Goodwin University

PHIL 101: Introduction to Logic and Critical Thinking
7.5 Week Online (Section XX) – 3 Credits

Semester:
Day(s):
Time(s):
Classroom:
Instructor:
Office Hours:
Office Location:
Phone Number:
Email:

INSERT
Professional
Headshot Here

Prerequisite/Co-Requisites: None

Course Description

This course teaches how to identify, understand, and evaluate arguments by developing critical thinking and logic skills. The course emphasizes the distinction between fact and opinion, inductive and deductive reasoning, logical fallacies, and critical analysis of controversial social, political, and ethical issues.

Course Goal

Students will become acquainted with the value of argumentation and see how philosophy can be a method of discovery.

Required Text

Moore, B. N. & Parker, R. (2016) *Critical thinking.* (12th ed.) New York, NY: McGraw-Hill Education

Huff, D. (1954) *How to lie with statistics*. New York, NY: W.W. Norton & Company.

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Student Learning Outcomes

Definition & evaluation of inductive and deductive reasoning
Definition of causal arguments including relevant-difference and common-thread reasoning
Key logical concepts in reasoning, including value judgments
Elements of critical thinking
Definitions of relativism and subjectivism in arguments
Use of external knowledge to assess the validity of an argument and the credibility of the supporting sources
Recognition of rhetorical devices and their uses in persuasion
Definition of psychological and related fallacies in logical thinking
Practical application of critical thinking and logic skills
Indicators of dubious use of statistics
Communication skills, including written, and electronic media
Research competencies
Research methods

Grading Policy

Online Discussion	20%
Quizzes 　　　Objective/Subjective 5% 　　　Argument 5% 　　　Fallacy 5%, 　　　Value 5%	20%
Arguments 　　　Short Persuasive 10% 　　　Scientific 10%	20%
Assignments 　　　Vagueness Assignment 5% 　　　Causal Argument Assignment 5% 　　　Fallacy Argument Analysis 10% 　　　Statistics Critique 5%	25%
Final Paper	15%
Total:	**100%**

Coursework Expectations

This section of the syllabus contains a listing with brief descriptions of the assessment methods for this course. They are designed to align with the student-learning outcomes and provide you with varied ways to demonstrate mastery of the course content. ***Additional instructions and related scoring guides or rubrics are posted to Blackboard***.

Blackboard

Online Discussion (20%): Students are expected to respond to a Discussion Topic each week, and then respond to three other posts in that Discussion forum during the week.

Quizzes (20%): The purpose of the quizzes is to help you to see what you are learning and where you need more focus. You will complete quizzes that are based on assigned readings.

Arguments (20%): See Blackboard for more information

Assignments (25%) See Blackboard for more information

Final Paper (15%) See Blackboard for more information

Course Outline / Class Schedule*

Please note! Each week begins on Monday and ends on Sunday. All assignments for the week, including discussion posts, are due by the Sunday of each week at midnight.

Week / Date(s)	Topic(s) To be Covered Each Week	Assignments, Quizzes, and Readings to be Completed *Before* Each Week's First-Class Meeting
1	What is the value of argumentation? How should you find answers to complex or normative questions? How should we make decisions when confronted with conflicting information or points of view?	• Complete the Objective/Subjective/Normative Quiz • Complete Short Persuasive Argument • Participate in Discussion
2	How do you know when you're confronted with an argument? Where do arguments occur? What kinds of arguments are used in everyday situations?	• Complete the Argument Quiz • Complete Scientific Reasoning Assignment • Participate in Discussion
3	Why is it important to be clear? How can vague terms be used to mislead? How can you tell when vague terms are being used? What are different ways in which terms can be vague?	• Complete Vague Terms Assignment • Participate in Discussion
4	How does causal reasoning feature in explanations? Can we ever see a cause? How are complexity and causation linked? How can we identify the unique cause of an event?	• Complete Critique of Causal Argument Assignment • Participate in Discussion
5	What kinds of fallacies are there? Why are fallacies persuasive? Why do people rely on fallacies to persuade others? How can you identify fallacies when you come across them?	• Complete Fallacy Quiz • Complete Short Argument Analysis Assignment • Participate in Discussion
6	What is the function of statistics? How do statistics work? In what ways can statistics be deceptive? What kinds of questions should we ask about statistical evidence?	• Complete Statistical Argument Critique • Participate in Discussion
7	How do values affect our reasoning? Can we ever reach conclusions about moral principles? Are there value-free conclusions?	• Complete Value Assumption Quiz • Complete Final Paper • Participate in Discussion

This syllabus is subject to change at the discretion of the instructor.

Class Policies

Discussion Boards: In the discussion areas of the course, you, as a student, can interact with your instructor and classmates to explore questions and ideas related to the content of this course. Discussions will always close on Sunday at 11:59pm Eastern Time. No late discussion participation will be given credit.

A successful student in online education is one who takes an ACTIVE ROLE in the learning process. You are therefore encouraged to participate in the discussion areas to enhance your learning experience throughout each week.

See Blackboard for Grading Rubric

Blackboard: Blackboard contains class materials such as PowerPoints, worksheets, media, and links for submitting assignments. Be sure to *check Blackboard often* to stay up to date on announcements, new course materials, and other important information. *All assignments must be submitted on Blackboard.*

Late Assignments: Late discussion posts are not accepted. Other late assignments will only be accepted with permission from the professor, and may be subject to a grade penalty.

Communication and E-mail: Students are expected to communicate in a professional manner (i.e., verbal, written, and electronic). I will send course updates and announcements through Blackboard so please *check your Goodwin e-mail account regularly*.

APA Style: This course follows APA style format for all written assignments. All written assignments must be produced using software that is compatible with Blackboard. Assessment of written assignments will include use of APA format, writing, grammar, quotations, and references. Academic Writer is also an available at https://goodwin.libguides.com/academicwriter to help with APA formatting.

Expectations for Written Work: The following are basic expectations for all written work:
1. One-inch margin for all sides of the page (e.g., top, bottom, left, and right side of the page).
2. The font is 12 point.
3. The paper is double spaced.
4. The first page of the paper includes:
   - ✓ Your full name
   - ✓ The date of submission

Goodwin College Policies and Services
This course adheres to all policies outlined in the Goodwin College catalog.

General academic policies of Goodwin College may be found on the college web site at and in the college catalog at http://www.goodwin.edu/academics/catalogs.asp.

Student services information may be found on the Goodwin College website at https://www.goodwin.edu/student-affairs/ and http://www.goodwin.edu/library/.