

CRITICAL THINKING AND WRITING (PHIL 172 F - 002)



Tuesday/Thursday 1:20 PM – 2:45 PM

Course 21851 | Room 127 (Administration)

Spring 2018 | January 30 – May 24 | No class March 27 and March 29

Instructor: Mr. Fike | Office: arranged | Office hours: by appointment | Email: lfike@fullcoll.edu
Class materials on Canvas: <https://fullcoll.instructure.com> | Mr. Fike's webpage: www.larryfike.net

Course Description

Prerequisite: ENGL 100 F with a grade of "C" or better.

54 hours lecture per term. This course will cover all the standard topics of a traditional critical thinking course: Form vs. Content; Inductive vs. Deductive logic; validity, truth and soundness or good definitions; and the standard formal and informal fallacies as reflected in evaluative writing. Progress toward the refining of various writing skills will be evaluated in the writing and re-writing of the extended argument as well as other areas of the course. This course is specifically designed to meet the IGETC critical thinking/writing requirement. (CSU) (UC) (Degree Credit) AA GE, CSU GE, IGETC (Intersegmental General Education Transfer Curriculum)

Course Objectives

1. Analyze arguments in logical terms (bivalence, deduction, induction, validity, soundness, strength, cogency, consistency, contradictoriness, contrariety, equivalence).
2. Demonstrate the ability to write effective argumentative essays.
3. Evaluate the credibility and effectiveness of written argumentation in various domains of inquiry, with particular attention to the expertise and bias of speakers and writers.
4. Evaluate the credibility of evidence source material.
5. Locate, analyze, and synthesize sources, evidence, and reasons in argumentative writing.
6. Analyze the written arguments of others.
7. Identify and analyze fallacies, analogies, statistics, studies, surveys, ambiguity, definition types, metaphor, reification and vagueness.
8. Interpret passages of texts, paying close attention to problems of context and translation.

Student Learning Outcomes – Students will be given the opportunity to

1. recognize and evaluate errors in reasoning, including the primary fallacies and linguistic techniques used in statements and arguments;
2. recognize and articulate problems in the positions and arguments in their own writing and in that of others;
3. compose coherent and well-reasoned arguments and essays that demonstrate research and evaluative skills;
4. evaluate counterarguments, analogical arguments, and scientific arguments.

Required Text

No textbook is required. All required materials will be available through Canvas and class meetings. *A Rulebook for Arguments* by Anthony Weston (Hackett Publishing Company, ISBN 978-0872209541) has been ordered through the bookstore and is recommended.

Other Supplies

815-E Scantrons (5-10); 882-E Scantrons (3); No. 2 pencil; MS Word and Canvas access (see below)

MS Word

Course work should be submitted as Microsoft Word documents. Get a free student download here if you do not already have a copy: <https://products.office.com/en-us/student/office-in-education>.

Canvas

Students are required to use Canvas (<https://fullcoll.instructure.com>) on a regular basis: checking in at least twice a week is required for continued enrollment in the course. You may use campus computers to accomplish this, or you may use your own electronic devices. A Canvas app can be downloaded onto smartphones. The bulk of our course material will be located on Canvas.

Means of Assessment

Exams (3)	40%
Writing Assignments (5-8)	40%
Quizzes, Homework, and Class Participation (unspecified number)	20%

Grade Scale

90% - 100%	A
80% - 89.99%	B
70% - 79.99%	C
60% - 69.99%	D
0% - 59.99%	F

Assessment Elaboration

Your two highest exam scores will be retained. If you miss an exam for any reason, that will count as your lowest grade. Missing two exams indicates that a student's life is currently in the way of satisfactorily completing this course. Exams are true-false/multiple choice/essay.

Writing assignments will include at least one letter to the editor; one interpretive essay; two argumentative essays; and one opinion-editorial. Students will write and sometimes be asked to re-write a minimum of 16 pages over the course of the term.

Quizzes and other in-class projects are frequent and are designed to help you discern whether you're keeping up and are on track. Some of these are collaborative. No assignments in this category can be made up; they demonstrate class participation.

Keep all returned, graded assignments at least until your final grade in the course is registered and you judge it to be correct. These serve as your receipts and evidence in cases where a dispute may arise.

Extra Credit and Make-ups

These are not offered in this course (see "Assessment Elaboration" on p. 2). In cases where students would like to improve their opportunities for success in achieving the anticipated course outcomes, they are advised to use the time that they would spend on extra-compulsory projects, to demonstrate mastery of what has been included in the course's design instead.

Attendance

Attendance is required. If you accumulate more than eight absences, please withdraw yourself from the course. If you are absent for more than two consecutive class meetings without contacting the instructor, you may be dropped from the course by the instructor, although the responsibility for withdrawing always remains your own. Always inform the instructor as soon as you are aware that you will miss a class meeting.

Late Arrivals and Early Departures

For attendance purposes, both late arrivals and early departures are regarded as absences (see attendance policy above). However, you derive the benefits of being in class for whatever portion of it you attend, so do come in late if you must. If you know in advance that you must leave prior to the official end of class, or that you must arrive late, communicate this to the instructor as soon as possible.

Withdrawals

It is your responsibility to fill out the necessary paperwork and take all required measures if you withdraw. If you are out of compliance with the attendance policy (above) and do not withdraw, you may receive an “F” for the course.

Electronic Devices

In the classroom, students may use electronic devices only at the discretion of the instructor. Laptops, tablets and phones may all be brought to class – in this course, they are encouraged. Their use in the classroom is limited to educational purposes, and the instructor will at times ask that they be turned off and put away.

The use of any recording device (cameras, voice recordings, video cameras, etc.) during class without the prior written consent of the instructor is prohibited. This is to protect privacy and to create a safe classroom environment where all participants can discuss potentially controversial or sensitive subjects freely.

Preparing for Class

Students are expected to read each assignment before the class meeting that pertains to it. An ideal strategy for success is often to read the assignment beforehand; come to class discussion; and then to re-read the assignment.

Emailing Your Instructor

- **BEFORE YOU WRITE:** Ask yourself: “Can my course partner answer this question for me?” If so, contact them. All students will have a class partner to be able to turn to for course house-keeping issues.
- **SEND TO:** Fike@aol.com for quickest recognition. Lfike@fullcoll.edu is his Fullerton College address.
- **SUBJECT LINE:** STUDENT Last Name, First Name, Course Number, College - What You Are Writing About. Example:

SUBJECT: STUDENT Gonzales Juanita PHIL 172 FC – Is this argument valid, Mr. Fike?

- **BODY OF MESSAGE:** Be as specific as possible. Cut-and-paste relevant material if it will help you to be more specific and consequently will help your instructor to be more helpful. Remember that your success in this course is the goal of all communications between you and your instructor. Mastery of course content is your instructor’s fundamental concern. He acts as a trail guide.

Submitting Work Electronically

NAMING FILES YOU SAVE AND SUBMIT ON CANVAS: Please be very specific in naming your files. Good examples:

180107 Gonzales Juanita PHIL 101 T 330p FC Citation Assignment.doc
FC PHIL 172 TTh 1:20p Gonzales Juanita Letter to the Editor #2 180406.doc
Gonzales Juanita Op-Ed Assignment PHIL 120 MW 210p FC 180107.doc

Because your instructor sometimes has in excess of 200 students during a term, it is important that you follow something very close to these formats. The above are good examples of how you would name actual files that you save on your own computer before you send them to Mr. Fike. “180107” is interpreted as, “January 7, 2018”: year, month, then day of the month. If you use this on various of your own record-keeping tasks, you will find that it is almost universally the best way to keep things organized chronologically. Notice that your college, course number, class meeting start-time and meeting days should all be included in addition to your first and last name and the name of the assignment. All of these variants are acceptable as long as the information is accurate as it applies to you. Please use Microsoft Word. To get a free student installation of MS Word, go here: <https://products.office.com/en-us/student/office-in-education>.

Classroom Norms

- Please be respectful always.
- Please be attentive always.
- Please be actively participative in the course objectives always.
- Take notes. This constructive use of class time will bring you one step closer to mastery of the material.
- Familiarize yourself with the Standards of Student Conduct:
http://www.fullcoll.edu/docs/college_catalog/5-collegepoliciesandrules.pdf
- Mr. Fike's Teaching Philosophy: <http://www.larryfike.net/Philosophy-Of-Education.html>

College Academic Honesty Policy

Students are expected to abide by ethical standards in preparing and presenting material which demonstrates their level of knowledge and which is used to determine grades. Such standards are founded on basic concepts of integrity and honesty. These include, but are not limited to, the following areas:

1. Students shall not plagiarize.
2. Students shall not cheat.
3. Students shall not furnish materials or information in order to enable another student to plagiarize or cheat.

Instructors may deal with academic dishonesty in one or more of the following ways:

1. Assign an appropriate academic penalty such as an oral reprimand or point reduction.
2. Assign an "F" on all or part of a particular paper, project, or exam.
3. Report to the appropriate administrators, with notification of same to the student(s), for disciplinary action by the College. Such a report will be accompanied by supporting evidence and documentation.

Repeated violations may result in students receiving an "F" in the course, suspension or dismissal from the College.

STUDENT SUCCESS RESOURCES

- Directory: <http://www.fullcoll.edu/faculty-staff/faculty-staff-directory>
- Safety: (714) 992-7777
- Study Skills Printable Downloads: <http://archive.lbcc.edu/LAR/handouts.cfm>
- Study Skills Videos: <http://archive.lbcc.edu/lar/studyskills.cfm>
- Tutoring Center | Room 806 | (714) 992-7151
- Writing Center | Room 801 | (714) 992-7153

Call the Centers or consult the college website at <http://academicsupport.fullcoll.edu> for more information.

Americans with Disabilities Act (ADA) Statement

Fullerton College is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. Verification of the disability must also be provided. The Disability Support Services office functions as a resource for students and faculty in the determination and provision of educational accommodations.



COURSE MEETING SCHEDULE*
PHIL 172 F - 002: Critical Thinking and Writing
Spring Semester 2018: January 30 – May 24

Instructor: Mr. Fike

Email: lfike@fullcoll.edu

Office: arranged

Office Hours: by appointment

Website: www.larryfike.net

Tuesday, January 30 – Get acquainted; What is Critical Thinking? Questionnaire

Thursday, February 1 – Syllabus; Canvas; My Notes & Yours; Question Time; Quiz over Syllabus

Tuesday, February 6 – Domains of Philosophy; Representation; Syntax; Semantics; “Logos”

Thursday, February 8 – The Triangle; Thought Experiments; Sentence-Types; Metaphor; Reification

Tuesday, February 13 – Referencing Project; Conducting Research; Sources and Citations; RQs

Thursday, February 15 – What an argument is and is not (in academic and professional settings)

Tuesday, February 20 – Types and features of arguments

Thursday, February 22 – Types and features of arguments continued

Tuesday, February 27 – Ambiguity and Vagueness

Thursday, March 1 - Ambiguity, Vagueness, and Catch-up

Tuesday, March 6 – Exam 1 preparation

Thursday, March 8 – Exam 1

Tuesday, March 13 – Definition Types

Thursday, March 15 – Introduction to FALDS (Fallacious, Argument-like Devices)

Tuesday, March 20 – FALDs continued; Scientific Reasoning and Types of Explanation



Thursday, March 22 – Types of Explanation and the Problem of Induction

Tuesday, April 3 – Inductive Reasoning: Enumerative, ABE and Analogical

Thursday, April 5 – Inductive Reasoning: continuation of above; Averaging

Tuesday, April 10 – FALDs; psychological fallacies

Thursday, April 12 – FALDs; formal fallacies

Tuesday, April 17 – Exam 2 preparation

Thursday, April 19 – Exam 2

Tuesday, April 24 – Group Project (FALDS)

Thursday, April 26 – Group Project (FALDS)

Tuesday, May 1 – More on Deductive Reasoning: Propositional (Sentential, Symbolic) Logic

Thursday, May 3 – Propositional Logic: Translation

Tuesday, May 8 – Propositional Logic: Translation and Truth Tables

Thursday, May 10 – Propositional Logic: Translation and Truth Tables

Tuesday, May 15 – Propositional Logic: Short Method, Valid Rules of Inference

Thursday, May 17 – Valid Rules of Inference Check-in

Tuesday, May 22 – Exam 3 preparation

Thursday, May 24 – Exam 3

*Subject to change. Readings will be assigned throughout the term, and students will sometimes actively participate in their selection. Assignments are articulated through Canvas and in the classroom; quizzes occur frequently, so always have on hand a packet of 815-E Scantrons and a No. 2 pencil. For exams, 882-E Scantrons are required.