

PHIL 103: Critical Reasoning

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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, e.g., 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 Objectives:

- Identifying, reconstructing, and evaluating Deductive and Inductive Arguments
- Identifying and critique Fallacies in reasoning
- Thinking more holistically and critically about systematic, formal Critical Reasoning
- Reconstructing the arguments of other Philosophers and construct effective Critiques.

Learning Outcomes:

- ✓ Understanding the components of critical reasoning in a way that will develop students' abilities to analyze arguments and develop argumentative essays. This will include an ability to determine proper secondary sources without falling into fallacies.
- ✓ Critically engaging with critical reasoning from a variety of perspectives, including from standpoints of gender, race, and general cultural contexts.
- ✓ Being able to compare, contrast, and critique various approaches to critical reasoning from several different philosophical traditions and historical periods.

Required Texts:

- *Critical Thinking: An Introduction to the Basic Skills* by William Hughes, Jonathan Lavery, and Katheryn Doran (7th edition)

* Any additional readings will be posted on Canvas.

Important requirements for taking this online course: It is YOUR RESPONSIBILITY for making sure you meet the requirements to take this course. In addition to the items below, you should read the FAQ for online courses here:

<https://distanceeducation.uoregon.edu/information/faq>

1. You must take all of the exams for this course at a University approved secure testing center. **If you cannot make accommodations to take the exams at a University approved secure testing location, you cannot take this course. No exceptions.**
2. If you have never taken an online course at the University of Oregon, the FIRST thing you need to do is create an account through Distance Education (DE) where you will schedule your exams: <https://distanceeducation.uoregon.edu/wizard/index.html>
3. If you are in Eugene during this course, you will take your exams at the SSIL testing center in McKenzie Hall (map here: <https://distanceeducation.uoregon.edu/information/map>).
 - Note: you cannot schedule your exams more than two weeks in advance and you must bring your student ID. For more information about on campus testing policies, see here: https://distanceeducation.uoregon.edu/information/on_campus
4. If you are not in Eugene during the course, it is **your responsibility** to make arrangements to schedule your exams at a University approved testing center. In addition to the items below, you should read the off-campus testing policies here:
https://distanceeducation.uoregon.edu/information/off_campus
 - If you are in Portland, there is a University approved testing center in the White Stag building (more info here: <https://distanceeducation.uoregon.edu/information/portland>)
 - If you are not in the Eugene or Portland area, you MUST obtain a remote proctor who is willing to administer the test through the DE website
 - The University will only verify ONE remote proctor per term for you to take all of your tests through. Please find a proctor that you can use throughout the term. This must be done before the end of the second week of the term. If no proctor can be established, the student must drop the class. If the class is dropped after the first week, the student will NOT receive a full refund. **Begin this process as soon as possible.**
 - A list of previously approved proctors is here:
https://distanceeducation.uoregon.edu/information/remote_sites
 - **If none of these proctors will work for you, it is up to you to find a proctor.** Searching the websites of academic institutions near you is often an effective way to find out if someone there is willing to proctor students. [The NCTA](#) website also has a large list of proctors, **but be aware that often these remote sites have sizable fees.**
 - For more information about remote proctors, see here:
https://distanceeducation.uoregon.edu/information/off_campus

Accommodation for a Disability: If you have a documented disability and anticipate needing accommodations in this course, please inform me as soon as possible.

Course Requirements:

Homework Exercises: will consist of weekly practice exercises that students will be required to complete before taking the exam for each unit.

Quizzes: weekly assignments testing comprehension of assigned reading and lecture slides.

Three Exams: will be based on material from the assigned readings and from the exercises and quizzes. These exams will be closed-book, and must be taken at a secure testing center, as outlined above. Please note that you will need to schedule your exams by the deadline, but you cannot schedule the exam more than two weeks in advance.

The Final Argumentative Essay: will test the student's ability to construct their own philosophical argument in relation to the critical reasoning problems presented throughout the term. Writing a good argumentative essay takes time, and as part of this process, students will be required to submit a thesis statement, an outline, and a rough draft, which will then culminate in the final essay.

Grade Breakdown:

Homework Exercises 20%

Quizzes 10%

Exams 55%

Final Argumentative Paper 15%

Department of Philosophy Grading Standards:

A = excellent. No mistakes, well-written, and distinctive in some way or other.

B = good. No significant mistakes, well-written, but not distinctive in any way.

C = OK. Some errors, but basic grasp of the material.

D = poor. Several errors. A tenuous grasp of the material.

F = failing. Problematic on all fronts indicating either no real grasp of the material or complete lack of effort.

A 94-100

A- 90-93.9

B+ 87-89.9

B 83-86.9

B- 80-82.9

C+ 77-79.9

C 73-76.9

C- 70-72.9

D 60-69.9

F Below 60

P/NP Grading: A grade of 'P' requires a percentage score of 70% or higher.

Incomplete Grades: Incompletes must be arranged for in advance in accordance with University policy: http://registrar.uoregon.edu/incomplete_policy.

Course Policies

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/>
- **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 and Resources

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: uoacc@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

Discrimination and Sexual Harassment: The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. Please be aware that all UO employees are required reporters. This means that if you tell me about a situation, I may have to report the information to my supervisor or the Office of Affirmative Action and Equal Opportunity. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at safe.uoregon.edu.

Schedule of Readings and Assignments:

Week	Topic	Reading	Assignments & Deadlines
1 (June 26 – July 3)	Introduction to the Course; Reasoning and Critical Thinking, Meaning	<i>Critical Thinking</i> (CT): Chapter 1	Exercise 1 & Quiz 1 due no later than July 2
2 (July 3 – July 10)	Clarifying Meaning; Arguments	CT: Chapters 2 & 3	Exercise 2 & Quiz 2 due no later than July 9
3 (July 10 – 17)	Reconstructing Arguments	CT: Chapter 4	Exercise 3 & Quiz 3 due no later than July 16
4 (July 17 – 24)	Assessing Arguments	CT Chapters 5 & 6	Exercise 4, Quiz 4, & EXAM 1 MUST BE COMPLETED BEFORE JULY 24
5 (July 24 - 31)	Truth Theories and Fallacies	CT: Chapters 7 & 8	Exercise 5 & Quiz 5 due no later than July 30
6 (July 31 – Aug 7)	Irrational Techniques of Persuasion	CT: Chapter 15	Exercise 6 & Quiz 6 due no later than August 6
7 (Aug 7 – 14)	Deductive Reasoning	CT: Chapter 9	Exercise 7, Quiz 7, & EXAM 2 MUST BE

			COMPLETED BEFORE August 14
8 (Aug 14 – 21)	Inductive Reasoning	CT: Chapter 10	Exercise 8 & Quiz 8 due no later than Aug. 20
9 (Aug 21 - 28)	Writing Argumentative Essays and Counter Arguments	CT: Chapter 17.1 & 14	Exercise 9 (Outline) & Quiz 9 due no later than Aug. 27
10 (Aug 28 - Sept 4)	Writing Argumentative Essays	CT: Chapter 17.2-17.5	Exercise 10, Quiz 10, & EXAM 3 MUST BE COMPLETED BEFORE SEPT 5
11 (Sept 4 – Sep 11)	Assessing Argumentative essays	Chapter 17.2-17.5 Continued	FINAL ARGUMENTATIVE ESSAY DUE BY SEPT. 15
12 (Sept 11 – 15)	Organizing Argumentative Essay	CT: Chapter 18	