

**Critical Thinking**  
**PHIL 2303**  
**Section 3-Writing Enhanced**  
**Fall, 2017**  
**MWF 9:00AM-9:50AM**  
**CHSS 226**  
**Final Exam: Wednesday Dec. 6<sup>th</sup>, 9:30AM-11:30AM**

Instructor: Dr. David Wright

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Instructor Office Hours: Monday/Wednesday/Friday: 12:30PM-1:30PM; Tuesday/Thursday: 9:00AM-10:30AM  
and by appointment.

**Catalogue Course Description:** Designed to improve students' ability to think critically. The course covers the fundamentals of deductive reasoning, the identification of common fallacies, and an introduction to inductive reasoning, as well as sensitizing the students to some of the ways information is distorted, e.g., by advertising and news management. Credit 3.

**Class Description:** The overarching goal of a Critical Thinking course is to teach students methods that are used generally across cultures to differentiate between strong or valid inferences and those inferences that are weak or invalid. To this end topics covered include the deductive and inductive reasoning involved in testing hypotheses, generalizing on the basis of samples, the basics of comparative experimental design, and an emphasis on recognizing and explaining various fallacious inferences such as jumping too quickly from a correlation to a cause and effect conclusion, and classics like Straw Man, Ad Hominem, Begging the Question, and False Dilemma. One of the central goals of the course is to better equip students, to recognize and assume their responsibilities as a citizens in a democratic society by learning to think for themselves, by engaging in public discourse about issues in a way that strives to present fairly the various sides of an issue (avoiding the Straw Man), that does not prematurely close off discussion (avoiding Begging the Question), that focuses on relevant considerations (avoiding Ad Hominem), that considers a full range of options (avoiding a False Dilemma), and that seeks and uses the best evidence available.

**Course Objectives/Student Learning Outcomes:** A) Students who complete the course should recognize and apply reasonable criteria for the acceptability of social research. Thus the student will become aware of the need to think in terms of testable hypotheses, or hypotheses that generate predictions that can be compared with data. Furthermore, if we say that the data support a particular hypothesis because its predictions came true, the student will recognize that we must first conceive of and rule out alternative possible explanations before we simply accept that the hypothesis has been confirmed. To that end students will note that if the occurrence of A is correlated with the occurrence of B, this may be because (a) A causes B, (b) B causes A, (c) C causes both A and B, or (d) chance. Homework exercises discussed in class will deal with a number of specific illustrations of this principle. In addition, student will become aware of the fact that generalizations need to be supported by samples that are large enough and relatively unbiased—not simply by a vivid anecdotes that typically provide biased samples of size one. Again, homework examples will present a variety of cases for analysis. Finally, student will be able to design an experiment whose results avoid (at least obvious) confounding.  
B) The student will be able to differentiate and analyze differing points of view by dealing with homework problems that can involve controversial conclusions and by working through these problems aloud with other members of the class.

**Skill Objectives:** A) Critical Thinking: The usual introduction to the course is to present concepts such as premise, conclusion, inference indicator words like "since" and "hence," and then the homework is to look at specific bits of prose to be able to successfully identify those that contain arguments—reasoning for conclusions—

versus other forms of prose such as narratives. What follows the introduction will often involve practice in distinguishing deductive reasoning—reasoning where the truth of the premises would absolutely guarantee the truth of the conclusion—from inductive reasoning wherein if the premises (the evidence, data, etc.) are true they render the conclusion to some degree more likely to be true than false. This matter of degree then needs to be explored with specific homework examples. Finally, there is a set of mistakes in reasoning that are wide-spread such as False Dilemma, Begging the Question, Straw Man, Ad Hominem, etc. After becoming familiar with the terminology, the students are asked to apply the fallacy labels to specific examples of reasoning and to give an explanation of why a label fits as a way of expressing the particular mistake.

B) Communication Skills: There will be regular homework assignments, usually problems from the textbook, which require students (a) to write up their analyses of the problems assigned and then (b) bring their analyses to class where they serve as the basis for class discussion, either in small groups or as a whole class. The writing and the oral discussion are to be focused on giving reasons why a particular analysis fits a given homework item.

C) Empirical and Quantitative Skills: This objective involves the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. To this end the basics of the logic of hypothesis testing, using both inductive and deductive reasoning, are presented in a step-by-step fashion. This includes familiarizing students with concepts such as a random sampling error and biased sampling, the use of control groups in experimentation in order to rule out confounding variables, and Bayes' theorem.

D) Social Responsibility: Fundamental to the concept of responsibility is the ability to give reasoned explanations for specific courses of action. Often the examples in the homework relate to giving reasons in response to issues that have presented or may present themselves to people in the course of their lives as citizens. The point of the process in the classroom is to stress careful analysis of the reasoning and to offer a diagnosis of its strength or weakness based on consideration of the evidence, how it was procured, whether there is importantly relevant information that has been neglected, etc. etc. This strengthens the students' ability to engage effectively as a participant in regional, national, and global communities.

**Texts: Recommended (not required):** Waller, Bruce N. *Critical Thinking: Consider the Verdict*. Sixth Edition. Pearson: 2012.

**Attendance:** Three unexcused absences and three late arrivals are permitted without any grade penalty. For every class absence after the three permitted, **two** percentage points of your final grade will be deducted. For every late arrival beyond three, **one** point from your final grade will be deducted. A student will be counted as late only if he or she arrives after I (David) have announced that class is going to begin, which is usually at the minute that class is officially listed as beginning. Also, if a student has perfect attendance (that is, zero unexcused absences) and no more than two late arrivals, then **three** points will be added to the student's final grade.

**\*\*NOTE:** Excused absences will be granted for the following reasons: extreme sickness, death in the immediate family, religious observance, involvement in a legal proceeding, and involvement in university-sponsored activities. In each case, **documentation** must be given for the absence. (For example, if you claim that you were too sick to come to class and would like an excused absence I require a doctor's note verifying such. For a funeral, I require a signed bulletin from the person administering the funeral.)

**\*\*NOTE:** If you need to leave class early for an excusable reason, please let me know before class begins. If you leave class early without permission and do not return, you will be counted absent.

**Participation:** I strongly encourage active participation and ten percent of your class grade will be a reflection of your respective participation in class. This includes standard class participation and participation on days that we discuss homework problems. Be assured that if you do not actively and voluntarily participate in class, you will not receive all ten points for participation. In addition, I will often stop and ask students to summarize the points I was just making so as to ensure that we are all on the same page. Part of your participation grade will involve your performance in getting called on to summarize what we have just been going over. Below is the rubric I use when assigning participation grades:

**10:** Student volunteers answers on a daily basis; student is always fully prepared to discuss assigned homework problems; student is nearly always visibly paying attention during class and can always explain the points that were just discussed; student always volunteers to come to the board for problems when opportunities arise.

**8:** Student volunteers answers on a semi-daily basis; student is nearly always fully prepared to discuss assigned homework problems; student is nearly always visibly paying attention during class and can nearly always explain the points that were just discussed; student usually volunteers to come to the board for problems when opportunities arise.

**7:** Student occasionally volunteers answers; student is usually fully prepared to discuss assigned homework problems; student is usually visibly paying attention during class and can usually explain the points that were just discussed; student rarely volunteers to come to the board for problems when opportunities arise.

**6:** Student rarely or never volunteers answers but does answer when called upon; student rarely is fully prepared to discuss homework problems; student is not usually visibly paying attention during class and in most cases cannot accurately explain the points that were just discussed; student never volunteers to come to the board for problems when opportunities arise.

**5-0:** Student never volunteers answers and only answers when called upon; student is very rarely fully prepared to discuss homework problems; student is not usually visibly paying attention during class and in most cases cannot accurately explain the points that were just discussed; student never volunteers to come to the board for problems when the opportunities arise.

**\*\*NOTE:** Failure in any of the four areas of participation will suffice for a drop to the next applicable percentage point category. For example, in a case where the student volunteers answers on a semi-daily basis; student is always fully prepared to discuss assigned homework problems; student is nearly always visibly paying attention during class and can nearly always explain the points that were just discussed; student always volunteers to come to the board for problems when opportunities arise, this student would get **8** participation points

**\*\*NOTE:** There will be **no texting**, internet use, cell phone, or other unauthorized use of electronic devices during class. If you must receive an emergency call or text during class, you must speak with me before class and notify me of your circumstances. During my class, unless otherwise instructed, you need to be disengaged from your phone, which in this case requires that your phone be put away in your bag or pocket and not on your desk (if you do not have a bag or pockets you may leave the phone at the front of the room with me). Students will receive one warning for using their phone or other electronic devices inappropriately during class. After that warning, ***on a non-quiz or exam day, if I observe you texting or otherwise using your phone during class without permission, you will automatically lose two participation points.*** You will lose two more participation points for each case that I observe you texting or using other non-authorized technological devices during class time.

**\*\*NOTE:** Any use of a telephone or pager or any device that performs these functions during a quiz or an exam period is prohibited. These devices should not be present during a test or should be stored securely in such a way that they cannot be seen or used by the student. ***Even the visible presence of such a device during a quiz or exam period may result in a zero for that quiz or exam.***

**\*\*NOTE:** Except in cases where it serves as an appropriate accommodation to a student disability, recording of classroom sessions is prohibited unless advance permission is obtained from the class instructor and any guest lecturer(s). Please see Students with Disability Policy below for more details on securing such accommodations.

**Readings:** It is recommended that you read the assigned chapter(s) or article before arriving to class. A significant amount of material will be covered in this class, and the class may seem to move rather quickly. We will not be spending very much time on any one chapter, and we will be moving to later chapters without much in the way of review. It is likely that you will have an easier time following along in the class discussion and lecture if you have examined the assigned chapter(s) before coming to class. In some cases there will be a reading quiz on a particular day, and on those days it is especially important that you do the reading before coming to class.

**Writings:** This is a “W” course, which means that at least 50 percent of your course grade will derive from writing activities designed to help you master course objectives. Writing in this course is one of the tools your instructor will use to help you learn course material. Some writing activities will require you to draft and revise your work, with or without instructor feedback. Others may not receive a grade but are designed to assist you in critical reflection of the course material. You should approach writing in this course as a tool to use as part of your learning as well as a tool your instructor will use to assess your level of learning.

The formal writing components of this course that incorporate active feedback from me will be the Critical Reading Responses, Application Papers, and Reading Quizzes, which, in total, add up to 50% of the course grade. In the case of Critical Reading Responses, students will have the opportunity to discuss their Responses with me during office hours in order to receive low-stakes feedback on how to improve their Responses. Students will have an opportunity to improve the clarity of their arguments and the incisiveness of the objections raised to the arguments being discussed in the article. In the case of Application Papers, students will submit a homework assignment detailing their plan for their Papers. Students will receive written feedback on this assignment regarding their plans in order to sharpen their critical thinking and communication skills by learning how to relate course content to their lives. In the case of Reading Quizzes, all reading quizzes will require a written response to specifics from the course readings. Students will be instructed on how to practice proper note taking for their reading in preparation for the Reading Quizzes, and I encourage them to bring their reading notes to my office hours for low-stakes feedback so as to improve their ability to translate what they read into written notes and those written notes into clear, expressive, and accurate answers on the Reading Quizzes. In addition, students are encouraged to visit my office hours to receive low-stakes feedback regarding their general preparation for Reading Quizzes and how they can improve their communication and critical thinking skills on the Reading Quizzes based on prior performance. This course satisfies the requirements for being listed as writing enhanced because students have an opportunity to receive low-stakes feedback on their writing and written assignments that count for 50% of the course grade.

**Homework:** You will know that a homework assignment is due by consulting the course schedule, but the content of the homework will be given on the course handouts that are distributed in class. **A “Typed Homework” assignment must be typed, printed off, and you must submit it by the end of class on the day that it is due.** Hand-written homework will **not** be accepted except in cases where you are instructed ahead of time that you may do so. Homework will not be accepted over email except in cases where you must be gone due to an excused absence. If you complete your homework and fail to bring a **typed** (that is, not handwritten) version of your homework to class on the day that it is due, then it will not be accepted for a grade. ***Problems with printing or other technological issues will not be accepted as reasons for failing to turn in your homework on time.***

Homework will not be graded in terms of accuracy, but problems will be assigned and checked for completion. That said, throughout the semester we will be reviewing the homework in class and on those days students will be asked to provide and justify their answers to homework problems. To garner a “complete” mark for one’s homework that is collected, you must demonstrate a reasonable level of documented effort for each of the problems assigned. To get credit for a homework assignment, you must type out and complete **all** of the assigned problems. Failure to show your work on the homework (when the instructions direct you to show how you derived your answer) is sufficient to garner an incomplete homework grade, and failure to complete a single problem or more is sufficient to garner an incomplete homework grade.

Below is the rubric that I use when assigning homework grades:

- 5:** Completes 8/8 typed homework assignment at the time they are due.
- 4:** Completes 7/8 or 6/8 typed homework assignments at the time they are due.
- 3:** Completes 5/8 or 4/8 typed homework assignments at the time they are due.
- 2:** Completes 3/8 or 2/8 typed homework assignments at the time they are due.
- 1:** Completes 1/8 typed homework assignments at the time they are due.
- 0:** Completes no typed homework assignments at the time they are due.

**Reading Quizzes:** There will be regular scheduled reading quizzes throughout the semester (see schedule below). These reading quizzes will take place at the beginning of class and will check your understanding of the

course material and provide you with an opportunity to improve your critical thinking and communication skills. Every quiz will require you to provide a written response to the reading assigned that day in class.

**Review Quizzes:** There will be three review quizzes in the semester. These quizzes will only cover material that is discussed in class, not material that is solely in the course readings. Before each quiz, I will make it clear what general portions of the course material you will be required to know in order to do well. These quizzes are intended to encourage consistent study of the course material and to lessen anxieties during the exams where a greater range of material will be considered. These quizzes may include short answer, multiple-choice or true/false questions.

**Exams:** There will be two exams in this class. The first exam will be over the material in Section I, which examines the formal and psychological structures of reasoning. The final exam will be cumulative. Exams may require short answer, fill-in-the-blank, and multiple choice responses.

**Critical Reading Responses:** There will be two assigned critical reading responses in this class. For the first you may choose one of two assigned readings (critical reading response A or B on the course schedule) and provide a critical reading response to that article. You will read the article *before* class and submit it to Turnitin.com. Later you will write a critical reading response to a different article (Critical Reading Response C on the course schedule) and turn that in to Turnitin.com as well. Each reading response will be four hundred to six hundred words and will require you to summarize, analyze, and formulate a critical challenge to the reading at hand. Later in the semester I will have a handout explaining in greater detail the nature of this assignment. The first response will be worth five percent of your course grade and the second will be worth ten percent of your course grade.

**Application Paper:** In this paper I will be asking you to select two lessons from the critical thinking class and explain how you have applied or plan to apply these in your life. This can include the sections of the class devoted to probability, statistics, scientific reasoning, moral or political psychology, self-deception, positive psychology, and others. The paper will be between 500-1200 words. Later in the semester I will provide a handout giving you more specifics on the nature of the assignment. You will be evaluated on, among other things, the level of understanding of the course content you demonstrate in your paper as well as your ability to apply the general lessons of critical thinking to the specific challenges of your life in which critical thinking is relevant.

**Make-up Policy:** You will *not* be permitted to make up quizzes or homework that you have missed except if your excuse qualifies as one already outlined in the attendance policy. Students may make up exams that are missed due to excused absences but will be given a grade penalty. In order to respect the principle of fairness for all, exceptions will not be made except for these reasons.

**Late Work:** You will not receive credit for homework that is turned in late except if you have an excused absence on the day the homework is due. Similarly, if you have an unexcused absence the day of a quiz, you will not be permitted to make it up. I will specify the penalties for turning in written assignments on the writing assignment guidelines. If you miss an exam as a result of an unexcused absence, you may make up the exam but with a grade penalty. If you claim that you turned in a paper submission to Turnitin.com through Blackboard but Turnitin.com does not show you having submitted the paper at the time that you claim to have submitted it, then you must present the relevant digital receipt of your paper in order to receive credit for your submission.

<b><u>Evaluation:</u></b>	Participation:	10%
	Homework:	5%
	Reading Quizzes (Avg.):	20%
	Review Quizzes (Avg.):	10%
	Critical Reading Responses:	15%
	Application Paper:	15%
	Exam #1 (Midterm):	10%
	Final Exam (Final):	15%

<b><u>Final Grade Assignments:</u></b>	A	100-89.45%
	B	89.44-79.45%
	C	79.44-69.45%
	D	68.44-59.45
	F	below 59.45%

**Q-Drops:** A Q-drop is a drop made after the last date for tuition refunds (12th class day for fall/spring; 4th class day for summer) but before the date for which a drop would result in the grade of 'F' as published in the Academic Calendar. **Students will be allowed no more than five Q-drops during their academic career at Sam Houston State University.** Classes that are dropped prior to the Q-drop date will not count toward the limit. Students who have used their limit of five Q-drops will need to petition their respective dean to drop a class. If the dean refuses to grant permission to drop a class, a student will be required to remain in the class. This limit took effect with the start of the fall 2004 semester. Any drops accumulated prior to the fall 2004 semester will not be included in the five Q-drop limit, nor will Q-drops from other universities.

**University Policies: ACADEMIC DISHONESTY:** All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [http://www.shsu.edu/~slo\\_www/](http://www.shsu.edu/~slo_www/)

**STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:** Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see: [/dept/academic-affairs/documents/aps/students/861001.pdf](http://dept/academic-affairs/documents/aps/students/861001.pdf)

**STUDENTS WITH DISABILITIES POLICY:** It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and email [disability@shsu.edu](mailto:disability@shsu.edu)). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see: <http://www.shsu.edu/dotAsset/7ff819c3-39f3-491d-b688-db5a330ced92.pdf>

**VISITORS IN THE CLASSROOM:** Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

**For an electronic listing of the above University Policies see:** <http://www.shsu.edu/syllabus/>

## Schedule for Critical Thinking-Fall 2017

### **Tentative Course Schedule-Schedule is subject to change at the professor's discretion**

Note: All readings will come from the course textbook except if marked with an asterisk (\*), which indicates that the reading will be available through the course website on Blackboard.

#### ***Section I: The Formal and Psychological Structures of Reasoning***

##### Week One: Introduction to Critical Thinking

Wednesday, Aug. 23: Syllabus and course introduction

Friday, Aug. 25: Assessment of Critical Thinking Skills-***NO SCANTRON NEEDED!***

##### Week Two: The Nature of Critical Thinking, Mindsets, and Inductive and Deductive Arguments

Monday, Aug. 28: ***Reading Quiz #1*** over Dweck-Ch.2 "Beliefs that Make Smart People Dumb"\*

Wednesday, Aug. 30: Read Ch.2 (pgs. 14-20): Statements, Identifying Deductive and Inductive Arguments

Friday, Sept. 1: ***Typed Homework #1 Due***; Read Ch. 14 (pgs. 253-261): Conditional Statements and Necessary and Sufficient Conditions

##### Week Three: Assessing Deductive and Inductive Arguments

Monday, Sept. 4: ***No Class! Labor Day***

Wednesday, Sept. 6: ***Typed Homework #2 Due***; Read Ch. 2 (pgs. 21-25): Assessing Deductive and Inductive Arguments

Friday, Sept. 8: ***Typed Homework #3 Due***; Review Conditional Statements and Deductive and Inductive Arguments

##### Week Four: Review Quiz and Thinking Critically about Decision Making

Monday, Sept. 11: ***Review Quiz#1 –BRING SCANTRON 882-E!***

Wednesday, Sept. 13: ***Reading Quiz #2*** over Kahneman-Ch.1 "The Characters of the Story" and Ch.2 "Attention and Effort"\*

Friday, Sept. 15: ***Reading Quiz #3*** over Kahneman-Ch. 19 "The Illusion of Understanding" and Ch. 20 "The Illusion of Validity"\*

##### Week Five: Thinking Critically about Habits and Categorical Logic

Monday, Sept. 18: ***Reading Quiz #4*** over Rubin-"The Fateful Tendencies We Bring Into the World" and "Different Solutions for Different People"\*

Wednesday, Sept. 20: Read Optional Logic Reading #1 from Hurley\* for Categorical Logic I

Friday, Sept. 22: Read Optional Logic Reading #2 from Hurley\* for Categorical Logic II

##### Week Six: Thinking Critically about Categorical Logic, Statistics, and Probability

Monday, Sept. 25: ***Typed Homework #4 Due***; Read Optional Logic Reading #3 from Hurley\* for Categorical Logic III

Wednesday, Sept. 27: ***Typed Homework #5 Due***; Read Ch.17 (pgs. 343-352): Statistical Reasoning and Review

Friday, Sept. 29: ***Typed Homework #6 Due***; No Reading: Handout on Probability

##### Week Seven: Review Quiz and Thinking Critically about Science

Monday, Oct. 2: ***Typed Homework #7 Due***; No Reading: Preparation for Review Quiz #2

Wednesday, Oct. 4: ***Review Quiz #2–BRING SCANTRON 882-E!***

Friday, Oct. 6: ***Reading Quiz #5*** over Stephens-Davidowitz- Ch. 6 "All the World's a Lab" (pgs. 207-221; 231-240)

Week Eight: Thinking Critically about Science and Exam #1

Monday, Oct. 9: Read Ch. 15 (pgs. 286-296) Scientific Reasoning; Critical Reading Response Preparation

Wednesday, Oct. 11: **Typed Homework #8 Due**; Review for Exam

Friday, Oct. 13: EXAM #1—**BRING SCANTRON 882-E!**

**Section II: Thinking Critically about Morality, Terror, Self-Control**

Week Nine: Thinking Critically about Moral Psychology, the Default Setting, and Self-Deception

Monday, Oct. 16: **Reading Quiz #6** over Haidt and Bjorklund-Ch. 4 “Social Intuitionists Answer Six Questions about Moral Psychology” (pgs. 181-201)\*

Wednesday, Oct. 18: No Reading: Discussion of Wallace “Graduation Speech”

Friday, Oct. 20: **Critical Reading Response A Due Before Class; Reading Quiz #7** over Timpe-Ch.4 “*This is Water* and Religious Self-Deception”\*

Week Ten: Thinking Critically about Terror Management Theory

Monday, Oct. 23: **Reading Quiz #8** over Solomon, Greenberg, and Pyszczynski-Ch.1 “Managing the Terror of Death” and Ch.2 “The Scheme of Things”\*

Wednesday, Oct. 25: No Reading: Discussion of Terror Management Theory and Self-Deception

Friday, Oct. 27: **Critical Reading Response B Due Before Class; Reading Quiz #9** over Solomon, Greenberg, and Pyszczynski-Ch. 3 “Self-Esteem: The Foundation of Fortitude”\*

Week Eleven: Thinking Critically about Self-Control and Technology

Monday, Oct. 30: **Reading Quiz #10** over Irvine-Ch.5 “The Dichotomy of Control”\*

Wednesday, Nov. 1: **Reading Quiz #11** over Turkle-“The Empathy Diaries”\*

Friday, Nov. 3: Application Paper Preparation

Week Twelve: Thinking Critically about Happiness and Review Quiz #3

Monday, Nov. 6: **Critical Reading Response C Due before class** over Skidelsky and Skidelsky-Ch.4 “The Mirage of Happiness”\*

Wednesday, Nov. 8: **Application Homework Due Before Class**; No Reading: Review for Review Quiz #3

Friday, Nov. 10: **Review Quiz #3—BRING SCANTRON 882-E!**

**Section III: Thinking Critically about Fallacies**

Week Thirteen: Thinking Critically about Fallacies I

Monday, Nov. 13: Read Ch. 8 (pgs. 115-123): Burden of Proof

Wednesday, Nov. 15: Read Ch.3 (pgs. 28-49): Ad Hominem Arguments

Friday, Nov. 17: Read Ch.4 (pgs. 56-64): Strawman Arguments

Week Fourteen: Thinking Critically about Fallacies II

Monday, Nov. 20: Read Ch. 13 (pgs. 226-238): Begging the Question; **Application Paper Due by 11:59PM!**

Wednesday, Nov. 22: **Thanksgiving Holiday—No Class!**

Friday, Nov. 24: **Thanksgiving Holiday—No Class!**

Week Fifteen: Thinking Critically about Fallacies III and Review for Final Exam

Monday, Nov. 27: Read Ch. 12 (pgs. 204-216): Slippery Slope and Dilemma

Wednesday, Nov. 29: Review for Final Exam

Friday, Dec. 1: Final Assessment of Critical Thinking—**NO SCANTRON NEEDED!**

Week Sixteen: Final Exam

**Final Exam: Wednesday, December 6<sup>th</sup>, 9:30AM-11:30AM —BRING SCANTRON 882-E!**