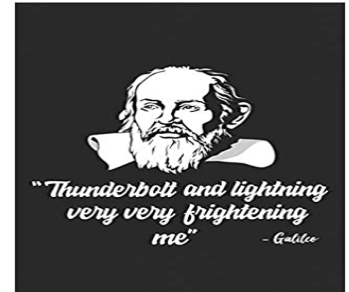


I do not feel obligated to believe that the same God who endowed us with sense, reason, and intellect had intended for us to forgo their use...

- **Galileo Galilei (1564 – 1642)**



• **Philosophy 004 – Critical Thinking**

Section 01 (#80910)

Fall 2023

M/W/F 9:00 AM – 9:50 AM

Room: Mendocino Hall 3013

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

Instructor: J. P. Carboni

E-mail: Joshua.carboni@csus.edu

Mailbox: **Mendocino Hall 3000**

Office Hours: Online

• **Tuesday 10:00 AM – 11:00 AM: Online: Please use Zoom link in CANVAS modules. Note: If and “when” you attend office hours, you must have your camera turned on.**

- 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 only 1 office hour session 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 waiting – so stop in if you have any questions!)

In-Person:

• **Wednesday 1:20 PM – 2:20 PM**

• **Friday 11:00 AM – 12:00 PM in 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.”

My Description of the Course:

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.

Disney logic:



• 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>

You will also need the following for this course

- 1) **Access to Canvas in class to complete all Lecture Quizzes & Reading Quizzes**
- 2) **Access to Lockdown Browser to complete all Lecture Quizzes & Reading Quizzes**

Link through CANVAS/Modules/Course Info

• Required Tech:

- Access to CANVAS is required for this course.
- Access to Lockdown Browser is required for this course.
- Access to Zoom (including a camera enabled device) is required for this course in order to attend my online office hours

• 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:

<https://www.csus.edu/umannual/student/stu-100.htm>

Please Take Note: Plagiarism at Sacramento State includes but is not limited to:

1. The act of incorporating into one's own work the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work without giving appropriate credit thereby representing the product as entirely one's own. Examples include not only word-for-word copying, but also the "mosaic" (i.e., interspersing a few of one's own words while, in essence, copying another's work), the paraphrase (i.e., rewriting another's work while still using the other's fundamental idea or theory); fabrication (i.e., inventing or counterfeiting sources), ghost-writing (i.e., submitting another's work as one's own) and failure to include quotation marks on material that is otherwise acknowledged; and
2. Representing as one's own another's artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures, or similar works.

Please Note: In general, the Philosophy Department does not recommend that you cite or quote any AI source in assignments, even if you were to give appropriate credit and citation.

In addition to using *TurnItIn*, this course may use rapidly evolving technology to help detect when student writing has been assisted by AI technology (like Chat GPT). Improper use of AI technology can be grounds for a charge of plagiarism or other academic misconduct, leading to academic penalties (like failing a course) and administrative penalties (like expulsion from the university), regardless of when the academic misconduct is discovered. It is likely that, in the arms race that is digital technology, what seems like today's detection-proof AI writing tool will be easy to detect by tomorrow, or next week, or next month.

Students should conduct themselves with respect for others and perform their work with intellectual integrity and honesty, which includes completing their *own* work and giving proper attribution to sources. Each instance of academic dishonesty (e.g., plagiarism, cheating on a quiz, *passing off another's work as one's own, an unauthorized use of technology*, etc.) will

result in a grade of 0 (not just a failing grade) for that assignment and referral to the Office of Student Conduct for disciplinary procedures consistent with the Academic Honesty Policy articulated in the University Policy Manual (<https://www.csus.edu/umannual/student/stu-100.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 there are/may be online components to this course, proper Netiquette is expected. Lastly, 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 in detail) are not only expected but required for this class.

Attendance/Participation: This class will involve in-person instruction; however, please note, there *may be* occasional asynchronous instruction as well if needed. Students are expected to attend each synchronous class session and, if needed, to complete any asynchronous material as requested. 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.

Students will be allowed no more than 3 *unexcused* absences during the term. Each additional unexcused absence over and above 3 will result in a grade penalty at the end of the term. The penalty will be as follows: ½ grade penalty for each unexcused absence over and above the 3 allowed absences. If you know that you will miss class and have a valid reason (note that a doctor’s note, jury duty summons, formal documentation will be required) be sure to contact me before the class that you will miss.

Note: “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.”

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 general internet use will be allowed in class. **Computers are allowed to be used in class; however, (1) Be prepared to have one of your fellow classmates state what you are using your computer for if asked by me and (2) NO digital devices will be allowed to be used during exams or quizzes.**

Email Correspondence: Monday through Friday I check my Sac State accounts a minimum of one time each day (usually 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 *not formatted* according to the above link will be answered last each day & may or may not be answered promptly. Every email that you send MUST begin with your name AND the class that you are enrolled in.

Also note: Email correspondence should be used for short questions/general issues and not for more complicated questions and or issues. If your question/issue requires a longer answer, you should speak to me during my office hours instead of sending an email.

• **Disability Accommodations:** Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class, please immediately contact Services for Students with Disabilities (SSWD Lassen Hall 1008, 916-278-6955) to discuss eligibility. A current accommodation letter from SSWD is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. In addition, feel free to discuss your specific needs with me if you wish. Further information about the SSWD office can be found at the following link: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>

• **Special Note:** The University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator. Students who do not wish to report their experience to me or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services at the following: <https://www.csus.edu/student-life/health-counseling/>

In addition, 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/10927154/latest/>

Basic Needs Support: Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer led health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost.

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/>

Please Also Note:

Student Health & Counseling Services

- Due to the current and ongoing events faced by many at this time, 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
 - o Here is a link to the Student Health Services Department:
<https://www.csus.edu/student-life/health-counseling/>

Other University Support/Services and Important University Policies:

- **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/multi-cultural-center/>
- **Peer and Academic Resource Center:** <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- **University Drop Policy:** <https://www.csus.edu/academic-affairs/internal/internal/documents/drop-and-withdrawal-policy.pdf>
- **University Grading Policy:** <https://www.csus.edu/umannual/acad/umg05150.htm>

• 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.**

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

- (1) Reading Quizzes: 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 by 11:59 PM on the date stated in the weekly breakdown and will be available until that scheduled class begins. **No make-ups will be given for missing a quiz – so do not ask!** It is your responsibility to know and follow the schedule. It can be confusing at first, so if you have any questions, **do not hesitate to ask.** 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. **All quizzes must be taken using Lockdown Browser. For more information about Lockdown Browser please see the information link in CANVAS/Modules.**

(2) **Lecture Quizzes:** As listed in the weekly course breakdown below, there will be a number of Lecture Quizzes in this class. The date and content of each exam is listed in the weekly breakdown. **Quizzes will be posted to Canvas on Friday by 11:59 PM each week (when assigned). Unless otherwise stated in the weekly breakdown, all Lecture Quizzes must be completed in CANVAS and must be completed prior to class each Monday (when assigned).** You will have a maximum of 20 minutes to complete each quiz.

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).**
- 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, 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***

Project Assignments:

There will be three short projects 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 projects will be accepted (without extreme circumstances).** **Late projects will be docked 5 points for every day that they are late (excluding Saturday and Sunday).** If your project is late, you must arrange a method to hand in the essay with me after class.

Project #1 Prompt: **Wednesday, 9/20**

Due: **Wednesday, 10/4**

Project # 2 Prompt: **Monday, 10/23**

Due: **Wednesday, 11/8**

Project #3 Prompt: **Monday, 11/20**

Due: **Wednesday, 12/6**

Please see the standards of conduct section above for more information regarding what I expect/require for all projects. Feel free to speak to me if you have any questions regarding these expectations or assignments. I will be submitting all completed assignments through one if not more additional checks to verify authenticity.

These assignments are NOT research essays – BUT for reference, the following Basic Essay Guidelines as provided by the department of philosophy can be useful:

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. 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. Here is a link to the Department Grading Guidelines: <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 no less than one week before the 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 (two parts – 50 min for each part): **Part I 3/13 & Part II 3/15**
- Final Exam: **Wednesday, December 13th (8:00 AM – 10:00 AM)**
 - **Schedule all outside activities/vacations accordingly. You MUST be IN-CLASS for the final exam on December 13th**

Note: You will require an 882-E Scantron for the exams (two scantrons total for the semester)

Extra Credit: There will be one extra credit assignment offered in the Fall 2023 term. This assignment, which will be announced/explained during Week 2 - detailed instructions will be provided for this assignment.

• Grading Scale:

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

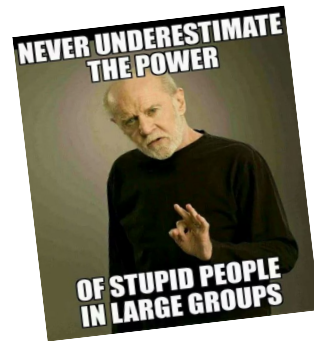
A Outstanding (75 - 80 pts)	A- Very Good (72 - 74 pts)
B+ Above Satisfactory (68.5 - 71 pts)	B Satisfactory (67 - 68 pts)
B- Below Satisfactory (64 - 67 pts)	C+ Above Average (61 - 63 pts)
C Average (58 - 60 pts)	C- Below Average (56 - 57 pts)
D+ Poor High (53 - 55.5 pts)	D Poor Low (48 - 52 pts)
F Unacceptable (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 (x12 = 120 pts)
- Essay #1: 50 possible pts
- Essay #2: 70 possible pts
- Essay #3: 100 Possible pts
- Midterm Examination: 100 possible pts
- Final Examination: 100 possible pts
- In Class Work/Homework: 50 possible points



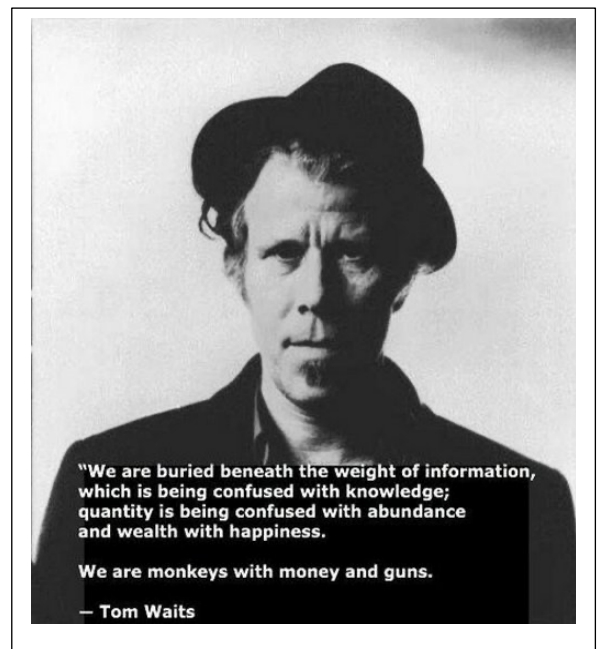
Total Points Possible 730 (After Dropped Quiz - Find Your Final Percentage By Dividing Your Total Points in Canvas by 730)

Final Grade Note: Grades will be based off a standard course percentage breakdown (100 – 90% “A” Range; 89 – 80% “B” Range; 79 – 70 “C” Range; 69 – 60% “D” Range; 59 and lower “F”).

Reading/Assignment Schedule

- Notes:
- (1) All Reading Quizzes will be posted to CANVAS and must be completed before class begins on the given date**
 - (2) All Lecture Quizzes will be posted to CANVAS and must be completed before class begins on Monday (unless otherwise stated)**

Weekly Breakdown Below:



Week 1: (8/28 – 9/1)

Class Introduction – What Is Philosophy, What Is Critical Thinking, and Why We Are Not Entitled to Our Opinions?

For Mon: Class Overview, **In-Class Assignment #1**

For Wed: (1) **In Class Assignment #2: Are We Entitled to Our Opinions?**

Complete Before Class Begins

- Reading & Short Video titled Opinions #1 and Opinions #2
Posted to CANVAS under Additional Readings)

For Fri: Finish Lecture from Wednesday

Posted Friday 9/1: Reading Quiz #1 (Due 10 minutes before class on Wednesday, 9/6)

Week 2: (9/4 – 9/8)

How to Reason Logically

For Mon: Labor Day – No Classes Held

For Wed: Chapter 1 - “How to Reason Logically”
Due before class begins: Reading Quiz #1

For Fri: Chapter 1 Continued

Posted Friday 9/8:

1) Posted Fri 9/8: Reading Quiz #2 (Due Monday 9/11)

2) Posted Fri 9/8: Lecture Quiz #1 (Due Monday 9/11)

Week 3: (9/11 – 9/15)

Effective Communication

For Mon: Logical Possibility vs. Logical Impossibility (What We Should Believe About Time Travel, Psychokinesis & Ancient Aliens)

In-Class Assignment #3

Complete Before Class Begins

▪ **Video Posted to CANVAS under Additional Readings: “Logical Impossibility”**

▪ **Due & Lecture Quiz #1**

For Wed: Chapter 5 – “Obstacles to Better Communication”
Due: Reading Quiz #2

For Fri: Finish Chapter 5 & **In-Class Assignment #4**

Posted Fri 9/15:

- 1) **Reading Quiz #3 (Due Monday 9/18)**
 - 2) **Lecture Quiz #2 (Due Monday 9/18)**
 - 3) **Reading Quiz #4 (Due Friday 9/22)**
-

Week 4: (9/18 – 9/22)

Evaluating Information

For Mon Chapter 4 – “How to Evaluate Information and Judge Credibility”
- **Due: Reading Quiz #3 & Lecture Quiz #2**

For Wed Finish Chapter 4 and
- **Review for Project #1**

For Fri: Chapter 2 – “Claims, Issues and Arguments”
- **Due: Reading Quiz #4**

Posted Fri 9/22:

- 1) **Lecture Quiz #3 (Due Monday, 9/25)**
-

Week 5: (9/25 - 9/29)

Claims, Issues and Arguments: what is an argument?

For Mon: Chapter 2 Continued – When It Comes to Arguments, What’s Important ... What’s Not? (No New Reading Due)
- **Due Lecture Quiz #3**

For Wed: Logical Consistency: **In-Class Assignment #5: How Consistent Are Our Beliefs?**
Complete Before Class Begins
▪ Video Posted to CANVAS Additional Readings: “Logical Consistency”

For Fri: **In-Class Assignment #6**

Posted Fri 9/29

- 1) **Reading Quiz #5 (Due Monday 10/2)**
 - 2) **Lecture Quiz #4 (Due Monday, 10/2)**
 - 3) **Reading Quiz #6 (Due Wednesday 10/4)**
-

Week 6: (10/2 - 10/6)

Writing Logically

- For Mon: Chapter 6
Due Monday: Reading Quiz #5 & Lecture Quiz #4
- For Wed: Lecture on Chapter 3 - Vagueness and Ambiguity
Due Wednesday: Reading Quiz #6 & Project #1 (10/4)
- For Fri: Continue Chapter 3 Lecture (No New Reading)

Posted Fri 10/6:

- 1) Reading Quiz #7 (Due Monday 10/9)
 - 2) Lecture Quiz #5 (Due Monday 10/9)
 - 3) Midterm Exam Study Guide (Review on 10/11)
-

Week 7: (10/9 - 10/13)

Understanding That Bad Information Is All Around Us

- For Mon: Chapter 7 – “Defending Against Deception”
- Due Monday: Reading Quiz #7 & Lecture Quiz #5
- For Wed: Finish Chapter 7
- For Fri: Asynchronous Online Midterm Exam Review (Please review study guide for all details)

Posted Fri 10/13:

- 1) Lecture Quiz #6 (Due before 11:59 PM on Monday 10/16 – Note this is also the midterm exam day)
-

Week 8: (10/16 - 10/20)

Do We Know What We Know and Midterm Exam

- For Mon: **Midterm Exam Part I (See Study Guide for all details – Note: You will need an 882E scantron in order to take the exam)**
- Due: Lecture Quiz #6 (Before 11:59 PM)
- For Wed: **Midterm Exam Part II (See Study Guide for all details – No New Scantron Needed)**
- For Fri: Midterm Exam Extra Credit Assignment – **Must be in class to qualify for the extra credit assignment**

Posted Fri 10/20:

1) Reading Quiz #8 (Due Monday 10/23)

Week 9: (10/23 - 10/27)

Fallacies: Informal

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

Due Monday: Reading Quiz #8

Review Project #2 (10/23)

For Wed: Continue Chapter 8: *Detecting Informal Fallacies (No New Reading)*

For Fri: Continue Informal Fallacies and Begin Formal Fallacies (No New Reading)

Posted Fri 10/27:

1) Lecture Quiz #7 (Due Monday 10/30)

2) Reading Quiz #9 (Due Wednesday 11/1)

Week 10: (10/30 – 11/3)

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

For Mon: Finish Lecture on Formal Fallacies
- Lecture Quiz #7

For Wed: Chapter 9 “Consistency and Inconsistency”
- Due Wednesday: Reading Quiz #9 (based on Chapter 9 only)

For Fri: Discussion of Two Key Argument Forms: Deductive & Inductive Reasoning (Review Chapter 2 Before Class)

Posted Fri 11/3:

1) Lecture Quiz #8 (Due Monday 11/6)

2) Reading Quiz #10 (Due Wednesday 11/8)

3) Reading Quiz #11 (Due Wednesday 11/8)

Week 11: (11/6 – 11/10)

Logical Forms and Evaluations

For Mon: Chapter 11 – “Logical Form and Sentential Logic” Pgs. 330 – 351
- **Due Monday: Lecture Quiz #8**

For Wed: Chapter 11 – “Logical Form and Sentential Logic” Pgs. 351 – 363
- **Due Wednesday before class beings (4/12) Project #2**
- **Due Wednesday: Reading Quiz #10 & Reading Quiz #11**

For Fri: No Classes Held – Veteran’s Day

Posted Fri 11/10:

1) Lecture Quiz #9 (Due before class begins 11/13)

Week 12: (11/13 – 11/17)

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

For Mon: Sentential Logic Continued
– **In-Class Exercises/Homework:** Truth Tables (long version)
Due: Lecture Quiz #9 (Due before class begins 11/13)

For Wed: Sentential Logic Continued – **In-Class Exercises/Homework:** Truth Tables (long version and short version)

For Fri: Truth Tables Continued (In-Class Work/Practice)

Posted Fri 11/17:

1) Reading Quiz #12 and #13 (Due Monday 11/20)

2) Lecture Quiz #10 (Due Monday 11/20)

Week 13: (11/20 – 11/24)

How to Evaluate Using Venn Diagrams

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

- **Due Monday: Reading Quiz #12 & #13 (Reading Quiz based on Reading Posted to CANVAS entitled: “Venn Diagrams”)**

- **Due Lecture Quiz #10**

For Wed: **In-Class Assignment: Applying Evaluation Skills**
- **Review of Project #3 11/24**

For Fri: **No Classes Held (Thanksgiving Holiday – Class resumes Monday)**

Posted Fri 11/24:

- 1) **Reading Quiz #14 (Due Monday 11/27)**
 - 2) **Lecture Quiz #11 (Due Monday 11/27)**
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Week 14: (11/27 – 12/1)

Venn Diagrams Continued – Diagramming Arguments

For Mon: *Identifying Categorical Arguments in Longer Essays & Polysyllogisms*
- **Due Monday: Reading Quiz #14**

For Wed: **Homework Assigned:** Venn Diagram Practice (**if needed**) and review of Deductive Vs. Inductive Reasoning

For Fri: Inductive Reasoning Continued (Please start to read Chapter 13, 402 – 422)

Posted Fri 12/1:

- 1) **Reading Quiz #15 and #16 (Due Wednesday 12/4)**
 - 2) **Due on Wednesday 12/6 (Project #3)**
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Week 15: (12/4 – 12/8)

Inductive Reasoning

For Mon: *Chapter 13 – “Inductive Reasoning” Pgs. 404 – 422*
▪ **Provided on Monday: Study Guide for Final Examination**

For Wed *Chapter 13 – “Inductive Reasoning” Pgs. 422- 441 & Chapter 14 – “Reasoning about Causes and Their Effects”*
- **Due Wednesday: Project #3**
- **Due Wednesday: Reading Quiz #15 & #16**

For Fri: Finish Chapter 13 and Final Exam Review
▪ **Due Lecture Quiz #12**

Week 16: 12/11 – 12/15

Final's Week

**Final Exam Date: Wednesday, December 13th
(8:00 AM – 10:00 AM)**

- **Schedule all vacations accordingly. You MUST be IN-CLASS on December 13th**

Final Grades Due by 11:59 PM on January 2nd

Welcome to Philosophy 4!