

## INTRODUCTION TO LOGIC

PHIL 06/M6910 • LRC 108 • MW 11:00-12:20

Fall 2010

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**Office Hours:** By appointment



### Required Reading:

• *A Brief Introduction to Logic* by Patrick J. Hurley (*Butte College Edition*)

### CATALOG DESCRIPTION:

A study of traditional logic including both deductive and inductive reasoning, syllogisms, and fallacies. Practical application of basic skills in orderly and accurate reasoning and communication.

3 UNITS • RECOMMENDED PREP: READING LEVEL IV, ENGLISH LEVEL IV • TRANSFER STATUS: CSU, UC

### COURSE OBJECTIVES

The general goals of the course can be divided into five primary learning objectives:

- ✓ Students will learn how to effectively evaluate, analyze and criticize arguments
- ✓ Students will learn how to think in an orderly manner
- ✓ Students will understand the basic differences between inductive and deductive thought patterns
- ✓ Students will be able to recognize faulty thought patterns and correct them
- ✓ Students will be able to “see through” fallacies in advertising, news media, and every day language

### COURSE REQUIREMENTS AND GRADING

This is a challenging course for many students, but one that is well worth the effort. The course will require regular reading from Patrick J. Hurley’s *A Brief Introduction to Logic* to be followed by quizzes of the assigned material. Regular in-class group activities will be assigned to help develop analytical reasoning skills. A midterm examination will be given in week 8, and will be followed by a comprehensive final examination at the end of the semester. Students will write one short analytical essay demonstrating their acquired knowledge and skills.

### QUIZZES

There will be five (5) in-class quizzes worth 10 points each for a total of 100 points (20% of your total grade). Quiz questions are generally a bit easier than exam questions and are not intended to test for a mastery-level understanding of the material. The reading quizzes are designed primarily to motivate students to keep up with the assigned readings and to be prepared for each class.

### MIDTERM AND FINAL EXAMS

There will be one midterm examination, and one comprehensive final exam. (See the learning schedule for the exam dates.) Please note: exams and quizzes will be given in class on the assigned dates only; make-ups will not be given without the **prior consent** of the instructor.

### CLASS PARTICIPATION and ATTENDANCE

Attendance is a requirement for success. (20% of the final grade will be based on class participation and attendance.) Credit bearing in-class group work will be assigned periodically, usually this will involve problem solving using selected exercises from the textbook.

**SHORT ESSAY:** 100 pts.-- due in class on **the day of the final exam.**

Students are required to write one short essay. The assignment requires students to demonstrate acquired reasoning skills by analyzing the logical structure of an argument or by writing an argumentative essay. Essays must be 3-4 pages in length and typed; hard copies must be submitted on the assignment due date—no electronic submissions will be accepted. Late work will receive a grade demotion. Topics TBA.

## GRADING AND ASSIGNMENTS

<b>ASSIGNMENT:</b>	<b>POINTS</b>	<b>% of TOTAL</b>	<b>GRADING SCALE:</b>
• PARTICIPATION/ATTENDANCE	100 pts.	20%	450+ pts. = A
• ANALYTICAL ESSAY	100 pts.	20%	400-449 pts. = B
• READING QUIZZES (5 x 20 pts.)	100 pts.	20%	350-399 pts. = C
• MIDTERM EXAM #1	100 pts.	20%	300-349 pts. = D
• FINAL EXAM	100 pts.	20%	0 – 299 pts. = F

Total Points: 500

## HOW TO SUCCEED

Keep up on all reading assignments- read the entire chapter as assigned. Complete and save all homework assignments. Regular attendance is a requirement for success--if possible do not miss a single class. Take detailed notes; if you do not understand a concept make sure to ask questions in class, or contact the instructor after class, during office hours, or by e-mail. Bring your book to class and follow along in the text during the lecture. Don't expect to get a final grade of A (450+ pts.) or B (400+ pts.) without earning it. Don't even think about cheating; those who are caught cheating will face swift disciplinary action according to school policy. Type your work if possible--always proofread and correct any mistakes before handing in your work. Use correct grammar, punctuation, and spelling. **Be prepared for class.**

### Academic Accommodations

If a student believes that they may need an accommodation for a disability, please contact the instructor and/or The Office of Disabled Student Programs and Services at the beginning of the semester. Website: <http://www.butte.cc.ca.us/services/student/dsps/index.htm> • Phone: 530-895-2455 Voice: 530-895-2308 TTD -- or email at [dsps@butte.edu](mailto:dsps@butte.edu). The DSPS office is open M-F, 8am-4pm.

### Alternate Media

This publication is available in alternate media. Students with a print disability — **a visual limitation or reading difficulty that limits access to traditional print material** — caused by a learning disability, blindness, disease, medication, or physical condition may request printed materials in an alternate media format, with appropriate documentation of disability. Examples of alternate media formats include: e-text (e.g., text on CD), audiotape, MP3 file, large print, tactile graphics, and Braille. Contact DSPS for alternate media requests. by calling 895-2455 [voice] or 895-2308 [TTY]

## LEARNING SCHEDULE with LEARNING OBJECTIVES:

	TUESDAY	THURSDAY	PRIMARY LEARNING OBJECTIVE(S) FOR WEEK
<b>Week 1</b>	8/24 Review Syllabus Read Chapter 1 (pgs 1-60)	8/26 Introduction to arguments	<ul style="list-style-type: none"> <li>• Understand the difference between arguments and non-inferential passages</li> <li>• Understand the difference between inferences and propositions</li> <li>• Be able to identify premises, conclusions, and their indicator words</li> <li>• Understand the concepts of inductive and deductive reasoning</li> </ul>
<b>Week 2</b>	8/31	9/02	<ul style="list-style-type: none"> <li>• Be able to distinguish arguments from and non-inferential passages.</li> <li>• Be able to distinguish between inductive and deductive arguments</li> <li>• Understand the concepts of validity, soundness</li> <li>• Understand the concepts of strength/weakness and cogency</li> <li>• Understand the concept of syllogisms and implied premises</li> <li>• Know and understand all inductive and deductive argument types listed in chapter 1</li> <li>• Be able to distinguish analogies from generalizations</li> </ul>
<b>Week 3</b>	9/07	9/09 <b>QUIZ #1</b> Read Chapter 2	<ul style="list-style-type: none"> <li>• Understand the difference between ambiguity and vagueness</li> <li>• Understand the difference between logical and rhetorical/emotive force in language</li> </ul>
<b>Week 4</b>	9/14	9/16 Read Chapter 3.1 and 3.2	<ul style="list-style-type: none"> <li>• Understand various definitional techniques: stipulative, rhetorical, precisising, etymological, lexical, and rhetorical definitions</li> </ul>
<b>Week 5</b>	9/21	9/23 <b>QUIZ #2</b> Read Chapter 3.3	<ul style="list-style-type: none"> <li>• Understand the difference between formal/informal fallacies.</li> <li>• Understand why fallacies are unreliable forms of reasoning.</li> <li>• Be able to recognize and understand all fallacies of relevance</li> </ul>
<b>Week 6</b>	9/28	9/30 Read Chapter 3.4 and 3.5	<ul style="list-style-type: none"> <li>• Be able to recognize and understand all fallacies of weak induction</li> </ul>
<b>Week 7</b>	10/05	10/07 <b>QUIZ #3</b>	<ul style="list-style-type: none"> <li>• Be able to recognize and understand all fallacies of: Ambiguity, Presumption, and Grammatical Analogy</li> <li>• Be able to recognize fallacies and persuasive language in media, advertising and ordinary language</li> <li>• Know all fallacies and their corresponding family (3.1-3.4)</li> </ul>
<b>Week 8</b>	10/12	10/14 <b>MIDTERM EXAM</b>	
<b>Week 9</b>	10/19 Read Chapter 4.1- 4.3	10/21	<ul style="list-style-type: none"> <li>• Understand the four standard form claim types and their corresponding Venn diagrams</li> <li>• Understand the concepts of quality/quantity--affirmative, negative, universal and particular claims</li> </ul>
<b>Week 10</b>	10/26 Read Chapter 4.7	10/28 <b>QUIZ #4</b>	<ul style="list-style-type: none"> <li>• Understand all the rules for translating ordinary language to standard form claims.</li> <li>• Be able to translate statements containing adverbs, pronouns, conditional statements, and exclusive singular propositions.</li> </ul>
<b>Week 11</b>	11/02 Read Chapter 4.4 – 4.5	11/04	<ul style="list-style-type: none"> <li>• Understand the categorical operations: converse, obverse, and contraposition</li> <li>• Understand the square of opposition--contradictory, contrary, and sub-contrary relationships</li> <li>• Be able to make immediate inferences</li> </ul>
<b>Week 12</b>	11/09	11/11 Read Chapter 5.2	<ul style="list-style-type: none"> <li>• Review for midterm exam</li> </ul>
<b>Week 13</b>	11/16 Read Chapter 5.4 -5.6	11/18 <b>QUIZ #5</b>	<ul style="list-style-type: none"> <li>• Be able to test for validity using the Venn diagram method</li> </ul>
<b>Week 14</b>	11/23	11/25 <b>NO CLASS</b> Thanksgiving Break	<ul style="list-style-type: none"> <li>• Be able to test for validity using the rules method</li> <li>• Be able to reduce terms using categorical operations</li> </ul>
<b>Week 15</b>	11/30	12/02	<ul style="list-style-type: none"> <li>• Be able to effectively evaluate and analyze ordinary language arguments</li> <li>• Be able fill in missing (or implied) premises and conclusions</li> </ul>
<b>Week 16</b>	12/07 Inductive reasoning	12/09 Inductive Reasoning	<ul style="list-style-type: none"> <li>• Understand inductive argument types</li> <li>• Be able evaluate strength and weakness of inductive arguments</li> <li>• Review for final exam</li> </ul>
<b>Week 17</b>	12/14 <b>FINAL EXAM</b> 10:00-12:00	12/16	

# BUTTE COLLEGE ATTENDANCE POLICY/ ACADEMIC HONESTY

## A. Butte College Attendance Policy:

Regular attendance in all Butte College courses is crucial to doing well. During the first two weeks of regular term courses, attendance will be taken and a student may be dropped for lack of attendance to accommodate others seeking to add.

Between the third and the eighth week of instruction, dropping the class is the student's responsibility. After the eighth week, a student will receive a letter grade for the class unless he or she can demonstrate a serious and compelling reason for withdrawing from class.

See your course syllabus for an individual instructor's specific policies and for the drop date in short-term or irregular courses. Roll will be taken for all positive attendance courses.

### Attending the first class session

Because of the many students trying to add classes after school starts, instructors may drop "no shows" to the first class session in order to make room for others. If you can't make the first class, call the department secretary or the Off-Campus Center or bring a note to be placed in the instructor's mailbox before school starts.

Explain your situation and request that the instructor not drop you from the class. Doing this will not guarantee that you won't be dropped, but your chances will be considerably improved.

## B. DROPPING OR WITHDRAWING FROM COURSES

Students dropping courses during the first four weeks of instruction of a semester or the first 25% of an irregular term course will result in the courses not appearing on their transcripts.

Students may withdraw from courses during the fifth through eighth weeks (or second 25% of an irregular term course) and "W" grades will appear for the courses on their transcripts.

During the eighth week through the twelfth week, (or third 25% of an irregular term course), students will need to identify "serious and compelling" reasons (see definition below) for withdrawing from classes. They will need to obtain the signature of the course instructor.

After the instructor's signature has been obtained, the completed withdrawal card will need to be submitted to the Admissions and Records Office for processing. Then the late withdrawal will be granted. The date the student submits the card to the Admissions & Records Office will be the official date of withdrawal.

### 1. Withdrawal from all classes.

Students needing to withdraw from all their classes after the withdrawal deadline, may choose to have an exit interview with a college counselor. Permission may be granted for students to withdraw late from all their classes with the counselor's signature.

Prior to granting late withdrawals for students enrolled in specialized vocational programs (e.g., Construction Inspection, Nursing, Police Academy, etc.) counselors will contact the respective departments regarding the students' status.

### **The following situations may reasonably be defined as "serious and compelling" for justifying late withdrawal:**

- An extended absence due to a verifiable accident, illness, or personal problem; for example, a one or two week absence with a doctor's written excuse.
- An extended absence due to a death in the family. This applies to absences exceeding a week due to family affairs that must be attended to by the student.
- A necessary change in employment status which interferes with the student's ability to attend class. This change in status must be verified in writing by the student's employer.
- Other unusual or very special cases, to be considered on their own merit.

### **The following situations would NOT fall under the intent of "serious and compelling":**

- Grade anticipated in class not sufficiently high or student is doing failing work.
- Failure to attend class, complete assignments or take a test.
- Dissatisfaction with course material, instructional method or instructor.
- Class is harder than expected.
- Pressure of other classes, participation in social activities or simple lack of motivation.
- Change of major.

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2. Withdrawal from classes during the final four weeks: During the final four weeks of instruction a "W" can be assigned only in cases such as an accident or serious illness when the need for withdrawal is due to circumstances beyond the student's control and an assignment of an incomplete (I) is not practical. The student will need to obtain the instructor's signature(s) and submit the drop card with a completed Academic Council Petition to the Counseling Office. If the student is unable to complete the paperwork for her/himself, it can be done for them by the Student Services Office with documentation of the respective accident or serious illness.

3. Short-term classes drop/withdrawal timelines: "DR" Grade - first 25% of the course. "W" Grade - second 25% of the course. "Serious and Compelling" - third 25% of the course. Academic Council (end of term) - fourth and last 25% of the course.

## C. Butte College Plagiarism/Cheating Policy: 3.21 Student Rights and Conduct

The board recognizes that as citizens of the Butte-Glenn Community College District, students are free, individually and collectively, to express their interests. However, these privileges carry with them an obligation to respect the rights and privileges of others, as well as any obligation to abide by the rules and regulations set down by the College, its various agencies, and agents.

The Superintendent/President is authorized to suspend any student for good cause for an indefinite period of time as prescribed by code. The Board of Trustees will be annually apprised of any student suspensions. In order to protect student rights and insure appropriate student conduct, the Superintendent is directed to develop appropriate procedures to implement this policy.

### **Administrative Procedure: 3.21 Students Rights and Conduct**

Disciplinary action involving students is primarily the responsibility of the Dean of Student Services. Disciplining students is a means of protecting the rights and privileges of each member of the campus community, as well as protecting College property.

The procedures described herein are designed to protect students from the imposition of unfair disciplinary action. It is the right of every student to request due process. In order to file an appeal against disciplinary action, the individual must be currently enrolled or must have been enrolled at the time of the alleged violation.

## D. Grounds for Disciplinary Action:

As legally required, students are advised that the following behavior will constitute good and sufficient cause for disciplinary action to be initiated.

- Dishonesty:** such as cheating, plagiarism, or knowingly furnishing false information to the College.  
(Butte College Student Handbook)

### **Non-Discrimination Policy**

Butte College complies with all Federal and State rules and regulations and does not discriminate on the basis of race, color, national origin, gender, marital status, or disability. Harassment of any employee or student is strictly prohibited. Inquiries regarding compliance and/or grievance procedures may be directed to our Title IX Officer and Section 504/ADA Coordinator: Allen Renville, Vice President of Student Services, Butte Community College, 3536 Butte Campus Drive, Oroville, CA 95965.