

Phil 1010
Critical Thinking
CRN 11374
CRN 11375

GEORGIA STATE UNIVERSITY
Department of Philosophy
TR 8:00-8:50 a.m.
TR 9:30-10:20 a.m.

Spring 2016
Jeffrey M. Carroll
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CONTACT INFORMATION

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EMAIL

1. Email is the best way to contact me.
2. You should check your official Georgia State email at least once every 24 hours. You are responsible for any information I send to your GSU email address.
3. By University policy, I must use your official Georgia State student email address. If you send an email from a non-GSU email account, I cannot respond. Also do not send email through D2L/Brightspace.
4. If you email me from your GSU account and have not received a reply within 48 hours, you should assume that I did not receive the message. Resend and Contact me in person.
5. If you turn in any assignment by email, it is your responsibility to confirm that I received it on time. If I do not receive an assignment on time, you will not get credit for the assignment without time-stamped email proof that you sent it before it was due. Having trouble with your email, computer, or ISP is not an excused late assignment.

******COMMON FINAL******

The required common final exam for all sections of this course is Friday, April 29, 2016 from 1:30—4:00 pm in a building and room to be announced later.

COURSE OBJECTIVES

The primary objective of Phil 1010 (which fulfills an Area B requirement in the Core Curriculum http://enrollment.gsu.edu/files/2015/03/undergraduate_catalog_2015-2016.pdf) is to help you improve your critical thinking skills. Critical thinking is the skill of recognizing, composing and evaluating arguments. All college courses rely on arguments. Examples include: arguments about business plans, arguments about the qualities of a novel, arguments about the significance of historical events, and arguments about the function of genetic material. Doing well in this course should increase your chances of successfully completing the core curriculum, the courses required by your major, and other courses required to earn a university degree.

This course is *not* intended to be an introduction to philosophy and it does not focus on ideas discussed in most philosophy classes (for example, justice, knowledge, mind). For an introduction to philosophy, take Phil 2010, Introduction to Philosophy (which fulfills an Area C requirement in the Core Curriculum http://enrollment.gsu.edu/files/2015/03/undergraduate_catalog_2015-2016.pdf). Phil 1010 is not a prerequisite for Phil 2010.

PREREQUISITES

There are no prerequisites for this course. Some major assignments require writing in English.

REQUIRED MATERIALS

Critical Thinking: The Art of Argument, 2d edition. Rainbolt & Dwyer, ISBN 9781285993546

which includes: --a paperback print copy of the 2d edition,
--an ecopy of the 2d edition, and
--access to the Cengage hosted Aplia.

IMPORTANT NOTE

The authors of the course textbook do not receive any money from the sale of the textbook or other course materials to GSU or GPC students.

ELECTRONIC DEVICES

You may access the eBook in class to complete your exercises and make other references to the book. However, this is not the case on test days. No computers, cell phones, tablets, or other electronic devices may be used in the classroom on test days (for any exams and S&Es*). If you use a cell phone, computer, or other device on test days, it will constitute academic dishonesty, the default penalty for which is failure of the course.

*S&E stands for standardize & evaluate an argument in a passage. Details in class.

GRADES

1. Components by Weight

SI Attendance	10%
Aplia Exercises	10%
Midterm Test	10%
S&E1	10%
In class Exercises	10%
S&E2	25%
Final Exam	25%

2. Grading Scale

Assignments in this class are scored on a scale from 1 to 100. Scores transfer to point scale and letter grades as follows:

A+	4.3	98 – 100	C+	2.3	77 – 79
A	4.00	93 – 97	C	2.00	73 – 76
A-	3.7	90 – 92	C-	1.7	70 – 72
B+	3.3	87 – 89	D	1.00	60 – 69
B	3.00	83 – 86	F	0.00	0 – 59
B-	2.7	80 – 82			

3. To pass the course, students must earn an overall average of 60.

4. You are liable to be administratively withdrawn if, prior to March 1, 2016, you miss more than 2 exercises or more than 2 classes. However, missing more than 2 exercises or 2 classes does not guarantee that I will withdraw you. If you want to withdraw, you need to do that yourself via PAWS.

5. If you are not doing as well as you would like in this or any of your other courses, consider making an appointment with the Undergraduate Studies Office, Sparks 224. It offers one-on-one academic coaching, as well as workshops and tutorials on study skills. You have already paid for this service with your student fees, so take advantage of it.

A TIP

It is hard to get less than a C in this course if you come to all of the class sessions, attend at least 4 SI sessions (one each month), do all of the exercises, take both exams, and do the S&Es. It is easy to get an F if you miss more than 2 class periods, more than 2 sets of exercises, miss an exam, or miss the S&E. In other words, effort counts.

FLIPPED CLASS AND IN CLASS EXERCISES

This class is a flipped class. In a flipped class, lectures and homework are flipped. You watch lectures at home and do your “homework” in class. The course schedule lists readings and lectures to do **before class**. The lectures you will view before class are available at the following link: <http://philosophy.gsu.edu/criticalthinking/>. The files are large. You will need a good internet connection to view them. You will find two files for each lecture: files that contain both the video and the audio portions of the lectures, and files that contain just the audio part of the lectures. These may be useful to you if you want to review the material by listening to the lectures.

You will do your in-class exercises in small groups. These groups will be assigned and changed several times over the course of semester. You will turn in your in-class exercises each day just prior to going over them in class.

Your grade on each set of in-class exercises is the percentage of the questions you get right. For example, if there are eight questions, and you get six of them right, your grade on that set is a 75. However, **your overall in-class exercises grade will be based on your good faith effort**. If you average between 60—84%, your total in class exercises grade will be 85%. Scores over 84% will be recorded as they are.

APLIA EXERCISES

Aplia exercises are completed electronically via Aplia, access to which is included in the textbook with the ISBN 9781285993546. If you do not purchase that ISBN at the GSU bookstore, then you may have to pay a lot more for access to Aplia by purchasing it online. Aplia exercises are due once a week by or before 11:45 pm on Sunday Eastern Time (be careful not to choose Pacific time!). Note that the computer will close at precisely that time so you need to be sure your Aplia exercises are submitted before that time.

Your grade on each set of Aplia exercises is the percentage of the questions you get right. For example, if there are eight questions, and you get six of them right, your grade on that set is a 75. However, **your final Aplia exercises grade will be based on your good faith effort**. I will drop the three lowest grades. In addition, if you average between 60—84%, your total Aplia exercises grade will be 85. Scores over 84% will be recorded as they are.

MAKE-UPS

1. Absences on S&E days are excused only when there is a sufficiently documented, last minute significant emergency.
2. There are no make-ups for any reason for missing the midterm, or in class exercises. If you miss an exercise, your exercise overall grade will be lower. If you miss the midterm exam, your final exam will be worth 35% of your course grade.

SI SESSIONS.

SI stands for supplemental instruction. It is a program in colleges and universities around the world with proven statistics that show students who regularly attend SI sessions have a higher GPA overall and a higher course grade in the courses offering SI sessions. SI leaders for Phil 1010 at GSU are MA candidates in philosophy. **This semester they will hold sessions in Room 1642 at the 25 Park Place building (in the same building as the advising center) Monday through Thursday from 9am—4:50pm (last session is from 4—4:50pm)**. You may attend any and all sessions according to what is convenient to your class and work schedule. However, to receive full credit for SI attendance, you **MUST** attend at least 1 session in each month for a minimum total of 4 sessions. If you attend at least 4 sessions across the four months of January, February, March, and April (you will receive a

100% for that portion of your course grade. If you attend fewer than four sessions, you will receive a lower % the SI portion of your grade (3 sessions = 80%, 2 sessions = 70%, one session = 60%). If you do not attend any SI sessions, you will receive a ZERO (0%) on the SI portion of your course grade.

S&Es

“S&E” stands for “Standardize and Evaluate an Argument.” These will be discussed in detail in class. Any student’s S&E may be used for pedagogical purposes. Students’ names and any other identifying marks will be removed to ensure anonymity.

ATTENDANCE

Everyone’s presence is an intrinsic and vital feature of the class. Even if you do not speak, your presence has an effect on what is said by others. Attendance can be a deciding factor for course grades on the borderline. In addition, class and SI attendance makes up a significant portion of the course grade. See above for specific weights.

ACADEMIC DISHONESTY

Failure of the course is the default departmental penalty for plagiarism, cheating on a test, copying someone else’s work, letting someone else copy your work, or any other form of academic dishonesty. For example, copying someone else’s standardization of an argument on an S&E is a case of plagiarism and will result in failure of the course. You are encouraged to study for tests with your classmates, and you are allowed to discuss answers with your group members for in-class exercises. **However, on exams and S&Es, you must do all your own work;** if you use even a small part of a classmate’s work or a line from an online source, you will have violated GSU’s academic honesty policy because no outside sources are permitted for in class tests, whether exams or S&Es.

Moreover, if you are dishonest, you are liable for further administrative action, which might include expulsion with notation on your permanent record. See the GSU Policy on Academic Dishonesty attached to this syllabus, available in the University Student Handbook, and found online at <http://codeofconduct.gsu.edu/>

In addition, give due consideration to what it means to be a good friend! Not infrequently, students draw the natural but erroneous conclusion that allowing or facilitating a friend’s cheating is somehow helping that friend. Far from it! Good friends, truly good friends, help us to avoid cheating and any other kind of dishonesty. Anyone who helps us cheat is clearly not interested in our becoming autonomous beings. Moreover, helping someone be dishonest is a violation of the academic honesty policy.

CLASS FORMAT

The class will be a combination of practice and discussion of exercises. This format demands that students be well prepared for class. You do not have to understand all the readings and lectures before class, but you need to read all the readings before class, watch all the lectures before class, and be prepared to ask questions about what you do not understand.

STUDENTS WITH DISABILITIES

If you have a disability that may impair your ability to successfully complete this course, contact your instructor as soon as possible to arrange accommodations. GSU has two programs that provide supports services to students with disabilities.

Office of Disability Services - <http://www2.gsu.edu/~wwwods/> - 404.413-1560

Accessibility At GSU - <http://www2.gsu.edu/~wwwada/> - 404.464-9044

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services (second floor in the Student Center East; dismail@gsu.edu) . Students may be accommodated only upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought. If you have not been issued the Accommodation Plan by Disability Services I am required by federal law and university policy not to accommodate.

HOW TO DO WELL IN THIS COURSE

Come to Class and Come on Time

Because of the way grades are computed, your grade will suffer if you are not in class and your grade will be favorably affected if you are present.

Study Outside of Class:

1. A normal expectation is that undergraduate students will spend a minimum of two (2) hours studying outside of class for every hour spent in class.
2. Since this course meets for two (2) hours of class time each week, you should plan on spending at least four (4) hours outside of class each week studying the material in the book, on the narrated slides, and in your notes.

Read the Assignments Multiple Times:

Philosophy is demanding reading. We will not read a great many pages, but some of the readings might be dense or difficult to follow. I recommend you to do all the readings three times. First, read the work through quickly to get the general idea and to circle any words you don't understand. Then look up all the words you don't know and read the work again slowly. Third, after we cover the reading in class, read it, slowly. Read. Rinse. Repeat, as they say in the shampoo business.

Also listen to the videos or podcasts before class so that you can ask questions in class. Since the "lectures" for flipped classes occur on the online videos/podcasts, you need to hear them before doing the exercises to increase your chances of doing well and of knowing which parts were confusing to you. Always feel free to ask questions in class. That is the best way to learn.

Everything in this syllabus can change (and something always does).
You are responsible for all changes announced in class, on PAWS or D2L, and via email.

Week 1

Tue 1/12 Introduction: Features of the book and the recorded lectures.

Thur 1/14 Read before class: pp. 4-13

Watch before class: Introduction

Chap 1, Lec 1, What is Critical Thinking?

Chap 1, Lec 2, What is an Argument?

Chap 1, Lec 3, Why Think Critically?

Fri 1/15 Last day to Add/Drop

Sun 1/17 Aplia: How to Use Aplia before 11:45 pm.

Week 2

Tue 1/18 Read before class: pp. 13—19

Watch before class: Chap 1, Lec 4, Part 1, Identifying Arguments

Chap 1, Lec 4, Part 2, Identifying Arguments

Thur 1/20 Read before class: pp. 20-27

Watch before class: Chap 1, Lec 5, Things that Are Not Arguments

Sun 1/24 Aplia: Chap 1, Sets 1 and 2, before 11:45 pm

Week 3

Tue 1/26 Read before class: pp. 31-38

Watch before class: Chap 1, Lec 6, Putting Arguments into Standard Form

Chap 1, Lec 7, Main Arguments and Subarguments

Thur 1/28

Read before class: pp. 44-55

Watch before class: Chap 2, Lec 1, Two Characteristics of a Good Argument

Chap 2, Lec 2, True Premises

Chap 2, Lec 3, Proper Form

Sun 1/31 Aplia: Chap 1, Set 3 before 11:45 pm

Week 4

Tue 2/2 Read before class: pp. 57-68

Watch before class: Chap 2, Lec 4, Deductive and Inductive Arguments

Chap 2, Lec 5, Relevance

Thur 2/4 Read before class: pp. 72-84

Watch before class: Chap 2, Lec 7, Part 1, Fallacies of Relevance

Chap 2, Lec 7, Part 2, Fallacies of Relevance

Sun 2/7 Aplia: Chap 2, Set 1 before 11:45 pm

Week 5

Tue 2/9 Read before class: pp. 89-104
 Watch before class: Chap 3, Lec 1, Empirical Premises
 Chap 3, Lec 2, Testimonial Premises
 Chap 3, Lec 3, Definitional Premises
 Chap 3, Lec 4, Statements by Experts

Thur 2/11 Review for Midterm

Sun 2/14 Aplia: Chap 2, Sets 2 and 3, before 11:45 pm

Week 6

Tue 2/16 Midterm Covers chapters 1, 2, and 3

Thru 2/18 Read before class: pp. 152-162
 Watch before class: Chap 5, Lec 1, Part 1, Identifying Propositional Statements
 Chap 5, Lec 1, Part 2, Identifying Propositional Statements

Sun 2/21 Aplia: Chap 3, Set 1, before 11:45 pm

Week 7

Tue 2/23 Read before class: pp. 164-175
 Watch before class: Chap 5, Lec 2, Part 1, Evaluating Propositional Arguments
 Chap 5, Lec 2, Part 2, Evaluating Propositional Arguments

Thur 2/25 Reread before class: pp. 164—175
 Watch before class: Chap 5, Lec 2, Part 1, Evaluating Propositional Arguments
 Chap 5, Lec 2, Part 2, Evaluating Propositional Arguments

Sun 2/28 Aplia: Chap 5, Set 1 before 11:45pm

Week 8

Tue 3/1 Last day to withdraw with a W

Review for S&E1 Read before class: pp. 31-38; Ref Guide 434—440
Watch before class: Chap 1, Lec 6, Putting Arguments into Standard Form
 Chap 1, Lec 7, Main Arguments and Subarguments

Thur 3/3 S&E 1 in class

Sun 3/6 Aplia: Chap 5, Set 2 before 11:45pm

Week 9

Tue 3/8 Read before class: pp. 239-250
 Watch before class: Chap 7, Lec 1, Part 1, Identifying Analogical Arguments

Thur 3/10 Read before class: pp. 254-262
 Watch before class: Chap 7, Lec 2, Evaluating Analogical Arguments

Sun 3/13 Aplia: Chap 7, Set 1 before 11:45 pm

Week 10

Tue 3/15 SPRING BREAK! NO CLASS.

Th 3/17 SPRING BREAK! NO CLASS.

Sun 3/20 No Aplia Due.

Week 11

Tue 3/22 Read before class: pp. 269-275
 Watch before class: Chap 8, Lec 1, Part 1, Descriptive Statistics

Thur 3/24 Read before class: pp. 290-292 & 296-298
Watch before class: Chap 8, Lec 2, Identifying Statistical Arguments
Sun 3/27 Aplia: Chap 7, Set 2 before 11:45 pm

Week 12

Tue 3/29 Read before class: pp. 298—303
Watch before class: Chap 8, Lec 3, Evaluating Statistical Arguments
Thurs 3/31 Review day for S&E2
Read before class: Reference Guide, pp. 433-442
Watch before class: No lectures to watch
Sun 4/3 Aplia: Chap 8, Set 1 before 11:45 pm

Week 13

Tue 4/5 S&E 2 in class
Thur 4/7 Read before class: pp. 311-320
Watch before class: Chap 9, Lec 1, The Many Meanings of “Cause”
Chap 9, Lec 2, Identifying Causal Arguments
Sun 4/10 Aplia: Chap 8, Sets 2, and 3, before 11:45 pm

Week 14

Tue 4/12 Read before class: pp. 324-333
Watch before class: Chap 9, Lec 3, Part 1, Evaluating Causal Arguments
Chap 9, Lec 3, Part 2, Evaluating Causal Arguments
Thur 4/14 Read before class: pp. 335-340
Watch before class: Chap 9, Lec 3, Part 3, Evaluating Causal Arguments
Chap 9, Lec 3, Part 4, Evaluating Causal Arguments
Chap 9, Lec 3, Part 5, Evaluating Causal Arguments
Sun 4/17 Aplia: Chap 9, Sets 1, and 2, before 11:45 pm

Week 15

Tue 4/19 Read before class: pp. 347-354
Watch before class: Chap 9, Lec 4, The Scientific Method
Thur 4/21 Review for Final Exam
Sun 4/24 Aplia: Chap 9, Sets 3 and 4, before 11:45pm

Week 16

Fri 4/29 **Common Final Exam**, 1:30—4 pm. Room TBA

Department of Philosophy

General Syllabus Statement Spring 2016

- This syllabus provides a general plan for the course. Deviations may be necessary.
- The last day to withdraw from a course with the possibility of receiving a W is March 1.
- Students are responsible for confirming that they are attending the course section for which they are registered. Failure to do so may result in an F for the course.
- By University policy and to respect the confidentiality of all students, final grades may not be posted or given out over the phone. To see your grades, use PAWS.
- The customary penalty for a violation of the academic honesty rules is an "F" in the course. See the University Policy on Academic Honesty on the reverse of this sheet. Copying or using material from the internet without citation is a violation of the academic honesty rules.
- A student may be awarded a grade of "W" no more than 6 times in their careers at Georgia State. After 6 Ws, a withdrawal is recorded as a WF on the student's record. A WF counts as an F in a GPA.
- Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State University. Upon completing the course, please take the time to fill out the online course evaluation.

Subscribe to the Philosophy listserv for current information and events:

www2.gsu.edu/~wwwphi/2131.html

For more information on the philosophy program visit:

www.gsu.edu/philosophy

Policy on Academic Honesty, from the GSU Catalog

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonor-able or unethical conduct related to their academic work.

The university's policy on academic honesty is published in the *Faculty Handbook* and *On Campus: The Student Handbook* and is available to all members of the university community. The policy represents a core value of the university, and all members of the university community are responsible for abiding by its tenets. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. All members of the academic community—students, faculty, and staff—are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the offices of the deans of each college, the office of the dean of students, and the office of the provost.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. Students are encouraged to discuss freely with faculty, academic advisers, and other members of the university community any questions pertaining to the provisions of this policy. In addition, students are encouraged to avail themselves of programs in establishing personal standards and ethics offered through the university's Counseling Center.

Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

Plagiarism: Plagiarism is presenting another person's work as one's own. Plagiarism includes any para-phrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknow-ledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations: Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, computer-based resources, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one's own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

Unauthorized Collaboration: Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with another

person or source or with a computer-based resource is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

Falsification: It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding (e.g., false or misleading citation of sources, falsification of the results of experiments or computer data, false or misleading information in an academic context in order to gain an unfair advantage).

Multiple Submissions: It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.

FINAL NOTE

This syllabus AND the schedule of assignments for the course are tentative and subject to alternations. Everything in this syllabus and in the schedule of assignments can change (and something always does). You are responsible for all changes given adequate notice, which will be announced in class, whether or not you are absent on the day it is announced. Check your student email account daily.

NAME _____

DATE _____

I have received, read, and accept responsibility for following the policies noted in the syllabus. I understand that not following the course policies or not completing all assignments can negatively affect my grade in the course. I also understand that ***FAILURE OF THE COURSE is the departmental default policy for cases of academic dishonesty.***

I also understand that I am responsible for using and checking my GSU email account daily, and that my instructor is required by university policy to use my GSU email account for all academic correspondence.

Signature

STUDENT ID SHEET AND CONTACT INFO

Please key in or print legibly

NAME:

Student ID#:

GSU EMAIL ADDRESS:

CELL PHONE:

EMERGENCY CONTACT

NAME:

PHONE:

FERPA Authorization:

Sign your name for permission to correspond with your emergency contact. _____

MAILING ADDRESS:

MAJOR(S) _____

MINOR(S) _____

HAVE YOU HAD a course in Philosophy or Logic or Ethics?

At GSU or Elsewhere? (please specify)

Have you ever taken a Flipped class before?

Please explain briefly your expectations of the course.