

**PHILOSOPHY 106:
Introduction to Logic
Fall 2013
W 3:05 pm – 6:15 pm
Building 2100, Room 2131**

Instructor Information:	David Burris, <i>Professor of Philosophy & Religious Studies</i> <i>E-mail:</i> david.burris@imperial.edu or david.burris@azwestern.edu <i>Phone:</i> 928-344-7714
Required Text	Patrick Hurley. <i>A Concise Introduction to Logic</i> . 11 th ed. Belmont: Thompson Wadsworth, 2012.
Course Description	This course is an introduction to deductive and inductive logic. The attention is focused upon the relationship between logic and language fallacies, and the use of logic and critical thinking in everyday life.
Course Outcomes	Upon successful completion of this course the student will be able to: <ol style="list-style-type: none"> 1) identify the distinguishing features of deductive and inductive arguments 2) recognize logical flaws in arguments 3) extract essential content (premises, evidence, conclusions) contained within a body of information 4) translate ordinary sentences into a standard logical form 5) reason correctly from premises to conclusions 6) construct and defend original arguments 7) critique, analyze, and evaluate issues that are of a philosophical, cultural, ethical, or political nature 8) write clearly, concisely, and persuasively
Course Requirements	<i>Exams (400 pts):</i> There will be 4 exams total in the class. Each will be worth 100 pts. The exams will generally consist of a series of multiple choice, True/False, fill in the blank type of questions and/or written exercises similar to the problems assigned for homework. Students should bring a pencil (not a pen) to every exam. No retakes or make-ups are permitted unless special arrangements are made PRIOR to the exam with the instructor. Vacations and family events are not sufficient reasons to miss these exams. Any student who shows up more than 10 minutes late on exam day will not be permitted to take the test.

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Formal Debate (200 pts): Students will work in groups and participate in a formal debate that will take place in class (11/27). Each group will put together a presentation in which they defend a position on a topic selected in consultation with the instructor.

Each group will take turns trying to persuade the audience of the following:

- (1) their own position on the issue is true, using good arguments and evidence as support
- (2) their opponent's position is untrue because of a lack of good supporting arguments and evidence
- (3) the objections raised against their own group's position by their opponents are unsound, invalid, or implausible.

Prior to the day of the debate, students will have time in-class and out of class to research and formulate their arguments as a group. For the debate, a spokesman must be chosen to present to the class. This person will not be graded higher in virtue of their having presented, someone just has to do it.

The primary means of evaluation for this assignment will focus on your contribution to helping your group research and organize your presentation. This contribution will be largely peer evaluated, i.e. those students who are in your group will be evaluating your efforts to the success of your group's presentation. The average scores you receive from your peers, in conjunction with a grade that will be assigned based on the observations of the instructor will determine your grade for this part. The size of the group will depend upon the number students in enrolled in the class. Special instructions will be given about the topics and format closer to the time of the presentation.

Debate Write-Up (200 pts.): After the debate, students will do a post debate write-up. This write-up must include the following elements:

- (1) a summary of the arguments that your group and the opposing group presented in the initial presentation (in premise-conclusion format)
- (2) a summary of the points you and the opposing group made in the rebuttals
- (3) some concluding thoughts about how effectively your group was able to carry your case, i.e. which group, in your opinion, argued more effectively for their viewpoint

All papers must be 1500-1600 words in length. They must be typed, double spaced, stapled, 1 inch margins, properly formatted to meet MLA

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standards, and include a Works Cited page. Moreover, any paper that does not cite properly is guilty of plagiarism and will receive an automatic 0. Additionally, no paper will be read that suffers from glaring deficiencies in either formatting or grammar. It is thusly recommended that each student proofreads his or her submissions multiple times. It is also highly recommended, though not required, that students bring their papers by the writing center prior to the time of submission. This paper must be submitted through Blackboard no later than 11:59 pm on **(11/30)**. NO LATE PAPERS will be accepted.

Note: by late paper, I mean any paper not submitted to Blackboard by the stroke of 11:59 pm the day the paper is due.

More information regarding the specific formatting and grading criteria can be found by logging onto Blackboard and clicking on the Assignments button and opening the MLA formatting document or Grading Rubric. I will look at a draft of the paper ahead of time if you so wish. I only ask that you bring a hard copy by my office during office hours so we look at it together. Do not simply e-mail me a paper as attachment. Moreover, make sure that you bring a complete draft. Do not bring half or a fourth of a paper. Partial drafts will not receive feedback. A complete draft is a paper that you would be comfortable turning in right at that moment for credit.

Exercise Quizzes (150 pts.) Each week, a set of exercises will be assigned that are aimed to help the student become conversant with and practice the skills that were covered in the prior week's reading. Although these exercises will not be collected and given a grade, throughout the semester there be 6 short quizzes that will be given to ensure that the exercises are being completed. Quizzes will be administered randomly and always take place at the beginning of class. Students may not consult the textbook while taking the quiz, however, any handwritten notes or the completed exercises themselves may be used. If the student is late on a quiz day, they will not be able to take the quiz. Every student is responsible for completing 5 of the 6 quizzes, however, if the student decides to complete all 6, then the lowest quiz score will be dropped! Quizzes will generally consist of 5-10 questions that will be a True/False or multiple-choice format.

Note: there are no make-up quizzes even for excused absences. Thus, it is highly recommended that the student save their extra score for any planned or unplanned absences.

Participation (50 pts): The student must demonstrate preparedness for class sessions. This includes reading the assigned materials BEFORE the start of class, bringing the textbook to every class meeting, contributing to class discussions, asking thoughtful questions, and performing well on any in-class assignments.

Extra Credit (40 pts.): Extra credit assignments are available to those students wishing improve their grades a slight incremental amount. These assignments will not be able to make up large amounts of ground, so the student should not think they have a safety net of extra credit should they get behind in this course. These are the only two extra credit assignments I will offer. All extra credit assignments must be turned in before the final exam.

Assignment #1: First, type in the following web address to your internet search navigation bar:

<http://www.youtube.com/watch?v=IoFfUg8YtC0>

What should come up is the recent *Arizona Republican Presidential Debate*. Your assignment is to watch the whole debate and find as many examples of informal fallacies as you can. Then, write a 1-2 page paper presenting to me your examples. The maximum amount of extra credit you can get on this assignment is 20 pts. (2%).

Assignment #2: In this assignment you are going to watch a different debate between Dinesh D'souza and Christopher Hitchens on the merits of Religion and Atheism. Be sure to watch the whole debate. Once the first video is done, it will automatically go to the second.

<http://www.youtube.com/watch?v=l-NduvegITQ&feature=PlayList&p=8399092B6C337E55&index=0>

Your task in this assignment is threefold:

- (1) Identify as many examples of arguments as you can.
- (2) Break down each argument into premise-conclusion format, i.e. into a categorical, propositional, or inductive syllogism
- (3) Tell me whether the argument is sound or cogent

In order to receive full credit, you must present at least 4 different arguments. The maximum amount of extra credit you can get on this assignment is 20 pts. (2%)

Grading Scale

A	900 – 1000 pts.
B	800 – 899 pts.
C	700 – 799 pts.
D	600 – 699 pts.
F	less than 600 pts.
* These point values are rigid. This means, for example, students who receive 699 points will not receive a C because they were "close."	

Attendance Policy

Given that this class meets *once* a week, there are *one* unexcused absences allowed during the semester. Students who are absent more than *once* will receive a 5 point deduction to their participation grade per absence. After all, if one is not in class then one cannot participate. Further, please note that the same criteria for determining excused late work also apply to excused absences as well (see below). Moreover, if the student is not present for more than twenty minutes at any time during the class meeting, it will be marked as an unexcused absence. Further, students who are tardy more than twice during the semester will be marked absent for any subsequent tardies. Please note also that if the student comes into class after the instructor has taken attendance, it is the student's responsibility to communicate to the instructor that they were present by the end of that class meeting. If the student does not communicate this, then it will remain an unexcused absence. Finally, if the student stops attending class altogether, it is the student's responsibility to drop the class, not the instructor's. Students who do not drop themselves run the risk of being given an F at the end of the semester.

Late Work

Generally, I do NOT accept late work (including any quizzes, papers, exams etc.), even for partial credit. If you have an illness or medical emergency of some kind, please provide me with some documentation so that I can verify your excuse. **All excuses must be able to be verified by the instructor.** And unless an excuse can be verified, then no late work will be accepted. Moreover, the student must request the excuse or notify the instructor in a timely manner in relation to the assignment. In other words, if there is a problem with turning in an assignment or coming to an exam, then the student (or someone speaking on the student's behalf) must inform the instructor of the situation within two days of the due date. Furthermore, the student must complete any late assignment within one week of the due date unless the instructor has explicitly given an alternative timeline.

Provisos: The student needs to be forewarned that taking a college class brings with it, some measure of risk. This means that students are NOT

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automatically entitled to make-up assignments or take tests that they miss because of some personal conflict. Here is a list of excuses that will NOT be accepted.

- 1) Vacations and family events are NEVER sufficient reasons to miss an assignment or exam.
- 2) Personal issues such as funerals, financial hardships, work conflicts, pet problems, childcare issues, military relocations, transportation complications etc. are not verifiable excuses. The instructor has no interest in prying into the details of your personal life, thus work not completed as a result of one of these conflicts will not be excused.
- 3) Any student who either misses class or cannot complete an assignment in the early part of the semester because they have entered the class late or have not purchased a book, is also NOT excused. If a student is unable to purchase a book due to a delay in receiving their financial aid, this will NOT be considered a valid excuse. Students are expected to have all of their class materials by the first day of class. If there is a delay, students have the option of using a copy of the book on reserve at the AWC library.
- 4) If there is a prolonged illness or family issue (and by prolonged I mean something that would keep the student out of class for 2 or more weeks), the student will not be permitted to make-up any missing work and will be strongly encouraged to withdraw from the class.

Classroom Conduct While in this classroom, students will show respect for the instructor and their fellow classmates. Students must show up to class on time, or if they are late, come in the least disruptive way possible. Sleeping in class or distracting other students by talking during lectures or presentations may result in the student being asked to leave the class without warning. Moreover, negative cultural, ethnic, political, racial, sexist, or religious comments are strictly prohibited, and will result in strong disciplinary measures. Furthermore, students should remember to turn off their cell phones BEFORE coming to class. All CELL PHONE, SMART PHONE, IPAD, ITOUCH, IPOD, or the use any other electronic device during class is strictly prohibited. In fact, these devices should not be seen by the instructor for the entire duration of the class. Any student caught using one of these devices (having headphones in will be assumed to be using) or TEXTING will automatically be asked to leave the class for the day without a warning. Additionally, students may bring laptop computers to class; however, they must be used for note taking purposes only. Any student caught using a laptop for any other reason will be forbidden from using it for the rest of the semester. Students are NOT permitted to take pictures of lecture notes or power point material during class.

Due to the sensitive nature of a number of issues we will discuss in this class, it is imperative that, if the student cannot participate without getting

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angry, rude, disruptive, hateful, or intolerant, then they simply do not participate. All issues must be discussed with an air of academic and scholarly open-mindedness and objectivity in order to foster a learning environment of mutual respect where students can ask honest questions and present their ideas and opinions without fear of being ridiculed. After all, we are all essentially after the same thing, the truth. And *the truth is rarely found in the person with the loudest voice*. Part of what makes a good critical thinker is the ability to assess an issue, idea, or proposition without getting emotionally attached or outraged by it. The idea is evaluated on its own merits and not merely assumed to be true or false based on some prejudice we may already have.

Cheating: Cheating is strictly forbidden. By cheating, I mean any unauthorized assistance in taking tests. All personal belongings must be kept off your desk and tucked away in a backpack or knapsack. If you are talking during the exam, your eyes begin to wander to another student's exam, or you take out a cell phone, ipod, itouch, etc. during the test, I will automatically assume that you are cheating. If you are caught cheating you will receive a 0 on the assignment.

Plagiarizing: Plagiarism is defined as stealing and passing off the ideas or words of another as one's own. However, if due credit is given or acknowledged, usually by using quotations, works cited pages, and bibliographies, then using the ideas of others to supplement your own is permitted. Any student caught plagiarizing on any homework assignment, quiz, paper, or exam will receive an automatic 0 on the assignment. As a caution to students, all papers will be run through **Safe Assign**, which will detect any and all plagiarizing violations.

Student Services

Students with special needs due to a learning or physical disability are encouraged to avail themselves of the resources in the Disabled Student Programs and Services office in the 2100 Bldg. (760-355-6313). If you think something might prevent you from doing well in this course, you should discuss this with the instructor so that proper arrangements can be made to accommodate your needs.

Tutoring is available to all IVC students on a walk-in basis in the Spencer Library Media Center. The center also provides study skills workshops that may prove to be invaluable to those just beginning their college experience.

Course Calendar

All reading assignments on this schedule are mandatory and must be done BEFORE each class session. The student should not think that the contents of the readings not explicitly covered or emphasized in class will not be included on the exam. Exam dates may be flexible; however, the dates of the paper and debate are not. All readings come from the course reader by Hurley.

Dates	Topics	Assignments
8/21	<i>Introduction;</i> Chapter 1: <i>Basic Concepts</i>	Sections 1.1 & 1.2
8/28	Chapter 1: <i>Basic Concepts</i>	Sections 1.3 & 1.4
9/4	Chapter 3: <i>Informal Fallacies</i>	Sections 3.1 – 3.3
9/11	Chapter 3: <i>Informal Fallacies</i>	Sections 3.4 – 3.5 Exam 1
9/18	Chapter 4: <i>Categorical Propositions</i>	Sections 4.1 – 4.4
9/25	Chapter 4: <i>Categorical Propositions</i>	Sections 4.5 – 4.7
10/2	Chapter 5: <i>Categorical Syllogisms</i>	Sections 5.1 – 5.2
10/9	Chapter 5: <i>Categorical Syllogisms</i>	Section 5.3 Exam 2
10/16	Chapter 6: <i>Propositional Logic</i>	Sections 6.1 – 6.3
10/23	Chapter 6: <i>Propositional Logic</i>	Sections 6.4 – 6.6
10/30	Chapter 7: <i>Natural Deduction</i>	Sections 7.1 – 7.3
11/6	Chapter 7: <i>Natural Deduction</i>	Sections 7.4 – 7.6 Exam 3
11/13	Chapter 9: <i>Analogical Reasoning</i> Chapter 10: <i>Causal Reasoning</i>	Section 9.1 – 9.3 Sections 10.1 – 10.3
11/20	Chapter 12: <i>Statistical Reasoning</i> Chapter 13: <i>Scientific Reasoning</i> Chapter 14: <i>Science & Superstition</i>	Sections 12.1 – 12.2 Sections 13.1 – 13.4 Sections 14.1 – 14.4
11/26	Group Debates	Debate Prep DEBATE WRITE-UPS DUE (11/30)
12/4	<i>Final Exam Week</i>	Exam 4

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Course Agreement: Philosophy 106

I, _____, have read this document and understand its contents. I know what is expected of me and I agree to adhere to all of the instructor's policies, procedures, deadlines, and methods of evaluation.

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