

It is essential in a democratic society that young people and adults learn how to think, learn how to make up their minds. They must learn how to think independently, and they must learn how to think together. They must come to conclusions, but at the same time they must recognize the right of other [people] to come to opposite conclusions. So far as individuals are concerned, the art of democracy is the art of thinking and discussing independently together."

--Institute for Propaganda Analysis, *The Fine Art of Propaganda*

Critical Thinking, Philosophy 2100

Fall, 2013

(August 26- December 18)

Online

Instructor and Contact Information:

Mo Janzen (Ph.D. Philosophy, University of Minnesota)

Please feel free to contact me if you would like to make an appointment or you have any questions or concerns about the course:

mojanzen@gmail.com

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Office Hours: Mondays, 5:00-5:30 at BPC in room D156, and by appointment.

Personal Cell phone: 612-275-4650 (voice, voicemail, and texting)

Please feel free to call or email me!

Communication Expectations: I try to always respond to email messages within 24 hours. If I am going to be away from email for longer than that, I will post a message on D2L letting you know when you can expect me to be back online.

Email Etiquette: Please be sure to use the correct email address when sending me a message. If it's been more than 24 hours and there is no D2L message and you have not received a response from me, you should assume that I did not receive your message. Also, please indicate in the message subject that you are enrolled in PHIL 2100

Course Description:

People do not always present the best arguments for their positions nor do they reason well. If we don't reason well, it can be difficult or impossible to solve problems that come up in our daily lives. In this class, we will focus on techniques to discriminate between good and bad arguments and good and bad reasoning. We will gain a general introduction to both inductive and deductive arguments, learn about fallacies, and become familiar with different techniques to creatively solve problems.

As noted in the quote above from the Institute for Propaganda Analysis, critical thinking and careful discernment of information is crucial for democracy and for living good lives, and ultimately, that should be our objective.

Course Objectives

- Understand the logical notion of "argument"
- Understand and explain the difference between inductive and deductive arguments

- Reliably solve lateral thinking problems
- Distinguish between good and bad arguments
- Correctly formalize inductive and deductive arguments from passages of text
- Reliably solve analogy problems
- Reliably solve deductive logic problems
- Analyze inductive and deductive arguments
- Develop skills to creatively solve problems

Linkages to HTC Learner Outcomes and Values

As a college, HTC has adopted four outcomes that every graduate will demonstrate proficiency in prior to graduation as well as six learner values that students will develop in their time at HTC. Below is a list of the HTC Learner Outcomes and Values. The ones in **bold** will specifically be addressed in this course.

HTC Learner Outcomes:

- **Oral and Written Communication**
- **Critical Thinking and Problem Solving**
- Technological Literacy
- Mathematical and Scientific Reasoning

HTC Learner Values:

- Professionalism
- Cultural and Global Awareness
- Safety and Environmental Responsibility
- Leadership and Self-Direction
- **Creativity and Innovation**
- Ethical and Social Responsibility

Course Instruction Schedule

- This is an online course. We will not have any face to face meetings. However, we will have assignments due each week on Wednesday by 11:59pm.
- **D2L Website:** <https://hennepintech.ims.mnscu.edu/>
- This link will allow you access to the login page of D2L, Hennepin Technical College’s tool for online resources for classes. You will then select Critical Thinking.
- Class officially begins on August 26 and ends on December 18, 2012

Texts:

A Workbook for Arguments by David R. Morrow and Anthony Weston. 2011, Hackett Publishing. (ISBN: 978-1-60384-549-6)

This book is available at the HTC bookstore at both campuses. If you buy it elsewhere, be sure to purchase the correct edition. Also, you can check out this book at the HTC libraries for 4 hours at a time.

Grading and Course Requirements

Grading Summary:

1. Learning Activities: 120 points
(14- 2 (drop your 2 lowest LAs) at 10 points/ activity,)
2. Quizzes: 100 points
(6-1(drop your lowest quiz) =5 graded quizzes at 20 points/ quiz,)
3. Project Drafts: 60 points
(3 writing assignments at 20 points/ draft)
4. Project: 200 points
5. Exam: 100 points
(4 posts at 10 points/post)

Total Points: 580

A	580-522 points	100- 90%
B	521-464 points	89- 80%
C	463-406 points	79-70%
D	405-348points	69-60%
F	347 points and less	59% and below

**I do not round up. Therefore, if you earn 521.5 points, you will receive a B.

Letter grades of A, B, C, D or F will be used in this course as an evaluation of student performance.

A - performance greatly exceeds course requirements

B - performance surpasses course requirements

C - performance meets course requirements

D - performance is somewhat below course requirements

F - performance is unsatisfactory

Further Explanation of Class Requirements:

1. **Learning Activities:** Learning Activities (LA's) will give you a chance to practice what we have learned. I will grade LA's based on completeness not correctness. This means you will NOT be penalized for getting something wrong. But, you will be penalized for leaving a part of the assignment undone. **You will be given an opportunity to do 14 LA's, but I will only grade 12 of them. This means you may miss two assignments, or, if you turn in LA's each week, I will drop your 2 lowest grades.** Use your dropped LA's wisely. LA's account for about 20% of your final grade. These points are easily made if you put effort into the course. Please see your Course Schedule for exact due dates. Sometimes, you will find LA's listed as discussions on the discussion board. We will all answer questions and respond to one another as if we are having a class discussion. Other times, the LA will be individual. You will find these listed under Content on D2L and you will complete them and turn them in the Dropbox in the correct folder in D2L.
2. **Quizzes:** We will have timed quizzes nearly every two weeks (6 total). However, I will drop your lowest grade. **This means, you may miss one quiz for whatever reason with no penalty. Or, you can complete all 6 quizzes and I will drop your lowest grade.** Use your one dropped quiz wisely. Generally, quizzes will consist of 10 questions and you will have 15 minutes to complete each quiz. Quizzes will mainly be multiple choice or true/false questions. Quizzes will cover material from the previous weeks and any

material due that week. Quizzes will be worth approximately 20% of your final grade. Please see your Course Schedule below for exact due dates. You will find these under the Quiz section on D2L.

3. **Drafts of Project:** Drafts of the Project serve two goals. The first goal is to give you a chance to practice your writing for the final project. I will give you feedback and explain to you what you need to correct in order to improve your grade. You will draft 3 of the 5 parts of the final civic engagement project—1. Introduction, 2. Analogies and Creative Thinking, 3. Research. The second goal is to break apart a large project into smaller, more manageable steps. In my experience, students who take the drafts seriously and put in effort, do very well on their final projects. The requirements for each draft are described in the project assignment sheet. I will also post about this under announcements. Each draft should be about 2 double spaced pages (12 point font, 1 inch margins) and submitted in the Dropbox in the correct folder in D2L.
4. **Problem-Solving Project:** In this class, we will learn how to creatively solve problems. You will be asked to identify a problem in your own life or community and work to find and implement a solution to this problem. You will need to pick a very concrete, short, doable project to complete it over the semester. At the end of the course, you will turn in a 5 page portfolio. You will have a chance to write drafts of some of the portfolio as listed above. You will find more detailed instructions on a separate handout under Content in D2L.
5. **Exam:** You will have a timed final exam that will cover all the material we have learned in class throughout the semester. We will have a review to prepare for the exam. The Exam will be in the Quiz section of D2L. It will be mainly multiple choice and true/false questions.
6. **Lectures:** Because this class is online, we won't have face to face lectures. I will post notes for you and you can find these under the Content section of D2L for each week. I will also post additional notes under Announcements on D2L. I will occasionally use short videos to communicate with you. Please take time to watch these! Also, make sure to check the Announcements at least 3-4 times each week.
7. **Attendance:** Because this course is online, attendance in a classroom is not necessary. Each week, you will work on the material for that week on your own, at your own pace. However, when you are asked to respond to others, please do not wait until the last minute to post your initial response. Also, you should not fall behind. To be successful in my class, you need to stay active each week with the Learning Activities and other assignments. Remember, you may drop 2 Learning Activities and 1 quiz for whatever reason. Please be wise and plan accordingly. It is important that you participate weekly.
8. **Late Assignments:** Late work is generally not accepted without prior approval of the instructor and only in rare circumstances. If you have a late paper, you must present me with an extremely good argument explaining why I should accept your paper late. An extremely good argument will be one that uses the material from the course to demonstrate that late assignments should be offered and the instructor will determine if said argument is sufficient for this purpose. You are responsible for all activities of this course per the syllabus located in the Content area of D2L.
9. **My Role as Instructor:** Even though we may not meet face to face, my role as an instructor is still to provide you an opportunity to learn the material. If you do not understand something or are confused, please let me know. I will do my best to explain things clearly and let you know what is expected of you. I want you to succeed in this course and I am available to help you! We will work together to help you master the material. Be sure to advocate for yourself. I can't see you in class if you look confused.

So, you have a responsibility to voice your questions. In my experience, students who put in effort, turn in assignments, and ask questions when they are confused can succeed in this class.

Other Important Items

Writing

When you write anything for this class, be sure to use correct grammar and write in complete sentences. Please do not use “texting” language in an academic setting. When you write a paper, be sure that it is double spaced and 12 point font with 1 inch margins. Also, write your name and the class on the top of the paper, but no other information is necessary.

Netiquette:

Each member of our cyber community should expect courtesy and respect from all other members. Because it's a new and different kind of class for some of us, we may not realize it when we are rude or inconsiderate online. There are some do's and don'ts of courteous behavior online, called "netiquette."

Please visit the Albion Netiquette Web Site at <http://www.albion.com/netiquette/corerules.html>

Read details about "The Core Rules of Netiquette:"

- Remember the human.
- Adhere to the same standards of behavior online that you follow in real life.
- Know where you are in cyberspace. (Adjust your behavior to fit the site or "lurk before you leap.")
- Respect other people's time and bandwidth.
- Make yourself look good online.
- Share expert knowledge.
- Respect other people's privacy.
- Don't abuse your power.
- Be forgiving of other people's mistakes.

Communicating in an Online Learning Community

In a cyber community, you present yourself and learn about others through written words, so you should present yourself in a positive light and communicate your thoughts and ideas effectively.

Here are guidelines to ensure that others understand you, that you communicate effectively, that you are respectful of the feelings of others, and that you appear professional.

1. Format your posting so that it is easy to read: Use short paragraphs separated by blank lines. Don't write everything in uppercase (capital) letters. It is difficult to read and, even worse, in an online environment, it means you are SHOUTING.
2. Be brief. Plan your messages ahead so that you don't ramble.
3. Be clear. Don't use abbreviations or acronyms that others may not understand. Read your messages over before sending them.
4. Check your spelling. To appear professional and be taken seriously, you need to spell accurately. Use your computer's Spell Check features; then read over what you have written to catch errors that Spell Check misses.
5. When you are interacting with others online, be sure that your tone is diplomatic and polite. Your reader can't interpret your feelings, so be sure that your writing does not “sound” harsh or unfriendly. Read your messages over to check your tone.

How to Get The Most Out Of This Learning Experience:

- Take charge of your own learning. Raise questions, probe, explore, and go after what you need.
- Be open. Use your imagination, consider new possibilities, and create something new for yourself.
- Give as well as receive. Give liberally to co-learners and be prepared to receive a great deal from them.
- Have fun. Plan to thoroughly enjoy this opportunity to learn and to grow in your professional competence and satisfaction.

Academic Honesty

Academic honesty is a core principle of learning and scholarship. When you violate this principle, you cheat yourself of the confidence that comes from knowing you have mastered the targeted skills and knowledge. You also hurt all members of the learning community by falsely presenting yourself as having command of competencies with which you are credited, thus degrading the credibility of the college, the program, and your fellow learners who hold the same credential.

Using any information that is not your own MUST be cited using proper formats for citing sources (MLA or APA format styles are acceptable). Follow these links for help formatting citations;

<http://www2.liu.edu/cwis/cwp/library/workshop/citapa.htm> or
<http://www2.liu.edu/cwis/cwp/library/workshop/citmla.htm>

All members of the learning community share an interest in protecting the value, integrity, and credibility of the outcomes of this learning experience. We also have the responsibility to censor behaviors that interfere with this effort. The following behaviors will be subject to disciplinary action (in this course, any student found with these behaviors will receive a score of zero points for that assignment and further action may be taken, including a grade of F for the course):

Plagiarism - presenting someone else's words, ideas, or data as your own work.

Fabrication - using invented information or the falsifying research or other findings.

Cheating - misleading others to believe you have mastered competencies or other learning outcomes that you have not mastered.

Examples include, but are not limited to:

1. Copying from another learner's work.
2. Allowing another learner to copy from your work.
3. Using resource materials or information to complete an assessment without permission from your instructor.
4. Collaborating on an assessment (graded assignment or test) without permission from the instructor.
5. Taking a quiz or exam for someone else or permitting someone else to take a test for you.

Academic Misconduct - other academically dishonest acts such as tampering with grades, taking part in obtaining or distributing any part of an assessment, or selling or buying products such as papers, research, projects or other artifacts that document achievement of learning outcomes.

Incomplete Policy

Hennepin Technical College offers an "Incomplete" grade at the discretion of the instructor. However, if you are considering this option, you must discuss it with your instructor first; otherwise, a student will receive the grade they have earned up to the point they stopped doing the work.

Student Handbook and Calendar

The Student Handbook is available at the front reception areas or in front of the bookstore. It contains information you need to know about HTC, such as transferring credits, test –outs, tuition and fees, refunds, determining your GPA, emergency closing information and the school calendar.

Academic Difficulty

If you need assistance with your coursework, you have several options:

1. Make an appointment to meet with your instructor. Check the instructor’s posted office hours on the course syllabus.
2. Look for help from tutors in the LRC (Learning Resource Center).
3. If you are a student with a major in another area, find out who your faculty advisor is and speak with them about your situation. The faculty advisors are the content and award experts and will help guide you to graduation.

Special Accommodations

Hennepin Technical College values diversity in our college community and is committed to ensuring equal access and opportunity to qualified students with physical, learning, or psychological disabilities. The Disability Services Office assists students, and HTC faculty and staff, to provide access to our programs, services and activities.

ADA Statement

I wish to fully include persons with disabilities in this course. Please let me know if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to fully participate. I will maintain the confidentiality of the information you share with me. Please access the HTC Support Services Office for assistance.

Support Services

If you have academic concerns, talk to an advisor or your instructor. For personal concerns, contact a counselor.

Counseling services include career information, determination of major, selection of first semester courses, Career Development Services, referral to the Disability Services Coordinator, and personal counseling. For more information, contact the Counseling Office in Brooklyn Park at 763.488.2579 or in Eden Prairie at 952.995.1450.

The Learning Resources Center offers students of Hennepin Technical College a positive learning environment for all students in technical college programs. If you wish free assistance, make an appointment with a tutor in the Learning Resource Center (Rooms G241-249); telephone 763.488.2451.

Student Computer Labs are available at the Brooklyn Park and Eden Prairie Campuses. All students who want to use the computer labs need to display a valid college I.D. when entering the lab.