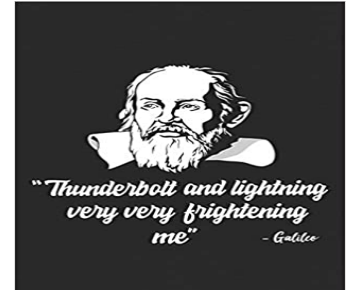


I do not feel obligated to believe that the same God who endowed us with sense, reason, and intellect had intended for us to forgo their use...

- Galileo Galilei (1564 – 1642)



## • Philosophy 004 – Critical Thinking

**Section 05**

**Spring 2023**

**M/W 1:30 PM – 2:45 PM**

**Room: Mendocino Hall 3013**

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

**Instructor: J. P. Carboni**

E-mail: [Joshua.carboni@csus.edu](mailto:Joshua.carboni@csus.edu)

Mailbox: **Mendocino Hall 3000**

- Office Hours:**
- **Thursday 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!)
  - **Friday 10:15 – 11:15 AM 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.”

Disney logic:



## **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.

• **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:**

[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. Instructions will be covered in class on 1/25.
- Access to Zoom (including a camera enabled device) is required for this course

• **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.

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 (like this) 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 online components to this 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 in-person instruction; however, there will 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.

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 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 *not formatted* according to the above link will be answered last each day & may or may not be answered promptly. All emails 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](mailto: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 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
  - o Here is a link to the Student Health Services Department: <https://www.csus.edu/student-life/health-counseling/>



- 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.

### 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](https://www.csus.edu/academic-affairs/internal/internal_documents/drop-and-withdrawal-policy.pdf)
- **University Grading Policy:** <https://www.csus.edu/umannual/acad/umgo5150.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.

***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 *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. All lecture quizzes will be taken in-class on Wednesdays (when given) and will require you to bring an 815-E scantron to class. You will have a maximum of 15 - 20 minutes to complete each quiz. **NOTE: If you do not have an 815-E scantron, you will NOT be allowed to complete the quiz.** I recommend that you purchase a pack of these quizzes from the university bookstore ASAP. All lecture quizzes will be open notes, but you will not be allowed to access any digital device during the 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).** *Please Note (again): Late or make-up 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, 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. *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.*

Project #1 Prompt: **Monday, 2/13**

Due: **Monday, 2/27**

Project # 2 Prompt: **Monday, 3/27**

Due: **Wednesday, 4/12**

Project #3 Prompt: **Monday, 4/27**

Due: **Wednesday, 5/10**

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. 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 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): **Part I 3/13 & Part II 3/15**

Final Exam: **Final Exam Date: Monday, May 15<sup>th</sup> (12:45 PM – 2:45 PM)**

- **Schedule all outside activities/vacations accordingly. You MUST be IN-CLASS on May 15<sup>th</sup>**

**Note: You will require an 889-E Scantron for the exams (two total for the semester)**

**Extra Credit:** There will be one extra credit assignment offered in the Fall 2022 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)  
**B+** Above Satisfactory (68.5 - 71 pts)  
**B-** Below Satisfactory (64 - 67 pts)  
**C** Average (58 - 60 pts)  
**D+** Poor High (53 - 55.5 pts)  
**F** Unacceptable (47 and lower pts)

**A-** Very Good (72 - 74 pts)  
**B** Satisfactory (67 - 68 pts)  
**C+** Above Average (61 - 63 pts)  
**C-** Below Average (56 - 57 pts)  
**D** Poor Low (48 - 52 pts)

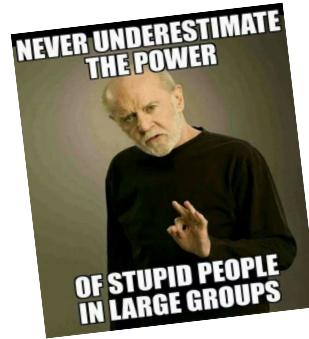
All Examinations will be graded based on a **100-Point scale** according to the following breakdown:

**A** Outstanding (100 - 95 pts)  
**B+** Above Satisfactory (89 - 86 pts)  
**B-** Below Satisfactory (82 - 80 pts)  
**C** Average (75 - 73 pts)  
**D+** Poor High (69 - 66 pts)  
**F** Unacceptable (59 and lower pts)

**A-** Very Good (94 - 90 pts)  
**B** Satisfactory (83 - 85 pts)  
**C+** Above Average (79 - 76 pts)  
**C-** Below Average (72 - 70 pts)  
**D** Poor Low (65 - 60 pts)

• **Total Point Breakdown:**

**Reading Quizzes (x16 = 160 pts)**  
**Lecture Quizzes (x6 = 110 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**



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**Total Points Possible 740**

**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”).**

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**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 completed in class and will require you to bring a 815-E scantron to class (buy a pack from the bookstore – you will need 6 total)  
**(3) 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 = Full Credit**

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**Weekly Breakdown Below:**





Week 1: 1/22 – 1/28

*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***

For Wed: *(1) **In Class Assignment**: Are We Entitled to Our Opinions? (Reading & Short Video titled Opinions #1 and Opinions #2 Posted to CANVAS under Additional Readings)*  
*(2) In Class: Review of Lockdown Browser Requirements*

**Posted Fri 1/27: Reading Quiz #1 (Due 10 minutes before class on Monday 1/30)**

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Week 2: 1/29 – 2/4

*How to Reason Logically*

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

For Wed: *Logical Possibility vs. Logical Impossibility (What We Should Believe About Time Travel, Psychokinesis & Ancient Aliens) –*  
*No new reading due*  
***In-Class Assignment***

**Posted Fri 2/3:**

***1) Reading Quiz #2 (Due Monday 2/6)***

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Week 3: 2/5 – 2/11

*Effective Communication*

For Mon: *Chapter 5 – “Obstacles to Better Communication” &*  
***In-Class Assignment***  
***Due: Reading Quiz #2***

For Wed: *Finish Chapter 5 and **Lecture Quiz #1** (Based on Material from Week 1 – Monday of Week 3)*

***Taken in class on Wednesday: Lecture Quiz #1 (You will need a scantron for this quiz #815-E)***

**Posted Fri 2/10:**

- 1) Reading Quiz #3 (Due Monday 2/13)***
  - 2) Reading Quiz #4 (Due Wednesday 2/15)***
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Week 4: 2/12 – 2/18

*Evaluating Information*

For Mon

Chapter 4 – “How to Evaluate Information and Judge Credibility” & **Review for Project #1**  
**Due: Reading Quiz #3**

For Wed

Finish Chapter 4 and Begin Chapter 2 – “Claims, Issues and Arguments”  
**Due: Reading Quiz #4 (Based on Chapter 2)**

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Week 5: 2/19 – 2/25

*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)

For Wed:

Logical Consistency: **In-Class Assignment #3: How Consistent Are Our Beliefs?** (No New Reading)  
**• Lecture Quiz #2 (Based on Material from Wednesday of Week 3 – Monday Week 5)**

**Taken in class on Wednesday: Lecture Quiz #2 (You will need a scantron for this quiz #815-E)**

**Posted Fri 2/24**

- 1) Reading Quiz #5 (Due Monday 2/27)**
  - 2) Reading Quiz #6 (Due Wednesday 2/29)**
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Week 6: 2/26 – 3/4

*Writing Logically*

For Mon:

Chapter 6  
**Due Monday: Reading Quiz #5**  
**Due: Project #1 (2/27)**

For Wed:

Lecture on Chapter 3 - Vagueness and Ambiguity  
**Due Wednesday: Reading Quiz #6**

**Posted Fri 3/3:**

- 1) Reading Quiz #7 (Due Monday 3/6)**
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Week 7: 3/5 – 3/11



*Understanding That Bad Information Is All Around Us*

For Mon: *Chapter 7 – “Defending Against Deception”*  
**Due Monday: Reading Quiz #7**  
**Provided During Lecture 1: Midterm Exam Study Guide Provided**

For Wed: **Lecture Quiz #3 (Based on Wednesday Week 5 through Monday Week 7) & Midterm Exam Review** (Please review study guide before class)

**Taken in class on Wednesday: Lecture Quiz #3 (You will need a scantron for this quiz #815-E)**

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Week 8: 3/12 – 3/18

*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 a scantron in order to take the exam 882E)**

For Wed: **Midterm Exam Part II (See Study Guide for all details – Note: You will need a scantron in order to take the exam 882E)**

**Posted Fri 3/17:**

**1) Reading Quiz #8 (Due Monday 3/27)**

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Week 9: 3/19 – 3/25 – **SPRING BREAK** – No Classes Held

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Week 10: 3/26 – 4/1

*Fallacies: Informal*

For Mon: *Chapter 8 – “Detecting Fallacies” – Formal vs. Informal & Discussion of Informal Fallacies*  
**Due Monday: Reading Quiz #8**  
**Review Project #2 (3/27)**

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

**Posted Fri 3/31:**

**1) Reading Quiz #9 (Due Wednesday 4/5)**

Friday: March 31<sup>st</sup> – Cesar Chavez Birthday – No Classes Held

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Week 11: 4/2 – 4/8

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

For Mon: Finish *Lecture on Formal Fallacies*

For Wed: Chapter 9 “*Consistency and Inconsistency*” & Discussion of Two Key Argument Forms: Deductive & Inductive Reasoning (No New Reading Due – Review Chapter 2) & **Lecture Quiz #4 (Based on Week 10 Lectures)**  
**Due Wednesday: Reading Quiz #9 (based on Chapter 9 only)**

**Taken in class on Wednesday: Lecture Quiz #4 (You will need a scantron for this quiz #815-E)**

**NOTE: On Friday No Classes Held Campus Wide**

**Posted Fri 4/7:**

- 1) Reading Quiz #10 (Due Monday 4/10)**
  - 2) Reading Quiz #11 (Due Wednesday 4/12)**
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Week 12: 4/9 – 4/15

*Logical Forms and Evaluations*

For Mon: Chapter 11 – “*Logical Form and Sentential Logic*” Pgs. 330 – 351  
**Due Monday: Reading Quiz #10**

For Wed: Chapter 11 – “*Logical Form and Sentential Logic*” Pgs. 351 – 363 (See What’s Due Below)  
**Due Wednesday before class beings (4/12) Project #2 – Submit using CANVAS Assignment Submission Link**

**Due Wednesday: Reading Quiz #11**

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Week 13: 4/16 – 4/22

*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)

For Wed: Sentential Logic Continued – **In-Class**

**Exercises/Homework:** Truth Tables (long version and short version)

**Posted Fri 4/21:**

**1) Reading Quiz #12 and #13 (Due Monday 4/24)**

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Week 14: 4/23 – 4/29

*How to Evaluate Using Venn Diagrams*

For Mon: *Class will begin with - **Lecture Quiz #5 (Based on Wednesday Week 11 – Wednesday Week 13)***

*Chapter 12 – “Aristotelian Logic and Venn Euler Diagrams” & Aristotle’s Square of Opposition*  
*Reading on Venn Diagrams Posted on CANVAS*  
**Due Monday: Reading Quiz #12 & #13 (Reading Quiz based on Reading Posted to CANVAS entitled: “Venn Diagrams”)**  
**Review of Project #3 4/27**

For Wed: **In-Class Assignment: Applying Evaluation Skills**

**Taken in class on Monday: Lecture Quiz #5 (You will need a scantron for this quiz #815-E)**

**Posted Fri 4/28:**

**1) Reading Quiz #14 (Due Monday 5/1)**

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Week 15: 4/30 – 5/6

*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 introduction to Inductive Reasoning & **Lecture Quiz #6 (Based on lecture materials for Weeks 14 and 15)**

**Taken in class on Wednesday: Lecture Quiz #6 (You will need a scantron for this quiz #815-E)**

**Posted Fri 5/5:**

**1) Reading Quiz #15 and #16 (Due Wednesday 5/10)**

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Week 16: 5/7 – 5/13  
Inductive Reasoning

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

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***  
***Provided on Wednesday: Study Guide for Final Examination***

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Week 17: 5/14 – 5/20 – **Final’s Week** (5/15 – 5/19)

**Final Exam Date: Monday, May 15<sup>th</sup> (12:45 PM – 2:45 PM)**

- **Schedule all vacations accordingly. You MUST be IN-CLASS on May 15th**

**Final Grades Due by 11:59 PM on May 24<sup>th</sup>**

**Welcome to Philosophy 4!**

