Any of the three papers.*

GELO 2 Students should be able to 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. *Assessment activity: multiple assignments both homework and papers, 2nd midterm and final.*

GELO 3 Students should be able to effectively locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one’s ideas. *Assessment activity: Papers*

GELO 4 Students should be able to identify and critically evaluate the assumptions in and the context of an argument. *Assessment activity: Homework, nearly all papers, midterms and final.*

GELO 5 Students should be able to effectively distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically to frame valid conclusions and articulate related outcomes (implications and consequences). *Assessment activities: first midterm, final and all papers.*

Course Learning Outcomes (CLO)

See “Assessment activity” above.

Upon successful completion of this course, students will be able to:

1. Recognize the difference between an argument and a non-argument.
2. Critically examine arguments and assess their success or failure.
3. Identify fallacious arguments, and avoid creating this.
4. Practically apply these skills to other areas of thought, in the university and everyday life.

Required Texts/Readings (Required)

Textbook

Vaughn, Lewis, *The Power of Critical Thinking*, 5th ed., Oxford U.P.

Other Readings

Paul, Dr. Richard and Dr. Linda Elder, *The Miniature Guide to Critical Thinking, Concepts and Tools*, The Foundation for Critical Thinking (online directly from the foundation, Amazon or other online outlets)

Course Requirements and Assignments

Course Structure:

a. *Reading*

You should be able to engage the issues by reading the texts thoroughly in advance of the lectures covering the readings. Please come to class prepared and make sure to read the material thoroughly in advance. Everyone in the class will get far more from the course by doing so.

b. *Writing*

The course has a minimum of 6000 words of written work, per GE requirements. I will be working with you on all written work.

homework: For the purposes of review some brief homework assignments may be assigned. I have assigned them 50 points; there may be less or, possibly, more homework as we go along. It depends on how everyone in the course progresses. All should be typed and double spaced. No handwritten homework will be accepted.

Papers There will be three papers (and possibly a fourth, value: TBA) based on paper writing assignments found in our text. There should be some research done on these papers; sources for this will be supplied Each paper is worth 50 points. I may weaken the value of the first paper, since it is the first with the hope that improvement will be reflected in the later papers, and thus a slightly heavier point value. The points breakdown will be divided between explanation of the argument (of the topic or paper), articulating and critiquing the argument, responding to objections

and concluding remarks with, possibly, an improved argument. And/or students will be offered the opportunity to present their own arguments, using other arguments as a basis for rebuttal. Each assignment will explain what kind of paper is required.

Midterms and quizzes Both midterms and quizzes are in class. Most will be analysis of arguments, definitions and explanations; hence, the midterms will be, for the most part, short essay in format, unless otherwise noted. The midterms and final are closed book, unless otherwise noted by the professor. The final is cumulative with an emphasis on everything not already tested in the previous midterms. The midterms will be 200 points each. I will provide review sheets on Canvas under “files” and we will review that in class prior to each midterm and the final. Points will vary some for the quizzes.

Final Examination

The final is worth 225 points and will be the same format as the midterms. As with the midterms a review sheet will be made available on Canvas under “files.” This is an in-class final on the day of the final (see below). Everyone must take it at that time.

active learning I rarely just lecture. I like to engage in discussion with students. Come prepared for discussion. This will help you improve your comprehension of the material

participation I give 25 basic participation points reflecting your overall performance in the class. Make yourself noticed by speaking up, positively and constructively, please.

group activities The course provides the student with the opportunity to explore ideas in our texts in in-class discussion groups on a regular basis. I hand out a separate sheet of guidelines for discussions and presentations. Groups can review what has already been lectured on or on what has not been lectured on that is in our texts or in other materials and topics appropriate to the course. You can develop material for the papers from what you do in a group, they need not be entirely separate. This activity is worth 50 points.

The [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf), Course Syllabi (<http://www.sjsu.edu/senate/docs/S16-9.pdf>) requires the following language to be included in the syllabus:

“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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Grading Information

As above, separate instructions will be available on Canvas for papers, group and as noted for homework and review. These explain what student should be able to do for a grade in each activity.

I grade on points. I provide percentages below. Each assignment will follow something similar to the following:

The assignment is a midterm and is valued at 50 points.

50-45 A
44-39 B
38-33 C
32-27 D
26 and below F

Similarly, the final grade would be calculated thus:

450-427 A 23 pts
426-404 A- 22 pts
403- 388 B+ 15 pts
387-362 B “
361-346 B- “

And following based on 10% for each grade range and then broken down proportionally within each range.

d. Grade Breakdown:

| | | | |
|-----------------|-----|----------------------------|-----------------------|
| Homework | 50 | (might go higher or lower) | 6% appx. |
| Position Papers | 200 | (50 points each, 4 papers) | 24% |
| Participation | 25 | | 3% |
| Presentation | 50 | | 6% |
| Quizzes | 100 | | 12% (points may vary) |
| Midterms | 200 | | 24% (100 points each) |
| Final | | | 25% appx |
| ----- | | | |
| | 850 | total possible points | |

Please see the Classroom Protocol sheet for all information regarding late assignments and other relevant issues. I will accept *some* late work, depending on good reasons. But repeated late assignments could result in a reduction of the grade, excluding midterms and finals. If you can't make a midterm or need to reschedule a final, please check with me for such arrangements. Not taking the final is *not* an option.

Classroom Protocol

Regular attendance and class participation is expected and encouraged. Please arrive early if possible: it is your responsibility to make it to class on time. We will occasionally have quizzes or exams at the beginning of class, so it is to your advantage to be in class on time. Please come to class prepared with the right materials. From time to time we will discuss controversial subjects, so I expect everyone to treat one another with respect and courtesy. If you have a question, please do not speak out of turn, but raise your hand. I do not allow laptops, notebook computers, or tablet devices in class. I do not allow audio or video recording devices in class. And please, do not send or read text messages during lecture. Be sure to set your phone to silent or, preferably, just turn it off.

Additional information is available online on Canvas for this class, under “files.”

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>” **Make sure to review these policies and resources.**

Philosophy 57-02 Course Schedule, Fall '18

The following schedule is *subject to change with fair notice*

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|--------------|---|
| 1 | 8/22 | Introducing class, books and syllabus |
| 2 | 8/27, 8/29 | Read from Vaughn, <i>Basics, Part One</i> Chapter 1. August 31st is the last day to drop; it is the student's responsibility to drop. |
| 3 | 9/3, 9/5 | 9/3 is a holiday, no class. Continue Chapter One? Begin Chapter 6, Deductive Reasoning <i>First Quiz 9/6 or 9/11, based on Chapter 1. 9/10 is the last day to add.</i> |
| 4 | 9/10, 9/12 | Continue Chapter 6. <i>First paper due 9/13, based on Chapter One, Writing Assignments, pgs 28-29.</i> |
| 5 | 9/17, 9/19 | Continue Chapter 6 <i>Second Quiz either 9/20 or 9/25—as preparation for the First Midterm.</i> |
| 6 | 9/24, 9/26 | Continue Chapter 6 and begin Inductive Reasoning, Chapters 2-3 |
| 7 | 10/1, 10/3 | Continue; First Midterm this week or next; covers “Basics” and Deductive Reasoning, Chapter 6. |
| 8 | 10/8, 10/10 | Continue Chapters 2-3 and depending on where we are, begin next section Part Two, Reasons. |
| 9 | 10/15, 10/17 | Begin Chapter 4, Reasons for Belief and Doubt. Third Quiz, Chapters 2-3 and possibly some from Chapter 4. |
| 10 | 10/22, 10/24 | Continue, Second Paper due 10/25 or 10/30 based on Chapters 2-4 |
| 11 | 10/29, 10/30 | Continue and begin Chapter 5, Fallacies. Fourth Quiz here? |
| 12 | 11/5, 11/7 | Continue Fallacies |
| 13 | 11/12, 11/14 | Continue and Second Midterm, Chapters 2-4, more than possibly parts of 5. Veterans Day 11/12; no class. |
| 14 | 11/19, 11/21 | Continue Fallacies and begin portions from Chapters 9, 10 and 11 TBA Note: We'll use these weeks 14-16 to catch up if necessary and do some group work in preparation for the final paper. There will be the possibility of a Fifth Quiz here based on what we've done in the book. **11/21, Thanksgiving, no class*** |
| 15 | 11/26, 11/28 | Continue |
| 16 | 12/3, 12/5 | Continue 12/10 is the last day |
| | | Final Examination: Friday, December 14th, 1215-1430; same classroom |