

PH110 The Art of Reasoning

(3 credit hours)

Course Syllabus

Course Description

This course introduces students to philosophy through a study of the art of reasoning, which is essential in any field or endeavor that requires clear, skillful and critical thinking. Students will learn how to classify concepts, formulate definitions, analyze and evaluate propositions, analyze, construct and evaluate arguments, and identify common fallacies in reasoning. The study is oriented towards practical applications and involves a variety of skills in the analysis and evaluation of reasoning in daily life, scientific inquiries and professional fields.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Apply basic concepts, rules, and skills for logical reasoning in natural language.
2. Create a code of intellectual conduct.
3. Distinguish between good and bad arguments.
4. Develop a working definition of argumentative fallacies.
5. Identify fallacies that violate specific criteria.
6. Analyze fallacies that violate specific criteria.
7. Evaluate fallacies that violate specific criteria.
8. Reconstruct fallacies that violate specific criteria.
9. Research and write an argumentative essay.

Prerequisites/Corequisites

ENG 141 or Concurrent

Required Textbook(s) and Resources

Vaughn, L. (2020). *Concise Guide to Critical Thinking, Second Edition*. Oxford University Press.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#).

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

Learning Activities

This course will offer you opportunities to learn the key ideas in philosophical reasoning as you engage in activities with one another and your instructor. You will participate in weekly discussions, take short quizzes, reflect on ideas in journals, analyze arguments, and work on a course argumentative paper project in four phases.

Key Assessment (Taskstream Submission)

This TU course features a “Key Assessment” that provides you the opportunity to demonstrate your program’s core competencies. It also shows how the course fits within the broader curriculum. For this course, Activity 6.2 Argumentative Paper – Final Product serves as the key assessment.

Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussions Activity 1.1 (n/a) Activity 1.2 (25)	Discussions Activity 2.1 (25)	Discussions Activity 3.1 (25)	Discussions Activity 4.1 (25)	Discussions Activity 5.1 (25) Activity 5.2 (25)	Discussions Activity 6.1 (25)	Discussions Activity 7.1 (25)	200
	Assignments Activity 2.2 (50) Activity 2.4 (25)	Assignments Activity 3.3 (50)	Assignments Activity 4.2 (125)	Assignments Activity 5.3 (50)		Assignments Activity 7.2 (50)	350
Argumentative Paper Activity 1.3 (25)		Argumentative Paper Activity 3.4 (75)			Argumentative Paper Activity 6.2 (150)	Argumentative Paper Activity 7.3 (25)	275
Quiz Activity 1.4 (25)	Quiz Activity 2.3 (25)	Quiz Activity 3.2 (25)	Quiz Activity 4.3 (25)	Quiz Activity 5.4 (25)	Quiz Activity 6.3 (25)	Quiz Activity 7.4 (25)	175
75	125	175	175	125	200	125	1000

Grading Scale

A: 90-100% | B: 80-89% | C: 70-79% | D: 60-69% | F: <60%

Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
<p>Week 1:</p> <p>The definition of “critical thinking”</p> <p>The structure of an argument and its components</p> <p>Psychological and philosophical barriers to critical thinking and how to avoid them</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 1.1: Meet Your Peers <input type="checkbox"/> WED: Activity 1.2: The Role of Metacognition and Dominance Structuring – Initial Post <input type="checkbox"/> SAT: Activity 1.2: The Role of Metacognition and Dominance Structuring – Secondary Posts <input type="checkbox"/> SUN: Activity 1.3: Argumentative Paper - Topic Selection <input type="checkbox"/> SUN: Activity 1.4: Quiz
<p>Week 2:</p> <p>Analysis of arguments</p> <p>Evaluation of the worthiness of an argument</p> <p>Fallacies and negative rhetoric</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 2.1: Is It a Good Argument? – Initial Post <input type="checkbox"/> SAT: Activity 2.1: Is It a Good Argument? – Secondary Posts <input type="checkbox"/> SUN: Activity 2.2: Journal <input type="checkbox"/> SUN: Activity 2.3: Quiz <input type="checkbox"/> SUN: Activity 2.4: Argument Analysis Exercise
<p>Week 3:</p> <p>Deductive and inductive argument forms</p> <p>Statistical literacy</p> <p>Analogy in terms of strength, productivity and fallacies of relevance and false moral equivalence</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 3.1: Uses of Analogical Reasoning – Initial Post <input type="checkbox"/> SAT: Activity 3.1: Uses of Analogical Reasoning – Secondary Posts <input type="checkbox"/> SUN: Activity 3.2 Quiz <input type="checkbox"/> SUN: Activity 3.3: Journal <input type="checkbox"/> SUN: Activity 3.4: Argumentative Paper - Issue Review

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
<p>Week 4:</p> <p>The difference between correlation and causation</p> <p>The structure of causal arguments</p> <p>Common flaws of causal reasoning</p> <p>Explanation and inference</p> <p>Criteria for evaluation of theories</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 4.1: Distinguishing Good Theories from Poor Theories – Initial Post <input type="checkbox"/> SAT: Activity 4.1: Distinguishing Good Theories from Poor Theories – Secondary Posts <input type="checkbox"/> SUN: Activity 4.2: Argument Analysis <input type="checkbox"/> SUN: Activity 4.3: Quiz
<p>Week 5:</p> <p>Scientific theory</p> <p>Expert opinion</p> <p>Science and religion</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 5.1: The Difficulties and Complexities of Climate Change – Initial Post <input type="checkbox"/> WED: Activity 5.2: Thinking About Tough Stuff – Initial Post <input type="checkbox"/> SAT: Activity 5.1: The Difficulties and Complexities of Climate Change – Secondary Posts <input type="checkbox"/> SAT: Activity 5.2: Thinking About Tough Stuff – Secondary Posts <input type="checkbox"/> SUN: Activity 5.3: Journal <input type="checkbox"/> SUN: Activity 5.4: Quiz
<p>Week 6:</p> <p>Fake news</p> <p>Advertising manipulation and persuasion</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 6.1: Fake News, Disinformation, Misinformation – Initial Post <input type="checkbox"/> SAT: Activity 6.1: Fake News, Disinformation, Misinformation – Secondary Posts <input type="checkbox"/> SUN: Activity 6.2: Argumentative Paper - Final Product <input type="checkbox"/> SUN: Activity 6.3: Quiz
<p>Week 7:</p> <p>Moral arguments</p> <p>Moral premises</p> <p>Moral theories</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 7.1: Hate Speech – Initial Post <input type="checkbox"/> SAT: Activity 7.1: Hate Speech – Secondary Posts <input type="checkbox"/> SUN: Activity 7.2: Journal <input type="checkbox"/> SUN: Activity 7.3: Argumentative Paper - Peer Review <input type="checkbox"/> SUN: Activity 7.4: Quiz

Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

For More Information:

Be sure to review the [Support, Policies, and Procedures](#) addendum.