SECTION 8401
3 CREDIT HOURS
INTRODUCTION TO LOGIC
Instructor: Barbara W. Stallings, B.A. M.A.
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Technical Support: If you need Technical Support, please visit our FAQs and support site, or call the help line tollfree 1-866-374-7169 or 972-669-6402
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Course Description, Focus, and Assumptions:
The catalogue description for this course is as follows: "Prerequisite: None. 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 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.)"

COMPENTENCIES FOR PHILOSOPHY 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.

**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.

**Some things you should know about my particular objectives in teaching this class:**
Sometimes Logic is said to be the "method of philosophy" in the sense that philosophical questions are often addressed by critical thinking and by examining the arguments that are given to support one position or another. But Logic is also a crucial tool in making one's way through the mass of supposed information with which we are bombarded today and sorting out that which is relevant from that which is not, and in distinguishing arguments that should not convince us from those which legitimately and reasonably can. The authors of your textbook point out that most people today espouse democratic ideals, but for those ideals to be realized citizens need to be able to evaluate the claims presented by those who would be leaders. To be able to make reliable judgments about those claims citizens need to be able to rationally weigh the evidence and arguments. So the very success of democracy is tied to a clear understanding of principles of accurate thinking. In this sense not only is Logic relevant to our personal aims, but to the project of our living together in a democratic society. (xv)

As the method of Philosophy, Logic is a necessary part of your study of Philosophy. The following are the educational objectives for any course in the Humanities and a mastery of the rules and principles of Logic will provide a secure foundation for success in other courses in the department.

**Exemplary Educational Objectives**:

These are objectives adopted by the Philosophy department of Richland College as goals for students in the classes.

**EEO #1**
To demonstrate awareness of the scope and variety of works in the arts and humanities

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5 Demonstrates a clear and insightful awareness of the scope and variety of the works in philosophy by providing clear and full explanations of both positions.  
4 Demonstrates a clear and reasonable awareness of the scope and variety of the works in philosophy by providing mostly clear and full explanations of both positions.  
3 Demonstrates an adequate awareness of the scope and variety of the works in philosophy by (a) providing a clear and full explanation of one position and a poor
explanation of the second position or (b) providing explanations for both positions that are unclear and/or incomplete.

2 Demonstrates a limited awareness of the scope and variety of the works in philosophy by (a) failing to provide an explanation for one of the two theories or (b) providing poor explanations of both positions.

1 Demonstrates little or no awareness of the scope and variety of the works in philosophy by (a) failing to provide an explanation for one of the two theories and (b) providing a poor explanation for the other position.

0 The essay was not on the topic or there was no essay at all.

EEO#2
To understand those works as expressions of individual and human values within an historical and social context [Provide examples to illustrate how this theory/position fits into some historical and/or social context. As I grade, I will ask myself, "How appropriate are the references that utilize historical events or social issues? And what is the quality and quantity of these examples?" ]

5 Demonstrates a clear and insightful understanding of how philosophical ideas/theories relate to their historical and social context by applying the ideas in the essay to social issues or historical events several times and in relevant contexts.

4 Demonstrates a clear and reasonable understanding of how philosophical ideas/theories relate to their historical and social context by (a) applying the ideas in the essay to social issues or historical events once or twice in relevant contexts or (b) applying the ideas in the essay to social issues or historical events several times but not always in relevant contexts.

3 Demonstrates an adequate understanding of how philosophical ideas/theories relate to their historical and social context by applying the ideas in the essay to social issues or historical events once or twice and/or not always in relevant contexts.

2 Demonstrates a limited understanding of how philosophical ideas/theories relate to their historical and social context by applying the ideas in the essay to social issues or historical events once but not in a relevant context.

1 Demonstrates little or no understanding of how philosophical ideas/theories relate to their historical and social context by not applying the ideas in the essay to social issues or historical events.

0 The essay was not on the topic or there was no essay at all.

EEO #3
To respond critically to works in the arts and humanities [Write an organized essay, that uses clear and coherent reasoning. Explain the objections of the opposing view. As I grade, I will ask myself, "How well do you explain the reasons for the two theories to oppose one another? And "How clear and coherent is your overall presentation?"

5 Demonstrates outstanding critical thinking by giving coherent and consistent reasoning. Also provides a clear presentation of opposing points of view and the reasons they differ.

4 Demonstrates reasonable critical thinking by using generally coherent and consistent reasoning. Also provides a clear presentation of opposing points of view and the reasons they differ.

3 Demonstrates adequate critical thinking by using some coherent and consistent
reasoning that either contains clear weakness in reasoning or fails to provide a clear presentation of opposing points of view and the reasons they differ.

2 Demonstrates limited critical thinking by using some coherent and consistent reasoning that contains clear weakness in reasoning and fails to provide a clear presentation of opposing points of view and the reasons they differ.

1 Demonstrates little or no critical thinking by using incoherent and inconsistent reasoning that also fails to provide a clear presentation of opposing points of view and the reasons they differ.

0 The essay was not on the topic or there was no essay at all

EEO#4
To articulate an informed personal reaction to works in the arts and humanities [Explain your own personal reaction to the theories/positions in question. As I grade, I will ask myself, "How well did you explain why you believe what you believe?"]

5 Demonstrates an insightfully informed personal reaction to works in philosophy by providing a well-thought out personal opinion.

4 Demonstrates a reasonably informed personal reaction to works in philosophy by providing a personal opinion that has some support, but needs a little more depth.

3 Demonstrates an adequately informed personal reaction to works in philosophy by providing a personal reaction that has very little support and needs a lot more depth.

2 Demonstrates a limited informed personal reaction to works in philosophy by providing a personal reaction that has no support.

1 Demonstrates little or no personal reaction to works in philosophy by failing to provide any explanation of a cultural perspective.

0 The essay was not on the topic or there was no essay at all

EEO#5
To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences [Explain how each of these theories/positions might reflect a unique cultural perspective. So, the essay should present two different cultural perspectives.]

5 Demonstrates insightful knowledge of the influence of philosophy on intercultural experiences by providing a clear and full explanation of two different cultural perspectives.

4 Demonstrates reasonable knowledge of the influence of philosophy on intercultural experiences by providing a mostly clear and full explanation of two different cultural perspectives.

3 Demonstrates adequate knowledge of the influence of philosophy on intercultural experiences by (a) providing an explanation of two cultural perspectives that is unclear and/or lacks depth, or (b) providing a clear and full explanation of only one cultural perspective.

2 Demonstrates limited knowledge of the influence of philosophy on intercultural experiences by providing a poor explanation of only one cultural perspective.

1 Demonstrates little or no knowledge of the influence of philosophy on intercultural experiences by failing to provide any explanation of a cultural perspective.
The essay was not on the topic or there was no essay at all

**The Overall Format of this Logic Course:**

The course will be roughly divided into three major sections:

- **Logic in Language:** Here we will address arguments in ordinary language, recognizing and analyzing arguments, problems in reasoning, functions of language, definitions and informal fallacies.

- **Deductive Reasoning:** This section will include specific types of argument forms occurring in ordinary language such as disjunctive syllogisms, hypothetical syllogisms, the dilemma. We will then learn something about putting ordinary language arguments into symbolic notation so that we can examine their form and determine which are valid or invalid by means of truth tables and use of the rules of inference. This is often the most challenging segment of the course, but it is absolutely doable and well worth the effort involved!

- **And finally we will study inductive reasoning.** Most of us know something about the scientific method and we will look at this method of gaining new knowledge in some detail. We will also look at the difference between induction and deduction, analogies, causal arguments, science and hypothesis. We will evaluate the various forms of scientific approaches to gaining knowledge.

**My Individual Pedagogical Aspirations for you:** Things I expect us to accomplish in this class: This course should have a direct connection to and influence on your life -- your life as a student, of course; however, even more important to me, your life beyond the walls of the virtual college. My primary aspiration is to help you look at the world when you complete this course in a way at least somewhat different from the day you began. In short, I hope that when we come to the end of the course that you are changed person, that I am changed too, because I will have learned a bit more about making logic natural for you. I hope we will both be changed for the better. My aspiration in teaching this course is for us to have a learning adventure together. Students who have curious, active minds and who are eager to engage the topic and material are encouraged to join me in this adventure.

**Learning Objectives for the Course**

Although both the Dallas County Community College District in general and Richland College in particular have objectives for all our Philosophy courses it is important to understand and acknowledge that in courses in the humanities, such as philosophy, and in this sense Logic, some of the most important learning objectives cannot be easily measured or are impossible to measure. For example, some of the learning objectives in Introduction to Logic that are difficult or impossible to measure are as follows:

- developing intellectual humility
- developing intellectual courage
- developing intellectual empathy
- developing personal and intellectual integrity
- developing intellectual perserverance
- developing confidence in reason
- developing self knowledge

The fundamental course objective that can be measured is that students are introduced to critical thinking. In learning the principles of Logic you will develop further your own capacities in three specific and interrelated areas: 1) as actively constructing reasonable arguments to support a position; 2) as critical thinkers; and, 3) as students with mastery of particular content. 1. As active participants students will:

- improve ability to use reason
- recognize the importance of impartiality and fair-mindedness
- develop further appreciation for facts and evidence
- develop skills in listening to reason
appreciate the importance of revising positions when appropriate
appreciate questions with no conclusive answers
appreciate a sense of wonder

2. As critical thinkers in philosophy students will understand that critical thinking:
   - has a purpose, objective, or function
   - is an attempt to figure out something, settle a question, or solve a problem
   - is based on information, evidence, experience, or research
   - involves inferences from which we draw conclusions
   - recognizes that conclusions are only as sound as the assumptions on which they are based
   - has implications and, when acted upon, has consequences
   - occurs within some frame of reference or point of view
   - strives to be fair-minded
   - strives to distinguish between what one knows and does not know
   - is willing to challenge popular beliefs
   - requires that one demands the same standards from oneself as one expects others to meet
   - requires working through complexities and frustrations without giving up
   - recognizes that good reasoning is the key to living a rational life, and to creating a more fair and
     just world
   - involves taking responsibility for one's thinking, beliefs, morals, and values
   - involves working to overcome native egocentric, ethnocentric, and culture-centric tendencies
   - involves self-directed, self-monitored learning
   - involves placing questions at the heart of one’s learning
   - involves reading carefully, reflecting, and understanding the most important ideas in texts
   - involves internalizing the principles that underlie good reasoning.
   - involves developing skills in using those principles

3. As students with mastery of particular content one must understand:
   - the value of the study of the rules and principles used to distinguish correct from incorrect
     arguments
   - specific terminology associated with those principles
   - specific types of correct arguments
   - specific types of incorrect arguments
   - the difference between inductive reasoning and deductive reasoning and the appropriate uses of
     each .
   - ways in which arguments can be used correctly to support positions in ethics, knowledge claims,
     science and even religion.
   - the use of symbolic logic in clarifying and evaluating arguments.

Learning Activities  Too often, I believe, we limit the way we think about learning. First, real learning is
something we all love to do and have loved to do since we were babies. Learning is exciting and fun and
that's part of the reason we love it. We are fortunate to be able to use technology to assist us in our learning
together. As for the structured learning experiences that will lead to an evaluation of your work for this
course, there are four main learning activities:

a) Working through and submitting Weekly Assignments. This is somewhat different from taking
exams. Although all weekly assignments must be submitted in the Tests area, they are best written
as Word documents and then submitted as attachments. You will note from the course outline that there are 10 such assignments listed. Each assignment is worth approximately 25 points. Sometimes there will be extra credit. However, you are required to submit only 8 of these assignments. If you so choose, you may submit all 10 and I will count only the 8 highest grades. No weekly assignment may be turned in after the deadline. The only exception to this is the case where a student has passed two opportunities to submit an assignment, and now finds that he or she needs to submit a late assignment. If a late assignment is accepted, 4 points (out of a total of 25) will be deducted for each day the assignment is late. The assigned questions will generally require a very brief or short answer and have point values ranging from 4 to 8 so there will usually be multiple questions each week. You may answer all the questions which are asked each week, or you may answer only those questions of which you are really sure you know the answer. If you miss a week or a set of questions don't panic. There will be more points than the 200 assigned.

Possible points from the 8 weekly assignments: 200

b. Working the assigned chapters from My Logic Lab. There will be 9 My Logic Lab chapters and chapter exams assigned. You will need to work through the exercises, take the "chapter exams," and score 75 or better on each of the "chapter exams" to get credit for this work. For each of the chapter exams completed with a grade of 75 or better you will receive 45 points Possible points for completing exercises and exams in My Logic Lab. 400

c) You will take five COURSE TESTS during the semester. Each test will consist of some 40 to 50 objective questions. The total points possible for each test (excluding extra credit from time to time) is 160. To get your "percentage grade" divide your score by 1.6. All tests are to be taken during the allotted time frame. As noted on the prior two pages each exam closes at 12 midnight of the designated due date. Tests will be open or available 4 days before they are due. You are limited to one attempt at each test - that is, no test may be retaken. Tests will be timed and, in general, you must finish each test within one hour (60 minutes). In some cases the test will terminate at the end of the hour. If you exceed the time limit by more than 10 minutes, 2 percentage points will be deducted for each minute or part of minute you exceed the limit.

If you fail to take a course TEST contact me within 24 hours to determine whether or not a make-up is possible. Except in rare cases, the maximum percentage you may receive on any make-up exam will be 90%.

Possible points from the 5 COURSE TESTS: 800

d) Reading chapters, and any course "lectures" material on questions and problems in logic.

e) Class Participation - Using the "Discussing Board" to interact with your professor and other students about ideas that emerge from the above activities. (4 separate grades) You will receive a class participation grade that is based upon your contributions to the discussions on the Discussion Board. There will be 5 in-depth discussions during the course. Each discussion will consist of from 5 to 10 threads. All threads must be answered and you must also respond to several of the posts of your fellow students. All discussion must take place while the specific Discussion Board is open and each discussion board will be open for a specified number of days. After the closing of each board no further responses will be counted toward the grade for that board. Your participation in each discussion will be worth 40 points (Maximum of 200 points)

Possible points from the 5 Discussion Boards: 200

A word of caution: This is a challenging course. A necessary condition* of success in it depends on your careful reading of the text, practicing exercises in the text on your own, phrasing and asking questions about things you don't understand. Because I cannot walk around and look at work you are doing in class and show you in person how to correct any errors, your work on the weekly assignments and your attention
to topics on discussion boards will be our "class participation" part of the course. So think carefully about these aspects of the class.

As upper level students, you of course already know the rule for time spent doing college work-- 2 to 3 hours for every hour in class. Although we are not physically in class, the same time commitment applies. This course involves grasping concepts which may be unfamiliar and learning how to apply those. That takes time and sometimes pretty hard work. So carefully read, carefully work the assignments and carefully reply to the discussion board postings. In the Discussion forums, if you understand something that someone else is having trouble with, help them out. Sometimes just hearing a concept explained another way makes a big difference.

*check out the meaning of this term.

Evaluation 
Your final course grade will be determined on the following basis: You will earn numerical grades for your performance in each of the above learning activities. The maximum number of points that one could make is 1600.

So,

1440+ = A 1280 - 1439 = B 1120 - 1279 = C 960 - 1119 = D Below 960 = F

Acknowledgments: I am grateful to Dr. Sidney Chapman for the basic content of this course and to Dr. Luke Barber for the structure, instructional aspirations, learning objectives and instructional philosophy. Much of this I have borrowed from their on line Introduction to Philosophy and on line Logic courses and have adapted for this course.


Course drop date: The last day to drop a course and receive a W:

Richland Institution Policies on Withdrawal: Dropping a Course; Repeating a course; Obtaining a final grade in the course via econnect; Financial Aid; ADA statement; Religious Holidays; Academic Honesty; Emergencies can be found at www.richlandcollege.edu (Current students), or at www.richlandcollege.edu/syllabusinfo/syllabusInformation.pdf.

Disclaimer The instructor reserves the right to amend this syllabus as necessary. An alternative view of points and percentages will be provided in the Grade book.

Academic Dishonesty 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 Catalog.

https://www1.dcccd.edu/cat0506/ss/code.cfm The Richland College Statement on Academic Honesty

This statement clarifies academic honesty for the Richland College teaching-learning community. It identifies appropriate student behavior and describes teachers' expectations of students.

We-the Richland College faculty, administration, and staff-are committed to honesty and fairness as we work with our students. We also expect our students to be honest and fair in the work they submit to us. This statement on academic honesty describes:

1) what we expect from students. 2) the consequences of their failing to meet those expectations.

Note: As we use the terms "honesty" and "dishonesty," we are referring to actions and behaviors; we are not judging the character of our students. The Richland College faculty believes only a small minority of students "cheat." However, we believe academically dishonest students cheat the academically honest students. Therefore, we expect students who are aware of cheating to act honorably and report instances of academic dishonesty to the faculty or the appropriate academic dean.

Expectations 1. We believe
academic honesty is essential, and students should avoid actions that misrepresent academic success. We believe Richland College students are academically honest, and they want to be fair and honest in the assignments they submit. These guidelines apply to all testing situations—test administered in the classrooms, tests administered in the Testing Center, and tests administered by someone other than the professor.  

2. **All forms of cheating on tests are academically dishonest.** Students cheat when they:
   - participate in any activity that falsely represents their ability to answer test questions.
   - copy-with or with permission-from another student's test.
   - use notes (either written or electronically stored in calculators or computers) or any other unauthorized materials.
   - request answers or assist other students with answers without authorization.
   - obtain test questions prior to the test (soliciting or in any other way obtaining test questions, answers, or portions of tests).

3. **Student's presenting another person's work as their own is unacceptable.** Often, academic work permits and even encourages students to use another person's words or ideas, but students must document those words and ideas correctly. Therefore, students cheat when they:
   - Summarize, paraphrase, or quote another person without giving proper credit.
   - Submit papers written by someone else.
   - Copy verbatim (word for word) from other sources (books, Internet, and other similar materials). When they have questions about when and how to credit other sources, students must seek clarification from the faculty. **These matters are the student's responsibility.**

4. **Unauthorized collaboration on assignments or tests is unacceptable.** Richland College supports authorized collaborative, cooperative learning. Therefore, we encourage study groups when students are preparing for tests, but students cheat when they:
   - Provide other students with answers on homework assignments.
   - Present work completed by someone else.
   - If they have a question about the appropriateness of collaboration, students should seek clarification from the faculty. **These matters are the student's responsibility.**

**Consequences** 1. Faculty determine the appropriate consequences for students who fail to be academically honest. Even if the course syllabus fails to address the matter, students are obliged to be academically honest. By enrolling in a course, students are promising to be academically honest.  
2. As consequences for academic dishonesty, faculty may:  
   - assign a performance grade of "F" for the assignment or test.
   - document the incident in the student's Richland College file.
   - assign additional work.
   - take over appropriate disciplinary actions.

Repeated violations may result in the student's expulsion or suspension from the college. Students must understand that academic dishonesty carries serious consequences. However, if they believe they have received unfair treatment, students can file a grievance as described in the "Student Code of Conduct" in the Richland College Catalog or published in the DCCCD Catalog at [http://www1.dcccd.edu/cat0506/ss/code.cfm](http://www1.dcccd.edu/cat0506/ss/code.cfm)

Richland College and the Dallas County Community College District have developed policies and procedures for dealing with emergencies that may occur on campus. To familiarize yourself with these procedures, please take time to watch the overview video: [http://video.dcccd.edu/rtv/DO/emergency_dccc.wmv](http://video.dcccd.edu/rtv/DO/emergency_dccc.wmv)

The complete Emergency Operations Plan can be viewed and printed at the following website:
http://www.rlc.dcccd.edu/emergency

If you have questions or concerns, please contact the Richland College Office of Emergency Management. This office can be reached by phone (972/238-3794) or by e-mail (rlcoem@dcccd.edu).

- The Instructor reserves the right to make changes to this syllabus.