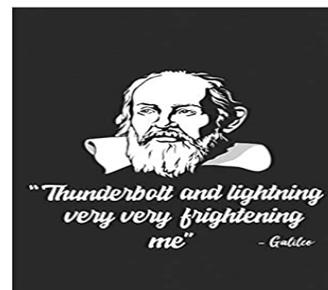


I do not feel obligated to believe that the same God who endowed us with sense, reason, and intellect had intended for us to forgo their use...

- Galileo Galilei (1564 – 1642)



• Philosophy 004 – Critical Thinking

Section 08

Spring 2021 (January 25th – May 17th)

M/W 12:00 PM – 1:15 PM

Room: Synchronous and Asynchronous (see weekly breakdown)

Satisfies General Education Area A3 (see course objectives/requirements below)

Instructor: J. P. Carboni

E-mail: Joshua.carboni@csus.edu

Mailbox: **No mailbox access Fall 2020 (please email)**

Office Hours: Wednesday 4:30 Pm – 5:30 PM & Thursday 3:00 – 4:00 PM

- Instructions: Check “Office Hours” Module in Canvas & click on given link. This will open up a new Zoom session. You will be placed automatically in a waiting room. Once my office is empty, I will admit students according to log in order.
- Note: I am generally open to any student stopping by; however, given the number of students that I have this term, and the fact that all office hours will be held online, I will have to limit the time allowed for each student to 10 Minutes or so (this time limited may be nullified on a given day if no students are in the waiting room – so stop in if you have any questions!)

• Notable Dates:

- February 8 – 19:** Spring 2021 Late Registration and Change of Schedule completed by petition at departments
- February 12:** Lincoln's Birthday (Holiday Observed in December 2021) Campus Open and Classes Held
- February 15:** Presidents' Day (Holiday Observed in December 2021) Campus Open and Classes Held
- March 22 – 28:** Spring Break
- March 31:** Cesar Chavez Birthday Observed (Holiday, Campus Closed)
- May 14:** Last Day of Instruction
- May 17 – 21:** Finals Week (Don't schedule any additional activities/vacations/etc. for this week)
- May 26:** Last Day of Academic Year; Spring Grades Due
-

• **Course Description**

Course Catalogue: “Study of the basic skills of good reasoning needed for the intelligent and responsible conduct of life. Topics include: argument structure and identification, validity and strength of arguments, common fallacies of reasoning, use and abuse of language in reasoning, principles of fair play in argumentation.”

When questioned about the beliefs that one holds, many individuals will claim that their beliefs are strong, secure and qualify as knowledge. This makes sense. After all, the beliefs that we hold (which number far more than we may initially think) form the basis of our understanding of the world around us. In essence, our beliefs determine how we interact with that world and how we interact with others whom we live with. However, there is a problem. Many of these beliefs that are determined to be true are either outright false or based on faulty reasoning. The question is how do we know this? How *can* we know this? How *can* we evaluate beliefs that are so vital to our daily lives? How can we evaluate the beliefs of others? To state that it is often confusing and, more than not, difficult is certainly an understatement. It is important to understand, however, that difficulty does not necessitate ignoring the problem.

This class is designed to help us understand the proper forms of reasoning and the methods we can use to determine the strength of our beliefs and the beliefs of others through an understanding of proper and improper argument forms. We will discuss what good reasoning is, different argument forms, effective methods of communication (both verbal and written) how to evaluate information and we will review various logical fallacies that we often encounter but fail to recognize.

• Required Textbook:

Text: “Logical Reasoning” by Dr. Bradley Dowden. There is no textbook that you are required to purchase for this class. The textbook can be downloaded for free at the following link:

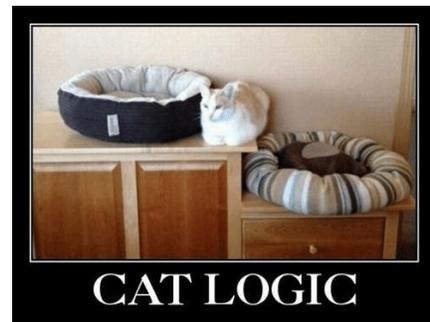
Linked through Prof. Dowden’s personal webpage at (This *may* take you directly to the text): <https://www.csus.edu/indiv/d/dowdenb/4/logical-reasoning-archives/Logical-Reasoning-2020-05-15.pdf>

• Required Tech:

- This class will be held primarily synchronously on Monday and Wednesday (unless otherwise noted in the Weekly Breakdown Below). All classes will be held over Zoom and will involve heavy CANVAS use. You are required to have downloaded Zoom to participate in this class
- Students are not “required” to turn on cameras during class sessions. However, due to the nature of my lecture content and style, I do “request” that you do turn on cameras
 - o Canvas: Most versions of Internet Explorer, Firefox, Chrome, and Safari, support the use of Canvas. To view specific Operating System and Browser compatibility with Canvas, please refer to: <https://community.canvaslms.com/docs/DOC-10720>
 - o Zoom: You can download Zoom and find more information about using Zoom here: <https://www.csus.edu/information-resources-technology/zoom/student-resources.html>
 - o PowerPoint: If you do not have access to PowerPoint, you can download it for free here (scroll down to PowerPoint and click on “Access Online or Download from Office365”): <https://www.csus.edu/information-resources-technology/software-catalog/#business-productivity>
 - o If you experience difficulties with your computer or connecting to the campus networks please contact the Information Resource Technology (IRT) Service Desk by e-mail: servicedesk@csus.edu or phone (916) 278-7337



- For information about their complete services visit:
<http://www.csus.edu/irt/ServiceDesk/>



• **Departmental Learning Objectives for Phil 004:**

Students will be able to:

1. Describe, explain and distinguish key concepts in critical thinking.
2. Identify an argument in a passage of ordinary text, including identifying the premises and conclusions and distinguishing them from extraneous information.
3. Identify errors of reasoning and explain what the error in reasoning is.
4. Engage with peers in cogent and respectful discussion.
5. Analyze specific arguments for consistency and credibility.
6. Apply good reasoning to issues and problems in professional and personal contexts.
7. Evaluate evidence and draw inferences from that evidence.
8. Determine what evidence is necessary to support a conclusion and identify and apply key strategies to find that evidence.
9. Construct and defend arguments in support of or in opposition to particular propositions.
10. Analyze and solve complicated strategic challenges in various areas of life.

• **Area A-3 Learning Outcomes:**

Students will be able to:

1. Students study about and consciously develop skills in critical thinking.
2. Knowledge through logical analysis and argument construction is pursued throughout the course.
3. Instruction develops understanding of logical relationships between premises and conclusions.
4. Instruction develops ability to recognize more common formal and informal fallacies.
5. Grading reflects emphasis on logical processes.
6. Develops basic skills, applicable to a variety of academic subjects and to the fulfillment of such roles as citizen, consumer, leader and moral agent.
 1. Skill in evaluating the validity, strength and relevance of arguments.
 2. A sense of logical structure of both inductive and deductive forms.
 3. Awareness of uses and abuses of argument language, including connotation, ambiguity and definition.
 4. Skill in handling a variety of arguments in variety of contexts.

5. Ability to argue fairly and to handle bias, emotion, and propaganda.

These outcomes include the student's ability to:

1. Locate the argument in a passage
2. Detect errors of reasoning and explain how the reasoning is in error.
3. Evaluate evidence and make appropriate inferences from that evidence.
4. Construct and defend an argument in support of or in opposition to a proposition



Links to the above Learning Outcomes can be found at the following links:

<https://www.csus.edu/academic-affairs/>

<https://catalog.csus.edu/colleges/academic-affairs/general-education/>

These learning objectives will be met through a variety of practical assessments including quizzes, in-class work/group work, essay writing and verbal communication (class/group participation).

• **Student Standards of Conduct:**

Plagiarism and/or cheating will not be tolerated in this class. All those who engage in these activities will receive a zero on the associated assignment. In addition, all incidents of cheating and/or plagiarism will be reported to the department chair and to the Judicial Officer in the Office of Student Affairs. It is your responsibility to both know and adhere to Sac State's Academic Honesty Policy. This policy can be found at the following address:

<http://www.csus.edu/umannual/student/stu-0100.htm>

If you wish for more assistance/advice on the issue of plagiarism, please see the following CSUS library link <http://csus.libguides.com/home> (information on citing and researching)

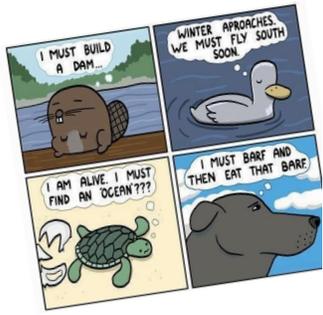
In addition, as this is an online course, proper Netiquette is expected. All students are expected to follow the CSU, Sacramento Hornet Honor Code: <https://www.csus.edu/student-affairs/internal/documents/hornet-honor-code.pdf>

In-Class Participation: Purposely "obstructing" the viewpoint of another student in the classroom during classroom discussions is prohibited. This class will involve many discussions concerning the material assigned for homework and the material presented during the classroom lectures. This being a philosophy course, many of these discussions *may* challenge certain beliefs that you hold. Open dialog and proper methods of argumentation (which will be discussed) are not only expected but required for this class.

Attendance/Participation: This class will involve primarily synchronous Zoom instruction; however, there will be occasional asynchronous instruction as well. Students are expected to attend each synchronous class session. This class will involve many in-class discussions and a significant amount of in-class, graded and ungraded/practice work. Students are expected to have completed the readings and participate in all in-class discussions.

Please Note:

- 1) It is not "required" that you turn on your camera during the course. ***However, I do request that you do so.*** Otherwise, I am lecturing to



- myself – as far as I know – and that makes it hard to gauge student understanding
- 2) All classes will be recorded and made available in the Zoom cloud (see Zoom link in CANVAS). I do expect that you will attend classes Synchronously; however, in case for health reasons you are not able to attend the course synchronously, you will be able to access the class recording for an asynchronous viewing. All In-Class quizzes and In-Class Assignments will be made available until 11:59 PM on the day of the class session
 - 3) All assignments are due as stated in the Weekly Breakdown below. However, if you miss class due to Covid-19 *related* issues, please speak to me directly. Late penalties will be adjusted if you are out due to Covid 19 *related* issues (**proof may be required**).
 - 4) While this class does not meet in-person, please keep in mind the following guidelines for this class and all other classes you are enrolled in this term:

Student Health & Counseling Services

- Due to the current and ongoing events faced by many during this public health crisis and era of civil unrest, the University recognizes that many of you may be in need of support. Please be aware that Health and Counseling Services staff are available for virtual and in-person services
- Additionally, if you are experiencing any COVID-like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID contact **Student Health & Counseling Services (SHCS) at 916-278-6461** to receive guidance and/or medical care. You are asked to report any possible COVID-related illnesses or exposures to SHCS via this link COVID-19 Illness/Exposure Report Form. You should expect a call from SHCS within 24 hours
- As an FYI, the Sac State Mobile App also has a self-assessment tool, in case you would like to screen yourself for symptoms of COVID-19. Feel free to utilize it, especially if you plan on going somewhere where others may be exposed (such as going to campus). The app will also have information on the University's latest on-campus protocols

Here is a link to the Student Health Services Department:

<https://www.csus.edu/student-life/health-counseling/>

- Also: “If a faculty member is not available during the semester, students will be contacted and advised how the course will proceed. This may include a change in instructor or modality.”

Email Correspondence: Monday through Friday I check my Sac State accounts a minimum of two times each day (morning and evening). If I do not respond to an email that you have sent within one business day, please feel free to resend the email. In order to ensure a prompt reply, all emails that you send must be formatted according to the following link:

<https://www.csus.edu/college/arts-letters/philosophy/internal/g6-how-to-correspond-with-your-professor.pdf>

Note: All emails that are not formatted according to the above specifications will be responded to last.

• Disability Accommodations:

If you have a disability and require accommodations, you will need to provide disability documentation to SSWD, Lassen Hall 1008, (916) 278-6955. Information can be found at the following link: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>. Please discuss your accommodation needs with me after class (if needed) or during my office hours *before* the end of the third week of the semester.

Basic Needs Support: If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at cares@csus.edu to speak with a case manager about the resources available to you. Check out the CARES website: <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>

Special Note: All instructors employed by CSU, Sacramento are 'mandatory reporters' of suspected child abuse or neglect according to the *California Child Abuse and Neglect Reporting Act*. As such, I am bound to the requirements established by CSU Executive Order 1083 which can be found at the following link: <https://calstate.policystat.com/policy/6596436/latest/>.

Other University Support and Services:

- **Academic Advising:** <https://www.csus.edu/student-life/academic-advising/>
- **Dreamer Resource Center:** <https://www.csus.edu/student-affairs/centers-programs/dreamer-resource-center/>
- **Martin Luther King Center:** <https://www.csus.edu/student-affairs/centers-programs/mlk-scholars/>
- **Multicultural Center:** <https://www.csus.edu/student-affairs/centers-programs/diversity-inclusion/multicultural-center.html>
- **Peer and Academic Resource Center:** <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- **Reading and Writing Center:** <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>
- **Student Success Center:** <https://www.csus.edu/college/health-human-services/student-success/>

• Evaluation/Homework Assignments:

In-Class Assignments: There will be a number of *randomly assigned*, short in-class assignments throughout the term. These assignments will be worth a total of 5 – 10 points each (you will be informed of the specific point value when each assignment is given). At the end of the term, a total of 45 points will be possible. There are no make-ups on missed in-class work. *Due to the odd nature of how this class is held, whenever an in-class assignment is given, it will remain open until 11:59 PM on that given day.*

Please Note: *Late work for good cause such as medical or family emergencies (including COVID-19 related reasons like illness or quarantine) may be excused*

on a case-by case basis, typically with advance written notice and appropriate documentation.

Quizzes: As outlined on the weekly course breakdown below, there will be *three types* of quizzes in this class.

- (1) **Reading Quizzes:** Prior to each *new section* lecture/new topic, there will be a quiz to be completed prior to the lecture on that reading/subject (see weekly breakdown below for details). These quizzes must be completed in CANVAS and must be completed prior to the scheduled class time. Each Reading Quiz will be made available on the date stated in the weekly breakdown and will be available until that scheduled class begins (12:00 PM). These quizzes will be multiple choice and/or true and false. Each quiz will be worth 10 points. Once you begin a quiz, you will have 20 minutes to complete it. Once you answer a question, you will not be able to go back and change your answer.
- (2) **Lecture Quizzes:** This course is scheduled to meet *Monday & Wednesday*. As illustrated in the weekly breakdown below, each class session will involve a lecture/class discussion on the material assigned for that class. At the end of each week (after Friday's lecture each week) students will be required to complete a *short* quiz on the lecture material provided. This quiz will be available in CANVAS on Friday by 11:59 PM and must be completed no later than 12 PM on Monday. Once you begin a quiz, you will have 20 minutes to complete it. Once you answer a question, you will not be able to go back and change your answer. Like each Reading Quiz, the Lecture Quizzes will be multiple choice and/or true and false. Each Lecture quiz will be worth 10 Points.
- (3) **In-Class Quizzes:** All in class quizzes (10 in total) will be taken during class. In-Class Quizzes will not be announced until administered (they are, effectively, pop-quizzes). You will have no more than 10 minutes to complete any given In-Class Quiz. **No makeups will be given for any missed In-Class Quizzes.** If a class period has an In-Class Quiz (most will not) you will be provided with a one-time code that must be submitted in CANVAS and will allow you to begin the quiz. All In-Class quizzes will consist of no more than 2 multiple choice and/or true and false questions. You will be able to go back and change your answers if you wish to on ALL In-Class Quizzes. Each quiz will be worth a total of 5 points (totaling 50 points at the end of the term). **Given the non-normal nature in which this class is being conducted, all in-class quizzes (and all one-time codes) will be open from the point given in class (which could be any time during any particular class) until 11:59 PM on that particular day.**

IMPORTANT Quiz Notes:

- 1) **There will be no make-up quizzes if you miss a quiz (any type). Please do not ask! It is your responsibility to review the Due Each Week Summary on the Weekly Breakdown (below).** *Please Note (again): Late work for good cause such as medical or family emergencies (including COVID-19 related reasons like illness or quarantine) may be excused on a case-by case basis, typically with advance written notice and appropriate documentation.*
- 2) To do well on these quizzes and thus to do well in the class, you should make sure to attend class, to actively participate in the lecture (as much as our present situation allows), and to complete the assigned readings

3) The quiz breakdown can be a little confusing at first. Thus, if you are confused in any way about the detailed quiz schedule, it is your responsibility to come and speak to me during my office hours. Not understanding the schedule will not be grounds for a make-up

4) If you have any issues during the quiz (like, for example, a system freeze) please **DO NOT email me. Simply speak to me after the next class and we will resolve the issue**

5) At the end of the term, I will drop the lowest score on *each type* of quiz

Writing Assignments:

There will be three short writing assignments in this class. For each assignment, you will be provided with assignment topics, structural details and a grading rubric two weeks prior to the due date for each essay. Assignments must be handed in using the proper Link in CANVAS (will be explained on the prompt). **No emailed essays will be accepted (without extreme circumstances)**. Late essays will be docked 5 points for every day that they are late (excluding Saturday and Sunday). If your essay is late, you must arrange a method to hand in the essay with me after class. *Please Note: As before, late work for good cause such as medical or family emergencies (including COVID-19 related reasons like illness or quarantine) may be excused on a case-by case basis, typically with advance written notice and appropriate documentation.*

Essay #1 Prompt: **Monday, 2/15**

Due: **Monday, 3/1**

Essay # 2 Prompt: **Monday, 3/29**

Due: **Monday, 4/12**

Essay #3 Prompt: **Monday, 4/26**

Due: **Monday, 5/10**

Basic Essay Guidelines:

Students are expected to adhere to the guidelines posted in both “Writing Guidelines” & “How to Analyze a Philosophical Essay” that are located on the CSUS Department of Philosophy webpage. This information will be reviewed in class on *Monday of Week 5* (prior to the first essay being due). Below is the link to the webpage:

<https://www.csus.edu/college/arts-letters/philosophy/analyze-philosophy.html>

Below is a link to the department’s outline of proper philosophic analysis:

Philosophical Analysis: <https://www.csus.edu/college/arts-letters/philosophy/internal/g5-how-to-analyze-a-philosophical-essay.pdf>

Department of Philosophy Writing Guidelines: <https://www.csus.edu/college/arts-letters/philosophy/internal/g3-department-of-philosophy-writing-guidelines1.pdf>

All essays will be graded based on the department grading guidelines. Below is a link to the Department Grading Guidelines:

Grading Standards: <https://www.csus.edu/college/arts-letters/philosophy/internal/g4-grading-standards-for-philosophy-papers.pdf>

Examinations: There will be two examinations in this class (a midterm and a final exam). There will be a comprehensive review held during the course session immediately before each exam, and you will receive a very detailed study guide for each exam. There will be no make-ups on exams - except with “extraordinary” circumstances - so schedule outside activities accordingly. Note: Extraordinary circumstances do not include *personal* athletic activities, vacations, car not starting, bought an early plane ticket home/for family vacation, just not

feeling like it, etc. A doctor's note (or something similar) will be required to schedule a make-up exam.

Midterm Exam Info: **Midterm Exam Study Guide Provided 3/8 -
Midterm Exam 3/17**

Final Exam: **Wed., May 19 10:15am - 12:15pm**

Extra Credit: There will be one extra credit assignment offered in the Spring 2021 term. This assignment, which will be announced/explained during Week 2 - detailed instructions will be provided for this assignment.

• **Grading Scale:**

All essays will be graded based upon an **80-point scale** according to the following breakdown:

A Outstanding (75 - 80 pts)	A- Very Good (72 - 74 pts)
B+ Above Satisfactory (68.5 - 71 pts)	B Satisfactory (67 - 68 pts)
B- Below Satisfactory (64 - 67 pts)	C+ Above Average (61 - 63 pts)
C Average (58 - 60 pts)	C- Below Average (56 - 57 pts)
D+ Poor High (53 - 55.5 pts)	D Poor Low (48 - 52 pts)
F Unacceptable (47 and lower pts)	

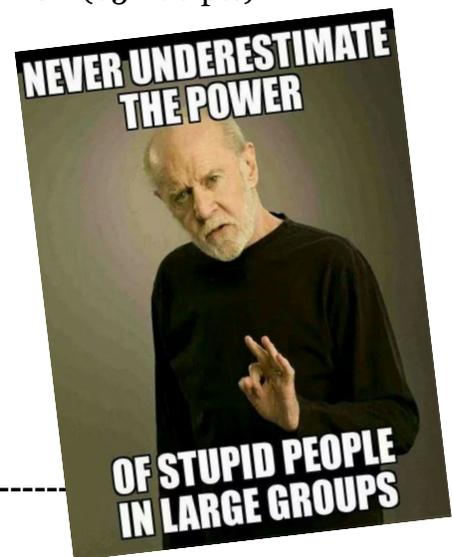
All Examinations will be graded based on a **100-Point scale** according to the following breakdown:

A Outstanding (100 - 95 pts)	A- Very Good (94 - 90 pts)
B+ Above Satisfactory (89 - 86 pts)	B Satisfactory (83 - 85 pts)
B- Below Satisfactory (82 - 80 pts)	C+ Above Average (79 - 76 pts)
C Average (75 - 73 pts)	C- Below Average (72 - 70 pts)
D+ Poor High (69 - 66 pts)	D Poor Low (65 - 60 pts)
F Unacceptable (59 and lower pts)	

• **Total Point Breakdown:**

Reading Quizzes (x16 = 160 pts)
Lecture Quizzes (x13 = 130 pts)
In-Class Quizzes (x10 = 50 pts)
Essay #1: 80 possible pts
Essay #2: 80 possible pts
Essay #3: 80 Possible pts
Midterm Examination: 100 possible pts
Final Examination: 100 possible pts
In Class Work: 45 possible points

Total Points Possible 825



GENERAL NOTE: Unless otherwise noted, all classes on Monday and Wednesday will be held Synchronously

Course Attendance: There will be an attendance extra credit opportunity this

semester. This class is held synchronously on Monday and Wednesday from 9:00 AM – 9:50 AM. This means that we will meet synchronously 29 times over the course of the term. Each synchronous class will be worth .4 points. Please note: This will not show in CANVAS. Attendance will be taken through Zoom. I will provide periodic updates throughout the term.

Reading/Assignment Schedule

- Notes:
- (1) All Reading Quizzes will be posted to CANVAS and must be completed before 12 PM on the due date given.
 - (2) All Lecture Quizzes will be available in CANVAS on or before each Friday **by 11:59 PM** (when assigned). All given Lecture Quizzes are due before 12 PM on the following Monday (the next class)
 - (3) Special Note: If any particular quiz fails to be posted on or before 11:59 PM on the date indicated, you will receive full credit on that quiz**
 - Please do not email me asking if any particular quiz will be posted if it does not appear before 11:59 PM on the date indicated – Not Posted = Full Credit
-

Week 1: (1/25 – 1/29)
Class Introduction – What Is Philosophy, What Is Critical Thinking, and Why We Are Not Entitled to Our Opinions?
For Mon: *Class Overview, In-Class Quiz #1*
For Wed: ***In Class Assignment #1: Are We Entitled to Our Opinions? (Reading & Short Video titled Opinions #1 and Opinions #2 Posted to CANVAS under Additional Readings)***

Week 2: (2/1 – 2/5)
How to Reason Logically
For Mon: *Chapter 1 - “How to Reason Logically”*
• Due 2/1: Reading Quiz #1 (Posted to CANVAS on 1/29)
For Wed: *Logical Possibility vs. Logical Impossibility (What We Should Believe About Time Travel, Psychokinesis & Ancient Aliens) –*
No new reading due

Summary of What Will Be Posted/What’s Due for Week 4:

Due:

• Reading Quiz #1 Due 2/1 (Posted to CANVAS by 11:59 PM on 1/29)

Posted Fri:

• Lecture Quiz #1 (Due by 12 PM Monday 2/8 – Posted to CANVAS on 2/5)

Week 3: (2/8 – 2/12)

Effective Communication

For Mon/Wed: Chapter 5 – “Obstacles to Better Communication”

1) Due Mon: • **Lecture Quiz #1 (Due before 12 PM Monday 2/8 – Posted to CANVAS on 2/5)**

• **Reading Quiz #2 - Due 2/8 before 12 PM (Posted to CANVAS on 2/5)**

Summary of What Will Be Posted/What’s Due for Week 3:

Due:

• **Lecture Quiz #1 (Due before 12 PM Monday 2/8 – Posted to CANVAS before 11:59 PM on 2/5)**

• **Reading Quiz #2 due 2/8 (Posted to CANVAS by 11:59 PM on 2/5)**

Posted Fri: • **Lecture Quiz #2 (Due by 12 PM Monday 2/15 – Posted to CANVAS on 2/12)**

Week 4: (2/15 – 2/19)

Evaluating Information

For Mon/Wed: Chapter 4 – “How to Evaluate Information and Judge Credibility”

• **Review for Writing Assignment #1**

Due Mon: • **Due: Reading Quiz #3 due 2/15 (Posted to CANVAS on 2/12)**

Summary of What Will Be Posted/What’s Due for Week 4:

Due:

• **Lecture Quiz #2 (Due by 12 PM Monday 2/15 – Posted to CANVAS on 2/12)**

• **Reading Quiz #3 Due Monday 2/15 (Posted to CANVAS on 2/12)**

Posted Fri: • **Lecture Quiz #3 (Due by 12 PM Monday 2/22 – Posted to CANVAS on 2/19)**

Week 5: (2/22 – 2/26)

Claims, Issues and Arguments: what is an argument?

For Mon: Chapter 2 – “Claims, Issues and Arguments”

• **Due: Reading Quiz #4 Due 2/22 (Posted to CANVAS on 2/19)**

For Wed: Chapter 2 Continued – When It Comes to Arguments, What’s Important ... What’s Not?

Summary of What Will Be Posted/What's Due for Week 5:

Due:

- **Lecture Quiz #3 (Due by 12 PM Monday 2/22 – Posted to CANVAS on 2/19)**
- **Reading Quiz #4 Due 2/22 (Posted to CANVAS on 2/19)**

Posted Fri:

- **Lecture Quiz #4 (Due by 12 PM Monday 3/1 – Posted to CANVAS on 2/26)**
-

Week 6: (3/1 – 3/5)

Writing Logically

For Mon:

Chapter 6

- **Due: Reading Quiz #5 Due 3/1 (Posted to CANVAS on 2/26)**

• **Due: Writing Assignment #1 (March 1st – Before Class Begins – See Prompt for ALL details)**

For Wed:

Lecture on Chapter 3 - Vagueness and Ambiguity

- **Due: Reading Quiz #6 Due 3/3 (Posted to CANVAS on 3/1)**

Summary of What Will Be Posted/What's Due for Week 6:

Due Week 6:

- **Lecture Quiz #4 (Due by 12 PM Monday 3/1 – Posted to CANVAS on 2/26)**
- **Reading Quiz #5 (Due by 12 PM Monday 3/1 – Posted to CANVAS on 2/26)**
- **Writing Assignment #1 – Due in CANVAS before 12 PM on Monday 3/1**
- **Reading Quiz #6 (Due by 12 PM Monday 3/3 – Posted to CANVAS on 3/1)**

Posted Fri:

- **Lecture Quiz #5 (Due by 12 PM Monday 3/8 – Posted to CANVAS on 3/5)**
-

Week 7: (3/8 – 3/12)

Understanding That Bad Information Is All Around Us

For Mon/Wed:

Chapter 7 – “Defending Against Deception”

- **Due: Reading Quiz #7 Due 3/8 (Posted to CANVAS on 3/5)**

• **Midterm Exam Study Guide Provided 3/8**

For Wed:

Midterm Review (3/10) (Please review study guide)

Summary of What Will Be Posted/What's Due for Week 7:

Due:

- **Lecture Quiz #5 (Due by 12 PM Monday 3/8 – Posted to CANVAS on 3/5)**
- **Reading Quiz #7 Due 3/8 (Posted to CANVAS on 3/5)**

Posted Fri:

- **Lecture Quiz #6 (Due by 12 PM Monday 3/15 – Posted to CANVAS on 3/12)**
-

Week 8: (3/15 – 3/19)

Do We Know What We Know and Midterm Exam

For Mon: ***In-Class Assignment #4*** (Materials provided in-class) & *Last Chance Midterm Exam Review*

Due Wed: ***Midterm Exam 3/17 (See Study Guide for all Exam Details)***

- ***No lecture quiz posted for Week 8 (There is no lecture quiz due for Week 9)***

Summary of What's Due for Week 8:

- ***Lecture Quiz #6 (Due by 12 PM Monday 3/15 – Posted to CANVAS on 3/12)***
 - ***Midterm Exam – 3/17 → See Review Class Video and Prompt for Details***
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Week 9: (3/22 – 3/26) → SPRING BREAK: No Classes/Office Hours Held

Week 10: (3/29 – 4/2)

Fallacies: Informal

For Mon: *Chapter 8 – “Detecting Fallacies” – Formal vs. Informal & Discussion of Informal Fallacies*

- ***Due: Reading Quiz #8 Due 3/29 (Posted to CANVAS on 3/19)***

- ***Review Writing Assignment #2 (3/29)***

For Wed: No Class Held - Cesar Chavez Birthday Observed (Holiday, Campus Closed)

For Fri: *(Asynchronous) Continue Chapter 8: Detecting Informal Fallacies*

Summary of What Will Be Posted/What's Due for Week 10:

Due:

• **Reading Quiz #8 Due 3/29 (Posted to CANVAS on 3/19)**

**Posted Fri:
CANVAS**

• **Lecture Quiz #7 (Due by 12 PM Monday 4/5 – Posted to
on 4/2)**

Week 11: (4/5 – 4/9)

Fallacies: Formal & Consistency & Inconsistency & Deductive vs. Inductive Reasoning

For Mon: *Lecture on Formal Fallacies*

For Wed: *Chapter 9 “Consistency and Inconsistency”*

• **Due: Reading Quiz #9 Due 4/7 (Posted to CANVAS on 4/5) & Discussion of Two Key Argument Forms: Deductive & Inductive Reasoning (Please Review Chapter 2)**

Summary of What Will Be Posted/What’s Due for Week 11:

Due:

• **Lecture Quiz #7 (Due by 12 PM Monday 4/5 – Posted to CANVAS on 4/2)**

• **Reading Quiz #9 Due 4/7 (Posted to CANVAS on 4/5)**

Posted Fri:

• **Lecture Quiz #8 (Due by 12 PM Monday 4/12 Posted to CANVAS on 4/9)**

Week 12: (4/12 – 4/16)

Logical Forms and Evaluations

For Mon: *Chapter 11 – “Logical Form and Sentential Logic” Pgs. 330 – 351*

• **Due: Reading Quiz #10 Due 4/12 (Posted to CANVAS on 4/9)**

• **Due: Writing Assignment #2 (4/12)**

For Wed: *(Asynchronous) Chapter 11 – “Logical Form and Sentential Logic” Pgs. 351 – 363*

• **Due: Reading Quiz #11 Due 4/16 (Posted to CANVAS on 4/12)**

Summary of What Will Be Posted/What’s Due for Week 12:

Due:

• **Lecture Quiz #8 (Due by 12 PM Monday 4/12 Posted to CANVAS on 4/9)**

- **Reading Quiz #10 Due 4/12 (Posted to CANVAS on 4/9)**
- **Writing Assignment #2 (4/12) – See Prompt for Details on How to Hand In**
- **Reading Quiz #11 Due 4/14 (Posted to CANVAS on 4/12)**

Posted Fri: • **Lecture Quiz #9 (Due by 12 PM Monday 4/19 - Posted to CANVAS on 4/16)**

Week 13: (4/19 – 4/23)

Sentential Reasoning and Truth Tables & Aristotle’s Categorical Logic: The First Logician

For Mon: Sentential Logic Continued – **In-Class Exercises:** Truth Tables

For Wed: Sentential Logic Continued – **In-Class Exercises:** Truth Tables (long version) & Sentential Logic Continued – **In-Class Exercises:** Truth Tables (Short Version)

Summary of What Will Be Posted/What’s Due for Week 13:

Due:

- **Lecture Quiz #9 (Due by 12 PM Monday 4/19 - Posted to CANVAS on 4/16)**

Posted Fri: • **Lecture Quiz #10 (Due by 12 PM Monday 4/26 - Posted to CANVAS on 4/23)**

Week 14: (4/26 – 4/27)

How to Evaluate Using Venn Diagrams

For Mon: Chapter 12 – “Aristotelian Logic and Venn Euler Diagrams”; Aristotle’s Square of Opposition; Reading on Venn Diagrams Posted on CANVAS

- **Due: Reading Quiz #12 & #13 Due 4/26 (Posted to CANVAS on 4/23 – Based on Reading Posted to CANVAS entitled: “Venn Diagrams”)**

For Wed: • **Review of Writing Assignment #3 4/26**
In-Class Assignment #5: Applying Evaluation Skills

Summary of What Will Be Posted/What’s Due for Week 14:

Due:

- **Lecture Quiz #10 (Due by 12 PM Monday 4/26 - Posted to CANVAS on 4/23)**

• Reading Quiz #12 & #13 Due 4/26 (Posted to CANVAS on 4/23 – Based on Reading Posted to CANVAS entitled: “Venn Diagrams”)

Posted Fri: • Lecture Quiz #11 (Due by 12 PM Monday 5/3 – Posted to CANVAS on 4/27)

Week 15: (5/3 – 5/7)

Venn/Euler Diagrams Continued – Diagraming Arguments Workshop

For Mon: *Identifying Categorical Arguments in Longer Essays & Poly-syllogisms*

• Due: Reading Quiz #14 Due 5/3 (Quiz Will Be Taken IN-CLASS on Monday, May 3rd)

For Wed: *In Class Work: Venn Diagram Practice (if needed) and introduction to Inductive Reasoning*

Summary of What Will Be Posted/What’s Due for Week 15:

Due:

• Lecture Quiz #11 (Due by 12 PM Monday 5/3 - Posted to CANVAS on 4/27)

• Reading Quiz #14 Due 5/3 (Quiz Will Be Taken IN-CLASS on Monday, May 3rd)

Posted Fri: • Lecture Quiz #12 (Due by 12 PM Monday 5/10 Posted to CANVAS on 5/7)

Week 16: (5/10 - 5/14) – Final Week of Instruction

Inductive Reasoning

For Mon: *Chapter 13 – “Inductive Reasoning” Pgs. 404 – 422*

• Due: Reading Quiz #15 Due 5/10 (Posted to CANVAS on 5/7)

• Due: Writing Assignment #3 (Monday, 5/10)

For Wed *Chapter 13 – “Inductive Reasoning” Pgs. 422- 441 & Chapter 14 – “Reasoning about Causes and Their Effects”*

• Due Wed: Reading Quiz #16 Due 5/12 (Posted to CANVAS on 5/10)

• Provided on Wednesday: Study Guide for Final Examination (5/12)

Review for the final exam will be asynchronous. See study guide FOR ALL DETAILS.

Summary of What Will Be Posted/What’s Due for Week 16:

Due:

- **Lecture Quiz #12 (Due by 12 PM Monday 5/10 Posted to CANVAS on 5/7)**
- **Reading Quiz #15 Due 5/10 (Posted to CANVAS on 5/7)**
- **Writing Assignment #3 (Monday, 5/10) – See Prompt for Instructions**
- **Due Wed: Reading Quiz #16 Due 5/12 (Posted to CANVAS on 5/10)**

Posted Fri:

- **Lecture Quiz #13 (Due by 12 PM Monday 5/17 – Posted to CANVAS on 5/14)**
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Week 17: (5/17 – 5/21) **Finals Week**

Final Examination: Wed., May 19 10:15am - 12:15pm

Summary of What's Due for Week 17:

- 1) **Lecture Quiz #13 (Due by 12 PM Monday 5/17 – Posted to CANVAS on 5/14)**
 - 2) **Final Examination: See Prompt for Details**
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Welcome to Philosophy 4!

