

Bowie State University
College of Arts & Sciences
Department of History & Government

FALL 2021: AUGUST 30-DECEMBER 13, 2021
Course Syllabus and Schedule of Learning Activities (3 Credits)

ONLINE COURSE & LEARNING: INFORMATION AND INSTRUCTIONS

Course: Intro to Principles of Reasoning (Logic) **Instructor:** Benjamin Arah, Ph.D.
Course # & Section: Phil 103-555-1176 **Office Bldg.:** MLK 0207
Class Schedule: Fully & Completely Online **Office Phone:** (240) 355-4247
Location: Virtual World via BSU Blackboard **E-Mail:** barah@bowiestate.edu
Zoom Meeting Hours: MW @ 8:00 a.m.-12:00 p.m. and/or by Appointments

COURSE OVERVIEW AND INTRODUCTION

Description: This course is an introduction to philosophy (logic) and critical thinking skills, including the study of informal fallacies and formal fallacies, diagramming of arguments, deductive and inductive reasoning, and symbolic logic.

According to the American Philosophical Association's Committees on the Status/Future of the Profession and Career Opportunities, "logic is concerned to provide sound methods for distinguishing good/correct from bad/incorrect reasoning. It helps us assess how well our premises support our conclusions, to see what we are committed to accepting when we take a view, and to avoid adopting beliefs for which we lack adequate reasons. Logic helps us to find arguments where we might otherwise see a set of loosely statements, to discover assumptions we did not know we were making, and to formulate the minimum claims we must establish if we are to prove (inductively support) our point" (1981).

MODE OF OR FORMAT FOR CONTENT DELIVERY

This is a fully or completely an online course with both synchronous and asynchronous interactive communication. An "online course" is a course is remotely or electronically delivered and which is intentionally designed and developed to be offered in virtual learning environment with the mediation or integration of certain required media technologies. As an online course, the instructor posts both the course content and instructions in the BSU Blackboard and students will have a 24/7 flexible to access to the reading materials, complete and submit written assignments, and interact with both the other students and the faculty via the appropriate media technologies (computer, phone, the internet, e-mail, Blackboard, and the Zoom). In an online course (like this), both students and the instructor are geographically dispersed or separated in space and time, but will continue to interactively communicate synchronously (in real-time using the Zoom) and asynchronously (not in-real time). Hence, teaching and learning will be done electronically, virtually or remotely.

NOTE ABOUT THE ZOOM VIDEO (CAMERA) REQUIREMENT: It is important that students understand that the Zoom meeting is a cloud-based teleconferencing service that allows the meeting participants or class attendees to virtually/remotely and actively interactive with each other (share and discuss the information: course content) via the use of computer, the internet and other applicable media technologies. One good feature about the Zoom meeting is that it is a live chat organized and coordinated around the use of both video and audio; and, for students, to be present and meet the basic attendance requirement, they “must” endeavor to switch on their camera all through the session, even if or when microphones are muted. Zoom is a cloud-based video communications, and the students’ videos should be visible to the other participants. Please be advised that the instructor shall take class attendance based on the number of students who display themselves via the Zoom video and would not hide themselves behind the screen. In this regard, the instructor is recommending that students who are in class (via the Zoom technology) switch their camera on, but to “mute” their microphone (except when they are asked to speak or have something meaningful to contribute during the session. Zoom meeting is **OPTIONAL!**

Because this is a fully or completely an asynchronous online course, that starts on August 30-December 13, 2021; we will have the weekly Zoom meeting on Monday @ 9:00-9:50 a.m. The instructor will provide the link information (already available via the Course Syllabus & Other Information) for students to access and join.

Students should click on the links provided to access the highlighted area for additional **Orientation** information and tutorials, and carefully review/read the instructions to be able to understand what they need to do to succeed and excel in this online learning course.

To get started, please go to the BSU Blackboard, take the time to go through some of the items on the Course Menu to learn about their contents and spend some time in the virtual learning environment to learn to find certain information and materials, for “practice makes permanent.” On the left side of the course website, students will find the Course Menu that contains the functional components arranged in this specific order as follows:

- START HERE, FIRST!
- ANNOUNCEMENTS
- COURSE SYLLABUS & OTHER INFORMATION
- MODULES & MATERIALS
- INTERACTIVE FORUM
- GRADED ASSIGNMENTS
- GROUP COLLABORATION
- ZOOM MEETING LINK
- EXTRA-CREDITS TASKS
- ADDITIONAL RESOURCES
- VIEW MY GRADES
- HELPDESK & THE Bb
- MISCELLANEOUS

The Prerequisites: Principles of Reasoning is an introductory level course in philosophy and logic, and ENGL 101 is the basic prerequisite course that enables students to read and write. However, students should read with maximum comprehension, write eligibly and intelligently, and think both creatively and critically as well as persuasively.

Rationale: This course, for some majors and/or programs, is or can be taken to meet the general elective requirement.

Emerging Issues: Students will examine the issue and arguments for global warming and climate change to gain an understanding of the nature of environmental crisis and its impact on the future of human race and our role in creating a friendly environment. Go to <https://earthcharter.org/read-the-earth-charter/> and read about *The Earth Charter* (as the new global movement and a powerful initiative). Then write a quality, argumentative and reflective paper (no less than 4 pages) discussing and addressing *The Earth Charter's* 16 principles, challenges, vision, promise, responsibilities and articulate “the Way Forward.” In your paper, please try to address the question:

- a) “what is the Earth Charter”?
- b) discuss the four (4) Pillars (with their 16 principles) of the Earth Charter); and
- c) explain “The Way Forward” (for 5% and, please know that, it is **optional!**).

Disability Policy Statement: Students with disabilities who wish to receive the required ADA accommodation considerations, or have any type of physical challenges and other needs should communicate their interests to or contact Dr. Michael Hughes (Disability Coordinator & Academic Advisement Specialist). His office is in the Basement Floor of Thurgood Marshall Library (in Room 8212), and phone is (301) 860-4067.

COURSE MATERIALS

- 1) **Required Textbook & Other Readings:** The Primary Textbook (that students are required to secure/purchase and have for the course) is

Patrick J. Hurley. (2018). *A Concise Introduction to Logic* (13th ed.). Stamford, CT: Cengage Learning. ISBN: 13:978-1-285-19654-1 or 10:1-285-19654-6. This book is and can be purchased from the BSU Bookstore @ (301) 860-4352.

- 2) 2nd Material (for the Reading Comprehension and Criticism Assignment) is this:

Arah, Benjamin. (2012). “Socrates, Thoreau, Gandhi and the Philosopher/Social Activist-Dr. King: Politics of Civil Disobedience and the Ethics of Nonviolence Direct Action” (pp. 275-295). In Robert Birt (ed.), *The Philosopher-King: Critical Essays on the Liberatory Philosophy of Martin Luther King, Jr.* Lanham, MD: Lexington Books/Rowman & Littlefield Publishing Group.

Note Well: Please be advised that the instructor has placed a copy of this article, for your easy access, on the BSU Blackboard via the class shell or site-in the Modules & Materials

section (Course Menu Item). Access it, and then follow the instructions about completing the assignment (which is for 10%) and submitting as at when due.

3) Additional/Recommended or Supplementary Reading Materials:

Baronett, Stan. (2013). *Logic* (2nd ed.). New York: Oxford University Press.

Boyd, Robert. (2003). *Critical Reasoning and Logic*. New Jersey: Pearson Prentice-Hall.

Copi, Irvin M. and Carl, Cohen. (2005). *Introduction to Logic*. NJ: Pearson Prentice-Hall.

Holowchak, M. Andrew. (2011). *Critical Reasoning & Philosophy* (2nd ed.). Lanham, MD: Rowman & Littlefield Publishers, Inc.

Kelley, David. (2014). *The Art of Reasoning: An Introduction to Logic and Critical Thinking* (4th ed.). New York: W. W. Norton & Co, Inc.

Herrick, Paul. (2013). *Introduction to Logic*. New York: Oxford University Press.

Vaughn, Lewis. (2008). *The Power of Critical Thinking*. NY: Oxford University Press.

METHODS OF INSTRUCTIONS: The methods of instructions, in this course, would include the following:

- traditional lectures with assigned readings and handouts to illuminate/challenge students
- weekly in-class/online participation and discussions on the selected topics, cases or assignments
- study group/collaborative presentations on the assigned materials/chapter(s)
- viewing and interpretive analysis of the relevant/appropriate CD/Video-tapes
- book critique or report of a selected text (that students cannot easily find online)
- several written assignments (examinations, book review, short essay on emerging issue, weekly online discussions in the forum, study group/collaborative power point presentations, and possible extra-credit opportunities or projects); and
- guest lecturers or use of videos to peak on and address selected/relevant issues

Student Learning Objectives and Expected Outcomes

A) Learning Objectives: This course is designed to enable students

- 1) write essays that demonstrate sound reasoning, critical analysis and coherence
- 2) develop summaries of position papers
- 3) distinguish (structured/philosophical) arguments from other non-arguments
- 4) analyze and evaluate arguments by identifying the premises(es) and conclusion
- 5) learn to use the method of refutation by analogy (or counter-example)
- 6) construct correct definitions by using the rules or criteria for (legal) definitions
- 7) express an ordinary statement in categorical form
- 8) distinguish inductive arguments from deductive arguments (as types of logic)
- 9) identify 7 immediate inferences including the traditional square of opposition
- 10) perform valid inferences with conversion, obversion and contraposition
- 11) transform arguments into standard form
- 12) use Venn diagrams to represent categorical syllogisms
- 13) use syntactical rules to determine the validity of categorical syllogisms
- 14) evaluate inferences which depend on the existential presupposition for their validity
- 15) identify hidden premiss(es) and supply unexpressed conclusions
- 16) list some examples of informal fallacies, explain why they occurred
- 17) demonstrate the practical application of logic, including identifying fallacies in newspaper and journal articles or exercises in the textbook
- 18) use the Blackboard to access course information, engage in interactive communication with other students, using the internet technologies to do the assignments; and
- 19) engaging in analogical reasoning with a focus on moral and legal reasoning.

B) Expected Learning Outcomes: Students will be required to complete the following:

1. Write an argumentative essay on an emerging issue about global warming/climate change, for 5% (optional), and the reading comprehension assigned material for critical thinking and analysis (for 10%). In writing the short papers, students are to demonstrate sound reasoning, critical thinking, and discuss ways to avoid committing some of the listed informal or formal fallacies as well as convey the ability to deal with complex issue/ideas and provide supporting evidence for or against any claim. Students are expected to take a position on an issue and defend it with clear and sound reasoning [GENED 1a, b; 2 a; 3a]
2. Actively participate in the weekly online discussions and collaborate with other students on the assigned Study Group assignments to develop enough slides for the power point presentations on the assigned reading materials, using technology [GENED 1a, b; 3, a, b; 4, a, b, c, d]

3. Participate in all the graded written assignments (two examinations, the weekly online interactive forum, and possible projects for extra-credit opportunities). The examinations are designed to test students' understanding and knowledge of the course content or materials, and a grade of "C" or better is needed to demonstrate gained knowledge and proficiency [GENED 1a, b; 2 a; 3a, b; 4a, b]; and
4. Be able to identify and name some of the informal and formal fallacies in both Chapters 3 and 5, learn how to analyze and/or diagram arguments with the ability to identify both the premisses and conclusions, and be able to distinguish the three syllogistic arguments: categorical, disjunctive, and hypothetical [GENED 1a, b; 2a; 3a, b; 4a, b].

The Competencies:

A) NCATE Curriculum Themes

- i) Academic Scholar: Objectives 8, 17
- ii) Effective Practitioner: Objective 17
- iii) Technological Applications: Objective 18
- iv) Multiple Forms of Assessment: Objectives 1, 2
- v) Special Population Perspectives: Objectives 12, 13, 19
- vi) Reflective Practitioner: Objectives 3, 4, 8, 15, 16, 17
- vii) Personal and Interpersonal Perspectives: Objectives 1, 2, 19.

B) The General Education (GENED) Competency Areas:

1. Written and Oral Communications

- a. Analyze and discuss critical issues and recurring themes in the discipline.
- b. Make interpretations and present those ideas in writing.

2. Scientific and Quantitative Reasoning

- a. Apply scientific methods of inquiry during investigations.
- b. Critical Analysis and Reasoning
- c. Apply skills in analysis, synthesis and problem solving.
- d. Apply logical reasoning in the examination and resolution of tasks.

3. Information Literacy and Technological Competencies
 - a. Identification of key concepts and terms that describe the information needed
 - b. Selection of the most appropriate investigative methods for accessing needed information
 - c. Using both the computer and internet technology to conduct and complete certain graded assignments
 - d. Participate in the study group/collaborative power point presentations using the Blackboard technology to post and access the slides postings.

COURSE REQUIREMENTS

Performance Evaluation Criteria, Grading System & Students' Responsibilities

a. Performance Evaluation Criteria: Students will be evaluated on the basis of attendance, examinations, short paper assignments, study group presentations, an article review/critique, active weekly student-student online interactive forum, and extra-credit opportunities. Attendance has to do with “camera-presence during the Zoom meetings, submitting the graded assignments on time or as at when due via the designated spaces, and the appropriateness and promptness of students’ weekly postings/responses. The graded assignments will include the following:

THE (SPECIFIC) ASSIGNMENTS	SCORES	INFORMATION & INSTRUCTIONS	DUE DATES
First Examination (covers Chapters 1-3 from the logic text and general points)	35%	GRADED ASSIGNMENT	Wednesday, October 20, 2021
Reading Comprehension and Critical Analysis Assignment(with citations)	10%	GRADED ASSIGNMENT (see reading assignment via the Graded Assignment area on Bb)	Wednesday, September 22, 2021
Group Collaboration (this assignment is a collaborative effort). Students must work with their assigned members OR risk losing 5% (automatically!)	10%	GROUP COLLABORATIVE ACTIVITIES The instructor assigns the groups	After First Exam, to be posted by Nov. 3 and will be followed with the Group power point presentation/Discussion on Nov. 10-17, 2021
Second Examination (covers Chapters 3-5 and Philosophy in general)	35%	REQUIRED & GRADED ASSIGNMENT Submit via the designated space	Thursday, December 2, 2021
Weekly Interactive Online Forum (3% per week based on the quality of the postings: Substantive and Students’ Responses). See the Rubric.	10%	REQUIRED AND GRADED, MUST BE DONE WITHIN THE TIMEFRAME	Aug. 30-Dec. 12, 2021
Emerging Issue Paper (see the Syllabus for the assignment and instructions)	5%	OPTIONAL ASSIGNMENT See the Syllabus (pp. 3-4 &12)	November 6, 2021
Possible Extra-Credit Opportunities	10%	TBA	N/A

THE TURN-AROUND-TIME FOR THESE ASSIGNMENTS: With the exception of the Weekly Online Forums, please be advised that I will provide constructive feedbacks for your written assignments within a reasonable time. For weekly discussions, I may comment on some selected postings or responses.

b. Grading System: The attainment of the learning objectives will be measured based on

90-99	A
80-89	B
70-79	C
60-69	D
50-/+	F

NOTE: Please be advised that we are not using the plus or minus grading system in this course. The final grade will not change unless there is an error in calculation, but the instructor reserves the right to adjust the grading scale in the computation of the grades.

c. Students' Requirements and Responsibilities

i) Students are required to log-in, at anytime and from anywhere (24/7), to access and have the required course information and reading materials, read/study/learn the assigned materials, do and submit the written assignments on time and as at when due to be successful, and endeavor to participate actively in the weekly online scheduled learning activities. Simply put, students are responsible for all the graded assignments, and lack of attendance and participation are the recipe for an "F" grade. Please read the Course Syllabus to familiarize oneself with the requirements and responsibilities in order to do well in the course.

ii) Every student is required to login and participate in the weekly interactive online discussions (via BSU Blackboard as the Learning Management System/LMS) with other students, on a weekly basis, and this is done via asynchronous communication. What is an "asynchronous learning"? It is the type of teaching and learning, via distance education, where students and the online instructor meet and interact in the virtual learning environment outside of the constraints of time and space (not in real-time). The type of our asynchronous, student-centered, learning will be done or conducted with the use of the following electronic devices: Blackboard (as the learning management system), e-mail or electronic mailing format, threaded weekly online forum for active and interactive communication and exchange of information, examinations, and other assignments that students can access and complete at anytime and from anywhere.

Note: Students are expected to log-in, at least, three times per week for the weekly online and other learning activities ne activities, and please know that these activities are duly recorded. When posting your answers, comments or responses, just type them in the appropriate spaces and "submit." Be advised that whatever is written and posted, in the online forum, is for public consumption and we need to be careful about what is said and how information should be communicated to avoid misrepresentation/misinterpretation.

Learn to write clearly, intelligibly, responsibly, straight to the point, and nothing personal or vulgar with the choice of words and language. Respect the differences in people and understand that we are in this class to learn for self-improvement, and do not try to compete with anyone but to learn with others collaboratively or cooperatively as we try to share and exchange information packaged as knowledge. Make learning a pleasurable, fun and an enriching experience!

iii) Every student is advised to avoid or minimize excessive absences that may result in him or her getting a failing grade in the course. Students are required to login into the BSU Blackboard in order to have access to the course, or course modules and materials, and actively participate in the learning activities. Since this is an online course, not participating in the weekly online forum and getting involved in the other scheduled learning activities would constitute having “unexcused absences.” Students should be better advised that attendance is taken and recorded when a student join the Zoom meeting with the camera on to enable the instructor and other students see his/her video during the class meeting. Thus, not putting the camera on and not allowing the other students to see the student’s video is not attendance. Simply put, students in a zoom meeting should not hide themselves from the instructor and other students, but are encouraged to turn their camera on and show or display their videos for all to see!

iv) Bowie State University does not recognize academic dishonesty as a legitimate means for fulfilling the requirements of a course. Therefore, “cheating” in any aspect of the assigned course work is jeopardizing one’s academic progress and success, and which result in having a grade of zero for that particular examination or in the course. Know that “plagiarism” which, as cheating (a serious form of academic dishonesty), should not be encouraged nor condoned. To avoid plagiarism, students should make sure that they cite all their sources, appropriately and professionally. In writing academic papers, it is important to use one of these manuals of style: the *American Psychological Association (APA)*, *Modern Language Association of America (MLA)*, and the *American Political Science Association Manual* or *The Chicago Manual/Turabian Style*.

v) There are two examinations which will be based on the Chapters (1-5) covered in the course. Students are responsible for all the graded assignments in this course, and need to ensure that the assignments are completed and submit as at when due without any exceptions. For students to do well and excel, they have to be able to apply themselves, manage their time effectively, avoid procrastination, meet the stipulated assignment deadlines, follow the instructions, develop and have good study habits, and be self-motivated as well as have the discipline to focus on completing the assignments with both determination and self-direction. Students should create the time to read/study the assigned materials, and organize themselves in ways that would allow them to be fully engaged with the assignments and actively participate in the group collaboration and in the weekly student-student interactive forum.

vi) There may be opportunities for students to do some extra-credit assignments in order to earn additional scores or points. So far, there are two such possibilities: the Emerging Issue (**Optional** Assignment) paper (see the Course Syllabus, pp. 3-4, for 5%).

vi) The submission of all graded assignments are the responsibility of each student, and the exams has to be done as per instructed and as at when due, via the designated space(s). Please see the specific rubrics for additional information and guideline.

d) The Guideline for the Graded Written Assignments:

i) Two Written Examinations: Students should do the written exams (First and Second Examinations, and must assume responsibility to ensure that the examinations are done and submitted as at when due/as scheduled, and via the designated spaces on the BSU Bb. The instructor will endeavor to share with students sample exam questions to help them in studying and preparing for the examinations. It is the responsibility of each student to do the examinations with utmost honesty or integrity to avoid any signs of impropriety or cheating (resulting in the student having a “zero” for the assignment or an “F” in the course). The instructor will post the examinations, via the Graded Assignments area, a day before the due dates and will give students almost 24 hours to complete and submit their answer sheets. The First Exam covers Chapters 1-3, and the Second exam covers Chapters 3-5; and each exam will be divided into three sections.

ii) The material for Reading Comprehension & Critical Analysis is posted, for your easy access, on the BSU Blackboard via the Graded Assignments section. Please access and read the assigned material, then write a summary or an analysis of it for no less than 4 pages (with appropriate citations). The last page should be reserved for the reference or bibliography where the student is required to list all the sources used for the assignment (in an alphabetical order). The summary or your analysis should cover the following:

- the authors' thesis stated in a few sentences
- author's purpose in or for writing the article
- what is the author's methodology or approach?
- what targeted audience does the author have in mind?
- what is the possible conclusion that can be drawn from reading the article?
- how would you assess the article in terms of its value and quality?
- what is the rationale for the article, and do you agree or disagree with the author?
- what arguments would you have to explain/justify its strength or weakness?
- did you interview or communicate with the author, when, how, and about what?
- share any other comments, remarks or suggestions, etc.

NOTE WELL: Students are required to cite all their sources and have the reference or bibliographic page (last page!). It is important that students also learn and know how to cite their sources using the APA, MLA or Chicago Manual of Style.

iii) Emerging Issue (Optional) Assignment: Each student may choose to write and submit a short essay or paper of no less than 3-4 pages long (typed, double-spaced and the pages numbered excluding the bibliographical or reference page) on the assigned reading topic as per the link (below). The instructor will be looking for the following:

1. Follow the instructions and answered the suggested questions
2. Is there a clarity of thesis statement or statement of the problem?
3. Does the paper reflect excellent organization, coherence of presentation to reflect careful reading of the assigned material, and an originality of thought?
4. Depth of research demonstrated by accurate information, critical thinking & sound analysis
5. Does the student demonstrate a clear use of Footnotes/Endnotes, correct use of bibliographic information, and the in-text citation formats?
6. With no more than one internet source used and cited
7. Are the signs/traces that the student copied and pasted making the paper untidy?
8. Correct grammar, syntax, and brevity of language with precise choice or economy of words.

NOTE WELL: For the Emerging Issue assignment, go to the internet for *The Earth Charter* via <https://earthcharter.org/read-the-earth-charter/> and read about this new global initiative. Then write a quality and reflective paper of about 3-4 or more pages, in an attempt to address and “discuss The Earth Charter’s 16 Principles, challenges, vision and explain what “the Way Forward” means. Students are to cite their sources, because “any sign of plagiarism will result in a final “F” grade. This includes copying, paraphrasing someone, borrowing or stealing materials from the internet or any other sources without proper notations and/or accurate citations.”

vi) The Weekly Interactive Online Forum: The instructor will develop weekly assignments for students to participate in and complete as individuals. Each week, students are required to have a major response on the assigned materials and post the responses as at when due, and must respond to the postings or responses of two or more students within the period.

For the Weekly Interactive Online Forum, the instructor of record will be looking at the following:

- a) Whether the student has made a “substantive” or major posting within reasonable time or during the assign period, and also whether the posting attracted thoughtful and reflective response from the other students in the course
- b) Whether the student’s comments and/or questions as posted contributed to and enhanced the overall quality of the weekly discussion and promoted meaningful deliberations; and
- c) Whether the comments and/or responses provided evidence that the student read and/or has a good grasp of the assigned reading materials, and whether the student presented ideas or dealt with the key concepts under consideration in a clear and coherent manner.

vi) Study Group/Collaborative Presentations: Each student will collaborate with the assigned study group. The list of members and the assigned reading assignments will

be posted in the Study Group area (via Course Menu), but the presentations will be in the designated area of the Weekly Online Forum (created by the instructor). The Group presentations should have or meet some of the following criteria or expectations:

- Names of the Study Group Members (who participated)
- Title of the Reading Assignment or Chapter & Page Numbers
- Author's Name(s), Major Thesis or what the Chapter is all about
- Outline of the Supporting Arguments
- Analysis: This portion is an assessment of the strong and weak points of what the assignment is. Address the implications of the author's work
- Application: State how the reading applies to "real" organizations. Use examples
- Conclusions: State the major points about the relevance and impact of the work
- Does the group have reasonable or sufficient power point slides?
- Does the last slide have the reference or bibliographic information?

NOTE WELL: Study Group is a collaborative assignment, and must be done by the members of the group on an equal opportunity basis. I expect that all the students in each group should learn to study and work together in order to put the power point slides together, and no one who failed to participate should be listed or included on the cover or first page of the slides.

RELEVANT COURSE POLICIES, INSTITUTIONAL RULES & INSTRUCTIONS

1. Class Attendance, Excessive Absences and Active Participation

This is not fully an online class where all learning activities and interactive communication are done in the virtual environment with little or no physical contacts. Our learning activities are divided into two parts: in-class or face-to-face interactions, and online activities, which would include participation in the “graded” Weekly Online Forum. To be successful in this course, each student needs to attend both the in-class sessions, and also actively participate in the online discussions as well as complete the required assignments as at when due. It is clearly stated that “students are expected to attend classes...take all examinations, and participate in other learning activities as designated by the instructor. A student may be advised by the instructor to withdraw from a course for excessive absences. Five (5) or more hours of unexcused absences before the final date for withdrawal may result in the student’s receiving a grade of ‘F’ for the course.” Absence, in an online class, will be measured and determined by lack of engagement and participation in the weekly learning activities and prompt submission of all the required assignments as instructed. Only students with certifiable health or medical absences should submit the appropriate documentations to the instructor for any make-up considerations. There are no Make-up assignments for any missed Weekly Online Forums, and students have to participate (submit their postings/responses) within the time as per allowed or would not get any points!

Students should endeavor to participate in all weekly online conferences in the designated spaces, and work hard to complete and submit graded assignments as at when due or risk

not getting full grades. So pay attention to the assignments due dates and deadlines, for it is the responsibility of every student to submit assignments on time and in the appropriate spaces as indicated. Not submitting the graded assignments will be taken as not following instructions and sufficient grounds for lack of attendance.

2. Technology and Technical Assistance

Students should learn and know how to access and navigate the Blackboard (as our adopted Learning Management System), log-in frequently and follow the instructions. It is important to have access to a working and an upgraded computer with internet connectivity to engage in the virtual online learning.

For technical questions or support, please call (301) 860-4357 or (301) 860-HELP and someone, possibly in the Division of Information Technology will assist you. For the BSU Blackboard issues and assistance, please try to contact Ms. Tolulope Oladipo @ (301) 860-3981 or send her an e-mail communication via toladipo@bowiestate.edu.

3. Academic Honesty, Integrity and Plagiarism

Plagiarism, as a form of academic dishonesty, is cheating and should be avoided by all serious and disciplined students. Plagiarism is wrong and unethical! “Plagiarism is the act of representing another’s ideas, words, or information as one’s own,” and students need to realize that “All directly quoted materials must be identified as such by quotation marks” and “the sources...acknowledged.” All sources of borrowed ideas or information, according to the BSU Policy, “must be acknowledged,” and “the sources of ideas or information lying within the realm of common knowledge...need not be acknowledged.”

The instructor, when there is a clear evidence of academic dishonesty (like plagiarism or other forms of cheating), reserves the inherent right or has the discretion to give the student either a zero for the specific assignment or an “F” in the course. However, a student has the right to appeal such a decision, so please be aware that academic integrity requires that we hold ourselves to an “honor code” by behaving wisely and responsibly in the search for truth and building knowledge. Be well advised that it makes sense to learn to cite any/all sources used in writing a paper in order to avoid plagiarism.

For writing papers and trying to avoid plagiarism, please refer to and use any of the following manuals of style: the American Psychological Association (APA), the Modern Language Association of America (MLA), and the American Political Science Association Manual, which was developed from The Chicago Manual/Turabian Style.

4. Grade Appeal Procedures

Students who have documentation that an error was made in the determination of a course grade or desire to appeal a grade due to alleged arbitrary and capricious grading must first discuss the concern with the faculty member involved. If there are unresolved issues, the student may initiate the grade appeal process. The student may direct the

appeal in writing, with documentation, through the appropriate channels: instructor, Department Chair, College Dean, and Provost. The student must initiate the appeal no later than 10 working days, if for a course assignment grade; and no later than 30 days from the end of the semester, if a course grade.

5. The Grade of “I” for Incomplete

The “I” means “Incomplete” grade, and it is issued by the course instructor (of record) “when a student is unable to complete the required course work, because of verifiable medical reasons or documented catastrophic events beyond the control of the student and only with the approval of the College Dean.” The student will have the first 6 weeks from the start of next semester to work with the instructor to complete the outstanding assignment(s) or the grade of “I” will automatically turn into an “F,” if the faculty does not submit any Change of Grade Form with the new grade. The burden is on the student to work with the instructor in order to change the grade!

6. Student Code of Conduct:

It is stated that “students are expected to conduct themselves in a manner which is consistent with the purpose and objectives of Bowie State University. In particular, all students have the privilege to learn, subject only to their own initiative and ability, and uninhibited by the behavior of others....Academic honesty...is required of all students.” This historic institution has clear and well-stipulated Standards & Expectations for our students, and it is believed that each student (as a moral and rational human being):

- a) Seeks to develop self academically, physically, and spiritually
- b) Values life
- c) Has integrity
- d) Is dependable
- e) Sets high personal standards
- f) Has effective communication skills
- g) Is aware of his or her history
- h) Knows and abides by the Rules of Social Decorum
- i) Understands appropriate dress, and has pride in Bowie State University.

7. Having the Required Textbooks and Critical Learning Tools Necessary

Without much ado and put in a simple language, “Textbooks are required of all students. All required texts may be purchased through the University Bookstore.” Students need to have the right or appropriate books and tools to learn. The instructor wishes to suggest that students can arrange to have the required textbooks via access to e-book and/or can rent them for reasonable fees in order to enable them meet the minimum critical learning requirement for this course. To be successful, it is important for all the students to secure or purchase and use/read the required course materials and participate in all the other scheduled learning activities as instructed, promptly and with utmost responsibility.

8. Classroom Decorum and Personal Comportment

This is not an online course and learning, which is a form of distance education, where both the students and their instructors meet and interactively communicate in the virtual learning environment with the use of media technologies. It provides students flexible opportunities to learn at anytime, from anywhere, without both coming to school and any physical classroom contacts. Students are expected to learn at their own convenience, control their own pace of learning, and are better able to effectively manage their time. In this course, active learning and student-to-student interactive communication take place asynchronously (not in-real time). Students are both expected and required to post their substantive weekly responses or answers to questions in addition to commenting on what other students (2 or more) have posted in the designated spaces and within the set period. In posting their comments or submitting their responses, electronically, students are required to behave respectfully, courteously and with great sensitivity.

9. Missed Assignments, Examinations and Make-ups

That this course is not fully or completely an online learning does not mean that students reserve the right to “procrastinate” and, no matter the reason, miss the deadlines set for all graded assignments. Be aware that all the assignments and discussions take place online in the specified virtual spaces, unless the instructor requires an on-campus proctoring to avoid academic dishonesty (“cheating”).

In cases where students miss participating in study group presentations, failed to submit assignments as at when due or, due to technical reasons, could not take the examination as scheduled, it is the burden and responsibility of those individuals to work with the instructor to “make-up” the missing assignments and/or examinations.

OTHER INFORMATION

Time Management: For this and in all the other classes, whether face-to-face or online, students need to learn and master how best to organize themselves and manage their time in order to succeed or excel. Organizing your work has to do with the ability to prioritize your studies, activities and assignments. Plan your studies, assignments and all the other school-related and/or social (extra-curricular) activities. Be realistic and have balance, and make sure to have enough rest (8 hours of sleep!). Study, review and read; but in all learn to determine what is most important and/or urgent, and be disciplined!

Tips for Students:

- a) Avoid academic dishonesty or cheating, particularly “plagiarism”
- b) Be active, disciplined, studious and participate in class discussions
- c) Watch your language, and be both respectful and sensitive

- d) Develop and cultivate the right study habits that can help you improve your study habits and time management
- e) Discipline yourself well enough and in such a way as to take good class notes which can be used to prepare for examinations; and
- f) Each student must take both responsibility and ownership for his or her education, and even more so approach learning as a creative means for self-improvement and empowerment.

Some Important Information & Dates for the Fall 2021 Semester:

- Class sessions start on Monday, August 30, 2021 and will end on Monday, December 13, 2021
- First Exam (for 35%) is on Wednesday, October 20, 2021
- Reading Comprehension Assignment due date is on Wed., September 22, 2021
- Emerging Issue (Optional/Extra-Credit) assignment is due on November 6, 2021
- Group Collaboration (power point Slides) to be posted on November 3, 2021
- Group Collaboration (presentations & discussions) on November 10-17, 2021
- Second Exam (35%) is on Thursday, December 2, 2021

COURSE CALENDAR, OUTLINE & SCHEDULE OF LEARNING ACTIVITIES

Units of Instruction & Schedule of Learning Activities with Reading Assignments

Weeks & Dates	Learning Modules & Objectives	Required Assignments
Weeks 1-2:	<p>A General Introduction to the Discipline of Philosophy</p> <ul style="list-style-type: none"> 1) About the Course: Philosophy & Logic 2) Reading of the Course Syllabus 3) Self-Introduction to the Community of Learners 4) Philosophy: The Unique Nature, Scope and Major Fields (Sub-Fields) 5) Bertrand Russell’s “The Value of Philosophy” 6) Activities of the American Philosophical Association 7) Participation in the Weekly Interactive Forum 	
Weeks 3-5	<p>Module 1: The Basic Logical Concepts</p> <p>Logic: Basic Concepts and Arguments</p> <ul style="list-style-type: none"> 1) An Introduction to Logic and Arguments 2) The Nature of (philosophical or structured) Arguments: 	

	<ul style="list-style-type: none"> • Recognizing & Identifying both the Premiss(es) and Conclusion(s) in Arguments • Traditional Logic: Deductive and Inductive (the differences between both (see 1.3) • The Extended Arguments and Diagramming 	
Weeks 6-9:	<p>Module 2: Language, Meaning, Definition & (Informal) Fallacies</p> <p>1) Language:</p> <p style="padding-left: 40px;">a) Language: the most basic functions of language:</p> <ol style="list-style-type: none"> i. Communicative or informative function ii. Expressive function iii. Directive function iv. Ceremonial or Ritualist function; and v. Performative function <p>Meaning: People give or assign meaning to symbols, and there are two types: cognitive meaning (intensional and extensional) and emotive meaning</p> <p>2) Definitions: two important terms: definiendum (to be defined) and definiens (is used to define the definiendum); and the Types or Uses of Definition</p> <p>3) The Informal Fallacies:</p> <ul style="list-style-type: none"> • Fallacies of Relevance • Fallacies of Presumption • Fallacies of Defective Induction • Fallacies of Ambiguity and Grammatical Analogy <p>Summary of the Specific (Informal) Fallacies and the Ways to Detect/Avoid these Fallacies</p>	Read the instructor's Notes and Handouts via the Learning Module #2 via BSU Blackboard, and Chapters 2-3 of the logic book
Weeks 10-16:	Module 3: Formal Reasoning or Deductive Logic	Read the instructor's Notes and Handouts via

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- Freely, Austin & David Steinberg. (2000). *Argumentation & Debate*. CA: Wadsworth.
- Kelly, David. (1994). *The Art of Reasoning*. New York: W. W. Norton & Co.
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