

Course Information



Reasoning Rat. Dec-Mkg (CM)

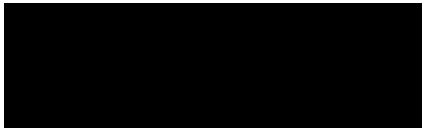
PHIL 1250-401

Fall 2024

Course Section Information

Meeting Days: Mondays and Wednesdays

Meeting Times: 10:00 - 11:20 AM



Meeting Dates: August 20, 2024 - December 11, 2024

Reasoning Rat. Dec-Mkg (CM)

PHIL1250 401

Course Description

This course strengthens reasoning, communication, and argumentation skills in professional, academic, and public contexts. We focus on creating, analyzing, and evaluating arguments (the good, the bad, and the ugly) in a variety of forms: scientific, causal, statistical, analogical, moral, legal, political, and other reasoning methods encountered in our professional, personal, and civic lives.

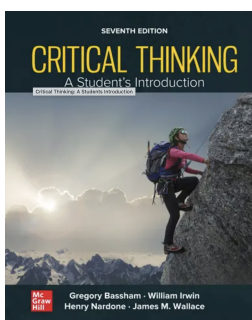
Semester: All

This course will teach students to think well. It will help you develop your critical thinking skills through the study of logic, persuasion, and some of the major reasoning methods that you encounter in your fields of study, in public life, and even at home. In this class, you will learn how to construct good arguments to arrive at and communicate educated opinions, as well as how to identify and evaluate the strength of the arguments made by others. In a world full of competing ideas, these critical thinking skills are invaluable and necessary.

Topics will include:

- What is an argument?
- How are arguments structured?
- What makes an argument good?
- Who bears the burden of proof?
- What are fallacies?
- Do statistics matter in arguments?
- Does science use arguments?

Textbooks, Readings, and Course Materials



Authors: James Wallace, Gregory Bassham, Henry Nardone and William Irwin

Publication Date: 2023

Title: Critical Thinking

Subtitle: A Student's Introduction

Edition: 7th ed.

ISBN: 9781264296064

Publisher: McGraw Hill

Link:

<https://www.mheducation.com/highered/new/product/9781264296064.html?cid=ppc%7CHE%7CPaid-G-Shop%7Cgoogle%7C>

Title: Canvas Readings (Embedded in Course Schedule)

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

Communication Plan

I will respond to email within two business days. I do not return emails after 5 PM or on the weekends. For example, an email sent at 3:00 AM on Monday may not be returned until Wednesday afternoon. Your email should include a salutation (e.g., Hi Greg), a short message using complete sentences, and a professional valediction (e.g., Sincerely, [Your Name]).

I will offer feedback on major assignments within one week of their submission

The best way to contact me is via the Canvas Inbox, as I will prioritize this email over other modes of communication.

Course Student Learning Outcomes

- Identify and apply key principles in, and obstacles to, clear-reasoning, argument-analysis and argument-creation.
- Demonstrate knowledge of the forms and methods of argument analysis, through argument critique (breaking-down of arguments), and diagramming.
- Analyze and Use various formats of argument-communication, including academic, editorial, conversational, scientific, statistical, and other.
- Identify, Analyze and Evaluate the inductive and deductive foundations of reasoning methods and knowledge claims within sciences and other fields of knowledge production: the role of empiricism, first principles, falsifiability, assumptions and paradigms, etc.
- Analyze and evaluate inductive arguments: causal reasoning, generalizations, probability, statistical and analogical reasoning.
- Apply Aristotelian theories of syllogistic logic as they perform logical tests for validity and soundness, using Venn Diagrams and other forms of validity testing.

- Identify logical fallacies that distort, deceive, or that weaken arguments. Recognize ambiguous, presumptuous, irrelevant and other discursive and logical manipulations, in their own arguments and in others.
- Analyze how disciplinary knowledges are affected by the discursive schema of spheres outside of their discipline, and explore strategies for communication and debate between disciplines, methodologies and spheres.
- Identify and analyze issues and discourses from a variety of points of view, and with different methodologies.
- Integrate models of argumentation within their own disciplinary studies, professional arenas, and public life.
- Deconstruct and analyze the logical (and illogical) dimensions of argument, and integrate these skills in the formulation and evaluation of their own arguments.
- Strengthen their ability to hear, understand and respond cogently and critically to those ideas and positions encountered in everyday life, in the classroom, and in the public sphere.
- Develop skills that will enable them to respectfully and effectively participate in public and professional life with those who differ in perspectives and positions on important issues.

Grading Scale

Final Grade Distribution

<i>Grade:</i>	A	A-	B+	B	B-	C+
<i>Percent:</i>	≥ 94%	≥ 90%	≥ 87%	≥ 84%	≥ 80%	≥ 77%

<i>Grade:</i>	C	C-	D+	D	D-	E
<i>Percent:</i>	≥ 74%	≥ 70%	≥ 67%	≥ 64%	≥ 60%	< 60%

Course Grading Policies

Grading Criteria/Rubrics: See rubrics in assignments on Canvas

Grading Turnaround Time: I will try to have assignments graded within a week of being submitted.

Late Submissions: Late assignments will have 10% deducted from the assignment (not your grade) for every day they are late (including weekends). In other words, if the assignment, e.g., a quiz worth 10 points, is one day late, one point will be deducted and so you cannot earn a grade higher than 9; if it's two days late, two points will be deducted and so you cannot earn a grade higher than 8. Consequently, you will not receive any credit for assignments that are more than 9 days late. Further, no late assignments will be accepted after the day of the final exam or, if the class doesn't have a final, the day the final would be given.

Extra Credit: Students are expected to earn their grades with the assignments given. I generally do not give extra credit assignments. However, I sometimes offer extra credit summary/opinion papers when there are fitting public philosophy conferences or lectures either on campus or in the community. If you discover an event that you think fits the course, let me know and I will consider it.

Additional Class Policies

Technology in the Classroom

Please turn off your cell phone unless you have informed me in advance that you meet one of these conditions:

- you are an EMT or firefighter
- you are the parent of a young child for which you must be available
- you are waiting for an emergency call

If you are expecting a call that meets these conditions, please keep your phone on vibrate and step outside to take the call. Otherwise please put your cell phones away at the start of class and keep them away during the entire class time. Do not continually "check" your phone. Students in this class must come prepared to leave their other commitments at the door and give their attention to this seminar.

No text messaging is permitted under any circumstances. Any student caught using their phone except as outlined here will be marked absent for the day.

No recording devices of any kind are permitted unless authorized in advance.

I strongly discourage using a computer to take notes. Studies

Links to an external site. indicate that students learn better when they take notes by hand. Furthermore, the temptation to check social media is often too strong to resist, and not only distracts the student using it but their classmates as well. If you must use a computer to take notes, please sit in the back row of the classroom.

Academic Dishonesty & Plagiarism

Academic dishonesty is not tolerated at SLCC. Academic dishonesty refers to actions such as, but not limited to, cheating, plagiarism, having someone else do your work, copying someone else's work, etc., and includes all situations where students make use of the work of others and claim such work as their own even though some wording, method of citation, or arrangement of evidence, ideas, or arguments have been altered. Thus, it is expected that all assigned work for this course will be entirely original. In cases of academic dishonesty, the student involved will receive a grade of "0" on the assignment for a first offense. A second offense garners a grade of "E" for the course and will be reported to the Registrar and the Office of Student Services and will go on the student's permanent record.

Please familiarize yourself with the Student Code of Conduct. This document lists your rights, your full responsibilities, the penalties to be imposed if you do not follow them (especially regarding cheating and plagiarism), and the recourse you may have.

Before you are tempted to plagiarize – or if you are unsure if what you are thinking of doing falls under the definitions of academic dishonesty – please come and see me for guidance and clarification. There's a lot we can do to avoid what might become academic dishonesty before it becomes so.

Academic Dishonesty & AI (e.g., ChatGPT)

ChatGPT and other LLMs are artificial intelligence (AI) chatboxes that are used to write papers, essays, brief answers, etc. The use of any AI is strictly prohibited in this class, including brainstorming, structuring, as well as grammar and spellchecking. This means you should not use Grammarly to edit your writings since it uses AI to do so. Every relevant assignment in this class will be automatically run through Copyleaks' plagiarism

detection software with the ability to detect whether a text was generated using AI. Any assignment (e.g., quiz, essay, paper, etc.) that is flagged for using AI will receive a "0" for a first offense and the student will be asked to meet with me. A second offense garners a grade of "E" for the course and will be reported to the Registrar and the Office of Student Services.

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Roll Call Attendance	Assignment	100
8/25	SUBMIT: Assignment #1 - Syllabus Quiz and Reading Pledge	Quiz	10
9/8	SUBMIT: Assignment #2 - Ch. 1 "Introduction to Critical Thinking"	Quiz	10
9/8	SUBMIT: Assignment #3 - Ch. 2 "Recognizing Arguments"	Quiz	10
9/15	SUBMIT: Assignment #4 - Ch. 3: Basic Logical Concepts: Part 1 - Deductive vs Inductive Reasoning	Quiz	10
9/15	SUBMIT: QUIZ #1 - Chs. 1 & 2	Quiz	10
9/22	SUBMIT: Assignment #5 - Ch. 3: Basic Logical Concepts: Part 2 - Common Patterns of Arguments	Quiz	10

Due Date	Assignment Name	Assignment Type	Points
9/29	SUBMIT: Assignment #6 - Ch. 3: Basic Logical Concepts: Part 3 - Validity, Soundness: Strength, Cogency	Quiz	10
9/29	SUBMIT: QUIZ #2 - Ch. 3 (All Parts)	Quiz	10
10/6	SUBMIT: Assignment #7 - Ch. 8 Evaluating Arguments and Truth Claims	Quiz	10
10/13	SUBMIT: Assignment #8 - Ch. 9 A Little Categorical Logic	Quiz	10
10/14	IN CLASS: Test #1	Assignment	100
10/20	SUBMIT: Assignment #9 - Logical Fallacies	Quiz	10
10/20	SUBMIT: Capstone Project #1	Assignment	50
10/27	SUBMIT: Assignment #10 - Cognitive Biases	Quiz	10
10/27	SUBMIT: QUIZ #3 - Ch. 9, Fallacies & Biases	Quiz	10
11/3	SUBMIT: Assignment #11 - Ch. 7 Analyzing Arguments	Quiz	10
11/3	SUBMIT: Capstone Project #2	Assignment	50

Due Date	Assignment Name	Assignment Type	Points
11/10	SUBMIT: Assignment #12 - Ch. 11: Inductive Reasoning - Part 1	Quiz	30
11/17	Quiz #4 - Chs. 7 & 11	Quiz	10
11/17	SUBMIT: Assignment #13: Ch. 11: Inductive Reasoning - Part 2	Quiz	10
11/24	SUBMIT: Assignment #14 - Ch. 15: Science and Pseudoscience	Quiz	10
12/1	SUBMIT: Assignment #15: Bayesian Reasoning	Quiz	10
12/8	SUBMIT: Capstone Project #3	Assignment	100
12/8	SUBMIT: QUIZ #5 - Ch. 15 & Bayesianism	Quiz	15
12/11	IN CLASS: Test #2	Assignment	100
12/11	SUBMIT: ePortfolio	Assignment	50

Coursework & Assignment Descriptions

- Attendance & Participation (10%):** Class participation is vital to your success in this class. Absences and tardiness must be kept to a minimum. You will be afforded three free absences. If you miss more than seven classes, you may receive a failing grade for the course. If you are not in class, you are missing lectures, and discussions and the other students will miss your insightful comments. Anyone who misses class is solely responsible for the materials and assignments missed.

- **Unit Assignments (15%):** There are fifteen Canvas assignments in this class. Each assignment is worth 1% of your total course grade. These assignments (except for the syllabus assignment) will consist of questions from the chapter exercises and sometimes creative applications and should be done at home on CANVAS after reading the assigned chapter(s). You may do the assignments as many times as wish to ensure you get 100%. These assignments are designed for you to practice the analytical skills and knowledge you are encountering in each unit. Don't take these for granted! They are the building blocks for the quizzes and tests to come.
- **Quizzes (20%):** There are five Canvas quizzes in this class. Each quiz is worth 4% of your total course grade. These quizzes will be done at home on Canvas and will deal with the concepts learned from the assignments done before it. For example, quiz #1 will deal with the concepts learned from assignments #1 & #2. You may take these quizzes exactly twice. You are not allowed to use class notes or the textbook to complete the quizzes.
- **Tests (30%):** There will be two in-class tests. Each test is worth 15% of your grade. The tests will deal with the concepts found within the assignments and quizzes done before them and the questions will be like the questions in those assignments and quizzes.
- **Signature Assignment (25%):** Signature assignments (which I say more about below) are designed to address two or more of SLCC's General Education Student Learning Outcomes, as well as to enable a "real-world" application of knowledge. To that end, the signature assignment in this class is specifically designed to demonstrate and apply the development of effective communication, information literacy, and especially the ability to think both critically and creatively, using the tools and skills of reasoning that you have been honing in each of the course's units.
 - For this assignment, you will create three unit capstone projects, each due at the end of its corresponding unit. (See course schedule for due dates, and our Canvas site for more detailed instructions as each unit begins). You will

also upload these three projects onto your PHIL 1250 General Education ePortfolio page.

Project Descriptions and Percentage Values:

- **First capstone project (5%):** This assignment will focus on formal argument analysis. For this assignment, you will find an argument about a topic that interests you and engage in several steps of argument analysis. See this assignment's description and details.

- **Second capstone project (5%):** This assignment will explain logical fallacies, cognitive biases, and other obstacles to clear reasoning and communication. For this assignment, you will create a video, poster, drawing, or some other multimedia presentation. See this assignment's description and details.

- **Third capstone project (10%):** This assignment will revolve around identifying types of arguments and reasoning within a specific sphere of discourse that you select and argument diagramming, evaluating, and responding effectively. See this assignment's description and details.

- **ePortfolio (5%):** After completing the three capstone projects for your Signature Assignment Portfolio, you will upload those projects to your SLCC General Education ePortfolio. See this assignment's description and details.

General Education Information

General Education Statement

This course fulfills the **CM** requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning.

General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections between such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

ePortfolios

Each student in general education courses at SLCC is to create and maintain a General Education ePortfolio. Instructors in every general education course will ask you to put at least one assignment from the course (known as the "Signature Assignment") into your ePortfolio and accompany it with reflective writing.

The Many Uses of ePortfolios

Your General Education ePortfolio tells your SLCC learning story. Your ePortfolio enables you to introduce yourself to your professors and classmates, showcase your learning, and reflect on how your courses connect to each other, your life, goals, and community. The ePortfolio is intended to help you connect with other students and communicate with professors about how you learn, what you are taking away from your experience, and what supported your learning in their class. Professors can use your ePortfolio to get to know you before class and use your reflections and signature assignments to continuously improve their teaching.

Your General Education ePortfolio will also help you weave together the concepts you learn across all general education courses. To do this, each general education course you take at the college will ask you to demonstrate your engagement with the general education learning outcomes by designing a course-specific ePortfolio page that includes a course-specific "Signature Assignment" and reflection. When you finish your time at SLCC, your ePortfolio can provide a multimedia showcase of your educational experience and tell the story of your learning growth while at SLCC. You can learn more by visiting the [ePortfolio help site](#).

Connect Your ePortfolio to MySLCC

For us to learn from your ePortfolio and provide effective support, your ePortfolio must be connected to your MySLCC account. To connect your portfolio to MySLCC:

1. Copy the URL for your ePortfolio from the web browser.
2. Click [here](#) and then click "Submit" under General Education ePortfolio.
3. Paste the link to your Welcome page and click "Save."
4. Finally, confirm that everything worked by clicking on the link and making sure it goes to your Gen Ed ePortfolio Welcome page.

Need Assistance?

If you would like virtual or in-person help with your ePortfolio please [sign up here for an ePortfolio appointment](#). Questions regarding the ePortfolio can be directed to ePortfolio@slcc.edu

Course Content Warnings/Trigger Warnings

Please be advised that this course may include discussions, readings, and other content that some students might find distressing or triggering. Specifically, the course may cover topics such as:

- Violence or traumatic events
- Sensitive social and political issues
- Discussions of mental health, including depression and anxiety
- Graphic or explicit descriptions and imagery
- Any other specific content relevant to the course

Our aim is to explore these topics thoughtfully and respectfully, understanding their importance in our field of study. However, we recognize that such material can be challenging. If you have concerns about your ability to engage with certain course materials due to past experiences or personal reasons, please feel free to discuss this with me privately. We can explore alternative ways for you to engage with the material while ensuring your educational experience is not compromised.

Your well-being is important, and support services are available through the college's counseling support services should you need them.

Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, please visit the Institutional Syllabus under the Advising and Counseling Support Services tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

How to Navigate to Canvas

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, please visit the Institutional Syllabus under the Tutoring and Learning Support tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

You can access the document by clicking on the following link:

<https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>

Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)

PHIL1250 REASONING AND RATIONAL DECISION-MAKING

Instructor: | Email: Use Canvas Inbox

Welcome to the Homepage for PHIL1250 Reasoning and Rational Decision-Making. The easiest way to navigate this course is to use the course schedule below, which contains links to all course readings, videos, podcasts, quizzes, assignments, and tests.

Required Texts

- Bassham, Gregory, et al. *Critical Thinking: A Student's Introduction*. 7th ed. New York, NY: McGraw-Hill Companies, Inc., 2022. (ISBN: 9781264296064)
- CANVAS Readings (Embedded in the course schedule)

Course Syllabus

Please carefully read through the [course syllabus](#).

Course Schedule

This is the complete course schedule for the course. It contains the readings, assignments, and due dates as well as links to their location on Canvas. All of the items that are listed should be completed by that particular day unless otherwise noted.

The schedule is color-coded to indicate readings, videos or podcasts, assignments, quizzes, and tests. *(Do not worry if you cannot distinguish between the colors above. All the relevant information is contained in the table below.)*

PHIL1250: Reasoning and Rational Decision-Making			
COURSE SCHEDULE			
Week 1: Welcome, Syllabus, and Handouts			
DATE	DAY	TYPE	ASSIGNMENT
Aug 21	W	READ	Course Syllabus
		SUBMIT	Assignment #1 - Syllabus Quiz and Reading Pledge (Due by 11:59 PM MST Sunday this week)
Week 2: Introduction to Critical Thinking			
DATE	DAY	TYPE	ASSIGNMENT
Aug 26	M	READ	King Nathan L -- Ch. 2 The Intellectual Virtues from Excellent Mind Intellectual Virtues for Everyday Life.pdf
Aug 28	W	READ	TEXTBOOK: Ch. 1: Introduction to Critical Thinking
		WATCH	April Herbert: Lecture: Ch. 1: Introduction to Critical Thinking
		SUBMIT	Assignment #2 - Ch. 1 "Introduction to Critical Thinking" (Due by 11:59 PM MST Sunday this week)
Week 3: Recognizing Arguments			

DATE	DAY	TYPE	ASSIGNMENT
Sep 02	M	No Class: Labor Day!	
Sep 04	W	READ	TEXTBOOK: Ch. 2: Recognizing Arguments
		WATCH	April Herbert: Lecture: Ch. 2: Recognizing Arguments
		SUBMIT	Assignment #3 - Ch. 2 "Recognizing Arguments" (Due by 11:59 PM MST Sunday this week)
		SUBMIT	QUIZ #1 - Chs. 1 & 2 Due by 11:59 PM MST Sunday this week)
Week 4: Basic Logical Concepts (Part 1)			
DATE	DAY	TYPE	ASSIGNMENT
Sep 09	M	READ	TEXTBOOK: Ch. 3 Basic Logical Concepts (pp. 56-64)
		WATCH	April Herbert: Lecture: Ch. 3: Basic Logical Concepts: Part 1 - Deductive vs Inductive Reasoning
Sep 11	W	SUBMIT	Assignment #4 - Ch. 3: Basic Logical Concepts: Part 1 - Deductive vs Inductive Reasoning (Due by 11:59 PM MST Sunday this week)
Week 5: Basic Logical Concepts (Part 2)			
DATE	DAY	TYPE	ASSIGNMENT
Sep 16	M	READ	TEXTBOOK: Ch. 3: Basic Concepts in Logic (pp. 65-74)
		WATCH	April Herbert: Lecture: Ch. 3: Basic Logical Concepts: Part 2 - Common Patterns of Arguments
Sep 18	W	SUBMIT	Assignment #5 - Ch. 3: Basic Logical Concepts: Part 2 - Common Patterns of Arguments (Due by 11:59 PM MST Sunday this week)
Week 6: Basic Logical Concepts (Part 3)			
DATE	DAY	TYPE	ASSIGNMENT
Sep 23	M	READ	TEXTBOOK: Ch. 3: Basic Concepts in Logic (pp. 75-88)
		WATCH	April Herbert: Lecture: Ch. 3: Basic Concepts in Logic: Part 3 - Validity, Soundness: Strength, Cogency
Sep 25	W	SUBMIT	Assignment #6 - Ch. 3: Basic Logical Concepts: Part 3 - Validity, Soundness: Strength, Cogency (Due by 11:59 PM MST Sunday this week)
		SUBMIT	QUIZ #2 - Ch. 3 All Parts (Due by 11:59 PM MST Sunday this week)

Week 7: Evaluating Arguments and Truth Claims			
DATE	DAY	TYPE	ASSIGNMENT
Sep 30	M	READ	TEXTBOOK: Ch. 8: Evaluating Arguments and Truth Claims (pp. 197-209)
Oct 02	W	WATCH	April Herbert: Lecture: Ch. 8: Evaluating Arguments and Truth Claims
		WATCH	Jackson, Liz - What is a Defeater? Epistemology 101
		SUBMIT	Assignment #7 - Ch. 8: Evaluating Arguments and Truth Claims (Due by 11:59 PM MST Sunday this week)
Week 8: A Little Categorical Logic			
DATE	DAY	TYPE	ASSIGNMENT
Oct 07	M	READ	TEXTBOOK: Ch. 9: A Little Categorical Logic
Oct 09	W	WATCH	Mick Presnell: Venn Diagrams and Testing Validity
		SUBMIT	Assignment #8 - Ch. 9: A Little Categorical Logic (Due by 11:59 PM MST Sunday this week)
Week 9: Logical Fallacies			
DATE	DAY	TYPE	ASSIGNMENT
Oct 14	M	IN CLASS	Test #1
Oct 16	W	READ	Kelley, David, and Debby Hutchins — Ch3 Fallacies
		WATCH	April Herbert: Lecture: Ch. 5: Logical Fallacies I - Fallacies of Relevance
		WATCH	April Herbert: Lecture: Ch. 6: Logical Fallacies II - Fallacies of Insufficient Evidence
		SUBMIT	Assignment #9 - Logical Fallacies (Due by 11:59 PM MST Sunday this week)
		SUBMIT	Capstone Project #1 (Due by 11:59 PM MST Sunday this week)
Week 10: Cognitive Biases			
DATE	DAY	TYPE	ASSIGNMENT
Oct 21	M	READ	Kelley, David and Debby Hutchins — Ch4 Cognitive Biases
		WATCH	Watch Two of the Following Videos: <ul style="list-style-type: none"> Confirmation Bias Belief Bias Hindsight Bias

			<ul style="list-style-type: none"> • Heuristics • The Representativeness Heuristic • Example of the Representativeness Heuristic
Oct 23	W	WATCH	Watch Two of the Following Videos: <ul style="list-style-type: none"> • The Availability Heuristic • Example of the Availability Heuristic • The Anchoring Heuristic • Cognitive Dissonance Theory • Fundamental Attribution Error
		SUBMIT	Assignment #10 - Cognitive Biases (Due by 11:59 PM MST Sunday this week)
		SUBMIT	QUIZ #3 - Ch. 9, Fallacies & Biases (Due by 11:59 PM MST Sunday this week)

Week 11: Analyzing Arguments

DATE	DAY	TYPE	ASSIGNMENT
Oct 28	M	READ	TEXTBOOK: Ch. 7: Analyzing Arguments (pp. 169-180)
		WATCH	April Herbert: Lecture: Ch. 7 Analyzing Arguments - Part 1
Oct 30	W	READ	TEXTBOOK: Ch. 7: Analyzing Arguments (pp. 180-195)
		WATCH	April Herbert: Lecture: Ch. 7 Analyzing Arguments - Part 2
		SUBMIT	Assignment #11 - Ch. 7 Analyzing Arguments (Due by 11:59 PM MST Sunday this week)
		SUBMIT	Capstone Project #2 (Due by 11:59 PM MST Sunday this week)

Week 12: Inductive Reasoning (Part 1)

DATE	DAY	TYPE	ASSIGNMENT
Nov 04	M	READ	TEXTBOOK: Ch. 11: Inductive Reasoning (pp. 298-313)
		WATCH	Michael FitzGerald: Inductive Generalization
		WATCH	Michael FitzGerald: Statistical Syllogism
		WATCH	Michael FitzGerald: Reasoning by Analogy
Nov 06	W	SUBMIT	Assignment #12 - Ch. 11: Inductive Reasoning - Part 1 (Due by 11:59 PM MST Sunday this week)

Week 13: Inductive Reasoning (Part 2)

DATE	DAY	TYPE	ASSIGNMENT
Nov 11	M	READ	TEXTBOOK: Ch. 11: Inductive Reasoning (pp. 315-337)
		WATCH	Michael FitzGerald: Causal Reasoning

		WATCH	Michael FitzGerald: Mill's Method
		WATCH	Michael FitzGerald: Causation and Correlation
Nov 13	W	SUBMIT	Assignment #13: Ch. 11: Inductive Reasoning - Part 2 (Due by 11:59 PM MST Sunday this week)
		SUBMIT	QUIZ #4 - Chs. 7 & 11 (Due by 11:59 PM MST Sunday this week)
Week 14: Science and Pseudoscience			
Nov 18	M	READ	TEXTBOOK: Ch. 15: Science and Pseudoscience
Nov 20	W	WATCH	April Herbert: Lecture: Ch. 15: Science and Pseudoscience
		SUBMIT	Assignment #14 - Ch. 15: Science and Pseudoscience (Due by 11:59 PM MST Sunday this week)
Week 15: Science and Pseudoscience (continued)			
DATE	DAY	TYPE	ASSIGNMENT
Nov 25	M	READ	Godfrey-Smith, Peter -- Theory and Reality - An Introduction to the Philosophy of Science- Bayesianism
		WATCH	Veritasium: The Bayesian Trap
		WATCH	3Blue1Brown: Bayes' Theorem
		WATCH	Wireless Philosophy: Bayes' Theorem
		SUBMIT	Assignment #15: Bayesian Reasoning (Due by 11:59 PM MST Sunday this week)
Nov 27	W	No Class: Thanksgiving Break!	
Week 16: Bayesian Reasoning			
DATE	DAY	TYPE	ASSIGNMENT
Dec 02	M	READ	Metcalf, Thomas -- The Probability Calculus
		READ	Metcalf, Thomas -- Bayesianism
Dec 04	W	SUBMIT	QUIZ #5 - Ch. 15 & Bayesianism (Due by 11:59 PM MST Sunday this week)
		SUBMIT	Capstone Project #3 (Due by 11:59 PM MST Sunday this week)
Week 17: Finals			
DATE	DAY	TYPE	ASSIGNMENT

Dec 11	W	IN CLASS	Test #2 from 9:10 - 11:10 AM
		SUBMIT	ePortfolio (Due by 11:59 PM MST Tonight)

Canvas Help!

Instructure Support Hotline	Live Chat Support	Email
Call 385-204-4930	Access "Live Help" by clicking on the icon on the Global Navigation Menu in Canvas	support@instructure.com