

**San José State University**  
**Humanities & Arts/Philosophy**  
**Philosophy 57, Logic & Critical Thinking, Section 02, Fall 2016**

**Course and Contact Information**

<b>Instructor:</b>	Anand Jayprakash Vaidya
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<b>Office Hours:</b>	MW: 10:30-11:30; and by appointment
<b>Class Days/Time:</b>	MW: 12:00-13:15
<b>Classroom:</b>	HGH 124
<b>Prerequisites:</b>	N/A
<b>GE/SJSU Studies Category:</b>	A3

**Course Format**

**Technology Intensive, Hybrid, and Online Courses**

This course is a hybrid course, since it will require the use of a computer and access to the Internet. Although the majority of course work will be done in class with the instructor, students will be required to keep up with assignments and the schedule of the class by going online to a course website. Some sessions will be completely online.

**Faculty Web Page and MYSJSU Messaging**

The instructor webpage is to be found at: <http://anandvaidya.weebly.com/logic-and-critical-reasoning-introduction.html>. Please use my email for messaging. There maybe a course website through canvas that will be used for portions of the course.

**Course Description**

This course focuses on basic concepts of logic, goals and standards of both deductive and inductive reasoning; techniques of argument analysis and assessment; evaluation of evidence; language and definition, fallacies. This particular section will be addressing these skills and concepts as they relevant to legal, social & political, and consumer reasoning. This is a writing intensive course. Students will be working on argumentative essays that pertain to transcendental philosophical concerns, such as the nature of knowledge, beauty, or justice, as well as social & political issues in contemporary society. Students will learn to use techniques of informal and formal logic both to construct and evaluate arguments. Attention will be given to writing style, prose, and grammar, as well as professionalism in communication. Students will also do oral presentations and be assessed and evaluated on their presentation skills.

**GE Area:** A3, Basic Skills, Critical Thinking.

## GE Learning Outcomes (GELO)

GE Learning Objective	Assessment
SLO 1: Students should be able to locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation.	Exercises, Exams & Writing Assignments
SLO 2: Students should be able to present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view.	Exercises, Exams & Writing Assignments
SLO 3: Students should be able to effectively locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one's ideas.	Exercises, Exams & Writing Assignments
SLO 4: Students should be able to identify and critically evaluate the assumptions in and the context of an argument.	Exercises, Exams & Writing Assignments
SLO 5: Students should be able to effectively distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically to draw valid conclusions and articulate related outcomes (implications and consequences)	Exercises, Exams & Writing Assignments

## Course Learning Outcomes (CLO)

There are no additional Course Learning Outcomes.

## Required Texts/Readings

### Textbook

*Logic and Critical Reasoning* by Anand Vaidya

*Logic and Critical Reasoning Lectures* by Anand Vaidya:

Both are available for free through the instructor at:

<http://anandvaidya.weebly.com/logic-and-critical-reasoning-introduction.html>

## Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

[University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

## **Course Completion Requirements**

This course requires that students write 6000 words in total. 2000 of those words must be in standard composition final draft form. The other 4000 words come from either (i) revised drafts that are written as part of the process of writing a final draft or (ii) standard composition final draft short answers to embedded questions on exams.

### **Writing Requirements:**

GE guidelines ask “how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category” How this is done is explained below. GE Guidelines ask for documentation for how students meet writing requirements in the SLOs. Documentation for this is to be found in the annual GE assessment for this course.

Students will write a series of essays informed by research that articulate fully developed arguments about complex issues. It is important that students be able to convey the complex ideas involved clearly. Assignments will emphasize those skills and activities in writing and thinking that produce 1) the persuasive argument, and 2) the critical essay, each of which demands analysis, interpretation, and evaluation. Writing assignments give students repeated practice in prewriting, organizing, writing, revising, and editing. This class requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form. Assignments will include timed in-class writing as well as out of class revised writing. How the 6000 words requirement will be met and distributed is indicated below under “grading policy.” Revisions should be based on reviewing and thinking about the comments made by your instructor. All writing shall be assessed for grammar, clarity, conciseness, and coherence.

Following the GE Guidelines, writing assignments are structured to explore the relationship between language and logic in composing arguments, and incorporate critical thinking skills in the writing process. Instruction in writing help students to recognize and produce language that conveys complex ideas clearly, logically, and persuasively; states a clear position while taking into account other points of view, integrating both qualification and rebuttal as appropriate; understands the kinds of argument and the kinds of evidence appropriate to each, and chooses both appropriately; integrates research logically and ethically: analyzing, interpreting, synthesizing, and documenting information and ideas gleaned from reliable sources; uses paragraph and essay form to effectively organize complex arguments into clear, readable logical sequences that are both coherent and persuasive; controls word choice to develop prose that is readable, logical, and persuasive; and controls syntax, grammar, and punctuation to develop prose that is readable, logical, and clear.

### **Exam 1: Identifying, Diagramming, and Evaluating Arguments**

This exam will focus on basic techniques of argument identification, diagramming, and informal analysis by way of fallacies. The point of this exam is to familiarize students with what an argument is and how to go about evaluating it. Students will be tested on premise and conclusion identification, atomic vs. complex arguments, dependent vs. independent arguments, deductive vs. inductive arguments, kinds of evidence, and different kinds of arguments, such as causal vs. analogical arguments.

**Writing Assignments:** Over the course of the term each student is required to write 4 short essays totaling 1000 words each. The essays can be on any topic from the suggested sources in the appropriate category. All essays will be turned in twice, once for initial feedback from the instructor both on the logic of the argument and the quality and form of the writing, and again later as the final paper in response to revision comments from other students and the instructor. Each essay will focus on an explanation of a debate, followed by an argument, and responses to objections. Each essay will be 1000 words in length, with approximately 200 words explaining the debate, 400 words articulating an argument, and 300

words responding to objections, and 100 words for closing remarks. Students are encouraged to choose debates that deal with issues related to diversity, ethnicity, class and social equity.

**Writing Assignment Suggested Sources:**

Intelligence Squared NPR Program

<http://www.intelligencesquaredus.org>

Grist

<http://grist.org>

Aeon

<https://aeon.co>

Huffington Post

<http://www.huffingtonpost.com>

Pacific Standard

<http://www.psmag.com>

Bloomberg

<http://www.bloomberg.com>

NPR

<http://www.npr.org>

Philosophy Bites

<http://www.philosophybites.com>

Philosophy Talk

<http://philosophytalk.org>

New Philosopher

<http://www.newphilosopher.com/articles/>

The Stone New York Times

[http://opinionator.blogs.nytimes.com/category/the-stone/?\\_r=0](http://opinionator.blogs.nytimes.com/category/the-stone/?_r=0)

The New York Review of Books

<http://www.nybooks.com>

Psychology Today

<https://www.psychologytoday.com>

Scientific American

<http://www.scientificamerican.com>

Wired

<http://www.wired.com>

**Paper Format:**

All final draft papers are to be done in the following format: Times New Roman 12 pt. font with 1” margins all around, and double – spacing throughout. Put your Name, Topic Title, and Section Time in the upper left hand corner. A peer review is to be attached to the back of each paper. Papers should be informed by library research.

**Library and Research:** Familiarize yourself with materials on library research at <http://libguides.sjsu.edu/philosophy>. Take tutorials on the tutorial page there (see tabs). These tutorials, since approved by a librarian, meet the library orientation requirement. These include short tutorials on using the library catalog and doing library research and citation. Also, the Philosophy Department guidelines on how to write a philosophy paper can be found here <http://www.sjsu.edu/philosophy/resources/>

**Readings:** This course is an introduction to logic and critical reasoning. It is divided into two components. The first component is on informal and formal logic, and the second component is on critical writing. The readings in the two textbooks cover this component. Topics in the first component pertaining to informal logic include: general argumentation theory, argument identification, argument diagramming and mapping, and informal fallacy identification. Topics in the first component pertaining to formal logic include: validity and soundness, the syntax and semantics of the formal language of propositional logic, translation from natural language to formal language, truth-table analysis, and either truth-tree analysis or natural deduction as a procedure for determining the formal validity of arguments. Topics in the second component come from contemporary moral, political, and social issues as presented in the media or in professional scholarly journals. The readings for this portion of the course come from these: under “readings” are included some videos that involve debates. Topics are often taken from the NPR program Intelligence Squared, the New York Times, the Atlantic, and Philosophy Journals. These materials represent a broad spectrum of opinions and ideas, writing styles, and cultural experiences. Videos that involve debates also exhibit rhetorical strategies, often including the very informal fallacies discussed in the texts.

Readings from the first component will teach students to distinguish denotation from connotation, abstract from concrete, literal from inferential, identify logical structures including syllogisms, distinguish common logical fallacies, recognize and evaluate assumptions underlying arguments, draw and assess inferences, and recognize distinctions among assumptions, facts, inferences and opinions. Video presentations of debates will help students to distinguish the role of audience and context and purpose in shaping argumentation strategies and to evaluate rhetorical appeals to understand the role of emotion and ethos in relation to logic as part of effective argumentation

**Presentation:** 10 minutes presentation on one of WA 1 – 4, for feedback. The presentation assignment is designed to meet the GE oral communication requirement. Evaluative comments for these assignments address issues of both content and presentation and substantially remark on the logic of the argument as well as the presentation’s delivery.

**Final Examination or Evaluation**

The final examination for the class will be focused on argumentative writing skills, and an oral presentation of one’s final writing assignment.

## Determination of Grades

Exams & Assignment	WRDS	SLO	%	PTS
Informal Logic Exam: Identification & Diagraming of Arguments; Informal Fallacies	2000	1, 3, 4, 5	10%	100
Writing Assignment 1:	1000	1, 2, 3, 4, 5	20%	200
Writing Assignment 2:	1000	1, 2, 3, 4, 5	20%	200
Writing Assignment 3:	1000	1, 2, 3, 4, 5	20%	200
Writing Assignment 4:	1000	1, 2, 3, 4, 5	20%	200
Presentation: Prepare and Deliver a Presentation on one of WA 1 - 4 for feedback.		1,2, 3, 4, 5	10%	100
<b>Total</b>	<b>6000</b>	<b>All</b>	<b>100%</b>	<b>1000</b>

## Grade Computation:

Raw Score / 1000 + Calibrated Curve = Final Grade

This statement is required for A3 courses... *“This course must be passed with a C- or better as a CSU graduation requirement.”*

Note that: All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades. See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

This course must be passed with a C- or better as a CSU graduation requirement.

## Classroom Protocol

Although attendance and participation are not mandatory, in the experience of this instructor active participation in class discussion is a necessary condition for learning the course material. Students are expected to come to class ready to ask, answer, and engage in reasoning assignments based on the course material as outlined in the course schedule.

## University Policies

### General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view [University Policy S90–5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and:

<http://info.sjsu.edu/static/catalog/policies.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](#) is available at

<http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

### **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

### **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

## **SJSU Peer Connections**

Peer Connections' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

## **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)



## **SJSU Counseling and Psychological Services**

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling and Psychological Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

## Philosophy 57 / Logic & Critical Thinking, Fall 2016, Course Schedule

*The schedule is subject to change with fair notice and information about how the notice will be made available.*

### Course Schedule

Week	Date	Topics	Assignments, Deadlines & SLO
1	<b>M, Aug 22</b>	No Class	
1	<b>W, Aug 24</b>	Course Introduction, Policies, and Expectations	Read Syllabus & Look into Writing Sources, Explore Writing Topics
2	<b>M, Aug 29</b>	Identifying Arguments I	Lecture <b>SLO 4, 5</b>
2	<b>W, Aug 31</b>	Identifying Arguments II	Exercises – In class <b>SLO 4, 5</b>
3	<b>M, Sep 5</b>	Labor Day: Class Canceled	
3	<b>W, Sep 7</b>	Writing Assignments Explained	
4	<b>M, Sep 12</b>	Diagramming Arguments I	Lecture / Exercises – In class <b>SLO 4, 5</b>
4	<b>W, Sep 14</b>	Diagramming Arguments II	Exercises – In class <b>SLO 4, 5</b>
5	<b>M, Sep 19</b>	Informal Fallacies I	Exercises – In class <b>SLO 4, 5</b>
5	<b>W, Sep 21</b>	Informal Fallacies II	Exercises – In class <b>SLO 4, 5</b>
6	<b>M, Sep 26</b>	Informal Fallacies III	Exercises – In class <b>SLO 4, 5</b>
6	<b>W, Sep 28</b>	<b>Presidential Debate Analysis 1</b>	Watch 1 <sup>st</sup> Presidential Debate
7	<b>M, Oct 3</b>	<b>Informal Logic Exam</b>	Plagiarism & Research <b>SLO 6</b> Take SJSU Plagiarism Tutorial at <a href="http://tutorials.sjlibrary.org/tutorial/plagiarism/">http://tutorials.sjlibrary.org/tutorial/plagiarism/</a> Familiarize yourself with materials on library research at <a href="http://libguides.sjsu.edu/philosophy">http://libguides.sjsu.edu/philosophy</a> .
7	<b>W, Oct 5</b>	<b>Presidential Debate Analysis 2</b>	Watch October 4 <sup>th</sup> Presidential Debate
8	<b>M, Oct 10</b>	<b>WA 1: Presidential Debate Analysis 3</b>	Watch October 9 <sup>th</sup> Presidential Debate; Select Topic, Source Material, and Bring to Class for Approval
8	<b>W, Oct 12</b>	Instructor and Peer Writing Review	Bring Outlines and Drafts to

Week	Date	Topics	Assignments, Deadlines & SLO
			Class for Review
9	<b>M, Oct 17</b>	Instructor and Peer Writing Review	Bring Outlines and Drafts to Class for Review
9	<b>W, Oct 19</b>	Instructor and Peer Writing Review	Watch October 19 <sup>th</sup> Presidential Debate; Bring Outlines and Drafts to Class for Review
10	<b>M, Oct 24</b>	<b>WA 2: Presidential Debate Analysis 4</b>	Select Topic, Source Material, and Bring to Class for Approval
10	<b>W, Oct 26</b>	Instructor and Peer Writing Review	Bring Outlines and Drafts to Class for Review
11	<b>M, Oct 31</b>	Instructor and Peer Writing Review	Bring Outlines and Drafts to Class for Review
11	<b>W, Nov 2</b>	Instructor and Peer Writing Review	<b>Hand in WA 1 &amp; 2</b> Bring Outlines and Drafts to Class for Review
12	<b>M, Nov 7</b>	<b>WA 3: Topic Selection and Approval</b>	Select Topic, Source Material, and Bring to Class for Approval
12	<b>W, Nov 9</b>	Instructor and Peer Writing Review	Bring Outlines and Drafts to Class for Review
13	<b>M, Nov 14</b>	Instructor and Peer Writing Review	Bring Outlines and Drafts to Class for Review
13	<b>W, Nov 16</b>	Instructor and Peer Writing Review	Bring Outlines and Drafts to Class for Review
14	<b>M, Nov 21</b>	<b>WA 4: Topic Selection and Approval</b>	<b>Hand in WA 3.</b> Select Topic, Source Material, and Bring to Class for Approval
14	<b>W, Nov 23</b>	<b>No Class: Thanksgiving</b>	Bring Outlines and Drafts to Class for Review
15	<b>M, Nov 28</b>	Presentations and Evaluation	Bring Outlines and Drafts to Class for Review
15	<b>W, Nov 30</b>	Presentations and Evaluation	Bring Outlines and Drafts to Class for Review
16	<b>M, Dec 5</b>	Presentations and Evaluation	Bring Outlines and Drafts to Class for Review
16	<b>W, Dec 7</b>	Presentations and Evaluation	Bring Outlines and Drafts to Class for Review

<b>Week</b>	<b>Date</b>	<b>Topics</b>	<b>Assignments, Deadlines &amp; SLO</b>
17	<b>M, Dec 12</b>	Presentations and Evaluation	Bring Outlines and Drafts to Class for Review
<b>Final Exam</b>	<b>F, Dec 16</b>	<b>FRIDAY DECEMBER 16: 9:45-12:00 HGH 124</b>	<b>Turn in Final Papers WA 4</b>