



MOTT COMMUNITY COLLEGE

PHIL 103- Critical Thinking Syllabus

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Course Information¹

Semester: Fall 2019

Course Name: Critical Thinking

Course #: PHIL 103

Instructor: Dr. Tyler Klaskow

Email: tyler.klaskow@mcc.edu

Office Hours:

Office Location: CM 1102

Office Phone #: 810.762.0177

Required Materials

- *A Concise Guide to Critical Thinking* by Lewis Vaughn ISBN: 978-0-19-069289-6

Course Description

Methods for evaluating claims and arguments with special emphasis on arguments in everyday life such as those found in newspaper articles political speeches and advertisements. Students will learn to determine whether there are good reasons for accepting a claim even when those reasons have not been set forth explicitly. The course will cover induction deduction informal fallacies and other aspects of critical thinking and reasoning.

Course Issues

What makes information reliable? How do we determine whether our beliefs are true? How do we adjudicate disagreements between reasonable people? Why is dogmatism bad? This course seeks to answer these questions. With these answers in hand students will be better able to form beliefs and sort through the abundance of information that is accessible to us at a moment's notice. Whether you want to be a savvy consumer of news or a power social media user, this course is for you.

Course Objectives

Students who successfully complete the course should be able to:

1. Defend the importance of critical thinking.
2. Explain common errors in reasoning.
3. Identify instances of common errors in reasoning.
4. Evaluate inductive arguments.
5. Formulate good inductive arguments.
6. Evaluate deductive arguments.
7. Formulate good deductive arguments.
8. Assess the quality of sources.
9. Assess the quality of expert evidence or testimony.
10. Apply critical thinking skills to a wide range of topics.

¹ Instructor reserves the right to alter the syllabus.

Workload

From Mott Community College's [website](#): "Plan two hours of study time for every hour spent in class. There are exceptions, but this is a good general rule. Students making the transition from high school or community college are often unaware of the increased workload expected of them. The benefits of following the rule will be apparent at exam time."

Class Conduct

We will have fun this semester, and there will be a great deal of give and take in our discussions. But we will only have fun if you conduct yourself with respect for yourself and others. I expect you to

- come to class **prepared** (do all reading and come prepared to discuss it; do all homework)
- offer support and encouragement to your classmates
- treat all class participants (including yourself) with respect
- listen to others carefully before offering your opinion
- talk to me outside of class if anything that happens during class bothers you

In order to maintain a productive work environment, I expect you to refrain from eating, sleeping, reading irrelevant materials, talking once class is in session unless asked to do so, and entering the classroom late or leaving early without permission. Use of laptops and cell phones for purposes **other than** note taking and class-relevant activities is not permitted.

Academic Integrity

From Mott Community College's website:

In an academic institution, every member of the community must demonstrate the highest standards of academic honesty; one must produce work that is wholly one's own, whether it is in the form of taking a test, writing an essay or report, conducting an experiment, or completing an assignment.

Taking another's work and presenting it as one's own, falsifying data or other information, helping others to cheat, depriving others of the resources they need to complete their work, or presenting work from a previous course to fulfill the requirements of another course, violate MCC's Academic Honesty Policy.

Individual faculty members may have different guidelines for their course, and it is the student's responsibility to clarify each instructor's expectations for the course. For example, some instructors may allow students to collaborate or to present previously submitted work to fulfill a course requirement. Students must read, understand, and follow the syllabi, test directions, and any other instructor policies pertaining to academic honesty.

Violations of Mott's academic integrity policy include the following:

- a. cheating
- b. fabrication
- c. facilitating academic dishonesty
- d. plagiarism (for more information refer to <https://www.plagiarism.org/>)
- e. denying others access to information or material

- f. unauthorized use of electronic devices
- g. multiple submissions
- h. misrepresentation of academic records.

For more information or if you have any questions please go to this link:

https://www.mcc.edu/policies/student_acad_integrity.shtml

Academic dishonesty will not be tolerated in this course. Students are responsible for knowing what constitutes a violation of academic integrity. Ignorance of the rules will not be accepted as an excuse. If you don't know the rules, please ask the instructor or consult the link above. A violation of academic integrity will result in a penalty proportionate to the seriousness of the offense. This will be determined at the discretion of the instructor. Possible penalties include, but are not limited to, a grade of zero for the assignment, or failing grade for the course. All violations of academic integrity will result in a Report of Academic Dishonesty to the MCC Registrar.

Netiquette

General

The following policy is consistent with Mott Community College's Civility Policy:

When posting and communicating online, consider the conversations as having the same norms of politeness and etiquette as any real-life interactions. This means no **trolling, baiting, or bullying**. In online interactions you are expected to be **prepared**, offer **support** and **encouragement** to your classmates, treat all class participants (including yourself) with **respect**, read and think **carefully** before offering your position, contact me separately if anything bothers you. Within these guidelines, our online interactions should be an enjoyable and productive. For more guidance please refer to Mott's [Civility Policy](#).

Email

Students are responsible for checking their Mott email account at least once a day. The subject line of your emails to me should contain the course and section # (PHIL 295-01). All emails sent should begin by addressing the person to whom it is sent (e.g., "Hi Professor Klaskow"), use complete sentences, employ appropriate grammar and punctuation, and close with your first and last name. Emails are more formal than text messages. If you email me after business hours (M-F 8-5) I may not be able to respond to your email before the next business day. For questions about your grade please check Blackboard before emailing me.

Blackboard

Please familiarize yourself with how to use Blackboard. Blackboard is a resource for completing quizzes, uploading your papers, checking your grade, communicating with other students, locating the syllabus and course schedule, and locating other course materials. If the course schedule changes during the semester I will notify you (either in class, by email, or both) and the new schedule will be posted on Blackboard. You are responsible for following new versions of the schedule when it is posted.

Grading

Grading in this course follows official MCC policy:

4.0 Superior (90%-100%)

3.5 Very good (86%-89%)

3.0 Good (80%-85%)

2.5 Above Average (76%-79%)

2.0 Average (70%-75%)

1.5 Below Average (66%-69%)

1.0 Poor (60%-65%)

0.0 Failure (less than 60%)

I- Incomplete: Credit and final grade delayed for up to one year.

S- Satisfactory: Credit toward graduation but not GPA.

U- Unsatisfactory: No credit toward graduation or GPA.

W- Withdrawal: No credit. Student must withdraw at Registration Office

N- Audit: No credit.

X- Non-attendance (given at mid semester only)

M- Missed Grade: No credit.

NS- No Show: No credit. Not sufficient instructor contact

Grade Components

Quizzes= 20%

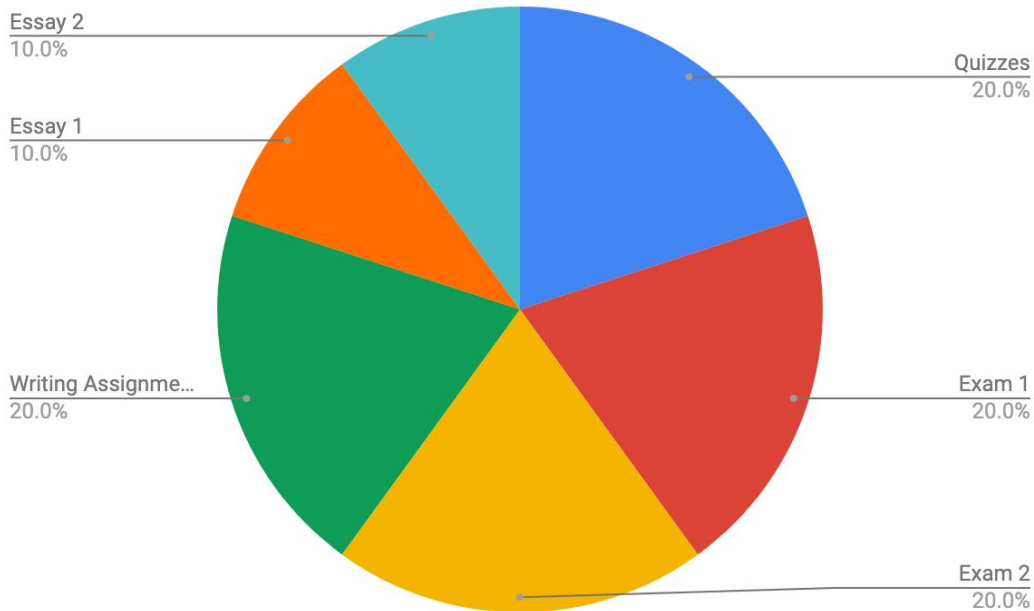
Exam 1= 20%

Exam 2= 20%

Writing Assignments= 20%

Essay 1= 10%

Essay 2= 10%



Quizzes= 20%

Quizzes are to be completed on Blackboard. Students must complete a quiz once they have started. Quiz duration is 60 minutes. After 60 minutes the quiz will automatically submit. You will have 3 attempts on each quiz. Blackboard will keep your highest score. Each quiz will be due by 11:59 PM on its respective due date. Students are required to complete quizzes without help from others, but may use textbooks and notes from class. **No credit will be awarded for quizzes that are completed late. Quizzes cannot be made up. Your lowest quiz grade will be dropped** (will not be used to calculate your average).

Exams= 40%

Exams will consist of multiple choice questions and will be completed on Blackboard.

Writing Assignments= 20%

Most weeks this term you will be required to write a short argumentative paragraph on your choice from a menu of topics. Prompts and instructions will be posted on Blackboard. Writing Assignments should be written in paragraph form (no lists or bullet points). Write in complete sentences. Use proper spelling and grammar. You should use the first person pronoun (“I”) in your paragraphs and clearly indicate which claim you endorse. Paragraphs should be 150-200 words long. Writing assignments will be graded on a 10 point scale. The best submissions will meet all of the general grading criteria listed below. Other factors may be taken into account when evaluating writing assignments. **Your lowest writing assignment grade will be dropped** (will not be used to calculate your average). Writing assignments are graded using either of the rubrics below.

Argument Rubric

	Excellent	Competent	Average	Below Average	Unacceptable
Claim is clear and precise - no vagueness or ambiguity	2 points	1.5 points	1 point	.5 points	0 points
Reasons are clear and precise - no vagueness or ambiguity	2 points	1.5 points	1 point	.5 points	0 points
Reasons support the claim - adequate number of reasons - reasons give warrant to believe (justify) the claim - relation between reasons and claim is clear, e.g. “X supports Y because _____”	2 points	1.5 points	1 point	.5 points	0 points
Paragraph is logically ordered - introduces main topic/idea - clear transitions between ideas	1 point	1.5 points	1 point	.5 points	0 points

- no inconsistencies or contradictions					
Formal/academic language	1 point		.5 points		0 points
No spelling or writing errors	1 point		.5 points		0 points

General Rubric

	Excellent	Competent	Average	Below Average	Unacceptable
Writing stays on topic	2 points	1.5 points	1 point	.5 points	0 points
Formal/academic language	2 points	1.5 points	1 point	.5 points	0 points
Paragraph is logically ordered	2 points	1.5 points	1 point	.5 points	0 points
No spelling or writing errors	2 points	1.5 points	1 point	.5 points	0 points
Sincere effort is apparent - directions are followed - paragraph is adequate length	2 points	1.5 points	1 point	.5 points	0 points

Essays= 10% x 2

As a way to develop your skills in philosophical writing and critical thinking, this course requires two essays. Both essays will cover topics we will workshop in class. Essays will be 650-1300 words in length. Prompts and instructions will be posted on Blackboard. See below for a rubric and grading key.

PHIL Paper Rubric²

Superior Papers (90%-100%): superior papers are those that are truly outstanding. They are accurate, insightful, and creative. Superior papers require more than hard work. They require an insightful engagement with the topic/issue/claim. This type of paper will go far beyond simply a restatement of the issues. Rather, it will show significant thought and reflection on the issue.

- Organization: The paper is clearly written and easy to follow. The claim is clearly presented and the paper stays on that topic throughout. The transitions are smooth, the argumentation is clear, and the author speaks with a clear voice. Each of the paragraphs 'does work' for the claim. There is no fluff. Citations are correctly formatted throughout the paper and the bibliography is correctly formatted and complete.

² Adopted and modified from Deborah Heikes and Luca Ferrero [link](#)

- Content: The claim of the paper is clearly presented and successfully/persuasively argued. The author has something to say and defends it well. The paper demonstrates insight into the issue as well as an ability to present the philosophical arguments in clearly articulated manner. The issue/topic is thoroughly explored through the lens of the claim (given the constraints of paper length) and each conclusion is well-supported by evidence and reasons.
- Style: The paper has minimal typos. The grammar and writing are clear.

Very Good Papers (86%-89%): a very good paper is similar to a superior paper except that it has made an error or errors in explication or failed to carry through an argument for the claim. A very good paper typically is original and creative; it falls short of an superior paper in terms of its execution.

- Organization: This paper stays on point. The claim is clearly articulated in the introductory paragraph and it gives the reader a sense of the organization of the paper. There may be occasional digressions, but the paper largely flows logically. All of the parts fit together.
- Content: This paper makes a good effort at a philosophical argument. However, there may be problems with the explication of the issue, insufficient support may be given for conclusions and the main claim, or terms may remain undefined (define terms in your own words). The paper has a generally strong grasp of the philosophical issue and the analysis and argument are adequate.
- Style: The paper is easy to read and follow. Transitions are clear. There may be a few grammatical or typographical errors. There may be lapses in the clarity of expression.

Good Papers (80%-85%): A good paper is a solidly explained and argued paper, but the originality and insight are diminished slightly compared to a very good paper. The author of a good paper clearly understands the material but does not add to the in-class discussion of the topic. The difference here lies in the quality of the argument. This is a worthy paper that simply need more thought or precision.

Above Average Papers (76-79%): These papers are competent but want for improvement in a number of areas. In above average papers the author clearly understands the basic requirements of a philosophy paper, and there are no egregious misunderstandings of the topic or argument. However, these papers exhibit weaker or minimal arguments. Sometimes the only problem is laziness of thought, an easily correctable problem.

- Organization: This paper has a clear thesis, but the author may make serious digressions from the thesis or make claims that are contradictory to or inconsistent to the thesis. The argument in this paper is discernible, but needs to be developed and/or made more explicit. Steps in reasoning may be missing or facts may be misused.
- Content: This paper is generally clear and accurate in explicating the issues, although there is some confusion or misunderstanding evident. The author has a basic grasp of the issue, but there is less philosophical insight. There may even be a tendency to dogmatic assertion, hyperbolic claims, or pedantic ranting.
- Style: The writing may be clear or there may be some incomprehensibility evident. Typos, spelling mistakes, and/or grammatical errors are more evident—and may interfere with the clarity of the expression.

Average Papers (70%-75%): These papers are acceptable, however there are some serious problems in explication, or argument, or there is some significant misunderstanding of the issue or philosophical views involved. Serious misunderstandings of the material or minimal effort at argument are the hallmarks of average papers. Improvement may only a matter of coming to understand how to explain, organize, and defend a position.

- Organization: This paper may lack clear structure. The claim may be poorly articulated, or lost in places. The paper can wander and lose sight of the fact that all the elements of the essay should be producing an argument for some conclusion.
- Content: The tendency to dogmatic assertion, hyperbolic claims, or pedantic ranting seen in above average papers may be more pronounced here.
- Style: Average papers typically have a significant number of grammatical, writing, or spelling errors. These errors can typically be remediated with time and practice

Below Average Papers (61-69%): a below average paper typically exhibits fundamental errors in explication and usually includes almost no argument. There may be no thesis or the thesis is seriously confused or unintelligible. This grade indicates a major misunderstanding of how to write a philosophy essay. What distinguishes these papers from poor essays is that there is evidence of genuine effort (despite the misunderstandings) and, usually, some merit in explication. Whatever the problems with these papers, they can be overcome with work. I advise you to come see me or visit the writing center if you earn a below average grade

- Organization: These essays are unclear and unfocused, either barely on topic or rambling. There may be a claim (or not), but the paper lacks unity and is hard to read.
- Content: Here there is little evidence of argument and a serious misunderstanding of the material. Any argument that is evident is unfocused and poorly supported. Entire views may be misrepresented, and little effort in understanding or explaining the material is evident.
- Style: The writing and grammar may make sentences completely incomprehensible. There are serious typos and a clear lack of any effort to re-read and correct mistakes. These problems probably interfere with understanding the ideas being expressed.

Poor Papers (less than 60%): poor papers have serious flaws that usually stem from a combination of little effort and little understanding of the material. Either they are not on topic, they do not fulfill the assignment, they show little (if any) effort, or there are serious misunderstandings of the material.

PHIL Essay Comments Grading Key

The following key describes the shorthand notation I use to make comments on your essays. Please refer to this when reading my comments on your essays.

symbol	What it means...
t	<p>Thesis. This seems to be your thesis. This thesis should be the conclusion/claim of your argument. Every part of your paper should be dedicated to:</p> <ol style="list-style-type: none"> 1. Developing and presenting and the premises of this argument. 2. Explaining how your conclusion/claim follows from your premises/reasons.

	3. Responding to objections to the premises and/or thesis. Tip: clearly articulate your claim in the introduction & conclusion of your paper.
✓	✓ = good, ✓✓✓ = very good, ✓✓✓✓ = excellent
dev	Develop. Ooo! This is interesting. Say more, provide more detail, offer more support, consider objections, etc.
up	Upshot. You've started making a point, but you haven't finished. What's the upshot? Signpost the upshot, i.e., "This means that..."
sup	Support. This claim is not well-supported. Try showing: <ol style="list-style-type: none"> 1. How your claim is supported by your evidence. 2. How the opposite of your claim is impossible or implausible 3. How the claim follows from intuitively plausible (i.e., uncontroversial) principle(s). 4. I'm How your claim jibes with the accepted meaning of the relevant concept(s)
#	Make the connection to your claim more explicit . Why/how does what you say here support your claim. It is ok to be obvious.
~~	Not quite, but sort of. Either you're misunderstanding this or you understand it, but you're not writing clearly enough. Tip: test out your understanding of the material in class or office hours. E.g., "Does so-and-so's argument for _____ rely on the claim that _____?"
??	Confusing or awkward . I've read this multiple times to figure out what you mean and I still don't know. Proofreading tip: would e.g., your grandmother understand what you're saying? If not, look for ways to be more clear.
df	Definition. Given the nature of this assignment, you should define this term. Don't refer to the dictionary. Define it based upon how it was used in class or the readings.
wc	Word Choice. This probably isn't the best word or phrase for this.
dis	Disconnect. It seems like you think these things are related in a way that they are not. If I am wrong, then this means that you need to make your point more clearly (see also "?").
rel	It's not clear how these thoughts are related , so this hard to follow. Explain the connection between each point you make.
ww	This part is well-written . It was a delight to read. Thanks!
rq	Rhetorical Question. Assert instead of ask.
ex	Give and example to illustrate your point.
!	This claim (or its implication) is too strong . Strong claims do not always make for strong arguments. The stronger the claim (or its implication), the harder it is to defend. Don't make a claim that you cannot defend.
arg	Problem with your characterization of the argument . This error was discussed in the reading or in class
pc	Partially correct. Missing key parts

x	This is incorrect .
cf	see _____ or confer with _____
ddt	Don't do this. Common mistakes: 1. "The dictionary defines X as..." 2. Science proves/disproves ..., " 3. Since the beginning of ..., " 4. [So-and-so] was born in such and such ..." etc.
--	Subtract. Try being more concise. This should be said with fewer words. Shorter sentences are usually preferable in PHIL papers.
trans.	Transition. Guide your reader through your thought process by explicitly transitioning between your points. e.g. "X relates to Y because of Z" or "I think X because Y" or "After considering X we have to consider Y because Z."
cite	This needs to be cited . Use in-text parenthetical citations. If necessary accompany with a works cited list.
err	Writing error. Common errors that should not occur in your papers: 1. Spelling 2. Grammar (subject-verb agreement , possessives/apostrophes , subjunctive). 3. Syntax (run on sentence , incomplete sentence, comma splice). 4. Informal style (e.g. lol, imho, wtf, expletive). 5. Missing/repeated word.
fluff	Fluff. Every sentence in your essay should be doing work for your claim/thesis. If you're not (1) describing a premise/conclusion, (2) explaining how premises lead to a conclusion, (3) supporting a premise, (4) objecting to a premise/conclusion, (5) explaining the upshot of something, or (6) or responding to an objection, then you're adding fluff.
¶	New paragraph here. Including multiple (slightly related) points in a paragraph makes for difficult reading. Paragraph breaks help your reader transition between each part of your thought process.

Attendance and Participation

Philosophy is done in conversation. In order to fully engage in a philosophy course such as ours, you must participate in the conversation. A necessary, though not sufficient, condition of this is attending class. Students who are disruptive to class by, e.g., arriving late, leaving early, not being prepared to answer questions when called upon, not attentively listening to lecture or discussion, being disrespectful to other students, being off task during group activities or class discussion, not bringing materials to class, etc. harm others' learning opportunities. Excessive disruptions to class may constitute a violation of academic integrity. Students who contribute to class discussion by asking or answering questions, attentively listening to lecture and discussion, staying on task during activities, etc. facilitate others' opportunity to learn.

Attendance will be taken at the beginning of each class meeting. If you are late to class it is your responsibility to remind the instructor to mark you as present on the roll at the end of class.

Classroom doors at MCC lock automatically. Students who arrive to class late will be permitted to enter at the instructor's discretion. Please refer to the Title IV Policy below for more information.

Other Grading Policies

Make up policy: The only assignments in this course that can be made up or receive credit after the due date/time are essays or exams. Students may make-up or submit assignments late only if they have a legitimate reason for missing the assignment. The legitimacy of the reason for the student's reason will be determined by the instructor's discretion. Make ups/ late submissions will occur at the instructor's discretion and must be scheduled as soon as possible. Make ups or late submissions may be subject to a grade deduction penalty to be determined by the instructor's discretion.

College Policies

Withdrawal Policy

Students who withdraw from college are recommended to see a counselor in the Counseling Center, PCC 2030. Students are still required to complete a [class schedule worksheet PDF document](#) form listing the classes from which they are withdrawing.

Title IV Policy

Students who drop or withdraw from their classes will have their student accounts adjusted according to Mott's [tuition refund policy](#). If a student finds it necessary to drop/withdraw during a semester, they must notify the [Registration Office](#) to complete the necessary drop/withdrawal paperwork. For more information see: [MCC Financial Aid](#)

Emergency College Closing

Website: [Closing Policy](#)

Phone: 810.232.8989

Disability Services

Email: disabilityservices@mcc.edu

Phone: 810-232-9181

Mott Community College is committed to providing equal opportunity for participation in all programs, services, and activities and adheres to Section 504 of the Rehabilitation Act (1973) and the Americans with Disabilities Act, as amended (2008) to provide effective auxiliary aids and services for qualified students with documented disabilities. Requests for accommodations by students with disabilities may be made by contacting Disability Services at 810-232-9181 or on the website at disabilityservices@mcc.edu. Once your eligibility for an accommodation has been determined, you will be issued an Instructor Notification Letter. Please present Instructor Notification Letters to instructors at the start of the semester and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.

MCC Title IX Policy

Email: titleix@mcc.edu

Phone: 810-762-0024

Consistent with Title IX of the Education Amendments of 1972, Mott Community College will provide appropriate adjustments and/or support to pregnant and parenting students. With medical documentation from a physician, the adjustments and accommodations may include providing a larger classroom desk or a designated lactation room, allowing frequent trips to the restroom, permitting temporary access to elevators, providing opportunities for making up missed work, allowing the student to submit work after a missed deadline due to absences related to pregnancy or childbirth, or providing a leave of absence for a period of time.

For questions about your rights pursuant to Title IX and other non-discrimination related compliance matters, contact the Title IX Coordinator – Chris Engle, Dean of Enrollment, Retention and Registrar/Title IX Coordinator at 810-762-0024 or at titleix@mcc.edu.

Care Team

Website: www.mcc.edu/care

Email: careteam@mcc.edu

Phone: 810.762.0439

If you or someone you know needs support, is distressed, or exhibits concerning behavior, help by making a referral to the Care Team. The Mott Community College Care Team is committed to improving the safety and well-being of the college community through proactive and supportive interventions. As your instructor, I may contact the Care Team to seek support for you. I encourage you to fill out a referral if you or a classmate are in need of help. You may contact the Care Team by filling out a referral at www.mcc.edu/care. In case of an emergency, please call 9-1-1.

Additional College Resources

Writing Center

Website: [Writing Center](#)

Phone: 810.762.0229

The Writing Center is sponsored by the [Humanities Division](#) and provides one-on-one assistance to students, faculty and MCC staff with any writing project, from understanding assignments and gathering information, to developing ideas and tightening documents. We believe that writing is a social process, and the Writing Center serves as a place and catalyst to enable that process.

Math Empowerment Center

Website: [Math Empowerment Center](#)

Phone: 810.762.0178

The Math Empowerment Center (MEC) was established to offer free math support to MCC students.

ITS Help Desk

Phone: 810.762.4357

Email: 2help@mcc.edu

Located in CM 1208 for password reset, Blackboard technical assist, and minor computing technical aid

eSupport

Website: [eSupport](#)

Tips and Tricks, Troubleshooting and Tutorials available online for students.

Library

Website: [Library](#)

Computer Labs

Website: [Lab Hours & Info](#)

Tutoring

Website: [Peer Tutoring](#)

Learning Center

Email: learningcenter@mcc.edu

Phone: 810.762.0399

Testing Center

Email: testingcenter@mcc.edu

Phone: 810.762.0406

PHIL 103 Schedule
Fall 2019

Week 1 (September 1-7)

Tues. Course Introduction
Thurs. in class- TBD

Week 2 (September 8-14)

Sun. due- post 1 question about syllabus on Bb by 11:59 pm
Tues. read- Ch. 1- Critical Thinking, Facts, and Feelings pgs. 1-15
Thurs. in class- argument workshop

Week 3 (September 15-21)

Sun. due- Quiz 1 on Bb by 11:59 pm
Sun. due- Writing Assignment (WA) 1 on Bb by 11:59 pm
Tues. read- Ch. 2- Obstacles to Critical Thinking pgs. 24-37
Thurs. in class- argument workshop

Week 4 (September 22-28)

Sun. due- Quiz 2 on Bb by 11:59 pm
Sun. due- WA 2 on Bb by 11:59 pm
Tues. read- Ch. 3- Identifying and Evaluating Arguments pgs. 46-60
Thurs. in class- argument workshop

Week 5 (September 29- October 5)

Sun. due- Quiz 3 on Bb by 11:59 pm
Sun. due- WA 3 on Bb by 11:59 pm
Tues. read- Ch. 4- Deductive Argument Forms pgs. 69-76
Thurs. in class- argument workshop

Week 6 (October 6-12)

Sun. due- Quiz 4 on Bb by 11:59 pm
Sun. due- WA 4 on Bb by 11:59 pm
Tues. read- Ch. 5- Inductive Arguments and Statistics pgs. 81-97
Thurs. in class- argument workshop

Week 7 (October 13-19)

Sun. due- Quiz 5 on Bb by 11:59 pm
Sun. due- WA 5 on Bb by 11:59 pm
Tues. in class- argument workshop on identifying & evaluating arguments
Thurs. in class- argument workshop on identifying & evaluating arguments

Week 8 (October 20-26)

Sun. due- Exam 1 on Bb by 11:59 pm

Tues. read- Ch. 12- Writing Argumentative Essays pgs. 271-286

Thurs. in class- Essay 1 Prep

Week 9 (October 27- November 2)

Sun. due- Essay 1 on Bb by 11:59 pm

Tues. read- Ch. 6- Evidence and Experts pgs.

Thurs. in class- argument workshop

Week 10 (November 3-9)

Sun. due- Quiz 6 on Bb by 11:59 pm

Sun. due- WA 6 on Bb by 11:59 pm

Tues. read- Ch. 7- Causal Arguments pgs. 133-144 107-126

Thurs. in class- argument workshop

Week 11 (November 10-16)

Sun. due- Quiz 7 on Bb by 11:59 pm

Sun. due- WA 7 on Bb by 11:59 pm

Tues. read- Ch. 8- Inference to the Best Explanation pgs. 151-175.

Thurs. in class- argument workshop

Week 12 (November 17-23)

Sun. due- Quiz 8 on Bb by 11:59 pm

Sun. due- WA 8 on Bb by 11:59 pm

Tues. read- Ch. 9- Judging Scientific Theories pgs. 183- 212

Thurs. in class- argument workshop

Week 13 (November 24-30)

Sun. due- Quiz 9 on Bb by 11:59 pm

Sun. due- WA 9 on Bb by 11:59 pm

Tues. in class- TBD

Thurs. no class- Thanksgiving

Week 14 (December 1-7)

Tues. read- Ch. 10- Fallacies and Persuaders pgs. 219-240

Thurs. in class- argument workshop

Week 15 (December 8-14)

Sun. due- Quiz 10 on Bb by 11:59 pm

Sun. due- WA 10 on Bb by 11:59 pm

Tues. read- Ch. 11- Critical Thinking in Morality and the Law pgs. 247-266

Thurs. in class- Essay 2 Prep

Week 16 (December 15-18)

Sun. due- Essay 2 on Bb by 11:59 pm

Tues. in class- TBD

Wed. due- Final Exam on Bb by 11:59 pm