



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE – FALL 2019

PH1250 (A2): Practical Logic - 3 (3-0-0) 45 Hours for 15 Weeks

INSTRUCTOR: Dr. Tina Strasbourg **PHONE:** 780-539-2237
OFFICE: C408 **E-MAIL:** tstrasbourg@gprc.ab.ca
OFFICE HOURS: Monday/Wednesday 11:30 to 12:30
Tuesday/Thursday 2:30 to 3:30

CALENDAR DESCRIPTION:

Elementary methods and principles for analyzing arguments will be covered. Topics may include informal fallacies, introduction of scientific method, elementary statistical reasoning, elementary propositional logic, and rational decision procedures.

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS:

MacDonald, Chris and Vaughn, Lewis (2016). *The Power of Critical Thinking* (5th Cdn. ed.). Don Mills, ON: Oxford University Press.

DELIVERY MODE (S): Lectures and discussions

COURSE OBJECTIVES:

1. To gain an understanding of important philosophical approaches to critical thinking.
2. To develop critical thinking and problem solving skills through the analysis of logical structure.
3. To apply the analysis of logical structure to assumptions, values, principles and reasoning as they affect society as a whole.

LEARNING OUTCOMES:

1. Analyze the nature of critical thinking.
2. Analyze arguments on the basis of their structure and what counts as evidence for them.
3. Analyze arguments to address common mistakes in reasoning.
4. Evaluate the validity of deductive arguments using propositional logic.
5. Evaluate the validity of deductive arguments using categorical logic.
6. Analyze the reasoning used to support an appeal to the best explanation.
7. Analyze the reasoning used to support scientific claims.

TRANSFERABILITY: UA, UC, UL, AU, AF, CU, GMU, KUC, Other

***Warning:** Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.** Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at Alberta Transfer Guide at <http://transferalberta.alberta.ca/transfer-alberta-search/#/audienceTypeStep>

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

EVALUATIONS:

Participation	10%
Three Quizzes (5% each)	15%
Four Assignments (5% each)	20%
Critical Essay	25%
Final Exam	30%

Class Participation:

Participation in discussion is a way to help advance the discussion of difficult philosophical concepts and encourage others. More particularly, discussion helps to enhance one's understanding of philosophical concepts, and offers a venue for critical analysis of your own arguments.

Quizzes:

Students should be prepared to answer questions from material covered in class, which includes lectures, in-class discussion and course readings. It is therefore to students' advantage to attend every class.

Assignments:

Assignments will offer students an opportunity to practice the concepts covered in class using course readings and other course materials, and to be evaluated on your understanding of the material.

Critical Essay:

1. The ultimate goal of this essay is to give you the opportunity to apply the concepts of critical thinking in a formal context to an example of your choice. You will be expected to illustrate a recognition of logical fallacies and failures in reasoning in everyday contexts, such as advertising, social media, news reporting, political discourse, etc.
2. Your essay should be 2 to 3 pages in length, double-spaced with one-inch margins. Do not simply summarize the text you are critiquing.
3. Your essay should have a clear, concise thesis statement. Think of a thesis statement as the conclusion for which you will build an argument in your critical essay. You will be deducted marks for not including a thesis statement.
4. You will be expected to use grammar, punctuation, and spelling appropriate for a university level course.
5. Use whichever citation style with which you are comfortable (just use it consistently and correctly). You will be deducted marks for incorrect citations.

Note: Unless previously discussed, late work will be penalized in the absence of a valid excuse. The assignment grade will be reduced by 10% each day it is overdue, including weekends.

Final exam:

Please check the registrar's posting for a schedule of final examinations.

Alternative arrangements for writing a missed exam may be made at the discretion of the instructor. Deferrals may only be granted in extenuating circumstances such as extreme illness or other serious circumstances beyond the student's control. Work commitments, holidays or traffic are not considered legitimate reasons for missing an exam.

GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

STUDENT RESPONSIBILITIES:

1. Regular attendance and participation in discussion is expected. Participation is a way to help advance the discussion, gain understanding of course material and encourage others.
2. Please do not be late for class.
3. Students are expected to complete assigned readings before class. Do not fall behind in the assigned readings because it is difficult to catch up.
4. If students miss class, it is their responsibility to obtain lecture material and the reading assignment.
5. Policies regarding final exams are governed by college-wide policy. Students should consult the Examinations policy in the GPRC Calendar. In particular, student should consult the GPRC Calendar for any questions regarding deferred exams, but note that students are required to be available to write exams during the entire final exam period.

Refer to the College Policy on Student Rights and Responsibilities at <https://www.gprc.ab.ca/about/administration/policies/>

COURSE SCHEDULE/TENTATIVE TIMELINE: This is a tentative schedule only. No doubt unanticipated discussions/topics will arise (at least if we are doing it right they will). As such, it is possible we will fall behind and some content or assignment dates will have to be moved or dropped.

Expected Statutory Holidays and Breaks: (no class on these days)

Monday, October 14th—Thanksgiving

Friday, November 8th and Tuesday, November 12th—Fall Break

Assignments/Exams/etc.	Tentative Weeks	Value
Participation	Assessment throughout the term	10%
Quiz 1: Intro, Ch. 1, 2, 8	Week 6	5%
Library Presentation	Week 9—Monday, October 28th	
How to Write a Philosophy Paper	Week 9—Wednesday, October 30th	
Quiz 2: Ch. 3, 4, 5	Week 11	5%
Quiz 3: Ch. 7, 6	Week 14	5%
Four Assignments	5% each, TBA	20%
Critical Essay	Wednesday, November 20 th	25%
Final Exam: Cumulative	Final Exam Week, TBA	30%

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the section on Plagiarism and Cheating in the College policy titled Student Misconduct: Academic and Non-Academic at

<https://www.gprc.ab.ca/about/administration/policies/fetch.php?ID=68>).

Instructors reserve the right to use electronic plagiarism detection services on written assignments. **Instructors also reserve the right to ban the use of any form of electronics (cell phones, Blackberries, iPods, tablets, scanning pens, electronic dictionaries, etc.) during class and during exams.**

**Note: all Academic and Administrative policies are available at <https://www.gprc.ab.ca/about/administration/policies/>

Additional Information:

Philosophical Etiquette

Contrary to popular belief philosophy is not a blood sport. A philosophical discussion should not be thought of as an opportunity to participate in arguments that are meant to crush one's opponent. Rather it is an opportunity, first and foremost, to gain an understanding of philosophical concepts. Second, it should inspire critical analysis of philosophical concepts. And finally, it should facilitate fruitful discussion. I expect all students to show good philosophical etiquette, which is to exhibit mutual respect for each other's ideas and comments and that people not be *purposefully* offensive.

Pet Peeves

Cell phones that ring during class or use of cell phones during class. The sound of binders closing and people packing-up books before I've indicated that the class is over. Trying to talk over people who are discussing their weekend plans during class time. Use of laptops or other electronic devices that disrupts other students.