



SCHOOL OF UNDERGRADUATE STUDIES

Mission Statement:

The mission of the School of Undergraduate Studies is to provide Christ-centered and relevant baccalaureate education that is both rigorous and accessible, with the goal of preparing spiritually alive graduates who emerge as leaders in their communities and professions.

COURSE SYLLABUS

PHIL 102

“Logic & Critical Thinking”

Semester: Spring 2008, Session D

Mondays, 3:15-5:15

COM 101

Virginia Beach Campus

All students are required to read and have a thorough understanding of the syllabus. Any questions or concerns need to be addressed with the instructor(s). Students are responsible to obtain all textbooks prior to the beginning of the Semester.

1. YOUR INSTRUCTOR FOR THIS COURSE

Professor: Kevin R. Crawford, B.A., M.Div., M.F.A.
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2. PERSONAL GREETING FROM THE INSTRUCTOR

Welcome to *Logic and Critical Thinking*. I hope the course will bless you, be meaningful to you, and will enlighten you.

Logic is the study of the logical aspect or dimension of created reality. It is the special science that discovers the God-ordained laws and principles that govern human rational activity. One might say that it is logic's job to discover what makes rational activity rational!

Knowledge of logic, as a consequence, can change the way you think about everything there is in the universe. It can change the way you make arguments in defense of a position you take on a given subject matter and change the way you evaluate other people's arguments and explanations. In fact, you may be shocked to find that much of the liberal vs. conservative "thinking" that is taking place in media, faith, and culture today is *not* thinking at all.

Indeed, a fundamental element of correct and accurate thinking is both the process of building an argument and the necessity of coming to a true conclusion in your argumentation. When you confront statements that run counter to your own knowledge or belief systems, you need the resources to analyze the arguments of others and to have the ground upon which to stand and be able to say that their conclusions are false and their argumentation invalid. The study of classical logic offers you these tools.

Since every course taught at Regent University rationally focuses on a specific area of the creation, logic has the potential to improve your performance in every discipline of study. A person well grounded in the rational skills makes a lot of sense!

May God bless you and keep you during this course.

Yours and His,

Professor "Kevin"

3. COURSE DESCRIPTION

Logic is the theoretical study of all the activities engaged in by human beings that can be characterized as rational activities. Although Logic and Critical Thinking is offered at Regent as a course in philosophy---PHIL 102---it is really an independent special science. The special sciences study the various diverse aspects or dimensions of created reality. For example, physics studies the

physical dimension, biology studies the biotic dimension, psychology studies the sensitive dimension, and so on. Logic, like these other special sciences, studies a particular aspect of reality--the logical aspect. In this respect logic, like all the special sciences, differs from philosophy because philosophy studies the fundamental connectedness and unity of the various aspects of God's creation. Philosophy provides us with an all-encompassing overview of all these dimensions and how they relate to one another. It is philosophy, for example, that discovers the physical, the biotic, the sensitive, the logical, etc., are all "dimensions" or "aspects" of reality and that they exist in a coherent hierarchical order with respect to one another---the physical aspect supports the biotic, which in turn supports the sensitive, which supports the logical, and so on.

Since logic is the science of the laws and principles of rational thought, and since philosophy and the special sciences are particular examples of rational thought, it follows that logic studies the laws and principles that govern philosophy and the special sciences. Indeed, logic studies the God-ordained laws that govern rational thought as a whole---the ordinary rational thought of everyday life and the more abstract theoretical endeavors of philosophy and the special sciences. But PHIL 102 involves more than a mere abstract study of the principles of rational thinking. It is also a course that seeks to develop in students the ability to think rationally in accordance with these principles. For this reason, PHIL 102 has a pronounced practical side to it. There are many dynamic exercises and practice problems that help students become critical thinkers. These exercises and problems are available in the textbook and the CD-Rom that is attached to the textbook. They are geared to help students make use of rational concepts, statements and propositions, in order to formulate rational *arguments*. Indeed, the main focus of the course could be said to be on *rational argumentation*. The course seeks to give students the ability to make logically sound and cogent rational arguments about whatever aspects of God's creation they are interested in.

There are, therefore, some important tasks ahead of us in this course. In our 1st and 2nd classes we will study the nature of argumentation---the fact that the two basic kinds of arguments, deductive and inductive, are each made up of premises that logically imply a conclusion. In our 3rd and 4th classes we will examine and learn to recognize the various informal logical fallacies that can bedevil those who seek to make and respond to arguments; fallacious arguments like "begging the question," "red herring," "straw man," and "hasty generalization" will be studied. Then the nature of the categorical statements or propositions that make up the premises and conclusions of deductive arguments will be examined in our 5th and 6th classes. And in our 7th class, we will study the classical form of deductive reasoning, categorical syllogistic reasoning, that was first studied formally by the ancient Greek philosopher Aristotle. In the final class, we will study some of the inductive forms of argumentation, primarily analogical and hypothetical reasoning.

The goal of PHIL 102, then, is two-fold: to give students an introductory insight into the basic principles of logic and critical thinking and to give students an ability to think in line with these basic principles. Logic and Critical Thinking, then, means to help students think logically about the glorious world our Lord has created.

4. THEME SCRIPTURE:

"When I was a child, I talked like a child, I *thought* like a child, I *reasoned* like a child. When I became a man, I put childish ways behind me." (I Corinthians 13:11)

5. LEARNING OBJECTIVES

Upon completion of this course, students should be able to:

- 1) **Understand** the premise/conclusion structure of the deductive and inductive forms of rational argumentation.
- 2) **Identify** the informal fallacies that can mar rational argumentation and their difference from formal fallacies.
- 3) **Appreciate** the need for truthful propositions that make up the premises of arguments in order to draw sound or cogent conclusions.
- 4) **Construct** the basic kinds of deductive arguments, especially categorical syllogistic arguments.
- 5) **Construct** the basic kinds of inductive arguments, especially arguments from analogy, causal inferences, and hypothetical arguments.
- 6) **Make** rational arguments on a more consistent basis and thus improve performance in everyday reasoning and the more abstract theoretical endeavors.

6. PROGRAM GOALS

This course is designed to help students develop competencies necessary for the General Education Program of Regent University. General Education provides students with the skills and knowledge needed to undertake upper-level study leading to an undergraduate degree. The Regent University program leading to a bachelor's degree will reinforce and expand upon students' general education skills, particularly in the areas of oral and written communication and critical thinking. The School of Undergraduate Studies actively involves students in experiential education that emphasizes applied theory and skill development so that they can become more effective members and leaders in their chosen field. In endeavoring to achieve its mission, the School of Undergraduate Studies at Regent University seeks to develop in students:

- 1) A Christian worldview grounded in an understanding of the Old and New Testament scriptures and motivating Christ-centered service, living, learning, and leadership.
- 2) A capacity for personal growth through individual assessment, reflection, and discovery.
- 3) An ability to think critically and creatively, drawing on information retrieval and analysis to solve problems.
- 4) An ability to bring an understanding of ethics, culture, and worldviews to bear on awareness of self and others in community.
- 5) Skill in communicating ideas and information accurately, logically, and effectively in written and oral form.

- 6) A broad understanding of the methods and content of the natural and social sciences and their role in today's world.
- 7) A valuing of beauty and the human imagination.
- 8) The ability to contribute to a caring community that embraces the value of all of its members,
- 9) Mastery at the undergraduate level of at least one academic field in significant depth.

7. GENERAL INFORMATION

Several elements are important to your success in this course. You will need to understand these fully prior to starting the course:

- 1) All courses require extensive engagement (with other students, the instructor, and with the course materials) as well as timely completion of assignments. Many assignments are due weekly. Thus, [keeping up with the schedule is essential to your success](#). Your personal schedule must allow you to keep up with the due dates for the readings and other assignments. Some work is difficult or even impossible to make up (including [academic discussions](#) with others), so you must plan your schedule carefully.
- 2) Be sure you can complete this course in the scheduled period. Grades of "Incomplete" will be granted only for true emergency situations, not for poor planning. The policy for grades of "Incomplete" can be found in the School of Undergraduate Studies *Catalog*, found online.
- 3) You must have continuous access to a working and dependable Internet provider as well as reliable e-mail software that can send and receive attachments. You must also have access to Microsoft Word 2000 or later for writing assignments.

8. BLACKBOARD INFORMATION

Blackboard (Bb) has five primary purposes in our courses: (1) to provide a means for students to receive timely information about the course in general, assignments, grades, and announcements from the instructor; (2) to promote thoughtful interaction between the instructor and students and among students themselves as they work through course materials; (3) to provide a means for students to complete quizzes and other forms of evaluation; (4) to enhance the learning process by providing a variety of materials; and (5) to enable students to check their grades.

Students complete their weekly assignments as posted in Blackboard. Students are expected to check the [Announcements](#) section of Blackboard each week beginning two weeks before the start of the course. Students must keep their e-mail address current in Blackboard; they are expected to check their Regent e-mail daily to ensure timely receipt of messages from the professor.

If you have problems and/or are not able to login, send an e-mail to bbRegentUndergrad@regent.edu. Describe the problem in detail and include your full name, your Blackboard User Name, Password, Regent e-mail address, and telephone number(s).

Or, for faster service, you can contact the Help Desk/IT department at (757) 226-4076 if you are experiencing computer related problems.

9. RESOURCES

University Library

Virginia Beach, VA; Washington, D.C.; and distance education students are expected to make use of the wide variety of services and resources provided by the Regent University Library as they conduct research for written assignments and other projects assigned in this course. See a list of online services provided for undergraduate students at the following address: http://www.regent.edu/general/library/subjects/professional_studies/. Students should explore what library services are available in their local area, particularly from public libraries, and determine where they are able to inter-library loan materials that are not held in their local library system. Students can search the Library Catalog for texts at <http://library.regent.edu>. The library cannot loan out books that are currently on reserve for courses.

Washington, D.C., and distance education students: Books and articles can also be requested from the Regent University Library. See the Library's Distance Education page at <http://www.regent.edu/general/library/services/ILL/home.cfm> for more information. Books are loaned out for a six-week period, and students must return them by UPS or Federal Express at their own expense before the loan period is over. Generally, there is no cost for the articles, although students may incur some expense if the library encounters unusual costs obtaining them. Reference assistance is available by e-mail at refer@regent.edu or students may contact Marta Lee, Distance Education Librarian, at martlee@regent.edu.

Virginia Beach students: Reference assistance is available by calling the Library Reference Desk toll-free at 1-888-249-1822, by e-mail at refer@regent.edu, or students may contact Harold Henkel, School of Undergraduate Studies Librarian, at harohen@regent.edu.

Academic Support

To enable students to succeed, Regent University makes available to all students a number of resources, including the University Writing Center (go to www.regent.edu/admin/stuserv/writingcenter), math tutoring (see www.regent.edu/csd), and other resources. More information is available in the School of Undergraduate Studies *Catalog* and on the Regent University website: (<http://www.regent.edu/general/catalog/>). Students are invited to make use of these resources.

10. REQUIRED MATERIALS FOR THIS COURSE

- 1) **A Concise Introduction to Logic** (9th Edition), by Patrick J. Hurley (this textbook includes the CD-ROM *Learning Logic, 4.0*). Hereafter the textbook will be referred to as **CIL**. *It is imperative that students acquire the ninth edition of this textbook because it is quite different from other editions.*

Note: *If you purchased a “used” textbook, it very important for you to make sure that you received the book (as a complete set), which must contain the Learning Logic, 4.0 CD!*

- 2) Online articles located in the **Resources/Online Readings** sections of Bb.
- 3) A good dictionary resource will be helpful.

The School of Undergraduate Studies has partnered with the Regent Bookstore to have textbooks available for purchase for all students, including distance students. Items may be ordered using the secured online catalog found at www.regentbookstore.net.

Additional materials (e.g., PowerPoint files, quizzes, media, and the like) may be found on Blackboard. Students are responsible for the information and materials distributed through Blackboard and, for on-campus students, in class.

11. COURSE REQUIREMENTS

To succeed in this course students are required to:

- 1) Consistently attend and participate in the class. Your attendance and participation are important means for the instructor to assess your skills, quality of thought, and growth as a student. The **attendance policy** and procedures are described below. Requirements for your participation in Blackboard discussions —important both for your learning and for your instructor’s evaluation of your progress in the course—are described below (see “**Requirements regarding Blackboard Discussions**”).
- 2) Pay close and timely attention to reading assignments and other assigned work. You are responsible for preparing assigned readings carefully by the date listed on the schedule below and to complete tests, projects, and other assignments by the date listed. Out of fairness to all, late assignments are penalized as described below under “**Late Assignments**.”
- 3) Carefully follow course policies and procedures regarding writing, academic honesty, submission of assignments, formatting, and other matters, as specified below or through Blackboard. Since following directions is a crucial skill for university graduates—and since the smooth operation of our course depends on all of us meeting each other’s expectations—adherence to policies can positively or adversely affect a student’s grade.
- 4) Writing: All papers and essays at Regent University **must follow the writing style format required by the degree specialty** for which they are being written. The writing style to be used in this course is **MLA**. (Note: See the “Resources” link in Bb, or follow <http://www.mla.org/style>).

Here’s an important link to the “MLA Writing Style Learning Module” provided by the University to help students better understand what is expected of them in the creation and writing of academic papers.

Although there are no research papers required for the Logic 102 course, I highly recommend you consult this learning module before beginning any paper:

http://www.regent.edu/acad/schcom/style_forms/mla/

Although not a required text, you may also find the following resource an invaluable desk reference to assist in your academic writing journey: **Gibaldi, Joseph. MLA Handbook For Writers Of Research Papers, (Sixth Edition)**, New York: The Modern Language Association Of America, 2003.

Requirements regarding Blackboard Discussions

Discussion questions for this course are posted in Blackboard. *Unless otherwise instructed*, the parameters for a student's postings are **200-300 words** (please keep the word count in this range). The purpose of these parameters is to promote writing that is both thorough and concise. The instructor will post questions and activities weekly. Discussion questions will be posted in advance. Since not everyone will see things identically, students are to review one another's postings in order to further their insight and learning. This is an important benefit of dialogue.

For each week in which a Debate Forum is scheduled, **on-line** and **on-campus** students will post one Original Post and at least one Response Post to each of two other student's Original Post. To do well in these discussions, students will want to cite appropriate examples/principles from the texts and Scripture. Often students will not have enough words in a post or will not reference texts, appropriate Scripture, etc. and needlessly lose points in their grade. Late posts result in a loss of participation points.

If you want to share short posts of encouragement and support, use the discussion board tool for this.

Note that the expectations for quality work in the Blackboard group discussions differ from the *minimal* requirements for attendance.

12. COURSE PROCEDURES

Submission of Assignments

All **assignments** (*unless otherwise instructed*) for this course should be submitted via **email** as an **attachment** through the "Assignment" Manager (See your "Weekly Assignment" page in Bb). (See the "Tools" menu in Bb) Papers should be in **MS Word** format (.doc). When saving your document, the file name should include **your name** and **assignment**, in that order – for example, "John Smith, Learning Styles (LSI) and DISC Inventory Essay." When sending your document, give your name and assignment. This makes it easy for your instructor to track your work. Directions how to use the digital drop box can be found under "Tutorials." (See the "Assignments" section of Blackboard for further instructions.)

Every assignment must have your name on it, and, if it is more than one page, each page must have your last name and the page number; for example: "Smith 2, Smith 3," etc. To do that, you will need to know how to use the Header and Footer option under the "View" button in Microsoft Word.

Posted Policy On Late Assignments

Due to the nature of the 8-week accelerated learning format for the course, work not submitted *within* four (4) days of the assignment due date (whether it was due to class absence or other reason) will normally be given a grade of “0.” Unless *prior* arrangements have been made with the Professor, there is a grade reduction of 10% points per day (including weekends) through the fourth day ... after which time I will completely “zero” out the assignment.

At the Professor’s discretion, late work may be received for full credit under extenuating circumstances. Timely communication with your Professor is of paramount importance, if the student is experiencing setback or difficulty. It is, therefore, in the student’s best interest to plan ahead and submit all assignments on time as specified in the syllabus.

Emailing Your Instructor

The subject line of all **e-mail messages** related to this course should include the course number (e.g., PHIL 102), the location of the course (e.g., VB, DC, DE) and the name of the student (Example, PHIL 102_VB_John Smith). Following these directions enables the professor to quickly identify the student and course, facilitating a timely response. Students should always include their first and last name at the end of all e-mail messages.

Because instructors often need to reach students, all students are required to keep their mailing address, e-mail address, and telephone numbers up to date in [GENISYS](#).

13. ATTENDANCE AND PARTICIPATION POLICY for the School of Undergraduate Studies

Regent University recognizes the importance of class attendance and participation for students’ learning. While attendance alone does not guarantee learning, engagement with the class through regular attendance and participation is essential to learning, both to the individual student and to the class itself as all benefit by others’ contributions. At Regent University, class attendance, understood as the act of being present, is considered to be separate from participating in the class, understood as active engagement through discussion and other forms of interaction. Both are valuable to student learning.

Like other institutions of higher education, Regent University is required to maintain accurate attendance records by the U.S. Department of Education.

Attendance is tracked weekly. For any week (7 days from Monday to Sunday) in which a student does not attend class time or, for online classes, log into the course in Blackboard, the student will be marked absent in the Blackboard grade book. The standard by which a final date of attendance in the class is measured will be the last date on which the online student logs into the course in Blackboard or the on campus attends the on-campus class for a course, whichever is more recent. Students should be aware that this date could affect their financial aid and financial obligations.

Normally, expectations for participation—such as those for quality work in the group discussions (including those in Blackboard)—differ from the minimal requirements for attendance. Thus, at the

instructor's discretion, a student who is present or absent might lose participation points. Instructors determine whether students may gain back lost participation points (for example, through additional work). Students should be aware that instructors follow their posted policy (below) for receiving late work from students. Work turned in late (papers, discussion board posts, etc.) could result in the loss of participation points or other components of the final course grade. Instructors are responsible to maintain accurate records regarding attendance and to follow course policies for grading student work, including students' participation. Students are responsible to attend and participate in class and to follow campus policies.

It is critical for on campus students to attend all class sessions and for online students to participate in discussion boards on time in order to accomplish learning outcomes. In addition, Regent University is required to maintain accurate attendance records by the U.S. Department of Education.

Two (2) attendance units will be recorded every week for all courses (any number of credits) for each student.

Online students will have two (2) Blackboard discussion board postings each week equal to sixteen (16) total attendance units for each course. Any missed or late posting will result in one (1) less attendance unit recorded (i.e. one *lost/missed* attendance unit.)

On campus students will have two (2) class hours each week counting toward the sixteen (16) total attendance units for each course. Any missed portion of one class hour will result in one (1) less attendance unit recorded (i.e. one *lost/missed* attendance unit) with a maximum of two (2) lost each week.

Any online or on campus course **may** have **more** than (but will not have less than) sixteen (16) total discussion board postings or class hours within the course; however, **only 16 total** (postings or class hours) **are used for recording attendance (2 each week)**. Any two hours each week may be used to calculate the lost attendance unit(s) for each student.

For four (4) or more missed attendance units a faculty member will deduct at her or his discretion up to five (5) percentage points (5%) for each missed attendance unit from the student's final grade. For six (6) or more missed attendance units a faculty member may deduct at his or her discretion up to ten (10) percentage points (10%) for each missed attendance unit from the student's final grade.

Because class absences and missed discussion board posting deadlines sometimes result because of extenuating professional or personal situations, faculty members may, at their discretion, offer a student an opportunity to gain back some or all of the lost percentage points through whatever means are appropriate to the situation.

However, the recorded loss of the attendance unit will not be altered in the records, even if a student makes up the missed class/work and related grade points. These attendance percentage point deductions may be in addition to and separate from any lost participation points that an individual professor may also deduct for a missed class/assignment.

14) ACADEMIC HONESTY

Students are on their honor to complete assignments with honesty and integrity. Academic dishonesty involves intentionally or unintentionally stealing the intellectual property of others. Students are expected to be familiar with the university's policy on academic integrity found in both the University *Student Handbook* and School of Undergraduate Studies *Catalog* (<http://www.regent.edu/general/catalog/>) and to follow it. As an academic and Christian community, Regent University takes seriously the call for integrity and penalizes breaches of academic integrity. **In this particular course, if a student is found to be plagiarizing, a grade of zero will be assigned and a subsequent incident will result in a zero "0" for the course.**

15) COURSE SCHEDULE

The schedule below includes the due dates for all assignments in this course. It is recommended that you place **print this** Course Schedule in a convenient place and **refer to it** each week of the course. You need to follow it closely, as late assignments are subject to a grade reduction and, in some cases, a marked absence. Students are expected to spend fourteen to seventeen hours of class work per week (to include online work, homework and study time, and, for on-ground students, in-class time) for a three-credit hour class. All courses use group discussion questions on Blackboard. Postings cannot be made up once the week is over, as the rest of the class will have moved on to the next topic. Assigned readings in the textbook(s) are to be completed each week along with any additional articles, audio clips, and PowerPoint presentations as found in the **Resources** or **Assignments** section of Blackboard (Bb).

The assignments below are the **required** assignments. There are, however, other resources available for this course that you may want to use. These resources can be found in the **Optional Exercises** and **Course Info** sections of Bb. For example, in the **Optional Exercises** section there is a glossary, crossword puzzle, flashcards, and practice quiz for each chapter of the textbook. In the **Course Info** section there are a number of textbook resources and background information on the fields of philosophy and logic.

WEEK 1: BASIC CONCEPTS---PART ONE (Monday, March 10, 2008)

Reading and Exercise Assignments:

1.) **CIL Reading:** Read sections 1.1, 1.2, and 1.3 of Chapter 1 of **A Concise Introduction to Logic** (hereafter, **CIL**). The normal time-frame for readings at Regent Undergrad is 30 pages per hour. Philosophy and logic are different because the readings are more intellectually challenging. You should figure on 10 pages per hour. Read the assignment reflectively, take your time, make an effort to understand, and look up any words you do not know in your dictionary resource. The emphasis in PHIL 102 is not on the quantity of material covered, but on the quality of understanding achieved.

2.) **Learning Logic CD:** Do not read the sections of CIL straight through. Rather, read section 1.1 and then do the exercises and practice problems for 1.1 located on the CD-ROM, **Learning Logic 4.0**, included with your textbook. Then read section 1.2 and do its exercises/problems. Then do the same for section 1.3. The interactive format of **Learning**

Logic is crucial to understanding the material in this course (indeed, some of you may want to do the *Learning Logic* exercises *before* you read the textbook---I leave this decision up to you).

3.) **Exercises:** If you feel the need for more practice, you may do as many of the exercises in CIL at the end of each section as you want (the ones **marked** with an **asterisk** have answers listed in the back of the book). You will be required to turn in answers to **5 of these** exercises for grading (see the **Homework Assignment** below).

If you have any questions about the readings or exercises you may post a question on the **General Course Questions** sub-section of the **Discussion Board** section of Bb (this is the venue that I prefer because your question and my answer are available to the whole class---so everyone benefits). You may also e-mail or call me, if you'd rather talk privately. Office hours for the **virtual classroom** or **in person** are by appointment only.

Graded Assignments:

1.) **Debate Assignment 1:** Students must submit one, and only one, **Original Post** in response to the Debate Assignment topic for each week of the course. Week 1's topic is "Abortion." These assignments are located in the **Groups/Group Discussion Board** section of Bb. Instructions on how to construct Original Posts can be found in *How to make an Argument for the Group Discussion Board* located in the **Resources/Online Readings** section of Bb. As indicated there, the Original Post for Week 1 should be a **sylogism**---a specific kind of argument. Each week's topic is deliberately broad in nature and you may select any area of interest within the topic to base your argument(s) on. Original Posts should be **100-200** words in length and should be posted **no later than Thursday** midnight (the earlier the better).

IMPORTANT: BE SURE TO BRING A COPY OF YOUR WEEKLY POSTS/RESPONSES TO CLASS WITH YOU ON MONDAYS ... This is for discussion and sharing DURING our second hour of class each week.

Students must also submit a **Response Post** to at least two other group member's Original Posts each week of the course. Instructions on how to construct Response Posts can also be found in *How to make an Argument for the Group Discussion Board* located in the **Resources/Online Readings** section of Bb. As indicated there, the Response Post for Week 1 should also be a **sylogism**. Response Posts should either defend or critique your selected group member's Original Post. They should be **75-150** words in length and should be posted **no later than Saturday** midnight (again, the earlier the better).

You may make as many Response Posts as you like, but 2 responses are the minimum. I will normally participate in this discussion and you may respond to my postings. *Please remember, however, that a Response Post does not count toward the required minimum unless it is to an Original Post. Responses to me and responses to other student's Response Posts do not count toward the minimum.* In this course, you may take *any* position you like on the topics at hand. You should consider this assignment an opportunity to express your views on the topic and receive feedback. You may have to do a little

independent research each week in order to get the information necessary to construct good arguments.

Students should respond to one another's posts with scholarly discussion and argumentation that is respectful and supportive even when given in defense of an opposing view. The **Group Discussion Board** is a **free zone** and a **safe zone**, where any and all scholarly debate is welcomed and encouraged. Please observe charity in all things, and don't easily take offense, even when you think you've been provoked. One of the goals of this course is to provide students with the opportunity to learn how to give and receive criticism appropriately---or, in other words, to become intellectually mature. The ideal post will be courteous even when critical of a fellow group member's arguments.

See Section #16 of the Syllabus, **METHOD OF EVALUATION: Debate Assignments**, for the criteria I will use to evaluate and grade your postings to the GDB. The Original Post and the 2 Response Posts comprise the **Debate** portion of your grade as listed in the Grade Book on Bb. The sum total of your 8 Debate grades (one for each week of class, obviously) is worth 30% of your final grade.

2.) **Homework 1:** Each week of course (except the last) there is a **Homework Assignment** that must be completed. You must turn in answers to 5 of the exercises located in the assigned sections of CIL. **The 5 exercises for Week 1 are: I.3 (p.7), IV.8 (p.13), I.3 (p.23), VI.2 (p.30), and I.3 (p.37).** *Use the exercises in CIL that have answers in the back of the book as models for how to answer the assigned exercises.* The answers to these 5 exercises should be sent to me **no later than Saturday midnight** as an **attachment** to the **Homework** link located in the **Assignments** section of Bb for this week. ***Please be sure to clearly identify and label each of your answers by using the numbering system indicated above.***

See Section #16 of the Syllabus, **METHOD OF EVALUATION: Homework Assignments**, for the criteria I will use to evaluate and grade your answers. The answers you give to these exercises comprise the **Homework** portion of your grade as listed in the Grade Book on Bb. The sum total of your 7 Homework grades is worth 20% of your final grade.

3.) **Quiz 1:** Each week of the course there is a quiz that must be completed. The quizzes are located in the **Assignments** section of Bb. They **must be taken by Saturday midnight**. Each quiz has 10 true/false, fill in the blank, and multiple choice questions and is **always** on the readings from the CIL textbook for that particular week of class.

See below #16 of the Syllabus, **METHOD OF EVALUATION**, for important information on the quizzes. The sum total of all 8 quiz grades is worth 25% of your final grade.

4.) **Final Exam:** There is a open book/CD Final Exam that must be taken by Saturday midnight of the last week of class. The Exam will have 30 questions of the same type as the quizzes. The exam will be based on the material covered in the **Learning Logic CD-ROM**. The best way to study for the exam is to review all of this material on a regular

basis throughout the course. The exam is located in the **Assignments** section of Bb under the **Week 8** sub-section.

See below #16 of the Syllabus, **METHOD OF EVALUATION**, for important information on the Final Exam. The Final Exam is worth 25% of your final grade.

WEEK 2: BASIC CONCEPTS---PART TWO (Monday, March 17, 2008)

Reading and Exercise Assignments:

1.) **CIL Reading:** Read sections 1.4, 1.5, and 1.6 of Chapter 1 of CIL. The normal time-frame for readings at Regent Undergrad is 30 pages per hour. Philosophy and logic are different because the readings are more intellectually challenging. You should figure on 10 pages per hour. Read the assignment reflectively, take your time, make an effort to understand, and look up any words you do not know in your dictionary resource. The emphasis in PHIL 102 is not on the quantity of material covered, but on the quality of understanding achieved.

2.) **Learning Logic CD:** Do not read the sections of CIL straight through. Rather, read section 1.4 and then do the exercises and practice problems for 1.4 located on the CD-ROM, *Learning Logic 4.0*, included with your textbook. Then read section 1.5 and do its exercises/problems. Then do the same for section 1.6. The interactive format of *Learning Logic* is crucial to understanding the material in this course (indeed, some of you may want to do the *Learning Logic* exercises *before* you read the textbook---I leave this decision up to you).

3.) **Exercises:** If you feel the need for more practice, you may do as many of the exercises in CIL at the end of each section as you want (the ones marked with an asterisk have answers listed in the back of the book). You will be required to turn in answers to 5 of these exercises for grading (see the **Homework Assignment** below).

If you have any questions about the readings or exercises you may post a question on the **General Course Questions** sub-section of the **Discussion Board** section of Bb (this is the venue that I prefer because your question and my answer are available to the whole class---so everyone benefits). You may also e-mail or call me, if you'd rather talk privately. Office hours for the **virtual classroom** or **in person** are by appointment only.

Graded Assignments:

1.) **Debate Assignment 2:** Students must submit one, and only one, **Original Post** in response to the Debate Assignment topic for each week of the course. Week 2's topic is "Prayer in the Public Schools." These assignments are located in the **Groups/Group Discussion Board** section of Bb. This week you are free to choose any type of argument you want and you should *read Types of Argumentation*, located in the **Resources/Online Readings** section of Bb, for information on the various types. Continue to consult *How to make an Argument for the Group Discussion Board*, located in the **Resources/Online Readings** section of Bb, for general information on posting arguments to the GDB. Each week's topic is deliberately broad in nature and you may select any area of interest within

the topic to base your argument(s) on. Original Posts should be 100-200 words in length and should be posted **no later than Thursday** midnight (the earlier the better).

IMPORTANT: BE SURE TO BRING A COPY OF YOUR WEEKLY POSTS/RESPONSES TO CLASS WITH YOU ON MONDAYS ... This is for discussion and sharing DURING our second hour of class each week.

Students must also submit a **Response Post** to at least two other group member's Original Posts each week of the course. This week you are free to choose any type of argument you want and you should read *Types of Argumentation*, located in the **Resources/Online Readings** section of Bb, for information on the various types. Continue to consult *How to make an Argument for the Group Discussion Board*, located in the **Resources/Online Readings** section of Bb, for general information on posting arguments to the GDB. Response Posts should either defend or critique your selected group member's Original Post. They should be 75-150 words in length and should be posted **no later than Saturday midnight** (again, the earlier the better).

You may make as many Response Posts as you like, but 2 responses are the minimum. I will normally participate in this discussion and you may respond to my postings. *Please remember, however, that a Response Post does not count toward the required minimum unless it is to an Original Post. Responses to me and responses to other student's Response Posts do not count toward the minimum.* In this course, you may take *any* position you like on the topics at hand. You should consider this assignment an opportunity to express your views on the topic and receive feedback. You may have to do a little independent research each week in order to get the information necessary to construct good arguments.

Students should respond to one another's posts with scholarly discussion and argumentation that is respectful and supportive even when given in defense of an opposing view. The **Group Discussion Board** is a **free zone** and a **safe zone**, where any and all scholarly debate is welcomed and encouraged. Please observe charity in all things, and don't easily take offense, even when you think you've been provoked. One of the goals of this course is to provide students with the opportunity to learn how to give and receive criticism appropriately--or, in other words, to become intellectually mature. The ideal post will be courteous even when critical of a fellow group member's arguments.

See Section #16 of the Syllabus, **METHOD OF EVALUATION: Debate Assignments**, for the criteria I will use to evaluate and grade your postings to the GDB. The Original Post and the 2 Response Posts comprise the **Debate** portion of your grade as listed in the Grade Book on Bb. The sum total of your 8 Debate grades (one for each week of class, obviously) is worth 30% of your final grade.

2.) **Homework 2:** Each week of course (except the last) there is a **Homework Assignment** that must be completed. You must turn in answers to 5 of the exercises located in the assigned sections of CIL. **The 5 exercises for Week 2 are: I.3 (p.49), II.6 (p.50), I.3 (p.58), II.9 (p.59), I.3 (p.64).** *Use the exercises in CIL that have answers in the back of the book as models for how to answer the assigned exercises.* The answers to these 5 exercises should be sent to me **no later than Saturday midnight** as an attachment to the

Homework link located in the **Assignments** section of Bb for this week. *Please be sure to clearly identify and label each of your answers by using the numbering system indicated above.*

See Section #16 of the Syllabus, **METHOD OF EVALUATION: Homework Assignments**, for the criteria I will use to evaluate and grade your answers. The answers you give to these exercises comprise the **Homework** portion of your grade as listed in the Grade Book on Bb. The sum total of your 7 Homework grades is worth 20% of your final grade.

3.) **Quiz 2:** Each week of the course there is a quiz that must be completed. The quizzes are located in the **Assignments** section of Bb. They must be taken by Saturday midnight. Each quiz has 10 true/false, fill in the blank, and multiple choice questions and is *always* on the readings from the CIL textbook for that particular week of class.

See below #16 of the Syllabus, **METHOD OF EVALUATION**, for important information on the quizzes. The sum total of all 8 quiz grades is worth 25% of your final grade.

4.) **Final Exam:** There is a open book/CD Final Exam that must be taken by Saturday midnight of the last week of class. The Exam will have 30 questions of the same type as the quizzes. The exam will be based on the material covered in the **Learning Logic CD-ROM**. The best way to study for the exam is to review all of this material on a regular basis throughout the course. The exam is located in the **Assignments** section of Bb under the **Week 8** sub-section.

See below #16 of the Syllabus, **METHOD OF EVALUATION**, for important information on the Final Exam. The Final Exam is worth 25% of your final grade.

WEEK 3: INFORMAL FALLACIES---PART ONE (Monday, March 24, 2008)

Reading and Exercise Assignments:

1.) **CIL Reading:** Read sections 3.1, 3.2, and 3.3 of Chapter 3 of CIL. The normal time-frame for readings at Regent Undergrad is 30 pages per hour. Philosophy and logic are different because the readings are more intellectually challenging. You should figure on 10 pages per hour. Read the assignment reflectively, take your time, make an effort to understand, and look up any words you do not know in your dictionary resource. The emphasis in PHIL 102 is not on the quantity of material covered, but on the quality of understanding achieved.

2.) **Learning Logic CD:** Do not read the sections of CIL straight through. Rather, read section 3.1 and then do the exercises and practice problems for 3.1 located on the CD-ROM, **Learning Logic 4.0**, included with your textbook. Then do the same thing for the other sections. The interactive format of **Learning Logic** is crucial to understanding the material in this course (indeed, some of you may want to do the **Learning Logic** exercises *before* you read the textbook---I leave this decision up to you).

3.) **Exercises:** If you feel the need for more practice, you may do as many of the exercises in CIL at the end of each section as you want (the ones marked with an asterisk have answers listed in the back of the book). You will be required to turn in answers to 5 of these exercises for grading (see the **Homework Assignment** below).

If you have any questions about the readings or exercises you may post a question on the **General Course Questions** sub-section of the **Discussion Board** section of Bb (this is the venue that I prefer because your question and my answer are available to the whole class---so everyone benefits). You may also e-mail or call me, if you'd rather talk privately. Office hours for the **virtual classroom** or **in person** are by appointment only.

Graded Assignments:

1.) **Debate Assignment 3:** Students must submit one, and only one, **Original Post** in response to the Debate Assignment topic for each week of the course. Week 3's topic is "Iraq: Why We Should Stay/Leave." These assignments are located in the **Groups/Group Discussion Board** section of Bb. This week you are free to choose any type of argument you want and you should read *Types of Argumentation*, located in the **Resources/Online Readings** section of Bb, for information on the various types. Continue to consult *How to make an Argument for the Group Discussion Board*, located in the **Resources/Online Readings** section of Bb, for general information on posting arguments to the GDB. Each week's topic is deliberately broad in nature and you may select any area of interest within the topic to base your argument(s) on. Original Posts should be **100-200** words in length and should be posted **no later than Thursday midnight** (the earlier the better).

IMPORTANT: BE SURE TO BRING A COPY OF YOUR WEEKLY POSTS/RESPONSES TO CLASS WITH YOU ON MONDAYS ... This is for discussion and sharing DURING our second hour of class each week.

Students must also submit a **Response Post** to at least two other group member's Original Posts each week of the course. This week you are free to choose any type of argument you want and you should read *Types of Argumentation*, located in the **Resources/Online Readings** section of Bb, for information on the various types. Continue to consult *How to make an Argument for the Group Discussion Board*, located in the **Resources/Online Readings** section of Bb, for general information on posting arguments to the GDB. Response Posts should either defend or critique your selected group member's Original Post. They should be **75-150** words in length and should be posted **no later than Saturday midnight** (again, the earlier the better).

You may make as many Response Posts as you like, but 2 responses are the minimum. I will normally participate in this discussion and you may respond to my postings. *Please remember, however, that a Response Post does not count toward the required minimum unless it is to an Original Post. Responses to me and responses to other student's Response Posts do not count toward the minimum.* In this course, you may take *any* position you like on the topics at hand. You should consider this assignment an opportunity to express your views on the topic and receive feedback. You may have to do a little

independent research each week in order to get the information necessary to construct good arguments.

Students should respond to one another's posts with scholarly discussion and argumentation that is respectful and supportive even when given in defense of an opposing view. The **Group Discussion Board** is a **free zone** and a **safe zone**, where any and all scholarly debate is welcomed and encouraged. Please observe charity in all things, and don't easily take offense, even when you think you've been provoked. One of the goals of this course is to provide students with the opportunity to learn how to give and receive criticism appropriately---or, in other words, to become intellectually mature. The ideal post will be courteous even when critical of a fellow group member's arguments.

See Section #16 of the Syllabus, **METHOD OF EVALUATION: Debate Assignments**, for the criteria I will use to evaluate and grade your postings to the GDB. The Original Post and the 2 Response Posts comprise the **Debate** portion of your grade as listed in the Grade Book on Bb. The sum total of your 8 Debate grades (one for each week of class, obviously) is worth 30% of your final grade.

2.) **Homework 3:** Each week of course (except the last) there is a **Homework Assignment** that must be completed. You must turn in answers to 5 of the exercises located in the assigned sections of CIL. **The 5 exercises for Week 3 are: I.3 (p.112), I.5 (p.124), I.14 (p.125), I.9 (p.139), III.3 (p.140).** *Use the exercises in CIL that have answers in the back of the book as models for how to answer the assigned exercises.* The answers to these 5 exercises should be sent to me **no later than Saturday midnight** as an **attachment** to the **Homework** link located in the **Assignments** section of Bb for this week. ***Please be sure to clearly identify and label each of your answers by using the numbering system indicated above.***

See Section #16 of the Syllabus, **METHOD OF EVALUATION: Homework Assignments**, for the criteria I will use to evaluate and grade your answers. The answers you give to these exercises comprise the **Homework** portion of your grade as listed in the Grade Book on Bb. The sum total of your 7 Homework grades is worth 20% of your final grade.

3.) **Quiz 3:** Each week of the course there is a quiz that must be completed. The quizzes are located in the **Assignments** section of Bb. They **must be taken by Saturday midnight**. Each quiz has 10 true/false, fill in the blank, and multiple choice questions and is **always** on the readings from the CIL textbook for that particular week of class.

See below #16 of the Syllabus, **METHOD OF EVALUATION**, for important information on the quizzes. The sum total of all 8 quiz grades is worth 25% of your final grade.

4.) **Final Exam:** There is an open book/CD Final Exam that must be taken by Saturday midnight of the last week of class. The Exam will have 30 questions of the same type as the quizzes. The exam will be based on the material covered in the **Learning Logic CD-ROM**. The best way to study for the exam is to review all of this material on a regular

basis throughout the course. The exam is located in the **Assignments** section of Bb under the **Week 8** sub-section.

See below #16 of the Syllabus, **METHOD OF EVALUATION**, for important information on the Final Exam. The Final Exam is worth 25% of your final grade.

WEEK 4: INFORMAL FALLACIES---PART TWO (Monday, March 31, 2008)

Reading and Exercise Assignments:

1.) **CIL Reading:** Read sections 3.4 and 3.5 of Chapter 3 of CIL. The normal time-frame for readings at Regent Undergrad is 30 pages per hour. Philosophy and logic are different because the readings are more intellectually challenging. You should figure on 10 pages per hour. Read the assignment reflectively, take your time, make an effort to understand, and look up any words you do not know in your dictionary resource. The emphasis in PHIL 102 is not on the quantity of material covered, but on the quality of understanding achieved.

2.) **Learning Logic CD:** Follow the previous week's recommendations for working with *Learning Logic*. The interactive format of *Learning Logic* is crucial to understanding the material in this course (indeed, some of you may want to do the *Learning Logic* exercises *before* you read the textbook---I leave this decision up to you).

3.) **Exercises:** If you feel the need for more practice, you may do as many of the exercises in CIL at the end of each section as you want (the ones marked with an asterisk have answers listed in the back of the book). You will be required to turn in answers to 5 of these exercises for grading (see the **Homework Assignment** below).

If you have any questions about the readings or exercises you may post a question on the **General Course Questions** sub-section of the **Discussion Board** section of Bb (this is the venue that I prefer because your question and my answer are available to the whole class---so everyone benefits). You may also e-mail or call me, if you'd rather talk privately. Office hours for the **virtual classroom** or **in person** are by appointment only.

Graded Assignments:

1.) **Debate Assignment 4:** Students must submit one, and only one, **Original Post** in response to the Debate Assignment topic for each week of the course. Week 4's topic is "Violence in the Media Constructs Social Behavior." These assignments are located in the **Groups/Group Discussion Board** section of Bb. This week you are free to choose any type of argument you want and you should read *Types of Argumentation*, located in the **Resources/Online Readings** section of Bb, for information on the various types. Continue to consult *How to make an Argument for the Group Discussion Board*, located in the **Resources/Online Readings** section of Bb, for general information on posting arguments to the GDB. Each week's topic is deliberately broad in nature and you may select any area of interest within the topic to base your argument(s) on. Original Posts should be **100-200** words in length and should be posted **no later than Thursday midnight** (the earlier the better).

IMPORTANT: BE SURE TO BRING A COPY OF YOUR WEEKLY POSTS/RESPONSES TO CLASS WITH YOU ON MONDAYS ... This is for discussion and sharing DURING our second hour of class each week.

Students must also submit a **Response Post** to at least two other group member's Original Posts each week of the course. This week you are free to choose any type of argument you want and you should read *Types of Argumentation*, located in the **Resources/Online Readings** section of Bb, for information on the various types. Continue to consult *How to make an Argument for the Group Discussion Board*, located in the **Resources/Online Readings** section of Bb, for general information on posting arguments to the GDB. Response Posts should either defend or critique your selected group member's Original Post. They should be **75-150** words in length and should be posted **no later than Saturday midnight** (again, the earlier the better).

You may make as many Response Posts as you like, but 2 responses are the minimum. I will normally participate in this discussion and you may respond to my postings. *Please remember, however, that a Response Post does not count toward the required minimum unless it is to an Original Post. Responses to me and responses to other student's Response Posts do not count toward the minimum.* In this course, you may take *any* position you like on the topics at hand. You should consider this assignment an opportunity to express your views on the topic and receive feedback. You may have to do a little independent research each week in order to get the information necessary to construct good arguments.

Students should respond to one another's posts with scholarly discussion and argumentation that is respectful and supportive even when given in defense of an opposing view. The **Group Discussion Board** is a **free zone** and a **safe zone**, where any and all scholarly debate is welcomed and encouraged. Please observe charity in all things, and don't easily take offense, even when you think you've been provoked. One of the goals of this course is to provide students with the opportunity to learn how to give and receive criticism appropriately---or, in other words, to become intellectually mature. The ideal post will be courteous even when critical of a fellow group member's arguments.

See Section #16 of the Syllabus, **METHOD OF EVALUATION: Debate Assignments**, for the criteria I will use to evaluate and grade your postings to the GDB. The Original Post and the 2 Response Posts comprise the **Debate** portion of your grade as listed in the Grade Book on Bb. The sum total of your 8 Debate grades (one for each week of class, obviously) is worth 30% of your final grade.

2.) **Homework 4:** Each week of course (except the last) there is a **Homework Assignment** that must be completed. You must turn in answers to 5 of the exercises located in the assigned sections of CIL. **The 5 exercises for Week 4 are: I.6 (p.159), I.17 (p.160), III.5 (p.161), I.8 (p.174), I.48 (p.180).** *Use the exercises in CIL that have answers in the back of the book as models for how to answer the assigned exercises.* The answers to these 5 exercises should be sent to me **no later than Saturday midnight** as an **attachment** to the **Homework** link located in the **Assignments** section of Bb for this week. **Please be sure to**

clearly identify and label each of your answers by using the numbering system indicated above.

See Section #16 of the Syllabus, **METHOD OF EVALUATION: Homework Assignments**, for the criteria I will use to evaluate and grade your answers. The answers you give to these exercises comprise the **Homework** portion of your grade as listed in the Grade Book on Bb. The sum total of your 7 Homework grades is worth 20% of your final grade.

3.) **Quiz 4:** Each week of the course there is a quiz that must be completed. The quizzes are located in the **Assignments** section of Bb. They **must be taken by Saturday midnight**. Each quiz has 10 true/false, fill in the blank, and multiple choice questions and is **always** on the readings from the CIL textbook for that particular week of class.

See below #16 of the Syllabus, **METHOD OF EVALUATION**, for important information on the quizzes. The sum total of all 8 quiz grades is worth 25% of your final grade.

4.) **Final Exam:** There is a open book/CD Final Exam that must be taken by Saturday midnight of the last week of class. The Exam will have 30 questions of the same type as the quizzes. The exam will be based on the material covered in the **Learning Logic CD-ROM**. The best way to study for the exam is to review all of this material on a regular basis throughout the course. The exam is located in the **Assignments** section of Bb under the **Week 8** sub-section.

See below #16 of the Syllabus, **METHOD OF EVALUATION**, for important information on the Final Exam. The Final Exam is worth 25% of your final grade.

WEEK 5: CATEGORICAL PROPOSITIONS---PART ONE (Monday, April 7, 2008)

Reading and Exercise Assignments:

1.) **CIL Reading:** Read sections 4.1, 4.2, 4.3, and 4.4 of Chapter 4 of CIL. The normal time-frame for readings at Regent Undergrad is 30 pages per hour. Philosophy and logic are different because the readings are more intellectually challenging. You should figure on 10 pages per hour. Read the assignment reflectively, take your time, make an effort to understand, and look up any words you do not know in your dictionary resource. The emphasis in PHIL 102 is not on the quantity of material covered, but on the quality of understanding achieved.

2.) **Learning Logic CD:** Follow the previous week's recommendations for working with **Learning Logic**. The interactive format of **Learning Logic** is crucial to understanding the material in this course (indeed, some of you may want to do the **Learning Logic** exercises **before** you read the textbook---I leave this decision up to you).

3.) **Exercises:** If you feel the need for more practice, you may do as many of the exercises in CIL at the end of each section as you want (the ones marked with an asterisk have

answers listed in the back of the book). You will be required to turn in answers to 5 of these exercises for grading (see the **Homework Assignment** below).

If you have any questions about the readings or exercises you may post a question on the **General Course Questions** sub-section of the **Discussion Board** section of Bb (this is the venue that I prefer because your question and my answer are available to the whole class---so everyone benefits). You may also e-mail or call me, if you'd rather talk privately. Office hours for the **virtual classroom** or **in person** are by appointment only.

Graded Assignments:

1.) **Debate Assignment 5:** Students must submit one, and only one, **Original Post** in response to the Debate Assignment topic for each week of the course. Week 5's topic is "America: A Christian Nation?" These assignments are located in the **Groups/Group Discussion Board** section of Bb. This week you are free to choose any type of argument you want and you should read *Types of Argumentation*, located in the **Resources/Online Readings** section of Bb, for information on the various types. Continue to consult *How to make an Argument for the Group Discussion Board*, located in the **Resources/Online Readings** section of Bb, for general information on posting arguments to the GDB. Each week's topic is deliberately broad in nature and you may select any area of interest within the topic to base your argument(s) on. Original Posts should be 100-200 words in length and should be posted **no later than Thursday midnight** (the earlier the better).

IMPORTANT: BE SURE TO BRING A COPY OF YOUR WEEKLY POSTS/RESPONSES TO CLASS WITH YOU ON MONDAYS ... This is for discussion and sharing DURING our second hour of class each week.

Students must also submit a **Response Post** to at least two other group member's Original Posts each week of the course. This week you are free to choose any type of argument you want and you should read *Types of Argumentation*, located in the **Resources/Online Readings** section of Bb, for information on the various types. Continue to consult *How to make an Argument for the Group Discussion Board*, located in the **Resources/Online Readings** section of Bb, for general information on posting arguments to the GDB. Response Posts should either defend or critique your selected group member's Original Post. They should be 75-150 words in length and should be posted **no later than Saturday midnight** (again, the earlier the better).

You may make as many Response Posts as you like, but 2 responses are the minimum. I will normally participate in this discussion and you may respond to my postings. ***Please remember, however, that a Response Post does not count toward the required minimum unless it is to an Original Post. Responses to me and responses to other student's Response Posts do not count toward the minimum.*** In this course, you may take *any* position you like on the topics at hand. You should consider this assignment an opportunity to express your views on the topic and receive feedback. You may have to do a little independent research each week in order to get the information necessary to construct good arguments.

Students should respond to one another's posts with scholarly discussion and argumentation that is respectful and supportive even when given in defense of an opposing view. The **Group Discussion Board** is a **free zone** and a **safe zone**, where any and all scholarly debate is welcomed and encouraged. Please observe charity in all things, and don't easily take offense, even when you think you've been provoked. One of the goals of this course is to provide students with the opportunity to learn how to give and receive criticism appropriately--or, in other words, to become intellectually mature. The ideal post will be courteous even when critical of a fellow group member's arguments.

See Section #16 of the Syllabus, **METHOD OF EVALUATION: Debate Assignments**, for the criteria I will use to evaluate and grade your postings to the GDB. The Original Post and the 2 Response Posts comprise the **Debate** portion of your grade as listed in the Grade Book on Bb. The sum total of your 8 Debate grades (one for each week of class, obviously) is worth 30% of your final grade.

2.) **Homework 5:** Each week of course (except the last) there is a **Homework Assignment** that must be completed. You must turn in answers to 5 of the exercises located in the assigned sections of CIL. **The 5 exercises for Week 5 are: I.3 (p.186), I.5 (p.190), IV.3 (p.191), II.9 (p.199), III.3 (p.208).** *Use the exercises in CIL that have answers in the back of the book as models for how to answer the assigned exercises.* The answers to these 5 exercises should be sent to me **no later than Saturday midnight** as an [attachment](#) to the **Homework** link located in the **Assignments** section of Bb for this week. ***Please be sure to clearly identify and label each of your answers by using the numbering system indicated above.***

See Section #16 of the Syllabus, **METHOD OF EVALUATION: Homework Assignments**, for the criteria I will use to evaluate and grade your answers. The answers you give to these exercises comprise the **Homework** portion of your grade as listed in the Grade Book on Bb. The sum total of your 7 Homework grades is worth 20% of your final grade.

3.) **Quiz 5:** Each week of the course there is a quiz that must be completed. The quizzes are located in the **Assignments** section of Bb. They **must be taken by Saturday midnight**. Each quiz has 10 true/false, fill in the blank, and multiple choice questions and is **always** on the readings from the CIL textbook for that particular week of class.

See below #16 of the Syllabus, **METHOD OF EVALUATION**, for important information on the quizzes. The sum total of all 8 quiz grades is worth 25% of your final grade.

4.) **Final Exam:** There is a open book/CD Final Exam that must be taken by Saturday midnight of the last week of class. The Exam will have 30 questions of the same type as the quizzes. The exam will be based on the material covered in the **Learning Logic CD-ROM**. The best way to study for the exam is to review all of this material on a regular basis throughout the course. The exam is located in the **Assignments** section of Bb under the **Week 8** sub-section.

See below #16 of the Syllabus, **METHOD OF EVALUATION**, for important information on the Final Exam. The Final Exam is worth 25% of your final grade.

WEEK 6: CATEGORICAL PROPOSITIONS---PART TWO (Monday, April 14, 2008)

Reading and Exercise Assignments:

1.) **CIL Reading:** Read sections 4.5, 4.6, and 4.7 of Chapter 4 of CIL. The normal time-frame for readings at Regent Undergrad is 30 pages per hour. Philosophy and logic are different because the readings are more intellectually challenging. You should figure on 10 pages per hour. Read the assignment reflectively, take your time, make an effort to understand, and look up any words you do not know in your dictionary resource. The emphasis in PHIL 102 is not on the quantity of material covered, but on the quality of understanding achieved.

2.) **Learning Logic CD:** Follow the previous week's recommendations for working with *Learning Logic*. The interactive format of *Learning Logic* is crucial to understanding the material in this course (indeed, some of you may want to do the *Learning Logic* exercises *before* you read the textbook---I leave this decision up to you).

3.) **Exercises:** If you feel the need for more practice, you may do as many of the exercises in CIL at the end of each section as you want (the ones marked with an asterisk have answers listed in the back of the book). You will be required to turn in answers to 5 of these exercises for grading (see the **Homework Assignment** below).

If you have any questions about the readings or exercises you may post a question on the **General Course Questions** sub-section of the **Discussion Board** section of Bb (this is the venue that I prefer because your question and my answer are available to the whole class---so everyone benefits). You may also e-mail or call me, if you'd rather talk privately. Office hours for the **virtual classroom** or **in person** are by appointment only.

Graded Assignments:

1.) **Debate Assignment 6:** Students must submit one, and only one, **Original Post** in response to the Debate Assignment topic for each week of the course. Week 6's topic is "Arguments for God's Existence." These assignments are located in the **Groups/Group Discussion Board** section of Bb. This week you are free to choose any type of argument you want and you should read *Types of Argumentation*, located in the **Resources/Online Readings** section of Bb, for information on the various types. Continue to consult *How to make an Argument for the Group Discussion Board*, located in the **Resources/Online Readings** section of Bb, for general information on posting arguments to the GDB. Each week's topic is deliberately broad in nature and you may select any area of interest within the topic to base your argument(s) on. Original Posts should be 100-200 words in length and should be posted no later than Thursday midnight (the earlier the better).

IMPORTANT: BE SURE TO BRING A COPY OF YOUR WEEKLY POSTS/RESPONSES TO CLASS WITH YOU ON MONDAYS ... This is for discussion and sharing DURING our second hour of class each week.

Students must also submit a **Response Post** to at least two other group member's Original Posts each week of the course. This week you are free to choose any type of argument you want and you should read *Types of Argumentation*, located in the **Resources/Online Readings** section of Bb, for information on the various types. Continue to consult *How to make an Argument for the Group Discussion Board*, located in the **Resources/Online Readings** section of Bb, for general information on posting arguments to the GDB. Response Posts should either defend or critique your selected group member's Original Post. They should be **75-150** words in length and should be posted **no later than Saturday midnight** (again, the earlier the better).

You may make as many Response Posts as you like, but 2 responses are the minimum. I will normally participate in this discussion and you may respond to my postings. *Please remember, however, that a Response Post does not count toward the required minimum unless it is to an Original Post. Responses to me and responses to other student's Response Posts do not count toward the minimum.* In this course, you may take *any* position you like on the topics at hand. You should consider this assignment an opportunity to express your views on the topic and receive feedback. You may have to do a little independent research each week in order to get the information necessary to construct good arguments.

Students should respond to one another's posts with scholarly discussion and argumentation that is respectful and supportive even when given in defense of an opposing view. The **Group Discussion Board** is a **free zone** and a **safe zone**, where any and all scholarly debate is welcomed and encouraged. Please observe charity in all things, and don't easily take offense, even when you think you've been provoked. One of the goals of this course is to provide students with the opportunity to learn how to give and receive criticism appropriately---or, in other words, to become intellectually mature. The ideal post will be courteous even when critical of a fellow group member's arguments.

See Section #16 of the Syllabus, **METHOD OF EVALUATION: Debate Assignments**, for the criteria I will use to evaluate and grade your postings to the GDB. The Original Post and the 2 Response Posts comprise the **Debate** portion of your grade as listed in the Grade Book on Bb. The sum total of your 8 Debate grades (one for each week of class, obviously) is worth 30% of your final grade.

2.) **Homework 6:** Each week of course (except the last) there is a **Homework Assignment** that must be completed. You must turn in answers to 5 of the exercises located in the assigned sections of CIL. **The 5 exercises for Week 6 are: I.3 (p.215), II.9 (p.216), II.6 (p.226), I.9 (p.234), II.5 (p.235).** *Use the exercises in CIL that have answers in the back of the book as models for how to answer the assigned exercises.* The answers to these 5 exercises should be sent to me **no later than Saturday midnight** as an **attachment** to the **Homework** link located in the **Assignments** section of Bb for this week. **Please be sure to clearly identify and label each of your answers by using the numbering system indicated above.**

See Section #16 of the Syllabus, **METHOD OF EVALUATION: Homework Assignments**, for the criteria I will use to evaluate and grade your answers. The answers

you give to these exercises comprise the **Homework** portion of your grade as listed in the Grade Book on Bb. The sum total of your 7 Homework grades is worth 20% of your final grade.

3.) **Quiz 6:** Each week of the course there is a quiz that must be completed. The quizzes are located in the **Assignments** section of Bb. They **must be taken by Saturday midnight**. Each quiz has 10 true/false, fill in the blank, and multiple choice questions and is *always* on the readings from the CIL textbook for that particular week of class.

See below #16 of the Syllabus, **METHOD OF EVALUATION**, for important information on the quizzes. The sum total of all 8 quiz grades is worth 25% of your final grade.

4.) **Final Exam:** There is a open book/CD Final Exam that must be taken by Saturday midnight of the last week of class. The Exam will have 30 questions of the same type as the quizzes. The exam will be based on the material covered in the **Learning Logic CD-ROM**. The best way to study for the exam is to review all of this material on a regular basis throughout the course. The exam is located in the **Assignments** section of Bb under the **Week 8** sub-section.

See below #16 of the Syllabus, **METHOD OF EVALUATION**, for important information on the Final Exam. The Final Exam is worth 25% of your final grade.

WEEK 7: CATEGORICAL SYLLOGISMS (Monday, April 21, 2008)

Reading and Exercise Assignments:

1.) **CIL Reading:** Read sections 5.1 – 5.7 of Chapter 5 of CIL. The normal time-frame for readings at Regent Undergrad is 30 pages per hour. Philosophy and logic are different because the readings are more intellectually challenging. You should figure on 10 pages per hour. Read the assignment reflectively, take your time, make an effort to understand, and look up any words you do not know in your dictionary resource. The emphasis in PHIL 102 is not on the quantity of material covered, but on the quality of understanding achieved.

2.) **Learning Logic CD:** Follow the previous week's recommendations for working with **Learning Logic**. The interactive format of **Learning Logic** is crucial to understanding the material in this course (indeed, some of you may want to do the **Learning Logic** exercises *before* you read the textbook---I leave this decision up to you).

3.) **Exercises:** If you feel the need for more practice, you may do as many of the exercises in CIL at the end of each section as you want (the ones marked with an asterisk have answers listed in the back of the book). You will be required to turn in answers to 5 of these exercises for grading (see the **Homework Assignment** below).

If you have any questions about the readings or exercises you may post a question on the **General Course Questions** sub-section of the **Discussion Board** section of Bb (this is the venue that I prefer because your question and my answer are available to the whole class---so everyone benefits). You

may also e-mail or call me, if you'd rather talk privately. Office hours for the **virtual classroom** or **in person** are by appointment only.

Graded Assignments:

1.) **Debate Assignment 7:** Students must submit one, and only one, **Original Post** in response to the Debate Assignment topic for each week of the course. Week 7's topic is "Should America Have a Military Draft?" These assignments are located in the **Groups/Group Discussion Board** section of Bb. This week you are free to choose any type of argument you want and you should read *Types of Argumentation*, located in the **Resources/Online Readings** section of Bb, for information on the various types. Continue to consult *How to make an Argument for the Group Discussion Board*, located in the **Resources/Online Readings** section of Bb, for general information on posting arguments to the GDB. Each week's topic is deliberately broad in nature and you may select any area of interest within the topic to base your argument(s) on. Original Posts should be **100-200** words in length and should be posted **no later than Thursday midnight** (the earlier the better).

IMPORTANT: BE SURE TO BRING A COPY OF YOUR WEEKLY POSTS/RESPONSES TO CLASS WITH YOU ON MONDAYS ... This is for discussion and sharing DURING our second hour of class each week.

Students must also submit a **Response Post** to at least two other group member's Original Posts each week of the course. This week you are free to choose any type of argument you want and you should read *Types of Argumentation*, located in the **Resources/Online Readings** section of Bb, for information on the various types. Continue to consult *How to make an Argument for the Group Discussion Board*, located in the **Resources/Online Readings** section of Bb, for general information on posting arguments to the GDB. Response Posts should either defend or critique your selected group member's Original Post. They should be **75-150** words in length and should be posted **no later than Saturday midnight** (again, the earlier the better).

You may make as many Response Posts as you like, but 2 responses are the minimum. I will normally participate in this discussion and you may respond to my postings. *Please remember, however, that a Response Post does not count toward the required minimum unless it is to an Original Post. Responses to me and responses to other student's Response Posts do not count toward the minimum.* In this course, you may take *any* position you like on the topics at hand. You should consider this assignment an opportunity to express your views on the topic and receive feedback. You may have to do a little independent research each week in order to get the information necessary to construct good arguments.

Students should respond to one another's posts with scholarly discussion and argumentation that is respectful and supportive even when given in defense of an opposing view. The **Group Discussion Board** is a **free zone** and a **safe zone**, where any and all scholarly debate is welcomed and encouraged. Please observe charity in all things, and don't easily take offense, even when you think you've been provoked. One of the goals of this course is to provide students with the opportunity to learn how to give and receive

criticism appropriately---or, in other words, to become intellectually mature. The ideal post will be courteous even when critical of a fellow group member's arguments.

See Section #16 of the Syllabus, **METHOD OF EVALUATION: Debate Assignments**, for the criteria I will use to evaluate and grade your postings to the GDB. The Original Post and the 2 Response Posts comprise the **Debate** portion of your grade as listed in the Grade Book on Bb. The sum total of your 8 Debate grades (one for each week of class, obviously) is worth 30% of your final grade.

2.) **Homework 7:** Each week of course (except the last) there is a **Homework Assignment** that must be completed. You must turn in answers to 5 of the exercises located in the assigned sections of CIL. **The 5 exercises for Week 7 are: II.5 (p.242), II.8 (p.263), I.6 (p.269), III.3 (p.273), II.3 (p.276).** *Use the exercises in CIL that have answers in the back of the book as models for how to answer the assigned exercises.* The answers to these 5 exercises should be sent to me **no later than Saturday midnight** as an [attachment](#) to the **Homework** link located in the **Assignments** section of Bb for this week. ***Please be sure to clearly identify and label each of your answers by using the numbering system indicated above.***

See Section #16 of the Syllabus, **METHOD OF EVALUATION: Homework Assignments**, for the criteria I will use to evaluate and grade your answers. The answers you give to these exercises comprise the **Homework** portion of your grade as listed in the Grade Book on Bb. The sum total of your 7 Homework grades is worth 20% of your final grade.

3.) **Quiz 7:** Each week of the course there is a quiz that must be completed. The quizzes are located in the **Assignments** section of Bb. They **must be taken by Saturday midnight**. Each quiz has 10 true/false, fill in the blank, and multiple choice questions and is **always** on the readings from the CIL textbook for that particular week of class.

See below #16 of the Syllabus, **METHOD OF EVALUATION**, for important information on the quizzes. The sum total of all 8 quiz grades is worth 25% of your final grade.

4.) **Final Exam:** There is a open book/CD Final Exam that must be taken by Saturday midnight of the last week of class. The Exam will have 30 questions of the same type as the quizzes. The exam will be based on the material covered in the **Learning Logic CD-ROM**. The best way to study for the exam is to review all of this material on a regular basis throughout the course. The exam is located in the **Assignments** section of Bb under the **Week 8** sub-section.

See below #16 of the Syllabus, **METHOD OF EVALUATION**, for important information on the Final Exam. The Final Exam is worth 25% of your final grade.

WEEK 8: INDUCTION (Monday, April 28, 2008)

Reading and Exercise Assignments:

1.) **CIL Reading:** Read sections 9.1, 9.2, and 9.5 of Chapter 9 of CIL. The normal time-frame for readings at Regent Undergrad is 30 pages per hour. Philosophy and logic are different because the readings are more intellectually challenging. You should figure on 10 pages per hour. Read the assignment reflectively, take your time, make an effort to understand, and look up any words you do not know in your dictionary resource. The emphasis in PHIL 102 is not on the quantity of material covered, but on the quality of understanding achieved.

2.) **Learning Logic CD:** Follow the previous week's recommendations for working with *Learning Logic*. The interactive format of *Learning Logic* is crucial to understanding the material in this course (indeed, some of you may want to do the *Learning Logic* exercises *before* you read the textbook---I leave this decision up to you).

3.) **Exercises:** If you feel the need for more practice, you may do as many of the exercises in CIL at the end of each section as you want (the ones marked with an asterisk have answers listed in the back of the book). You will be required to turn in answers to 5 of these exercises for grading (see the **Homework Assignment** below).

If you have any questions about the readings or exercises you may post a question on the **General Course Questions** sub-section of the **Discussion Board** section of Bb (this is the venue that I prefer because your question and my answer are available to the whole class---so everyone benefits). You may also e-mail or call me, if you'd rather talk privately. Office hours for the **virtual classroom** or **in person** are by appointment only.

Graded Assignments:

1.) **Debate Assignment 8:** Students must submit one, and only one, **Original Post** in response to the Debate Assignment topic for each week of the course. Week 8's topic is "Immigration: Open or Closed Borders?" These assignments are located in the **Groups/Group Discussion Board** section of Bb. This week you are free to choose any type of argument you want and you should read *Types of Argumentation*, located in the **Resources/Online Readings** section of Bb, for information on the various types. Continue to consult *How to make an Argument for the Group Discussion Board*, located in the **Resources/Online Readings** section of Bb, for general information on posting arguments to the GDB. Each week's topic is deliberately broad in nature and you may select any area of interest within the topic to base your argument(s) on. Original Posts should be **100-200** words in length and should be posted **no later than Thursday midnight** (the earlier the better).

IMPORTANT: BE SURE TO BRING A COPY OF YOUR WEEKLY POSTS/RESPONSES TO CLASS WITH YOU ON MONDAYS ... This is for discussion and sharing DURING our second hour of class each week.

Students must also submit a **Response Post** to at least two other group member's Original Posts each week of the course. This week you are free to choose any type of argument you want and you should read *Types of Argumentation*, located in the **Resources/Online Readings** section of Bb, for information on the various types. Continue to consult *How to make an Argument for the Group Discussion Board*, located in the **Resources/Online**

Readings section of Bb, for general information on posting arguments to the GDB. Response Posts should either defend or critique your selected group member's Original Post. They should be 75-150 words in length and should be posted **no later than Saturday midnight** (again, the earlier the better).

You may make as many Response Posts as you like, but 2 responses are the minimum. I will normally participate in this discussion and you may respond to my postings. *Please remember, however, that a Response Post does not count toward the required minimum unless it is to an Original Post. Responses to me and responses to other student's Response Posts do not count toward the minimum.* In this course, you may take any position you like on the topics at hand. You should consider this assignment an opportunity to express your views on the topic and receive feedback. You may have to do a little independent research each week in order to get the information necessary to construct good arguments.

Students should respond to one another's posts with scholarly discussion and argumentation that is respectful and supportive even when given in defense of an opposing view. The **Group Discussion Board** is a **free zone** and a **safe zone**, where any and all scholarly debate is welcomed and encouraged. Please observe charity in all things, and don't easily take offense, even when you think you've been provoked. One of the goals of this course is to provide students with the opportunity to learn how to give and receive criticism appropriately---or, in other words, to become intellectually mature. The ideal post will be courteous even when critical of a fellow group member's arguments.

See Section #16 of the Syllabus, **METHOD OF EVALUATION: Debate Assignments**, for the criteria I will use to evaluate and grade your postings to the GDB. The Original Post and the 2 Response Posts comprise the **Debate** portion of your grade as listed in the Grade Book on Bb. The sum total of your 8 Debate grades (one for each week of class, obviously) is worth 30% of your final grade.

2.) Because of the final exam, **there is NO Homework Assignment due** this week to allow you extra time to prepare.

3.) **Quiz 8:** Each week of the course there is a quiz that must be completed. The quizzes are located in the **Assignments** section of Bb. They **must be taken by Saturday midnight**. Each quiz has 10 true/false, fill in the blank, and multiple choice questions and is *always* on the readings from the CIL textbook for that particular week of class.

See below #16 of the Syllabus, **METHOD OF EVALUATION**, for important information on the quizzes. The sum total of all 8 quiz grades is worth 25% of your final grade.

4.) **Final Exam:** There is an open book/CD Final Exam that **must be taken by Saturday midnight of the last week of class**. The Exam will have 30 questions of the same type as the quizzes. The exam will be based on the material covered in the **Learning Logic CD-ROM**. The best way to study for the exam is to review all of this material on a regular basis throughout the course. The exam is located in the **Assignments** section of Bb under the **Week 8** sub-section.

See below #16 of the Syllabus, **METHOD OF EVALUATION**, for important information on the Final Exam. The Final Exam is worth 25% of your final grade.

16. METHOD OF EVALUATION

The **final grade for the course** will reflect mastery of course content and quality of thought as expressed in:

DEBATE ASSIGNMENTS

These assignments are **located in the Groups/Group Discussion Board section of Bb. Grading of the Debate Assignments will be based on the following criteria:**

- 1.) All posts must be courteous and have appropriate language.
- 2.) All posts must have proper grammar and spelling (**this is extremely important**).
- 3.) All posts must have at least one argument with each argument making logical sense (**this is also very important**).
- 4.) After the first week, it is important to mix up the type of argument form used from post to post. Don't settle in on one argument form and use it to the exclusion of all others.
- 5.) There must be the required number of posts.
- 6.) The minimum word counts must be met.
- 7.) The posts must be on time.
- 8.) And obviously, the posts should give evidence of serious **critical engagement** with the topic. I will measure your strength in this area in large part by how well you argue the position you take in response to the Debate Assignment question and how well you argue your critique or defense of your selected group member's Original Posts.
- 9.) The postings will be evaluated on the above criteria, **not** on the "position" that is defended in the arguments. **Hence;**

... **Liberal vs. Conservative** "labeling" is **OUT!** **Logical vs. Illogical** "argumentation" is **IN!** You may be shocked to find that much of the liberal and conservative "thinking" that is taking place in media, faith, and culture today is *not* thinking at all
...

The Debate Assignments are worth **30%** of your final grade.

HOMEWORK ASSIGNMENTS

The questions that make up the **Homework Assignments** are taken from the exercises that are found after each section of the CIL textbook. In CIL, some of the answers to its exercise questions are located in the back of the book (the questions marked with an asterisk are the ones with the answers). Use these answers as models for how to answer the assigned questions. *Your answers will be evaluated according to how well they follow the patterns established by the models and, obviously, whether or not they answer the questions correctly.* There will be five questions each week (except the last). Each answer is worth up to 20 percentage points (thus, it is important that you don't get any of them flat-out wrong). Please be sure to clearly identify and label each of your answers by using the numbering system I used in the Course Schedule above (e.g., I.4, II.8, IV.11, etc.). The answers you give to these exercises comprise the **Homework** portion of your grade as listed in the Grade Book on Bb.

The sum total of your 7 Homework grades is worth **20%** of your final grade.

QUIZZES

Students will take an online *open-book* quiz every week for a total of **eight** Quizzes. Quizzes consist of true/false, multiple choice, and fill-in-the-blank questions and have 10 questions each. Quizzes are timed (**30 minutes**) and immediate scoring will be made. The **Quiz questions will always be based on the CIL reading** for that particular week. The quizzes are located in the **Assignments** section of Bb under the appropriate week sub-section.

Each student will have **one** opportunity to take each quiz. Bb will **NOT** permit retaking any quiz. It is highly recommended that you keep a piece of paper handy and record each of your answers as you take a quiz in case your computer crashes, or you lose your Internet connection. If a "crash" does occur, contact me and you will receive instructions on how to complete the exam.

Most Internet Service Providers (ISPs) have an automatic "time-out" feature which will disconnect after a pre-set amount of time in which the computer receives no input from the user. **You cannot "pause" or "reset" your exam.** Once initialized, you have to complete the quiz or exam in the stated time-frame.

Note: for fill-in-the-blank questions, Bb will mark your answer **wrong** if it is misspelled. (Example: "Immanuel, not Emmanuel Kant," etc.). It is **the student's responsibility** to check the spelling of your answers at the time of testing, **not** the teacher's responsibility to go back and change it after the fact. So please be careful in your test taking. **Keep a dictionary with you as you take your tests.** Also, remember that Blackboard will only recognize the answer it has been programmed to receive. Unless there are instructions to the contrary, **one blank means a one-word answer.** Not observing this rule will cause your answers to be marked incorrect.

The quizzes in total are worth **25 %** of your final grade.

FINAL EXAM

There will be an open book/CD **Final Exam** due on Saturday midnight of the final week of class. **The exam will be on all the material covered in the assigned sections of the Learning Logic CD.** It will have the same structure as the quizzes, but there will be 30 questions instead of just 10 and it will have a 1 ½ hour time-limit. As mentioned above, the best way to study for the exam is to

regularly work through the *Learning Logic* exercises and problems a number of times throughout the course. Doing so will not only help you with the exam, it will also help you to better understand each successive chapter of CIL as it comes along. **The exam is located in the Assignments/Week 8 section of Bb.**

Each student will have **one** opportunity to take the exam. Bb will **NOT** permit retaking any exam. It is highly recommended that you keep a piece of paper handy and record each of your answers as you take an exam in case your computer crashes, or you lose your Internet connection. If a “crash” does occur, contact me and you will receive instructions on how to complete the exam.

Most Internet Service Providers (ISPs) have an automatic “time-out” feature which will disconnect after a pre-set amount of time in which the computer receives no input from the user. **You cannot “pause” or reset your exam.** Once initialized, you have to complete the quiz or exam in the stated time-frame.

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The Final Exam is worth **25%** of your final grade.

17. COURSE GRADING

The following grading system is followed in the School of Undergraduate Studies:

<i>Grade</i>	<i>Percentage</i>	<i>Quality Points</i>	<i>Meaning of Grade</i>
A	93–100	4.00	Superior
A-	90-92	3.67	
B+	87-89	3.33	
B	83-86	3.00	Good
B-	80-82	2.67	
C+	77-79	2.33	
C	73-76	2.00	Satisfactory
C-	70-72	1.67	
D+	67-69	1.33	
D	63-66	1.00	Poor
D-	60-62	0.67	
F	0-69	0.00	Failing

Letter grades indicate the following:

A A-

Work of superior quality in all areas. Work displays a mastery of course content at the highest level of attainment appropriate for the undergraduate level: outstanding quality of thought; excellent understanding of the course content and demonstration of skills associated with the course; a creative and critical engagement with the material; and an ability to analyze and evaluate the knowledge and ideas that shows talent for undergraduate work. Work shows practical or personal application of course content in specific assignments, as appropriate. The grade for such work will vary from A to A- according to the quality and quantity of the work.

B+ B B-

Strong performance demonstrating a high level of attainment appropriate for the undergraduate level: high quality of thought; solid understanding of the course content and demonstration of skills associated with the course; an engagement with the material that shows good comprehension of the subject; and an ability to analyze and evaluate the knowledge and ideas in the course. Work shows practical or personal application of course content in specific assignments, as appropriate. The grade for such work will vary from B+ to B- according to the quality and quantity of the work.

C+ C C-

Satisfactory performance demonstrating an adequate level of attainment appropriate for the undergraduate level: competent quality of thought; acceptable understanding of the course content and demonstration of skills associated with the course; an engagement with the course that shows adequate ability to analyze and evaluate; and adequate comprehension of the subject. Work shows practical or personal application of course content in specific assignments, as appropriate. The grade will vary from C+ to C- according to the quality and quantity of the work.

D+ D D-

Marginal performance demonstrating a minimal passing level of attainment appropriate for the undergraduate level. The student's work indicates poor quality of thought and poor comprehension of course content. Work shows practical or personal application of course content in specific assignments, as appropriate.

F

Unacceptable performance. The student's work indicates major deficiencies in learning and reveals little or no understanding of course content. This grade denotes either unacceptable performance in spite of some effort, or failure to complete the assigned work.

18. THE UNIVERSITY ACADEMIC HONOR CODE

Students are on their honor to complete assignments with honesty and integrity. Academic dishonesty involves intentionally or unintentionally stealing the intellectual property of others. Students are expected to be familiar with the university's policy on academic integrity found in both the *University Student Handbook* and *School of Undergraduate Studies Catalog* (<http://www.regent.edu/general/catalog>) and to follow it. As an academic and Christian community, Regent University takes seriously the call for integrity and penalizes breaches of academic integrity.

19. STUDENT COURSE EVALUATION

Students have the opportunity to provide feedback throughout the course through e-mail, telephone, and on-campus appointments. Near the end of the course, students will complete an anonymous online course evaluation form. Since the results contribute to improving course design and presentation, it is important that students be honest and constructive in their evaluations. Students will receive an e-mail reminder from the University when it is time to complete these evaluations. Please take time to provide this input. Students can access the online evaluation system at: <http://eval.regent.edu/regent/survey/students.cfm> . If you have questions about the online evaluation please contact evaluation@regent.edu.

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This syllabus is subject to change without notice.

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