

Introduction to Logic [University]

Class Information

Philosophy [Number] – [Semester]
[Days] – [Time]
[Building Name] – [Room Number]

Contact Information & Office Hours

Jennifer Gleason
[Email]
[Office]
[Office Hours]

Required Texts

A Concise Introduction to Logic by Patrick Hurley. ISBN-13: 978-1305361881

I'll be working through the 12th edition. **There is online access for the 12th edition. It is expensive, and we are not using it. Do not buy that!** There is a 13th edition of the book, but it is expensive, so I'm using the 12th edition here. If you have the 13th edition, though, the changes between the 12th and 13th are minor, so you should be fine. I'm unsure about older editions. Since we aren't using the online content for this textbook, used copies are fine.

About This Class

What makes a good argument? Advertisers, politicians, and even friends and family members attempt to make you believe things on a daily basis. Typically, they aim to convince you by providing *arguments*; they take themselves to have provided reasons in support of claims. It is our responsibility to work out which of these arguments are worth accepting -- which reasons really do support which claims -- and which arguments we should reject. This class focuses on the skills needed to satisfy this responsibility. Since acquiring these skills requires that we know what makes an argument good or bad, the question opening this paragraph will guide our studies for the semester.

By taking this course, you will acquire and hone the basic tools of logic conventionally used for analyzing and appraising arguments. More specifically, you will come to *know* and *understand* a variety of concepts in the logical thinker's toolkit. Your understanding will then be sharpened through the practice of *identifying* arguments in written English, *deconstructing* them into their constituent parts, and *assessing* them for their quality. By the end, you will be well prepared to *construct* good arguments, counterarguments, and objections of your own.

This course is very skill-based. It is not enough to be able to answer the question of what makes a good argument: you must be able to apply this answer to the arguments that you make and the arguments you encounter in your daily life. Consequently, the assessment methods for this course will focus on improving your ability to extract and assess arguments in ordinary argumentative text. This will be achieved by providing you with techniques to recognize markers of good and bad arguments, and encouraging you to practice applying those techniques to various textual extracts.

General Education Goals and Expected Learning Outcomes

[Course classification and university goals and expected learning outcomes]

[Description of how course meets these university goals and learning outcomes]

Grade Components

1. Preparedness (10% of final grade)

In this course, you will be learning new skills that are frequently challenging to students new to logic. As such, it is important that you attend every class. In other words, attendance for this class is mandatory. These skills may not come naturally, so you will need to practice these new skills at home. Thus, I will frequently assign homework problems to give you the opportunity to practice.

Each class period, the expectation is that you have come to class prepared to learn the daily lesson. In order to be prepared to learn the daily lesson, you must (a) be in attendance and (b) have completed your homework problems.

I do not intend to waste valuable class time taking attendance or collecting homework every day. Thus, to assess your overall preparedness, I will ***randomly collect*** your homework throughout the semester.

If you are (a) in attendance and (b) have your homework, then you will receive a 10/10 for the day.

If you are (a) in attendance but do not have your homework, then you will receive a 6/10 for the day.

If you are not in attendance, then you will receive a 0/10 for the day.

2. Examinations (3 tests, 30% of final grade)

There will be three exams: one on informal logic, and two on formal logic. The exams will be composed of multiple choice and short answer questions. I will supply a review sheet that explains what I expect you to be able to do.

3. Short Writing Assignments (5 assignments, 40% of final grade)

There will be five short writing assignments (1-2 pages each) assigned throughout the term: one on recognizing and understanding arguments, one on logical fallacies, one on evaluating the validity and soundness of deductive arguments using truth tables, one on evaluating the validity and soundness of deductive arguments using Venn Diagrams, and one on evaluating the strength of inductive arguments. The writing assignments are designed to help you apply what we are learning to arguments that you give or encounter in real-life contexts.

4. Final Exam (20% of final grade)

The final exam is cumulative and longer than the other exams.

Default Schedule

The following is a “default” schedule for the course. Specific topics and dates-of-coverage are subject to change, depending on how class progresses. Examination dates are firm. Readings will be posted online.

Date	Topic	Readings/LogiCola	Additional
1 Tu	Arguments and their Parts	Chapter 1, Section 1	
1 Th	Recognizing Arguments	Chapter 1, Section 2	
2 Tu	Deductive & Inductive Arguments	Chapter 1, Sections 3 and 4	
2 Th	Diagramming Arguments	Chapter 1, Section 6	
3 Tu	Diagramming Arguments	Chapter 1, Section 6	
3 Th	Logical Fallacies	Chapter 3, Sections 1 and 2	Short Writing #1 Due
4 Tu	Logical Fallacies	Chapter 3, Section 3	
4 Th	Logical Fallacies	Chapter 3, Section 4 LogiCola R	
5 Tu	Logical Fallacies	Chapter 3, Section 5	Short Writing #2 Due
5 Th	First Exam		
6 Tu	Symbolizing Arguments and Logical Connectives	Chapter 6, Section 1 LogiCola C (EM & ET)	
6 Th	Basic Logical Expressions	Gensler 6.1 and 6.2 LogiCola D (TE & FE)	
7 Tu	Truth Evaluations	Gensler 6.3 LogiCola D (TM & TH)	
7 Th	Unknown Evaluations	Gensler 6.4 LogiCola D (UE, UM, & UH)	
8 Tu	Basic Truth Tables	Gensler 6.5 LogiCola D (FM & FH)	
8 Th	Truth Table Tests	Gensler 6.6 LogiCola D (AE & AM)	
9 Tu	Short Cuts & Harder Translations	LogiCola C (HM & HT) LogiCola D (AM & AH)	Short Writing #3 Due
9 Th	Second Exam		
10 Tu	Categorical Propositions	Chapter 4, Sections 1 and 2	
10 Th	Symbolizing Venn Diagrams	Chapter 4, Section 3	
11 Tu	Venn Diagrams	Chapter 4, Section 6	
11 Th	Translating Ordinary Language	Chapter 4, Section 7	
12 Tu	Harder Venn Diagrams	Chapter 5, Section 2	
12 Th	Ordinary Language	Chapter 5, Section 5	Short Writing #4 Due
13 Tu	Third Exam		
13 Th	Analogical Reasoning	Chapter 9, Section 1	
14 Tu	The Hypothetical Method	Chapter 13, Section 1	
14 Th	Strength of Evidence	Chapter 14, All Sections	

15 Tu	Using Evidence	No Reading Assigned	
15 Th	Review	No Reading Assigned	Short Writing #5 Due
	Final Examination		

Information About Reading and LogiCola Assignments

Reading Assignments

Reading assignments are to be completed in advance of the listing. The reading for [1 Tuesday] is [A Concise Introduction to Logic](#) Chapter 1, Section 1. You need to come to class on [1 Tuesday] having already read that chapter.

LogiCola

LogiCola is a computer program created by Harry J. Gensler. You can download this program for free at <http://www.harryhiker.com/lc/>. If you have a Mac computer, you will need to download an app called Wine that will enable you to download LogiCola. A detailed explanation for how to get LogiCola working on your Mac can be found at <http://www.harryhiker.com/lc/mac.htm>. If you need help getting it on your Mac, please talk to me.

LogiCola Assignments

LogiCola assignments listed on this document are recommendations for practice problems that are based on the information learned that day in class. Each listing can be utilized from the day listed and onward for additional practice. The LogiCola assignment for [6 Tuesday] is LogiCola C (EM & ET). This means you can start doing LogiCola C (EM & ET) after class on [6 Tuesday] and any day after that for practice as needed.

A Quick Note on How to Read LogiCola Assignments: When I list a LogiCola assignment, I first list the exercise set followed by any additional modifications you need to make to get the appropriate type of exercise. To do all of this, you'll open LogiCola and under File, you'll select the top option: "Load New Exercise Set." This will bring you to the Exercise Set Menu. You'll select the exercise set that corresponds with the letter I have listed. Once you have selected the correct exercise set, under File, you'll modify the exercise in light of the additional letters I've given you. For example, your first LogiCola assignment is LogiCola C (EM & ET). C is the exercise set and EM and ET are the additional modifications you need to make to the exercise. Under file, you will load LogiCola exercise set C, and then under file you will select E and then select M. That is LogiCola C (EM). When you feel confident with that, under file, select E and then select T. This is LogiCola C (ET).

Class Policies

Excused Absences

Absences can be excused *with appropriate documentation* in some circumstances, which might include serious personal physical or mental illness, serious illness of a dependent, academic or professional travel, presentations, or interviews, funerals or death in immediate family, and emergency situations such as traffic accidents. Additionally, please see the "In Case of Emergency" Policy below.

In Case of Emergency

You have a right to privacy and are never under any obligation to divulge personal information to me. In case of emergency (physical, mental, medical, emotional, familial, etc.), you can email me and say: **“Something important has come up that warrants an excused absence from class today.”** No further details will be required. I trust that you know what warrants an excused absence, and I trust that you will not abuse this policy.

Should some sort of emergency get in the way of a deadline or due date, you can send an email of the following sort: **“I am dealing with something that warrants an extension of [Assignment] as it has prevented me from completing [Assignment] to the best of my abilities.”** Once I have received this email, we will work together to determine the best course of action. I may ask a few questions (i.e. “Do you think that you will be in a better place by X date and able to complete the assignment by then?”) to help determine the best course of action. Again, I trust that you know what warrants an extension of an assignment, and I trust that you will not abuse this policy.

Phone and Computer Use

Phones, computers, and other mobile devices are not permitted *unless* this is the device by which a takes notes or accesses the class readings. Use of phones for non-class purposes will result in an *unexcused absence*.

Packing Up

It has become fairly common among students to begin packing up belongings five or so minutes prior to class officially being over. This is incredibly distracting as it creates both (1) a flurry of motion, and (2) a fair amount of noise. This results in the last few minutes of each class period being wasted, and the loss adds up. To prevent a loss of class time, students are not permitted to pack up their belongings until class is officially over.

Late Work

Short Writing Assignments - If you turn in a short writing assignment late, I will deduct 10% off your grade for that assignment for each day that the assignment is late.

Homework - Homework problems are never accepted late. On days when I collect homework, you are either in class with a completed homework assignment, or you are not.

Exams - I do not allow you to complete exams late. If you miss an exam, then you will receive a zero.

Exceptions are made in the case of emergency, please email me immediately and we will discuss if your emergency warrants an extension, an exemption, or an alternate due date.

Academic Misconduct

Plagiarism and other forms of cheating will not be tolerated in this course. Students are expected to be familiar with and adhere to the University’s Code of Student Conduct. Any suspected violations will be reported to the Committee on Academic Misconduct. [Link to Code of Student Conduct]

Useful information about plagiarism is found here: [Did I Plagiarize?](#)

Diversity

[University] affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Mental Health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact [counseling services] for assistance, support and advocacy. This service is free and confidential.

This course covers a variety of topics that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, death, catastrophe, or disregard for human life. If needed, please take care of yourself while watching/reading this material (leaving the computer to take a water/bathroom break, debriefing with a friend, contacting [resource], and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

Student Resources

College is hard. If everything was going perfectly behind the scenes, then college would still be hard. Unfortunately, for many students, things are not going perfectly behind the scenes. With that in mind, I want you to be aware that the university has numerous resources that can be incredibly useful in helping you navigate [University's] structure and resolve issues you encounter while here at the university. You have a right to privacy, and you are never under any obligation to divulge personal information to me. If you need an in class accommodation (more time on the exam, a note-taker, etc.) then you need to register with [disability services]. Once you have registered with disability services, then they can tell me what needs to be done on your behalf without you having to divulge anything personal to me. You can find [the office of disability services] online at [link] or at [Address], [phone number], and [Email].

I want you all to succeed both in my class and here at the university as students. If there is ever something that comes up that starts to get in the way of your education, health, and/or wellness, please know that the university has many resources that are here to help you in a variety of ways. I have included those resources below:

- Emergency Financial Resources: [link]
- Disability Resources: [link]
- Student Advocacy Resources: [link]
- Mental Health Resources: [link]

If you are experiencing a crisis that is not one of disability, hospitalization, mental health, or finance, I still strongly suggest reaching out to [link] to see what supportive resources they may be able to provide.