



**The Catholic University of America**  
**The Metropolitan School of Professional Studies**  
**MID 100-01 Critical Thinking**

**Spring 2018**

**Credit Hours:** 3

**Meeting Time and Place:** Monday, 6:10-8:40pm, Pangborn 302

**Instructor:** Mr. Michael Staron, M.A.

**Instructor Contact Information:** email – [60staron@cua.edu](mailto:60staron@cua.edu);

phone – (201) 320-7549

**Office Hours:** Wednesday, 6-7pm in the Pryz Starbucks or by appointment

**The last day to drop this class without penalty is January 19, 2018.**

**The last day to withdraw from this class with a grade of “W” is March 28, 2018.**

**Course Description:** Introduction to techniques of sound reasoning in written and verbal communication, including formulation and testing of arguments, means of identifying and testing fallacious reasoning, and the art of persuasion.

**Course Goals and Goals for Student Learning:** The purpose of this course is multifaceted. First, it is to instruct students on the techniques of proper logical reasoning. Second, it is to instruct students on the misuses of reason. Third, it is to foster a greater awareness of the different uses of language in life. At the conclusion of the course, the students will be able to make arguments, identify logical fallacies, and identify different uses of language in their own lives.

**Instructional Methods:** Lectures (with frequent student involvement and interaction), along with in class discussions.

**Required Textbooks:** *Logic and Contemporary Rhetoric: The Use of Reason in Everyday Life*. Twelfth Edition, 2014. Authors: Nancy Cavender and Howard Kahane. Publisher: Wadsworth, Cengage Learning. ISBN-10: 1133942288; ISBN-13: 9781133942283

**Assessment** (out of 100 points):

35%: Final Exam  
 25%: Midterm Exam  
 20%: Classroom Participation  
 10%: Paper 1  
 10%: Paper 2

**School Grading Scale:**

<i>Numerical</i>		
Grade	Meaning	Scale
A	Excellent	93 – 100
A-		90 – 92
B+		87 – 89
B	Good	83 – 86
B-		80 – 82
C+		77 – 79
C		73 – 76
C-		70 – 72
D	Lowest Passing	60 – 69
F	Failing -- the student failed to demonstrate an adequate understanding of course concepts	< 60
F*	Failure -- the student ceased to participate in class	

**University grades:** The University grading system is available at <http://policies.cua.edu/academicundergrad//gradesfull.cfm#II> for undergraduates and <http://policies.cua.edu/academicgrad//gradesfull.cfm#iii> for graduate students. Reports of grades in courses are available at the end of each term on <http://cardinalstation.cua.edu> .

**Exams:** There will be two exams. The first (the midterm) will be administered in class on **Monday February 26**. The second (the final) will be administered on **Friday May 4 from 8-10pm** in Pangborn 302 (our normal classroom) during finals week (as found on the Registrar's website). **The final exam will be cumulative.**

The final exam must be given on the day and time assigned by the Registrar. Please plan accordingly for travel, work or appointments. A student having an exam scheduling conflict such as:

1. two or more exams scheduled for the same time period or
2. three or more exams scheduled for one day

must report to her/his school's Academic Dean's Office no later than fourteen calendar days before the end of classes. The dean will assist the student in rescheduling the exam(s) for the courses having the lowest enrollment(s). All make-up exams must be completed at the earliest possible time during the final examination period.

If you require any special test-taking accommodations, please see me *well before* the exam dates.

**Papers:** There will be two papers. Each will be **2-3 pages** in length. Paper topics will be assigned in class.

Students are to submit **hard copies** of papers to the instructor. I will accept an electronic copy only if a paper is already late. If a paper is late, it is the student's responsibility to make sure that I get it. Beware: emails sometimes go to spam. A hard copy is always safer.

Papers are due **at the start of class**. Any paper handed in after **6:20PM** will be considered 1 day late.

Late papers will be penalized. For each calendar day a paper is late, it will be penalized one grade increment (for example, from an A to an A-). This means that the highest grade a paper handed in 9 days late can receive is a D. This also means that a paper handed in 10 days late or later automatically receives an F.

**Paper Writing Guidelines:** All papers must be double-spaced and include numbered pages. They must be written in 12-point font in Times New Roman (or some similar serif) with a 1-inch margin all around. They must also have a cover page that includes your name, the date, the title of your paper, and your class number. Finally, hard copies must be printed in black ink.

**Participation:** Students are expected to participate by asking and answering questions during class lectures and discussions. The penalty for not doing so is a reduction in the participation grade.

Additionally, homework assigned to students will be reviewed in class. Failing to prepare by not doing your homework will result in a reduction of your participation grade.

**Attendance Policy:** Success in college coursework requires regular attendance and participate by the student enrolled in a course, and all classes sessions are enhanced by the presence and participation of the whole course roster. Therefore, while recognizing that extraordinary circumstances prevent a student from being able to attend a specific class session, all students are expected to attend and arrive on time for all class sessions. Students who are absent from more than 33% of a given course (i.e., students who miss more than 5 classes in a 14-week course or more than 3 classes in a 7-week course) will be given a failing grade (F\*) automatically. The Metropolitan School of Professional Studies makes no distinction between “excused” and “unexcused” absences. Instructors teaching in MSPS may include supplemental attendance policies for their courses.

**Incomplete Grades:** A student may request the provisional grade of I (incomplete) in a course when the student is unable to complete the course requirements for grave reasons (e.g., family emergency, person illness or injury, death in family, etc.). The student must make the request by submitting a signed MSPS Incomplete Grade Request Form to the Associate Dean after the last day to withdraw from class but before the last day of the class in which the student wishes to receive the incomplete. The Dean’s office will only approve a grade of incomplete when all of the following conditions are met:

1. The student requests a grade of incomplete from the instructor by using the MSPS Incomplete Grade Request Form which can be obtained from the student’s advisor; and
2. The student provides specific evidence to verify that the reason for the request is legitimate; and
3. The student must be passing the course at the time of the request; and
4. The amount of work remaining in the course can be reasonably and sufficiently completed after the conclusion of the course session; and
5. Both the student and the instructor sign and submit the MSPS Incomplete Grade Request Form to the Associate Dean; and
6. The Associate Dean approves the request by signing the MSPS Incomplete Grade Request Form.

Students granted an incomplete for the fall semester must complete the outstanding work by January 15 of the following spring semester; students granted an incomplete for the spring semester must complete the outstanding work by June 15 of the following summer term; and students granted an incomplete for the summer term must complete the outstanding work by September 15 of the following fall semester. In extraordinary circumstances, the student or the instructor may request an extension of the deadline for the outstanding work to be submitted. Such a request must be approved in writing by the Associate Dean. An incomplete grade not resolved by the deadline automatically becomes a failing (F) grade.

The student is responsible for completing all outstanding work and submitting it to the instructor on time.

**Electronics Policy:** There will be no cell phone use in class. All phones are to be turned off/silenced before entering class. Texting during class is not permitted (it is just rude).

**Academic Integrity:** Academic integrity is not merely avoiding plagiarism or cheating, but it certainly includes those things. More than anything, having academic integrity means taking responsibility for your work, your ideas, and your effort, and giving credit to others for their work, ideas and effort. If you submit work that is not your own – whether test answers, whole papers or something in-between – I have a responsibility to hold you accountable for that action. I also have a responsibility to treat you with respect and dignity while doing so.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty:

*“The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student’s past record, a more serious sanction, such as suspension or expulsion, would be appropriate. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.”*

There is no group work in the class; therefore, you should not collaborate with classmates on work that is to be submitted for an individual grade.

It is plagiarism to copy information from another source without acknowledging it. It also is plagiarism to use someone’s exact words without *both* placing quotation marks around the words *and* providing a reference.

For more information about what academic integrity means at CUA, including your responsibilities and rights, visit <http://integrity.cua.edu>.

**Accommodations for students with disabilities:** Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact Disability Support ([dss.cua.edu](http://dss.cua.edu)) to coordinate reasonable accommodations for students with documented disabilities.

**Academic Support Services:** The university’s primary academic support resources are located on the 2<sup>nd</sup> floor of Mullen Library, McMahon Hall, and at the Pryzbyla Center. These affiliated offices and services include:

**The Undergraduate Advising Center (UAC)** offers guidance to all undergraduates, especially first-year students, as they move toward their academic goals. The UAC is located in B 10 McMahon Hall. Office hours are Monday through Friday from 9:00am to 5:00pm.

**Phone:** (202) 319-5545 **Email:** [cua-advising@cua.edu](mailto:cua-advising@cua.edu) **Web:** [advising.cua.edu](http://advising.cua.edu)

**The Center for Academic Success (CAS)** provides academic support services for all students through a broad base of programs and services, including Tutoring Services, Workshops, Individual Skills Meetings, Peer Mentoring, and more. CAS is located at Mullen Library Second Floor.

**Phone:** (202) 319-5655 **Email:** [cua-academicssuccess@cua.edu](mailto:cua-academicssuccess@cua.edu) **Web:** [success.cua.edu](http://success.cua.edu)

**The Writing Center** is an excellent resource for any student. The Writing Center is committed to supporting the writing needs of students at all stages of the writing process. If, at any point in the semester, you feel that you are struggling to draft, revise, or properly reference sources in a writing assignment, make an appointment at <http://english.cua.edu/wc>; we also welcome walk-in appointments at the Writing Center, which is located in 219 Mullen Library.

**Phone:** (202) 319-4286 **Email:** [cua-writingcenter@cua.edu](mailto:cua-writingcenter@cua.edu) **Web:** [english.cua.edu/wc/](http://english.cua.edu/wc/)

**The Math Center** is staffed with Math Faculty and Tutors who are trained to assist students struggling in areas ranging from the basics to complex problems in calculus and statistics. Any student who feels he or she may need assistance in this or any other math class is welcome to visit the Math Center on Monday through Thursday between the hours of 4:00 and 10:00pm. No appointment is necessary and services are absolutely free. The Math Center is located at Mullen Library Second Floor.

**Phone:** (202) 319-5655 **Email:** [cua-academicssuccess@cua.edu](mailto:cua-academicssuccess@cua.edu)

**The Office of Disability Support Services** provides reasonable accommodations for the classroom and testing environment for students with documented disabilities. DSS is located in Pryz 127. Office hours are Monday, Wednesday, and Friday 8:00am-5:00pm, and Tuesday and Thursday 8:00am -6:30pm. **Phone:** (202) 319-5211 **Email:** [cua-dss@cua.edu](mailto:cua-dss@cua.edu) **Web:** [dss.cua.edu](http://dss.cua.edu)

**The Counseling Center** provides free individual and group counseling services, psychiatric consultation, alternative testing, and emergency services to CUA students. In addition, we provide consultation services and outreach programs to the CUA community. Appointments can be scheduled in person in 127 O'Boyle Hall, or by phone. **Phone:** (202) 319-5765. **Web:** [counseling.cua.edu](http://counseling.cua.edu)

**Libraries:** The CUA Libraries' wide range of resources and services, including databases, online journals, and FAQs are on the [main web site](#). For assistance on papers and assignments, consult the [research guides](#) or schedule an appointment with a [subject librarian](#).

#### **Class Schedule:**

<b>Dates</b>	<b>Class Titles</b>	<b>Reading and Homework</b>
1/8	Syllabus and the Importance of Critical Thinking	Plato, <i>Republic</i> (blackboard)
1/15	<b>No class! Martin Luther King Jr. Day</b>	
1/22	Speech act theory	J.L. Austin, <i>How to Do Things with Words</i> (blackboard)

1/29	Stating v. Giving Reasons and Introduction to Arguments	<i>Logic and Contemporary Rhetoric</i> pp. 1-3; <u>Homework due</u> : Exercise 1-1 <b>Paper 1 Assigned</b>
2/5	Propositional Logic and Conditionals	Sheet on Propositional Logic (blackboard); <u>Homework questions due</u> (blackboard)
2/12	Categorical Syllogisms	Sheet on the Categorical Syllogism (blackboard); <u>Homework questions due</u> (blackboard)
2/19	Categorical Syllogisms continued and Inductive Logic	<i>Logic and Contemporary Rhetoric</i> pp. 11-12, 40-43, 344-345, 348-351
<b>Tuesday, 2/20 (Extra class)</b>	Inductive Logic continued and Midterm Exam Review	Same reading as last class <b>Paper 1 Due</b>
2/26	<b>Midterm Exam</b>	No reading
3/5	<b>No class! Spring break</b>	
3/12	Informal Fallacies I	<i>Logic and Contemporary Rhetoric</i> chapter 3 sections 1-5 (pp. 50-62); <u>Homework due</u> : Exercise 3-1 questions 3, 7, 10, 12, 13 <b>Paper 2 Assigned</b>
3/19	Informal Fallacies II	<i>Logic and Contemporary Rhetoric</i> chapter 4 (pp. 75-89); <u>Homework due</u> : Exercise 4-1 questions 3, 7, 11, 13, 15, 18, 19, 23, 26, 32
3/26	Psychological Impediments to Cogent Reasoning	<i>Logic and Contemporary Rhetoric</i> chapter 6 (pp. 127-150)
4/2	<b>No class! Easter Monday</b>	
4/9	Rhetoric	<i>Logic and Contemporary Rhetoric</i> chapter 7 (pp. 155-179) <b>Paper 2 Due</b>
4/16	Reflections on the Media	<i>Logic and Contemporary Rhetoric</i> chapter 11 (pp. 267-310)
4/23	Reflections on Scientific Reasoning and Final Exam Review	Alex Rosenberg, <i>Philosophy of Science: A Contemporary Introduction</i> (blackboard)
<b>Friday, 5/4</b>	<b>Final Exam (8-10pm)</b>	

Subject to change at Instructor's discretion