TITLE: Green Washing their Fallacies

This assignment follows a lecture and class discussion on: Informal Fallacies, what makes them so concerning, and the sort of vigilance required for successfully avoiding using or falling for them. I have also located a reading on Sustainability, and students will read, and discuss the text following the introduction to fallacies. A PDF will be attached to the assignment on blackboard. The assignment meets the following expected course outcomes from the master course outline for PHI 111 – Introduction to Critical Thinking

1. *Recognize and avoid informal fallacies.*
2. *Identify irrelevancies, unworkable solutions and dead ends.*
3. *Identify and clarify questions.*
4. *Formulate problems and solutions in clear language.*
5. *Identify examples of propaganda*
6. *Examine the use/abuse of statistics.*
7. *Gain confidence in problem solving*

Students will:

Watch a few of the videos connected to this assignment; choose one topic to investigate. Students will have two weeks to respond to the topic(s) presented in the videos. Please collect a minimum of 5 academic resources on some aspect of the sustainability issue(s) presented in the videos. Your response to the topic must be recorded (as, for example, a video of you, an avatar giving your argument, your voice speaking while we see: charts, graphs, images – properly cited of course) – and be at least a minimum of 4 minutes in length. Your group videos should be uploaded to blackboard by the specified due date. Your annotated bibliography of sources should be attached as a Word Doc to your blackboard post as well. Students are expected to respond to at least 3 other videos with posts of 150 words or more within three days of the OP due date. Your posts should be thoughtful, and challenge the arguments/responses made by the other students. Students will have an additional 4 days to respond to at least 2 more comments in the thread – again, always taking care to respond meaningfully to claims made by your peers.

Minimum Required:

- 5 annotated sources/group member (Due with video, uploaded to blkbrd): This portion of the project is graded as follows: 10=exceeds expectations, 9 = A, 8 = B 7 = C, 6 = D, and 4 =F)
- 4 min Video argument, uploaded to blackboard: This portion of the project is graded on the same scale as above.
- 5 Responses to classmates within 7 days of the original post: This portion of the project is scored on the same scale as the one above.

Expectations:

- Video projects must meet the minimum standards in order to be considered for a grade. Discussion board participation must meet the minimum standard in order to be considered for a grade.

- Students who use logical fallacies in their arguments, or who miss blatant errors of reasoning in either the videos or their own sources may score no higher than a 70%.

- Students should ask creative, challenging, and open-ended questions of their peers, and offer creative, challenging and, where possible, well-substantiated responses.

- Students are expected to remain cordial and civil. While there is no specific grade for writing style, you should use language appropriate to a semi-formal discussion with peers in a public forum.