

Coffeyville Community College

HUMN-218
COURSE SYLLABUS
FOR
LOGIC AND CRITICAL THINKING

Jill R. Wood
Instructor

COURSE NUMBER: HUMN-218 **COURSE TITLE:** Logic and Critical Thinking

CREDIT HOURS: 3

INSTRUCTOR: Jill R. Wood

OFFICE LOCATION: Student Success Center

OFFICE PHONE: 620-251-7700, ext. 2115

HOME PHONE: None

CELL PHONE: None

OFFICE HOURS: By Appointment

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REQUIRED TEXT AND RESOURCES: Kirby, G.R., & Goodpaster, J.R. (2007). *Thinking* (4th ed.). Upper Saddle River: Pearson Education, Inc.

COURSE DESCRIPTION: This course is a basic introduction to both deductive and inductive reasoning. Emphasis is placed on identifying, analyzing, and constructing arguments. It examines the logical structure of English sentences, determining validity, examining premises, and using a symbolic system which models logical relations among sentences. Special emphasis will be placed upon the logical appraisal of everyday arguments and the analysis of value arguments.

EXPECTED LEARNER OUTCOMES: Upon successful completion of this course, the student should be able to:

1. Define logic and explain how categorical and hypothetical syllogisms and different fallacies can use critical thinking to solve logic questions.
2. Explain what can aid or hinder our critical thinking process.
3. Explain three different types of thinking that can either use or influence the critical thinking process.
4. Discover how the critical thinking process is used to solve problems, evaluate solutions, make decisions which lead to action, and to challenge the student to go on sharpening critical thinking skills.

LEARNING TASKS AND ACTIVITIES:

Introduction: What is thinking?

How does logic aid in critical thinking?

Categorical syllogisms

Hypothetical syllogisms

Fallacies

What aids and hinders our thinking?

Personal barriers

Senses

Brain and memory

Language

Feelings

Organization

What are some different types of thinking?

Creative

Scientific

Persuasive

What is used to test our thinking?

Problem solving

Evaluating

Decision and action

Challenging our thinking

This course is online. The student will be responsible for forum postings, quizzes, writing papers, homework, and a test in order to evaluate learning. Since this is an online course, the student's participation is crucial. A variety of assignments are due; therefore, it is vital that the assignments are completed on time, so the student does not fall behind.

ASSESSMENT OF OUTCOMES:

The grade for this course will be determined by the number of points the student has earned during the semester.

Syllabus Exam, Pre-test, and Post-test:

A syllabus exam is required for the syllabus exam date. It is worth 10 points. A pre-test and a post-test will be given to assess the improvement of each student over the course of the semester. The pre-test is worth 20 points, and the post-test is worth 20 points. Participation in all three assessments is required, so the student will receive these participation points, once these three assessments are completed.

Forums:

The forum questions are to be answered in a timely manner. Ten forum questions will be asked. Most questions will ask the student

to respond to other postings in order to create a discussion, since no discussion will actually take place in a classroom setting. The ten forum questions and the responses will each be worth 20 points each, for a total of 200 points for the forum grade.

Please note: The forums should be viewed as if the students were sitting in class having a discussion with the teacher. Therefore, the language used should be professional, use correct grammar, no slang or cursing, and no demeaning of students. All text can be read by all users of the classroom, so keep personal comments off of the classroom website. College is used to prepare students for the working environment, so we will use the class website accordingly.

Homework:

Four homework assignments will be given over the logic portion of this class. Each assignment will be worth 50 points each, for a total of 200 points.

Activities:

Activities will be assigned that involve critical thinking skills. The activities are meant to be fun, but they will also strengthen deductive reasoning. Ten activities will be assigned. Each activity will be worth 15 points each for a total of 150 points for the activities.

Assessments:

Five quizzes will be given throughout the semester over the textbook content. The topics discussed on the quizzes will follow terms from your notes pages. Five quizzes will be worth 40 points each, for a total of 200 points.

Papers:

Two papers will be required during the semester to evaluate the student's critical thinking process and communication skills. Each paper will be worth 100 points, for a total of 200 points.

GRADING:

The total number of points possible during the semester is 1000 points. The assessment will include forum postings, homework, critical thinking activities, quizzes, two papers, the syllabus exam, the pre-test, and the post-test.

A grade of Incomplete (I) will be given to a student only under special conditions, and only after the instructor has cleared it through the Vice President for Learning. A specified time period will be given for the student to complete the course work.

The following grading scale will be used to determine the overall course grade:

100% - 90% = 1000 – 900 points = A

89% - 80% = 899 – 800 points = B

79% - 70% = 799 – 700 points = C

69% - 60% = 699 – 600 points = D

59% and below = below 599 points = F

SYLLABUS EXAM

DATE:

Failure to complete the syllabus exam for Logic and Critical Thinking by 11:55 p.m. CST on Friday, February 13, 2015, will result in any student being administratively dropped from the course.

LATE ASSIGNMENTS:

Moodle is date and time specific. Therefore, all work must be submitted on time via the pre-test, quizzes, the final, forums, and post-test online. The homework, papers, and activities must be submitted to the instructor on or before the due date and time. **Since this is an online course, extensions for college activities should not need to be granted.** Assignments can be completed before an activity any time during the week. The quizzes and tests, especially, need to be completed on time.

Starting the third full week of the semester on January 26, the instructor will begin deducting points for late assignments. The instructor expects all work to be submitted on time, usually by 10 p.m. on the due date. All work submitted to the instructor late, without prior authorization, will be reduced by 10 percent for each consecutive day that it is late. For example, if an assignment is due by 10 p.m. on Wednesday, and the student posts it online at 8 a.m. on Thursday, then that assignment is one day late, and it will be deducted by 10 percent of the original total score before it is even graded. For example, if it is a 10 point assignment, the maximum a student will receive for an assignment one day late will be 9 points. See the classroom home page for further explanation.

ATTENDANCE

ONLINE:

Formal attendance will not be taken; however, each student must post their original forum responses on time, so that the other students may respond to the postings in a timely manner.

PLAGIARISM:

Academic honesty and integrity are both highly viewed by the instructor. The instructor wants to hear the student's opinion about critical thinking issues and not the views of someone else. All assignments must reflect academic integrity.

ADDITIONAL NOTES:

Questions from the student are welcome at any time. The primary method for students who need to ask questions should be by e-mail. The secondary method for students to ask questions would be by office phone on campus. I work in the Student Success Center, SSC, so my schedule is not always 8 a.m. to 5 p.m. I work a couple of nights per week during the semester, so appointments are welcome.

COMPETENCIES:

DEFINE LOGIC AND EXPLAIN HOW CATEGORICAL AND HYPOTHETICAL SYLLOGISMS AND DIFFERENT FALLACIES CAN USE CRITICAL THINKING TO SOLVE LOGIC QUESTIONS.

1. Categorical syllogisms include a major premise, a minor premise, and a conclusion. Learn which parts can be either valid or invalid. Learn which parts can be either true or false.
2. Hypothetical syllogisms take the “if-then” form. They can either be valid or invalid. Learn two valid forms and two invalid forms.
3. Informal deductive fallacies and informal inductive fallacies will be discussed in detail. Other reasoning fallacies will also be covered.

EXPLAIN WHAT CAN AID OR HINDER OUR CRITICAL THINKING PROCESS.

1. Personal barriers include enculturation, self-concept, ego defenses, and emotional influences, and stress.
2. Senses can aid and hinder our critical thinking. The most important sense for critical thinking is listening.
3. The brain can aid or hinder our critical thinking by increasing or decreasing our memory potential. Some outside influences can influence our memory also, they include: food, drugs, and sleep. Some ways are given to help increase memory.
4. Mastering the language used mostly to communicate, for example, English, will increase critical thinking, but not having a complete grasp on communication can hinder critical thinking.
5. Feelings can aid or hinder our critical thinking. Our cultural context including family, church, and business can influence our feelings.
6. Organization can aid or hinder our critical thinking. Four types of natural orders are given. Five steps in organizing are covered.

EXPLAIN THREE DIFFERENT TYPES OF THINKING THAT CAN EITHER USE OR INFLUENCE THE CRITICAL THINKING PROCESS.

1. Creative thinking includes metaphorical thinking, brainstorming, and starbursting. Five steps are given for coaxing creativity.
2. Scientific thinking includes the four steps to the scientific method, including observation, hypothesis formulation, experimentation, and verification.
3. Persuasive thinking involves thinking about what moves the individual as well as the audience. Five steps for organizing persuasion are given. Three categories of different persuasive techniques are given; they include manipulative tactics, erroneous attacks, and abuse of language.

DISCOVER HOW THE CRITICAL THINKING PROCESS IS USED TO SOLVE PROBLEMS, EVALUATE SOLUTIONS, MAKE DECISIONS WHICH LEAD TO ACTION, AND TO CHALLENGE THE STUDENT TO GO ON SHARPENING CRITICAL THINKING SKILLS.

1. Problem solving has several different steps. First, one must define the problem; next, one must remove any barriers; then, one must generate possible solutions; after several solutions are generated, one must select a solution to work with; finally, one must evaluate and monitor the solution.
2. Evaluating, or testing, is that final step in the scientific method, and it must also be the final step in processing our critical thinking methods. Several different tests are mentioned in order to help us evaluate our critical thinking methods.
3. Decision and action must be present in order to test our thinking. Several difficulties in deciding are given in order to help us focus our decisions. How and when to decide are also discussed. Action must then follow after a decision has been made. Action completes thinking.
4. The challenge to go on thinking is a reminder to us that thinking does not stop at the end of a book, a course, a project, etc. We will continue thinking as long as we live, but how we make use of our thinking skills is now up to the individuals.