

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 Galilee (1564 – 1642)

## Philosophy 004 – Critical Thinking

Section 05

Spring 2014 (January 25<sup>th</sup> – May 13<sup>th</sup>)

M/W 12:00 PM – 1:15 PM

Room: Library 126

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

Instructor: J. P. Carboni

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Office Hours: Monday: 11:00 AM – 11:50 AM

Wednesday: 11:00 AM – 11:50 AM

Friday: 9:20 AM – 9:30 AM

Room: Mendocino Hall 3032

## 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:

The textbook for this class can be found at the following link:

<http://www.csus.edu/indiv/d/dowdenb/#logicalreasoning>

It may also be linked through Prof. Dowden's personal webpage at <http://www.csus.edu/indiv/d/dowdenb/index.htm>)

### **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.
  - a. Skill in evaluating the validity, strength and relevance of arguments.
  - b. A sense of logical structure of both inductive and deductive forms.
  - c. Awareness of uses and abuses of argument language, including connotation, ambiguity and definition.
  - d. Skill in handling a variety of arguments in variety of contexts.

- e. 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
- Student Learning Objectives for Area A3 courses can be viewed at:  
<http://www.csus.edu/acaf/Portfolios/GE/geareaA3.stm>

These learning objectives will be met through a variety of practical assessments including quizzes, 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/UMA00150.htm>

**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 are not only expected but required for this class.

**Attendance/Participation:** Students are expected to attend each class session. This class will involve many in-class discussions and in-class group work. Students are expected to have completed the readings and participate in all in-class discussions.

**Cell Phones and Computers:** Please set your phone to vibrate before class. Cell phones are not to be used in class for any reason. If you must take a call (which I discourage unless an emergency) please step outside before you answer. No texting or Internet use will be allowed in class (unless directed by me).

**Email Correspondence:** Monday through Friday I check my Sac State and Gmail accounts a minimum of two times each day. If I do not respond to an email that you have sent within one 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:  
<http://www.csus.edu/phil/Guidance/How%20to%20correspond%20with%20your%20professor.html>

### 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: <http://www.csus.edu/sswd/ApplicationProcess-Forms.html>. Please discuss your accommodation needs with me after class or during my office hours *before* the end of the third week of the semester.

**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: <http://www.calstate.edu/eo/EO-1083.html>

## Evaluation/Homework Assignments

**Quizzes:** Every Wednesday there will be a *group* quiz where students will be able to demonstrate an understanding of the material discussed that week. The first quiz will be held on Wednesday, January, 27<sup>th</sup> (please see the reading and assignment schedule at the conclusion of this syllabus for a complete quiz schedule). You will be evaluated as a group, and each quiz will be worth a total of 15 points. The lowest score on one quiz will be dropped at the conclusion of the semester. Students will be assigned by random selection to a group (on the first day of class) and will remain with that same group throughout the semester. There will be a total of *225 possible quiz points* at the conclusion of the term (210 after dropped quiz). There will be no make-up quizzes if you miss a quiz. You will need to purchase a pack of 815-e scantrons in order to take the group quizzes.

**In-Class Group Assignments:** There will also be a number of randomly assigned, short in-class group assignments throughout the term. These assignments will be worth a total of 5 – 10 points each. At the end of the term, a total of 50 points will be possible.

**Essays:** There will be two short essay assignments in this class. For each assignment, you will be provided with a short argument in essay form which you will then be required to break down, explain and evaluate using the methods of evaluation that we discuss in class. You will be provided with complete assignment details and a grading rubric two weeks prior to the due date for each essay. Essays must be handed in at the beginning of class on the day that they are due. Late essays will be docked 7 points for every class session that they are late. If your essay is late, you must arrange a method to hand in the essay with me after the class that the essays are due. No emailed essays will be accepted.

Essay #1:     **Assigned Monday, Feb 17<sup>th</sup>     Due Wednesday, March 2**  
Essay #2     **Assigned Monday, April 18<sup>th</sup>    Due: Monday, May 2<sup>nd</sup>**

Students are expected to adhere to the guidelines posted in “How to Analyze a Philosophical Essay” that is located on the Sacramento State Department of Philosophy webpage. Below is the link to this page:

<http://www.csus.edu/phil/Guidance/How%20to%20Write%20an%20Analysis.htm>

**Examinations:** There will be two in-class examinations in this class (a midterm and a final exam). There will be a comprehensive review held on the Wednesday before 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, not feeling like it, etc. A doctor’s note (or something similar) will be required to schedule a make-up exam.

Midterm Exam: **Wednesday, March 16<sup>th</sup> (Week 8)**

Final Exam: **TBA**

All exams and essays will be graded based upon a 100 pt scale where 1pt = 1% of the total.

**A** Outstanding (96 – 100 pts)  
**B+** Above Satisfactory (86 – 89 pts)  
**B-** Below Satisfactory (80 – 82 pts)  
**C** Average (73 – 75 pts)  
**D** Poor (60 – 69 pts)

**A-** Very Good (90 – 95 pts)  
**B** Satisfactory (83 - 86 pts)  
**C+** Above Average (76-79 pts)  
**C-** Below Average (70 – 72 pts)  
**F** Unacceptable (59 and lower pts)

### Total Point Breakdown:

**Quizzes: 210 possible pts - after dropped quiz**

**Essay #1: 100 possible pts**

**Essay #2: 100 possible pts**

**Examinations: 200 possible pts**

**In Class Group Work: 50 possible points**

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Total Points Possible 660

**Final Grade Breakdown:** **A** 660 – 631 pts; **A-** 630 – 591 pts; **B+** 590 – 565 pts; **B** 564 – 545 pts; **B-** 543 - 525 pts; **C+** 523 – 499 pts; **C** 498 - 479 pts; **C-** 478 – 459 pts; **D** 458 – 393 pts; **F** 392 or lower points

### Reading/Assignment Schedule

- Week 1: January 25<sup>th</sup> – 29<sup>th</sup>  
Class Introduction – What Is Philosophy, What Is Critical Thinking and Why We Are Not Entitled to Our Opinions?  
*Reading: For Mon: Class Overview*  
*For Wed: Chapter 1 – “How to Reason Logically” & **Group Quiz #1***
- Week 2: February 1<sup>st</sup> – 5<sup>th</sup>  
How To Reason Logically  
*Reading: For Mon: Chapter 1 Cont. – “How to Reason Logically”*  
*For Wed: **Group Quiz #2**, In-Class Group Work & Discussion*
- Week 3: February 8<sup>th</sup> – 12<sup>th</sup>  
Effective Communication  
*Readings: For Mon/Wed: Chapter 5 – “Obstacles to Better Communication”*  
*For Wed: **Group Quiz #3**, In-Class Group Work & Discussion*
- Week 4: February 15<sup>th</sup> – 19<sup>th</sup>  
Evaluating Information  
*Reading: For Mon/Wed: Chapter 4 – “How to Evaluate Information and Judge Credibility”*  
**Monday: Review for Essay #1**  
*For Wed: **Group Quiz #4** & Group Work*

- Week 5: February 22<sup>nd</sup> – 26<sup>th</sup>  
 Claims, Issues and Arguments: what is an argument?  
*Reading: For Mon/Wed: Chapter 2 – “Claims, Issues and Arguments”*  
*For Wed: **Group Quiz #5** and Chap 2 Cont.*
- Week 6: February 29<sup>th</sup> – March 4<sup>th</sup>  
 Writing Logically  
*Readings: For Mon: Finish Chapter 2 and Start Chapter 3 (Time Permitting)*  
*For Wed: Chapter 6 (Materials Posted on Blackboard) & **Group Quiz #6***  
**Essay #1 Due: Wednesday, March 2<sup>nd</sup>**
- Week 7: March 7<sup>th</sup> – 11<sup>th</sup>  
 Understanding That Bad Information Is All Around Us  
*Reading: For Mon: Chapter 3 Finish*  
*For Wed: Chapter 7 – “Defending Against Deception” and **Group Quiz #7** and **Review for Midterm Examination***
- Week 8: March 14<sup>th</sup> – 18<sup>th</sup>  
*For Monday: Midterm Exam (**Monday, March 16<sup>th</sup>**)*  
*For Wed: Group Exercises (How Consistent Are Our Beliefs & TBA - materials provided in-class) & **Group Quiz #8** (Materials TBA)*
- Week 9: Spring Break Holiday (March 21<sup>st</sup> – March 27<sup>th</sup>)
- Week 10: March 28<sup>th</sup> – April 1<sup>st</sup>  
 Fallacies and Being Consistent  
*Readings: For Mon: Chapter 8 – “Detecting Fallacies”*  
*For Wed: Chapter 8 Cont. & Chapter 9 – “Consistency and Inconsistency” & **Group Quiz #9***  
*Holiday: Cesar Chavez Day, Thursday, March 31<sup>st</sup> – Does not effect course dates*
- Week 11: April 4<sup>th</sup> – April 8<sup>th</sup>  
 Deductive Reasoning  
*Reading: For Mon: Finish Chapter 8 and Formal Fallacies*  
*Chapter 10 – “Deductive Reasoning” (review Deduction vs. Induction)*  
*For Wed: Deduction Continued & **Group Quiz #10** & Group Practice*
- Week 12: April 11<sup>th</sup> – April 15<sup>th</sup>  
 Logical Forms and Evaluations  
*Readings: For Monday: Chapter 11 – “Logical Form and Sentential Logic” Pgs 330 – 351*  
*For Wed: Chapter 11 – “Logical Form and Sentential Logic” Pgs 351 – 363, **Group Quiz #11** and Truth Table Group Exercise*
- Week 13: April 18<sup>th</sup> – April 22<sup>nd</sup>  
 The Birth of Logic in Aristotle and How to Evaluate Using Venn Diagrams

*Readings: For Mon: Chapter 12 – “Aristotelian Logic and Venn-Euler Diagrams” Pgs. 374 – 380 and **Review of Essay #2***  
*For Wed: Chapter 12 – “Aristotelian Logic and Venn-Euler Diagrams” Continued Pgs 380 – 393 & **Group Quiz #12***

Week 14: April 25<sup>th</sup> – 29<sup>th</sup>  
Venn/Euler Diagrams Continued – Learning to Diagram Arguments  
*Assignments:*  
*For Mon/Wed: In-Class/Group Work on Categorical Arguments and Venn Diagrams*  
*For Wed: Venn Diagrams Practice & **Group Quiz #13***

Week 15: May 2<sup>nd</sup> – 6<sup>th</sup>  
Inductive Reasoning  
*Reading: For Mon: Chapter 13 – “Inductive Reasoning” Pgs. 404 – 422*  
***Due: Essay # 2 (Monday, May 2<sup>nd</sup>)***  
*For Wed: Chapter 13 – “Inductive Reasoning” Pgs. 422- 441 & **Group Quiz #14***

Week 16: May 9<sup>th</sup> – May 13<sup>th</sup>  
Every Effect Must Have a Cause  
*Reading: For Mon: Chapter 14 – “Reasoning about Causes and Their Effects”*  
*For Wed: Review for Final Examination & Group Practice Exercises & **Group Quiz #15***

Week 17: May 16<sup>th</sup> – May 20<sup>th</sup>: Final Examination (TBA)

**Welcome to Philosophy 004!**