

SYLLABUS

Course Title: Critical Reasoning

Course Number: PHIL 100/200 Online (Fall 2021)

Ticket Number: 14289/14158

Prerequisites: PHIL 100: Completion of the lower division writing requirement; GE section B4 Mathematics/Quantitative Reasoning or MATH 210. Not open to students who have completed PHIL 200. Study of deductive and inductive inferences. Attention to formal and informal fallacies and the relations of logic and language. Emphasis on critical thinking and the attainment of skill in it.

PHIL 200: Completion of the lower division writing requirement; GE section B4 Mathematics/Quantitative Reasoning or MATH 210. Not open to students who have completed PHIL 100. Examination of the relationship between logic and language. Accelerated introduction to the concepts essential to the identification, analysis and evaluation of arguments, with attention to deduction, induction and common fallacies. Emphasis on the application of these concepts.

(Available for General Education, Basic Skills A3 Critical Thinking.)

PHIL 100 and PHIL 200 have been taught with the same content in the philosophy department, with more time dedicated to student tutoring for PHIL 100. They are no longer different in the online asynchronous setting, though students of PHIL 100 are expected to spend more time on studying the course materials and solving problems.

CONTACT INFORMATION:

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Office Hours: Online Zoom meetings, Mon. Wed. 9:30-10:45; available by appointment: <https://csun.zoom.us/j/87233742027>

Message on COVID protocols:

CSUN is following guidelines from the California Department of Public Health and Los Angeles County Department of Public Health to promote safety during the COVID-19 pandemic for all students, employees, and visitors. [The California State University requires all students and employees to be fully vaccinated against COVID-19 before coming to campus](#), and no later than September 30, 2021, unless an approved exemption

has been requested and regular testing is underway. In order to protect against the spread of COVID, all students, employees, and visitors to campus are required to adhere to all health and safety requirements outlined on the [University's website regarding COVID-19](#).

WHAT YOU ARE GOING TO LEARN IN THIS CLASS:

You are going to learn arguably the most important skills in your life: critical thinking. In this age of information (and misinformation), everyone needs to have the skills of critical thinking in order to live a good and meaningful life. Truth is important (we'll see why this is the case), and justification for our beliefs is more important – we need to understand why our beliefs are true. These skills are fundamental to mastering other subjects and making sound judgments every day.

Critical thinking starts with the right mindset. We'll first learn to develop a critical mindset, how to make accurate statements, and how to identify and analyze an argument. Then we'll learn common valid arguments and understand why these arguments are valid, and learn how to detect fallacies in our reasoning—there are many types of fallacies in our reasoning. In the second half of the semester we'll learn the formal aspect of critical thinking, which is more like math but very important for a critical thinker. Throughout the course, we will learn how to apply these important skills in interesting and significant issues we encounter every day. You will be challenged in this class –skill development (like shooting a basketball) is always hard, and everyone can do well in this class –you just need to work hard. In the end, every student in this class is able to become a good critical thinker.

This course satisfies the **Critical Thinking component (A3) of the Basic Skill section of the General Education Program**, which recognizes critical reasoning as a fundamental competence.

TEXTBOOKS:

- **There is no required book that needs to be purchased for this class.**
- **Instead, the instructor wrote his own book for this class: [Critical Thinking in the Information Age](#).**
 - This class is fully online and has a weekly schedule. Each week we will be studying one chapter of the book –this is our required readings each week, and they are available on [Canvas](#).
 - One reason to adopt my own book is to reduce student cost on textbooks. A typical commercial textbook on critical reasoning cost around \$100. The other reason is that I believe my book is more relevant to CSUN students and more updated with current affairs. I hope you will like it!
 - The book contains a lot of materials; I hope everyone may find something interesting and challenging in the book. If you feel some parts are easy, then please explore recommended readings at the end of each chapter. If you feel the material is hard, then read it one more time or three times –it usually gets better. If you still struggle with the content, you can always ask me and your fellow classmates. There are also a

lot of online lessons and guides on critical thinking, and you may use them freely as long as they are reliable.

- To develop skills of critical reasoning you need a lot of exercises. We'll provide examples in the book and give some exercise at the end of each chapter. You will find more opportunities for exercises in practice quizzes and actual quizzes on the online Canvas course site.

Recommended Textbooks:

Though we don't require you to purchase any textbook, there are many books on critical thinking that are available and some of them have open access. There are also books on critical thinking available online at CSUN University Library, with free access to all of you. I have selected the following two books for you, which I think are helpful and fit well with my lectures. They will serve as complementary readings for this class. The acronyms for textbooks are used in course schedule below.

- **[ICTC]** *An Introduction to Critical Thinking and Creativity : Think More, Think Better* by J. Y. F. Lau; Published by John Wiley & Sons

Available at University Library online:

<https://ebookcentral.proquest.com/lib/csun/reader.action?docID=706494>

- **[CTT]** *The Critical Thinking Toolkit*

by Galen A. Foresman, Peter S. Fosl, , and Jamie C. Watson; pub. By John Wiley & Sons, Incorporate

Available at University Library online:

<https://ebookcentral.proquest.com/lib/csun/reader.action?docID=4538252>

ABOUT THIS COURSE

This is a **completely online course** offered on CSUN Canvas (<https://canvas.csun.edu/>): all course-related activities will be provided online, including all course materials, course assignments, and online discussions. The first thing before you are committed to taking this class is to make sure that *you are ready for taking a fully online class*, especially a critical thinking class. You may take a self-assessment for online readiness to check whether you're ready for taking an online class. Here is the link to an [Online Readiness Self-Assessment](#) provided by Stanislaus State University, which you can use to test your online readiness.

All enrolled students are able to access the Canvas site for this course at <http://canvas.csun.edu/>. Students who register later should be added within 24 hours of your registration. Once you log on CSUN Canvas site with your student ID and password (the same as your portal ID and password), you can see this course under the name "**PHIL 200: Critical Reasoning**." If you have any questions about Canvas, you can find campus support here: <https://www.csun.edu/it/canvas>.¹

¹ I have taught PHIL 100 and PHIL 200 in the same way, with more practice time dedicated to PHIL 100 students. For those registered in PHIL 100, you will be redirected to the PHIL 200 canvas site as well.

You do not need to come to campus to take this class, but **you need to have reliable Internet access**. If you don't have reliable Internet access, here are some options identified by CSUN: <https://www.csun.edu/it/internet-connectivity-users-who-do-not-have-it>. Make sure you are comfortable with the online nature of this class. As you may know, logic (critical reasoning) is a very difficult course, and many people find it more difficult to learn it online.

I will maintain a weekly structure for this course. The last part of the syllabus gives you a detailed weekly schedule and reading assignment. **On each Monday of the week** I will publish a **lecture (one chapter of my textbook)** that you should study, and supplement it with recommended readings. My book and recommended readings are complementary, as they often explain similar materials from different angles. Students have different styles of learning, and we'll try to provide multiple means of learning to meet student needs, including texts, images, and videos. It does not matter *how* you come to understand the materials; what matters is you understand them in the end.

Also available on each Monday is a **discussion forum** for you to share our thoughts or questions, and to give comments or feedbacks on course-related materials. I will give you some guidelines (prompts) for each week's discussions, and your contributions are vital to the quality of this forum. You are required to participate in discussions each week, and your contributions will be graded. You are also required to respond to at least one other student's discussion posts with substantial input, which is due at the end of each week (Saturday night). Some discussions may require a group project, in order to increase the level of student engagement.

For most of the weeks, you will have a **practice quiz**. The practice quizzes are very similar to the real quizzes, but they will not count toward your final grade. The **actual quiz** of the week will be available by Wednesday morning, and you can take it until the night of that Saturday.

Please make sure that you have some free time (usually less than one hour) and Internet access between Wednesday morning and Saturday night so that you can take the quiz.

Though practice quizzes don't count toward your final grade, they are identical in format and similar in content to the actual quizzes. So they are excellent preparations for the actual quizzes.

Synchronous Online Video meetings are not required for this class, but they will be offered when necessary or upon request. During such sessions students and instructors can have real time communications with each other, and in a variety of ways. They can be very helpful when we prepare for the exams.

Extra credit assignments will be available. These assignments provide opportunities for deeper understanding and complex analyses and give students a chance to improve their grade. It will also help develop better learning skills and grow as a confident learner. These are optional assignments, but I strongly recommend everyone attempt them.

All **communications** in this class will be conducted electronically. You should check our Canvas course at least twice a week about any updates. You will receive weekly notices on Canvas, and such notices will also be sent to your CSUN email addresses automatically by Canvas server. If you are using a different email account, you should make sure that all your CSUN emails are forwarded to your regular email accounts. Since there are at least two ways to get notifications about any Canvas assignments, it is your full responsibility to make sure that you get notices from the Canvas, and **you are not allowed to make up an assignment** once you have missed them. Taking a class online needs strong self-discipline, and it takes great responsibility to

succeed in this class.

Course Requirements:

1. Studying the course materials diligently, as required by the course schedule; in some weeks you may need more time than usual –some materials are very difficult, and the level of difficulty is also relative to your background skills.
2. Participating in online discussions as required;
3. Working at the practice quizzes and relevant exercises in the textbook sets to master the materials;
4. Finishing all the required assignments, including discussion forums, quizzes, exams, and other homework. You may reflect on your performance and think of ways of improving your learning.

Technological Requirement:

1. Reliable access to Internet
2. Devices: laptop/desktop computers are needed for this course-- most of the content, esp. quizzes and exams are designed for being used on computers. I will try my best to make most of the lecture content accessible to mobile devices.
 - a. If you need a laptop, tablet, or other device loan for remote learning, or you need internet access, please consult the following link: <https://www.csun.edu/it/device-loaner-program>
 - b. Do let me know if you have difficulties to access any course content. I will try to resolve them as soon as possible.

Students with Disabilities:

This instructor, in conjunction with California State University Northridge, is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 Any information regarding your disability will remain confidential. Because many accommodations require early planning, requests for accommodations should be made as early as possible. Any requests for accommodations will be reviewed in a timely manner to determine their appropriateness to this setting.

CSUN is one of the leaders in the nation to serve students with disabilities. Visit CSUN Disability Resources and Educational Services center or online at <https://www.csun.edu/dres> for all the services CSUN is able to provide, including alternative testing accommodations and Academic coaching through The Thriving and Achieving Program (TAP).

Learning Resource Center and Student Support

CSUN LRC provides a variety of useful support to students at any level. Please visit the LRC website to find out what you can get from LRC: <https://www.csun.edu/undergraduate-studies/learning-resource-center>.

CSUN [Philosophy department](#) provides tutoring help on critical reasoning and logic classes, and you can find more information on the department website. Some of my best students in this course have become tutors for the department, and they will be more than happy to answer all

your questions. More details will be updated on Canvas throughout the semester.

Academic Honesty

Given the online nature of the class, students are allowed to use the textbooks and online lectures notes while completing quizzes or exams. Students are encouraged to form study groups to study the course materials together. However, students cannot help each other out during the quiz or exam-taking period. In particular, **students cannot copy other students' quizzes/exams or let their quizzes/exams be copied, and cannot disclose the content of quizzes or exams to other students under any circumstances**. If you let other student(s) copy your answer(s) or disclose information about the exam, then you're violating CSUN policy on academic honesty.

Violation of such policies may result in failing the class and is subject to further disciplinary actions from the University. **Please be reminded that the Canvas has plenty of tools to identify various ways of cheating**. Students in my past classes have been disciplined for their cheating behavior. For detailed information on CSUN policy on academic dishonesty, please refer to CSUN catalog: <https://catalog.csun.edu/policies/academic-dishonesty/>. Here you will find clear definition on what counts as academic dishonesty.

In this class gives I will give you a lot of flexibility and freedom, and in return I hope you treat me and other students with respect and honor. After all, college learning (especially with the learning of critical reasoning skills) is not just about grades, but more about mastering the skills that are of crucial importance for your future.

Campus Support for Online Learning

CSUN has great support for students of online learning. IT department has all the tools you need to succeed in your online learning, and check out their website for more information: <https://www.csun.edu/it/students>. You can find essential software programs on this page, <https://www.csun.edu/it/student-purchasing-options>, which are free for CSUN students. In addition, CSUN University Library provides great support to online learning, which you can find most of its service here: <https://library.csun.edu/learning-commons>.

Etiquette for Online Classes (Netiquette) –Common Guidelines

- Basic principle: respect everyone; critique the other's opinions but don't attack the person.
 - We are a community of critical thinkers who help each other with learning and developing crucial skills.
- Language:
 - Do not use offensive language. Present ideas appropriately.
 - Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
 - Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Attitude:
 - Keep an open-mind and be willing to express even your minority opinion. Minority opinions have to be respected.
 - Never make fun of someone's ability to read or write.

- Using humor is acceptable but be careful that it is not misinterpreted. For example, are you being humorous or sarcastic?
- Community:
 - Share tips with other students.
 - Do not hesitate to ask for feedback.
 - Do not dominate any discussion. Give other students the opportunity to join in the discussion.
- Online class is still a class, and we need to follow proper etiquette in order to build a happy learning community.
 - Think and edit before you push the Send/Submit button –check if you have violated any of the above rules of Netiquette.

Note: these guidelines are adapted from https://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm, where more information can be found.

STRATEGIES FOR SUCCESS IN THIS CLASS:

1. General Principle:

- a. **believe you can learn (everything), put in a good effort, and know how to learn!**

2. Mental Preparation and Self-Discipline

This is a **Logic** class and a skill-developing class. Logic skills are hard to acquire and so this class will need a lot of your time and hard work. To take the class online does not imply that you won't need an equal amount of work; if anything, it is the contrary: **you need to spend more time and to work harder taking this course online than what you might need taking it on campus.** **You need to be mentally prepared for the time and effort required for this course.**

- a. Phil. 100/200 is one of the high-failure courses on this campus. Quite often 30% of students fail or withdraw from this class. The reason is that logical reasoning does not come naturally, and it requires great effort and hard work to master such skills.
- b. The online aspect of class does have benefits: it has a more flexible schedule and is more convenient for students, and it offers more opportunities to study the materials and gives more chance of practices. Logic is about skill development, and practices are very important for skill developments.
- c. **Not all students are fit for online instructions**, especially a logic class. Some students find it much easier to learn logic in person. **If that is the case for you, please do consider taking a regular critical reasoning class, instead of an online one.**
 - i. How fit are you for learning logic online? You may be OK if you have all the following traits:

1. You are **self-disciplined** – you can carry on a rigid study schedule on your own; this is of primary importance!
 2. You have good computer skills (typing, using common software and browsing Internet, reading on computer screen; etc.)
 3. You can understand pretty well from written texts without the need of teacher's explanations;
 4. You can understand **abstract concepts** and **reasoning** by studying them on your own;
 5. You can follow the step-by-step instructions or reasoning without the need of face-to-face communications;
 6. You are not afraid to ask questions when you have troubles or concerns with a class.
- ii. Do keep it in mind that our logic class may be different from other online classes you have taken. Even if you have taken an online class before, you may find it difficult to take this class online. Many students who have done well in other online classes have struggled in this class. Almost all of them found out that this class required a lot more effort than they initially thought it would.
- d. In order to succeed in this class, be sure to consider the strategies listed below.

3. Weekly Planning

Carefully PLAN your study time each week, so that you can devote a **set period of study time for this class**. Some chapters are more difficult than the others for some students, so you may want to have some extra time budgeted for each week. It is important to know that critical reasoning courses have a strong degree of continuity – if you are not doing well in the beginning, it will be very difficult for you to do well on the later materials since they rely on earlier knowledge.

- a. **Find your pace of work in the week as soon as possible.** Work out your schedule with this course in the first couple of weeks and stick to it.
- b. Finish everything before the end of the week. **Do not procrastinate!**

A typical weekly plan:

- a. Study the lecture and textbook first, starting on each Monday of the week; give yourself at least three hours and some students may need double or triple this amount of time on some difficult chapters; you may need to read it more than one time.
- b. Next, work on the questions in the book and practice quizzes; you may also study the recommended readings to deepen your understanding.
- c. Analyze your answers to the quizzes; in particular, pay particular attention to the parts you have got wrong. It is very important to be able to learn from one's own mistakes.

And it is often from one's mistake that one learns the best – you have to identify where you misunderstood, or fail to apply the skills, or have not fully understood.

- i. If some questions are right by luck, then you need to fully understand them as well.
- ii. This part can take anytime from 30 minutes to 2 hours, depending how well you understand the materials.
- d. Now it is time to post your thoughts on the discussion forum; address all the prompts in the discussion forum; this may take 30-60 minutes.
 - i. You can also ask questions in the forum; and you can share your tips as well.
- e. Once you feel completely confident about the course materials, it is time to attempt the actual quiz. The quiz will be open on Wednesday morning, and will be closed by Saturday night. You can take the quiz anytime in this period. The quiz needs to be finished in 30 minutes. This means, once you start taking the quiz, you have to finish it in 30 minutes.
- f. Remember you need to respond to at least one other student's discussion post in the weekly forum. This should be done before Saturday night as well.
 - i. Make sure you finish all the assignments on time. With the online classes, **self-discipline is a necessity for success in this class.**
- g. **Let me emphasize it again: It is important for all of you to have a fixed weekly schedule dedicated to this class,** just as if you were taking a regular class. For example, you can schedule your reading and learning of the course materials (textbooks and lectures) on Monday or Tuesday (find some time in the morning, afternoon, evening, or night), and try out the practice test on Wednesday (probably with immediate analysis after the test). Finish your initial post by Wednesday. And you can re-study the course materials again before you take the actual quiz on Thursday or Friday. Finish your responding posts by Saturday.
 - i. Everyone's schedule may be different, but everyone needs to have a stable schedule and sticks to it every week.

4. Ask for help

You can always ask me for help on anything with different means (such as emailing or scheduling a video meeting) if you have any questions, concerns, or simply feel that you are struggling in class.

- a. This is a difficult class for many students! Many students have failed in the past. **If you feel you are struggling, you are not alone.** You need to ask for help at the earliest stage. Don't give up; in the end it is often much more rewarding with a challenging class, because you will learn and develop important skills that you did not

- have before.
- b. From my past experiences, the students who came to my office often had improved significantly. You may struggle with a question for a couple of hours, yet all you need is a hint to see the light. If you cannot make it to my office hours (see the top of syllabus), you can make an appointment to see if I am available at other times.
 - i. We can make online appointments so that we can use *Zoom* to have video meetings.
 - ii. Feel free to voice your concerns! Remember this is your class and you want to more active and take charge of this class. I am flexible with my pedagogy. If you feel there is anything I need to change, do let me know!

COURSE GRADING:

Weekly Discussions 25% of course grade

- Class is divided into small groups (about 10 persons in each group) for better class discussion. Your groups are initially randomly assigned, but you can switch to a different group as long as the group is not full. Each group has a group leader (initially randomly assigned) who may serve as moderator of group discussions.
- Each student is required to make a discussion post **every week**, and is also required to respond to at least **TWO** other student's post by the end of the week. You are more than welcome to post more than one post or to respond to more than two posts. Prompts will be given for each week's discussions, and students can freely ask their questions related to course materials.
- Evaluation of online discussions is mostly based on one's effort than performance. It is OK to make mistakes – we learn best from our own mistakes. It is also OK to challenge the other people's ideas –we are not criticizing the person but only the ideas, and our goal is to find out the truth. Treat it as discussions inside a classroom.
- **It is really important for you to participate in weekly discussions.** This is where our learning community is built. We want to have an in-depth exchange of our ideas and to learn from each other. So I hope you give as much effort as you can to your own posts, and to your responses to the others.
- In order to get full credit, students need to make a significant effort in both their posts and their responses.
 - Simple statements like that “I have learned a lot this week” or “I really enjoyed your post” is not going to get much credit. You need to show substantial thinking and reflections in order to get full credit.

- Ideally we can have threaded discussions on some interesting topics. One student starts a topic with many stimulating responses from the others. It is like “call and response” in Jazz music!

Quizzes

25% of course grade in total

- Critical thinking skills are not natural and you need a lot of practices in order for to master them. We’ll offer many practice questions in both the book and the Canvas site, and these will help you prepare for the quizzes.
- The practice quiz and the actual quiz are supposed to have the same level of difficulty, though sometimes students may feel differently due to a variety of factors. So don’t feel overconfident if you do very well on the practice quizzes – **make sure you understand everything**: you need to **know why** you get it right when you are correct, and **know why** you get it wrong when you make a mistake.
 - One learns the best from one’s own mistakes –so the best strategy of learning is to analyze how you make the mistakes.
 - This also applies to almost every subject and to most things in our life. It is called learning with a growth mindset:
 - **The Growth Mindset**: accepts a challenge, errors aren't failures but seen as necessary steps and opportunities, interprets criticism about the task. You always believe that you can do something you couldn't do before.

Two exams

50 % (25% each of the course grade)

- We will have two exams in this class. Exams are not cumulative. The second exam will not cover what has been examined in the first, though some materials may require the knowledge learned in the first half.
- Quizzes are the best study guide for the exams. Study them carefully before you take the exam. In particular, pay attention to your mistakes, whether in practice quizzes or real quizzes.
- Exams are to be finished in 2 hours, and they are open from Thursday morning to Saturday night of the exam week. There will be no makeups for quizzes and exams, given that students will have plenty of time to take them.
- Exams are difficult! There are a lot of materials, and you have a limited amount of time and just one attempt –this is the most challenging assignment and separates the hard-working students from the others. Many students bombed the first exam and realized that they needed to put more effort, and their grade plunged – so take notice!

Summary:

- **Weekly discussions** 25% (graded mostly on effort)
- **Quizzes (12)** 25% (multiple attempts & practice quizzes)
- **Two Exams** 50% (toughest tests for your skills)
- Final grade is the weighted sum of all the above components calculated by percentage. Extra credit will be added on top of the regular grades. The gradebook on Canvas will reflect your current grading average as the class moves along. The final letter grade will be based on the following table:

Final %	≥92	90-91.9	88-89.9	82-87.9	80-81.9	78-79.9	72-77.9	70-71.9	68-69.9	62-67.9	60-61.9	<60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

MORE INFORMATION ABOUT THE COURSE:

CATALOG DESCRIPTION:

Prerequisites: Completion of the lower division writing requirement; GE section B4 Mathematics/Quantitative Reasoning or MATH 210.

Not open to students who have completed PHIL 100. Examination of the relationship between logic and language. Accelerated introduction to the concepts essential to the identification, analysis and evaluation of arguments, with attention to deduction, induction and common fallacies. Emphasis on the application of these concepts. (Available for **General Education, Basic Skills, A3: Critical Thinking**)

STUDENT LEARNING OUTCOMES (CSUN GE requirements for Critical Reasoning):

Students will:

1. Explain and apply the basic concepts essential to critical examination and evaluation of argumentative discourse;
2. Use investigative and analytical thinking skills to examine alternative, explore complex questions and solve challenging problems;
3. Synthesize information in order to arrive at reasoned conclusions;
4. Evaluate the logic and validity of arguments, and the relevance of data and information;
5. Recognize and avoid common logical and rhetorical fallacies.

COURSE OBJECTIVES of THIS CLASS:

Once finishing this course, students are expected to

1. be able to recognize an argument, identify its components, and evaluate its strength;
2. be able to evaluate the reliability of various sources of belief, including media, expert, and personal experience;
3. be able to recognize and avoid common logical and rhetorical fallacies;
4. be able to recognize, evaluate, and use deductive reasoning and some inductive reasoning (probability and statistical reasoning);
5. develop an attitude of critical thinking toward both academic subjects and issues in

ordinary life.

The SLOs are targeted by the corresponding COs as follows:

SLOs	(1)	(2)	(3)	(4)	(5)
Course Objectives	1-4	2, 4, 5	2, 4	1, 4	3

COURSE SCHEDULE AND READING ASSIGNMENTS

Date	Content	Reading Assignments (text abbr. listed above)
Week 1: 8/30-9/5	Introduction to the course; <ul style="list-style-type: none"> • Why do we need to learn critical thinking? • Quiz 1 (on syllabus) 	<ul style="list-style-type: none"> • Course Syllabus; • Lecture 1: Introduction to Critical Thinking
Week 2: 9/6-9/12	A Critical Mind <ul style="list-style-type: none"> • How the first critical thinker died (Socrates) • Why we are not critical thinkers by nature 	<ul style="list-style-type: none"> • Lecture 2: A Critical Mind • Recommended: [ICTC], Chapter 1;
Week 3: 9/13-19	Truth, Knowledge, and Relativism <ul style="list-style-type: none"> • Is there such a thing as “alternative fact”? • Is your truth as good as mine? • Quiz 2 	<ul style="list-style-type: none"> • Lecture 3: Truth, Knowledge, and Relativism • Recommended: [ICTC], Chapter 6; • Recommended: [CTT], Chapter 8;
Week 4: 9/20-26	Critical Thinking Basics -1: Terms and Statements <ul style="list-style-type: none"> • What are you talking about? • Quiz 3 	<ul style="list-style-type: none"> • Lecture 4: Language & Logic • Recommended: [ICTC], Chapters 2-5;
Week 5: 9/27-10/3	Critical Thinking Basics -2: Argument Basics & Patterns <ul style="list-style-type: none"> • Are you making an argument? • Quiz 4 	<ul style="list-style-type: none"> • Lecture 5: Argument Basics -1 • Recommended: [ICTC], Chapters 8-10;
Week 6: 10/4-10	Critical Thinking Basics -3: Complex Argument Analysis and Diagramming <ul style="list-style-type: none"> • What kind of argument is that? It is so confusing! 	<ul style="list-style-type: none"> • Lecture 6: Argument Basics -2: Complex Argument Analysis and Diagramming • Recommended: [ICTC], Chapters 11-12;

	<ul style="list-style-type: none"> Quiz 5 	
Week 7: 10/11-17	Common Fallacies in the Reasoning <ul style="list-style-type: none"> Are you kidding me? That must be a fallacy! Quiz 6 	<ul style="list-style-type: none"> Lecture 7: Common Fallacies Recommended: [ICTC], Chapter 19; Recommended: [CTT], Chapter 5;
Week 8: 10/18-24	Exam I Review Exam I	Review PowerPoint for Exam I;
Week 9: 10/25-31	Propositional Logic-1: Logical connectives, Symbolization, and the Truth table <ul style="list-style-type: none"> Symbols for proposition? A secret language? Quiz 7 	<ul style="list-style-type: none"> Lecture 8: Propositional Logic-1 Recommended: [CTT], Chapter 4, p. 72-76
Week 10: 11/1-7	Propositional Logic-2: Validity check for propositional arguments <ul style="list-style-type: none"> "I learned to build a table, used for checking validity!" Quiz 8 	<ul style="list-style-type: none"> Lecture 9: Propositional Logic-2 Recommended: [CTT], Chapter 4, p. 76-96
Week 11: 11/8-14	Categorical Logic -1: Categorical Statements <ul style="list-style-type: none"> The oldest logical system still in use Quiz 9 	<ul style="list-style-type: none"> Lecture 10: Categorical Logic-1 Recommended: [CTT], Chapter 3, p. 39-57
Week 12: 11/15-21	Categorical Logic -2: Syllogism <ul style="list-style-type: none"> 3 terms in 3 sentences: how does it work? Quiz 10 	<ul style="list-style-type: none"> Lecture 11: Categorical Logic-2 Recommended: [CTT], Chapter 3, p. 58-70
Week 13: 11/22-28	Thanksgiving break	No assignment for this week
Week 14: 11/29 – 12/5	Reasoning with Probability <ul style="list-style-type: none"> Talking about probabilities... The logic of decision-making Quiz 11 	<ul style="list-style-type: none"> Lecture 12: S Reasoning with Probability Recommended: [ICTC], Chapter 17;

		Recommended: [CTT], Chapter 6.1, 6.4, 6.5
Week 15: 12/6-12	Statistical Reasoning <ul style="list-style-type: none"> • Lies, damned lies, and statistics • The meaning of these numbers? • Quiz 12 	<ul style="list-style-type: none"> • Lecture 13: Statistical Reasoning • Recommended: [ICTC], Chapter 17; • Recommended: [CTT], Chapter 6.3-4, p. 170-181; 6.7
Week 16: 12/13-19	Review for Exam II; Exam II	Review PPT for exam II

Note: We'll try to follow this schedule as best as we can, though it may be revised. Any revisions will be announced on canvas in advance.