

PHIL 1565 - Critical Thinking

Fall 2026 Syllabus, Section 03, CRN 41241,

Credit hours: 3

Instructor

Paul Capezzuto

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Public Instructor Information

Instructor Title: Ph.D.

Instructor Professional Qualifications: I have been teaching various philosophy courses since 1977.

Instructor Office Location: DeBartolo Hall B94

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Education: BA with Honors Duquesne Univ. 1973

MA Duquesne University

1976

Ph.D Duquesne University

1978

Course Description

1565. Critical Thinking. An examination of the logical skills needed for critical thinking in practical situations. Topics include procedures and guidelines for identifying and evaluating arguments, recognizing and eliminating informal fallacies, and writing and critiquing argumentative essays. 3 s.h.

Course Readings

Group	Title	Author	ISBN
Required	Critical Thinking: Consider the Verdict		

The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.

Schedule of Topics and Assignments

Week of	Reading(s)	Proposed Topic	Due/To Prepare for Class
8/24	Introduction	Voir dire	8/25
8/31	Important terms	Statements, premises, conclusions	9/2
9/7	What's the Question	Analyzing conclusions	9/8
9/14	Relevant and Irrelevant Reasons	What are relevant and irrelevant reasons	9/15
9/21	Burden of Proof	What is the burden of proof	9/22
9/28	Ad Hominem arguments	What are the various ad hominem arguments	9/29
10/5	Appeal to Authority	What is a legitimate appeal to authority	10/6
10/12	Analyzing arguments	What is the structure of arguments	10/13
10/19	Strawman fallacy	What is a strawman fallacy	10/20
10/26	Distinctive arguments	What are dilemma, slippery slope and golden mean	10/29
11/2	Language and its pitfalls	Language and arguments	11/3
11/9	Begging the Question	What is begging the question	11/10
11/16	Scientific	Scientific arguments	11/17
11/23	Arguments by analogy	What are arguments by analogy	11/24

The course schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning.