“The limits of my language are the limits of my world.” – Ludwig Wittgenstein –
Logic is the beginning of wisdom, not the end” – Commander Spock

What is the catalogue description of this course?

PHIL 2303  Logic (3)

This is a common course number. Former course prefix number is PHIL 105.

Prerequisites: None.

The critical and correct construction and analysis of arguments, using induction, deduction, and scientific reasoning. Students will practice analyzing fallacies, definitions, analogies, and the 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 Approval Number: 3801015335

Where and when does the class meet?

9:30-11:00 Tuesdays and Thursdays in C 110 (Crockett Hall).

When does it begin and end?

It starts August 27th and end December 13th.

Who is the teacher?

He has taught philosophy for forty-four years. His name is Robert Bennett, and he is originally from a small island, Vinalhaven, in Penobscot Bay on the Coast of Maine. He was educated at St. Lawrence University, University of Colorado at Boulder, and the University of Toronto, with additional work at Middlebury College and the University of Maine at Orono. He has taught at
Colorado State University, El Centro College, and Richland College and has worked as a park ranger at Carlsbad Caverns in New Mexico.

How do I contact him?

Office: L225 (Lavaca) (Second Floor of Library)

Home: 214-521-5084 (but before 9 p.m. because he goes to bed early)

School: 972-761-6738

Humanities Division Office: 972-238-6250 (Leave message with secretary)

Fax: 972-238-3799

School e-mail: rbennett@dcccd.edu

What are his office hours?

8:00-9:15 in the classroom and by appointment.

What textbook do I buy?

There is no textbook required. I will provide handouts from A Workbook in Logic that I wrote some years ago. I will three-hole punch the handouts so you can keep them in a large loose leaf notebook. It is highly recommended that you buy such a notebook.

Another text that is very useful is Introduction to Logic 12th edition, by Copi and Cohan, published by Prentice Hall, 2005, with an ISBN number 0-13-189834-5. It is the most standard logic text and is very complete, accurate, with many exercises and examples, but it is quite expensive. An earlier edition would probably serve your reference purposes just as well. I will put a copy on reserve in the Library.

Will this course transfer?

Yes, this course will transfer to any college in the country. At some colleges, logic may fulfill a math requirement (such as Texas Tech and Texas A&M). Be sure to check this possibility out carefully with the schools to which you are considering transferring. In the New Core Curriculum at DCCCD, it does fulfill the “Humanity, Creativity, and the Human Experience” requirement in the second group in Tier II. But it does not fulfill the Category III Humanities requirement in the Old Core Curriculum.
What will I learn in logic that will help me?

- You will learn skills that will help you win more arguments than you are now winning.
- You will hone your critical thinking skills, which will improve your reading, writing, thinking and speaking skills in your other classes. Students who take logic often see an increase in their grade point averages.
- You will learn the names of fallacies, logical tools, types of definitions, etc. and be able to recognize these logical beasts.

What are the rules about attendance?

Logic is architectonic. One day’s discussions and lectures build on the last day’s work. Therefore it is important that you attend very regularly. Attendance will be taken at the beginning of class. If you come in a few minutes late, be sure to sign the attendance roster. **You are allowed four (4) absences.** After you exceed that number, one point will be deducted from your final grade average at the end of the semester for each excessive absence. For example, if Jason has a 92 average and eight hours of absence, his final average would be an 88, the difference between an “A” and a “B.”

What if I have to come late or leave early?

You should plan to arrive on time and stay for the entire class and not to leave it, except in an emergency. The instructor has a pet peeve about starting on time, and he likes to set the stage for the day’s activities in the first few minutes of the class. If you miss this stage setting, the rest of the class may make little sense to you. If you must leave class early, please let the instructor know in advance, so he doesn’t think you are leaving in a huff. Before you do leave in a huff, let him call you a cab. They are more comfortable!

What if I miss class because of a religious holiday not listed in the college calendar?

Let your instructor know a few days in advance of your anticipated absence, and he will not count it against your allowed, unexcused absences.

What will a typical class day be like?

Typically, the instructor likes to spend a minute or so telling students about things that happened on this date, holidays being celebrated around the world today, and other trivia. Then he likes to make class announcements, return papers, etc. He then spends a few minutes reviewing what was said in the last class to put the day’s work in context. Next he will outline the work for the day.

To keep both the interest up of both students and the instructor, the methods of instruction must be varied. The instructor believes that students best learn logic by doing logic. There will be
some lecture, but the instructor prefers to have students work in groups and to discuss the issues as a group so everyone’s ideas can be included. There will also be some films, simulations, role-playing, etc.

**How will I be graded?**

(1) There are seven or eight homework assignments, a midterm exam, and a final exam. All exams and homework are open book, open notes, and open mouth. Students are strongly encouraged to work cooperatively, compare answers on homework and tests, and generally work as teams. That will be an assignment due about every week and a half. The homework grades will be averaged and that average will count 60% of your final grade. You will have usually about a week to complete an assignment after it is handed out.

(2) A multiple-choice, take-home exam of forty questions (each counting 2.5) will be your midterm exam. Teams will be designated prior to the exam. You are encouraged to work on this exam with your team. Arrive on time and be an active participant. The instructor will furnish Scantron answer sheets and #2 pencils. The midterm will count 20% of your grade.

(3) The final exam is open-book and take-home. It counts 20% of your total final grade and, again, you are encouraged to work with your assigned group on this exam. It is a short (and by dramatic standards, quite bad) play I have written, and you will be asked to find and identify various logical entities in it.

**What if my paper or assignment is late?**

Unfortunately, if there is one thing that drives your instructor bonkers, it’s late homework. I will accept late homework, however, until I return graded papers. This may be the day after they are due or three or four days after they are due. It depends on my workload at that particular time. There have been instances in the past of students waiting until papers are returned and then copying a 95 paper and handing it in. To avoid this sort of behavior, the late paper policy will be strictly enforced.

**If I am not satisfied with my progress in this class what can I do?**

Ask yourself these questions:

- Do I know the instructor’s name?
- Does my instructor know my name?
- Do I come to class on time?
- Do I remain for the whole class?
- Do I participate by asking questions and making comments?
- Do I resist from resting my head my desk or sleep during class?
- Do I listen and not talk while the instructor or a classmate is speaking?
- Do I not do homework for other classes during logic class?
- Do I refrain from read a newspaper or a book during class?
- Do I not play with my cell phone or text during class?
- Am I courteous to others in my remarks?
- Do I keep my handouts arranged chronologically in a three ring binder?

If you have more than two or three “No” answers to these questions, you should re-evaluate your classroom behavior and visit with the instructor.

**How am I expected to act in Logic class?**

Logic is best learned by doing it. Therefore the student who benefits the most is the student who participates the most in class discussions, who asks the instructor questions, and who discusses opinions with classmates. In logic, no question is too simple to ask. If you are wondering about something, chances are several of your classmates are wondering about the same thing, so ask. In the South, students were raised to respect the teacher and not to challenge what he says. In logic class, I hope I can earn your respect, but I definitely want your challenges, because many of the issues we will discuss are as fuzzy and unclear to me as they are to you.

Challenge the ideas of the instructor and your classmates. However, practice disagreeing without being disagreeable. Always leave the person you challenge in tact, with a clear knowledge that you respect her opinions but simply don’t understand why she holds them or that you disagree with them for such and such reasons. Challenge ideas, not people.

If you do not understand the meaning of a word the instructor uses or understand what he is saying because of his Maine accent, ask him to explain or repeat himself. If you cannot read what he has written on the white board, ask him to rewrite it or to spell a word for you. His handwriting is very poor; he will not be insulted. If he moves too quickly, and you do not understand a concept, ask the instructor to go into more detail or to give examples. Chances are there are others who are as confused about what he is saying as you are.

**Can I do extra credit?**

There will be some opportunities to do a bit of extra credit work, but your instructor believes that your primary focus should be on handing in quality assignments rather than depending on extra credit to make up for hastily done or sloppy work. Extra credit opportunities usually arise spontaneously during class and may involve research on the Internet or in the library, or perhaps a short paper. Extra credit points are added at the end of the semester to the homework points and are divided by the number of homework assignments we have. No extra credit assignment is ever accepted late.

**How will my final grade be computed?**

The seven or eight homework assignments will be averaged with the bonus points added. 60% of your grade.
The midterm exam, a take home-exam, consisting of 40 multiple choice questions worth 2.5 points each. 20% of your grade.

The take-home final exam, a play containing forty logical concepts. 20% of your grade.

What is the grading scale?

100-90 = A
89-80 = B
79-70 = C
69-60 = D
Below 60 = F

Can I eat and drink in class?

Eating and drinking in classrooms is officially against college rules. However, the instructor does not mind if students bring a light snack, a soft drink, coffee, bottle water, and that sort of thing as to class long as they dispose of their trash and bottles in proper trash cans.

Can I tape record class sessions?

Yes.

Can I use my laptop in class?

No.

Can I bring a guest to class?

Yes, guests are always welcome. However, the instructor does not allow guests under sixteen years old in class, because of liability issues and the nature of some of the material being discussed.

What is the last date to drop or to withdraw?
THURSDAY, NOVEMBER 15 IS THE LAST DATE TO DROP OR WITHDRAW WITH A “W”. Monday, September 10th is the last day to drop and have no notation on your transcript. A student initiates the drop or withdrawal in the Enrollment Planning Area in Thunderduck Hall, T170, or online if eligible. However, before you drop or withdraw, talk with the instructor to see if there is any way the semester can be salvaged for you.

IMPORTANT CALENDAR DATES:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 27</td>
<td>Classes begins</td>
</tr>
<tr>
<td>September 3</td>
<td>Labor Day. NO CLASSES.</td>
</tr>
<tr>
<td>September 10</td>
<td>LAST DAY TO DROP WITHOUT A “W” (Monday)</td>
</tr>
<tr>
<td>September 12</td>
<td>Last Day for 70% Refund</td>
</tr>
<tr>
<td>September 18</td>
<td>Last Day for a 25% Refund</td>
</tr>
<tr>
<td>OCTOBER 20</td>
<td>MIDTERM EXAM (Date subject to change)</td>
</tr>
<tr>
<td>NOVEMBER 15</td>
<td>LAST DAY TO DROP WITH A “W”</td>
</tr>
<tr>
<td>November 22-25</td>
<td>THANKSGIVING HOLIDAY. CAMPUS CLOSED.</td>
</tr>
<tr>
<td>December 13</td>
<td>Final Exam December 13</td>
</tr>
<tr>
<td>TBA Winter Term</td>
<td>Fall Graduation Application Deadline</td>
</tr>
<tr>
<td>January 22</td>
<td>Spring Semester (ends May 16)</td>
</tr>
</tbody>
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Richland College no longer mails grades to students. Students may receive their grades online or by telephone. You will need your student ID number published on your fee receipt and elsewhere as well as your password. Log on the Richland Homepage and then go to the last category in the menu on the left, “Online Services,” and check into e-Connect. Or call 972-613-1818. I will post final grades on the afternoon of December 15. Your transcript will be immediately updated.
How will I know if the school is closed due to bad weather or another emergency?

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New regulations require instructors to report your attendance the first twelve calendar days of class. If a student fails to attend at all during these first days of the semester, financial aid may be reduced, withdrawn or withheld.

If you are receiving financial aid grants or loans, you must begin attendance in all classes. **DO NOT drop or stop attending any class without first consulting the Financial Aid Office in Thunderduck Hall.** Changes in your enrollment level and failing grades may require that you repay financial aid funds.

Academic Dishonesty Statement:

Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalogue at http://www1.dcccd.edu/cat0506/ss/code.cfm.

A student who is caught copying without proper citations of the source from a book, an internet page, or another student or is caught cheating in any other way will receive a “0” for that test or assignment and will not be allowed to make it up or to compensate for it in any way. Plagiarism and proper ways to document sources will be covered in class.

The Third Attempt to Enroll in a Course Rule:

Effective for the fall semester 2005, the Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in additional tuition to be charged.
Developmental Education and some other courses will not be charged additional tuition. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 semester. Visit www.dcccd.edu/ThirdCourse/Attempt for a list of courses and additional information.

STATE REGULATION: THE SIX “W” RULE -VERY IMPORTANT!!

For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop.

You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions.

Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access:

https://www1.dcccd.edu/coursedrops

EMERGENCY PREPAREDNESS PLAN

To help ensure your safety on campus, please watch this video on keeping safe in a campus emergency at http://video.dcccd.edu/rtv/DO/emergency_dcccd.wmv

You should know that studying logic is a lot of fun. So enjoy it. You should know that to some of the questions we ask, there is a multitude of answers, some in direct opposition to each other, and that you will not be given “the right answer” in this class. You must decide many of these answers for yourself. And know that such ambiguity and vagueness can sometimes be frustrating for the person who wants closure, ready-made, sudden answers. But such is the nature of philosophy and logic. Enjoy!

COURSE CALENDAR

PHIL 2303.8001 LOGIC

Fall 2012
August 30 – Introductions, Review of Syllabus, and Definition of Logic

September 1 – The Metaphysical Assumptions Underlying Logic

September 6 – The “Psyche Logic” Logic and Psychology

September 8 – Words – Connotations, Denotations, Referential Theory of Words

Sentences – Their Uses, Wittgenstein on Sentences, Sentences and

Propositions

September 13 – Arguments – Premises, Conclusions

September 15 – Nature of Inductive Arguments; Mill’s Methods; Correlation and Correlation and Causation

September 20 – Nature of Deductive Arguments – Validity and Truth; Aristotle’s Definition of Validity

September 22 – Introduction to Informal Fallacies; Five Informal Fallacies of Relevance

September 27 – Informal Fallacies of Relevance Concluded

September 29 – Fallacies of Insufficient Evidence and of Ambiguity (Language)

October 4 – Introduction to Definitions; Philosophic Arguments Involving Problems with Definition

October 6 – Aristotle on Defining

October 11 – Wittgenstein on Defining

October 13 – Types of Definitions, their Strengths and Weaknesses; Ways of Defining

October 18 – Dilemmas and Paradoxes; A Classic Example: Heraclitus and Parmenides

October 20 – MIDTERM EXAM (Subject to change)

October 25 – Anatomy and Types of Dilemmas; Solutions to Dilemmas; The Counterdilemma

October 27 – Special Problems in Dilemmas; Russell’s Theories of Types and Classes

November 1 – Arguments by Analogy and Methods of Evaluating Them

November 3 – Aristotle’s Square of Opposition
November 8 – Immediate Inference; Conversion, Obversion, Contraposition

November 10 – The Anatomy of the Categorical Syllogism; Enthymemes; Sorities

November 15  Hypothetical and Disjunctive Syllogisms; *Modus Pollens, Modus Tollens*; Distinction Between Necessary and Sufficient Conditions

November 17 – Introduction to Venn Diagrams and Their Uses

November 22 – Aristotle’s Rules for Validating Categorical Syllogisms; Formal Fallacies in Categorical Syllogisms

November 24 – THANKSGIVING DAY

November 29 – Introduction to Symbolic Logic

December 1  – Introduction to Truth Tables; Uses of Truth Tables

December 6 – Practice with Truth Tables; Contingent Arguments, Tautologies; Contradictory Arguments

December 8 – The Rules of Inference

December 15 – Final Exam

Disclaimer: The instructor reserves the right to amend this syllabus as necessary.

**COMPETENCIES FOR PHILOSOPHY AND RELIGION COURSES**

- Reading: Students will be asked to read from philosophy and religion
textbooks written for students reading at the 12th grade level or above. Students may be asked to read some short passages from primary sources. Student achievement will be measured by such methods as exams, quizzes, and in-class discussion of the material.

**Writing:** Students will be given opportunities to write essays and papers about philosophical and religious issues. The student’s progress in improving academic writing will be communicated by such methods as instructor remarks written on papers and individual student conferences.

**Speaking:** Students are expected to participate in such speaking activities as class discussions, small group discussions, and class presentations. The instructor will evaluate their speaking skills.

Listening: Students will enhance their listening skills by practicing speaking one at a time and attending to the speaker. Students may be asked to summarize or repeat an argument they have just heard.

**Critical Thinking:** Students’ writing and class participation will be evaluated continually by such criteria as clarity, consistency, coherence, comprehensiveness, compatibility, and fairness in thought and expression.

**Scope and Variety in Philosophy and Religion:** By studying a wide range of ideas, purported by different historical periods, ages, and cultures, the student will demonstrate through written and spoken work an awareness of the scope and variety of issues and ideas studied in philosophy and religion. Some non-western ideas may be presented and discussed.

**Expressions of Individual and Human Values within a Social and Historical Context:** In class ideas will generally be presented within a historical, cultural, and social context, so students can understand why and how the ideas emerged. Students will be encouraged, in class discussions and in written work, to relate the ideas studied in philosophy and religion to ideas studied in other courses (e.g., literature, psychology, history, etc.).

**Critical Response:** Students will practice, in speech and writing, giving reasoned, critical responses to the ideas and theories presented. Unsupported statements of likes or dislikes will be treated as seminal material by the instructor for the development of a reasoned, critical response to a theory, idea, or religion.

**Informed Personal Reaction:** Students will be encouraged by the instructor to personalize the material studied and to react to it. The instructor, however, may ask students to support reactions by such means as the use of logic, reason, and bibliographical research.

**Influence of Philosophy/Religion on Intellectual Experiences:** Through such means as written papers and exams, class participation and discussions, oral presentations, and small group activities, students will relate the ideas and theories studied in religion and philosophy to various related intellectual
experiences.

**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 articulate an informed personal reaction to works in the arts and humanities.
4. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural
THE DEPARTMENT MISSION STATEMENT

The mission of the Philosophy/Religion Department at Richland College is to provide to students and teachers alike interactive and cooperative learning environments in which they may examine ideas related to their cultural, philosophical, and religious heritages. The Department further strives to develop skills in analysis and evaluation of arguments and the ability to write and to speak clearly about philosophic and religious issues, which pertain to values, knowledge, reality, human nature, and God. The Department aims at translating these skills into considered actions in the lives of those involved and into reasoned interactions with the greater global community.
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December 2 - Introduction to Symbolic Logic and the Rules of Inference

December 6 – Using the Rules of Inference

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December 15 – Final Exam

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For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop.

You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions.
Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access:

**EMERGENCY PREPAREDNESS PLAN**

To help ensure your safety on campus, please watch this video on keeping safe in a campus emergency at [http://video.dcccd.edu/rtv/DO/emergency_dcccd.wmv](http://video.dcccd.edu/rtv/DO/emergency_dcccd.wmv)

**Is there anything else I should know?**

You should know that studying logic is a lot of fun. So enjoy it. You should know that to some of the questions we ask, there is a multitude of answers, some in direct opposition to each other, and that you will not be given “the right answer” in this class. You must decide many of these answers for yourself. And know that such ambiguity and vagueness can sometimes be frustrating for the person who wants closure, ready-made, sudden answers. But such is the nature of philosophy and logic. Enjoy!
COURSE CALENDAR

PHIL 2303.8001 LOGIC

Fall 2011

August 30 – Introductions, Review of Syllabus, and Definition of Logic

September 1 – The Metaphysical Assumptions Underlying Logic

September 6 – The “Psyche Logic” Logic and Psychology

September 8 – Words – Connotations, Denotations, Referential Theory of Words

Sentences – Their Uses, Wittgenstein on Sentences, Sentences and Propositions
September 13 – Arguments – Premises, Conclusions

September 15 – Nature of Inductive Arguments; Mill’s Methods; Correlation and Causation

September 20 – Nature of Deductive Arguments – Validity and Truth; Aristotle’s Definition of Validity

September 22 – Introduction to Informal Fallacies; Five Informal Fallacies of Relevance

September 27 – Informal Fallacies of Relevance Concluded

September 29 – Fallacies of Insufficient Evidence and of Ambiguity (Language)

October 4 – Introduction to Definitions; Philosophic Arguments Involving Problems with Definition

October 6 – Aristotle on Defining

October 11 – Wittgenstein on Defining
October 13 – Types of Definitions, their Strengths and Weaknesses; Ways Of Defining

October 18 – Dilemmas and Paradoxes; A Classic Example: Heraclitus and Parmenides

October 20 – MIDTERM EXAM (Subject to change)

October 25 – Anatomy and Types of Dilemmas; Solutions to Dilemmas; The Counterdilemma

October 27 – Special Problems in Dilemmas; Russell’s Theories of Types and Classes

November 1 – Arguments by Analogy and Methods of Evaluating Them

November 3 – Aristotle’s Square of Opposition

November 8 – Immediate Inference; Conversion, Obversion, Contraposition

November 10 – The Anatomy of the Categorical Syllogism; Enthymemes; Sorities
November 15   Introduction to Venn Diagrams and Their Uses

November 17 – Practice with Venn Diagrams

November 22 – Aristotle’s Rules for Validating Categorical Syllogisms; Formal Fallacies in Categorical Syllogisms

November 16 – Hypothetical and Disjunctive Syllogisms; *Modus Pollens, Modus Tollens*; Distinction between necessary and sufficient conditions

November 24 – THANKSGIVING DAY

November 29 – Introduction to Symbolic Logic

December 1   – Introduction to Truth Tables; Uses of Truth Tables

December 6 – Practice with Truth Tables; Contingent Arguments, Tautologies; Contradictory Arguments

December 2 - Introduction to Symbolic Logic and the Rules of Inference

December 6 – Using the Rules of Inference
December 8 – Two and Three Line Proofs Using the Rules of Inference

December 15 – Final Exam

Disclaimer: The instructor reserves the right to amend this syllabus as necessary.
COMPETENCIES FOR PHILOSOPHY AND RELIGION COURSES

- **Reading**: Students will be asked to read from philosophy and religion textbooks written for students reading at the 12th grade level or above. Students may be asked to read some short passages from primary sources. Student achievement will be measured by such methods as exams, quizzes, and in-class discussion of the material.

- **Writing**: Students will be given opportunities to write essays and papers about philosophical and religious issues. The student’s progress in improving academic writing will be communicated by such methods as instructor remarks written on papers and individual student conferences.

- **Speaking**: Students are expected to participate in such speaking activities as class discussions, small group discussions, and class presentations. The instructor will evaluate their speaking skills.

- **Listening**: Students will enhance their listening skills by practicing speaking one at a time and attending to the speaker. Students may be asked to summarize or repeat an argument they have just heard.

- **Critical Thinking**: Students’ writing and class participation will be evaluated continually by such criteria as clarity, consistency, coherence, comprehensiveness, compatibility, and fairness in thought and expression.

- **Scope and Variety in Philosophy and Religion**: By studying a wide range of ideas, purported by different historical periods, ages, and cultures, the student will demonstrate through written and spoken work an awareness of the scope and variety of issues and ideas studied in philosophy and religion. Some non-western ideas may be presented and discussed.

- **Expressions of Individual and Human Values within a Social and Historical Context**: In class ideas will generally be presented within a
historical, cultural, and social context, so students can understand why and how the ideas emerged. Students will be encouraged, in class discussions and in written work, to relate the ideas studied in philosophy and religion to ideas studied in other courses (e.g., literature, psychology, history, etc.).

**Critical Response:** Students will practice, in speech and writing, giving reasoned, critical responses to the ideas and theories presented. Unsupported statements of likes or dislikes will be treated as seminal material by the instructor for the development of a reasoned, critical response to a theory, idea, or religion.

**Informed Personal Reaction:** Students will be encouraged by the instructor to personalize the material studied and to react to it. The instructor, however, may ask students to support reactions by such means as the use of logic, reason, and bibliographical research.

**Influence of Philosophy/Religion on Intellectual Experiences:** Through such means as written papers and exams, class participation and discussions, oral presentations, and small group activities, students will relate the ideas and theories studied in religion and philosophy to various related intellectual experiences.
EXEMPLARY EDUCATIONAL OBJECTIVES

9. To demonstrate awareness of the scope and variety of works in the arts and humanities.
10. To understand those works as expressions of individual and human values within an historical and social context.
11. To articulate an informed personal reaction to works in the arts and humanities.
12. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

THE DEPARTMENT MISSION STATEMENT

The mission of the Philosophy/Religion Department at Richland College is to provide to students and teachers alike interactive and cooperative learning environments in which they may examine ideas related to their cultural, philosophical, and religious heritages. The Department further strives to develop skills in analysis and evaluation of arguments and the ability to write and to speak clearly about philosophic and religious issues, which pertain to values, knowledge, reality, human nature, and God. The Department aims at translating these skills into considered actions in the lives of those involved and into reasoned interactions with the greater global community.