



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Humanities**

**PHIL-110-004**  
**Logic and Critical Thinking**  
**Winter 2019**

## **COURSE OUTLINE**

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The course description is available on the web @ <http://camosun.ca/learn/calendar/current/web/phil.html>

ΩPlease note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

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### **1. Instructor Information**

(a) Instructor:	<u>Megan Shelstad</u>
(b) Office hrs:	<u>Tuesdays and Thursdays 10:30 – 11:00 a.m. and 1:30 – 2:00 p.m.</u>
(c) Location:	<u>Young 312</u>
(d) Phone	<u>3951</u> Alternative: _____
(e) E-mail:	<u>shelstad@camosun.bc.ca</u>

### **2. Intended Learning Outcomes**

Upon completion of this course a student will be able to:

1. Assess the strengths and weaknesses of arguments effectively.
2. Write and reason with clarity and precision.
3. Detect bias and fallacious reasoning in arguments.
4. Apply basic logical principles to the evaluation of evidence and to the conducting of inquiry.

### **3. Required Materials**

Texts: MacDonald, Chris and Vaughn, Lewis. 2016. *The Power of Critical Thinking*. 4e Cdn. OUP.

### **4. Course Content and Schedule**

Lectures: Tuesdays and Thursdays: 2:30 – 3:20 p.m. (Young 316)

Seminar A: Tuesdays – 3:30 – 4:20 p.m. (Young 316)

Seminar B: Thursdays – 3:30 – 4:20 p.m. (Young 316)

## 5. Basis of Student Assessment (Weighting)

- Quizzes:** 20% - 11 quizzes (2% each, **best 10, no make-ups**)
- Exams:** 25% - midterm test  
35% - final test (**CUMULATIVE**)
- Other:** 10% - homework (**DUE TUESDAYS, BEGINNING OF CLASS, hard copy**)  
10% - seminar attendance and participation

## 6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

## 7. Recommended Materials to Assist Students to Succeed Throughout the Course

[www.oupcanada.com/MacDonaldVaughn4Ce](http://www.oupcanada.com/MacDonaldVaughn4Ce)

Companion website: Student Resources (Online student study guide, no password required)

## 8. College Supports, Services and Policies



### Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

### College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

### A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

## 1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

## 2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

## B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

**Philosophy 110 - 004 READING SCHEDULE (to be done BEFORE class)**  
**\*\*\*BRING TEXTBOOKS TO CLASS – schedule subject to change if needed\*\*\***

**Quizzes will be held on THURSDAYS at the END OF CLASS**  
**HOMEWORK IS DUE ON TUESDAYS AT THE BEGINNING OF CLASS (hard copy typed)**

**\*\*\*Phil 110 – 004 is not a D2L class\*\*\***

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Remember to turn OFF your cell phone for class and put it away. Laptops, ipads, etc. may be used for note taking only. See “Classroom Technology Use.”  
Camosun.ca/learn/school/business/current-students/documents/ClassroomTechnologyUse.pdf

Missing classes: if you miss a class due to illness or some other reason, it is not necessary to notify me unless a test (not a quiz) is missed. It is the student’s responsibility to find out from another student what was covered. Check your reading schedule.

Policy on missed tests (not quizzes): make-up tests will be permitted only in cases of illness or personal crisis. Documentation is required.

Disruptive behaviour, such as carrying on conversations when the instructor or others are speaking, is a sign of disrespect and is not acceptable in class.

**NO EMAILED/LATE HOMEWORK ACCEPTED.**

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**Week 1: Introduction**

January 8: Good critical thinking

January 10: Obstacles to good critical thinking

**Seminar: exercise**

**HOMEWORK #1: Exercises 1.5 and 1.6, p. 23 – 25 (Due Jan. 15, beginning of class)**

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**Week 2: The power of critical thinking (Chapter 1, p. 2 – 19)**

January 15: Statements, reasons and arguments

January 17: Statements, reasons and arguments, cont'd.

**\*\*\*QUIZ 1 (Ch. 1)**

**Seminar: exercise: argument analysis**

**HOMEWORK #2: Self-assessment Quiz, p. 26 – 28 (Due Jan. 22)**

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**Week 3: The 'environment' of critical thinking (Chapter 2, p. 33 – 50)**

January 22: How we think, worldviews

January 24: What we think, the self and the group

**\*\*\*QUIZ 2 (Ch. 2)**

**Seminar: exercises**

**HOMEWORK #3: Integrative Exercises, p. 58 – 60 (Due Jan. 29)**

**Week 4: Making sense of arguments (Chapter 3, p. 64 – 92)**

January 29: Inductive and deductive arguments

January 31: Inductive and deductive arguments, cont'd.

\*\*\*QUIZ 3 (Ch. 3)

**Seminar: diagramming (see p. 92 – 100, esp. Step by Step in Review notes, p. 99)**

**HOMEWORK #4: Self-assessment Quiz, p. 112 – 113 (Due Feb. 5)**

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**Week 5: Arguments cont'd. (Chapter 3)**

February 5: Experiment on conditional reasoning

February 7: Argument patterns, cont'd.

\*\*\*QUIZ 4 (Ch.3)

**Seminar: review exercises for midterm test (p. 113 – 116), NO HOMEWORK**

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**Week 6: \*\*\*TUESDAY, FEBRUARY 12 – MIDTERM TEST\*\*\***

February 14: Experts and evidence

\*\*\*QUIZ 5 (Ch. 4)

**NO Seminar**

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**Week 7: \*\*\*Feb. 18 is Family Day, Feb. 19 to Feb. 22 is Reading Break, NO CLASSES\*\*\***

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**Week 8: Reasons for belief and doubt (Chapter 4, p. 122 – 156)**

February 26: News, advertising and persuasion

February 28: Cont'd.

\*\*\*QUIZ 6 (Ch. 4)

**Seminar: exercise: propaganda**

**HOMEWORK #5: Self-assessment Quiz, p. 161 – 163 (Due Mar. 5)**

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**Week 9: Faulty reasoning (Chapter 5, p. 171 – 194)**

March 5: Fallacies of irrelevant premises

March 7: Fallacies, cont'd.

\*\*\*QUIZ 7 (Ch. 5)

**HOMEWORK #6: Write a one-paragraph summary of the argument(s) presented in one of the essays in Appendix A, p. 462 – 489. (Due Mar. 12)**

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**Week 10: Faulty reasoning cont'd. (Chapter 5)**

March 12: Fallacies of unacceptable premises

March 14: Fallacies, cont'd.

\*\*\*QUIZ 8 (Ch. 5, fallacy match)

**Seminar:**

**HOMEWORK #7: Self-assessment Quiz, p. 199 – 200 (Due Mar. 19)**

**Week 11: Deductive reasoning: propositional logic (Chapter 7, p. 245 – 277)**

**March 19: Truth and logical connectives**

**March 21: Validity and truth tables**

**\*\*\*QUIZ 9 (Ch. 7)**

**Seminar: exercise (Sherlock Holmes)**

**HOMEWORK #8: Self-assessment Quiz, p. 275 – 277 (Due Mar. 26)**

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**Week 12: Deductive reasoning cont'd. (Chapter 7)**

**March 26: Validity**

**March 28: open**

**\*\*\*QUIZ 10 (Ch. 7)**

**Seminar: Sherlock Holmes again**

**HOMEWORK #9: Integrated Exercises, p. 277 – 280 (Due Apr. 2)**

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**Week 13: Inductive reasoning (Chapter 8, p. 281 – 329)**

**April 2: Enumerative induction, statistical syllogisms**

**April 4: Analogical and causal induction**

**\*\*\*QUIZ 11 (Ch. 8)**

**HOMEWORK #10: TBA (Due Apr. 9)**

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**Week 14: Inductive reasoning cont'd. (Chapter 8)**

**April 9: Inductive arguments, cont'd.**

**April 11: Loose ends and review**

**Seminar: exam review**

**\*\*\*FINAL CUMULATIVE EXAM IN EXAM PERIOD\*\*\***

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### **BRAINTEASERS**

- 1. A toy puck and a hockey stick cost \$1.10 in total. The stick costs \$1 more than the puck. How much does the puck cost?**
- 2. If it takes five machines five minutes to make five widgets, how long would it take 100 machines to make 100 widgets?**
- 3. There are three toy blocks stacked up. The top one is green and the bottom one is red. Is there a green block directly on top of a non-green one? a) yes b) no or c) cannot be determined.**