PHIL 101—Informal Logic: Methods of Critical Thinking: New Syllabus of Record

Overview of changes from original syllabus of record – updating to new curriculum

1. The course description has been slightly revised.

2. The course objectives have been changed so that they are aligned with the Expected Undergraduate Student Learning Outcomes.

4. Minor changes made to Course Analysis Questionnaire.

Current Catalog Description:

PHIL 101 Informal Logic: Methods of Critical Thinking   **3c-01-3cr**
Develops ability to analyze critically deductive and inductive argumentation, rhetoric, and persuasion by examples drawn from media, textbooks, advertising, scholarly works, personal contacts, etc.

Proposed Catalog Description
An introduction to basic principles of informal logic and critical thinking. Emphasis on different kinds of arguments, methods of argument evaluation, and the analysis of arguments as they arise in various contexts, such as political debate, advertising, science, law, and ethics.

Rationale: The basic elements of the proposed catalog description are the same as those in the current description. The changes are primarily stylistic, but also reflect a slight change in emphasis in how present faculty are teaching the course.

I. Catalog Description:

PHIL 101 Informal Logic: Methods of Critical Thinking   3 class hours
                                                                    0 lab hours
Prerequisites: None   3 credits
                                                                    (3c-0l-3cr)

An introduction to basic principles of informal logic. Emphasis is on different kinds of
arguments, methods of argument evaluation, and the analysis of arguments as they arise in
various contexts, such as political debate, advertising, science, law, and ethics.

II. Course Outcomes and Assessment (Expected Undergraduate Student Learning

Outcomes – EUSLO):

Objective 1:
Identify and articulate the main elements of arguments in various contexts.
Expected Undergraduate Learning Outcome 2:
Empowered Learners

Rationale:

Objective 3: Analyze and evaluate arguments drawn from various contexts.
Expected Undergraduate Learning Outcomes 1 and 2:
Informed Learners and Empowered Learners
Rationale:
Assignments will require students to apply their knowledge of elementary logical notions to arguments drawn from various contexts such as advertising, political debates, and scholarly discussions of morality, law, and science. Students will be required to learn some basic knowledge that informs the arguments under discussion.

IV. Propositional Logic (6 hours)

B. Disjunction and Negation
C. How Truth Functional Connectives Work

D. Testing for Validity and Further Connectives
E. Truth Tables for Conditionals
F. Other Conditionals, Necessary and Sufficient Conditions

IV. Categorical Logic (4 hours)
A. Four Categorical Forms
B. Translation into the Categorical Forms
C. Validity for Categorical Arguments

Exam 2 (1 hour)

V. Arguments to and from Generalizations (1 hours)
A. Induction vs. Deduction
B. Statistical Generalizations

VI. Inductive Reasoning (4 hours)
A. Inference to the Best Explanation
B. Arguments from Analogy
C. Reasoning about Causes
D. Concomitant Variation

VIII. Fallacies (3 hours)
A. Fallacies of Vagueness
B. Fallacies of Ambiguity
C. Fallacies of Relevance
D. Fallacies of Vacuity

Exam 3 (1 hour)

IX. Moral Reasoning (3 hours)
A. Moral Disagreement and the Problem of Abortion
B. Analogical Reasoning in Ethics
C. Thomson's "A Defense of Abortion"

XI. Scientific Reasoning   (3 hours)
- A. Standard Science
- B. Scientific Revolutions
- C. Behe "Molecular Machines"
- D. Kitcher "Living with Darwin"

Final Exam   (2 hours)

IV. Evaluation Methods

The final grade will be determined as follows:

Assessment	Percentage of Overall Grade
Exam 1	20%
Exam 2	20%
Exam 3	20%
Exam 4	20%
Exercises, Quizzes, Homework	10%
Group Term Paper	10%

V. Grading Scale

A: 90% or above   B: 80-89%   C: 70-79%   D: 60-69%   F: 59% or below

VI. Attendance Policy

Individual faculty members will develop their own policy in compliance with the university attendance policy, as stated in the Undergraduate Catalog.

VII. Required Textbook and Supplemental Books

The following are three examples of current available textbooks from which faculty may select:

VIII. Bibliography:

Browne, M. Neil and Stuart M. Keeley. *Asking the Right Questions: A Guide to Critical Thinking* . 7th Edition. (Prentice Hall, 2003).

Crosswhite, James. *The Rhetoric of Reason: Writing and the Attractions of Argument.* (Wisconsin, 1996).
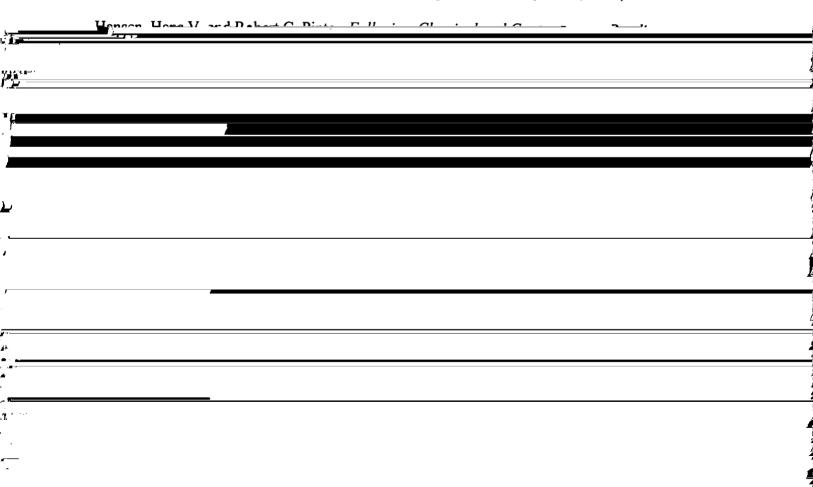
Eemeren, Frans H. van, et al. *Fundamentals of Argumentation Theory: A Handbook of Historical Backgrounds and Contemporary Developments.* (Lawrence Erlbaum Associates, 1996).

Fisher, Alec. *Critical Thinking: An Introduction.* (Cambridge, 2001).

Gilbert, Michael. *How to Win an Argument.* (University Press of America, 2008).

Govier, Trudy. *A Practical Study of Argument.* 6th edition. (Wadsworth, 2006).

Grennan, Wayne. *Informal Logic: Issues and Techniques.*(McGill-Queen's, 1997).

(Penn State, 1995).

Reed, Chris, and Timothy Norman. *Argumentation Machines: New Frontiers in Argument and Computation* (Kluwer, 2003)

Sample Assignment for Liberal Studies Course:

Group Paper Guidelines
Due Date: _____
Length: 8-10 pages (12-point font, 1-inch margins, double-spaced)

General Theme: The paper should discuss some controversial current issue and

The important thing is that you spell out the reasons in favor of it.

4. You are not evaluating the merits of the arguments given...

More specific suggestions regarding the third section:

Grading: The term paper as a whole will count for 10% of the overall grade. Each student will

Answers to Liberal Studies Questions

1. Multiple sections, taught by multiple instructors, will typically be offered each semester. By

Course Analysis Questionnaire

A. Details of the Course

A1. The course will be open to all IUP students.

A2. This course does not require change in any existing Philosophy department

C6. 55 students is the present enrollment we set for lower-level classes.

C7. The American Philosophical Association does not recommend maximum enrollments for this type of course.

C8. This is also offered as a distance-education course. The course was recently approved as

such, and we have been advised that we need not resubmit the paperwork for that approval.

D. Miscellaneous.
None

Designed to develop students' ability to critically analyze deductive and

2. Arguments taken from selected readings in philosophy:
    Sample below.
    PHILOSOPHY OF RELIGION
        Proofs for God's existence
            Anselm & Descartes, ontological argument
            Aquinas, cosmological arguments
            Paley, teleological argument
            Hume, teleological argument
        Problem of Evil
            Hick, solution
            defense of atheism (Nagel or Mackie)

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            Pascal, wager
            James, Will to Believe
            criticism of James & Pascal (Clifford or Stich)

    VALUES: Sexual and Racial Equality
            Richard Wasserstrom, "Racism and Sexism"
            Allison Jagger, "Political Philosophies of Women's
                            Liberation"

    EPISTEMOLOGY: Skeptical Arguments
        Descartes, Meditation I
        Ayer, "Argument from Illusion"

    METAPHYSICS: The Mind-Body Problem and the Problem of
                  Personal Identity

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            Hume, "the Self"
            Perry, "Dialogue on Personal Identity & Immortality"