PHIL 110: Introduction to Logic

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Office Hours: MWF 10:00 – 11:30; TTH 3:30 – 5 (and by appt.)
Oxford College of Emory University, Fall 2013

Course Description: Introduction to principles of sound reasoning with emphasis on formal and informal techniques for evaluating arguments.

Texts
Required: Salmon, Merrillee H. *Introduction to Logic and Critical Thinking 6th ed.* Wadsworth 2013.

Learning Outcomes
- Students will understand how to identify, analyze and evaluate arguments, both in academic texts and popular media.
- Students will understand and be able to apply fundamental principles of deductive and inductive reasoning.
- Students will develop skills in crafting and honing their own arguments and ideas.
- Students will develop skills in critically and verbally communicating about their own and others' arguments.
- Students will develop skills in working collaboratively to solve problems and advance knowledge.

Assignments

Homework Exercises	10%	
Tests (2)	30%	
Final Exam	20%	
Written Argumentative Analysis		15%
Team Logic!	10%	
Group Project on Logic in Contemporary Life	15%	

Grading Scale
93-100: A
90-92: A-
87-89: B+
83-86: B
80-82: B-
77-79: C+
73-76: C
70-72: C-
67-69: D+
60-66: D
< 60: F
Please note that because of bonus opportunities, I will *never* round scores up.

Assignment Descriptions
Homework Exercises

You'll have reading to do prior to each class (see schedule); additionally, you'll often have written exercises in logic to complete, based on what we learned in the previous meeting. I won't always collect this work, but will pick it up sporadically throughout the semester—usually without warning. The assignments I pick up *may* be graded purely on the basis of their completion, or graded for correctness (I will not give you advance notice). I will drop the two lowest homework grades. Nevertheless, **I can't stress strongly enough how important it is for you to do these exercises seriously and consistently**. Logic is like working out: a few lucky ones of us can jump in and perform on command, but for the vast majority of folks, without regular, dedicated practice, serious efforts (i.e., tests) will be painful and even disastrous. So, think of this class as P90X for your brain. Be prepared to bring it every day.

Tests
There will be 2 tests over the course of the semester. All tests are cumulative of the entire semester. See schedule for dates. Note that I do not schedule make-up tests unless you are absent for an official university event (athletics, debate, etc.) or religious holiday—which you must let me know about within the first two weeks of class—or because of a documented illness.

Final Exam
The final exam, like all other tests in the course, is cumulative of all semester material.

Written Argumentative Analysis
One of the most important things you'll learn to do in this class is to read and write carefully about your ideas and the ideas of others. This is where you'll hone those skills. Using short arguments that you make during the first week of class, you'll analyze and critique your own reasoning in a short paper of 2-3 pages. We will complete this assignment in stages. See schedule for dates.

Team Logic!
In the first week of classes, you'll divide into teams. At regular intervals, each team will be responsible for providing original examples in our class meeting relevant to the current material, and serving as the point-people for explanations of the exercises for that section. This means that you'll meet with your teammates regularly outside of class to work on your group's in-class contribution of logic examples and explanations. I'll give you a schedule indicating your team's dates after teams have been formed. To get a good score on this, you need to 1) show up on your team's game days (no one coasts on their teammates' efforts!), 2) work together collaboratively and take turns speaking, 3) use some imagination—extra marks for teams that can make their examples both fun and accurate, and 4) bring a copy of (or link to, or whatever medium is appropriate) your examples to leave with me.

Group Project: Logic in Everyday Life
Ideas and arguments are all around us: underlying our social and political practices, permeating our advertising as much as our religious life, and cropping up in everything from film to music to debate to public policy. Your job in this assignment is to analyze, with your fellow group members, an argument presented in some piece of contemporary life, and give a 20-25 minute presentation on it and its relevance to our current situation. What does the argument say, and how does it say it? What sorts of reasoning does it use? Is the argument persuasive to people, and should it be? How could we reformulate the argument to make it better? Creative methods of presentation (multi-media, theatrical, audience-engaging, etc.) are strongly encouraged. **Please sign up for a group date by 9/6.**

To get good marks on this assignment, you need to demonstrate that you have worked together to accomplish the following: 1) pick an argument to analyze that has some relevance or significance to your lives, and explain why we should care about it; 2) **accurately analyze** the argument, using the vocabulary and skills you are developing in Logic; 3) critically engage the argument, pointing out any problems it might have and explaining why its author, speaker or audience might (perhaps erroneously) think that it is convincing; 4) offer suggestions for how it could be made more reasonably and 5) involve your classmates/audience in your presentation in some way, whether through discussion or some other means.

Schedule

8/28 – Intro: What is Logic? Am I logical? Who cares?
8/30 – Arguments and Evidence 1-I and 1-II [In-Class Argument Construction]

9/2 – LABOR DAY: NO CLASS
9/4 - Arguments and Evidence 1-III [Team Logic! dates to be assigned]
9/6 – Arguments 1-IV – VI

9/9 – Language and Arguments 2-I – 2-III
9/11 – Language and Arguments 2-IV
9/13 – Language and Arguments 2-V and 2-VI

9/16 – Types of Arguments and Deduction in General 3-I - 3-II (through pg 85 only)
9/18 – Introducing Deductive Arguments 3-II contd (85-90)
9/20 – Introducing Inductive Arguments 3-III

9/23 – Fallacies 3-IV
9/25 – Inductive/Deductive Review 3-V, **GROUP PRESENTATION 1**
9/27 – Induction 4-I – 4-II

9/30 – Induction 4-III
10/2 – Induction 4-IV
10/4 – Induction 4-V – 4-VII, **GROUP PRESENTATION 2**

10/7 – Review Day
10/9 – **TEST 1**
10/11 – Causal Arguments 5-I – 5-III

10/14 – FALL BREAK: NO CLASS
10/16 – Causal Arguments and Fallacies 5-VI
10/18 – NO CLASS: Dr. Tarver at Conference

10/21 – Causality Cont. 5 – VII, **GROUP PRESENTATION 3**
10/23 – Deduction and Sentential Logic 8 – I-III
10/25 – Deduction: Conditionals 8 – IV

10/28 – Deduction: Conditionals 8 – V
10/30 – Deduction: Distinguishing Valid and Invalid Conditionals 8-IV & 8-V contd.
11/1 – Deduction: Other Sentential Syllogisms 8 – VI

11/4 – Sentential Syllogisms contd., **GROUP PRESENTATION 4**

11/6 – Deduction: Symbolizing Arguments 8 – VII -VIII
11/8 – Deduction, Truth Value and Validity/Invalidity 8 – IX-X

11/11 – Deduction and Validity/Invalidity contd., **GROUP PRESENTATION 5**
11/13 – Tautologies, Self-Contradictions and Contingencies 8 – XI
11/15 – Deduction and Conditionals Review 8 – XII

11/18 – **TEST 2** [Return Arguments]
11/20 – Deduction: Categoricals 9 – I-II
11/22 – Deduction: Categoricals and Translation from Standard English 9 – III

11/25 – Deduction: Using Venn Diagrams to test Categoricals 9 – IV **GROUP PRESENTATION 6**
11/27 – THANKSGIVING BREAK: NO CLASS
11/29 – THANKSGIVING BREAK: NO CLASS

12/2 – Deduction: Categoricals 9 – V-VI
12/4 – Deduction: Categoricals 9 – VII-X
12/6 – **IN CLASS WRITING WORKSHOP, BRING DRAFT OF WRITTEN ASSIGNMENT**

12/9 – Exam Review; **FINAL WRITTEN ARGUMENTATIVE ANALYSIS DUE**

Final Exam Times: Section 02A: 12/17, 7-10 PM; Section 12A: 12/18, 2-5 PM

Classroom Conduct

We're going to talk quite a bit about arguments in this class—and we'll definitely have a few of our own!—but that doesn't mean that we don't have ground rules. In fact, being respectful of one another, even when we disagree, is absolutely crucial to making this an environment in which everyone can learn. There are several ways we can show one another respect; the following are the ones I insist upon:

- We may attack ideas, but never people.
- Listen to others when they're talking.
- Don't use cell phones or computers in the classroom.
- Any other ground rules we agree upon as a group

Email Policy

I strive to stay in touch with you outside of class hours, and will generally attempt to answer messages within 24 hours. Please note, however, that I will not answer messages sent after 9 PM until the following day. Additionally, I will not respond to questions sent the evening before a scheduled test or exam. Finally, I ***do not discuss grades via email***. Please make an appointment to see me if you would like to discuss any course grades.

Academic Honesty

Academic Honesty is extremely important, and so violations of the Oxford College Honor Code will not be tolerated. I will not hesitate to report any such violations to the Honor Council. Infractions of the Honor Code include plagiarism, cheating, seeking or giving unauthorized assistance, and lying related to academic matters. Further information on Honor Code infractions and procedures are available in the Oxford College Student Handbook, and online:
http://oxford.emory.edu/audiences/current_students/Academic/academic-success/student-

honor-code/index.dot

Disability Access

I encourage any students with disabilities that may impact their access to or performance in any component of this course to register with Oxford College's Office of Disability Services, and to let me know about necessary accommodations as soon as possible. The ODS is located in the Student Health/Counseling Center.

Additionally, please be aware that my office is located on the second floor of a building without disability access. I will, accordingly, be happy to make arrangements to meet with any student on the first floor of Humanities Hall, should this be necessary.