

PHILOSOPHY 6: LOGIC IN PRACTICE

INSTRUCTOR Richard Kaplan

EMAIL kaplanrh@wla.edu

UNITS: 3

Section # 8268

Course begins: Monday, October 26, 2015

Course ends: Sunday, December 20, 2015

Class meets asynchronously online

Online Office hours: Every Saturday at 7pm to 8pm in Chat Room or by appointment

COURSE DESCRIPTION:

This course is designed to improve critical thinking skills in evaluating arguments in everyday life, in particular, arguments over moral and political issues. Emphasis is placed upon the analysis of language as an aid to clear thinking. Informal fallacies of reasoning shall be studied and exercises in reasoning may be included. Techniques of formal logic are briefly introduced.

STUDENT LEARNING OUTCOMES:

(1) The student will be able to distinguish between inductive and deductive arguments
(2) The student will be able to recognize the most common informal fallacies
(3) The student will be able to reduce arguments to their skeletal structure
(4) The student will be able to define the 25 core vocabulary words of the course.
(5) The student will be able to distinguish between the major

uses of language – (I.E. - emotive, informative, directive, connotative, denotative, prescriptive, descriptive, metaphoric, etc.).

Free Student Companion Website is available at Cengage online. It is a very useful study tool. Highly Recommended! Sample Quizzes, summaries, flash cards, resources etc. www.cengage.com.

http://www.cengagebrain.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9781133311188&token=0439B2E604FFE09E7F423D3BF9034A98B7D2EB9D0A465C86110E9AD0F6431D1E0A58E5845FB5AEC947B56249129F11C86965C39280B35A8A

Grading Breakdown

Weekly Quizzes	30%
Weekly /Discussion Question(s)	30%
Final Paper	40%
TOTAL:	100%

Grading Scale

<i>Letter Grade</i>	<i>Percentage</i>
A	90-100%
B	80-89 %
C	70-79 %
D	60-69%

F

59% and below

Respect: "A World Where Many Worlds Fit"

This class will seek to build a group-learning environment in which **everyone's voice is needed and valued on an equal basis**. We are all here to learn from each other. Therefore, it is essential that everyone **participate**. Likewise, it is absolutely necessary that everyone's voice be respected and heard, and that we therefore all work to maintain **a respectful, thoughtful, and engaged space of learning** in which everyone has a chance to share and feels safe contributing. This means a commitment to treating everyone with **respect, dignity, and openness**. It means **actively listening**, and **not dominating the discussion, talking over others, interrupting**, or otherwise **silencing** others.

Weekly Assignments:

Each week you will need to complete the following:

- Read the weekly Discussion group question. This will be available every **Monday** at **9AM PST** until the following **Sunday** at **11:59 PM PST**.
- **Post in the biweekly (Weeks 2, 4 and 6 are the only comments on each of your group members answers for weeks 2, 4 and 6 only. Weeks 1,3, 5, 7 and 8 only require your individual answers to the assigned weekly questions). Weeks 2, 4 & 6 require you posting your individual weekly discussion assignments using your own thread. If you don't use your own thread I cannot grade your and it is difficult to identify your work.**
- **Group Individual Assignments for Discussion area Weeks 1, 2, 3, 4, 5, 6, 7 and 8 are by Thursday of those weeks by 11:59 PM PST.** Respond to other students' posts in the **Discussion Forum (Weeks 2, 4 and 6)** by the following Saturday of those weeks (**11:59 PM PST**). There is no leniency for failure to submit a group assignment on time. If a group member fails to post their weekly discussion answer, other group members will not be penalized for not commenting on that group member's answer. Weekly Discussion question(s) will be made available to students the Monday in which they are released and that week's discussion group areas will close by **Monday** at **4:00 PM PST** . This should allow students who work full time during the week to have the weekend to finish completing modules.
- **Weekly quizzes (listed and accessible are in "Assignments,Tests and Surveys" area** will be available for testing by 9:00 am every Sunday and will be locked by 1:00pm on Monday of the following week. This will assist those who may work on weekends etc.

Discussion Forums are a way for you to engage with each other about the course content You can also access each forum by clicking on the Discussion and Private Messages button in the course navigation links. In order to get full credit for each discussion, you will need to post a thoughtful, well-written response to the question and respond to each

of your classmates' answers. Use your threaded reply button for your answer(s) and the thread of your group member's answer(s). If you don't post with your own threaded reply, I cannot post your grade.

You have been assigned to a Discussion Group (an Announcement will be posted and emailed to each student). If you are not listed in one of announced discussion groups, please contact me immediately and I will place you in a group.

EXTRA CREDIT: EACH DISCUSSION GROUP WILL ELECT A GROUP LEADER OR A GROUP MEMBER MAY VOLUNTEER IF IT IS AGREEABLE TO THE OTHER GROUP MEMBERS. THE GROUP LEADER WILL POST THE WEEKLY DISCUSSION QUESTION(S) AND KEEP THE POSTING AREA NEAT AND TIDY. THE GROUP LEADER IS NOT A TEACHING ASSISTANT! THE GROUP LEADER WILL RECEIVE UP TO 20 EXTRA CREDIT POINTS AND THE GROUP MEMBERS WILL RECEIVE UP TO 10 EXTRA CREDIT POINTS FOR COOPERATING WITH THE GROUP LEADER IN MAINTAINING YOUR DISCUSSION AREA IN A NEAT AND TIDY MANNER.

Thinking for Yourself-Chapter Learning Objectives & Assignments:

Week #1 October 25

Introduction & Chapter One Summary: Observation Skills

Once you have completed this chapter, you will understand why thinking skills depend upon the ability to observe well. Through exercises this chapter will show you how well you observe, how to train yourself to observe better, and how your thinking and descriptive writing will improve in this process. Stories about John Muir and by Bul Dau, will demonstrate how acute observation skills together with precise description result in great reading. The essay by Dorr Bothwell and excerpt by Sherry Turkle will show you both the rewards and barriers to our direct and focused observation of physical reality. Christopher Columbus will introduce us to argument in the form an inductive hypothesis based on observation skills. Utilize my 3 Categories of Truth Chart located in your Resources Area.

-Chapter Two Summary: Word Skills

This chapter concerns the process of translating observations into words. Through exercises, it shows you how to use both print and online dictionaries to achieve mental clarity and how word clarity affects your thinking, reading, and writing. An addition to this edition includes a study of words that hide or disguise meaning. A writing assignment will ask you to build an essay around the definition of a word. Readings in this chapter include the story that shows how Frederick Douglass' understanding of a word changed his destiny, an essay with an unusual definition of *luxury*, and an essay that justifies, with name-calling, the seizing the Native American lands by fraud and force.

Week #2-Chapter Summary

Chapter Three- Facts

This chapter concerns some of the complexities of the word *fact*: how facts are determined, how they relate to observations, how facts get confused with inferences, how facts relate to truth and reality, how they relate to language. The chapter provides you with ample exercises for identifying facts, for learning how to assess their reliability, how to note them in reading, and how to state them accurately in writing. Reading selections by Larry Woodward and Princess Diana demonstrate how a report or argument based on facts can result in reading that can be both informative and highly disturbing.

Chapter Summary

Chapter Four: Inferences

This chapter explains how inferences take place in our minds, how they relate to facts, and how far wrong we can go when we mistake inferences for facts. Exercises in this chapter will help you build your skills in forming, stating, and assessing inferences as well as in formulating them into generalizations. Writing exercises will help you apply this knowledge to improve your thinking and writing. Readings will show you how inferences can change history (Rachel Carson), create drama (Socorro Venegas), and influence public policy (Ronald Reagan).

Week 3-Chapter Summary

Chapter Five: Assumptions

This chapter concerns another familiar word, *assumptions*, demonstrating some surprising complexities in the term. Multiple exercises will show you how

assumptions relate to facts and inferences, how they affect thinking, how they affect arguments, and how they might be exposed and clarified. You can choose to write an expository essay on assumption recognition and its role in creative problem solving. A reading by John Bul Dau points out some American cultural assumptions, while Kate Chopin and George Wallace show us the tragic consequences of assumptions of racial superiority. The critical thinker Will Allen shows us how creative problem solving results from spotting and challenging assumptions.

Chapter Summary

Chapter Six: Opinion

This chapter explores that familiar word *opinion* and examines the way it affects our ability to think critically. Again we have a familiar but confusing word that can be used in many different ways. Exercises are offered to help you assess your understanding of the different varieties of opinion as well as the power of opinion expression. Writing applications ask you to test and expand what you know into essays that articulate, support, describe, analyze, and argue for opinions. Readings by William Ecenbarger and Barbara Ehrenreich show you how professional writers present support for an opinion. In the case of Galileo, we see the drama of opinion in the form of long held beliefs in a clash with theories drawn from empirical science. We also examine an opinion that became an argument presented by Barack Obama that has affected America's economic history.

Week #4-Chapter Summary

Chapter Seven: Viewpoint

The chapter is about how to recognize viewpoints, understand how they filter reality for us, and how to develop the habit of assessing the source of any information we receive. Exercises and discussion in this chapter will show you the importance of assessing source, how stories revolve around viewpoints, how conscious and unconscious viewpoints differ, how different viewpoints contain different ideologies and rhetoric, how political viewpoints might be characterized, how news framing conveys and shapes viewpoints, and how propaganda expresses hidden vested interests that might not be in your own

best interest. Writing applications will allow you to sample the rhetoric, ideas and values of multiple viewpoints, both familiar and unfamiliar. Concluding readings represent the viewpoints of a public figure, Diane Ravitch, who made a radical change in her viewpoint about educational reform, as well as the viewpoint of a story writer, Alice Owens-Johnson, who shapes her comedic story through a single viewpoint perspective.

Chapter Summary

Chapter Eight: Argument

The skills of analyzing and writing arguments require the foundational knowledge of every chapter concept studied this far. At this point you will be asked to integrate this learning while reviewing the structure of arguments and standards for judging arguments. Exercises in this chapter entail guidelines for analyzing arguments, distinguishing arguments from reports, separating reasons from conclusions, recognizing missing and false information. You will also begin your preparations for writing a final research paper. Final reading selections present different arguments on the issue of labeling genetically modified foods.

Week #5-Chapter Summary

Chapter Nine: Fallacies

This chapter will teach you about the names and meanings of nine fallacies. Fallacies may be accidental or intentional; many are amusing, all are manipulative; each sidesteps the work of constructing a fair and well-reasoned argument. Multiple examples and exercises will teach you how to recognize a number of basic fallacies and understand why they are fallacious. The chapter concludes with an excerpt for your analysis of Richard Nixon's famous "Checkers" speech.

Week 6-Chapter Summary

Chapter Eleven: Inductive Fallacies

This chapter treats eight inductive fallacies. Here you will learn how to identify each in turn by studying their definitions, reading examples, and achieving an understanding of why they are fallacious.

Week 7-Chapter Summary

Chapter Eleven: Inductive Fallacies

This chapter treats eight inductive fallacies. Here you will learn how to identify each in turn by studying their definitions, reading examples, and achieving an understanding of why they are fallacious.

Week #8

Chapter Summary

Chapter Twelve: Deductive Reasoning

This chapter explains the fundamental standards that govern deductive reasoning. It offers a basic vocabulary of logic and explains how deduction and induction interplay in our thinking. Discussion with multiple exercises will show you the meaning and significance of such terms as syllogism, premises and conclusion, validity and soundness. A writing application asks you to write a deductive argument based on a wise saying. Final reading selections by Thomas Jefferson and Susan B. Anthony demonstrate skilled deductive reasoning of both historical importance and enduring persuasiveness. Finally, you can review sayings by M. Gandhi and M.L. King, Jr.

Final paper *6 pages minimum (2 pages per question) in length-It is composed of 3 essay questions worth 33 points each on John Locke's 1st and 2nd treatise on government (free download available on many websites). State the question and then your answer. The first page of you paper contains your Name, Course, Section # and Date. The due date is the last day of class (, 2015). The appendix in your text entitled, "Research Paper," will assist you in organizing and writing your Final Paper. Use MLA writing style guide (free online availability). Only use 12 point Times/Roman type (double spaced). My grading rubric for your paper and discussion answers will be posted in your announcement area.*

1-After reading John Locke's 1st and 2nd Treatise on government, critically discuss Locke's rationale for the denial of the hereditary right of an absolute monarch. Minimum 1 page 12pt Time/Roman double spaced (no title pages). State the pros and cons of the argument and explain why your conclusion (pro or con) is best argument. Use the formal and in formal fallacies in your online course resource area and following url:
<http://www.nizkor.org/features/fallacies/special-pleading.html>. Research the topic in the library and online. Remember no long quotes and identify all your sources by footnotes or references.

Q. #2-After reading John Locke's 1st and 2nd Treatise on government, critically discuss Locke's rationale for capital punishment. Minimum 1 page 12pt Times/Roman double spaced (no title pages). State the pros and cons of the argument and explain why your conclusion (pro or con) is based on the best argument. Use the formal and in formal fallacies (when appropriate) listed in

your online course resource area and the following url:
<http://www.nizkor.org/features/fallacies/special-pleading.html>. **Research the topic in the library and online. Remember no long quotes and identify all your sources by footnotes or references.**

Q. #3-After reading John Locke's 1st and 2nd Treatise on government, critically discuss Locke's rationale for the accumulation of capital. Minimum 1 page 12pt Time/Roman double spaced (no title pages). State the pros and cons of the argument and explain why your conclusion (pro or con) is based on the best argument. Use the formal and in formal fallacies in your online course resource area and the following url:
<http://www.nizkor.org/features/fallacies/special-pleading.html>. **Research the topic in the library and online. Remember no long quotes and identify all your sources by footnotes or references.**

Note: Final Paper is to be typed in 12 point Times-Roman font. Use MLA formatting. **You must label each question (paste in the question in its entirety before answering it).**

Late Work

I do not accept late work unless there is a documented emergency.

Plagiarism and Academic Misconduct

This section is taken from the Academic Integrity Brochure for Students.

The academic culture requires that each student take responsibility for learning and for producing work that reflect their intellectual potential, curiosity, and capability. Students must represent themselves truthfully, claim only work that is their own, acknowledge their use of others' words, research results, and ideas, using the methods accepted by the appropriate academic disciplines and engage honestly in all academic assignments. Misunderstanding of the appropriate academic conduct will not be accepted as an excuse for academic misconduct. If a student is in doubt about appropriate academic conduct in a particular situation, he or she should consult with the instructor in the course to avoid the serious charge of academic misconduct.

Plagiarism is the “copying of language, structure, or ideas of another and attributing (explicitly

or implicitly) the work to one's own efforts. Plagiarism means using another's work without giving credit. Examples include but are not limited to:

copying information from computer-based sources, i.e., the Internet

allowing another person to substantially alter or revise your work and submitting it entirely as your own.”

Other forms of academic dishonesty include cheating by “copying from another student’s examination, quiz, ... or homework assignment.” Note that the definition of cheating also includes “submitting for academic advancement an item of academic work that you have previously submitted for academic advancement” without prior authorization from the faculty member supervising the work. “Unauthorized collaboration” is also considered inappropriate. If I suspect you have committed an act of academic misconduct, I will discuss it with you and file a report with the Student Conduct & Academic Integrity Programs. You may receive a zero on the assignment and an “F” for the course. If you ever have a question about plagiarism or other academic conduct, please ask me *before* you turn in any work that may be problematic.

Students with Disabilities

If you have a physical, psychiatric, emotional, medical, or learning disability that may impact your ability to carry out assigned coursework, I urge you to contact the staff in Student Special Services, who will review your concerns and determine, with you, what accommodations are necessary and appropriate. All information and documentation are confidential.

I have read the syllabus, and I accept its terms.

-
