This course syllabus is intended as a set of guidelines for (Course). Both North Lake College and your instructor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.

Instructor: Douglas Howie
E-mail: dhowie@dcccd.edu
Phone: 972.273.3118
Office: A271
Office Hours: MW 11:00-12:30, 3:30-4:30, TR 9:00-11:00, 2:00-3:00, F 9:00-2:00, and by appointment.

Course Information
Course title: Logic
Course number: 2303
Section numbers: 7001
Credit hours: 3
Class meeting time: 7001-MW 12:30-1:50

Course description: The critical and correct construction and analysis of arguments using induction, deduction and scientific reasoning. Students will practice analyzing fallacies, definitions, analogies, and uses of language. They will learn to use some of the elementary tools of formal logic, such as Venn diagrams, truth tables, and formal proofs using the rules of inference. (3 Lec.)
Coordinating Board Academic Approval Number 3201015212
Course prerequisites: none.

Required or Recommended Textbooks and Materials

Course-Level Student Learning Outcomes (See Addenda, also)

1. All students at the course level will complete a logical proof on a course exam to a 70% level of proficiency as defined by the departmental rubric.
   Gen Ed SLOs 1.1, 1.3, 2.1, 2.2, 5.2
   EEO’s 3
   CCIC’s 1, 4, 5

2. All students at the course level will analyze a natural language argument into correct logical form on a course exam to a 70% level of proficiency as measured by the departmental rubric.
   Gen Ed SLOs 1.1, 1.3, 2.1, 2.2, 5.2
   EEO’s 3
   CCIC’s 1, 4, 5

3. All students at the course level will identify the logical fallacy committed in a natural language passage on a course exam to a 70% level of proficiency as measured by the departmental rubric.
   Gen Ed SLOs 1.1, 1.3, 2.1, 2.2, 4.2, 5.2
   EEO’s 3
   CCIC’s 1,4,5

Course Objectives
Students will be introduced to the various tools and methods of logical analysis:
1. Informal identification of logical fallacies
2. Syllogistic analysis of Categorical Logic
3. Venn Diagrams
4. Propositional Logic truth-tables
5. Deductive proofs

   Gen Ed SLOs 1.1, 1.3, 2.1, 2.2, 3.1, 4.2, 5.2
   EEO’s 3
   CCIC’s 1, 4, 5

Specific Course Student Learning Outcomes
All students will participate in the following activities to assure that the Core Curriculum Intellectual Competencies and the Exemplary Educational Objectives are met. Professors may include additional activities to enhance the educational experience.

1. Daily homework
2. Homework discussion
3. Mid-term and Final exams

Course Outline

The following table lists the major assignments, a description of each, required readings, and due date for each assignment:

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Description</th>
<th>Required Readings</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Homework</td>
<td>Identification of fallacies, completion of categorical and propositional proofs</td>
<td>Chapters 1-9</td>
<td>Daily</td>
</tr>
<tr>
<td>2. Midterm</td>
<td>Identify fallacies, propositional form and immediate inferences. Complete Syllogistic proofs and Venn diagrams</td>
<td>Chapters 1-7</td>
<td>Week 8</td>
</tr>
<tr>
<td>3. Final exam</td>
<td>Complete propositional proofs and truth tables</td>
<td>Chapters 8,9</td>
<td>Finals week</td>
</tr>
</tbody>
</table>

Evaluation Procedures for Grades/Grading Scale

Grading: Your graded work will consist of daily homework, a mid-term exam and a final exam.

Grading Scale

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>20%</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

A=90-100
B = 80-89
C = 70-79
D = 60-69
Students will be expected to complete the homework problems at the board in class.

Institutional Policies for Student Success

Academic Dishonesty

The Student Code of Conduct prohibits academic dishonesty and prescribes penalties for violations. According to this code, which is printed in the college catalog, "academic dishonesty," includes (but is not limited to) cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion.

Academic dishonesty may result in the following sanctions, including, but not limited to:

1. A grade of zero or a lowered grade on the assignment or course.
2. A reprimand.
3. Suspension from the college.

Check Addendum ___ for your professor’s policy re: academic dishonesty.

Notification of Absence because of Religious Holy Days

If you will be absent from class for the observance of a religious holiday, you must notify your professor in advance. You are required to complete any assignments or take any examinations you miss as a result of your absence within the time frame specified by your professor. Please refer to the Student Obligations section of the DCCCD catalog for more explanation.

Requirements of the Americans with Disabilities Act

North Lake College provides academic accommodations to students with disabilities, as defined under ADA law. It is the student's choice and responsibility to initiate any request for accommodations. If you are a student with a disability who requires such ADA accommodations, please contact North Lake College's Disability Services Office in person (A430) or by phone at 972-273-3165.

http://www.northlakecollege.edu/resources/disability.html

Stop before You Drop
If you enrolled in college-level courses for the first time in the fall of 2007, the Texas Education Code 51.907 allows you to drop no more than six courses during your entire undergraduate career unless the drop qualifies as an exception. The Counseling/Advising Center will give you more information about allowable exceptions.

Once you have accumulated six non-exempt drops, you cannot drop any other courses with a “W.” Therefore, you need to exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. More information is available at https://www1.dcccd.edu/6drop.

**Drop Policy**

If you are unable to complete this course, you must officially withdraw by Thursday, **November 15, 2012**. Withdrawing is a formal procedure which you must initiate; your professor cannot do it for you.

**Financial Aid Statement**

If you receive any form of financial aid, you should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could require you to repay the financial aid for this semester. If you fail to attend or participate after the drop date, you are also subject to this policy.

**Counseling Services**

If you are a currently enrolled student, you are eligible for free counseling services. You may schedule an appointment by calling 972-273-3333 or going to A-311.

**The Academic Skills Center (ASC)**

The ASC is designed to provide assistance to students in the following areas:

- Labs for students enrolled in foreign language, Developmental Reading, and ESOL courses. One-on-one tutoring is available.
- The Writing Center can help students clarify writing tasks, understand instructors’ requirements, develop and organize papers, explore revision options, detect grammar and punctuation errors, and properly use and document sources. Rather than merely editing or "fixing" papers, tutors focus on helping students develop and improve their writing skills.
- The Online Writing Lab (OWL) allows students to submit papers to our writing tutors electronically and get feedback within 24-72 hours. The OWL can be accessed through eCampus. After logging on to eCampus, click on the Community Tab at the top. Type “Owl” in the search field and click “Go.” Next, click on the double drop-
down arrows next to ”NLC-OWL2,” and then click on ”Enroll.” Once enrolled, students can receive services from the OWL.

For more information or to schedule a tutoring appointment, come by A-332 or call 972-273-3089.

**Exemplary Educational Objectives**

1. To demonstrate awareness of the scope and variety of works in the arts and humanities.

2. To understand those works as expressions of individual and human values within an historical and social context.

3. To respond critically to works in the arts and humanities.

4. To articulate an informed personal reaction to works in the arts and humanities.

5. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts or intercultural experiences.

**Core Curriculum Intellectual Competencies**

This course reinforces 3 of the 6 Core Curriculum Intellectual Competencies defined by the Texas Higher Education Coordinating Board. The CCI’s identified by the DCCCD which are reinforced by Introduction to Philosophy 1301 are as follows:

1. **READING:** Reading at the college level means the ability to analyze and interpret a variety of printed materials -- books, articles, and documents.

2. **LISTENING:** Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

3. **CRITICAL THINKING:** Critical thinking embraces methods of applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.

**Addendum A: Learning Activities, Outcomes, and Assessments for argumentative philosophical papers.**

1. **Learning Activity:** Daily homework
   a. **Learning Outcomes:** Students will attempt to apply the newly introduced skills to increasingly complex problems.
   b. **Assessment:** Students will demonstrate proficiency by devising their own examples or referring to specific experiences to explain and/or criticise the ideas being considered.

   c. **EEO’s and CCIC’s:** Gen Ed SLOs 1.1, 1.3, 2.1, 2.2, 4.2, 5.2
2. Learning Activity: Homework presentation and discussion
   a. Learning Outcomes: Students will discuss the solutions to the homework problems exploring possible alternatives and incorrect solutions
   b. Assessment: Students should demonstrate that they can isolate the relevant points that form a logically coherent argument and then apply the logical analyses under discussion
   c. EEO’s and CCIC’s: Gen Ed SLOs 1.1, 1.3, 2.1, 2.2, 4.2, 5.2
      EEO’s 3
      CCIC’s 1, 4, 5

3. Learning Activity: Mid-term and Final exams
   a. Learning Outcomes: Students should master the logical tools introduced. They should be able to analyse arguments in multiple ways using informal, categorical and propositional logic
   b. Assessment: The students should be able to address the kind of real world arguments they see every day and assess their logical strengths and weaknesses
   c. EEO’s and CCIC’s: Gen Ed SLOs 1.1, 1.3, 2.1, 2.2, 4.2, 5.2
      EEO’s 3
      CCIC’s 1, 4, 5