

# Course schedule of philosophy

[Philosophy](#)



**ASSIGN  
BUSTER**

I will answer my cell phone only after 4 pm. If you are unable to reach me please leave a message that includes a brief description of your question or concern, and I will return your call as soon as possible (but always within 24 hours). I Welcome! I came to education as an " adult learner" having received an associate degree from MATCH when I was 30. I graduated from Marquette University 4 years later with degrees in education, writing and English. Then 4 years later I earned master degrees in education and computer technology from Cardinal Stretch University. Currently I am working on my doctorate in education.

Course Description This five-week course in critical thinking and informal logic helps students develop the ability to reason clearly and critically. It includes an introduction to the disciplines of inductive and deductive logic, fallacious reasoning, and problem- solving techniques. Emphasis is placed on the identification and management of the perception process, use of assumptions, emotional influences, and language in various forms of business communication. Topics and Objectives Critical Thinking: Purpose and Process Define " thinking. " Identify the critical thinking process.

Relate the stages of cognitive development to logic and critical thinking. The relationship of logic to critical thinking. The Perception Process and its Influences Outline the perceptual process. Explain Describe perceptual blocks to clear and critical thinking: personal barriers, sensing, and physiology. Assumptions: Critical Thinking and the Unknown Recognize assumptions in various situations. Compare and contrast necessary and unwarranted assumptions. Develop methods of checking assumptions and

creating alternatives. Logic versus Emotion Define the role of emotion in reasoning and argument.

Identify the impact of emotional influence on personal and professional effectiveness. Explain the impact of feelings on the critical thinking process.

Analysis of the Use of Language in Thinking and Argument Explain the role of language in the critical thinking process. Identify the power and limitations of language in expressing thoughts. Explore the impact of language diversity.

Elements and Composition of Argument Explore the role of critical thinking in persuasion. Distinguish arguments from nourishment. Identify the parts of an argument and their relationship to each other. Describe the role of analogy in argument. Identify the methods used in organizing thoughts. Differentiate

between inductive and deductive modalities of reasoning. Explore the structure and use of syllogisms in reasoning. Define the concepts of truth, validity, and soundness in a deductive argument. Patterns of Fallacious

Reasoning Apply sound rational reasoning to problem solving. Recognize fallacies in written, oral, and visual arguments. Critical Thinking Techniques Synthesize understanding of fallacies in reasoning and argument. Develop spontaneous oral arguments.

IW51101 \*For on-ground students, these are oral

and[[email protected](#)]presentations with notes. 1 101 Total 11001 Course

Changes Please note that the instructor's assignments may vary from the original syllabus you received from the student web page. Assignments in this document take priority. While the reading assignments and learning

objectives remain the same, some of the assignments in this syllabus have been customized for this particular section. \*\*\* The instructor reserves the

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right to change this document wily nil as he sees fit! \*\*\* Policies and Procedures

The University trusts each student to maintain high standards of honesty, academic integrity, and ethical behavior. All individual assignments MUST reflect each student's own original effort. During the course students must achieve specified learning outcomes in order to meet the course objectives. Your assignment grades will be dependent on the accomplishment of those objectives. All assignments are evaluated on the basis of achievement, and not on effort. University of Phoenix Grading Guidelines can be found in your Program Handbook.

A student who meets course objectives will earn a grade of " C". In order to earn a grade of " A" or " B" the student assignments. Unless otherwise specified, all papers are to be typewritten, double-spaced, and proofread and corrected for grammatical, spelling, and typographical errors. Source material must be cited within the body of the paper and referenced at the end of the paper. All references must be cited within the body of the paper. The format for all typewritten work follows the standards in The Little, Brown Compact Handbook (Custom 4th De. University of Phoenix). All written assignments will be evaluated as specified in the Grading Criteria for Written Assignments found at the end of this syllabus and on my instructor's web page. Attendance and participation Attendance at each workshop is mandatory! In this five week course only one unavoidable absence will be permitted, and you must notify one of the instructors in advance. Should an absence occur the student is responsible for any assignment(s) due in that workshop.

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Points for classroom participation are dependent on your presence in the classroom for the entire workshop! If you are absent for any reason participation points for that workshop will be deducted from your grade. Arriving more than 15 minutes late for class or leaving class early will also result in point deductions; each occurrence will be evaluated individually. If you must be unavoidably absent for the learning team presentation it must reflect your involvement (by audio or video tape) in order for you to share in the grade for that assignment.

Learning teams play an important part in achieving the educational outcomes in the degree programs at University of Phoenix. Teams will be formed in the first workshop of the course, and students are expected to commit to five hours of learning team activities each week in addition to attendance at the workshops. Through the process of completing team charters and meeting logs, and participating in classroom discussions, students will have the opportunity to reflect on the learning that has taken place as part of the team's work together.

The learning team presentation in Workshop Five will be evaluated on the basis of content (10 points) and presentation style (10 points). If you have questions regarding what is determined by style it is up to you to request this information from your instructor. All learning team members will receive the same grade for the presentation, regardless of individual style differences. Late assignments It is assumed that students will perform professionally in preparing work required for this class.

All assignments must be submitted on their due date. Assignments will be accepted up to one week late but that will result in an automatic grade reduction of 10% of the total possible points for that assignment. I will not accept assignments ahead of time). Incomplete Incomplete will only be considered on an individual basis. Academic Honesty Academic honesty is highly valued at the University of Phoenix. You must always vomit work that represents your original words or ideas.

If any words or ideas used in a class posting or assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Please see the I-JOB Catalog for more information about academic honesty, including consequences of academic dishonesty.

Privacy and Confidentiality in the Online Classroom One of the highlights of the I-JOB academic experience is that students can draw on the wealth of examples from their organizations in class discussions and in their written work. However, it is imperative that students not share information that is confidential, privileged, or proprietary in nature.