



SYLLABUS¹²³

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Office: Emeritus 1516 | **Phone:** (707) 524-1710 ext: 1710

Term: spring | **Year:** 2023 | **Course:** PHIL 3 – *Critical Thinking*

Section(s): 5495, 5500, 5503 AND 4184 | **Course Hours:** 54 | **Units:** 3.0

Transferability: CSU, UC, IGETC

This course is found in the following programs of study (majors and certificates):

- Dental Hygiene
- Journalism (AA-T)
- Philosophy
- Philosophy (AA-T)

Duration: 19-weeks / **Begins:** Thursday, January 19, 2023 | **Ends:** Friday, May 19, 2023

4184 In-person meetings will take place on: **Thursdays | 10:00AM–12:00PM**

Participation at these in-person meetings will be graded.

5495, 5500, and 5503 / **Final Exams:** Week of May 21, 2023

4184 Final Exam: Thursday, May 25, 7:00AM – 9:45AM

Prof. Tircuit's Office Hours (spring 2023):

- Since my office hours are subject to change, please find my office hours schedule at my faculty profile page by clicking on this [link](#), or by navigating there through the college's website.
- You're welcome to **pop-in** during my office hours without an appointment, in person or via Zoom. You can also email me to **schedule** an office hours appt. during my scheduled office hours and outside of them: itircuit@santarosa.edu
- Here is the Zoom link for those wishing to join my office hours via Zoom:
<https://santarosa-edu.zoom.us/j/97251129060> | **Meeting ID:** 972 5112 9060

¹ This syllabus may be substantively revised at any time. Students will be notified of any revisions, and, only after such notice, will be held responsible for adhering to them.

² Substantive Revision: 01/22/2023 at 2:40 PM

³ Course Outline of Record: https://portal.santarosa.edu/srweb/SR_CourseOutlines.aspx?ck=PHIL3

Please find SJRC's Philosophy Dept. Website here: <https://philosophy.santarosa.edu/>
On this website you will find information about Philosophy, Philosophy Classes, Philosophy Major, and Philosophy Resources.

COURSE DESCRIPTION

Practical reasoning, argumentation, and the analysis of language as useful tools for making reasonable decisions about what to do and believe.

This is an introductory course in *critical thinking*, also known as *informal logic*, also known as *critical analysis*. I prefer the term *critical analysis*. It best describes what we'll be learning to do. We'll be learning how to "*analyze*" argumentative writing and speech. That is, we'll learn how to break arguments up into their constituent parts: premises and conclusions. We'll also be learning how to be "*critical*" of these arguments. That is, we'll learn how to evaluate arguments for strength, cogency, validity, and soundness. These are all special terms in logic that we'll be learning about. This is how we get the term "*critical analysis*". A natural consequence of strengthening these skills is that you will be better able to understand the things that you read in other courses, that you hear on television, and other places. You'll become more confident in your own thinking and in your ability to evaluate what others think. The things we'll learn will make your writing clearer and more persuasive. We will learn about common mistakes in reasoning called "fallacies". We'll learn how meaning and definitions work in language, and the difference between inductive and deductive reasoning. We will apply what we learn to *advertising*, the *news media*, and *political rhetoric* (e.g., "fake news").

Student Learning Outcomes

Upon completion of the course, students will be able to:

1. Analyze arguments to identify and explain the claims and premises.
 2. Evaluate arguments to determine whether claims are adequately supported.
 3. Compose cogent written arguments.
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Course Learning Objective

Students will be able to:

1. Identify arguments.
2. Distinguish arguments from explanations, and from statements of unsupported opinion.
3. Describe the structure of support within an argument.
4. Paraphrase arguments.
5. Distinguish inductive from deductive reasoning.
6. Apply appropriate standards for the evaluation of both inductive and deductive arguments.
7. Apply appropriate standards of informal argument evaluation (recognition of informally fallacious arguments).
8. Design and compose arguments that meet appropriate standards of evaluation.

Required Text(s):

1. *"A Concise Introduction to Logic"*, 12th ed., Patrick J. Hurley, Cengage Learning 2015 | ISBN-13: 978-1285196541 | ISBN-10: 1285196546 | used as little as a **\$17.66** at https://www.amazon.com/dp/1285196546/ref=olp_aod_redir_impl1?encoding=UTF8&aod=1

GRADING POLICIES

PHIL 3

Final Grade is weighted based on assignment groups as follows:

Getting Started	Canvas Quiz	10%
	Communication Plan Quiz	
	Syllabus Quiz	
	Review Professor Intro Assignment	
	Student Intro Assignment	
Core Assignments	1.1, 1.3, 1.4	25%
Non-Core Assignments	Participation (In Person Courses)	25%
	1.2, 1.5, 1.6, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4	
Exams	Midterm	40%
	Final Exam	
		100%

GRADING SCALES

In-Person: 4184

Letter Grade	Percentage	Min Points	Max Points
A	89 - 100%	1370.6	1540
B	79 - 88%	1216.6	1370.5
C	69 - 78%	1062.6	1216.5
D	59 - 68%	908.6	1062.5
F	0 - 58%	0	908.5

Fully Online: 5495, 5500, 5503

Letter Grade	Percentage	Min Points	Max Points
A	89 - 100%	1237.1	1390
B	79 - 88%	1098.1	1237
C	69 - 78%	959.1	1098
D	59 - 68%	820.1	959
F	0 - 58%	0	820

SPRING SEMESTER 2023

Monday, January 16, 2023	Dr. Martin Luther King Jr. Day Holiday (No Classes, District Closed)
Tuesday, January 17, 2023	Departmentally Determined Professional Development Activities Day (No Classes)
Wednesday, January 18, 2023	CLASSES BEGIN
Tuesday, January 24, 2023	Last day to register/add semester length class without instructor's signature or add code
Sunday, January 29, 2023	Last day to drop semester length class and be eligible for a refund
Sunday, February 5, 2023	Last day to register/add semester length class with the instructor's signature or add code
Sunday, February 5, 2023	Last day to drop a semester length class without "W" symbol
Monday, February 6, 2023	First Census Day
Thursday, February 16, 2023	Mandatory Professional Development Activity Institutional Day (No Classes, District Closed for PDA)
Friday, February 17, 2023	Lincoln's Day Holiday Observance (No Classes, District Closed)
Saturday, February 18 – Sunday, February 19, 2023	Saturday and Sunday (Classes will meet)
Monday, February 20, 2023	Washington's Day Holiday (No Classes, District Closed)
Monday, March 20 – Sunday, March 26, 2023	Spring Break (No Classes)
Friday, March 24, 2023	Professional Development 1/2 Flex Day (No Classes)
Monday, March 27 – Sunday, April 23, 2023	Midterm progress indicators posted in student portal
Sunday, April 23, 2023	Last day to drop a semester length class with "W" symbol
Saturday, May 20 – Friday, May 26, 2023	Final Examinations
Friday, May 26, 2023	Last day to opt for P/NP for a semester length class
Saturday, May 27, 2023	Commencement Exercises
Monday, May 29, 2023	Memorial Day Holiday (No classes, District Closed)
Tuesday, May 30, 2023	Asian American & Pacific Islander Day (No classes, District closed)
Friday, June 2, 2023	Final grade rosters due
Monday, June 5, 2023	Spring semester processing finalized

OTHER POLICIES

What you can expect from me

I will do my best to make this course an excellent learning experience for you. I will take suggestions for improving the learning environment seriously. I will grade your work fairly and in a timely manner.

I am an ally to LGBTQIA+, Dreamers, veterans, women, people with disabilities, people who come from low socio-economic backgrounds, people who are unjustly dominated and marginalized on the basis of their “race”, and anyone else who may feel that at times they are unjustly dominated or marginalized. I will do my best to help you succeed. Please do not hesitate to come to me with any questions or concerns. My door is always open.

What you can give the class

Come to class prepared. That way, we can have more effective learning activities. Please come prepared and ready to work.

Professional courtesy. Come on time and stay the whole time. Pay attention, listen to others, and be ready to contribute.

Use electronics ONLY to support learning.

e-cigarettes

The Sonoma County Junior College District is a Smoke-Free Environment.

The District promotes a safe and healthful atmosphere for students, faculty, staff and visitors on its campuses, centers and other off-campus sites by reducing the health risks associated with tobacco smoke and related products. Therefore, the District is a tobacco- and smoke-free environment.

Smoking of any kind, including use of e-cigarettes or electronic cigarettes, and all uses of tobacco are prohibited on all property and in all indoor and outdoor spaces owned, leased, licensed, or otherwise controlled by the District, and in all District-owned vehicles.

The District offers information and referrals intended to assist students and staff who wish to quit smoking. For more information about smoking cessation options, contact Student Health Services at (707) 527-4445, or Environmental Health and Safety at (707) 527-4803.

Implementation of the District Smoke-Free Environment Policy will be the shared responsibility of every student, faculty member, staff person and visitor; additionally, the Sonoma County

Junior College District Police shall enforce all state, county and city ordinances that prohibit smoking on or near District property.

Attendance

Attendance is mandatory. I don't want you to miss any class and you shouldn't want to miss class either. If you are chronically absent, we will need to have a conversation about this. You can't learn if you aren't here. After you've been absent for more than 20% of the class, we will schedule a conversation to find out how I can help you. We will work together to come up with the best course of action for your future in this course.

Cheating and Plagiarism

The work you do in this course must be your own. Feel free to build on, react to, criticize, and analyze the ideas of others but, when you do, make it known whose ideas you are working with. You must explicitly acknowledge when your work builds on someone else's ideas, including ideas of classmates, professors, and authors you read. If you ever have questions about drawing the line between others' work and your own, ask the course professor who will give you clear guidance. No attempts to complete assignments, tests, or papers, or to otherwise determine one's course grades that involve falsely representing answers or work product to the professor as being genuinely that of the student, will be tolerated. Please do your own work on individual assignments, tests, and papers.

Sonoma County Junior College District (SCJCD) holds that its primary function is the development of intellectual curiosity, integrity, and accomplishment in an atmosphere that upholds the principles of academic freedom. All members of the academic community - student, faculty, staff, and administrator - must assume responsibility for providing an environment of the highest standards, characterized by a spirit of academic honesty and mutual respect. Because personal accountability is inherent in an academic community of integrity, this institution will not tolerate or ignore any form of academic dishonesty.

Academic dishonesty is regarded as any act of deception, benign or malicious in nature, in the completion of any academic exercise. Examples of academic dishonesty include cheating, plagiarism, collusion, and other academic misconduct.

Faculty, students and administrators are partners in maintaining the District's academic integrity in accordance with the guidelines delineated below.

FACULTY RESPONSIBILITIES

-Conduct each course in a manner that encourages mutual respect, honorable behavior, and learning, thereby promoting student success and discouraging academic dishonesty.

-Inform students of the course requirements, grading procedures, and rules and expectations for

acceptable conduct and behavior in each course, including definitions of academic dishonesty and the ethical use of technology. A statement about academic integrity and consequences should appear in the course syllabus.

-Inform students of the SRJC policy on Academic Integrity and the Student Conduct Standards, which is in the SRJC College Catalog and part of the District Student Discipline policy. Explain how these policies will be applied in each course.

-Inform students of their rights to due process should they wish to contest an allegation or penalty.

STUDENT RESPONSIBILITIES

-Conduct oneself in a respectful, honorable manner that focuses on learning, academic honesty, and success for both oneself and other students.

-Learn and understand the course requirements, grading procedures, and rules and expectations for acceptable conduct and behavior in each course, including definitions of academic dishonesty and the ethical use of technology.

-Learn and understand the SRJC policy on Academic Integrity and the Student Conduct Standards, which is in the SRJC College Catalog and part of the District Student Discipline policy.

-Learn and understand students' rights to due process in contesting an allegation or penalty made by an instructor or other representative of the district.

For more information on academic integrity: <https://catalog.santarosa.edu/catalog-2019-2020/academic-integrity>

Late Work

1. Work turned in late can earn no more than 69% of points possible.
2. Work cannot be turned in more than four (4) days late.
3. "late work" means work turned in after the deadline has passed. For example, if an assignment is due at 7:00:00 PM, then at 7:00:01 PM the assignment is late if it was not turned in at 7:00:00 PM or before. Or, for another example, if an assignment is due at 11:59:00 PM, then at 11:59:01 PM the assignment is late if it was not turned in at 11:59:00 PM or before.
4. During the last ten (10) days of the course, work cannot be turned in late.

Exceptions are made for emergencies only. Emergencies are situations where, for example, the student or the student's family is ill. All emergencies must be communicated to the professor as soon as the student knows that their ability to turn work in on time is being threatened. The professor may ask for evidence (for example, a doctor's note) that would indicate the truth of the student's claim of there having been an emergency.

I know that things come up in life that are beyond our control. Just reach out to me and let me know what's going on. Let's work together to ensure that you do well in this course.

Legible Work

Points may be deducted if any of your work is too illegible. Obviously, this section only applies to assignments that require a student to hand-write.

Office Hours

The best way to get in touch with me is by email at: itircuit@santarosa.edu

I am available often for office visits by appointment, and I am available for questions often via email. I will make every effort to ensure that you stay on schedule with the work required for this course, and to ensure that your work is excellent. No student is expected to earn an A in this course without possible help during office visits or help via email. I want you to get your work in on time, and I want you to get your work done excellently, so don't wait until the last minute on any assignment. If you have questions, come see me before or after class, or email me to schedule an office appointment or email me with your questions, right away. Normally, I will respond to email within 24 hours. This course is designed for you to have ample help, so don't ever feel like you have to go it alone.

Accommodations for Students with Disabilities

The Disability Resources Department (DRD) facilitates equity and access to a community college education for qualified students. Services include specialized academic advising focusing on individual abilities and limitations, disability management, and access technology. Students can receive accommodations including extra time for exams, mobility assistance, sign language interpreters, and access to classroom notes. Same day drop-in zoom appointments are available Mondays & Tuesdays 2:00-4:00pm, and Wednesdays & Thursdays 9:00-11:00am. Students are placed on a first come, first served list to meet with a specialist to determine if DRD services are right for you. Please call DRD reception at (707) 527-4278 to schedule your appointment, or click [here](https://drd.santarosa.edu/) (<https://drd.santarosa.edu/>)

General Evacuation Procedures In Case of Emergency

If you hear the evacuation alarm or are instructed to leave the building:

- Remain calm
- Follow all directions from your instructor, designated Building Captain, or Floor Leader.
- Evacuate the building to the nearest Emergency Assembly Area (EAA). Take keys, coat, purse and any other critical personal items with you as you will not be allowed to reenter the building. No exceptions.
- Use stairways. Do not use elevators.
- Close doors as rooms are vacated.
- Assist those who need help but do not put yourself at risk attempting to rescue trapped or injured victims.
- Individuals requiring special assistance should assemble in areas designated as such.

- Note location of trapped and injured victims and notify Floor Captain, Building Marshal, Building Manager, Incident Commander, or other emergency responders.
- Floor Captains will walk through the building to ensure evacuation is complete.
- Remain in EAA until further instructions are given.
- Do not reenter the building unless officially authorized to do so after the "All Clear" is given by the Building Marshal or authorized the Department of Police and Campus Safety personnel.

COURSE SCHEDULE

[NOTE: The instructions below are only intended to give you an idea of what to expect. The actual instructions, due dates, etc., are found on Canvas and may differ.]

[WEEK 1 | Assigned: January 19]

1. View: Canvas Overview
 - a. Submit: Canvas Assignment
2. View: Syllabus Overview
 - a. Submit: Syllabus Assignment
3. View: Ways to communicate with each other in this course
 - a. Submit: Communication Plan Assignment
4. Submit: Review Professor Introduction Assignment
5. Submit: Student Introduction Assignment

-For week 2 WATCH lecture video, READ 7-page section, and STUDY: **1.1 Arguments, Premises, and Conclusions**

[WEEK 2 | Assigned: January 26]

Chapter 1: Basic Concepts

1.1 Arguments, Premises, and Conclusions

-Practice in class:

- Exercises: (I) -Label passage premises with a "P" and conclusions with a "C".
- Write premises first and conclusion last.
 - List the premises in the order in which they make the most sense (usually, the order in which they occur)
 - Write both premises and conclusion in the form of separate declarative sentences.
 - Indicator words may be eliminated once premises and conclusion have been appropriately labeled.
- (II) -Write out what you interpret the main conclusion of the following arguments were taken from magazine and newspaper editorials and letters to the editor to be.
- In most instances the main conclusion must be rephrased to capture

the full intent of the author.

(III) Define Key Terms

(IV) Answer T / F

-Complete homework.

-For week 3 WATCH lecture video, READ 12-page section, and STUDY: **1.2 Recognizing Arguments**

[WEEK 3 | Assigned: February 2]

1.2 Recognizing Arguments

-Practice in class:

Exercises: (I) -Determine which of the following passages are arguments.

-For those that are, identify the conclusion.

-For those that are not, determine the kind of nonargument.

(II) -Determine which of the following letters to the editor of newspapers and magazines can, with good reason, be considered arguments.

-For those that are, identify the conclusion.

-For those that are not, determine the kind of nonargument.

(III) -The following ten statements represent conclusions for arguments.

Each is expressed in the form of two alternatives.

-Select one of the alternatives for each conclusion.

-Write down several reasons that support it.

-Incorporate your reasons into a written argument of at least 100 words that supports the conclusion.

-Include premise and conclusion indicators in some of your arguments, but not in all of them.

(IV) Define Key Terms

(V) Answer T / F

(VI) -Fill in the following blanks with “necessary” or “sufficient” to make the following statements true.

-Re-express the resulting statements as conditional statements.

(VII) -Find two arguments in a book, magazine, or newspaper.

-One with indicator words.

-One without indicator words.

-Copy the arguments as written.

-Provide the appropriate source reference.

-Identify the premises and conclusion of each.

-Complete homework.

-For week 4 WATCH lecture video, READ 7-page section, and STUDY: **1.3 Deduction and Induction**

[WEEK 4 | Assigned: February 9]

1.3 Deduction and Induction

-Practice in class:

- Exercises: (I) -Determine whether the following arguments are best interpreted as being inductive or deductive.
- Which were present?
 - deductive inferential link between premises and conclusion
 - inductive inferential link between premises and conclusion
 - specific deductive form of argument
 - specific inductive kind of argument
 - deductive argument indicator words
 - inductive argument indicator words
 - (II) Define Key Terms
 - (III) Answer T / F
 - (IV) -Find two arguments in a book, magazine, or newspaper.
 - One deductive argument.
 - One inductive argument.
 - Copy the arguments as written.
 - Provide the appropriate source reference.
 - Identify the premises and conclusion of each.

-Complete homework.

-Beginning in week 6 we will spend two weeks on section 1.4.

-For week 6 WATCH lecture video, READ 8.5-page section, and STUDY: **1.4 Validity, Truth, Soundness, Strength, and Cogency** | **WEEK 1**

[WEEK 5 | February 16]

-FACULTY PDA DAY | NO CLASSES

[WEEK 6 | Assigned: February 23]**1.4 Validity, Truth, Soundness, Strength, and Cogency | WEEK 1**

-Practice in class:

- Exercises: (I) -Determine whether each deductive argument is valid.
 -Determine whether the actual truth or falsity of the premises and conclusion indicate whether the argument is valid.
 -Determine whether the argument is sound.
- (II) -Determine whether each inductive argument is strong.
 -Determine whether the actual truth or falsity of the premises and conclusion indicate whether the argument is strong.
 -Determine whether the argument is cogent.
- (III) -Determine whether the following arguments are inductive or deductive.
 -If an argument is inductive, determine whether it is strong.
 -If it is deductive, determine whether it is valid.
- (IV) Define Key Terms
 (V) Answer T / F

-Complete homework.

-For week 7 continue to WATCH lecture video, READ 8.5-page section, and STUDY: **1.4 Validity, Truth, Soundness, Strength, and Cogency | WEEK 2**

[WEEK 7 | Assigned: March 2]**1.4 Validity, Truth, Soundness, Strength, and Cogency | WEEK 2**

-Practice in class:

- Exercises: (I) -Determine whether each deductive argument is valid.
 -Determine whether the actual truth or falsity of the premises and conclusion indicate whether the argument is valid.
 -Determine whether the argument is sound.
- (II) -Determine whether each inductive argument is strong.
 -Determine whether the actual truth or falsity of the premises and conclusion indicate whether the argument is strong.
 -Determine whether the argument is cogent.
- (III) -Determine whether the following arguments are inductive or deductive.
 -If an argument is inductive, determine whether it is strong.
 -If it is deductive, determine whether it is valid.
- (IV) Define Key Terms
 (V) Answer T / F

-For week 8 prepare for **Midterm Review**

[WEEK 8 | March 9]

-Midterm Review

Midterm will cover:

Sections: 1.1, 1.2, 1.3, and 1.4

-Study for Midterm.

-For week 9 prepare to take **Midterm**

[WEEK 9 | March 16]

-Midterm

-For week 11 WATCH lecture video, READ 6-page section, and STUDY: **1.5 Argument Forms: Proving Invalidity**

[WEEK 10 | March 20 - 26]

-SPRING BREAK | NO CLASSES

[WEEK 11 | Assigned: March 30]

1.5 Argument Forms: Proving Invalidity

-Practice in class:

- Exercises: (I) -Use the counterexample method to prove the following categorical syllogisms invalid.
(II) -Use the counterexample method to prove the following hypothetical and categorical syllogisms invalid.

-Complete homework.

-For week 12 WATCH lecture video, READ 5.5-page section, and STUDY: **1.6**
Extended Arguments: Argument Legends and Argument Maps

[WEEK 12 | Assigned: April 6]

1.6 Extended Arguments: Argument Legends and Argument Maps

-Practice in class:

- Exercises: (I) -Create an argument legend for the following arguments that were abstracted from newspaper articles, editorials, and letters to the editor.
- Create an argument map.
 - Begin by placing a numeral at the beginning of each statement.
 - Compound statements having components that are claimed to be true may be broken up into parts and the parts listed accordingly.
 - Numerals should usually be placed after genuine premise and conclusion indicators even when they occur in the middle of a statement.
 - Do not, however, break up conditional statements into antecedent and consequent.
 - Proceed to identify the main conclusion (or conclusions) and determine how the other statements provide support.
 - Any statement that does not play a direct role in the argument should be left out of the final argument pattern.
- (II) -Increased difficulty.
- Create an argument legend for the following arguments that were abstracted from newspaper articles, editorials, and letters to the editor.
 - Create an argument map.
 - Begin by placing a numeral at the beginning of each statement.
 - Compound statements having components that are claimed to be true may be broken up into parts and the parts enumerated accordingly.
 - Numerals should usually be placed after genuine premise and conclusion indicators even when they occur in the middle of a statement.
 - Do not, however, break up conditional statements into antecedent and consequent.
 - Proceed to identify the main conclusion (or conclusions) and determine how the other statements provide support.
 - Any statement that does not play a direct role in the argument should be left out of the final argument pattern.
- (III) -Turn to the editorial pages of a newspaper and select an editorial that contains an argument.
- Keep in mind that some editorials are really reports and contain no

arguments at all.

- Also, few editorials are as neat and straightforward as the selections presented in Parts I and II of this exercise.
- Guest editorials on the opinion editorial page (usually opposite the editorial page) are often better written than those on the editorial page.
- Begin by placing a numeral at the beginning of each statement.
- Compound statements having components that are claimed to be true may be broken up into parts and the parts enumerated accordingly.
- Numerals should usually be placed after genuine premise and conclusion indicators even when they occur in the middle of a statement.
- Do not, however, break up conditional statements into antecedent and consequent.
- Proceed to identify the main conclusion (or conclusions) and determine how the other statements provide support.
- Any statement that does not play a direct role in the argument should be left out of the final argument pattern.

-Complete homework.

-For week 13 WATCH lecture video, READ 6-page section, and STUDY: **2.1 Varieties of Meaning**

[WEEK 13 | Assigned: April 13]

2.1 Varieties of Meaning

-Practice in class:

- Exercises: (I) -The following selection is taken from a speech delivered by George C. Wallace, former governor of Alabama, on July 4, 1964. In this speech Wallace attacked Lyndon Johnson's signing of the Civil Rights Act. The speech is liberally sprinkled with emotive terminology.
- Make a list of what you consider to be the twenty-five most highly emotive words or phrases.
 - Indicate whether they are intended to evoke a favorable or an unfavorable attitude from the listener.
- (II) -Identify the conclusion of each the following letters-to-the-editor.
- Identify in a non-emotive way what assumptions, value claims, and other cognitive assertions are wrapped in emotive language.
 - Determine whether the argument is valid or strong.
 - Determine whether the argument is sound or cogent.
- (III) -Visit a drug store.

- Find the aisle that displays haircare products (i.e., shampoos, conditioners, etc.).
- Identify five items whose names have emotional meaning.
- Explain how each item's name is supposed to elicit a favorable response from the consumer.
- (IV) -Determine whether the following disputes are verbal, factual, or some combination of the two.
- If verbal, does it arise from vagueness or ambiguity?
- Complete homework.
- We will cover sections 2.2 and 2.3 in week 14.
- For week 14 WATCH lecture video, READ 4-page section, and STUDY: **2.2 The Intension and Extension of Terms**
- For week 14 WATCH lecture video, READ 6-page section, and STUDY: **2.3 Definitions and Their Purposes**

[WEEK 14 | Assigned: April 20]

2.2 The Intension and Extension of Terms

-Practice in class:

- Exercises: (I)
- 1 -Determine which of the following words or groups of words are terms and which are nonterms.
 - 2 -Name some of the attributes connoted by the following terms.
-Express your answer with adjectives or adjectival phrases.
-Example: The term "elephant" connotes the attributes of being large, having tusks, having a trunk.
 - 3 -In the following, name three items denoted by the terms in the left-hand column
- In the following, name all items denoted by the terms in the right-hand column.
 - 4 - Put the following sequences of terms in the order of increasing Intension.
 - 5 - Construct a series of four terms that exhibits increasing intension but nondecreasing extension.

(II) Answer T / F

-Complete homework.

2.3 Definitions and Their Purposes

-Practice in class:

Exercises: (I) Determine whether the following definitions are stipulative, lexical, precisising, theoretical, or persuasive.

(II) 1 Invent stipulative definitions for two new words that you wish to introduce into the language for the first time.

2 Construct lexical definitions for “capital” and “depression.”

-Indicate two different meanings for each.

3 Construct precisising definitions for “middle-aged” and “alcoholic.”

-Interpret both words as relating to people

-Specify the purpose for which the definitions are to be used.

4 Construct theoretical definitions for “energy” and “atom.”

5 Construct opposing pairs of persuasive definitions for “conservative” and “socialism.”

(III) Answer T / F

-Complete homework.

-We will cover sections 3.1 and 3.2 in week 15.

-For week 15 WATCH lecture video, READ 2.5-page section, and STUDY: **3.1 Fallacies in General**

-For week 15 WATCH lecture video, READ 13-page section, and STUDY: **3.2 Fallacies of Relevance**

[WEEK 15 | Assigned: April 27]

3.1 Fallacies in General

-Practice in class:

Exercises: (I) Determine whether the fallacies committed by the following arguments are formal fallacies or informal fallacies.

-Complete homework.

[WEEK 15 | Assigned: April 27]

3.2 Fallacies of Relevance

-Practice in class:

Exercises: (I) -Identify the fallacies of relevance committed by the following Arguments.

- If no fallacy is committed, then choose “no fallacy.”
- (II) Answer T / F
- (III) -Identify the fallacies committed in the following dialogue “Food for Thought.”
- You should be able to find at least one case of each fallacy of relevance.

-Complete homework.

-For week 16 WATCH lecture video, READ 11-page section, and STUDY: **3.3 Fallacies of Weak Induction**

[WEEK 16 | Assigned: May 4]

3.3 Fallacies of Weak Induction

-Practice in class:

- Exercises: (I) -Identify the fallacies of weak induction committed by the following Arguments.
- If no fallacy is committed, then choose “no fallacy.”
 - (II) Answer T / F
 - (III) -Identify the fallacies committed in the following dialogue “Gun Love.”
 - You should be able to find at least one case of each fallacy of weak induction.
 - You should be able to find at least one case of a fallacy of relevance.

-Complete homework.

-For week 17 WATCH lecture video, READ 15-page section, and STUDY: **3.4 Fallacies of Presumption, Ambiguity, and Illicit Transference**

[WEEK 17 | Assigned: May 11]

3.4 Fallacies of Presumption, Ambiguity, and Illicit Transference

-Practice in class:

- Exercises: (I) -Identify the fallacies of weak induction committed by the following Arguments.
- If no fallacy is committed, then choose “no fallacy.”
 - (II) Answer T / F
 - (III) -Identify the fallacies committed in the following dialogue “Personal Paper Mill.”

- You should be able to find at least one case of each fallacy of Presumption, Ambiguity, and Illicit Transference.
- You should be able to find a few cases of fallacies of relevance.
- You should be able to find a few cases of fallacies of weak induction.

-Complete homework.

-For week 18 prepare for: **Final Exam Review**

[WEEK 18 | May 18]

Final Exam Review

Final Exam will cover:

Sections: 1.5, 1.6, 2.1, 2.2, 3.1, 3.2, 3.3, and 3.4

-Study for Final Exam

-For week 19 prepare to take the **Final Exam**

[WEEK 19 | May 25]

-Final Exam

-7:00AM – 9:45AM