

## **PHIL 2020-01 (12192): Critical Thinking**

University of West Georgia, Spring 2011

M/W 3:30 - 4:45 PM, Pafford 208

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**Course Description:** This course is designed to strengthen students' skills in reasoning about problems and issues of everyday life by helping them to distinguish between good and bad arguments. Students work to achieve these goals through reading and discussion of course materials. Some of the topics to be considered include the structure of inductive arguments, rhetorical fallacies, and the connection between logic and belief. The second half of this course will stress information literacy, developing critical thinking skills necessary for each. Topics will include television and print media reports, advertising, maps and the internet. Throughout the course, the student will develop the skills necessary to become a better consumer of information.

**Learning Objectives:** Throughout this course, the student will learn to:

- identify deductive and inductive argumentation;
- distinguish fact and informed opinion from mere opinion in a variety of argumentative contexts;
- organize evidence and compose persuasive arguments, both orally and in writing;
- identify and distinguish formal and informal fallacies of reasoning;
- identify, develop, and analyze reasons in support of a conclusion.

These course-specific learning outcomes contribute to the departmental learning outcomes of the Philosophy Program by enabling students to better:

- ask philosophical questions and differentiate their types;
- incorporate a philosophical position in oral and written communications;
- critically outline and analyze philosophical issues;
- exhibit critical thinking skills.

**Required Text:** Kahane and Cavender, *Logic and Contemporary Rhetoric*, 11<sup>th</sup> ed. (Cengage/Wadsworth, 2010). ISBN: 978-0495804116, \$92

### **Course Schedule:**

All dates and content scheduled below are tentative, and subject to change by the Instructor! Unless otherwise noted, all page numbers refer to the Kahane/Cavender book. Other readings may be assigned, available for download on my website. They are denoted on the schedule below with an '[E]'

DATE	ASSIGNMENT	TOPIC
Jan 5:	Introduction	What is critical thinking?
Jan 10:	Martin Heidegger, "Memorial Address" [E]	Thinking about Thought
Jan 12:	Kahane, pp. 1-20; Ex. 1-1 and 1-2	The Basics of Arguments
Jan 19:	Kahane, pp. 23-29, 38-43	Background Beliefs
Jan 24:	Russell, "On Induction"	The Character of Inductive Arguments
Jan 26:	Kahane, Chapter 3 (pp. 47-65)	Fallacious Premises
Jan 31:	Ex. 3-1 (pp. 66-70)	Identifying Fallacious Premises
Feb 2:	Kahane, Chapter 4 (pp. 73-86)	Rhetorical Fallacies
Feb 7:	Ex. 4-1 (pp. 86-90)	Identifying Rhetorical Fallacies
Feb 9:	Kahane, Chapter 5 (pp. 93-111)	Fallacious Inferences
Feb 14:	Ex. 5-2 and 5-3 (pp. 113-120)	Identifying Fallacious Inferences
Feb 16:	Fallacy Review	
Feb 21:	Exam #1	
Feb 23:	Kahane, Chapter 6 (pp. 123-146)	Impediments to Careful Reasoning
Feb 28:	Kahane, Chapter 7 (pp. 151-176)	Language Games
Mar 2:	Clarification and Linguistic Analysis	Analyzing Language
Mar 7-9:	Spring Break: No Class!	
Mar 14:	Kahane, Chapter 10 (pp. 233-267)	Selling Belief: Advertising
Mar 16:	Kahane, Chapter 11 (pp. 271-317)	Scrutinizing the Media
Mar 21:	Kahane, Chapter 12 (pp. 323-354)	Textbooks
Mar 23:	selection from <i>How To Lie With Maps</i>	Maps
Mar 28:	Information Literacy Review	--
Mar 30:	Exam #2	--
Apr 4:	Media Projects	--
Apr. 6:	Media Projects	--
Apr 11:	Media Projects	--
Apr 13:	Media Projects	--

Apr 18:	Media Projects	--
Apr 20:	Media Projects	--
Apr 25:	Media Projects	--
Apr 27:	Review for Final	--
Apr 29:	Final Exam (2-4 PM)	--

**Evaluation:**

One major point of evaluation—which will consist of a 3-5 page paper and a short oral presentation—I will call the 'media project.' The media project is designed to provide the student with application of some of the skills learned throughout the semester by, critically analyzing rhetorical or persuasive methods in media reports or advertising (amongst other information sources). Guidelines for this assignment will be announced. In addition, there will be three exams given during the regularly scheduled class time (dates subject to change):

- ◆ Exam #1: Febuary 21
- ◆ Exam #2: April 4
- ◆ Final Exam: April 29

Those who score well enough on the first two exams have the option of not taking the final exam. Details on that will be announced. Anyone who cannot take either exam must make arrangements to make it up at least one week prior to the scheduled exam date. Failure to do so will result in a grade of "F" for that exam.

The following weighting will be used to calculate your grade:

Attendance and Participation	20%
Exam #1	20%
Exam #2	20%
Media Project	20%
Final Exam	20%

*Note on Academic Dishonesty:* Plagiarism is the ultimate mortal sin of academia. Please, cite properly and document accordingly anything that may appear in your written work for this class. If you are unclear about how to properly document a paper, simply ask me. But err on the side of caution: clear-cut cases of plagiarism (deemed so by myself) will result in the possibility of up to and including a "F" for this class, and possible disciplinary action taken. Don't try me, I will catch you. All submissions for this class will be cleared through electronic methods to detect plagiarism.

If you are unsure of what plagiarism constitutes, I highly recommend you view the tutorial at the following link: <http://www.cte.usf.edu/plagiarism/plagindex.html>. Ignorance of the law, as they say, is no excuse.

*Note on Attendance:* Your attendance in class and participation in the classroom are a sizeable chunk of your final grade. For the purposes of this grade, there is no difference between an “excused” and “unexcused” absence. *If you do not show up, read the assigned material, and participate in discussion of the issues covered, you will **not** do well in this class.*

*Students with Disabilities:* I will be happy to provide reasonable accommodations to students with disabilities. Feel free to self-disclose to me privately any disability that may present challenges for you in the course. I request that you contact the Office of Disability Services (678-839-6428) before you request special accommodations.

### **Expectations, Suggestions and Mandates for an efficient class:**

1. Please arrive to class on time and expect to stay the entire duration of the class. If this is an impossibility, please make every attempt to notify me in advance of tardiness or absence.
2. Especially true in philosophy more than most other areas of study, diligence is important. The difficulty of the subject is indirectly proportional to the amount of work put into the course. Expect to have up to five hours a week of reading and practice in order to get an "A" for the course. Additionally, for these reasons, attendance is of vital importance.
3. Please come to class prepared (i.e., any reading assigned read, any questions concerning exercises or lectures prepared, etc.)
4. Please be respectful of each other in the class. There will be times when students disagree about a topic discussed in class. This is a didactic process, not a combative one.
5. Due to the great excess of material and limited time in which we must over ground, please do not create a disruption for those people who are attempting to learn. Disruptions include blurting out answers, name calling, chiding each other, snoring, etc. Laughing at the Instructor's jokes is obviously exempted from this policy. In addition, personal audio devices (except those in use to record lectures) and loud crunching snack foods are prohibited from the classroom. ***PLEASE TURN OFF your cellphones in class.***
6. Please feel free to make mistakes. We all will from time to time, even your omniscient instructor.
7. Please feel free to make use of my office hours. Waiting until the last moment in the semester to catch up is not advisable. I am excellent at fixing small problems, but horrendous at fixing large ones. The only difference between small and large problems is time.
8. This is a discussion-based class, and your effective participation is a part of your final grade. “Effective” participation is a function of the quality, not the quantity, of one's overall participation in class. Thus, if you find yourself someone who is naturally reticent, please make an effort to participate and have your voice heard; likewise if you find yourself someone who is naturally garrulous, please allow others to be heard.
9. Have fun! The material is only as dry as you make it out to be. Sharpening one's mind can be an exhilarating process.