



We are to use our reason as best we can; for philosophy is an effort to think out the reasons for our opinions. We are not to praise blindly, nor to condemn according to our moods.

-Josiah Royce

Syllabus for Philosophy 110, section 3
Critical Thinking and Composition, Schedule #22566
Brandon Edwards-Schuth
Spring 2016
MWF 10am - 10:50am @ PSFA-413

General Education: Passing this course satisfies the Intermediate Composition and Critical Thinking requirement for General Education (I.3). You may find more information regarding this requirement in the San Diego State University General Catalogue under the Communication and Critical Thinking requirements. See http://arweb.sdsu.edu/es/catalog/2015-16/026_GraduationRequirements-86.pdf.

Prerequisites from official catalog: PHIL 110. Critical Thinking and Composition (3) [GE]
Prerequisites: Satisfaction of the English Placement Test and Writing Competency requirements and Africana Studies 120 or American Indian Studies 120 or Chicana or Chicano Studies 111B or English 100 or Linguistics 100 or Rhetoric and Writing Studies 100 or 101. Proof of completion of prerequisites required: Test scores or verification of exemption; grade report or copy of transcript.

Description from official catalog: *Introduction to critical thinking and writing. Evaluation and development of correct reasoning and effective style and organization in argumentative writing. Correct deductive and inductive reasoning. Fallacies. Critical appraisal of evidence. Construction of rebuttals and counter-arguments.*

Course Objectives: This course is an introduction to critical thinking and philosophy. Concerns of this course will include, but not limited to: What is the difference between a belief and an argument? How do biases affect all perspectives in argumentation and belief? What are erroneous ways of reasoning? How do we know what we know? Are there any “good” arguments for the existence or non-existence of God? Does anything really matter? How ought one treat others and how may they relate to socio/political contexts that we find ourselves in today!? Students will also be required to develop their own positions regarding many of these themes, using what they have learned throughout the semester.

Student Learning Outcomes: By the end of the semester, students will be able to demonstrate the following by assessments of quizzes, tests, and written assignments:

- Distinguish arguments from non-arguments, deductive from inductive.
- Correctly identify and understand the errors of several types of fallacies.
- Assess the relative strengths of arguments and supporting evidence.
- Demonstrate the ability to construct arguments for specific philosophical/socio-political topics using various logical reasoning skills.
- Demonstrate application and importance of critical thinking skills in various contexts (socio-political, ethical, philosophical, etc.).

Required Texts★:

- Morrow R. David, Weston Anthony. *A Workbook for Arguments*. Hackett Publishing Company, Inc. , 2011.
- There will also be several readings that will be made available on Blackboard. You will also need a large blue book for the final exam (can be purchased at book store).

Films: Two films will be shown in class. These films may or may not be available outside of the classroom. I cannot provide you with a copy of the film if you miss a screening and I cannot re-show films. Therefore, it is *IMPORTANT that you don't miss a screening!* The films we will watch in class will be the following:

- Evolution Vs. God (2013, NR)
- Snowpiercer (2013, R)

Contact Information:

Room 430, Arts and Letters Building.

Dept. phone: (619) 594-5263

TA Office Phone: (619) 594-6257 (no voicemail)

Email: Philosopher.Brandon.ES@gmail.com ← **Best Contact Method**

Office Hours for Spring 2016 Monday, 11am-noon @ AL-430/The Agora; I will be sporadically around the department MWFs as well, other meetings by appointment. *These times may be subject to change, students will be notified.*

CLASS STRUCTURE

Pop Quizzes (and Participation): Participation is of great importance and value in this class. Because of this, participation will be an aspect of the course that will be graded. If students are not participating, I will not hesitate to call on students to contribute. These points may also function as discretionary points when determining the final grade. In addition, there are pop quizzes that could be given at the beginning of class regarding recent course material. *If you aren't present in the classroom, how can you participate or take pop quizzes?* In total, Participation/Quizzes are worth 50 points.

Exams: There will be three exams. These exams may include (but not limited to) any combination of: Multiple Choice, Pair Matching, Fill in the Blank, Argument Construction, and/or Short Answer questions. Some tests may require Scantrons, others may be entirely on Blackboard, some may be neither. In such cases, students will be notified well in advance. In total, the Exams are worth 300 points (100 points each).

Written Assignments: There will be various written assignments regarding the various material that is discussed in class (which could include readings and films shown in class). Some written assignments may be turned in during class, others may be turned in on Blackboard using “Turnitin” so as to deter plagiarism. Students will be notified which means is required for each assignment. These written assignments will test your reading comprehension, creative critical thinking skills, and argument construction regarding the relevant material! In total, the Written Assignments are worth 150 points.

Department Required Final: The department has required that all Philosophy 110 students write an in-class argumentative essay. You will receive the prompt and more details for this essay later in the term. It will take the form of a final. This exam will measure your ability to **correctly formulate an argument, not how much you know about free will, ethics, etc.** The other writing assignments I have assigned for this course will evaluate your knowledge of the material. Following the department’s requirements, this in-class essay is to be worth 10% of the student's final grade (so 50 points for this class). The scoring rubric for this essay is included at the end of this syllabus.

Extra Credit: There will be opportunities for extra credit. They will be announced either in-class and/or on blackboard later on in the term. In total, there will be a possible 20 extra credit points.

Total Course Points:

<u>Assignment</u>	<u>Points Value in Total</u>
Pop Quizzes/Participation	50
3 Tests	300
Writing Assignments	150
Department Required Final Essay	50
<u>Total Possible Course Points:</u>	<u>550</u>
<i>Extra Credit Points</i>	20

Course Organizational Notes:

- Unless otherwise stated, assigned readings should be completed *before* class.
- Readings found on Blackboard should be printed out or able to be examined in class (such as on a laptop).
- **Late Work:** Is generally not accepted, unless there is a *dire emergency*; proof is required.
- Pop quizzes may be assigned at the very beginning of class regarding recent or past material covered in the course. No make-ups allowed for these!

<u>Date</u>	<u>Topics</u>	<u>Readings & Assignments**</u>
Week 1: Jan 20-22	Introductions and the Matrix?	<i>Plato's Allegory of the Cave</i>
Week 2: Jan 25-29	Epistemic Honesty, Alternative Perspectives, Idols of Bacon	<i>Socrates, Zinn, Idols of Bacon</i> Personal Idols
Week 3: Feb 1-5	Introduction to Arguments, Induction Part: I <u>Feb 2: Add/Drop date</u> <u>Real Life Arguments/Propaganda Examples</u>	<i>Weston: 3-31, 38-61</i> Real World Examples Assignment
Week 4: Feb 8-12	Induction Part: II, Deduction/Forms <u>Boobquake & Causality</u>	<i>Weston: 106-115, 124-150</i>
Week 5: Feb 15-19	Fallacies <u>Real Life Fallacies Examples</u>	<i>Weston: 222-227</i> Fallacious Argument: I
Week 6: Feb 22-26	Test Review, Test #1 on Friday!	
Week 7: Feb 29-Mar 4	Arguments For the Existence of God	<i>Anselm & Guanilo, Paley's Watch</i> Fallacious Argument: II
Week 8: Mar 7-11	Arguments Against the Existence of God <u>Watch Evolution vs. God</u>	<i>Problem of Evil</i> E vs G Assignment
Week 9: Mar 14-18	Nihilism, Krishnamurti <u>"Cosmic Narcissism"</u>	<i>Beyond Good and Evil, Total Freedom, Ending of Time</i>
Week 10: Mar 21-25	Test review, Test #2 on Friday!	
Week 11: Mar 28-Apr 1	<u>SPRING BREAK WOOHOO! (No class)</u>	

Week 12: Apr 4-8	Ethics <u>Trolleys & Nazis!</u>	<i>Need for a Post-Market Ethics</i> Earth and Obligations
Week 13: Apr 11-15	Globalization and Neoliberalism, Marxism <u>Watch “Snowpiercer”</u>	<i>Communist Manifesto</i>
Week 14: Apr 18-22	State of Nature/Social Contract, Anarchism <u>Finish Watching “Snowpiercer”</u>	<i>Anarchism</i> Snowpiercer Assignment
Week 15: Apr 25-29	Test Review, Test #3 on Friday!	
Week 16: May 2-6 FINALS WEEK	“Is Philosophy Still Valuable!?” <u>May 5: Last day of instruction</u> <u>Review for Departmental In-class Essay Exam!</u> <u>May 6-12: Final exams week</u> <u>ϕFor this class the Department Final Exam Time is:</u> <i>Friday, May 6th at 10:30am-12:30am, usual room</i>	<u>Bring a single LARGE Blue Book!</u>

Grades: Grades will be posted on blackboard. It is to your benefit that you use this during your writing process. Quizzes, Written Assignments and short answer questions will be graded on full or no points basis; depending on the depth of understanding that the response provides.

The following is the grading criteria for written assignments and the term paper (not the department required essay):

To earn an F, you do nothing or your work does not fulfill any of the conditions listed below.

To earn D or lower, your work does not fulfill each of these conditions:

- Your name or other form of identification is on each page (even if submitted electronically).
- Pages are numbered and in order.
- All pages are mechanically attached (unless paper is submitted electronically).
- You identify by name an author and the author’s work.
- You use a standard method (e.g., MLA or APA) to refer to all external sources for your work.
- You use an author’s words and/or you paraphrase an author’s ideas.
- You meet the minimum (and not over the maximum) page requirement.
- You correctly cite and give credit each time you use the author’s ideas or words.

To earn C or higher, your work must fulfill all conditions noted above as well as all of these:

- *You use the minimum number of sources required.
- The sources (if applicable) are appropriate (e.g., from scholarly periodicals or the list on the syllabus).
- Any summary given of any source is correct.
- A thesis statement or main idea is clearly and identifiably expressed.
- Special and/or new terms are clearly defined.
- You use appropriate terms to identify concepts and ideas in context.

- Your writing is relatively free from spelling and grammatical errors.

To earn B or higher, your work must fulfill all conditions noted above as well as some of these:

- You show evidence of using logical analysis by putting arguments into standard form or by referring to argument forms (e.g., *modus tollens* or *modus ponens*).
- You use original examples to illustrate points, either your own or to develop someone else's.
- *You use more than the minimum number of sources required (when applicable).
- *A thesis statement or main idea is clearly expressed and well supported by argumentation.
- A thesis statement or main idea is clearly supported by textual evidence.
- *You apply an idea developed in the time period to some contemporary problem (e.g., *you discuss Hume's or Descartes' notion of the mind/body split in terms of contemporary neuroscience*).
- * Your reflection question answer(s) are answered thoroughly and with much insight.

To earn an A, your work fulfills B level requirements as well as some of these:

- Your work is interesting to read (e.g., your style is easy to follow or humorous or you use very original or new examples to support or to illustrate your point).
- *Your work either suggests a new idea and/or it applies the concepts of the time period studied to situations that were unforeseen by the philosopher (e.g., *you apply Leibniz' notion of indiscernibles to cloning*).
- *You go beyond the assignment by posing a pertinent question – one supported by the text(s) involved – and then propose possible solutions to the question (e.g., *how might Descartes respond to contemporary neuroscientific brain studies?*)
- *Your answer(s) use multiple examples of everyday life and logically/creatively connect them to the material presented in the course. You also discuss how the material can, or has been personally put to practical use beyond the classroom.

** Not all conditions apply to all assignments. Those marked with an asterisk refer only to some assignments for some courses.*

The Grading Scale:	89.9%-87%	B+	79.9%-77%	C+	69.9%-67%	D+
100%-94%	A	86.9%-84%	B	76.9%-74%	C	D
93.9%-90%	A-	83.9%-80%	B-	73.9%-70%	C-	D-

Religious Observances

The University Policy File includes the following statement on Absence for Religious Observances: By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances. California Education Code 89320 states: The Trustees of the California State University shall require that each state university, in administering any test or examination, to permit any student who is eligible to undergo the test or examination to do so, without penalty, at a time when that activity would not violate the student's religious creed. Please notify me by the end of the second week of classes if you plan to be absent for religious observance.

Plagiarism and Cheating: Students may learn how to avoid plagiarism by completing an on-line tutorial sponsored by Love Library at: <http://infotutor.sdsu.edu/plagiarism>. The tutorial takes about 20-30 minutes to complete. The library also offers help with citation styles. Go to: <http://library.sdsu.edu/guides/sub.php?id=258>. All students are expected to follow the administrative rules and standards of conduct detailed in the *San Diego State University Catalogue*. Students are expected to submit only their own work on papers. It is the student's responsibility to know and observe all the SDSU rules concerning academic integrity and plagiarism. Students should become familiar with SDSU Academic Senate Policy on Plagiarism found at <http://senate.sdsu.edu/policy/pfacademics.html>.

Here are some highlights: 2.0 Definitions 2.1 Cheating shall be defined as the act of obtaining or attempting to obtain credit for academic work by the use of dishonest, deceptive, or fraudulent means. Examples of cheating include, but are not limited to (a) copying, in part or in whole, from another's test or other examination; (b)

discussing answers or ideas relating to the answers on a test or other examination without the permission of the instructor; (c) obtaining copies of a test, an examination, or other course material without the permission of the instructor; (d) using notes, cheat sheets, or other devices considered inappropriate under the prescribed testing condition; (e) collaborating with another or others in work to be presented without the permission of the instructor; (f) falsifying records, laboratory work, or other course data; (g) submitting work previously presented in another course, if contrary to the rules of the course; (h) altering or interfering with the grading procedures; (i) plagiarizing, as defined; and (j) knowingly and intentionally assisting another student in any of the above. 2.2 Plagiarism shall be defined as the act of incorporating ideas, words, or specific substance of another, whether purchased, borrowed, or otherwise obtained, and submitting same to the University as one's own work to fulfill academic requirements without giving credit to the appropriate source. Plagiarism shall include but not be limited to (a) submitting work, either in part or in whole, completed by another; (b) omitting footnotes for ideas, statements, facts, or conclusions that belong to another; (c) omitting quotation marks when quoting directly from another, whether it be a paragraph, sentence, or part thereof; (d) close and lengthy paraphrasing of the writings of another; (e) submitting another person's artistic works, such as musical compositions, photographs, paintings, drawings, or sculptures; and (f) submitting as one's own work papers purchased from research companies.

Use of Electronic Devices: The use of laptop computers is allowed, but students should be mindful that flickering screens are generally very distracting to those around them; please refrain from using a computer for activities other than note taking. No one is required to be attentive or interested in classroom activities, but all students are expected to behave as if they were interested in order not to disturb or to distract students who are making the effort to be attentive. Use of cell phones should be restricted to non-distraction usage. Please put them on vibrate or silent.

Attendance: Attendance is expected, and absence does not excuse a student from completing any assignment or from the material covered in the missed class(es). If it is true that learning occurs as a result of interactive experience, students should not expect to gain much from this course if they do not at least allow for the possibility of that experience. Because active participation is expected from each student, participation requires presence, so students cannot expect to "make-up" any missed classes. Nevertheless, if a student foresees being absent and communicates this to the instructor before the class meeting, the material from any missed class(es) may be reviewed at a time mutually convenient for the student and the instructor. Make-up classes are a privilege, not a right. Otherwise, in extraordinary circumstances (illness, death, other catastrophe) the student may request upon returning to campus to have a make-up session. By university policy, students who must miss a class meeting due to a scheduled religious holiday and/or participation in an SDSU sponsored event (athletics, marching band, etc.) must inform the instructor within the first 2 weeks of classes so that any necessary accommodations may be made. Failure to notify the instructor before the first two weeks of class alleviates the instructor's obligation to provide any accommodation. If a student foresees any time conflicts due to work, family, or personal concerns, that student is advised to withdraw and to take another course.

Information for you on counting attendance as part of the grade:

While attendance alone cannot be used to determine class grades, the instructor has the prerogative to award a percentage of the course grade for attendance. Here is the relevant policy from the Curriculum Guide:

Grading Information for you on counting attendance as part of the grade:

1. The grading weight, class activities, etc., must indicate a degree of rigor appropriate to the course level.
2. The decision to include attendance and/or participation as part of the grading criteria for a class is the prerogative of the instructor. When included, this policy must be explicitly stated in the syllabus and provided to the students during the first week of classes.
3. It is the position of the committee that class attendance is not by itself a sufficient condition for determining course grades.

Any percentage of the course grade awarded for class attendance and participation should be consistent with the methods used to achieve the specific course learning objectives.

Absences from Class:

Within the first two weeks of class, a student who expects to be part of an official university event or activity (such as athletics, performances, forensics, etc.) shall notify the instructors of affected courses and provide them a schedule indicating any class days that will be missed. When possible, the instructor shall reasonably accommodate the student's required absence from class. It is the responsibility of the student to notify the faculty member of any changes in the schedule immediately.

Student Disability Services: I strive to make the classroom a safe, fun, and interesting environment. If you are a student with a disability (or believe you may have a disability) and believe you will need accommodations for this class [e.g., additional time for an exam, sign language interpreter, oral texts rather than printed ones], it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Students who have concerns that might prevent them from otherwise doing well in this course should discuss this with the instructor so that arrangements may be made to accommodate their conditions. **Please use this feature if you think you may require it!**

Other Notable places/contacts for information, help, etc.

<p><i>Writing Center</i> http://writingcenter.sdsu.edu/</p> <p><i>Library</i> http://library.sdsu.edu/</p> <p><i>Student Health Services</i> http://shs.sdsu.edu/index.asp</p> <p><i>Counseling and Psychological Services</i> http://studentaffairs.sdsu.edu/cps/index.html Phone: (619) 594-5220</p>	<p><i>San Diego Access and Crisis Line</i> Phone: (888) 724-7240</p> <p><i>SDSU Police</i> Phone: (619) 594-1991</p> <p><i>Center for Student Rights and Responsibilities</i> http://studentaffairs.sdsu.edu/srr/index.html</p> <p><i>SDSU Veterans Center</i> http://arweb.sdsu.edu/es/veterans/index.html</p>
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Students who are enrolled in this course agree to the following conditions via tacit consent and are thusly obligated everyday to the following:

Course Contract - Spring 2016 Semester - SDSU Phil 110

I acknowledge that I have read the whole syllabus and understood all the policies of the class and what will be expected of me.

I understand that if I fail to uphold any of the criteria of the class, I will be liable for any penalties that may incur.

I understand that I am to respect both my fellow peers and the instructor. Failure to do so (e.g. distractions and disruptions) may lead to myself being asked to leave the classroom. Being asked to leave may be from the instructor or campus security, it is the instructor's discretion.

I understand that I will not cheat on any of the course materials (exams, essays, quizzes, written assignments, etc.)

I understand that I am expected to come to class with an open mind about all positions for the sake of learning, as this contributes towards a more optimal learning environment for myself and all of my peers.

I understand and agree to the use of Blackboard, "Turnitin", and any movies/videos/articles used in this course, even those materials that are not included on the tentative course schedule found in this syllabus.

I also understand that the instructor reserves the right to change any of the policies in the syllabus or any of the lectures in the course schedule due to unforeseen circumstances that may have an adverse effect on the flow of the course.

~ End of syllabus ~

Rubric for Department Required Final In-Class Essay:

	GOAL 1	GOAL 2	GOAL 3	GOAL 4
	Craft well-reasoned arguments for specific audiences. (Although arguments may contain characteristics of content, structure, evidence, audience awareness, and language representing more than one level of proficiency, classification should be based on the preponderance of the characteristics.)	Analyze a variety of texts commonly encountered in the academic setting.	Situate discourse within social, generic, cultural, and historical contexts.	Assess the relative strengths and weaknesses of arguments and supporting evidence.
Beginning (1)	Content: Provides a basic or largely incoherent case, focused on a single issue or no discernible issues. Structure: Organizes argument in a rudimentary or confusing fashion. Evidence: Marshals minimal support, with few quotations and specific examples from appropriate texts. Audience: Demonstrates a lack of awareness of audience. Language: Communicates in an inappropriate register or with frequent errors or distractions that obscure meaning.	Attempts rudimentary analysis and mentions rhetorical concepts, but primarily summarizes and paraphrases.	Begins to explore the relationship between texts (and the arguments they make) and contexts (whether social, generic, cultural, historical, or issue- or controversy-based).	Mentions arguments and evidence, but not to a clear or useful purpose.
Developing (2)	Content: Provides an elementary or minimal case, perhaps with significant inconsistencies, that is narrowly or over generally focused. Structure: Organizes argument in a mechanical and/or occasionally unclear fashion. Evidence: Marshals incomplete support, providing insufficient and/or mismanaged quotations and examples. Audience: Addresses a general audience or misconstrues the specific audience. Language: Communicates with frequent errors and distractions.	Applies concepts and models in order to support analytic passages, but relies more heavily on summary, paraphrase, and perhaps repetition.	Locates texts (and the arguments they make) within specific contexts, minimally addressing ways texts are shaped by and shape other variables.	Marshals relevant evidence, but without careful assessment or consideration of multiple positions. Careful attention to audience is absent.
Proficient (3)	Content: Presents a coherent case addressing multiple issues. Structure: Organizes argument clearly and appropriately. Evidence: Marshals sufficient support, integrating specific quotations and examples from appropriate texts into analysis of their own making. Audience: Demonstrates an awareness of the audience's specific expectations and values. Language: Communicates competently , with minimal significant errors or distractions.	Competently analyzes arguments, applying concepts and models to answer relevant "how" and "why" questions.	Locates texts (and the arguments they make) within a variety of specific contexts, demonstrating significant ways texts are shaped by and shape other variables.	Assesses the relationships among multiple positions (including strengths and weakness) with respect to audience, but may weigh some evidence incompletely or unpersuasively.
Advanced (4)	Content: Presents a solid case addressing a range of relevant issues and considerations. Structure: Organizes argument to meet the specific needs of the content. Evidence: Marshals ample support, successfully integrating specific quotations and examples from appropriate texts into analysis of their own making. Audience: Accommodates multiple expectations and premises of the audience. Language: Communicates effectively , with relatively few errors or distractions.	Successfully analyzes arguments, applying specific concepts and models in order to produce significant insights.	Successfully locates texts (and the arguments they make) within a variety of contexts, demonstrating complex ways texts are shaped by and shape other variables.	Successfully assesses the relationships among multiple positions (including strengths and weakness), with respect to audience, avoiding simplistic judgments and demonstrating, where appropriate, how the preponderance of the evidence supports specific positions over others.