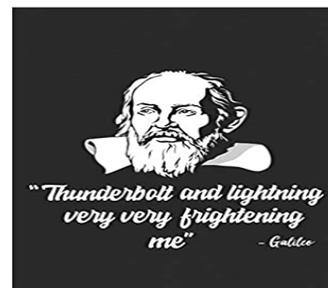


I do not feel obligated to believe that the same God who endowed us with sense, reason, and intellect had intended for us to forgo their use...

- Galileo Galilei (1564 – 1642)



• Philosophy 004 – Critical Thinking

Section 05

Spring 2022 (January 24th – May 20th)

M/W 1:30 PM – 2:45 PM

Room: In-person starting February 7th in 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: Tuesday 10 AM – 11 AM

Friday 11 AM – 12 PM

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

• 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](#)

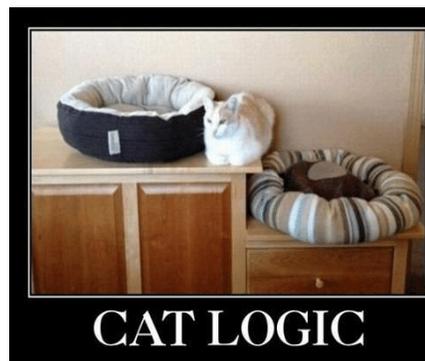
• **Required Tech:**

Unless otherwise noted in the weekly breakdown or by CANVAS announcement, this class will be held in-person starting February 7th. However, in general all non-lecture course materials will be provided and can be accessed in or through CANVAS. You should also be prepared to use ZOOM in order to contact me through my office hours (see above) and you must have access to a computer that can access AND **create** PDF files (this is easy so ask me if you have any questions). Lastly, since you will need to complete work and submit that work electronically, you should be sure that you have a device that can convert hand-written pages to a PDF file. All smart phones now have this capability

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

Students will be able to:

1. Describe, explain and distinguish key concepts in critical thinking.
2. Identify an argument in a passage of ordinary text, including identifying the premises and conclusions and distinguishing them from extraneous information.
3. Identify errors of reasoning and explain what the error in reasoning is.
4. Engage with peers in cogent and respectful discussion.
5. Analyze specific arguments for consistency and credibility.
6. Apply good reasoning to issues and problems in professional and personal contexts.
7. Evaluate evidence and draw inferences from that evidence.



8. Determine what evidence is necessary to support a conclusion and identify and apply key strategies to find that evidence.
9. Construct and defend arguments in support of or in opposition to particular propositions.
10. Analyze and solve complicated strategic challenges in various areas of life.

• **Area A-3 Learning Outcomes:**

Students will be able to:

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

These outcomes include the student's ability to:

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



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

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

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

• **Student Standards of Conduct:**

Plagiarism and/or cheating will not be tolerated in this class. All those who engage in these activities will receive a zero on the associated assignment. In addition, all incidents of cheating and/or plagiarism will be reported to the department chair and to the Judicial Officer in the Office of Student Affairs. It is your responsibility to both know and adhere to Sac State's Academic Honesty Policy. This policy can be found at the following address:
<http://www.csus.edu/umanual/student/stu-0100.htm>

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

In addition, as 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 (starting February 7th); however, there will be occasional asynchronous instruction as well. Students are expected to attend each synchronous class session when needed. 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:

Student Health & Counseling Services

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

Here is a link to the Student Health Services Department:
<https://www.csus.edu/student-life/health-counseling/>

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

Email Correspondence: Monday through Friday I check my Sac State accounts a minimum of two times each day (morning and evening). If I do not respond to an email that you have sent within one business day, please feel free to resend the email. In order to ensure a prompt reply, all emails that you send must be formatted according to the following link:
<https://www.csus.edu/college/arts-letters/philosophy/internal/g6-how-to-correspond-with-your-professor.pdf>

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

• **Disability Accommodations:**

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

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

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

Other University Support and Services:

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

• Evaluation/Homework Assignments:

In-Class Assignments: There will be a number of *randomly assigned*, short in-class assignments throughout the term. These assignments will be worth a total of 5 – 10 points each (you will be informed of the specific point value when each assignment is given). At the end of the term, a total of 45 points will be possible. There are no make-ups on missed in-class work.

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:** 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 (1:30 PM Monday or Wednesday). These quizzes will be multiple choice and/or true and false. Each quiz will be worth 10 points. Once you begin a quiz, you will have 20 minutes to complete it. **Once you answer a question, you will not be able to go back and change your answer.**
- (2) **Lecture Quizzes:** This course is scheduled to meet *Monday & Wednesday*. As illustrated in the weekly breakdown below, each class session will involve a lecture/class discussion on the material assigned for that class. At the end of each week (after Friday's lecture each week) students will be required to complete a *short* quiz on the lecture material provided. This quiz will be available in CANVAS on Friday by 11:59 PM each week (unless otherwise noted) and must be completed no later than 1:30 PM on the following 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.**

IMPORTANT Quiz Notes:

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

to come and speak to me during my office hours. *Not understanding the schedule will not be grounds for a make-up*

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

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

Writing Assignments:

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

Essay #1 Prompt: **Monday, 2/14**

Due: **Monday, 2/28**

Essay # 2 Prompt: **Monday, 3/28**

Due: **Wednesday, 4/13**

Essay #3 Prompt: **Monday, 4/25**

Due: **Wednesday, 5/11**

Basic Essay Guidelines:

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

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

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

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

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

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

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

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

Midterm Exam Info: **Monday, 3/14 (Details of Exam are On The Prompt)**
Final Exam: **Monday, 5/16 12:45 PM – 2:45 PM**

Extra Credit: There will be one extra credit assignment offered in the Spring 2022 term. This assignment, which will be announced/explained during Week 2 - detailed instructions will be provided for this assignment.

• **Grading Scale:**

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

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

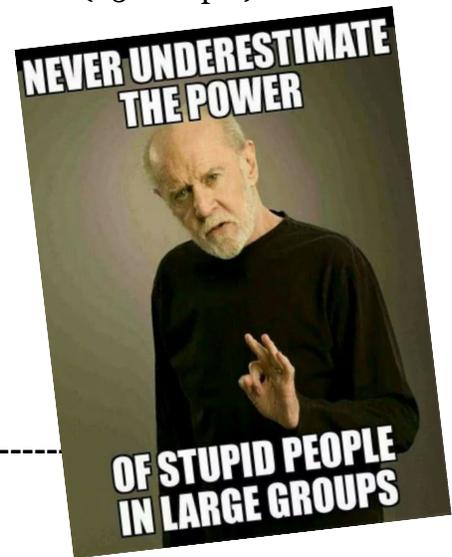
All Examinations will be graded based on a **100-Point scale** according to the following breakdown:

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

• **Total Point Breakdown:**

Reading Quizzes (x16 = 160 pts)
Lecture Quizzes (x13 = 130 pts)
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: 50 possible points

Total Points Possible 780



GENERAL NOTE: Starting on February 7th, all classes will be held in-person in Mendocino Hall 3013

Reading/Assignment Schedule

Notes: (1) All Reading Quizzes will be posted to CANVAS and must be completed before 1:30 PM on the due date given.

(2) All Lecture Quizzes will be available in CANVAS on or before each Friday **by 11:59 PM** (when assigned). All given Lecture Quizzes are due before 1:30 PM on the following Monday (the next class)

(3) Special Note: If any particular quiz fails to be posted on or before 11:59 PM on the date indicated, you will receive full credit on that quiz

- Please do not email me asking if any particular quiz will be posted if it does not appear before 11:59 PM on the date indicated – Not Posted = Full Credit

Week 1: (1/24 – 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 #1***

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

Posted Fri 1/28: - Reading Quiz #1 (Due by 1:30 PM on Monday 1/31)

Week 2: (1/31 – 2/4)

How to Reason Logically

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

Due: Reading Quiz #1

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

Posted Fri 2/4: - Lecture Quiz #1 (Due by 1:30 PM Monday 2/7 – Posted to CANVAS on 2/4)

- Reading Quiz #2 (Due by 1:30 PM Wednesday 2/9 – Posted to CANVAS on 2/4)

Week 3: (2/7 – 2/11)

Effective Communication

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

Due: Lecture Quiz #1

For Wed: *Chapter 5 – “Obstacles to Better Communication” & **In-Class Assignment #3***

Due: Reading Quiz #2

Posted Friday 2/11:

- **1) Lecture Quiz #2 (Due by 1:30 PM Monday 2/14 – Posted to CANVAS before 11:59 PM on 2/11)**
 - **2) Reading Quiz #3 (Due by 1:30 PM Monday 2/14 & Posted to CANVAS by 11:59 PM on 2/11)**
-

Week 4: (2/14 – 2/18)

Evaluating Information

For Mon

Chapter 4 – “How to Evaluate Information and Judge Credibility” & **Review for Writing Assignment #1**

Due by 1:30 PM Monday: Lecture Quiz #2
Due by 1:30 PM Monday: Reading Quiz #3

For Wed:

In-Class Assignment #3: How Consistent Are Our Beliefs?

Posted Friday 2/18 & Due Week 5:

- 1) Lecture Quiz #3 (Due by 1:30 PM Monday 2/21 – Posted to CANVAS on 2/18)**
 - 2) Reading Quiz #4 (Due by 1:30 PM Monday 2/21 – Posted to CANVAS on 2/18)**
-

Week 5: (2/21 – 2/25)

Claims, Issues and Arguments: what is an argument?

For Mon:

Chapter 2 – “Claims, Issues and Arguments”

Due by 1:30 PM Monday: Lecture Quiz #3
Due by 1:30 PM Monday: Reading Quiz #4

For Wed:

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

Posted Fri 2/25:

- 1) Lecture Quiz #4 (Due by 1:30 PM Monday 2/28 – Posted to CANVAS on 2/25)**
 - 2) Reading Quiz #5 (Due by 1:30 PM Monday 2/28 – Posted to CANVAS on 2/25)**
 - 3) Reading Quiz #6 (Due by 1:30 PM on Wednesday 3/1 – Posted to CANVAS on Friday 2/25)**
-

Week 6: (2/28 – 3/4)

Writing Logically

For Mon:

Chapter 6

Due by 1:30 PM Monday: Lecture Quiz #4
Due by 1:30 PM Monday: Reading Quiz #5

Due: Writing Assignment #1 (2/28)

For Wed: Lecture on Chapter 3 - Vagueness and Ambiguity
Due by 1:30 PM Wednesday: Reading Quiz #6

Posted Fri 3/4:

- 1) Lecture Quiz #5 (Due by 1:30 PM Monday 3/7 – Posted to CANVAS on 3/4)**
 - 2) Reading Quiz #7 (Due by 1:30 PM Monday 3/7 – Posted to CANVAS on 3/4)**
-

Week 7: (3/7 – 3/11)

Understanding That Bad Information Is All Around Us

For Mon: Chapter 7 – “Defending Against Deception”

Due by 1:30 PM Monday: Lecture Quiz #5
Due by 1:30 PM Monday: Reading Quiz #7
Provided During Lecture 1: Midterm Exam Study Guide Provided

For Wed: Midterm Review (3/9) (Please review study guide and watch the Lecture for Chapter 7 before watching this video)

Posted Fri 3/11:

- 1) Lecture Quiz #6 (Due by 1:30 PM Monday 3/14 – Posted to CANVAS on 3/11)**
 - 2) No Reading Quiz Due Week 8 – Midterm Examination held on 3/14**
-

Week 8: (3/14 – 3/18)

Do We Know What We Know and Midterm Exam

For Mon: **3/14 - Midterm Examination (see prompt for details)**

For Wed: *Lecture: 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 by 1:30 PM Monday 3/14 – Posted to CANVAS on 3/11)**
- Midterm Exam – 3/14 Prompt for Details Posted**

Posted Friday 3/18:

- 1) Reading Quiz #8 (Due by 1:30 PM Monday 3/21 – Posted to CANVAS on 3/18)**
-

Week 9: (3/21 – 3/25) – SPRING BREAK – No Classes Held

Week 10: (3/28 – 4/1)
Fallacies: Informal

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

Due by 1:30 PM Monday: Reading Quiz #8
Review Writing Assignment #2 (3/28)

For Wed: *Continue Chapter 8: Detecting Informal Fallacies*

Posted Fri 4/1:

- 1) Lecture Quiz #7 (Due by 1:30 PM Monday 4/4 – Posted to CANVAS on 4/1)**
 - 2) Reading Quiz #9 (Due by 1:30 PM Wednesday 4/6 – Posted to CANVAS on 4/1)**
-

Week 11: (4/4 – 4/8)

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

For Mon: *Finish Lecture on Formal Fallacies*

Due by 1:30 PM Monday: Lecture Quiz #7

For Wed: *Chapter 9 “Consistency and Inconsistency” & Discussion of Two Key Argument Forms: Deductive & Inductive Reasoning (No New Reading Due – Review Chapter 2)*

Due by 1:30 PM Wednesday: Reading Quiz #9 (based on Chapter 9 only)

Posted Fri 4/8:

- 1) Lecture Quiz #8 (Due by 1:30 PM Monday 4/11 Posted to CANVAS on 4/8)**
 - 2) Reading Quiz #10 (Due by 1:30 PM Monday 4/11 – Posted to CANVAS on 4/8)**
 - 3) Reading Quiz 11 (Due by 1:30 PM Wednesday 4/13– Posted to CANVAS on 4/8)**
-

Week 12: (4/11 – 4/15)

Logical Forms and Evaluations

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

- 1) **Due by 1:30 PM Monday: Lecture Quiz #8**
- 2) **Due by 1:30 PM Monday: Reading Quiz #10**

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

- 1) **Due by 1:30 PM Wednesday (4/13) Writing Assignment #2 – Submit using CANVAS Assignment Link**
- 2) **Due by 1:30 PM Wednesday: Reading Quiz #11**

Posted Fri:

- 1) **Lecture Quiz #9 (Due by 1:30 PM Monday 4/18 - Posted to CANVAS on 4/15)**
-

Week 13: (4/18 – 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)
Due by 1:30 PM Monday: Lecture Quiz #9

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

Posted Fri:

- 1) **Lecture Quiz #10 (Due by 1:30 PM Monday 4/22 - Posted to CANVAS on 4/22)**
 - 2) **Reading Quiz #12 and #13 (Due 1:30 PM Monday 4/25 – Posted to CANVAS on 4/22)**
-

Week 14: (4/25 – 4/29)

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

- 1) **Due by 1:30 PM Monday: Lecture Quiz #10**
- 2) **Due by 1:30 PM Monday: Reading Quiz #12 & #13 (Reading Quiz based on Reading Posted to CANVAS entitled: “Venn Diagrams”)**
- 3) **Review of Writing Assignment #3 4/25**

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

Posted Fri 4/29:

- 1) Lecture Quiz #11 (Due by 1:30 PM Monday 5/2 – Posted to CANVAS on 4/29)**
 - 2) Reading Quiz #14 (Due by 1:30 PM Monday 5/2 – Posted to CANVAS on 4/29)**
-

Week 15: (5/2 – 5/6)

Venn/Euler Diagrams Continued – Diagramming Arguments Workshop
For Mon: Identifying Categorical Arguments in Longer Essays & Poly-syllogisms

- 1) Due by 1:30 PM Monday: Lecture Quiz #11**
- 2) Due by 1:30 PM Monday: Reading Quiz #14**

For Wed: **Homework Assigned:** Venn Diagram Practice (if needed) and introduction to Inductive Reasoning

Posted Fri 5/6:

- 1) Lecture Quiz #12 (Due by 1:30 PM Monday 5/9 - Posted to CANVAS on 5/6)**
 - 2) Reading Quiz #15 and #16 (Due by 1:30 PM Wednesday 5/11 – Posted to Canvas on 5/6)**
-

Week 16: (5/9 – 5/13): Final Week of Instruction
Inductive Reasoning

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

- 1) Due by 1:30 PM Monday: Lecture Quiz #12**

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

- 1) Due by 1:30 PM Wednesday: Writing Assignment #3 (5/11)**
- 2) Due by 1:30 PM Wednesday: Reading Quiz #15 & #16**
- 3) Provided on Wednesday: Study Guide for Final Examination**

Posted Fri:

- 1) Lecture Quiz #13 (Due by 1:30 PM Monday 5/16 – Posted to CANVAS on 5/13)**
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Week 17: (5/16 – 5/20)



Finals Week

Final Examination: Monday, 5/16

12:45 PM – 2:45 PM

Welcome to Philosophy 4!