



Logic and Critical Thinking (Philosophy 170)

Course Number: 24258 | Class Dates: Monday, January 28, 2019 - Saturday, May 25, 2019

WEB (ONLINE) COURSE

Your Instructor, Mr. Fike



Hello everyone and welcome to this class, which is designed to help you become an increasingly careful thinker, no matter how well you're doing that now. I have been teaching Philosophy courses since 1989 and think of myself as your "trail guide," yet I still have a lot of room for improvement! For several years I was chair of a department and taught in live interactive classroom settings that were beamed to remote locations, and I'm excited about helping you navigate your way through this online course. I look forward to working with each of you as you complete this important building-block in your formal education.

Instructor: Mr. Fike | Email: lfike@fullcoll.edu, but use Canvas Messenger only |

Personal Website: www.larryfike.net

The Class

Mind, World, Language

Philosophy is sometimes thought to be a luxury. In another sense - because it's part of what it is to be a human being - it's a necessity. By doing philosophy, we can come to understand ourselves, others, and the world more clearly.

The surprising thing is, from a critical thinking perspective, you learn more about the use of your own **mind** by thinking about **language** and its relationship to the **world** outside of your "head," than you do by simple introspection, or "looking within." This is one of the major realizations I hope you leave with. You'll have many opportunities to test my hypothesis.

You get to do this in a supportive community (with your classmates and me), and you earn college credit while you do it! This is your time to "*think about your thinking*," a phrase that is sometimes used to characterize critical thinking. **You** are the center of this course. You will engage in a variety of discussions with your classmates and with me. You'll get to **show off** what you are learning. You will have opportunities to learn in community and to make what you have learned accessible to all of us. You'll write Letters to the Editor of a newspaper. Maybe you'll invent a new game. Maybe you'll make a video. Maybe you'll even do both!

If you have any questions or concerns, please don't hesitate to contact me along the way. By sending me a Private Message I will get back to you within 36 hours, Monday thru Friday. On the weekend it will most likely be longer.

I am excited to facilitate this class and I hope you become as excited about critical thinking as I am.

Here's to *language* and the *world!*

-Mr. Fike (rhymes with "bike," "hike," and "like")

Fullerton College Course Catalog Description

54 hours lecture per term.* This course focuses on an understanding of the relationship of language to logic, which should lead to the ability to identify and evaluate various inductive and deductive arguments. The course is also concerned that students become aware of semantic confusions and of the nature and importance of definitions. The minimal competence expected of the student is the ability to distinguish fact from judgment, belief from knowledge and skills in inductive and deductive processes, including an understanding of the formal and informal fallacies. The evaluation of an extended argument may be required by the instructor and designed to satisfy the critical thinking requirement for those planning to transfer to the CSU system. (CSU) (UC)
(Degree Credit), AA GE, CSU GE

*Because outside-of-class work is supposed to be match by 2 hours average for each hour of in-class work, the total lecture hours posted per term should be tripled to reflect the total expected commitment for online-only (web only) course completion: $54 \times 3 = 162$ hours total.

Statement of Student Learning Outcomes

Philosophy is noteworthy as a discipline that helps students improve their ability to think. On the one hand, this ability takes a critical dimension. In particular, students will improve their ability to assess reasons given in favor of or against viewpoints. On the other hand, students will also improve their ability to consider new positions, and to creatively solve problems.

- **Outcome:** Upon successful completion of PHIL 170 F Logic and Critical Thinking, the student will be able to identify and explain the differences between an argument and an explanation.
- **Outcome:** Upon successful completion of PHIL 170 F Logic and Critical Thinking, the student will be able to evaluate patterns of deductive and inductive reasoning.
- **Outcome:** Upon successful completion of PHIL 170 F Logic and Critical Thinking, the student will be able to identify at least six inductive fallacies.

Statement of Course Objectives

Upon completion of the course the student should be able to:

- Identify and explain types of premises, statements, and propositions.
- Explain the difference between valid and invalid arguments.
- Explain the difference between sound and unsound arguments.
- Explain the difference between inductive and deductive fallacies.
- Identify and explain the strongest pro and con arguments on a number of contemporary issues.
- Practice some of the basic principles and methods of formal logic.
- Engage in a sustained argument, in which both sides of an issue are logically evaluated in light of evidence.

Required Textbook

Our textbook equivalent consists of Open Educational Resources, or OERs, which are required. This material is located within the Canvas Modules developed specifically for this course and includes readings, videos, and other interactive participation elements. Students gain access to this material by enrolling in the course. No additional fee for these materials is required.

Recommended Textbook

I highly recommend in addition that you purchase a used textbook, but none these are required. The photo includes examples of textbooks I have used in past sections of this course. One that is easily obtainable is Moore & Parker, *Critical Thinking*, 9th edition. There are newer editions, but they tend to be more expensive. Paul Herrick's *The Many Worlds of Logic* doesn't include pictures, but is very readable and will take you far beyond this course. They are all acceptable, and the course is designed so that, in principle, you can complete it successfully with only our textbook equivalent, which consists of Open Educational Resources, or OERs. The Internet, with the many links I provide and the rich resources it contains (provided it is used with discretion), is a fantastic resource. However, there will be many occasions on which having an additional book for reference may be useful. I have seen textbooks for as little as \$3.49 that will not only provide you with a rich amount of quick-reference information, but that can also provide you with additional exercises when you believe you would benefit by completing them.

Successfully Completing This Course

You have the opportunity to earn 900 points in this course. Since this is a **semester-length course**, you should plan to spend **approximately 8-10 hours per week** in order to complete all work associated with this course. Below is an itemization of the assignment-types:

Discussions: 240 points

Knowledge Festivals: 90 points

Progress Parades: 200 points

Writing Exhibits: 300 points

Final Flaunt: 70 points

Discussions – 240 points

Ten of the thirteen learning units will provide you with opportunities to interact with your peers. You'll be posting some of your assignments and have a chance to reflect on each unit. Each of your discussion forums includes criteria for your required post and replies, including due dates.

Knowledge Festivals – 90 points

You will have 6 of these, worth 15 points each, and you'll be allowed to take them at least twice each. They're my way of helping both you and me check in to make sure that you're progressing satisfactorily.

Progress Parades – 200 points

You'll have the opportunity to complete 3 Progress Parades, and the scores from the highest 2 will count toward your grade in the course. (Some people call these exams, and would say that the lowest of the 3 scores is being dropped.) Here you *parade*, or *show off*, everything that you have learned during a certain segment of the course, by means of true/false questions, multiple choice questions, and your other attempts to answer questions (which some would call, "essays").

Writing Exhibits – 300 points

I read and offer feedback on these pieces of work: two Letters to the Editor; a "My Issue" Assignment; an Opinion-Editorial piece; two Essays for Analysis; and an Individual FALD Assignment.

Final Flaunt – 70 points

This is similar to a Progress Parade, except that it may include anything that has been covered during the course of our class. It's a brief re-cap to see what you'll be "taking with you."

Course Grades:

810-900 points = A

720-809 points = B

630-719 points = C

540-629 points = D

0-539 points = F

Navigation Tips (limited functions on smartphones and tablets)

If you're on a laptop or desktop computer, remember you can click on the tabs to the left to see Grades, Assignments, Modules (which contain your Units of study), People, Discussions, Announcements, et cetera. These tabs are located *within* this page, so you'll have to scroll to the top to see them. Once you're into the course, I try to make it easy for you to navigate simply by using "Home," which appears at the top of each page on the left, and also the "Next" arrows at the bottom of *Pages*. Keep in mind that the Tool Bar is located *outside* of the page at the far left, and there you have fantastic resources as well: the **Dashboard**, where you can click to see all of your Canvas courses; the **Calendar** (which is at the

top right of most Pages *within* your course as well), and the **Inbox**, where you can email me. **The Calendar is useful to see upcoming due-dates. Please make it a practice to submit your work before the due date.** (See also "Late Work Policy" below.)

Course Communication Policy

If you have any questions or concerns, please don't hesitate to contact me along the way. By sending me a Private Message I will get back to you within 36 hours, Monday thru Friday. On the weekend it will most likely be longer.

Emailing Your Instructor

SEND TO: Send me a Private Message, initiated by clicking on the "Inbox" on the far left here in Canvas.

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

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

FILE NAMING: Please be specific in the naming of your files. By "files," I mean those you save on your own computer and then upload onto Canvas.

Good examples of file names:

- 190207 Gonzales Juanita PHIL 170 Online 24258 FC Extra Credit #1
- FC PHIL 170 Online 24258 Gonzales Juanita Letter to the Editor #2?
- Gonzales Juanita Op-Ed Online 24258 Full Coll190207

Because your instructor sometimes has in excess of 200 students at one time, it is important that you follow something very close to this format. 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. "190207" stands for "February 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.

Drop Policy

This course begins on Monday, January 25, 2019. Students who complete all parts of "Discussion: Class Introductions" by Wednesday, January 27 at 11:59 PM, and send me a private message before that same time, will not be dropped. Beyond this, it is the responsibility of the student to officially withdraw from the course. Students who do not do

so by the College's deadline will receive a letter grade (A, B, C, D, or F) in accordance with the point system articulated in the Syllabus.

Late Work Policy

Please mark your calendars, and use the Calendar in Canvas, to keep track of due-dates and -times. Late work is not accepted in this course, although in relatively rare instances deadlines for assignments may be extended beyond the dates set at the outset of this course. See "Tips for Success" below.

Extra Credit

On occasion, extra credit may be made available at the discretion of the instructor. Any extra credit will be rooted in the course objectives and will include a deadline. The amount of total extra credit for the entire course will range from 0 to 25 points.

Tips for Success

- Pay close attention to your due dates at the start of each content week. Plan to submit assignments *early*, since late work is not accepted. Mark them somewhere on your own calendar or phone reminder so you don't lose track of them...If you have an iPhone, you can always use Siri to remind you. If you have an Android as I do, you can use Alexa.
- Block out time in your schedule to do the work.
- Consider yourself a member of a community. We will all be here to help each other out.
- Treat contributions made by other members of the class with respect.
- Contribute regularly to the group dialogue. The contributions of each individual play a role in the collective strength and diversity of our community.
- Check in on class discussions regularly, if not daily.
- If this is your first online learning experience, expect to invest extra time to orient yourself to the course design and tools.
- Have patience and a sense of humor with technology.
- Keep an open mind.
- Ask for help when you need it, and assist others when possible.
- And never hesitate to ask for clarification when needed. I am here to help you succeed.

Another Look at Student 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 Class Schedule 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.

Standards of Student Conduct

See the North Orange County Community College District Standards of Student Conduct and Discipline. (PDF file)

Policy on Academic Honesty (from the Above Document on Standards of Student Conduct and Discipline):

Misconduct, which constitutes "good cause" for disciplinary action includes, but is not limited to, the following:

- 1.3 Cheating, plagiarism in connection with an academic program (including plagiarism in a student publication), or engaging in other academic dishonesty.
- 1.4 Dishonesty, forgery, alteration, or misuse of District documents, records, or identification, or knowingly furnishing false information to the District.

- 1.5 Misrepresentation of oneself or of an organization to be an agent of the District.

Definitions of Cheating and Plagiarism

Cheating is the act of deception by which a student misleadingly demonstrates that he/she has mastered information on an academic exercise. Examples include **but are not limited to:** (1) copying or allowing another to copy a test, paper, project or performance. (2) Using unauthorized materials during a test, for example, notes, formula lists or "cheat sheets." (3) Taking a test for someone else or permitting someone to take a test for you. Cheating is forbidden in all academic environments, including this one.

Plagiarism is the act of representing the work of another as one's own without giving credit. Plagiarism includes **but is not limited to:** (1) Incorporating the ideas or words of another's as well as musical compositions, computer programs, photographs, etc., as one's own. Plagiarism is forbidden in all academic environments, including this one.

Accommodations Statement of Fullerton College

Accommodations are tools that level the educational playing field for students with disabilities. Accommodations are not intended to alter or lower the standards or expectations of a course; they are designed to assist students in learning the same material and meeting the same expectations as their classmates who do not have disabilities. DSS partners with students to make reasonable educational accommodations unless such accommodation(s) would pose an undue financial or administrative hardship; or would result in a fundamental alteration in the nature of the college course, activity, program, or service.

Educational accommodations are determined for each student individually based on documentation provided by the student and the interactive process between the student and the DSS LD Specialist. Following are some common accommodations available through DSS. This list is not inclusive and the accommodations will not apply to every student.

- Academic Counseling
- Adaptive Classroom Furniture
- Adaptive Computer Lab (ACL) Courses
- Alternate Media
- Class Test Accommodations
- Instructor Letters
- Interpreting Services
- Learning Disability Assessment
- Note-taking Assistance
- Priority Registration
- Reduced Course Load

If you find a violation of this statement on this Canvas course website, I as your instructor ask that you bring it to my attention, since I will have committed the violation inadvertently.

Disability Support Services

DSS LD Specialists/Counselors are available for specialized disability-related academic counseling appointments. During registration periods, recommendations can be made to help you plan a reasonable schedule to increase the likelihood of success in your enrolled classes. LD Specialists/Counselors are also available by appointment to help you with disability-related issues and concerns you may have during the semester.

To schedule an appointment, call the DSS main office at (714) 992-7099. See the Disability Support Services Webpage.

Additional Student SUCCESS Resources

Even the most successful students can become even more successful by taking full advantage of many of these college-provided resources:

- How to get Microsoft Office (especially MS Word): <http://cos.lbcc.edu/microsoftoffice.php>
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- Study Skills Downloads: <https://www.lbcc.edu/overview/study-skills-downloads> - These are excellent!!!
- Study Skills Videos: <https://www.lbcc.edu/post/study-skills-videos> - These are excellent!!!
- Mr. Fike's Website has a host of tools. Be sure to utilize his SITE SEARCH FUNCTION.

ASSIGNMENTS SUMMARY BEGINS ON THE NEXT PAGE

ASSIGNMENTS SUMMARY

Discussion for Unit 2: Your Thoughts on Philosophy, Critical Thinking, and Deliberation (the DUE DATES on Discussions are FULL CREDIT due dates)	due by 11:59pm
Discussion: Class Introductions	due by 11:59pm
Netiquette Guidelines	due by 11:59pm

Thu Feb 7, 2019

Discussion for Unit 3: Mind, World, and
due by 11:59pm

Language
(the DUE
DATES on
Discussions
are FULL
CREDIT
due dates)

Fri Feb 8, 2019

Knowledge
Festival for
Unit 2:
Critical
Thinking &
Philosophy due by 11:59pm

Thu Feb 14, 2019

Discussion for
Unit 4:
Representations
and Language due by 11:59pm

Fri Feb 15, 2019

Knowledge
Festival for
Unit 3:
Language,
Mind and
World due by 11:59pm

Tue Feb 26, 2019

Discussion
for Units 5
and 6:
Argument
Articulation
and
Evaluation due by 11:59pm

Sun Mar 3, 2019

Letter
to the
Editor due by 11:59pm
#1

Fri Mar 8, 2019

Knowledge
Festival for
Units 5 &
6:
Evaluating
Arguments due by 11:59pm

Mon Mar 11, 2019

Progress
Parade due by 11:59pm
1

Thu Mar 14, 2019	Discussion for Unit 8 - Ambiguity	due by 11:59pm
Thu Mar 21, 2019	Discussion for Unit 9	due by 11:59pm
Mon Apr 8, 2019	Knowledge Festival for Units 8 & 9: Ambiguity & Definition Types	due by 11:59pm
Tue Apr 9, 2019	"My Issue" Assignment	due by 11:59pm
Thu Apr 11, 2019	Discussion for Unit 10: The FALDs and Cognitive Biases	due by 11:59pm
Tue Apr 16, 2019	Progress Parade 2	due by 11:59pm
Sat Apr 20, 2019	Letter to the Editor #2	due by 11:59pm
Thu Apr 25, 2019	Discussion for Unit 11	due by 11:59pm
Fri May 17, 2019	Knowledge Festival for Unit 11: Types of Inductive Arguments	due by 11:59pm
	Individual FALD Assignment	due by 11:59pm

Thu May 23, 2019	Progress Parade 3 due by 11:59pm
	(Two) Essays for Analysis due by 11:59pm
Fri May 24, 2019	Knowledge Festival for Unit 13 due by 11:59pm
Sat May 25, 2019	Final Flaunt due by 11:59pm
	Op-Ed piece Writing Exhibit due by 11:59pm
	GROUP ASSIGNMENT: FALDs
	Sustained Argumentation Assignment