

Center for Talent Development – Northwestern University
Logic: Critical Analysis of Argument Honors

Instructor: Lida E. Criner

COURSE DESCRIPTION: The course will present basic methods of critical analysis of arguments as they occur in daily life and in traditional aims of the humanities. Critical rules of good judgement help students to sharpen their critical thinking skills; specifically, students will recognize and evaluate ambiguity, strong and weak points of an argument, and conclusions and claims.

COURSE GOALS AND OBJECTIVES: Upon completion of the course, students will be able to construct sound arguments of their own and to evaluate the arguments of others.

- Understand and apply the central concepts of logic
- Clarify the meaning of language: meaning and definition
- Recognize fallacies in informal logic.
- Understand categorical propositions and categorical syllogisms
- Understand Propositional Logic
- Practice inductive reasoning in analogy and legal and moral reasoning
- Gain knowledge of statistical reasoning/science and superstition

EVALUATION PROCESS:

Semester grades for the course will be based upon homework assignments, quizzes/exams, a student project (argument) and logic forum (discussion). Exams and other assignments will be graded and returned to students as soon as possible, within 7-10 days from the last day of the month. A Grade Rubric will be used for evaluating written assignments/arguments.

Grading scale:

A+	97%+	C	73-76%
A	93-96	C-	70-72%
A-	90-92%	D+	67-69%
B+	87-89%	D	63-66%
B	83-86%	D-	60-62%
B-	80-82%	F	59% and below
C +	77-79%	INC	Incomplete

TEXTS AND MATERIALS:

A Concise Introduction to Logic: Ninth Edition, 2006 ISBN 0-495-03340-5. Patrick J. Hurley. Wadsworth, a division of Thomson Learning, Inc. Text comes packaged with free CD-ROM and a free Bundle of Practice Tests.

COURSE SCHEDULE:

The course is divided into nine (9) segments with nine quizzes each due on or before the last day of every month. Most quizzes/exams contain an argument component in which students will write brief logical arguments. Two reports will be submitted to students per course: Semester One Evaluation and Semester Two Evaluation. Homework Assignments are completed in CD-ROM practice exercises with immediate electronic feedback. Students will also reply to a Blackboard Discussion question once each month. All homework/practice lessons will be completed electronically using the CD-ROM and free Practice Tests. The CD will play without Internet access. Students will pace their learning using a personal schedule that is comfortable and manageable. No online class meetings are scheduled. All assignments are due on or before the last day of the month for nine months.

- Month 1--Chapter 1--Basic Concepts
- Month 1--Chapter 2--Language: Meaning and Definition
- Month 2--Chapter 3--Informal Fallacies
- Month 3--Categorical Propositions
- Month 4--Categorical Syllogisms
- Month 5--Ordinary Language Arguments
- Month 6--Propositional Logic
- Month 7--Argument Forms and Fallacies
- Months 8 & 9--Induction: Analogy and Legal and Moral Reasoning. Statistical Reasoning/Science and Superstition
- Month 9-- Student Project: A fully developed logical argument (subject/topic) chosen by the student.

Office Hours: Email anytime xxxxx@ritnet.com. All email sent from the course website is forwarded to the above email address. Call xxx-xxx-xxxx to speak with the teacher or leave a message. Calls are promptly returned (second number: xxx-xxx-xxxx).

Assignments:

- All chapters assigned in text
- CD-ROM practice/study, argument project, and discussions
- Nine quizzes: one due the last day of the month

Brief Instructor Biography:

Lida E. Criner has taught courses in social sciences for almost 20 years. She received her BA in Religious Studies from the University of Colorado at Boulder and the MA from the University of Arkansas at Fayetteville. She also earned the doctorate in Adult and Higher Education at the University of Arkansas where she conducted an experimental study in thinking and reasoning in adult learners at a community college. She taught Introduction to Philosophy, World Religions, Ethics, Logic, and College Survival Skills at Arkansas State University (1985-1998). She teaches Reading, Writing I, and Writing II online at Southern Arkansas University Tech (SAU). Textbooks in those courses were correlated with American Education Corporation's K-12 standards' based curriculum (*A+nyWhere Learning System*). She currently teaches Honors courses in Journalistic Writing, Introduction to Philosophy, Logic: Critical Analysis of Argument, and World Religions. Her philosophy of education is the belief that improved reading and writing skills, and the facilitation of critical thinking, in learners, are the most important skills that students can develop for lifelong learning in a fast changing and complex information-based society.

GLL SAMPLE