

SOUTHERN CALIFORNIA SEMINARY

2075 EAST MADISON AVENUE • EL CAJON • CALIFORNIA 92019-110

AP-311O APOLOGETICS 1: LOGIC

SPRING, MODULE 2
NOVEMBER 1- DECEMBER 13, 2016
TUESDAY EVENINGS 4-7PM
LOCATION: TBA

PROFESSOR

Ward Crocker, DMin.
Email: ward.crocker@socalsem.edu
Phone: (619) 201-8996
Office: C-102
Office Hours: 10am-4pm (Monday-Wednesday); Thursday 1-5pm



COURSE DESCRIPTION

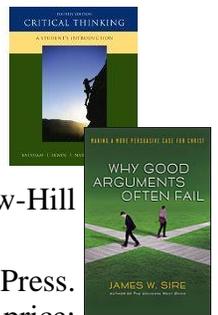
Students will begin to understand, develop, and critic various types of arguments, understand what makes for a good argument, recognize common fallacies, distinguish inductive and deductive reasoning, and develop other essential skills necessary for quality thinking. *3 units*

PROFESSOR'S COMMENT

In order to accomplish the apologetic task in a fashion that honors the Lord, we must be able to think well. This class will introduce you to the critical thinking skills necessary for this pursuit. You will also be introduced to our main apologetic text, which will be used in all four primary apologetic courses (Moreland & Craig).

REQUIRED TEXTBOOKS

1. *The Holy Bible*. A translation based on formal equivalence, such as the *New King James Version* or the *New American Standard Bible*, is recommended for study.
2. Bassham, Gregory, William Irwin, Henry Nordone, and James M. Wallace. *Critical Thinking: A Student's Introduction*. 4th edition. New York, NY: McGraw-Hill Companies. ISBN: **978-0-07-340743-2**. List price: \$12.27 (**buy it used!**)
3. Sire, James. *Why Good Arguments Often Fail*. Downers Grove, IL: InterVarsity Press. 2006. 205 pages. ISBN-10: **0-8308-3381-1**; ISBN-13: **978-0-8303-3381-8**. List price: \$14.02.



Please Note: Textbooks can be purchased through Amazon.com.

RECOMMENDED TEXTBOOKS

1. Morrow, R. David and Anthony Weston. *A Workbook for Arguments: A Complete Course in Critical Thinking*. Indianapolis, IN: Hackett Publishing, 2011. ISBN: **978-1-60384-549-6**. List Price: \$27.

2. Moreland, J. P. and William Lane Craig. *Philosophical Foundations for a Christian Worldview*. Downers Grove, IL: InterVarsity Press. 2003. 653 pages. ISBN: **0830826947**. List price: \$26.28. Weston, Anthony. *A Rulebook for Arguments*. Indianapolis, IN: Hackett Publishing, 2009. ISBN: **978-0-87220-954-1**. List Price: \$10.95.
3. Walton, N. Douglas. *Informal Logic: A Handbook for Critical Argumentation*. Cambridge, UK: Cambridge Press, 1989. ISBN: **0-521-37925-3**. List Price: \$24.95.
4. Copi, M. Irving and Carl Cohen. *Introduction to Logic*. New York, NY: Macmillan Publishing, 1990. ISBN: **0-02-325035-6**. List Price: \$24.99.

Student Learning Outcomes / Course Objectives The student who successfully completes this course will be able to . . .	Bachelor's Program Goals*	SCS Objectives**
1. Learn the fundamental rules of logic.	1, 2, 3	4, 7, 8
2. Be able to apply fundamental rules of logic.	1, 2, 3	4, 7, 8
3. Have the ability to analyze and critique both Christian and non-Christian claims pertinent to the apologetic task.	1, 2, 3	4, 7, 8
4. Learn key mental tools necessary for a quality apologetic.	1, 2, 3	4, 7, 8
5. Recognize logical fallacies (and avoid them!)	1, 2, 3	4, 7, 8
6. Understand what critical thinking is	1, 2, 3	4, 7, 8
7. Be able to recognize arguments (and non-arguments)	1, 2, 3	4, 7, 8

Methods of Instruction

1. Students thoroughly read the course text book chapters and other online articles each week.
2. Students will complete week exercises from the textbook.
3. Students will watch posted videos.
4. Students will interact online through Blackboard threaded discussions answering questions, reading articles, and interacting with other students.
5. Final exam. (*no Midterm*)

Course Requirements

1. Read Blackboard regularly for additional handouts, videos, comments, or other items.
2. Blackboard discussions. There are weekly discussions on Blackboard for Session 1-6. The student is expected to 1) post a quality primary reply to each discussion and 2) post two quality replies for each discussion (on another student[s] original posting). Complete all weekly exercises (and papers) as required, including any additional assignments.
3. Weekly written assignments: each week students will have written assignments to turn in based up the main textbook (Critical Thinking). These exercises help solidify critical thinking skills necessary to effectively evaluate and articulate a view on any given topic.
4. Ask questions of the instructor to help clarify and grasp the material.

5. Book reports: book reports are from one to two pages long, need to directly address the stated goals.
6. Final exam: The final exam will be available the final week of the course (Session 7). The exam will provide an opportunity for you to demonstrate your ability to utilize critical thinking skills developed during this course.

Sequence of Instruction

Read the table like this, “Session ____ begins on _____, the scheduled session content is _____, and the assignments *due by the end of that week are* _____.”

SESSION	DATE	ASSIGNMENT DUE
1	Nov 1-7	<ul style="list-style-type: none"> ❑ Read: Sire Pages 11-32; ❑ Read: Critical Thinking: Chapters 1-2 (pgs 1-52) ❑ Thread: participate in the weekly threaded discussion. 37.5 points. ❑ Book Report (Critical Thinking): 30 points <ul style="list-style-type: none"> ○ On the top of page two, this text names eight intellectual standards for quality thought (and then proceeds to discuss each). Clearly state and properly summarize each (in your own words). ○ Page ten lists 27 barriers to critical thinking. Select the top 12 you have seen in action (either used them yourself or have heard others using them). State the term and provide a short, clear definition of the term (as always, use your own words [do not copy the text’s definition]). If you don’t recall twelve being used, complete the assignment (12 terms) of ones that interest you (ones you are concerned about). ❑ Written Assignments from “Critical Thinking” text: 70 points <ul style="list-style-type: none"> ○ Exercise 1.4 Complete <u>2</u> of the <u>3</u> cases listed and associated questions. ○ Exercise 2.1 #’s 1-15 Skip the exercises marks with the icon indicating they are answered in the back of the book. However, use them as guides as you do the other questions. ○ Exercise 2.2. I and 2.2.II: #’s 1-15 Skip the exercises marks with the icon indicating they are answered in the back of the book. However, use them as guides to learn about identifying premises and conclusions ○ Exercise 2.4.I #’s 2, 3, 8, 9, 11, 14, 20 ○ Exercise 2.4.II #’s 2, 5, 6, 8, 9, 11

2	Nov 8-14	<ul style="list-style-type: none"> ❑ Video: watch the video on Blackboard ❑ Read: Critical Thinking Chapters 3-4 ❑ Read: Sire chapters 2-4 ❑ Thread: participate in the weekly threaded discussion. 37.5 points. ❑ Written Assignments: 70 points <ul style="list-style-type: none"> ○ 3.1 all problems; ○ 3.2 #1-5 ○ 3.3 #1-15 ○ 3.4 #1-10 ○ 3.5 complete #1-5 for each subsection (I, II, III, IV) ○ 4.1 complete #1-5 for each section (I, II, III) ○ 4.2.II #1-5 ○ 4.2.IV #1-10 ○ 4.2.V #1-10 ❑ Book Report: 30 Points write a two to three page summary of Sire chapters 2-4. Be sure to clearly identify each type of argument (including the bad types), what they are, and what makes them poor argument. Remember, no need to include I, me, or my in this paper. You are summarizing what Sire says.
3	Nov 15-21	<ul style="list-style-type: none"> ❑ Videos: watch the three videos posted for this week. ❑ Read: Critical Thinking chapters 5-6 ❑ Thread: participate in the weekly threaded discussion. 37.5 Points. ❑ Written Assignments: 70 points Critical Thinking 5.2.I #1-20 (be sure your answers are clear).
4	Nov 22-28	<ul style="list-style-type: none"> ❑ Video: Watch video. ❑ Read: Critical Thinking chapter 7 ❑ Read: Sire chapters 5-6 ❑ Thread: participate in the weekly threaded discussion. 37.5 points. ❑ Written Assignments: 70 points <ul style="list-style-type: none"> ○ Exercise 7.1.I #1-15 ○ Exercise 7.1.II #1-15. (this week's focus is the first half of this chapter but read the chapter in its entirety); ❑ Book Report: Write a two page Summary of Sire's reading. Provide an impartial synopsis of these two chapters. Provide a thoughtful response to these two chapters regarding what three elements were most beneficial to you and why. (A limited use of "I, me, or my" is acceptable) 30 Points.

5	Nov 29- Dec 5	<ul style="list-style-type: none"> ❑ Videos: Watch the five short videos discussing sentence diagramming (for both short and long arguments) and how to summarize a long argument. ❑ Read: Chapter 7 in Critical Thinking. Be sure to focus on how to summarize (standardize) long arguments. Also, be sure to remember the "common mistakes to avoid in standardizing arguments." ❑ Read: Sire chapters 7-9. Do not get distracted with any theological views he holds. ❑ Written Assignments: 70 points <ul style="list-style-type: none"> ○ Complete Exercise 7.4. When you do this, be sure to look for missing premises and/or conclusions. Also, diagram each argument. ❑ Thread: participate in the threaded discussion. In this discussion, you are standardizing (summarizing) the argument and then diagramming it. You may want to do this one first so that when others do theirs and comment on yours, you may pick up on some good things. 37.5 points. ❑ Book Report: write a two page report of Sire chapters 7-9. Discuss the key points he made that were helpful to you as an apologist. 30 Points.
6	Dec 6-12	<ul style="list-style-type: none"> ❑ Read: Critical Thinking chapter 8 ❑ Read: Sire chapters 10-12 ❑ Book Report: Submit book report on Sire's reading: Read the last three chapters of Sire's text (chapters 10-12). Provide a 1-2 page report on three points he brings up that were especially helpful for you. Be sure to clearly explain what the points are and why each was helpful to you for your Christian faith. 30 Points. ❑ Written Assignments: 75 points <ul style="list-style-type: none"> ○ From your Critical Thinking text, write a Critical Essay according to the guidelines listed (Exercise 8.3.IV on pages 209-210). Please note, the analysis of the argument (find below) is based on what this text presents in the previous chapters (accuracy, precision, fairness, fallacies, deductive versus inductive, and more). Analyze the argument titled "Don't Use God's Law to Beat Up on Gays" by Leonard Pitts (pages 210-211). Remember, for this assignment there is no need to use terms such as I, me, or my. ❑ Thread (based on the video provided in the discussion board). 37.5 points.
7	Dec 13-19	<ul style="list-style-type: none"> ❑ Final exam. The exam will be available on Blackboard and provide the student an opportunity to demonstrate his/her level of critical thinking skill. The final exam is due by midnight Monday December 19. 200 points.

Student Evaluation

Weekly assignments.....	(425 pts)	42.5%
Book Reports	(150 pts)	15%
Blackboard Discussions	(225 pts)	22.5%
Final Exam.....	(200 pts)	20%
		(1,000 pts) 100%

Grade Scale

The final course grades are not given out until three weeks after the course is finished. A student will not be given their final grade unless the course has been paid for in full.

Grade	Percent	Grade	Percent
A	= 95–100%	C	= 77–79%
A-	= 92–94%	C-	= 74–76%
B+	= 89–91%	D+	= 72–73%
B	= 86–88%	D	= 70–71%
B-	= 83–85%	D-	= 68–69%
C+	= 80–82%	F	= Below 68%

Other Helpful Information**Attendance Policy**

For the Modular Courses (21 lecture hours/ 7 weeks), more than 10 minutes missing from class is considered a Tardy, and more than 20 minutes missing from class is counted as an Absence. Two tardies = one absence. You are permitted one absence for a 7-week course. Two absences results in being dropped from the course. For online Modular Courses, failing to turn in assignments and/or failing to participate during the course of a week will count as an absence.

Late Course Work Policy

Late work will be accepted but grading will be reduced based on the following guidelines: 10% reduction for each 1-2 days late (up to 50% reduction). Do not be late!

Academic Integrity

Southern California Seminary expects its students to be “above reproach” in their personal and academic lives (1 Timothy 3:2-7). If evidence of academic dishonesty is discovered, the Dean of the program with the Director of Student Affairs will investigate the matter and apply discipline.

Plagiarism is treating another person's work as one's own. It includes taking another's words, sentences, ideas or outlines without giving proper credit to the source, including that of copying from other students. One who aids another student in plagiarism is likewise guilty of the same deception and will receive an academic penalty. The minimum penalty is failure of the paper; test, etc. where the deception occurred. The maximum penalty is dismissal from school.

Cheating is never tolerated at SCS, and any student caught cheating will be disciplined accordingly. The discipline may result in suspension or expulsion from the program.

Library

The SDCC/SCS Library website is your gateway to library resources and information. For a complete description of the library's holdings, services, staff and access to its online collections, go to: <http://sdcc.edu/library>.

The Library Catalog accesses the library's holdings by author, title, subject, keyword, and phrase. You can remotely search the catalog through the Library Catalog link under the Find Books menu on the library home page. Library materials are loaned for a 3-week period. You can renew items 1 time through your account (My Library Info) in the Library Catalog or by contacting the library.

The library subscribes to over 80 Research Databases (under the Find Articles menu on the library home page). These selected databases are available from any Internet accessible computer and include indexing and full-text to magazines, journals, newspapers, e-reference, music, streaming video, etc. 93,260 e-books are also available. Help using the databases is available under Search Guides | Database Guides. You will need your SCS network account username and password to access these databases. The library also uses LibGuides to create discipline, course and assignment specific guides for doing library research: <http://sdcc.libguides.com/index.php>.

Interlibrary loan (ILL) is a means of borrowing books or obtaining photocopies of periodical articles from other libraries when the College Library does not own the title. This service is available for students, faculty and staff of SCS and SDCC. Forms are located on the library web site under Services | Interlibrary Loan.

We welcome and encourage any questions you may have about using the library. If you need assistance searching the online Library Catalog or the Library's Research Databases, locating materials, or with any other research or reference need, visit the Library, email the library

(library@sdcc.edu), or call us at (619) 201-8747. The Seminary Librarian, Jennifer Ewing, MLIS, may be contacted at (619) 201-8682, or by email: jewing@socalsem.edu.

The library provides service more than 70 hours a week during the fall and spring trimesters and roughly 40 hours a week during the summer. Hours are posted at the library entrance, website & under the Library tab on Blackboard. During the fall and spring semesters, the library is open: Monday – Thursday 7:30 a.m. – 10:30 p.m.; Friday 7:30 a.m. – 5:00 p.m., Saturday 11:00 a.m. – 4:00 p.m. Sunday CLOSED. Holiday, summer & finals week hours will be posted.

Turabian Format for Papers

This information is taken from Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations* (5th edition). It covers basic format issues you will encounter when writing your papers. Use the *Manual* to resolve unanswered questions. More information will be given during the class sessions.

Body Text

1. You will use footnotes to cite your sources. Make a complete citation for the first citation from each source. For books, a complete citation always includes: author, title, place of publication, publisher, date of publication, and page number(s). If you cite only one source by an author, only the author's name and page number is required for subsequent citations. If you cite more than one source from an author, follow the first citation of each source with a sentence explaining how you will cite it thereafter. For example, "Hereafter cited as Poe, *Tale Heart*."
2. Number all pages of the paper, including the bibliography pages. Place the page number at the bottom center of all pages.
3. Double-space text with the 1-inch margins from all four edges. Quotations of five lines or more are BLOCK QUOTES. Format block quotes by indenting ½-inch from the left margin, single-spacing the text, and placing a blank line above and below the quotation. Do not use quotation marks at the beginning or end of the quotation.
4. Single-space footnotes and bibliography entries within each entry and double-space between entries.
5. Begin each paper with a title page. Include the title of your paper, your name, the department name and course number found on the course syllabus, and the date submitted. Insert a blank sheet of paper after the title page. See Turabian, Section 1.6, for details.
6. When using a word processor, use the left margin feature. Do not use the justified-text feature. Do use the superscript feature to insert footnote numbers into the text.
7. Know the difference between primary and secondary sources, and use as many primary sources as possible.
8. Periodicals come in at least three categories—newspapers, magazines, and scholarly journals. Learn how to use the indexes to find information in these periodicals.
9. Spell out numbers "one" through "ten" and those that begin a sentence.

Footnotes

1. Arrange notes in numerical order at the foot of each page (footnotes). Begin a footnote at the bottom of the page on which it is referenced. Extend it to the bottom of the following page if the note is long. See Turabian, sample 14.43.
2. Format footnote reference numbers as a superscript—an Arabic numeral typed slightly above the line. In the text, the reference number is placed immediately at the end of the material cited. In the note, the reference number is placed at the beginning, indented ½-inch. Start footnote reference numbers with 1, 2, etc. at the beginning of each chapter.
3. In the first citation of a work, include in the note the author's full name, title of the work, specific reference (volume, if any, and page number), and facts of publication (place of publication, publisher, and date of publication). Use the short-format described for subsequent notes.
4. The short format normally includes a shortened title followed by the page number. However, if the current note is from the same work cited in the immediately previous note, you may use the Latin abbreviation *ibid.* (include the period).
5. If the work has already been cited, but not in the immediately previous note, you may use either (a) author's last name, title of book or article, and page number, or (b) author's last name, page number, and the title of the work if more than one work by the same author is cited.

Examples of Notes

For other examples, see Turabian, pages 177–203. All note entries are marked with "N".

Book

¹ John Hope Franklin, *George Washington Williams: A Biography* (Chicago: University of Chicago Press, 1985), 54.

Editor

² Robert von Hallberg, ed., *Canons* (Chicago: University of Chicago Press, 1984), 225.

Article in a Journal

³ Richard Jackson, "Running Down the Up-Escalator: Regional Inequality in Papua New Guinea," *Australian Geographer* 14 (May 1979): 180.

Bibliographies

1. Bibliography entries are arranged in alphabetical order beginning on a page of their own. Do *not* classify the entries by the type of work (book, periodical, etc.). Some examples are given below. See Turabian, pages 177–203 for more. In Turabian, bibliography entries are marked with "B".
2. Format bibliographical entries flush left, with subsequent lines within the entry indented five spaces (known as a *hanging indent*).
3. Place the family name first followed by a comma and then the first name (e.g., Doe, John).
4. Use periods at the end of each main part—author's name, title of work, and facts of publication. In the case of periodical bibliographical entries, put parentheses around the dates of publication when these follow a volume number.

5. Include page numbers only when the item is a part of a whole work—a chapter in a book or an article in a periodical. Do not use *page*, *pages*, *p.* or *pp.*, simply state the page numbers.

Examples of Bibliographical Entries

Book

Franklin, John Hope. *George Washington Williams: A Biography*. Chicago: University of Chicago Press, 1985.

Editor

von Hallberg, Robert, ed. *Canons*. Chicago: University of Chicago Press, 1984.

Article in a Journal

Jackson, Richard. "Running Down the Up-Escalator: Regional Inequality in Papua New Guinea." *Australian Geographer* 14 (May 1979): 175–184

APA Format for Papers

The Division of Behavioral Science requires that students use APA format. The American Psychological Association offers a couple of workbooks for learning APA style: *APA's Publication Manual* and *Mastering APA Style*. These resources cover basic format issues you will encounter when writing your papers. The student is also referred to an electronic resource: *APA Style Guide for Electronic Resources* for clarification on citing documents available in the internet. These resources can be found at www.apastyle.org/faqs. **It is the students' responsibility to consult the *Manual* to resolve unanswered questions.**

Course Bibliography

Any book listed in the back of your textbook is suitable, as is any commentary or other resource in the college / seminary library. If you want to use a book from your own library that is not on the approved list (in the back of your textbook or in the college / seminary library), please check with your instructor before using it.

Southern California Seminary

2075 East Madison Avenue • El Cajon • CA 92019-1108
Tel 619-442-9841 • Fax 619-442-4510 • info@scs.edu • www.scs.edu

Notice of Cancellation

Date of First Class: **Month / Day / Year**

You may cancel this contract for school, without any penalty or obligation by the date stated below. If you cancel, any payment you have made and any negotiable instrument signed by you shall be returned to you within 30 days following the school's receipt of your cancellation notice.

But, if the school gave you any equipment, you must return the equipment within 30 days of the date you signed a cancellation notice. If you do not return the equipment within this 30-day period, the school may keep an amount out of what you paid that equals the cost of the equipment. The total amount charged for each item of equipment shall be separately stated. The amount charge for each item of equipment shall not exceed the equipment's fair market value. The institution shall have the burden of proof to establish the equipment's fair market value. The school is required to refund any amount over that as provided above, and you may keep the equipment.

To cancel the contract for school, mail or deliver a signed and dated copy of this cancellation notice, or any other written notice, or send a telegram to:

Southern California Seminary
2075 East Madison Avenue
El Cajon, CA 92019-1108

NOT LATER THAN midnight, **[Click and type date.]** , which is midnight of the date of the fifth business day following the day of the first class.

I cancel the contract for school. Please print your name on the top line, then sign and date where indicated on the lower line.

Print Your Name

Sign Your Name

Date

REMBEMBER, YOU MUST CANCEL IN WRITING. You do not have the right to cancel by just telephoning the school or by not coming to class.

If you have any complaints, questions, or problems which you cannot work out with the school, write or call the Bureau for Private Postsecondary and Vocational Education, 1027 Tenth Street, Fourth Floor, Sacramento, CA 95814-3517, 916-322-1855.

Southern California Seminary

2075 East Madison Avenue • El Cajon • CA 92019-1108
Tel 619-442-9841 • Fax 619-442-4510 • info@scs.edu • www.scs.edu

Notice of Cancellation

Date of First Class: 1/12/15

You may cancel this contract for school, without any penalty or obligation by the date stated below. If you cancel, any payment you have made and any negotiable instrument signed by you shall be returned to you within 30 days following the school's receipt of your cancellation notice.

But, if the school gave you any equipment, you must return the equipment within 30 days of the date you signed a cancellation notice. If you do not return the equipment within this 30-day period, the school may keep an amount out of what you paid that equals the cost of the equipment. The total amount charged for each item of equipment shall be separately stated. The amount charge for each item of equipment shall not exceed the equipment's fair market value. The institution shall have the burden of proof to establish the equipment's fair market value. The school is required to refund any amount over that as provided above, and you may keep the equipment.

To cancel the contract for school, mail or deliver a signed and dated copy of this cancellation notice, or any other written notice, or send a telegram to:

Southern California Seminary
2075 East Madison Avenue
El Cajon, CA 92019-1108

NOT LATER THAN midnight, 2/9/15, which is midnight of the date of the fifth business day following the day of the first class.

I cancel the contract for school. Please print your name on the top line, then sign and date where indicated on the lower line.

Print Your Name

Sign Your Name

Date

REMBEMBER, YOU MUST CANCEL IN WRITING. You do not have the right to cancel by just telephoning the school or by not coming to class.

If you have any complaints, questions, or problems which you cannot work out with the school, write or call the Bureau for Private Postsecondary and Vocational Education, 1027 Tenth Street, Fourth Floor, Sacramento, CA 95814-3517, 916-322-1855.