



CRIT 1101 – Critical Thinking	Dr. Todd Janke
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M/W 6.30 to 7.45	Office Hours:
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Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255, 678-466-5445, disabilityservices@mail.clayton.edu.

Catalog Description: A course focusing on skills essential to effective critical thinking in both academic and general use. The study of important common components (issue, method, evidence, conclusion) provides a basis for the construction, analysis, and evaluation of arguments in a variety of contexts. The course also addresses fundamental elements of informal logic (e.g., induction, deduction, fallacy-avoidance) and of elementary formal logic (e.g., tests for validity) as they inform good reasoning in any context, from everyday decision-making to academic argumentation.

Course Prerequisites and Co-requisites: Learning Support students who are required to take ENGL 0099 and/or READ 0099 must exit the requirement(s) before they can enroll in this course

Computer Requirement: Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to <http://itpchoice.clayton.edu/policy.htm>.

Computer Skill Prerequisites:

- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to send and receive e-mail using Outlook™ or Outlook Express™
- Able to attach and retrieve attached files via email
- Able to use a Web browser

In-class Use of Student Notebook Computers: Computers will be required to access course materials, communicate with your instructor, and participate in classroom research activities.

Program Learning Outcomes:

General education outcomes: The following links provide tabular descriptions of the communications outcome and the critical thinking outcome components (see PHIL 2201 in the tables):
Communications outcomes components

Critical thinking outcomes components

Course Learning Outcomes:

- To familiarize students with Critical Thinking
 - To enhance communication skills, oral and written
 - To teach analysis of complex concepts, ideas, definitions, and arguments
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Textbook: *A Concise Introduction to Logic*, 10th ed., by Patrick Hurley. A Logic Resource CD is packaged with the text. While the CD is primarily for use outside the classroom, it is likely that your level of success in much of the course will be proportional to your use of the CD.

Text Coverage: Selected Readings (see below)

Evaluation:

ASSIGNMENT	VALUE	SCALE
Homework	10%	A 90 to 100
Argument Papers	20%	B 80 to 89
Exam 1	20%	C 70 to 79
Exam 2	20%	D 60 to 69
Exam 3	30%	F 0 to 59

Requirements Explained:

A. Homework

1) **Weekly Reports** on your progress on assigned exercises. These reports are submitted through the class email listserv: crit1101-11fall11@lists.clayton.edu and no hard copies are turned in. Answers to the exercises will be given during class time. On Sunday of each week, submit a report to indicate which questions you got wrong, and to identify difficulties with the material covered. Note that you will not be turning in your actual work on the exercises to the listserv.

2) **Self-Assessment:** At the first exam and at the final exam you **must** turn in a hard copy, one page Self-Assessment of your level of study and application during the semester. For the Self-Assessment, assign yourself a grade, from 1 to 10, 10 being the highest, in light of the thoroughness of your efforts. The self assessment **must** be turned in **at the time of the exam** (not after) or you will not receive credit. I will not accept emailed self-assessments, so plan ahead. Homework grades will be marked down 10% without a self assessment.

B. Argument Papers:

You will write two Argument papers of 1 ½ to 2 pages. Topics for arguments will be drawn from 1.2.III, p. 30. In writing your papers you will state an issue, pick a position, and then state, in one sentence each, premises in support of that position. Once you have written the skeletal form of the argument, you will then provide a paragraph length discussion/explanation of your premises and how they support your position/conclusion. The stated premises will provide the topic sentences for each individual paragraph. Each paper will adhere to the following format (example for illustration only):

Issue: *Whether the 1965 Minnesota Twins could have beaten the 2010 New York Yankees in a 7 Game Series.*

Position: *The 1965 Minnesota Twins could have beaten the 2010 New York Yankees in a 7 Game Series.*

Premise 1: *The Twins 4 man pitching rotation, lead by Jim Kaat, stacks up better in a seven game series.*

Premise 2: *The Twins defense was stronger at every position.*

Premise 3: *The Twins had better all around hitting, with sluggers like Harmon Killebrew, Bob Allison, and Tony Oliva (A.L. Rookie of the year in 1964) and great contact hitters like Zoilo Versalles (A.L. MVP in 1965).*

(Paragraphs with each of your premises as topic sentences go here)

These argument papers must be developed based on your own ideas and thinking, and should not be considered research papers. In that light, argument papers which report information from outside sources will not be accepted.

C. Exams: a mix of true-false, multiple choice, matching, or short answer; non-cumulative.

Mid-term Progress Report: The mid-term grade in this course, which will be issued by October 6th reflects approximately 30% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, by mid-term, which occurs on October 7th. The last day to withdraw without academic accountability is Friday, October 7th.

Course Policies:

General Policy

Students must abide by policies in the [Clayton State University Student Handbook](#), and the [Basic Undergraduate Student Responsibilities](#).

University Attendance Policy

Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students' ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

Course Attendance Policy Attendance is expected for all class periods. Habitual tardiness (i.e., more than 5 late arrivals) will result in a deduction of 5% from your final course grade.

Missed Work

Without excuse, missed work cannot be submitted. An excuse for missed work must be accompanied with documentation from a doctor or other competent authority that explains why the student was unable to submit the assignment on time. With a valid excuse:

- Make-up tests will be scheduled at a time chosen by the instructor. Note, the make-up exam may be different from the scheduled examination that the student missed.
- The final examination must be taken. If you know you cannot make the scheduled time, consult at least two weeks in advance with the instructor and a new exam date may be arranged, if the instructor believes conditions warrant rescheduling. To reschedule an exam, you must submit a change of final examination date form to the instructor several days prior to the examination. It is your responsibility to submit this form and, if you do not, then you will not be allowed to reschedule your exam. Forms may be obtained from the secretary in the College of Arts and Sciences. Note, should you reschedule, the exam you take may be different from the regularly scheduled examination.

Academic Dishonesty

Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. Plagiarism occurs when you use someone else's words or ideas in your presentation or writing without giving that person credit. Even paraphrase is plagiarism if you do not properly cite your source. All instances of academic dishonesty will result in a grade of zero for the work involved, and will be reported to the Office of Student Life/Judicial Affairs. Judicial procedures are described at: <http://adminsivices.clayton.edu/judicial/>.

Disruption of the Learning Environment

Behavior which disrupts the teaching-learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF. A more detailed description of examples of disruptive behavior and appeal procedures is provided at: <http://a-s.clayton.edu/DisruptiveClassroomBehavior.htm>.

Readings and Important Dates

Week of	Reading	Assignment
8.15	Introduction 1.1 Arguments, Premises, Conclusions	I, 1-20, write out the conclusion; IV, all
8.22	1.2 Recognizing Arguments 1.3 Deduction and Induction	I, 1-15; V, all; VI, all I, all; III, all
8.29	1.4 Validity, Truth, Soundness, Strength, Cogency	I, 1-10 (state only Valid or Invalid, Sound or Unsound II, 1-10 (state only Strong or Weak, Cogent or Uncogent) III, 1-20; V, all
9.5	No Class Monday 9/5 1.5 Argument Forms: Proving Invalidity	I, all
9.12	2.1 Varieties of Meaning 2.2 Intension and Extension 2.3 Definitions and Their Purposes	II, all I.4, all; II, all I, all; III, all
9.19	2.4 Definitional Techniques 2.5 Criteria for Lexical Definitions	I, all; III, all I, 1-20
9.26	Review First Exam	Self-Assessment Due
10.3	9.1-9.3 Argument from Analogy	II, 1-8
10.10	10.1-10.3 Causal Reasoning & Mill's Methods	I, all; II 1-5; III, all First Argument Paper Due
10.17	12.1-12.6 (no computations in 12.4)	I, all; III, all
10.24	12 Continued	
10.31	Review Second Exam	Second Exam
11.7	3.1 Fallacies in General 3.2 Fallacies of Relevance	I, all I, all; II, all
11.14	3.3 Fallacies of Weak Induction	I, all; II, all; III, 1-20
11.21	No Class 11/23 3.4 Fallacies of Presumption, Ambiguity	I, all; II, all; III, 1-25
11.28	Review	
Final Exam Period	Final Exam Monday Dec. 5, 5pm	Final Exam Self-Assement Due Second Argument Paper Due