**PHIL 1120 – Critical Thinking**

# Spring 2019

Instructor: Jennifer Jensen, PhD

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Office: Columbine 4054

Office Hours: Tues/Thurs 9:30-10:30 or By Appointment

**Course Description**

Introduction to the formal and informal standards and critical techniques used in the evaluation of daily reasoning and argument (from Course Catalog)

**Course Objectives**

Upon completion of this course, students will be able to:

* Identify, evaluate, and construct inductive and deductive arguments
* Identify common fallacies of reasoning
* Extract arguments from both popular and philosophical texts and formulate these arguments
* Identify and critically evaluate arguments that they encounter in pop culture and the media

**Text**

**Basis for Grading**

Weekly Exercises = 40 points

Exam 1 = 20 points

Exam 2 = 20 points

Exam 3 = 20 points

*A Concise Introduction to Logic* (13thEdition)

Author: Patrick J. Hurley

ISBN: 978-1-305-95809-8

**Course Requirements**

*Weekly Exercises (40 points)*: Most weeks you will complete a set of exercises based on the skills that we worked on in class. I will typically post the exercises on Canvas on Thursday before 3pm. You will turn in your work as a hardcopy at the beginning of class on the following Tuesday**. There are no weekly exercises due on 2/26 or 4/9. See Schedule of Assignments for details.**

Over the course of the semester, there will be 12 sets of weekly exercises. Each will be worth 4 points. I will drop your lowest two weekly exercise scores at the end of the semester. Thus, if you miss one or two, your weekly exercise grade will not suffer.

*Exams (20 points each):* Exam 1 will include exercises and questions about deductive and inductive arguments drawn from our class sessions and the assigned text. Exam 2 will cover Categorical Logic. Exam 3 will cover Propositional Logic. Exam 3 will take place during finals week. Prior to each exam, I will discuss the nature of the exam more specifically and post a review sheet on Canvas.

*Attendance:* I hope to make our class sessions beneficial for learning the skills of critical thinking. We will do many exercises in class. For this reason, you are expected to attend every class session and be prepared to engage in learning critical thinking skills. I realize that you may sometimes miss class for reasons beyond your control. Therefore, there will be no penalty for the first four missed classes. Every absence beyond four will result in a 1.5 point reduction in your final grade. If you miss more than 10 classes, you will automatically receive an F in the course.

**Class Policy**

*Late Policy:* The weekly exercises must be turned in at the beginning of class on the due date. If you are absent, the weekly exercises must be emailed or texted to me by the beginning of class on the due date. **I will not accept late weekly exercises.** Exams must be taken on the scheduled dates.

*Email:* I will use your UCCS email account to communicate with you. Be sure to check your UCCS email daily.

*Technology in the Classroom*: The bulk of our class time will be spent in large group discussion and in small group work or individual work. This will require your active participation. To facilitate this, laptop computers, iPads, etc. will not be permitted in the classroom. The only exception to this is if your textbook is on an e-reader. I also ask that you turn your phones off at the beginning of class and store them in a backpack or purse where they are out of sight.

*Academic Honesty:* All written assignments are to be completed individually; students are in no way to work in a collaborative manner on papers unless explicitly given permission to do so. Any ideas that appear in your work that were obtained from an outside source must acknowledge that source. Note that academic dishonesty is a serious offense and will be handled according to the university policy. For more information, go to the UCCS Dean of Students webpage under the tab *Student Conduct*.

*Classroom Conduct:* Classroom disruptions negatively affect the learning environment. “Disruption,” as applied to the academic setting, means verbal and other behavior in the classroom that a faculty member judges as interfering with normal academic functions. Disruptive behavior will be handled according to the university policy. For more information, go to the UCCS Dean of Students webpage under the tab *Student Conduct*.

**Schedule of Readings and Assignments**

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| **Date** | **Topic** | **Assignment** |
| Tues.Jan.22 | Introduction |  |
| Thurs.Jan.24 | Recognizing Arguments   * Distinguishing Arguments from Non-Arguments * Premises and Conclusions | Hurley: Sections 1.1 and 1.2 |
| Tues.Jan.29  Thurs.Jan.31 | Deductive Arguments   * Valid/Invalid * Sound/Unsound * Valid and Invalid Argument Forms | *Weekly Exercises 1 Due*  Hurley: Sections 1.3 and 1.4  Canvas: “Excursus: A Little Bit of Logic” |
| Tues.Jan.5  Thurs.Feb.7 | Deductive Arguments   * Extracting Deductive Arguments * Implied Premises * Proving Invalidity * Proving Unsoundness | *Weekly Exercises 2 Due*  Hurley: Section1.5 |
| Tues.Feb.12  Thurs.Feb.14 | Inductive Arguments   * By Enumeration * By Analogy * By Abduction | *Weekly Exercises 3 Due*  Canvas: “Induction and the Philosophy of Science” |
| Tues.Feb.19  Thurs.Feb.21 | Informal Fallacies   * Fallacies of Relevance * Fallacies of Weak Induction * Fallacies of Presumption and Ambiguity | *Weekly Exercises 4 Due*  Hurley Sections 3.1-3.5 |
| Tues.Feb.26 | **EXAM 1** | None |
| Thurs.Feb.28 | Categorical Logic   * Standard-Form Categorical Propositions * Features of Categorical Propositions | Hurley: 4.1, 4.2 |
| Tues.Mar.5  Thurs.Mar.7 | Categorical Logic   * Introduction to Translation * Venn Diagrams—Propositions * Testing Immediate Inferences—Venn Diagrams | *Weekly Exercises 5 Due*  Hurley: 4.3, 4.7 |
| Tues.Mar.12  Thurs.Mar.14 | Categorical Logic   * Categorical Syllogism Terms * Venn Diagrams—Syllogisms | *Weekly Exercises 6 Due*  Hurley: 5.1, 5.2 |
| Tues.Mar.19  Thurs.Mar.21 | Categorical Logic   * Venn Diagrams—Syllogisms (con’t) * Translating Ordinary Language Arguments | *Weekly Exercises 7 Due*  Hurley: 5.4, 5.5 |
| Tues.Mar.26  Thurs.Mar.28 | **SPRING BREAK** | None |
| Tues.Apr.2 | Categorical Logic   * Review | *Weekly Exercises 8 Due* |
| Thurs.Apr.4 | **EXAM 2** | None |
| Tues.Apr.9  Thurs.Apr.11 | Propositional Logic   * Introduction to PL * Translating Statements into Symbolic Form | Hurley: 6.1 |
| Tues.Apr.16  Thurs.Apr.18 | Propositional Logic   * Defining the Operators * Main Operator * Computing Truth Value of Longer Propositions | *Weekly Exercises 9 Due*  Hurley 6.2 |
| Tues.Apr.23  Thurs.Apr.25 | Propositional Logic   * Truth Tables for Propositions | *Weekly Exercises 10 Due*  Hurley 6.3 |
| Tues.Apr.30  Thurs.May.2 | Propositional Logic   * Classifying Statements * Comparing Statements | *Weekly Exercises 11 Due*  Hurley 6.3 |
| Tues.May.7  Thurs.May.9 | Propositional Logic   * Truth Tables for Arguments | *Weekly Exercises 12 Due*  *Hurley:* 6.4-.6.6 |
| Tues.May.14  8:00 am  Usual Room | **EXAM 3 (8:00 Section Only)** | None |
| Tues.May.14  10:20 am  Usual Room | **EXAM 3 (10:50 Section Only)** | None |