Instructor: Dr. Daniela Vallega-Neu
Email: dneu@uoregon.edu
Office hours: T 1:00-3:00 pm in SCH245

GTFS:
Paria Akbar Akhgari: paria@uoregon.edu. Office hours: MW 1:00-2:00pm in SCH221
Brock Baines: bbaines@uoregon.edu. Office hours: T 12:00-2:00 in SCH 221.
Russell Duvernoy: russelld@uoregon.edu. Office hours: F 1:30-3:30 in SCH158
Lauren Eichler: leichler@uoregon.edu. Office hours: T 3:00-5:00 in SCH158

Main class meets MWF 4:00-4:50 pm in 282 Lillis Hall

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<tr>
<th>Discussion sections:</th>
<th>Day and time:</th>
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<th>GTF:</th>
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<tr>
<td>A1: CRN 26042</td>
<td>F 1300-1350</td>
<td>112 WIL</td>
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CRITICAL REASONING

Course Description:
This course introduces basic reasoning skills that are important not only for discussing philosophical questions but also for any field of study or situation in life where we need to argue, i.e. where we either wish to convince someone of something by giving them good reasons in favor of our belief or proposal, or where we want to dissuade somebody from something through reason or argue that they are wrong. In this course you will learn how to recognize, analyze, and criticize (evaluate) different kinds of arguments. You also will learn to construct your own arguments. We will first look at deductive reasoning, then at inductive reasoning, and then will begin to apply what we learned to current issues and debates. At the end of the course, you will be required to write a short final argumentative essay.

Course Format: Lectures and exercises
The only way to learn to argue is through exercises, so that besides lectures in which the instructor explains the course material, most of the class time will consist in exercises, both for analyzing arguments and for making them.

Blackboard:
Material from power point presentations will be available on Blackboard after each class. All assignments and in-class exercises will be made available on Blackboard as well.
Course Goals:
- Strengthen critical thinking skills
- Be able to detect and analyze arguments
- Be able to make good arguments
- Achieve mobility of thought
- Acquire or strengthen the ability to write an argumentative essay

Required Texts:

Requirements:
- Two in-class exams 50% (25% each)
- Homework on fallacies 10%
- A final argumentative essay 20%
- Completion of exercises, attendance and participation in discussion sections 20%

NOTE: ALL REQUIREMENTS NEED TO BE FULFILLED IN ORDER TO PASS THE COURSE – YOU CANNOT MISS A TEST!!

Explanation of Requirements:

In-class exams: You will be required to recognize, analyze, and evaluate a number of arguments and also to construct your own arguments. The first exam will test deductive reasoning skills; the second exam will test inductive reasoning skills. **You need to be there for the tests.** If you are unable to make it because of illness or other accidents, you need to notify your GTF as soon as possible and provide documented proof that excuses your absence. You will be allowed to take the test within a week from the original day of the test. (Further time extensions will be allowed when necessary.)

Homework on fallacies: We will be watching a movie, *12 Angry Man*, and you will be asked to detect fallacies in the movie and explain these fallacies in writing. (1-2 pages)

Final argumentative essay: You will be required to write a short essay (2-3 pages, double spaced, standard margins, font Times New Roman 12) in which you will make arguments for and against a certain issue; you will need to provide main arguments, anticipate counter-arguments, and refute the latter. You will have some choice concerning the topic on which you will write.

Participation points: You will get participation points for attending the discussion sections, for completing in-class assignments and short homework assignments, for making significant oral contributions in class, and for completing outlines and drafts of your final paper as stated in the syllabus. Participation points will be translated into grades at the end of the semester. **If you miss class,** you may still complete the class exercises (you don’t have to, but then you do not get any participation points). In-class exercises assigned on Mondays and Wednesdays need to be completed the week they were assigned and handed to your GTF at or
prior to your discussion section. Exercises assigned on Fridays during class should be handed in to your GTF on Mondays at the beginning of class.

Further policies:

1. Please retain the original copy of all work returned to you during the term until the final course grade has been posted. In the event of any question concerning whether grades have been accurately recorded, it is your responsibility to provide these original copies as documentation.

2. **Handing in homework late** will lower your grade. Homework that is more than a week late will not be accepted, unless this was for demonstrable reasons beyond your control.

3. In order to avoid disruptions in class you are asked to **avoid exiting and entering the classroom while lectures and discussions are going on** and **do not pack your things until the class is officially over**.

4. **If you miss a class** it is your responsibility to keep up with the course material.

5. The **uses of electronic devices like** laptops, cell phones, iPods, iPads, Blackberries, etc. during class is **not allowed** unless a student has a documented need for using a specific device (note from the **Accessible Education Center**). If the latter is the case, please notify your instructors right away.

6. You are expected to follow the **rules of academic honesty**. Failure to do so will result in **failure of the whole course (“F”)**.

   **Plagiarism**: Plagiarism is the inclusion of someone else’s product, words, ideas, or data as one’s own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. By placing one’s name on work submitted for credit, one certifies the originality of all work not otherwise identified by appropriate acknowledgements. Verbatim statements by others must be enclosed by quotation marks or set off from the regular text as indented extracts.

   In order to find out how to avoid plagiarism, see [http://libweb.uoregon.edu/guides/plagiarism/students/](http://libweb.uoregon.edu/guides/plagiarism/students/)

   **Fabrication**: Fabrication is the intentional use of information that the author has invented when he or she states or implies otherwise, or the falsification of research or other findings with the intent to deceive. Examples include, but are not limited to: 1) citing information not taken from the source indicated; 2) listing sources in a reference not used in the academic exercise; 3) inventing data or source information for research or other academic exercises.

   **Cheating**: Cheating is an act of deception by which a student misrepresents or misleadingly demonstrates that he or she has mastered information on an academic exercise that he or she has not mastered, including the giving or receiving of unauthorized help in an academic exercise. Examples include but are not limited to: 1) copying from another student’s work; 2) collaborating without authority or allowing another student to copy one’s work in a test situation; 3) using the course textbook or other material not authorized for use during a test; 4) using unauthorized material during a test; for example, notes, formula lists, cues on a computer, photographs, symbolic representations, and notes written on clothing; 5) resubmitting substantially the same work that was produced for another assignment without the knowledge and permission of the instructor; 6) taking a test for someone else or permitting someone else to take a test for you.

**Assistance/Resources:**

If you need a **special learning assistance**, (for example, use of electronic devices, extended time in exams) please notify me right away and contact the **Accessible Education Center**.
Accessible Education Center (AEC): coordinates services, provides advocacy and support to students with documented physical, learning, and psychological disabilities and provides assistance to the general campus community in responding appropriately to requests for accommodations based on disability.
Location: 164 Oregon Hall
Web page: http://aec.uoregon.edu/
Phone: 541-346-1155
Email: uoaec@uoregon.edu

Teaching & Learning Center (TLC): TLC provides numerous resources (including courses, workshops, and tutoring) to help UO students succeed. They work with a diverse student body with a wide range of needs. If you are unsure which resources would work best, they are happy to answer questions and share suggestions.
Location: 68 PLC.
Web page: http://tlc.uoregon.edu/
Phone: 541-346-3226.

University Counseling and Testing Center (UCTC): The UCTC provides comprehensive mental health care and testing services to the University of Oregon campus. The primary mission of the UCTC is to provide quality clinical/therapeutic services, psychological testing and assessment, psychoeducational workshops and outreach as well as emergency services.
Location: 2nd floor, University Health, Counseling, and Testing Center Building
Web site: http://counseling.uoregon.edu/dnn/
24-Hour Crisis Hotline: 541-346-3227

COURSE SCHEDULE

Week One
Jan.  6: Introduction to the course.
Jan.  8: Identifying premises and conclusions. How to Think Logically (HTL), pp. 4-22.
Jan.10: Logical connectedness and evidential support. HTL, pp. 25-32.
Reconstructing arguments. HTL, pp. 74-77; 78-79.

Week Two
Deductive vs. inductive arguments. HTL, 81-84.

Week Three
Jan. 20: NO CLASS
HTL 294-297.
Jan. 24: Proving validity or invalidity of deductive arguments.
Diagrams and substitutions. HTL 113-114.

Week Four
Jan. 27: Continuation of last class. Analyzing complex deductive arguments.
Jan. 29: Soundness and cogency. HTL 114-120.
Jan. 31: DEDUCTIVE REASONING TEST.
**Week Five**
Feb. 7: Method of Agreement and Difference; method of concomitant variation. 
*HTL* 130-133.

**Week Six**

**Week Seven**
Feb. 17: **INDUCTIVE REASONING TEST**

**Week Eight**
Feb. 26: Detect fallacies. MOVIE: 12 ANGRY MEN (old version with Henry Fonda)
Feb. 28: Continuation of 12 Angry Men.
**Homework:** Write about two pages in which you explain which fallacies were committed by the jurors in the movie. Explain and reflect on how emotions plaid a role in committing the fallacies.

**Week Nine**
March 3: Applying argumentative reasoning skills. A current debate (topic TBA). 
Analyzing the issue. [**Homework due.**]
March 5: Continuation of last class. Taking a position and constructing an extended argument. *RA*, 49-57.
March 7: Finding and refuting counter-arguments.
**HOMEWORK:** Decide on a topic you wish to discuss in your final argumentative essay and write an outline of your argumentative essay.

**Week Ten**
March 10: Peer review of outlines. **HOMEWORK:** rework your outlines.
March 12: How to write an argumentative essay. *RA*, 59-65. **Bring your outlines to class!**
**HOMEWORK:** write a draft of your final argumentative essay.
March 14: **First draft of argumentative essay due in class.** Guided peer review.

Final argumentative **essays and outlines** due MARCH 19 in Philosophy Department **SCH** (unless otherwise specified by your GTF). Leave the paper in the appropriate box at the front desk. **DON’T FORGET TO INCLUDE A COVER PAGE WITH YOUR NAME AND THE NAME OF YOUR GTF.** Indicate which discussion section you have been attending (CRN).