Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

App - 9/22/09

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: PHIL 101: Critical Thinking

Instructor(s) of Record: Eric M. Rubenstein

Phone: <u>x3575</u> Email: erubenst@iup.edu

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

PLEASE SEE ATTACHED FOR ANSWERS TO A1- A5.

- 1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

- 3. How will instructor-student and student-student, if applicable, interaction take place?
- How will student achievement be evaluated?
- 5. How will academic honesty for tests and assignments be addressed?
- B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson.

	Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide
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-,	Committee for graduate-level section.
	Step Three: University-wide Undergraduate Curriculum Committee Approval
	Recommendation: Positive (The objectives of this course can be met via distance education)

Gail Sechnist 9-22-09
Signature of Committee Co-Chair Date

REVIEW FORM for Distance Education version of Course

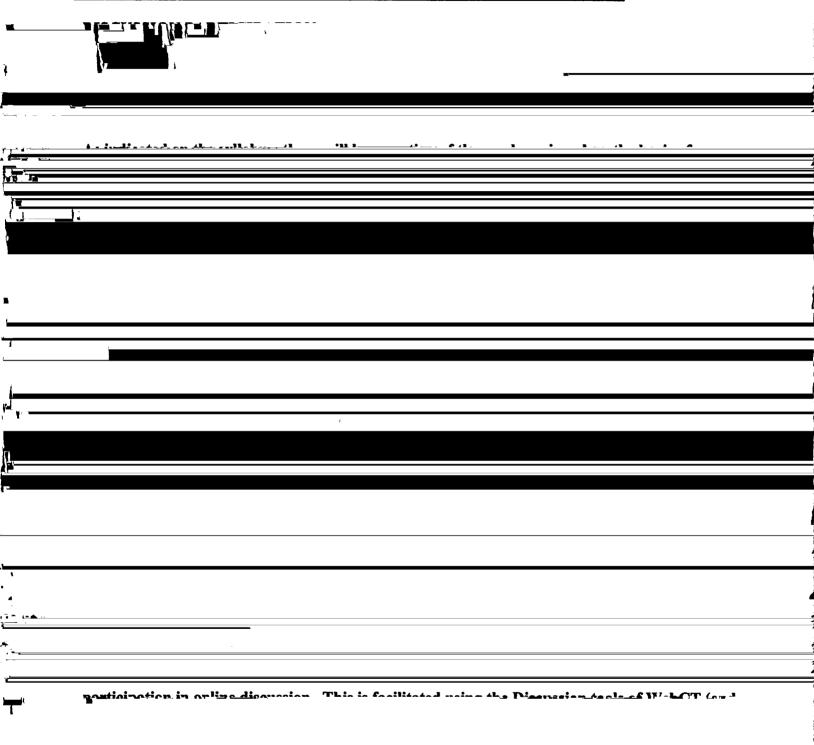
Step One: Proposer: Eric M. Rubenstein (for PHIL 101 Critical Thinking (DE))

A1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

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-	ranging knowledge of many computer technologies, have used WebCT for a number of years in
	different courses have done a lot of divital recording and sound recording (-1:1-11)
1	

making, and other aspects of the critical process of by studying and applying fundamental principles of critical reasoning. Here is a good place to make use of discussion boards, email threads, and in general, interaction among the students. Being asked to think through examples and to assess other's reasoning, is a way of getting students to be active participants, instead of just passive receivers of information. Critical thinking is a skill, and like all skills, requires practice. Being asked to engage in critical reconning about examples, and to assess their own and others arguments is the best type of practice, and as such will help students develop their critical thinking skills. For example, I will ask students to pick a topic that we have discussed and which they find interesting. They will be asked to write an explicit argument that supports their view or beliefs on that topic. They will, in other words, be asked to identify the premises and		Objective 2. Standards will december that shall we also be about the size of this later a substant we have the
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Final Exam	20% of grade
Discussion Participation	15% of grade
Short Writing Exercises	10% of grade



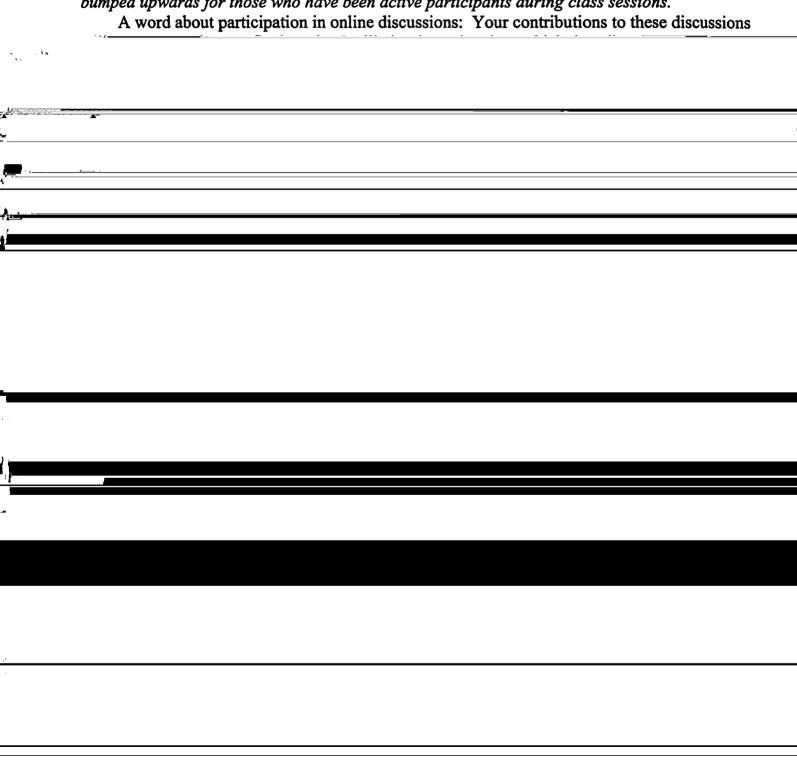
<u> </u>	with an eye to making academic dishonesty simply less easy to accomplish. To put it in a perhaps overly philosophical manner, one might think of concepts as abilities and so to have the concept of x is to have the ability to think about x. In an exam or essay context, this means that a student who has
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with an eye to making academic dishonesty simply less easy to accomplish. To put it in a perhaps overly philosophical manner, one might think of concepts as abilities and so to have the concept of x is to have the ability to think about x. In an exam or essay context, this means that a student who has Critical thinking is not something that you can merely absorb by having someone lecture to you in class. You must engage with the material. It's thus very important that you both do the readings and the exercises. You will need to go through the assigned material slowly (and be willing to re-read it) in order to understand it and apply it in the exercises assigned for that day. You should also come with a willingness to ask questions and participate in class discussion. You're partly responsible for how much you get out of the course, and how interesting it is. Although class participation is not a requirement, borderline grades will be bumped upwards for those who have been active participants during class sessions.

A word about participation in online discussions: Your contributions to these discussions will count towards your final grade. I will circulate a handout which describes in more detail what I'm looking for, but for now let me say this. Unlike some online courses, I am not going to require a certain number of contributions, nor that you contribute to every discussion. That leads students to do it for the sake of doing it, even if they have nothing to offer or ask. Instead, I will be looking for the quality of your contributions, and what they add to the

categorical logic, some basic mistakes we make in reasoning, the nature of scientific reasoning, the difference between science and pseudo-science, and more.

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accounts through http://webmail.iup.edu, a web-based interface for the university e-mail system. Remember, my non-WebCT email address is erubenst@iup.edu and should be used if there is a problem with WebCT.

3. All students should have a backup plan for a computer failure, such as computers available in local libraries, other SSHE universities, at local convenience or other locations as a temporary

measure.	

4. All students MUST test their computer as soon as possible to verify that it is capable of interacting with WebCT, sending and receiving e-mail, reading PDF documents, downloading and listening to mp3 files.

B. Plagiarism

Plagiarism is the representation of another person's words and ideas as one's own. A student who plagiarizes all or part of an assignment can expect strong penalties, ranging from failure in that assignment to being recommended for a hearing before a judiciary body of the University. I recommend that you review the *IUP Academic Policy and Procedures* in the University Catalogue, found at http://www.iup.edu/registrar/catalog/acapolicy/index.shtm

Andomia hanastu is an acceptial commonant of intellectual development. And it is a vital

	Philosophy Encyclopedia's that are reliable, though: "Stanford Encyclopedia of Philosophy"; "The Internet Encyclopedia of Philosophy". Beyond that you are an your own. In particular, I
	"The Internet Encyclopedia of Philosophy". Beyond that you are on your own. In narticular L
	* *
	Schedule and Reading Assignments (Fogelin and Sinnott-Armstrong)
	Week One: Introduction, Arguments (Ch. 3)
	Introduction
	Basic Structure of Arguments, pp. 45-49; Exercise I.
	, FF ,
	Week Two: Validity, etc. (Ch. 3)
	Validity, Truth. and Soundness. pp. 50-53: Exs. II. III. IV.
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Week Nine: Fallacies of Clarity (Ch. 11)

Vagueness and Heaps, pp. 339-346; Exs. I, II.

Slippery Slopes, pp. 246-357; Ex. IV.

Ambiguity and Equivocation, pp. 358-364; Exs. VIII, IX, XI.

Week Ten: Fallacies of Relevance and Vacuity (Ch. 12)

Fallacies of Relevance, pp. 377-382; Exs. I

Fallacies of Relevance, pp. 385-391; Exs. III.

Fallacies of Vacuity, pp. 393-399; Ex. VI.

Week Eleven: Moral Reasoning (Ch. 15)

Moral Disagreement and the Problem of Abortion, pp. 483-492.

Marquis "Why Ahortion is Immoral," np. 487-506.

Thomson, "A Defense of Abortion," pp. 507-519, 492-494.

Week Twelve: Scientific Reasoning (Ch. 16)

Galileo, "Dialogue on the Two World Systems," pp. 521-528. Morris, "The Scientific Case Against Evolution," pp. 529-537.

Week Thirteen: Scientific Reasoning, Religious Reasoning (Ch. 17)

Gould, "Evolution and Fact and Theory," pp. 538-546.

St. Anselm, "God Truly Exists" and Gaunilo's "Reply" pp. 547-549.

Paley, "The Watch and the Watchmaker," pp. 552-557.

Week Fourteen: Religious Reasoning (Ch. 17)

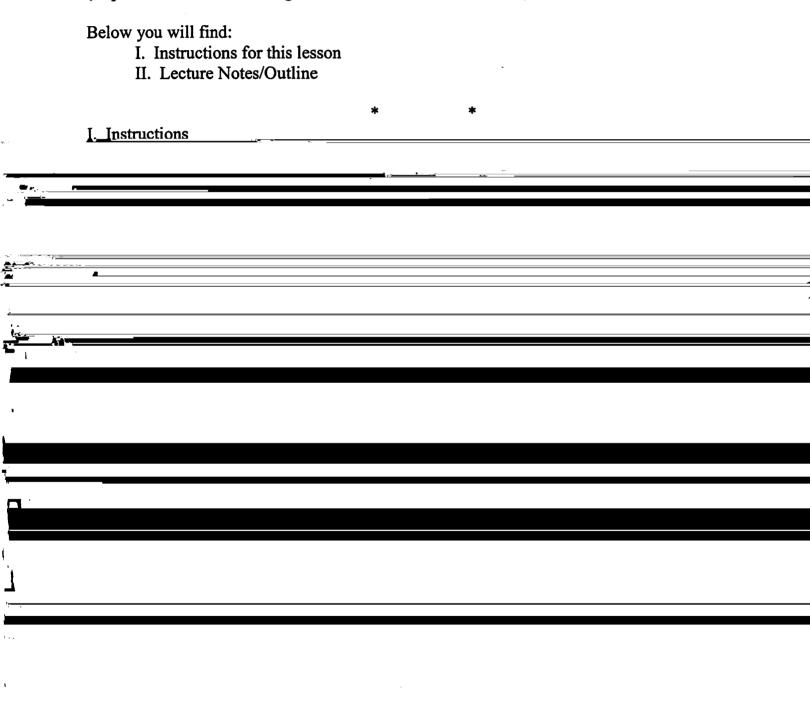
Betty and Cordell, "The Anthropic Teleological Argument," pp. 557-559; Weinberg, "A Designer Universe?" (handout)

Mackie, "Evil and Omnipotence," pp. 563-564.

Bile "Divina Omnissienas and Maluntem dation" on 577 572.

Eric M. Rubenstein

(Topic: Scientific Reasoning: What Makes Science Rational?)



A. Hume's Problem of Induction Let us examine closely a bit of inductive reasoning: The sun has risen every day for 5 billion years. Therefore, it will rise tomorrow. How much support does the premise provide for the conclusion? We might think a lot; but

Our first temptation might be to appeal to cases in the past where the future has resembled the past. This won't help though It begs the question because it relies on an unstated premise

How plausible is that premise?

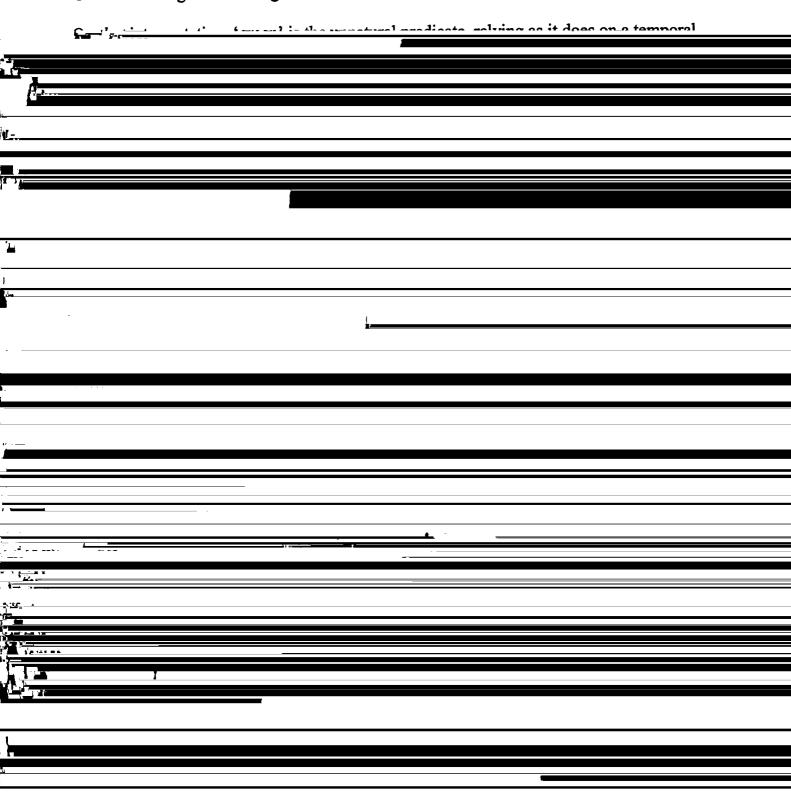
A. Hume's Problem of Induction

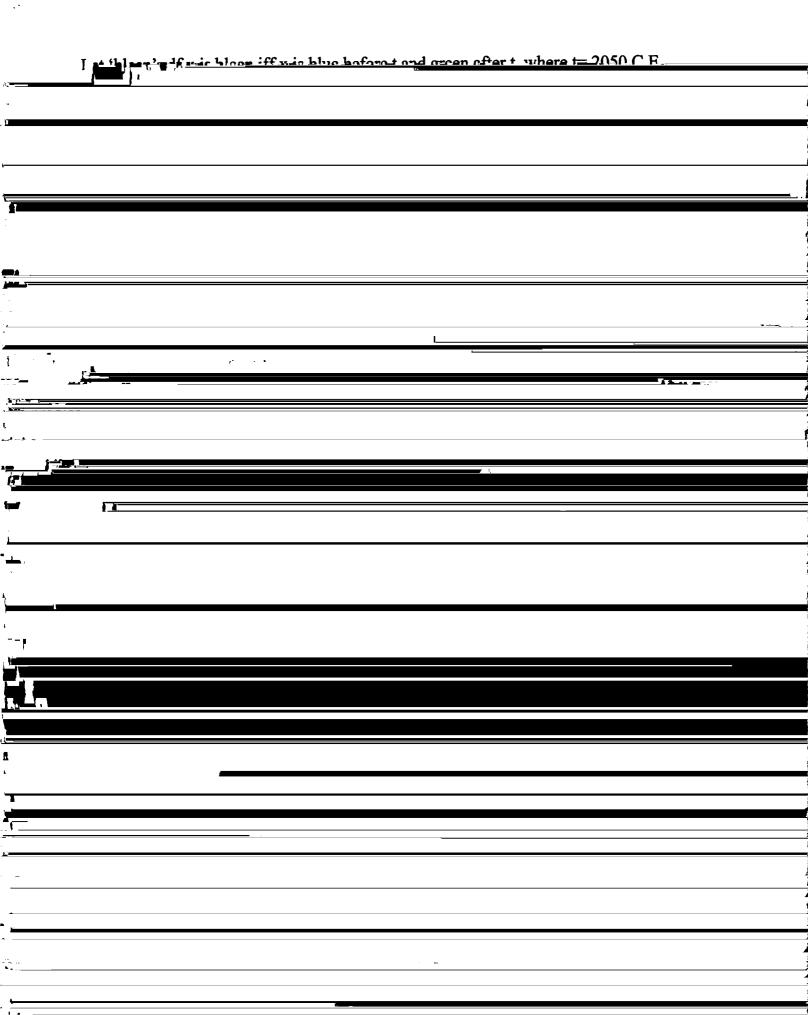
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Let 'bleen'=df x is bleen iff x is blue before t and green after t, where t= 2050 C.E.

If we were raised using the predicates 'grue' and 'bleen', we would understand the predicate 'green' as follows:

Green =df x is green iff x is grue before t and bleen after t.





GENERIC SYLLABUS

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בחדו בפסחתע בב סבו דכדהא

Parista dan dalamantahanas

Anselm & Descartes, ontological argument Aquinas, cosmological arguments Paley, teleological argument Hume, teleological argument

Problem of Evil
Hick, solution
defense of atheism (Nagel or Mackie)
Adequate Evidence: Should we believe in God without it?
Pascal, wager
James, Will to Believe
criticism of James & Pascal (Clifford or Stich)

VALUES: Sexual and Racial Equality

Allison Jagger, "Political Philosophies of Women's