Azusa Pacific University
Fall 2008
Critical Thinking and Informal Logic
Phil 330 01- 3 Units
MWF 1-1:55 PM
Duke 119

Professor: MS Abare
Students can e-mail me at any time at: jamaicaabare@gmail.com. Students can also call my cell phone: 626-390-2715. I will also be available to meet with before or after class upon request.

Course Description
Students study the principles of logic with some attention to semantics and the philosophy of language. They are encouraged to use logic as an aid in evaluating arguments offered in books and periodicals and to test the validity and clarity of their own reasoning.

Course Learning Objectives
1. To learn the basic principles of informal logic
2. To apply these principles to an analysis and evaluation of academic and real world issues.

Course Texts

Grading Plan and Policies
Attendance and participation will be evaluated together. I will measure this category based upon the number of classes students participate in through student feedback and quizzes. Students will be allowed one absence (excused or unexcused) without any effect on their grade, but each additional absence will incur a loss of 1 point (being late or
leaving early twice counts as 1 absence). Six or more absences will result in a failing grade. Work will only be accepted on the date it is due. My evaluation of student’s work should not be thought of as a measurement of self-worth, but rather an opportunity for feedback that measures student learning and my teaching.

Grading scale

A 94-100%  A- 90-93
B+ 87-89  B 84-86%,  B-80-83%
C+ 77-79%  C 74-76%  C- 73-70%

Grade breakdown  (see class schedule)

Assignments #1 30 points (see attached sheet)
Midterm 50 points (see class schedule)
Assignments #2 50 points (see attached sheet)
Final Exam 70 points (see class schedule)
Self Tests 20 points (2 pts each)
Logic workbook Homework 20 points (5 pts each evaluated when quizzes/tests are given)
Reading evaluations 40 points (10 pts each)
Quizzes/Attendance 10 (2-3 quizzes will be given at random based on the previous class/readings that cannot be made up)
Participation: 10 points (see course philosophy)

Total points 300

Course Expectations and Assistance

-Students are expected to maintain an attitude of respect, demonstrating Christ-like love and humility in all class interactions. There is no allowance for any sort of cheating, including plagiarism and any collaboration outside of the specified guidelines of each assignment.
- Expectations and consequences are consistent with those outlined in the academic integrity policy available at:
  http://www.apu.edu/registrar/undergraduate/policies/integrity/
- Note that all ideas including those from fellow students or online resources must be properly cited, although an assignment consisting primarily of paraphrases or quotes will receive a low grade as the intent of assignments is for students to express their own ideas and unique perspective.
- Information regarding MLA style citations can be found at:
  http://libweb.apu.ac.uk/subjects/reference/citation.php
- Students with disabilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that might be necessary to ensure your full participation in the successful completion of course requirements.
- All students are expected to succeed in this class and are encouraged to enter into a robust engagement with the issues and information that arise in the course.

Course Schedule, Topics and Reading assignments (subject to modification)

**The Territory of Logic**

**Week One** - Identifying arguments
9/5 CT ch 1 self test 1, Schauman 1st exercise 1.1 a-j

**Week Two** - Deductive Arguments
9/8 Schaum ch 1 supplementary problems I 1-10, 9/10 CT chapter 9 self test 15

**Week Three** - Inductive Arguments
9/15 CT ch 10 self test 16, 9/19 Schaum chapter 9 3 of each of the 3 supplementary Qs

**Week Four** - Informal Fallacies
9/22 CT 132-173 9/24 bring in an example of three of the following four fallacies: appeal to pity, force, popularity, authority 9/26 CT Chapter 7, 9/26 Schaum ch 8 supplementary problems

Philosophical Considerations and Assessment

**Week Five** - Meaning, Definition, and Adequacy
9/29 CT ch 2 self test 3, 10/1 CT chapter 3 self test 71, 10/3 CT chapter 8 self test 14
bring in your chosen article

**Week Six-** Truth Claims/ midterm
10/6 CT ch 6 self test 12

*Applications*

**Week Seven-** Scientific Reasoning
10/13 CT ch 11 self test 17 (reading given in class)

**Week Eight –** Moral Reasoning
10/20 CT ch 12 self test 19 (reading given in class) 10/22 **assignment 1 due**

**Week Nine-** Arguing Back
Group topics assigned
10/27 CT ch 13 self test 20

**Week Ten-** Irrational Techniques of Persuasion
11/5 CT ch 14 (readings given in class)

**Week Eleven-** Critiquing the Media
11/10 CT ch 15 (readings given in class)

*Student Expressions*

**Week Twelve-** Speech assessment
11/17 draft for assignment 2 due

**Week Thirteen-** Student Debates
**Week Fourteen-** Student Debates

**Week Fifteen** *Final Exam*

**IMPORTANT DATES:**

Sept 12 Last day to Drop
Oct 17 Day off
Nov 7 Last day to Withdraw
Nov 27-30 Thanksgiving Break
Dec 8-12- Final exam week

Class Structure and Philosophy
My role in this class is not primarily to be a source of knowledge filling up empty minds, but rather to be a facilitator of student’s learning by engaging them with the topics. Although I will cover material in class that is not in the text, the class period will be used primarily to process, clarify, and enforce the information that students have been exposed to previously in their readings. In order for you to get full credit for your homework and participation you should come to class prepared to discuss the main points of the reading, and give your analysis of the material. Your work and participation will be graded according to the quality of your in class discussion of the material, the quality of your work, and your attendance.
Assignment # 1
Evaluating an Argument

Identifying and evaluating a philosophical argument

What: Identify, analyze, and then evaluate an argument given in the opinion section of the LA times (which has been reviewed and approved by me). By identify I mean that I’d like you to identify the premises and the conclusions of the argument, attaching the article to the paper and diagramming its main premises and conclusion (10 points). By analyze I mean that I’d like you to put the premises and the conclusions in your own words, determine the type of argument given, and defend your categorization (10 points). By evaluate I mean that I’d like you to assess whether there are any fallacies or general weaknesses in the argument, then finish by writing your assessment of the argument’s effectiveness (1 points).

Why: This assignment is intended to give students the opportunity to apply their reasoning abilities to arguments and accurately assess them (see teaching goals and learning objectives).

When: It must be handed in for peer review or points will be deducted. Two week after it has been reviewed by your peers and/or me, your final argument analysis will be due 10/20.
Assignment #2
Debating Ideas

1. The Argument- 20 points

Each group of students must choose a current events topic of debate in order to argue in favor of a particular position

A. 2 copies of the 2-3 page outline of the position as well as the various pieces of evidence in support must be turned in by 11/17. 10 pts
- the position must be clearly stated
- 3-5 pieces of evidence must be clearly outlined with their sources
- the strength of the opposition must be acknowledged
- a list of the group’s members and the tasks assigned to each individual must be included.

B. The Argument must be presented orally in class at the scheduled time and will be graded according to the amount and quality of the evidence given in favor of the conclusion.

2. The Rebuttal- 15 points

The group must reply to the evidence given in support of the position in a both a one page summary of its response to the argument as well as a verbal presentation of a rebuttal. The rebuttal will be graded on how thoroughly the evidence is addressed and how well the weaknesses are described and responded to.

3. Response- 15 points

The group must respond both with a one page outline to the objections raised by the rebuttal group as well as an oral presentation. It will be graded based both on the effectiveness and accuracy of its response 10 pts. The group must also field questions from the entire class on their topic 5 points.
Student Info Sheet:

Name:

Phone#:

Address:

Email most frequently checked:

List major and reason for your choice:

Career plans:

Year:

Other colleges attended:

Reason for attending BIOLA:

Is there anything about yourself that you would like me to know?

What do you hope to learn from this class?