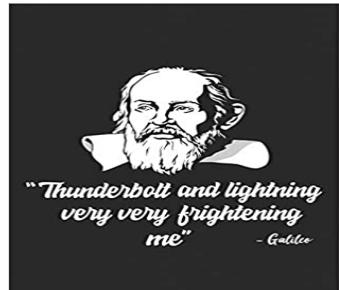


I do not feel obligated to believe that the same God who endowed us with sense, reason, and intellect had intended for us to forgo their use...

- Galileo Galilei (1564 – 1642)



• **Philosophy 004 – Critical Thinking**

**Section 03 #81367**

**Fall 2021 (August 30<sup>th</sup> – December 17<sup>th</sup>)**

**M/W/F 11:00 AM – 11:50 AM**

**Room:** In-Person → Mendocino Hall 1003

**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: Wednesday 2:00 PM – 3:30 PM & Thursday 10:00 AM – 11:00 AM**

- 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**

**August 30**

**First Day of Instruction**

**September 6**

**Monday- Labor Day (No Classes Held)**

**November 11**

**Thursday- Veteran’s Day (No Classes Held)**

**November 25-26**

**Thursday/Friday - Thanksgiving Holiday (No Classes Held)**

**December 10**

**Final Day of Instruction**

**December 13-17**

**Finals Week** (Don’t schedule any additional activities, vacations, etc. for this week)

**January 3**

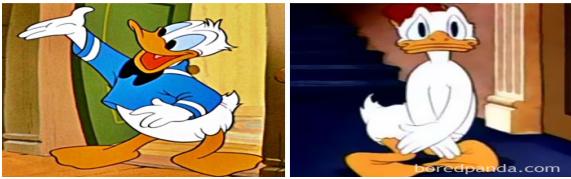
**Final Grades Due**

---

• **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

Disney logic:



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:**

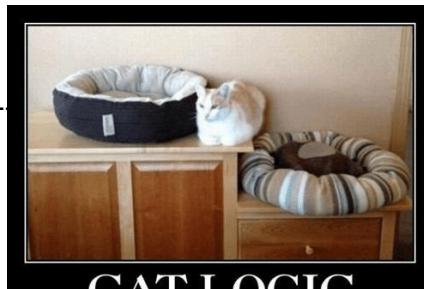
**Text: “Logical Reasoning” by Dr. Bradley Dowden. There is no textbook that you are required to purchase for this class. The textbook can be downloaded for free at the following link:**

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:** Unless otherwise noted in the weekly breakdown or by CANVAS announcement, this class will be held in-person on Monday, Wednesday, and Friday in Mendocino Hall 1003. However, due to the possibility that courses *may need* to move online for emergency reasons (AQI or Covid-19 Regulations) you are required to have downloaded Zoom and be ready on a given day to participate in class in a synchronous online environment.



CAT LOGIC

- **Learning Objectives**

**Departmental Learning Objectives for Phil 004:**

Students will be able to:

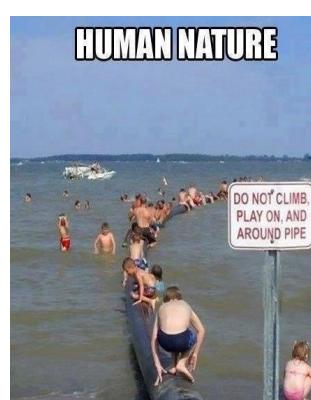
1. Describe, explain and distinguish key concepts in critical thinking.
2. Identify an argument in a passage of ordinary text, including identifying the premises and conclusions and distinguishing them from extraneous information.
3. Identify errors of reasoning and explain what the error in reasoning 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>

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 the case that this or any course needs to migrate to an online environment, all students are expected to follow the CSU, Sacramento Hornet Honor Code: [https://www.csus.edu/student-affairs/\\_internal/\\_documents/hornet-honor-code.pdf](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:** Whether as an in-person or asynchronous/synchronous online modality, students are expected to attend each 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) 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 using email or my Zoom office hours. Late penalties will be adjusted if you are out due to Covid 19 *related* issues (**proof may be required**).
- (2) 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 Notes & Student Counseling Services**

Link: [Student Health and Counseling Services](#)

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.

- 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 please note per university guidelines: "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."
- Staff and students are required to certify that they have been immunized or qualify for a religious or medical exemption by Sept. 13. For more information regarding this requirement, please see the following link: <https://t.e2ma.net/message/9ib9wc/tegn6v>

---

- **Disability Accommodations**

Link: [\*\*Services to Students with Disability \(SSWD\)\*\*](#)

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.”

---

- **Student Services Support**

**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](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/>

**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/>.

**Title IX Requirements:** “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.”

**Other University Support and Services:**

- 1) Academic Advising: <https://www.csus.edu/student-life/academic-advising/>
- 2) Dreamer Resource Center: <https://www.csus.edu/student-affairs/centers-programs/dreamer-resource-center/>
- 3) Martin Luther King Center: <https://www.csus.edu/student-affairs/centers-programs/mlk-scholars/>
- 4) Multicultural Center: <https://www.csus.edu/student-affairs/centers-programs/diversity-inclusion/multicultural-center.html>
- 5) Peer and Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/multi-cultural-center/>
- 6) Reading and Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>
- 7) Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>
- 8) Student Rights and Responsibilities:  
<https://www.csus.edu/umannual/student/stu-0119.htm>

- **9) Information Resources:** <https://www.csus.edu/information-resources-technology/>

## General University Policies Links:

- 1) Drop and Withdrawal Policies:** [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)
  - 2) Grading Policy:** <https://www.csus.edu/ummanual/acad/umgo5150.htm>
- 

### • Note About Course Outline/Schedule

***Please Note: This course is scheduled to be held in-person on Monday, Wednesday, and Friday. Due to the ongoing nature of the Covid-19 Pandemic and the possibility of AQI related disruptions, the course may be forced to move online. If we are forced into an online environment, you should be prepared to use Zoom. There may also be a situation where due to illness I will move a class session to an online environment. If this situation arises, I will send out an announcement using CANVAS, so be sure to check the announcements module frequently.***

---

### • Contacting Your Professor & General Class Announcements

**Contacting Me:** Monday through Friday I check my Sac State accounts a minimum of once but I try to check twice (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](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.*

**Course Announcements:** There will be many course announcements that you will be expected to read throughout the term. All course announcements will be sent via CANVAS. Be prepared to check the announcement page on a regular basis during the course.

---

### • 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 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. 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. **Please Note: 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 and Friday*. 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 the scheduled class time 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 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).

**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, 9/20**

Due: **Monday, 10/4**

Essay # 2 Prompt: **Monday, 10/25**

Due: **Monday, 11/8**

Essay #3 Prompt: **Monday, 11/22**

Due: **Monday, 12/6**

### **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](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](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](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 on the Friday 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 10/11 -**  
***Midterm Exam 10/20***

Final Exam: TBA

**Extra Credit:** There will be one extra credit assignment offered in the Fall 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)  
**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 (x13 = 130 pts)**

**In-Class Quizzes (x10 = 50 pts)**

**Essay #1: 80 possible pts**

**Essay #2: 80 possible pts**

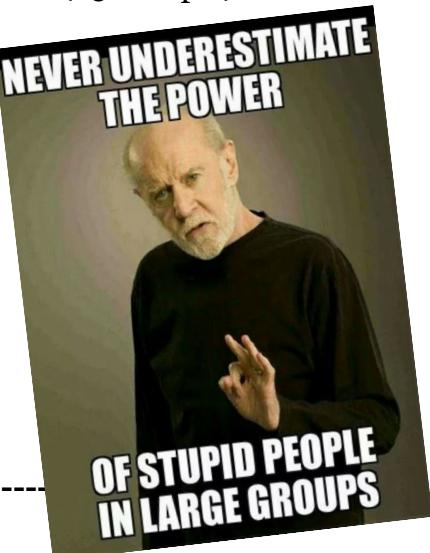
**Essay #3: 80 Possible pts**

**Midterm Examination: 100 possible pts**

**Final Examination: 100 possible pts**

**In Class Work: 45 possible points**

Total Points Possible 825



**Reading/Assignment Schedule**

Notes:

(1) All Reading Quizzes will be posted to CANVAS and must be completed before class begins 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 class begins 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:** **(8/30 – 9/3)**

*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: *Finish Course Overview – Why we study Critical Thinking*

For Fri: *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:** **(9/6 – 9/10)**

*How to Reason Logically*

For Mon: *Labor Day Holiday – No Classes Held*

For Wed: *Chapter 1 - “How to Reason Logically”*

**• Due 9/6: Reading Quiz #1**

Logical Possibility vs. Logical Impossibility (What We Should Believe About Time Travel, Psychokinesis & Ancient Aliens) – No new reading due

For Fri: *In Class Assignment #2: How Consistent Are Our Beliefs? (No Reading – In Class Assignment #2)*

---

**Summary of Quizzes Due/Posted:**

**Due Week 2:** • **Reading Quiz #1 Due 9/8 (Posted to CANVAS by 11:59 PM on 9/3)**

**Posted Fri:** • **Lecture Quiz #1 (Due by 9 AM Monday 2/8 – Posted to CANVAS on 2/5)**

---

**Week 3:** **(9/13 – 9/17)**

*Effective Communication*

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

**Due Mon 9/13:** • **Lecture Quiz #1**  
• **Reading Quiz #2**

*For Fri: Finish Chapter 5 Lecture, In-Class Assignment #3*

**Summary of Quizzes Week 3:**

**Due Week 3:**

- **Lecture Quiz #1 (Due Monday 9/13 – Posted to CANVAS before 11:59 PM on 9/10)**
- **Reading Quiz #2 Due 9/13 (Posted to CANVAS by 11:59 PM on 9/10)**

**Posted Fri:**

- **Lecture Quiz #2 (Due Monday 9/20 – Posted to CANVAS on 9/17)**
- 

**Week 4: (9/20 – 9/24)**

*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 9/20**

For Fri:              **In-Class Assignment #3: Judgement Exercise**

**Summary of Quizzes Due/Posted:**

**Due Week 4:**

- **Lecture Quiz #2 (Due Monday 9/20 – Posted to CANVAS on 9/17)**
- **Reading Quiz #3 Due Monday 9/20 – Posted to CANVAS on 9/17)**

**Posted Fri:**

- **Lecture Quiz #3 (Due by Monday 9/27 – Posted to CANVAS on 9/24)**
- 

**Week 5: (9/27 – 10/1)**

*Claims, Issues and Arguments: what is an argument?*

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

• **Due: Reading Quiz #4 Due 9/27**

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

For Fri:              How to Write a Philosophic Essay (see links under *Basic Essay Guidelines* above)

**Summary of Quizzes Week 5:**

**Due Week 5:**

- **Lecture Quiz #3 Due Monday 9/27 (Posted to CANVAS on 9/24)**
- **Reading Quiz #4 Due 9/27 (Posted to CANVAS on 9/24)**

**Posted Fri:**

- **Lecture Quiz #4 (Due Monday 10/4 – Posted to**

**CANVAS on 10/1)**

---

**Week 6: (10/4 – 10/8)**

*Writing Logically*

For Mon: *Chapter 6*

- **Due: Reading Quiz #5 Due 10/4**

- **Due: Writing Assignment #1**

For Wed: Lecture on Chapter 3 - Vagueness and Ambiguity

- **Due: Reading Quiz #6 Due 10/6**

For Fri: Continue Chapter 3 Lecture

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

**Due Week 6:**

- **Lecture Quiz #4 (Due Monday 10/4 – Posted to CANVAS on 10/1)**
- **Reading Quiz #5 (Due Monday 10/4 – Posted to CANVAS on 10/1)**
- **Writing Assignment #1 – Due in CANVAS before class begins on Monday 10/4**
- **Reading Quiz #6 (Due Wednesday 10/4 – Posted to CANVAS on 10/4)**

**Posted Fri:**

- **Lecture Quiz #5 (Due Monday 10/11 – Posted to CANVAS on 10/8)**

---

**Week 7: (10/11 – 10/15)**

*Understanding That Bad Information Is All Around Us*

For Mon/Wed: *Chapter 7 – “Defending Against Deception”*

- **Due: Reading Quiz #7 Due 10/11**

- **Midterm Exam Study Guide Provided 10/11**

**For Friday** Midterm Review (10/15) (Please review study guide before class begins)

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

**Due Week 7:**

- **Lecture Quiz #5 (Due Monday 10/11 – Posted to CANVAS on 10/8)**
- **Reading Quiz #7 (Due Monday 10/11 – Posted to CANVAS on 10/8)**

**Posted Fri:**

- **Lecture Quiz #6 (Due Monday 10/18 – Posted to CANVAS on 10/15)**

---

**Week 8:** **(10/18 – 10/22)**

*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 10/20 (See Study Guide for all Exam Details)**

For Fri: Discuss Midterm Exam

- **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 Monday 10/18 – Posted to CANVAS on 10/15)**
  - **Midterm Exam – 10/20 Prompt for Details**
- 

**Week 9:** **(10/25 – 10/29)**

*Fallacies: Informal*

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

- **Due: Reading Quiz #8 Due 10/25**

- **Review Writing Assignment #2 (10/25)**

For Wed: Continue Chapter 8: Detecting Informal Fallacies

For Fri: Continue Chapter 8: Detecting Formal Fallacies

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

***Due Week 9:***

- **Reading Quiz #8 Due 10/25 (Posted to CANVAS on 10/22)**

***Posted Fri:*** • **Lecture Quiz #7 (Due Monday 11/1 – Posted to CANVAS on 10/29)**

---

**Week 10:** **(11/1 – 11/5)**

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

For Mon: Finish Lecture on Formal Fallacies

For Wed: Chapter 9 “Consistency and Inconsistency”

- **Due: Reading Quiz #9 Due 11/1**

For Fri: Discussion of Two Key Argument Forms: Deductive & Inductive Reasoning (No New Reading Due – Review Chapter 2)

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

**Due Week 10:**

- **Lecture Quiz #7 (Due Monday 11/1 – Posted to CANVAS on 10/29)**
- **Reading Quiz #9 Due 4/7 (Due Monday 11/1 – Posted to CANVAS on 10/29)**

**Posted Fri:**

- **Lecture Quiz #8 (Due Monday 11/8 Posted to CANVAS on 11/5)**
- 

**Week 11: (11/8 – 11/12)**

*Logical Forms and Evaluations*

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

- **Due: Reading Quiz #10 Due 11/8**
- **Due: Writing Assignment #2 (11/8) – Submit using CANVAS Assignment Link**

For Fri:                *Chapter 11 – “Logical Form and Sentential Logic” Pgs. 351 – 363*

- **Due: Reading Quiz #11 Due 11/12**

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

**Due Week 12:**

- **Lecture Quiz #8 (Due Monday 11/8 Posted to CANVAS on 11/5)**
- **Reading Quiz #10 Due 4/12 (Due Monday 11/8 Posted to CANVAS on 11/5)**
- **Writing Assignment #2 (11/8) – See Prompt for Details on How to Submit the Essay**
- **Reading Quiz #11 Due 11/12 (Posted to CANVAS on 11/8)**

**Posted Fri:**

- **Lecture Quiz #9 (Due Monday 11/15 - Posted to CANVAS on 11/12)**
- 

**Week 12: (11/15 – 11/19)**

*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)**

For Fri:                Sentential Logic Continued – **In-Class Exercises: Truth Tables (Short Version)**

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

**Due Week 13:**

- **Lecture Quiz #9 (Due Monday 11/15 - Posted to CANVAS on 11/12)**

**Posted Fri:**

- **Lecture Quiz #10 (Due Monday 11/22 - Posted to CANVAS on 11/19)**
- 

**Week 13: (11/22 – 11/26)**

*How to Evaluate Using Venn Diagrams*

For Mon:              *Chapter 12 – “Aristotelian Logic and Venn Euler Diagrams” & Aristotle’s Square of Opposition (No reading) & Reading on Venn Diagrams Posted on CANVAS*

- **Due: Reading Quiz #12 & #13 Due 11/22 (Posted to CANVAS on 11/19 – Based on Reading Posted to CANVAS entitled: “Venn Diagrams”)**

- **Review of Writing Assignment #3 11/22**

In-Class Assignment #5: Applying Evaluation Skills  
*No Classes Held*

For Wed:

For Fri:

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

**Due Week 13:**

- **Lecture Quiz #10 (Due Monday 11/22 - Posted to CANVAS on 11/19)**
- **Reading Quiz #12 & #13 Due 11/22 (Posted to CANVAS on 11/19 – Based on Reading Posted to CANVAS entitled: “Venn Diagrams”)**

**Posted Fri:**

- **Lecture Quiz #11 (Due Monday 11/29 – Posted to CANVAS on 11/26)**
- 

**Week 14: (11/29 – 12/3)**

*Venn/Euler Diagrams Continued – Diagraming Arguments Workshop*

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

- **Due: Reading Quiz #14 Due 11/29 (Quiz Will Be Taken IN-CLASS on Monday 11/29)**

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 14:**

**Due Week 14:**

- **Lecture Quiz #11 (Due Monday 11/29 - Posted to CANVAS on 11/26)**
- **Reading Quiz #14 (Due Monday 11/29 Taken In- Class)**

**Posted Fri:**      • **Lecture Quiz #12 (Due Monday 12/6 Posted to CANVAS on 12/3)**

---

**Week 15: (12/6 – 12/10) Final Week of Instruction**

Inductive Reasoning

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

- **Due: Reading Quiz #15 Due 12/6**

- **Due: Writing Assignment #3 (Monday, 12/6)**

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

- **Due Wed: Reading Quiz #16 Due 12/8**

- **Provided on Wednesday: Study Guide for Final Examination (12/6)**

For Fri:                  Final Exam Review (12/10)

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

**Due Week 15:**

- **Lecture Quiz #12 (Due Monday 12/6 Posted to CANVAS on 12/3)**
- **Reading Quiz #15 Due 5/10 (Due Monday 12/6 Posted to CANVAS on 12/3)**
- **Writing Assignment #3 (Monday, 12/6) – See Prompt for Instructions**
- **Due Wed: Reading Quiz #16 Due 12/8 (Posted to CANVAS on 12/6)**

**Posted Fri:**      • **Lecture Quiz #13 (Due Monday 12/13 – Posted to CANVAS on 12/10)**

---

**Week 16: (12/13 – 12/17)**

**Finals Week**

**Final Examination: TBA**

