Instructor & contact information: Dr. Michele Svatos
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Office hours: TBA on eCampus. I mostly work from home, and my office hours are held online.

Required Text:
Introduction to Logic (with MyLogicLab access code), 14th edition. Irving Copi, Carl Cohen, and Kenneth McMahon. Pearson, 2011. Students must have the access code for MyLogicLab. They can use either the online text bundled with the access code, which is ISBN 9780205829040, or else the new hardcopy bundled with the access code, which is ISBN 0205150950. The text without the access code would have a slightly different ISBN, but they absolutely must have the access code for the class. If they choose to purchase a used copy of the text, or a copy of the text that does not include the access code, they will need to purchase the access code separately which is ISBN 9780205829088.

Course Description: The purpose of the course is to introduce the student to symbolic logic, including syllogisms, propositional and predicate logic, and logical proofs in a system of rules. (3 Lec.) Coordinating Board Academic Approval Number 3801015212

Prerequisite: Developmental Reading 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) standard in Reading.

Goals:
As a result of successfully completing this course, students will be able to:

- Determine the logical structure of English arguments by identifying premises and conclusions
- Understand basic concepts in logic, such as truth functionality, validity, soundness, counter-examples, tautology, self-contradiction, logical equivalence, logical contradictoriness, and logical consistence
- Translate English statements into propositional and/or predicate notation
- Determine the validity of symbolic propositional or predicate arguments using such methods as direct/indirect truth tables, natural deduction, and/or the finite universe method

Structure:
You never need to come to campus. You do not need to be online at any particular time or on any particular day; you just need to meet the deadlines. Students will read each assigned chapter in the textbook in order and complete assignments corresponding to that chapter. All tests are taken online and are timed.
Requirements:
Logic is similar to a math course, in that it has a lot of homework exercises which often build upon one another.

- If you are receiving Financial Aid grants or loans and are enrolled in a Distance Learning class, you must show participation in this class prior to the certification date. See the deadlines button.
- You will need to read each assigned chapter or part of a chapter, and most chapters have exercises at the end of each section. These exercises will not be turned in or graded unless otherwise stated, but help to prepare you for the graded work.
- Most assignments will be completed on MyLogicLab. There will be a study plan (including a pre-test, targeted online study tools and a post test), a practice test, multi-media items including podcasts for some chapters, and then the actual chapter exam.
- There will be a few graded discussion board assignments on eCampus, focused on chapter 1 and probably chapter 4, although another chapter of discussion might be added. Some of these are based on assigned exercises in the book.
- We will cover chapters 1-4, a small part of ch 7, chapters 8, part of chapter 10, and then we will do some work on induction in one or two chapters out of chapters 11-14.
- There will be a final exam or term paper, worth approximately 100-120 points.
- Actual total points possible for the course may vary, depending on how much time we spend on chapters 11-13. However, most chapters are worth at least 120 points, and the course total is likely to be around 800-1000 points.

Grade scale
A = 90 – 100%
B = 80 – 89.9%
C = 70 – 79.9%
D = 60 – 69.9%
F = 0 – 59.9%

Incompletes:
Incompletes are only given in situations where a student has a documented, extended emergency such as an extended hospitalization or deployment. They will not be given simply because a student needs more time or has missed deadlines. In order to qualify for an incomplete, the student must have completed over half of the coursework, and must have a passing average on the completed work.

Academic Honesty 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 Catalog at http://www1.dcccd.edu/cat0506/ss/code.cfm

Academic dishonesty includes, but is not limited to, cheating on tests, plagiarism and collusion. Cheating includes copying from another student’s test or homework paper, using materials not authorized, collaborating with or seeking aid from another student during a test, knowingly using, buying, selling, stealing, or soliciting the contents of an unadministered test, and substituting for another person to take a
test. **Plagiarism** is the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work. **Collusion** is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. Academic dishonesty is a serious offense in college. You can be given a failing grade on an assignment or test, can be failed for the class, or you can even be suspended from college.

In this course, any instance of academic dishonesty will result in, at best, a grade of 0 for the assignment. **Flagrant plagiarism may result in an automatic failing grade for the course.** Flagrant plagiarism includes using an essay for sale or free essays site, or turning in someone else’s paper as your own. Repeated plagiarism within the course (this is, plagiarism on more than one assignment, including discussion board posts) will result in a failing grade for the course. If you have questions about what constitutes academic dishonesty, see the Student Handbook at www.dcccd.edu and/or ask me for clarification.

**ADA Statement:**
Students with a physical, mental or learning disability who require accommodations should contact the college Disability Services Office in C237. Call 972.860.8348 or email efcdso@dcccd.edu. For more information: [http://www.eastfieldcollege.edu/SSI/DSO/index.html](http://www.eastfieldcollege.edu/SSI/DSO/index.html)

**Religious Holidays:**
Absences for observance of a religious holy day are excused. Notification of the absence must be given to the instructor in writing at least two weeks prior to the date of the holy day. A student whose absence is excused to observe a religious holy day is allowed to contract with the instructor to take a make-up examination or complete an assignment within a mutually agreed upon time after the absence.

**Withdrawal Policy:**
If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by the date listed in your online classroom under the Deadlines button. Failure to do so will result in your receiving a performance grade, usually an “F.” If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a “W” (Withdraw) in each class dropped. For more information about drop deadlines, refer to the current printed Credit Class Schedule, contact the Admissions/Registrar’s Office at 972-860-7167 (Room C119), or contact the division office.

**Stop Before You Drop:**
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](https://www1.dcccd.edu/coursedrops)

**Family Educational Rights and Privacy Act of 1974 (FERPA):**
In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the College may release information classified as “directory information” to the general public without the written consent of the student. Directory information includes: (1) student name, (2) student address, (3) telephone numbers, (4) date and place of birth, (5) weight and height of members of athletic teams, (6) participation in officially recognized activities and sports, (7) dates of attendance, (8) educational institution most recently attended, and (9) other similar information, including major field of student and degrees and awards received. Students may protect their directory information at any time during the academic year. If no request is filed, directory information is released upon written inquiry. No telephone inquiries are acknowledged. No transcript or academic record is released without written consent from the student, except as specified by law.

**ADA Statement:**
Students with a physical, mental or learning disability who require accommodations should contact the college Disability Services Office in C237. Call 972.860.8348 or email efcdso@dcccd.edu. For more information: http://www.eastfieldcollege.edu/SSI/DSO/index.html

Obtaining Final Course Grades Using eConnect:
Final Grade Reports are no longer mailed. Convenient access is available online at www.econnect.dcccd.edu. Use your identification number when you log onto eConnect, an online system developed by the DCCCD to provide you with timely information regarding your college record. Your grades will also be printed on your Student Advising Report, which is available in the Admissions Office.

Eastfield College Email Policy:
Faculty and students must have and use a DCCCD account for all correspondence relating to academic coursework. For information on setting up a DCCCD student email account go to: http://www.dcccd.edu/netmail/home.html

Financial Aid Statement:
Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

Financial Aid Statement for Distance Learning Classes:
If you are receiving Financial Aid grants or loans and are enrolled in a Distance Learning class, you must show participation in this class prior to the certification date by either e-mailing or contacting the instructor or logging on to eCampus. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds.

Repeating This Course: (Third Attempt to Enroll in a Course)
Effective for 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 Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 Semester. See Third Attempt to Enroll in a Course at: http://www.dcccd.edu/thirdcourseattempt/

Objectives and Competencies
Philosophy 1301 is a part of the Core Curriculum and addresses the following Exemplary Educational Objectives and Core Curriculum Intellectual Competencies as set forth below by the Texas Higher Education Coordinating Board:

Exemplary Educational Objectives in Social and Behavioral Sciences
The objective of a social and behavioral science component of a core curriculum is to increase student’s knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity. Therefore, the exemplary educational objectives for this class are:

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.
3. To use and critique alternative explanatory systems or theories.
4. To develop and communicate alternative explanations or solutions for contemporary social issues.
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the areas under study.
6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.

7. To understand the evolution and current role of the U.S. in the world.

8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.

9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.

10. To analyze, critically assess, and develop creative solutions to public policy problems.

11. To recognize and assume one’s responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.

12. To identify and understand differences and commonalities within diverse cultures.

**Exemplary Educational Objectives in Philosophy**

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 on intercultural experiences.

**Core Curriculum Intellectual Competencies**

1. Reading—the ability to analyze and interpret a variety of printed materials (books, documents, and articles)—above 12th grade level.

2. Writing—the ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience—above 12th grade level.

3. Speaking—the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience—above 12th grade level.

4. Listening—analyze and interpret various forms of spoken communication, possess sufficient literacy skills of writing, reading—above 12th grade level.

5. Critical Thinking—think and analyze at a critical level.

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