

**Bowie State University**  
School of Arts and Sciences  
**Department of History & Government**

**Fall 2010: Course Syllabus and Schedule of Learning Activities**

**Course:** Principles of Reasoning (Logic, 3 Credits)      **Instructor:** Benjamin Arah, Ph.D.  
**Course # & Section:** Phil 103-002 (1728)      **Office Bldg.:** MLK Bldg., Rm 0207  
**Schedule:** MWF 10:00-10:50 a.m. & 24/7 via BSU Online      **Office Phone:** (301) 860-3611  
**Class Location:** TBA      **E-Mail:** [barah@bowiestate.edu](mailto:barah@bowiestate.edu)  
**Off. Hrs:** MWF @ 8:00-9:00 a.m., 11:00 a.m.-1:00 p.m., 2:00-3:00 p.m., and/by Appointments

**I.      Course Description:** This course is an introduction to critical thinking skills, including fallacies, diagramming arguments, deductive and inductive reasoning, and categorical logic.

**II.      Nature of the Course Delivery:** This nature of course delivery is hybrid or blended, and this means that both teaching and learning will be done using the traditional face-to-face and online instruction formats. Students are required to spend time studying individually, but are encouraged to work collaboratively with other students on assignments, projects and other learning activities. A good percentage of the online learning will be used to replace some face-to-face real-time activities. Hybrid is adopted to encourage and promote more active, student-centered, flexible, interactive and collaborative learning in an age of technological revolution and digital information communication.

**III.      Course Prerequisites:** This is an introductory level course in both philosophy and logic, and ENGL 101 is the necessary prerequisite. Students should be able to read with maximum comprehension, write intelligibly, and think creatively as well as critically and persuasively.

**IV.      The Required Text & Other recommended Reading Materials:**

- a) Patrick J. Hurley. 2008. *A Concise Introduction to Logic*. California: Thompson/Wadsworth.
- b) Nwokefor, Cosmas Uchenna. 2008. *When Cultures Collide*. Tennessee: Instant Publishers.

**Note:** Students can use the older editions, but please understand that some exercises have changed and there could be some slight changes in the organization of the text.

**Other Suggested or Recommended Reading Materials:**

- Copi, Irvin M. and Carl, Cohen. 2005. *Introduction to Logic*. NJ: Pearson Prentice-Hall.
- Johnson, R. M. 2007. *A Logic Book: Fundamentals of Reasoning*. CA: Thompson Wadsworth.
- Boyd, Robert. 2003. *Critical Reasoning and Logic*. New Jersey: Pearson Prentice-Hall.
- Vaughn, Lewis. 2008. *The Power of Critical Thinking*. NY: Oxford University Press.

**IV. Disability Policy Statement for Accommodations:** Students who have a disability and who would like to be considered for accommodations should immediately express and communicate their interests to Dr. Michael S. Hughes [Coordinator of Disability Support Services (DSS) & Academic Advisement Specialist]. His office in the new Business/Graduate Studies Building (Room 1328), and he can be reached (301) 860-4067. It is important to share such an interest or desire for ADA assistance with the instructor of the course.

**V. Emerging Issues:** Students will examine some of the issues of and arguments for global warming/climate change to begin to understand and appreciate the nature of the environmental crisis and its impact on the human race. One of the emerging issues is the question of “going green and being friendly to environmental” which calls for some/all of the following deliberate actions:

- Conserving energy and preserving the ecological system
- Recycling bottles, cans, papers, plastics, etc.
- Cleaning-up the environment and becoming a lover of nature
- Helping to reduce pollution and toxic wastes to improve air and water quality, and
- Protect the wildlife, forestation and always grow plants or seeds in the neighborhood.

Students will have to view the former Vice President Al Gore’s “An Inconvenient Truth” (2006) documentary film, and then write an optional critical review essay, for 5%, providing good/sound arguments for “greening” the environment and reducing pollution/waste in the communities or neighborhoods. This optional assignment is due on November 29, 2010.

**VI. Instructional Modes:** The methods would include these graded learning activities:

- traditional lectures with assigned readings and handouts to illuminate/challenge students
- in-class/online participation/discussions and study group/collaborative presentations
- viewing and interpretive analysis of the relevant/appropriate CD/Video-tapes
- written assignments (an essay, two quizzes, two examinations, extra-credit projects), and
- (possibly) inviting outside professionals and experts as guest lecturers or speakers.

**VII. The Competencies:**

**A) NCATE Curriculum Themes**

i) Academic Scholar: Objectives 8, 17

- ii) Effective Practitioner: Objective 17
- iii) Technological Applications: Objective 18
- iv) Multiple Forms of Assessment: Objectives 1, 2
- v) Special Population Perspectives: Objectives 12, 13, 19
- vi) Reflective Practitioner: Objectives 3, 4, 8, 15, 16, 17
- vii) Personal and Interpersonal Perspectives: Objectives 1, 2, 19.

**B) The Four General Education (GENED) Competency Areas:**

**1. Written and Oral Communications**

- a. Analyze and discuss critical issues and recurring themes in the discipline.
- b. Make interpretations and present those ideas in writing.

**2. Scientific and Quantitative Reasoning**

- a. Apply scientific methods of inquiry during investigations.

**3. Critical Analysis and Reasoning**

- a. Apply skills in analysis, synthesis and problem solving.
- b. Apply logical reasoning in the examination and resolution of tasks.

**4. Information Literacy**

- a. Identification of key concepts and terms that describe the information needed.
- b. Selection of the most appropriate investigative methods for accessing needed information

**VIII. Learning Objectives and the GENED Expected Outcomes**

**A) Learning Objectives:** This course is designed to enable students

- 1. write an essay to demonstrate sound reasoning, critical analysis and coherence;
- 2. develop summaries of position papers to the class;
- 3. distinguish (structured/philosophical) arguments from other non-arguments;
- 4. analyze and evaluate an argument by identify the premises(es) and conclusion;
- 5. learn to use the method of refutation by analogy (or counter-example);

6. construct correct genus/difference definitions by using the rules/criteria for definitions;
7. express an ordinary statement in categorical form;
8. distinguish inductive arguments from deductive arguments as two the types of logic;
9. identify the other immediate inferences in addition to the traditional square of opposition;
10. perform valid inferences in accordance with the formal operations of conversion, obversion and contraposition;
11. transform arguments into standard form;
12. use Venn diagrams to represent categorical syllogisms;
13. use syntactical rules to determine the validity of categorical syllogisms;
14. evaluate inferences which depend on the existential presupposition for their validity;
15. identify hidden premiss(es) and supply unexpressed conclusions;
16. identify or list/name some examples of informal fallacies, explain why they occurred;
17. demonstrate the practical application of logic, including the identification of fallacies in newspaper and journal articles;
18. use Blackboard via BSU Online to access course information, and engage in interactive communicate using computer/internet technologies with the professor and other students; and
19. Understand how logic can transcend cultural differences.

**B) GENED Student Expected Learning Outcomes:** Students will be required to complete the following

1. Write an optional argumentative essay on an emerging issue of global warming and climate change, for 5%. The essay should employ sound reasoning and avoid informal fallacies as well as demonstrate the student's ability to deal with complex issue/ideas and provide interpretive arguments for or against climate change. Students are expected to take a position and defend it with sound reasoning [GENED 1a, b; 2a; 3a].
2. Actively participate in the Study Group collaborative presentations on the assigned reading materials [GENED 1a, b; 2a; 3a, b; 4a, b].

3. Do the graded written assignments (quiz, mid-term examination, the final examination, the weekly conference postings, and other additional projects or extra-credit activities) [GENED 1a, b; 2a; 3a, b; 4a, b].
4. Be able to identify invalid, unsound, and fallacious reasoning as demonstrated by scoring a C or higher on the mid-term and final examinations [GENED 1a, b; 2a; 3a, b; 4a, b].

**IX. Performance Evaluation Criteria, Grading System & Students' Responsibilities**

**a) Performance Evaluation Criteria:** Various assessment methods will be used as students' performance evaluation criteria as follows:

- |                                    |   |
|------------------------------------|---|
| i) *Film Critique/Emerging Issue   | = 05% (due on November 29, 2010; OPTIONAL)                |
| ii) *Mid-Term Examination          | = 30% (due or to be taken on October 22, 2010)            |
| iii) 2 Study Group Presentations   | = 10% (collaborative learning activity, after Mid-Term)   |
| vi) Weekly Online Conference       | = 20% (online learning activity via the Discussion Board) |
| vii) *Book Report                  | = 10% (due on November 29, 2010; without exceptions)      |
| vii) *Final Examination/Evaluation | = 30% (TBA)   |
| viii) *Extra-Credit Opportunities  | = <u>10%</u> (TBA by the Instructor)                      |
|                                    | 115%  |

**Note Well:** that every assignment that has “\*” mark must be submitted in Microsoft Word 2003 Compatible document (or in a rich text) format, for easy access it with great ease.

**b) The Grading System:** The attainment of the learning objectives will be measured by the two quizzes, a midterm examination, an argumentative essay, study group presentations, weekly online conference participation and the final examination. And competency is determined by the attainment of a cumulative grade of "C" or better according to the following calculations:

- 90+ = A
- 80+ = B
- 70+ = C
- 60+ = D
- 50+/- = F.

**c) Part of Students Responsibilities**

i) Students are required to attend classes regularly, learn the assigned materials, ask questions and participate in graded class activities: deliberations, discussions, quiz, presentations, examinations, online conferences, and the essay paper.

ii) Students are required to log-in and participate in the ANGEL interactive, conference discussions with other students and the faculty/mediator, and this form of information communication is usually done asynchronously via the Discussion Board. This is a time to read the materials posted on the Conference section, develop one's own written responses and/or read what other students have posted and respond accordingly/respectfully/intelligently. The instructor monitors and records attendance!

**Note:** Students are expected to use every **Wednesday** session for the online conference activities, and know that these activities are promptly recorded. When posting answers, comments or responses, just type in the appropriate space and "submit." And be advised that whatever is written and posted, in the online conference forum, is public and be careful about what is said and how it is conveyed to avoid any misrepresentation or misinterpretation.

Write clearly, intelligibly, responsibly, straight to the point, and do not engage in any personal conversations (attacks) nor resort to the use of vulgar words and language. Respect the differences in people and understand that we are all in this endeavor to learn for self-improvement, and do not try to compete with anyone but to learn with others collaboratively/cooperatively as we try to share and exchange information packaged as knowledge. So let's make learning a pleasurable, fun and an enriching experience!

iii) Every student is advised that excessive absences may result in the final grade of "F" in the course. Students are required to enroll in the ANGEL in order to be permitted to have access to the course and participate actively. Not participating in the Blackboard conferences and other activities is a form of unexcused absence in the course. Students should be able to access Course information (Syllabus and other materials, lecture notes, updated announcements, assignments, directions, etc.) from the BSU Online. Attendance roll is taken anytime students log-in and submit the required written responses, online. For the face-to-face sessions, the instructor takes attendance. Please know that missing classes (whether online or in face-to-face) for more than five times is serious and the student is putting oneself in a precarious situation.

iv) Bowie State University does not recognize academic dishonesty as a legitimate means for fulfilling the requirements of a course. Therefore, "cheating" in any aspect of the assigned course work is jeopardizing one's academic progress and success, and which result in having a grade of zero for that particular examination or in the course. Know that "plagiarism" which is cheating is

serious form of academic dishonesty and should not be encouraged nor condoned. To avoid it, always make sure that one cites all the used sources appropriately.

For writing papers or responses, it is important to refer to the following manuals of style: the American Psychological Association (APA), the Modern Language Association of America (MLA), and the American Political Science Association Manual which is The Chicago Manual/Turabian Style.

v) Students are responsible for all the graded assignments in this course, and need to make sure that they are neatly done and submitted as at when due without exceptions. Try to read and study the assigned materials before and after each class session, come to classes prepared and ready to learn, learn to work with other students to share and communicate information without necessarily having to cheat, and try to organize to have extra-curricular study sessions if need be.

**d) Instructions and Guidelines for the Written Graded Assignments**

**i) Book Report & Summary:** Each student will prepare a book report and summary, about 5-10 pages with proper citations, and must address the following issues:

- the authors' thesis stated in a few sentences
- author's purpose in or for writing the book
- what is the book's methodology or approach?
- what targeted audience does the author have in mind?
- what is the possible conclusion that can be drawn from reading the book?
- how would you assess the book in terms of its value and quality?
- what is the rationale for the book, and whether you agree or disagree with the author?
- what arguments would you have to explain/justify its strength or weakness?
- did you interview or communicate with the author, when, how, and about what?
- share any other comments, remarks or suggestions

**ii) The Guideline for the Graded Written Assignments (Film Critique):**

Each student will be required to submit a short paper of no less than three -five pages long, typed and double-spaced (excluding bibliography page) on the assigned reading topic. The instructor will be looking for the following:

1. Clarity of thesis statement or statement of the problem
2. Excellent organization & coherence of presentation to reflect originality of thought
3. Depth of research demonstrated by accurate information, critical thinking & analysis
4. The clear use of Footnotes or Endnotes
5. Correct bibliographic & in-text citation formats

6. No more than one internet source used
7. Correct grammar, syntax, brevity of language with precise choice or economy of words.

**Note well that** “any plagiarism will result in a final failing grade of an F. This includes copying, paraphrasing someone, borrowing or stealing materials from the internet or any other sources without proper notations and/or accurate citations.”

**iii) The Film Critique & Analysis:** Students are assigned to critique former Vice-President Al Gore’s 2006 documentary titled: “An Inconvenient Truth.” The written critique will be 5-10 pages with the appropriate manual style for writing requirements, and formatted as follows:

- a) Name of the Film or Documentary (and a very brief background information)
- b) Major Thesis (Major reason each film or documentary was written/done and the main argument(s) the author/producer intends to advance)
- c) Arguments (State the main philosophical or scientific assumptions that each author makes both as the reason for the book and the recommendations and observations therein)
- d) Analysis of Arguments (here students should assess the strength or weakness of the author’s argument, methodology, reasoning, plot, etc.
- e) Importance or relevance of the film or documentary (this is the heart of the assignment). Here, students may justify why anyone would believe the author or producer and whether the film was worth the effort or not. Use any other relevant films or works watched or viewed to support the critical analysis and arguments, for or against. And also try to discuss or reflect on the lessons learned from this unique learning experience.

**iv) Individual Weekly Conference Participation:** The instructor will develop weekly assignments for students to participate in and complete as individuals, for a possible total of 15% of the final grade. Each week, students are required to have a major response on the assigned materials and post the responses as at when due, and also must respond to the postings or responses of two or more students within the time frame. See the posted Rubric in the Weekly Conference area, but check these Netiquette links for basic social ethics for group communication:

1. <http://www.albion.com/netiquette/corerules.html>
2. <http://en.wikipedia.org/wiki/Netiquette>
3. <http://www.yourhtmlsource.com/starthere/netiquette.html>
4. <http://www.dtcc.edu/cs/rfc1855.html>
5. <http://www.techterms.com/definition/netiquette>

v) **Study Group/Collaborative Presentation:** Each student will work with a specific study group and assigned a chapter from the text for quality summary, presentation and discussion. The reading assignments will be placed in the Study Group area (via the Menu), but the presentations and question-answer sessions will be posted in the Weekly Conference area at the appropriate time (normally, beginning after the Mid-Term Examination period). See the posted Rubric.

After the Study Groups have completed their readings and posted their presentations, then all the students will be required or expected to read and ask them questions which they (the Groups) have to address and provide intelligent answers to. The Study groups should be expected to respond to questions raised in their conference by any class members during the time, within the week, and questions must be answered within a 24-hour period following their postings. Student questions for and all replies from the Study Groups must be completed no later than 6:00 PM on the Sunday following the assignment dates. The Rubric is posted in the Study Group area.

Study Group Presentations to have some of the following items:

- Names of the Study Group Members (who participated)
- Title of the Reading Assignment or Chapter & Page Numbers
- Author's Name(s)
- Major Thesis or what the Chapter is all about
- Outline of the Supporting Arguments
- Analysis: This portion is an assessment of the strong and weak points of what the assignment is all about. Address the implications of the author's work
- Application: State how the reading applies to "real" organizations. Use examples
- Conclusions: State the major points about the relevance and impact of the work.

**IX. Some Important Announcements: Information & Dates:**

- Formal Classes start on Monday, August 30, 2010 and end on December 10, 2010
- President's State of BSU Spring Convocation: September 22, 2010
- Mid-Term Examination Week: October 18-22, 2010
- English Proficiency Examinations: November 4 & 6, 2010
- Advertisement Week: November 15-19, 2010
- Final Examination Week for Graduating Seniors: December 1-7, 2010
- Fall Commencement: December 17, 2010

**X. English Proficiency Examination:** After completing ENGL 101 and 102, Composition and Literature I and II, students must take and successfully pass the Bowie State University English Proficiency Examination. Transfer students who completed their English composition

requirements at another university should take the English Proficiency Examination during their first semester of enrollment at the University. Please check the BSU Calendar for the scheduled examination date(s).

**XII. Technical Assistance:** For technical questions or instructions, please call (301) 860-4357 or (301) 860-HELP and someone, possibly Mrs. Mariann Hawken (the Blackboard Administrator), will help you. For additional information, check and click on the Tech/OIT Support via the Course Menu.

**XI. Course Modifications:** The instructor reserves the right to make some necessary adjustments and appropriate changes or modifications) to course with your consent and due communication.

**XIII. Inclement Weather:** In cases of inclement weather, please tune in to a local radio or television station and also monitor for BSU announcements. The area media may announce whether BSU will be opened or closed, but such an announcement depends on the severity and degree of weather inclemency. Many of these sources will begin announcing late openings and closings by 6:00 a.m. Consult university publications for the information or call (301) 860-4000.

**XII. Units of Instruction & Schedule of Learning Activities with Reading Assignments**

Weeks/Dates	Learning Modules & Objectives	Required Reading Assignments
<b>Weeks 1-2:</b>	<p><b><u>Module One: Introduction to the Study of Philosophy</u></b></p> <ol style="list-style-type: none"> <li>1. The Nature &amp; Scope</li> <li>2. The Major Fields/Core Areas in Philosophy, and Other Sub-Fields</li> <li>3. The Value of Philosophy</li> <li>4. Activities of the APA</li> <li>5. Summary &amp; Discussion Questions</li> </ol>	<p>Regularly Check the Course Orientation and also the Announcement sections via the Menu for an updated Information</p> <p>Read the materials in the Course Content section and also the following materials via these links:</p> <p>a) This is an official website for the American Philosophical Association (APA): <a href="http://www.udel.edu/apa">http://www.udel.edu/apa</a>, for more information about the kind professional activities for philosophers.</p> <p>b) is about the disciplines that constitute "humanities" including the discipline of <a href="http://en.wikipedia.org/wiki/Humanities">http://en.wikipedia.org/wiki/Humanities</a>;</p> <p>c) this is a publication about the nature, scope and uses of titled: "Philosophy: A Brief Guide for Undergraduates" via <a href="http://www.apa.udel.edu/apa/publications/texts/briefgd.html">http://www.apa.udel.edu/apa/publications/texts/briefgd.html</a> of the American Philosophical Association;</p> <p>d) this is about the value or usefulness of philosophy (as an</p>

		<p>academic discipline that anyone can study or specialize in), click on it and look for “The Uses of Philosophy” (on pp. 6-9, and 13-14):  <a href="http://apa.udel.edu/apa/publications/texts/briefgd.html">http://apa.udel.edu/apa/publications/texts/briefgd.html</a>;  and</p> <p>e) this is equally an interesting material to read for critical reflection, by Bertrand Russell, titled “The Problems of Philosophy” (particularly Chapter XV) where he discussed "The Value of Philosophy." This is an interesting piece of philosophical writing, and a must read for any student who went to college/university. For quick access, go to or click on it: <a href="http://skepdic.com/russell.html">http://skepdic.com/russell.html</a>.</p>
<p><b>Weeks: 3-6:</b></p>	<p><b><u>Module Two: Introduction to Logic, Arguments, Language &amp; Definition</u></b></p> <ol style="list-style-type: none"> <li>1. An Introduction to Logic (the Principles of Reasoning) and Its Basic Concepts</li> <li>2. The Nature of (structured) Arguments: Recognizing &amp; Identifying the Premiss(es) and Conclusion(s)</li> <li>3. The Two Traditional Logic are: Deductive and Inductive</li> <li>4. The Nature of Extended Arguments and Diagramming of (Structured) Arguments</li> <li>5. Language, Meaning &amp; Definition <ul style="list-style-type: none"> <li>• Basic Functions of Language</li> <li>• Types of Verbal Conflicts</li> </ul> </li> </ol>	<p>Lectures in the Course Content Area, Handouts, Chapters 1-2, and Important Links for Additional Reading Materials</p>

	<ul style="list-style-type: none"> <li>• Problems in Communication</li> <li>• Types/Varieties of Meaning</li> <li>• Definition: Two Terms</li> <li>• Definition: Types/Uses</li> <li>• Techniques for Definition</li> <li>• Rules for (Lexical) Definition</li> </ul> <p>6. Summary &amp; Questions</p>	
<b>Weeks 7-8:</b>	<p><b><u>Module Three: Introduction (Informal) Fallacies</u></b></p> <p><b>1. General Classifications:</b></p> <ul style="list-style-type: none"> <li>• The Nature of Fallacies</li> <li>• Fallacies of Relevance</li> <li>• Fallacies of Presumption</li> <li>• Fallacies of Defective Induction</li> <li>• Fallacies of Ambiguity and Grammatical Analogy</li> </ul> <p>2. <b>Summary:</b> Informal Fallacies, Detecting and Ways of Avoiding such Logical Errors in Everyday Lives-as the Mark/Quality of an Educated Person</p> <p>3. Possible/Review Questions</p>	Lectures in the Course Content Area, Handouts, Chapter 3, and Important Links for Additional Reading Materials
<b>Wks 9-13</b>	<p><b><u>Module 4: Intro to Formal or Deductive Logic, and Symbolic/Propositional Logic</u></b></p> <p><b>1. Categorical Propositions</b></p> <p>a) Its Components</p>	Lectures in the Course Content Area, Handouts, and Chapters 4-6, and Important Links for Additional Readings

	<p>b) The Subject &amp; Predicate Terms  c) The Standard-Form &amp; the Letters  d) Quantity, Quality &amp; Distribution</p> <p><b>2. The Venn Diagrams</b></p> <p><b>3. The Seven Immediate Inferences:</b></p> <p>a) Four Traditional Square of Oppositions</p> <p>i) Contradictories  ii) Contrary  iii) Sub-contrary, and  iv) Subalternation</p> <p>b) Conversion  c) Obversion, and  d) Contraposition</p> <p><b>4. The 3 Mediate Inferences:</b></p> <p>a) Categorical Syllogism  b) Disjunctive Syllogism, and  c) Hypothetical/Conditional Syllogism:</p> <p>i) Pure Conditional Syllogism, and  ii) Mixed Conditional Syllogism:  a) Modus Ponens  b) Modus Tollens</p> <p><b>5. Categorical Syllogism</b></p> <p>a) Characteristics &amp; Special Arrangements  b) Mood, Figure &amp; Argument-Forms  c) The Venn Diagrams for Validity</p>	
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	<p>d) Syllogistic Rules &amp; Formal Fallacies</p> <p>e) Reducing the Terms to Three</p> <p>f) Ordinary Language Arguments</p> <p>g) Enthymemes &amp; Sorites</p> <p><b>6. Symbolic/Propositional Logic &amp; Truth Functional Tables</b></p> <p><b>7. Summary of the Chapter and Possible Review Questions</b></p>	
<b>Wks 14-17:</b>	<p><b><u>Module 5: Inductive Logic</u></b></p> <p>Introduction to Inductive Logic</p> <p>Analogical, Legal/Moral Reasoning</p> <p>Causality, Probability, Statistical and Hypothetical Reasoning</p> <p>Hypothetical/Scientific Reasoning</p> <p>Science &amp; Superstition</p> <p>Logic &amp; Graduate Admission Test</p> <p><b>Summary &amp; Conclusion</b></p>	<p>Lectures in the Course Content Area, Handouts, and Chapters 9-14 and other Important Links for Additional Materials</p> <p><b>Note:</b></p>

## **X1. (Selected) Bibliography**

- Boyd, Robert. 2003. *Critical Reasoning and Logic*. New Jersey: Prentice-Hall.
- Ennis, Robert H. 1996. *Critical Thinking*. New Jersey: Prentice-Hall.
- Fitch, Frederic B. 1952. *Symbolic Logic*. New York: The Ronald Press.
- Freely, Austin & Steinberg, David. 2000. *Argumentation & Debate*. Belmont, CA: Wadsworth.
- Kelly, David. 1994. *The Art of Reasoning*. New York: W. W. Norton & Co.
- Mosley, Albert & Baltazar, Carl. 1990. *Introduction to Logic*. New York: MacMillan Pub. Co.
- Patterson, J.W. & Zarefsky, D. 1983. *Contemporary Debate*. Boston, MA: Houghton Mifflin.
- Simmonds, Roger. 1978. *Beginning Philosophical Logic*. MD: University Press of America.
- Thomas, D. & Hart, J. A. 1992. *Advanced Debate: Readings in Theory, Practice & Teaching*.
- Toulmin, Stephen. 1958. *The Uses of Argument*. Cambridge: Cambridge University Press.