

PHI 2100 Introduction to Logic
Main Campus/Online with Support
W 1:00-3:00pm
R-124

(We have 8 required meetings during the semester. See course schedule for dates.)

Instructor: Jared Kinggard Ph.D.

Office: R 248 D (Main Campus)

Live Office hours:

Virtual Office hours:

Email: Email me through the Blackboard Shell.

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Course Description/Objectives:

Introduction to logic is designed to be an introduction to the methods, content, and the importance of logical reasoning. Beginning with basic philosophical and logical vocabulary, this course intends to familiarize students with a formal logical language; the semantics and syntax of this language; and provide the opportunity to employ this language in deductive reasoning. The goal of this course is to provide students with the instruments used in professional, philosophical discourse; the ability to translate ordinary language into formalized systems for analysis; and the tools to evaluate arguments. The goal of the instructor is to provide materials and guidance that foster independent thinking about the rules and function of logic, both in our everyday lives as well as in philosophical argumentation; to organize and analyze information in a cogent form; to help students understand and appreciate the complexities of rational thinking, soundness, validity, and deduction; and to encourage students to read and think critically, employing the techniques learned throughout the semester. In addition to the above course objectives, it is expected that upon completing this course, you will have made significant progress toward meeting the following goal: students will become familiar with and adept at critical thinking and logic.

Text

Hurley: *A Concise Introduction to Logic*, 11th Edition, Thomson/Wadsworth (this text is available in the Aplia course supplement). If you desire, you may purchase a paper copy, but it is not required. **Aplia is required.**

Text Options

You have several options available to you regarding the textbook and online readings. Here they are:

- (1) You may purchase the textbook in hard copy with the Aplia component from the IRSC bookstore as a bundle.
- (2) You may purchase the text electronically as an e-book directly through Aplia (I believe the IRSC bookstore will also allow you to purchase just the Aplia with the e-book as well), the electronic supplement for the course (see page 2). As you must use Aplia anyway, and as the Aplia product is cheaper than the cost of a new textbook, you may select this option to save money.

APLIA

This course uses a product called “Aplia” that supports a very robust online learning environment. You can purchase the access code for Aplia even if you buy an older textbook or a new one without the accompanying access card.

You can access the information you need about Aplia by opening the “Aplia Student Registration Instructions” document in Blackboard (I have also posted these instructions below).

Please note: All supporting materials except for Aplia will be provided in the IRSC Blackboard course shell; all communication and postings will also take place in the Blackboard shell. You will only need Aplia to complete your online assignments, do your reading, and **check your grades.**

For those of you with financial aid, there is a grace period of several weeks before you have to pay for the Aplia product (you can start using it right away). This should give you enough time to get your financial matters in order.

About the Course

This course requires a lot of independent work and is largely text-based. While there are some video units to accompany aspects of the text (videos are posted in the folder titled "Logic Emporium"); most of the work you will do on your own using the text and Aplia.

Also, this is a course that deals with abstract mathematical concepts. If you are thoroughly "math phobic" and have difficulty staying motivated or working independently, I encourage you to carefully consider whether this is the course for you. I am, of course, available to assist you as much as I can, but the nature of online courses makes the challenge of completing a course like this more difficult.

How to access your Aplia course

PHI 2100 Logic Spring 2014

Instructor: Jared Kinggard
Start Date: 05/05/2014
Course Key: C8ZD-ZFTG-6G5T

Registration

Aplia is part of CengageBrain, which allows you to sign in to a single site to access your Cengage materials and courses.

1. Connect to <http://login.cengagebrain.com/>
2. **If you already have an account, sign in.** From your Dashboard, enter your course key (**C8ZD-ZFTG-6G5T**) in the box provided, and click the *Register* button.
If you don't have an account, click the *Create a New Account* button, and enter your course key when prompted: **C8ZD-ZFTG-6G5T**. Continue to follow the on-screen instructions.

Payment

Online: After registering, you can buy access to Aplia from myhome.cengagebrain.com.

Bookstore: Purchase access to Aplia from your bookstore. Check with the bookstore to find out what they offer for your course.

If you choose to pay later, you can use Aplia without paying until 11:59 PM on 05/22/2014. After paying, you will have the option to purchase a physical book at a discounted price. For more information on registering for Aplia, please visit <http://www.cengagebrain.com/aplia/>.

Assignments and Grading

Evaluation:

Homework Evaluation	20%
Homework Completion	5%
Exam 1	15%
Exam 2	20%
Exam 3	25%
Final Exam	10%
Participation	5%

Grading Schema:

90+: A	60-69: D
80-89: B	0-59: F
70-79: C	

Homework Evaluation: This will count for 20% of your final grade. There are a series of short problem sets in Aplia you will complete (each can be taken multiple times, and the highest score is recorded for your grade). These sets correspond to the book sections assigned for reading/homework in the course schedule below. **(The exact due dates and times can be found in the course schedule as well as Aplia)**

Homework Completion: This will count for 5% of your final grade. At the end of the semester I will calculate the percentage of homework you have completed, and that percentage will comprise the Homework Completion grade. Only assignments that have been completed in their entirety will be counted. For example, if you have completed 10 of 20 assignments (No matter your grade on the assignments), then you will receive a 50% for this portion of the grade.

Exams: The exams will constitute 70% of the final grade (The breakdown can be found above in the “evaluation” section of the syllabus). Exam reviews will appear 7 days prior to exams, and will be located in Angel under Lessons in the heading “Exam Reviews.” Exam 1 & 2 will be taken in Aplia. **Exam 3 and the Final exam must be taken at a testing center. You are required to email me your testing center preference by Jan. 22.** If you do not email me a testing center preference, then I will set you up at the main campus testing center. You can find information on testing centers in Angel under lessons.

Participation: We will meet live 8 times during the semester. The first meeting will be an introduction, four meetings will be for exam reviews, and four other supplementary meetings will occur to make sure that all are up to speed. **For exam review meetings you are expected to show up with the exam review completed as best you can.** Each meeting attended is worth .625% of your final grade for a possible total of 5%.

Online Materials

You can access the text in Aplia electronically as you do the homework problem sets.

In Blackboard you will find the following:

Discussion Board: Feel free to ask questions and discuss things amongst your classmates there.

Exam Reviews: These will appear a week prior to exams.

Aplia Registration Information: Important!! Make sure you get Aplia!

Logic Emporium - This consists of the following:

1. Notes for a number of the sections. These can be found under the heading “**Course Notes**”
2. I have supplied some videos and podcasts to help you. These can be found under the heading “**Logic Videos.**” **(Watch the videos and podcasts they are very helpful particularly for the later chapters)**
3. PowerPoint materials to assist you. These can be found under the heading “**PowerPoint.**”

Note: You will find that more than what we cover is discussed in these materials; feel free to learn these other concepts, but you will not be expected to know them for an exam or homework assignment.

Online Conduct

I encourage you to post questions about course content on the discussion board/blog; I will post responses so that others can benefit from the discussion. Keep in mind that grade issues or concerns related to the management of the class are not suitable topics for public discussion; I am happy to address your concerns through email. Also, be diplomatic and polite toward all participants of our learning environment.

Please note: inappropriate group emails or postings will lead to a loss of communication privileges for the course.

Exam and Homework make up policy

You will have the dates for the three exams in advance. Unless you have a legitimate, documented excuse for missing an exam, no make-up exams will be offered. All homework must be submitted by the due dates specified in Aplia; however, do not hesitate to contact me if you fall behind—many times I am willing to work things out.

Plagiarism and working together

Plagiarism is the act of passing someone else's work off as your own. One is guilty of plagiarism when one copies the work of another verbatim and when one rephrases someone else's ideas in different terms. This applies to collaboration between students as well as to using published sources; if you copy the work of another student, you are guilty of plagiarism. Plagiarism and cheating are forbidden. It is the student's responsibility to be aware of, and understand, the college's policies concerning what is considered plagiarism and academic dishonesty. Academic dishonesty will result in failure for the course. There are no second chances.

That said, I realize that many students find it helpful to study together. There is nothing wrong with this kind of collaboration, so long as each student does their own work. The discussion board for the course will give you the opportunity to connect with others, explore problems and issues together, and perhaps even to form study groups. I encourage all of this. Just behave responsibly and ethically.

Important Policies

- 1) If you do not show up for the first day of class, then you will be withdrawn from the course.**
- 2) If you do not sign up for Aplia by January 10, then you will be withdrawn from the course.**
- 3) If you do not complete the homework assignments for the first week of class, then you will be withdrawn from the course.**

Course schedule

* Indicates Aplia Homework Assignments

Course Schedule/Due dates

Sections assigned for homework

Week 1 (1/8 – 1/12)

1/8 – Introductory Meeting (Meet on main campus at 2:00pm in room R 124)

*1/9 - Introduction to using Aplia [Practice not graded (found in Aplia)]

Reading: Basic Concepts (Chapter 1, sections 1.1 & 1.2)

*1/12 - Argument, Premises, and Conclusions 1.1

*1/12 - Recognizing Arguments 1.2

Week 2 (1/13 – 1/19)

Reading: Basic Concepts (Chapter 1, sections 1.3 – 1.5)

*1/16 - Deduction vs. Induction 1.3

*1/16 - Properties of Arguments:
Validity, Truth, Soundness, Strength, Cogency 1.4

*1/16 - Counter-example, Replacement 1.5

Exam 1 – Due by Jan. 19 (To be taken on Aplia)

Week 3 (1/21 – 1/26)

Reading: Introduction to Propositional Logic (Chapter 6, sections 6.1 – 6.2)

1/22 – Supplementary Meeting (Meet on main campus at 2:00pm in room R 124)

*1/26 - Symbols & Translation 6.1

*1/26 - Truth Functions 6.2

Week 4 (1/27 – 2/2)

Reading: Introduction to Propositional Logic (Chapter 6, sections 6.3 – 6.4)

*2/2 - Truth Tables for Propositions 6.3

*2/2 - Truth Tables for Arguments 6.4

Week 5 (2/3 – 2/9)

Reading: Introduction to Propositional Logic (Chapter 6, section 6.5)

*2/5 (1:30pm) - Indirect Truth Tables 6.5

2/5 - Exam Review (Meet on main campus at 2:00pm in room R 124)

Exam 2 – Due by Feb. 9 (To be taken on Aplia)

Week 6 (2/10 – 2/16)

Reading: Natural Deduction in Propositional Logic (Chapter 7, section 7.1)

2/12 – Supplementary Meeting (Meet on main campus at 2:00pm in room R 124)

*2/16 Rules of Implication I 7.1

Week 7 (2/17 – 2/23)

Reading: Natural Deduction in Propositional Logic (Chapter 7, section 7.2)

*2/23 - Rules of Implication II 7.2

Week 8 (2/24 – 3/2)

Reading: Natural Deduction in Propositional Logic (Chapter 7, section 7.3)

*3/2 - Rules of Replacement I 7.3

Week 9 (3/3 – 3/9)

Reading: Natural Deduction in Propositional Logic (Chapter 7, section 7.4)

3/5 - Supplementary Meeting (Meet on main campus at 2:00pm in room R 124)

*3/9 - Rules of Replacement II 7.4

Week 10 (3/10 – 3/16)

Reading: Natural Deduction in Propositional Logic (Chapter 7, section 7.5 & 7.6)

*3/16 - Conditional Proof 7.5

*3/16 - Indirect Proof 7.6

Week 11 (3/17 – 3/23)

Reading: Natural Deduction in Propositional Logic (Chapter 7, section 7.7)

*3/19 – Proving Logical Truths
(Practice not required, but it may help with bonus question on exam) 7.7

3/19 - Exam Review (Meet on main campus at 2:00pm in room R 124)

Exam 3 - March 20 or 21 (To be taken at a testing center)

Week 12 (3/24 – 3/30)

Spring Break

Week 13 (3/31 – 4/6)

Reading: Introduction to Predicate Logic (Chapter 8, sections 8.1 – 8.3)

4/2 – Supplementary Meeting (Meet on main campus at 2:00pm in room R 124)

*4/6 – Predicate Logic: Symbols and Translation 8.1

Week 14 (4/7 – 4/13)

*4/13 – Rules of Inference: UI, UG, EI, EG 8.2

*4/13 – Change of Quantifier Rule 8.3

Week 15 (4/14 – 4/20)

4/16 - Exam Review (Meet on main campus at 2:00pm in room R 124)

Week 16 (4/21 – 4/27)

Final Exam – April 21, 22, 23, or 24 (To be taken at testing center)

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Student Disability Services (SDS) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

IRSC offers many disability resources at on-campus labs. The SDS works with online students to ensure accessibility. Students who wish to request an accommodation for a documented disability should contact the SDS immediately at 772-462-7782 or 772-462-7808.

IRSC General Education Student Learning Outcomes

- Communicate with clarity and precision
- Make use of technology to organize, acquire, and convey information
- Develop a wide range of global, social, and cultural points of view and apply various perspectives to analyze behavior.
- Develop awareness of diverse ethical perspectives
- Understand and exhibit civic engagement and social responsibility
- Apply critical thinking through problem solving

The Philosophy division of the Humanities department is assigned the task of assessing the following outcome: Develop awareness of diverse ethical perspectives

Criteria for assessing learning objectives to develop awareness of diverse ethical perspectives

4. Consistently does all or almost all of the following that apply:

Accurately describes several alternative ethical perspectives

Identifies the key ideas or concepts in each perspective, for example, love, truth, justice, honor, and integrity

Exposes and discusses the moral rules or ethical principles underlying each perspective (for example, truth-telling, not harming others, helping others, the golden rule, fairness, etc.)

Analyzes, compares and contrast the said perspectives

Discusses the strengths and weaknesses of each perspective

Avoids stereotypes, prejudice, and biases in discussing and examining each perspective

Draws cogent and logical conclusions about each perspective

Shows empathetic understanding and tolerance for alternative perspectives besides one's own perspective

3. Does most or many of the following that apply:

Accurately describes several alternative ethical perspectives

Identifies the key ideas or concepts in each perspective, for example, love, truth, justice, honor, and integrity

Exposes and discusses the moral rules or ethical principles underlying each perspective (for example, truth-telling, not harming others, helping others, the golden rule, fairness, etc.)

Analyzes, compares and contrast the said perspectives

Discusses the strengths and weaknesses of each perspective

Avoids stereotypes, prejudice, and biases in discussing and examining each perspective

Draws cogent and logical conclusions about each perspective

Shows empathetic understanding and tolerance for alternative perspectives besides one's own perspective

2. Does most or many of the following that apply:

Accurately describes several alternative ethical perspectives

Does not adequately identify key ideas, concepts, rules, or principles in each perspective

Draws illogical or unjustified conclusions about each perspective

Displays lack of empathetic understanding and tolerance for alternative perspectives besides one's own perspective

Expresses stereotypes, prejudice, or bias in discussing and examining some or all perspectives

1. Consistently does all or almost all of the following that apply:

Fails to describe several alternative ethical perspectives

Inaccurately describes all or most of the perspectives it discusses

Draws illogical or unjustified conclusions about each perspective

Displays lack of empathetic understanding and tolerance for alternative perspectives besides one's own perspective

Expresses stereotypes, prejudice, or bias in discussing and examining some or all perspectives