



## DEPARTMENT OF ARTS AND EDUCATION

### COURSE OUTLINE – FALL 2021

#### **PH1250 (A2): Practical Logic - 3 (3-0-0) 45 Hours for 15 Weeks**

Grande Prairie Regional College respectfully acknowledges that we are located on Treaty 8 territory, the traditional homeland and gathering place for many diverse Indigenous peoples. We are honoured to be on the ancestral lands of the Cree, Dene/Beaver and Métis, whose histories, languages, and cultures continue to influence our vibrant community. We are grateful to have the opportunity to work, learn, and live on this land.

**INSTRUCTOR:** Dr. Tina Strasbourg      **PHONE:** 780-539-2237  
**OFFICE:** C408      **E-MAIL:** tstrasbourg@gprc.ab.ca  
**OFFICE HOURS:** Zoom appointments only.

#### **CALENDAR DESCRIPTION:**

Elementary methods and principles for analyzing arguments will be covered. Topics may include informal fallacies, introduction of scientific method, elementary statistical reasoning, elementary propositional logic, and rational decision procedures.

**PREREQUISITE(S)/COREQUISITE:** None

#### **REQUIRED TEXT/RESOURCE MATERIALS:**

MacDonald, Chris and Vaughn, Lewis (2016). *The Power of Critical Thinking* (5th Cdn. ed.). Don Mills, ON: Oxford University Press.

**DELIVERY MODE (S):** Lectures and discussions

## **COURSE OBJECTIVES:**

1. To gain an understanding of important philosophical approaches to critical thinking.
2. To develop critical thinking and problem-solving skills through the analysis of logical structure.
3. To apply the analysis of logical structure to assumptions, values, principles, and reasoning as they affect society.

## **LEARNING OUTCOMES:**

1. Analyze the nature of critical thinking.
2. Analyze arguments based on their structure and what counts as evidence for them.
3. Analyze arguments to address common mistakes in reasoning.
4. Evaluate the validity of deductive arguments using propositional logic.
5. Evaluate the validity of deductive arguments using categorical logic.
6. Analyze the reasoning used to support our everyday beliefs.
7. Analyze the reasoning used to support scientific claims.

## **TRANSFERABILITY:**

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferralberta.ca>.

**\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability and transferable grades.**

## EVALUATIONS:

Evaluation	Chapter Content	Due Date	Value
Participation			10%
Quiz 1	Chapter 1	September 17	5%
Quiz 2	Chapter 2	October 1	5%
Quiz 3	Chapter 8	October 22	5%
Quiz 4	Chapter 3	November 12	5%
Quiz 5	Chapter 4	November 19	5%
Quiz 6	Chapter 5	November 26	5%
Quiz 7	Chapter 7	December 3	5%
Quiz 8	Chapter 6	December 10	5%
Midterm Assignment	Chapter 1, 2, 8	October 25	20%
Final Assignment	Chapter 3,4,5,6,7	TBA	30%

### Class Participation:

Participation is more than just speaking in class. Being an engaged listener is to participate in a meaningful way. Participation also consists in engaging in your responsibility to find important information on the course outline, keeping track of due dates, submitting material on time, and keeping up with course content when you are unable to attend class, which includes watching recorded lectures. Of course, it also entails finishing the reading beforehand and preparing any questions you might have about the material. One benefit of participation is that it better enables you to understand difficult philosophical concepts, get clarity on others' arguments, and offers the opportunity to practice developing our own arguments. Your grade will be based on a combination of all these aspects of participation.

### Quizzes:

Students should be prepared to answer content questions from material covered in class, which includes lectures, in-class discussion, and course readings. It is therefore to students' advantage to attend every class.

### Midterm and Final Assignments:

**These are both take home assignments.** They are students' opportunity to practice the concepts covered in class in a practical manner.

### Contesting Grades:

How you do on an assignment has no bearing on how much I respect (or like) you. There should never be any reason for you to feel ashamed or angered by your grade. One of my priorities in this class is to help you learn, and the assignments and my comments on your work are aimed at this goal. I do not expect perfection, and neither should you. I expect you to do your best and to use the assignments to help guide you on how you can improve.

If you wish to contest your grade, please do the following:

1. Double check the assignment instructions and the grading criteria.
2. Thoroughly read all the comments in a charitable manner.
3. Make an appointment to discuss your grade. Please do not ask me to go over your individual assignment in class.
4. Come to the appointment prepared. After looking over the comments and the assignment requirements, you should be able to articulate why you think your answer should have earned more marks.
5. Please remember I can only give you grades for the content represented on the assignment. You may be able to verbally articulate what you meant to say in the meeting, but if that meaning is not clearly illustrated in the assignment content, I cannot give you grades for it.
6. Language is very important. I am happy to listen to your well thought out reasons for adding marks. Please do not approach me in a combative, disrespectful manner. For example, it is better to approach the discussion from the perspective that grades are earned rather than the view that grades are given. This perspective allows us to go through the comments together and to make clear how you earned your grades. This process will better enable you to show me how you think you met the requirements, and if you can do so I will have no problem with changing your grade.

Note: Unless previously discussed, late work will be penalized in the absence of a valid excuse. The assignment grade will be reduced by 10% each day it is overdue, including weekends.

Alternative arrangements for writing a missed exam may be made at the discretion of the instructor. Deferrals may only be granted in extenuating circumstances such as extreme illness or other serious circumstances beyond the student's control. Work commitments, holidays or traffic are not considered legitimate reasons for missing an exam.

## GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

## COURSE SCHEDULE:

- Chapter 1—The Power of Critical Thinking
- Chapter 2—The “Environment” of Critical Thinking”
- Chapter 8—Inductive Reasoning
- Chapter 3—Making Sense of Arguments
- Chapter 4—Reasons for Belief and Doubt
- Chapter 5—Faulty Reasoning
- Chapter 7—Deductive Reasoning: Propositional Logic
- Chapter 6—Deductive Reasoning: Categorical Logic

### Expected Statutory Holidays and Breaks: (no class on these days)

Monday, September 6<sup>th</sup>—Labour Day

Monday, October 11<sup>th</sup> to Friday, October 15<sup>th</sup>—Fall Break

Thursday, November 11<sup>th</sup>—Remembrance Day

## STUDENT RESPONSIBILITIES:

1. Regular attendance and participation in discussion is expected. Participation is a way to help advance the discussion, gain understanding of course material and encourage others.
2. Please do not be late for class.
3. Students are expected to complete assigned readings before class. Do not fall behind in the assigned readings because it is difficult to catch up.

4. If students miss class, it is their responsibility to obtain lecture material and the reading assignment.
5. Policies regarding final exams are governed by college-wide policy. Students should consult the Examinations policy in the GPRC Calendar. In particular, students should consult the GPRC Calendar for any questions regarding deferred exams but note that students are required to be available to write exams during the entire final exam period.

Refer to the College Policy on Student Rights and Responsibilities at <https://www.gprc.ab.ca/about/administration/policies/>

#### **STATEMENT ON PLAGIARISM AND CHEATING:**

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the section on Plagiarism and Cheating in the College policy titled Student Misconduct: Academic and Non-Academic at <https://www.gprc.ab.ca/about/administration/policies/fetch.php?ID=68>).

Instructors reserve the right to use electronic plagiarism detection services on written assignments. **Instructors also reserve the right to ban the use of any form of electronics (cell phones, Blackberries, iPods, tablets, scanning pens, electronic dictionaries, etc.) during class and during exams.**

\*\*Note: all Academic and Administrative policies are available at <https://www.gprc.ab.ca/about/administration/policies/>

#### **Additional Information:**

##### **Philosophical Etiquette**

Contrary to popular belief philosophy is not a blood sport. A philosophical discussion should not be thought of as an opportunity to participate in arguments that are meant to crush one's opponent. Rather it is an opportunity, first and foremost, to gain an understanding of philosophical concepts. Second, it should inspire critical analysis of philosophical concepts. And finally, it should facilitate fruitful discussion. I expect all students to show good philosophical etiquette, which is to exhibit mutual respect for each other's ideas and comments and that people not be *purposefully* offensive.

## **Pet Peeves**

- Cell phones that ring during class or use of cell phones during class (this includes texting).
- The sound of binders closing and people packing-up books before I've indicated that the class is over.
- Trying to talk over people who are discussing their weekend plans during class time.
- Use of laptops or other electronic devices that disrupts other students.

## **Zoom Etiquette**

- Do not log into class while you are still under the covers in bed. Come to class fully clothed.
- Zoom chat etiquette is the same as verbal chat etiquette.
  - Be respectful with the comments you make in the chat. Stay on topic. Do not use the chat in the same way you use this feature on social media.
- Avoid distractions.
  - Only have the course up on your screen. Wear headphones to help cut out external noise.
- Same as with in-class attendance, stay off your phone during class!!! Seriously, I can often tell when you are looking at your phone.
- If you have pets who are not camera shy, you must introduce them to the class at least once.

## **Contagious Ailment Etiquette**

- Do not join the face-to-face lecture if you are sick with a contagious ailment. Examples of some symptoms to look out for are fever, diarrhea, fatigue, coughing, loss of taste or smell, aches and pains, headache, sore throat, nasal congestion, red eyes, or a skin rash.
- If you experience any of these symptoms you can easily join the lecture by Zoom. If you are unable to Zoom in, you can watch the recorded lecture, and I will be delighted to answer any questions you might have regarding the recording.
- If I am experiencing the above symptoms, but I am well enough to teach, I will teach the lecture via Zoom from my home office. I will send you all an email to let you of any such changes in advance of class.