

CRITICAL THINKING AND DISCOURSE (PHIL 105)



Monday/Wednesday 9:30 AM – 10:55 AM

Section 2640 | Room SOCS 202

Spring 2019 | February 13 – June 5

No class Monday, February 18; Monday, April 8; Wednesday, April 10; Monday, May 27

Instructor: Mr. Fike | Office: ARTB 320 | Office hours: by appointment | Email: lfike@elcamino.edu

Course material (required): <https://elcamino.instructure.com> | Mr. Fike's webpage: www.larryfike.net

Course Description

This course focuses on the study and development of critical reasoning and effective argumentation. Emphasis is placed on the application of critical thinking skills to the production of clear, well-argued position and advocacy papers and to the linguistic and logical analysis of the writings of others.

Course Objectives

1. Identify and analyze arguments representing multicultural views and perspectives with an emphasis on the role of language in argumentation.
2. Analyze arguments in logical terms.
3. Demonstrate the basics of writing an argumentative essay.
4. Distinguish fact/knowledge from judgment/opinion.
5. Distinguish knowledge and beliefs obtained from sensory evidence from both ethics and metaphysics.
6. 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.
7. Evaluate the credibility of evidence source materials.
8. Locate, analyze, and synthesize sources, evidence, and reasons in argumentative writing.
9. Analyze the written arguments of others.
10. Identify and analyze fallacies, analogies, statistics, studies, and surveys.
11. Interpret passages of texts, such as the Constitution and the Bible, paying close attention to problems of context, translations from other languages, contradictions, and exceptions to rules.
12. Analyze the myriad kinds of advertising, including being able to recognize and identify the fallacies, biases, and persuasive techniques used by advertisers.

Student Learning Outcomes

1. Students will be able to recognize and evaluate both errors in reasoning, including the primary fallacies, and linguistic techniques used in statements and arguments.
2. Students will be able to recognize and articulate problems in the positions and arguments of themselves and others.
3. Students will be able to compose coherent and well-reasoned arguments demonstrating research skills, and the ability to evaluate essays, studies and statistical data. They will also be able to analyze various arguments, including analogical and scientific arguments, as well as address counterarguments to their position.

Required Textbook

Our textbook equivalent are OERs (Open Educational Resources) found on Canvas. Students are required to read and study these materials. No additional fee is required.

Recommended Textbook

These will be previewed in class.

Other Supplies



815-E Scantrons (5-10); 882-E Scantrons (4); 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://elcamino.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

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| 1. Exams (4) | 40% |
| 2. Writing Assignments (5-8) | 40% |
| 3. Quizzes, Homework, and Class Participation (unspecified number) | 20% |

Assessment Elaboration

Exams are true-false/multiple choice/essay. They are worth 10% each and the final is comprehensive.

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 (4,000 words), and usually closer to 20 (5,000 words).

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.

Grade Scale

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

Extra Credit and Make-ups

These are not offered in this course. 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. The Student Success Resources listed below may also be of assistance. Mr. Fike will work with you individually when this is requested and deemed advantageous to a student's overall success.

Attendance

Attendance is required. If you accumulate more than eight absences, I will likely withdraw you from the course if that is still an option. If you are absent for more than two consecutive class meetings without contacting the instructor, you will likely be dropped from the course by the instructor. Please always inform the instructor as soon as you are aware that you will miss a class meeting.



Late Arrivals and Early Departures

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. If you arrive late to any class period, please see the instructor at the end of that same class period; otherwise, you will be marked absent for that date.

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. See the College Drop Policy here: <http://www.elcamino.edu/admissions/dropclass.aspx>.

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.

ADA Statement:

El Camino College is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. A student with a disability, who would like to request an academic accommodation, is responsible for identifying herself/himself to the instructor and to the Special Resource Center. To arrange for academic accommodations, contact the Special Resource Center:

<http://www.elcamino.edu/academics/src/>

Student Rights and Grievances Procedure 5530:

<http://www.elcamino.edu/administration/board/boarddocs/AP%205530%20STUDENT%20%20RIGHTS%20AND%20GRIEVANCES.pdf>

Student Success Resources

Counseling and Student Success Division: <http://www.elcamino.cc.ca.us/student-services/co/>

- Division Office
- (310) 660-3442
- Counseling Front Desk
- (310) 660-3458
- Career Center
- (310) 660-3593 ext. 6137
- Transfer Center
- (310) 660-3593 ext. 3408

Library: <http://www.elcamino.edu/library/>

- (310) 660-3525

Reading Success Center: <http://www.elcamino.edu/administration/vpaa/sep/rsc/>

- (310) 660-3593 x6729

Tutoring Center: <http://www.elcamino.edu/library/lrc/tutoring/index.asp>

- (310) 660-3593 x3511



Writing Center: <http://www.elcamino.edu/academics/humanities/writingcenter/>

- (310) 660-3873

Contacting Your Instructor through Canvas Conversation Message:

- 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.
- SUBJECT LINE: STUDENT Last Name, First Name, Course Number, College - What You Are Writing About. Example:

SUBJECT: STUDENT Gonzales Juanita PHIL 105 – 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.

SAVING FILES BEFORE YOU UPLOAD THEM: PLEASE LOSE THE TEMPLATE NAME:

NAMING FILES YOU SAVE AND SUBMIT ON CANVAS: Please be very specific in naming your files. I may give you an assignment on MS Word and name the template: Quiz 2.doc. **Do not send a file with that same name back to me!** Instead, *personalize* it. Most of your instructors will appreciate this. Good examples:

190307 Gonzales Juanita PHIL 105 MW 330p FC Citation Assignment.doc
FC PHIL 105 TMW 1:20p Gonzales Juanita Letter to the Editor #2 190406.doc
Gonzales Juanita Op-Ed Assignment PHIL 105 MW 210p FC 190307.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. “190307” is interpreted as, “March 7, 2019”: 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 Behavior:

- 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.elcamino.edu/administration/board/boarddocs/AP%205500%20Standards%20of%20Student%20Conduct.pdf>



Tips for Success:

My job as an educator is to tend to Student Success at all times. My assumption is that you enroll in school to learn. Therefore, I encourage students to:

1. Participate: read, write, listen and speak actively. Ask questions.
2. Read and study the [El Camino College Catalog](#) in all its glorious details.
3. **Take notes** – this puts you one step closer to mastery and saves you time later.
4. Form study groups: read, write, listen and speak actively. This can even be done in online courses.
5. Fully utilize online resources.
6. Learn to use electronic devices as education tools.
7. Talk to me in Canvas Conversation Messages.
8. Schedule a meeting with the instructor for individualized assistance.
9. Develop a calendar with deadlines and goals.
10. Seek out mentors: faculty members, coaches, former successful students, supervisors
11. Capitalize on Campus Resources:
 12. Use the Library (see [The Library Book](#) by Susan Orlean for a contemporary look at libraries).
 13. Use Academic Counselors – seek them out early and periodically during your college career.
 14. Use the Student Health Center – for the health of your mind and body.
 15. Use the ADA Office – for special needs and accommodations.
 16. Use the Tutoring Center.
 17. Use the Writing Center.
 18. Use the Office of Student Affairs.
 19. Use the Financial Aid Office.
 20. Use the Career Development Office.
 21. Join clubs and organizations.
22. Mindfulness Principles:
 1. Reflect: I will step away from what I am learning, review it, and connect it to what I already know.
 2. Self-Monitor: How am I using, and how can I use, what I am learning in college?
 3. Self-Assessment: Am I clear about my interests, talents, learning styles, and learning habits? Am I getting enough sleep? Is my schedule and use of time reasonable?
23. Successful Students Are:
 1. Curious,
 2. Self-driven,
 3. Good at time-management,
 4. Skeptical,
 5. Creative,
 6. Broad-minded,
 7. Communicative,
 8. Receptive to other perspectives.



COURSE MEETING SCHEDULE*
PHIL 105: Critical Thinking and Discourse
Spring Semester 2019: February 13 – June 5

Instructor: Mr. Fike

Email: Canvas Messaging

Office: ARTB 320

Office Hours: by appointment and encouraged

Website: www.larryfike.net

Wednesday, February 13 – Get acquainted; What is Critical Thinking? Questionnaire

Wednesday, February 20 – Syllabus; Canvas; My Notes & Yours; Question Time; Quiz over Syllabus

Monday, February 25 – Domains of Philosophy; Representation; Syntax; Semantics; “Logos”

Wednesday, February 27 – The Triangle; Thought Experiments; Sentence-Types; Metaphor; Reification

Monday, March 4 – Referencing Project; Conducting Research; Sources and Citations; RQs

Wednesday, March 6 – What an argument is and is not (in academic and professional settings)

Monday, March 11 – Types and features of arguments

Wednesday, March 13 – Types and features of arguments continued

Monday, March 18 – Exam 1 Preparation

Wednesday, March 20 – Exam 1

Monday, March 25 – Arguments and Explanations

Wednesday, March 27 – Ambiguity and Vagueness

Monday, April 1 – Definition Types

Wednesday, April 3 – Exam 2

Monday, April 15 – Introduction to FALDs; Scientific Reasoning and Types of Explanation



Wednesday, April 17 – Types of Explanation and the Problem of Induction

Monday, April 22 – Inductive Reasoning: Enumerative, ABE and Analogical

Wednesday, April 24 – Inductive Reasoning: continuation of above; Averaging

Monday, April 29 – FALDs; psychological fallacies

Wednesday, May 1 – FALDs; formal fallacies

Monday, May 6 – Exam 3 preparation

Wednesday, May 8 – Exam 3

Monday, May 13 – Group Project (FALDS)

Wednesday, May 15 – Group Project (FALDS)

Monday, May 20 – More on Deductive Reasoning: Propositional (Sentential, Symbolic) Logic

Wednesday, May 22 – Propositional Logic: Translation

Wednesday, May 29 – Propositional Logic: Translation and Truth Tables

Monday, June 3 – 10 Valid Rules of Inference & Square of Opposition

Wednesday, June 6 – Exam 4

*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.