

LOG-330-OLCA & OLCB

Logic

"It is the mark of an educated mind to be able to entertain a
thought without accepting it."

--Aristotle

"The first principle is that you must not fool yourself and you are the easiest person to fool."

--Richard Feynman

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Office Hours: Tuesday/Thursday -- 1:00 -- 2:30 pm (est)

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Course Description

According to our textbook authors Moore and Parker there are specific areas we need to be aware of when thinking logically and/or critically in life. These areas can be used in every facet of our lives and society. They firmly believe if learned properly the concepts can help us to distinguish fact from fiction and what is relevant or not. This eight week course will provide some tools to assist you in making better, informed decisions.

The following are some of the considerations we will discuss and review.

*Determine what information is or is not pertinent;
distinguish between rational claims and emotional ones;
separate fact from opinion;
recognize the ways in which evidence might be limited or compromised;
spot deception and holes in the arguments of others;
recognize logical flaws in arguments;
draw connections between discrete sources of data and information;
attend to contradictory, inadequate, or ambiguous information;
avoid overstated conclusions;
identify holes in the evidence and suggest additional information to collect;
recognize that a problem may have no clear answer or single solution;
consider all stakeholders or affected parties in suggesting a course of action;
articulate the argument and the context for that argument;
correctly and precisely use evidence to defend the argument;
logically and cohesively organize the argument;
avoid extraneous elements in an argument's development.*

Learning Objectives

Upon completion of LOGIC 330 OLC students should be able to:

1. Identify arguments and distinguish arguments from non-arguments in actual discourse.
2. Identify components of arguments – conclusions and premises (both explicit and implicit).
3. Identify assumptions used in actual arguments
4. Reconstruct arguments in order to make logical structure explicit.
5. Evaluate Arguments for:
 - a. strength of inference: validity vs. invalidity; strong vs. weak
 - b. type of inference: deductive, inductive, causal, analogical, statistical
 - c. truth/plausibility of premises: soundness or cogency
6. Identify, distinguish and classify fallacious forms of reasoning.
7. Distinguish types of definitions and their use in argumentation.
8. Identify, distinguish and classify typical argumentative forms:
 - a. standard deductive forms
 - b. standard inductive forms
 - c. analogies
 - d. causal arguments
- e. Construct and defend reasonable arguments of your own.

Quizzes: Please be sure to complete all online quizzes when and know that they are open book and you can use your notes. The purpose of the quiz is to give you an opportunity to gauge how you are doing with the course concepts.

Discussion Boards: You are expected to actively participate in the discussion board with your initial posting and responding to at least two of your classmates. This will also be graded and the professor will be engaged with the class.

Success/Participation: There is a very strong correlation between time spent online and performance. Be sure to printout our calendar so you won't fall behind. It's easy to procrastinate in online classes if you are not careful and manage your time wisely

Supportive Videos: Provided as a supplement to your readings and will help simply and expand the concepts covered.

HW: Homework will be assigned and the due date will be posted online associated with the lessons in your modules.

So how does homework affect your grade? Your homework is worth 25% of your final grade. Failing to complete homework assignments will pull down your grade.

But what happens if I don't know the answer to a question on the homework? That's ok. The reason you are in the course is presumably because there are things you don't already know about critical thinking. That said, this does not give you carte blanche to say of every question "I didn't understand!" Instead, what I expect is for you to explain why you don't understand how to do the problem or how to come up with the answer. A big part of my asking you to do homework is for me to be able to assess what the class does and does not understand well, and why. Your homework provides me with valuable insight into your comprehension and how I am doing with my teaching.

Our textbook is free and please do not be overwhelmed by what seems like an incredibly long book. We will only be using the chapters that specifically address our topic, NOT the whole book! You need to download this book today. The authors Moore and Parker are very knowledgeable and thorough in their breakdown of LOGIC (Critical Thinking).

Here is the link and I would like to you to read Chapters 1 & 2 to start this journey. There is a pdf file you can download on your first assignment!

<https://drive.google.com/file/d/1670owhQryvTILJHjB83lyLB8tU0QT6-V/view?usp=sharing> (Links to an external site.)

We are only using the chapters and materials relevant for our 8 week course! It is not possible to cover all of the materials in the online textbook.

There will be optional zoom sessions scheduled for those that would like interaction and engagement with the professor and students. The first one will be a meet and greet.

Grading

There are 8 units for this course in groupings of two chapters for the purpose of quizzes and simplicity. The last two units include your final project which will give you an opportunity to demonstrate your understanding of the course concepts and materials in a creative and interesting manner

Units 1 & 2	22.5%
Unit 3 & 4	22.5%
Unit 5 & 6	22.5%
Unit 7 & 8	32.5%
Total	100%

Extra Help

There is a growing body of literature on both successful and unsuccessful students. Students that drop out of school very likely waited too long before they got help. **The moral of the story is as soon as you think you are getting behind, reach out to me, please!**

The following is the structure of our class and very straightforward, easy to follow:

Unit 1 & 2 – Chapter One & Two – Do not Believe Everything You Think & Two Kinds of Reasoning-Supportive Videos/Quiz) **Due Date: Check online calendar**

Unit 3 & 4 – Chapter 3 & 4 – Clear, Critical Thinking/ Credibility & Vagueness -- Supportive Videos/Quiz/Discussion Assignment **Due Date: Check calendar**

Unit 5 & 6 – Chapter 5 & 6-- Rhetoric, the Art of Persuasion /Relevance (Red Herring Fallacies) Supportive Videos/Quiz/Discussion Assignment **Due Date: Check calendar**

Unit 7 & 8– Chapter 7 & 8 -- Induction Fallacies & Formal Fallacies and Fallacies of Language Supportive Videos/Quiz/Discussion Assignment **Due Date: Check calendar**

Final LOGIC Project "Conceptual Film Analysis of the Movie Divergent"

The details of this final will be provided week four of our course. This will give each student the opportunity to clearly demonstrate your comprehension of major concepts covered in the class and to use critical thinking skills acquired in the course.