

COURSE SYLLABUS

**PHILOSOPHY 010
LOGIC
SPRING 2020**

All students are required to read and have a thorough understanding of the syllabus. Any questions or concerns need to be addressed to the instructor.

Students, please send an email response to indicate that you have read and understood the requirements outlined in this syllabus. This assignment should be submitted before the second class meeting.

SECTION 1 – OVERVIEW

YOUR INSTRUCTOR FOR THIS COURSE: Mr. Peterson

E-mail: logic@logicstudent.com

Office Hours: Wednesday, 10:30 a.m. to 11:00 p.m. Appointments recommended.

Office Location: D215

Course Website: <http://www.logicstudent.com/logic>

PERSONAL NOTE FROM MR. PETERSON

The Logic course begins intentionally, and develops with intention. Each assessment exists as a combination of thought out purposeful objectives. The entire course is a progressive integration of learning on purpose, and is not a series of individual accomplishments, so each assessment merits progressive integration.

I anticipate that students will integrate all their reflective learning in the course into their participation. No assessment stands in isolation. Just as a child learns progressively to approach, dialogue, reason, and engage learning interactively, so this course facilitates progressive and integrative learning.

POLICY ON CELL PHONES, COMPUTERS, AND OTHER ELECTRONIC DEVICES

All electronic devices must be shut off and put away during class. Violation of this policy will result in a zero for the day's participation, or possible dismissal from the class.

COURSE DESCRIPTION (from the *Catalog*)

3 units, 3 hours lecture (GR) Acceptable for credit: CSU, UC Consideration of logical problems of language: Deduction and induction, fallacies, theory of argument and the scientific method, and study of correct reasoning in Aristotelian and modern logic. 1509.00 AA/AS area 3, 4e; CSU area A3

PROGRAM GOALS

This course contributes to the fulfillment of the following program goals:

1. Have an understanding of their “**world view**” and to have the ability to evaluate and modify it as necessary.
2. Develop the ability to **reason fairly** about daily issues.
3. To properly handle and respond to **philosophical arguments**.
4. Develop the ability to properly **articulate one’s own position** in a fair and reasonable way.
5. The ability to recognize that there is a difference between logical and illogical thinking.
6. The ability to recognize logical flaws in written material.
7. To do **analytical reasoning** at a college level. To write a scholarly college level argumentative essay.
8. Development of formal academic writing skills, including mastery of the MLA format.

MAJOR CONCEPTS

This course will cover the following major course concepts

1. World views and their effects on reasoning.
2. Traits of mind
3. The nature of truth, knowledge, opinions, beliefs, and faith.
4. Evidence (the quality of it, and the ability to analyze it).
5. Errors in reasoning (fallacies and propaganda)
6. Formal reasoning basics (categorical deduction, propositional deduction, and induction).

SECTION 2 – COURSE REQUIREMENTS

REQUIRED COURSE MATERIALS

Course Website features a number of important elements, including the *Study Skills Tutorial*, *Lectures/Lessons*, *Propaganda*, and *Writing Argumentative Essays Tutorial* (URL listed above.)

Additional materials (e.g., PowerPoint files, articles, quizzes, media, and the like) may be distributed in class, placed on the website, or emailed to students throughout the course.

GENERAL COURSE REQUIREMENTS

In order to succeed in this course, you will need to fully understand the following:

1. **Attendance and Participation:** Students are expected to attend each class, be on time, and participate. For more details, see the Attendance and Participation section in Assignment Details.
2. **Assignments:** Pay close and timely attention to reading assignments and other assigned work posted in the syllabus. **A newly designed element of this semester’s course will involve assignments given in class. They are not pre-posted in the syllabus.** You are responsible for preparing assigned readings carefully by the date listed on the schedule below and to complete tests, projects, and other assignments by the date listed. The late policy is listed below.
3. **Policies and Procedures:** Carefully follow course policies and procedures regarding writing, academic honesty, submission of assignments, formatting, and other matters, as specified below. Since following directions is a crucial skill for college students—and since the smooth operation of our course depends on all of us meeting each other’s expectations—adherence to policies can positively or adversely affect a student’s grade.

SECTION 3 – POLICIES AND PROCEDURES

COURSE PROCEDURES

Submission of Assignments

Certain **assignments** (as instructed) for this course should be submitted via email. Papers should be in MS Word format (.doc or .docx). When saving your document, the file name should include your name and assignment, in that order. For example, "John_Smith_Chapter 3.doc". When sending your document, give your name and assignment. This makes it easy for your instructor to track your work. This is worth five points per assignment.

Every assignment must have your name on it, and, if it is more than one page, each page must be numbered. To do that, you will need to know how to use the Header and Footer option under the "View" button in Microsoft Word.

Assignments that are to be emailed will be accepted until 11:59 p.m. on the due date. After that the assignment will be considered late. Assignments that are due in class must be submitted at the **beginning** of class.

Emailing Your Instructor

The subject line of all **e-mail messages** related to this course should include the course, student's name, and purpose. (For example, **PHIL 010, Tom Johnson, Syllabus Submission**). Following these directions enables the professor to identify quickly the student and course, facilitating a timely response. Students should always include their first and last name at the end of all e-mail messages. This is worth five points per assignment. (Note that if you fail to do this on your syllabus submission assignment, you will lose 99 points. This is because it proves the entire syllabus was not read.) Each email without the proper format will retroactively reduce the syllabus assignment score by 25 points.

Because instructors often need to reach students, all students are required to keep their mailing address, e-mail address, and telephone numbers up to date with the college records office.

WITHDRAWAL

Students are responsible for dropping their own classes. Check the school academic calendar for withdrawal deadlines and signature requirements. Students that fail to withdraw from the course may risk receiving an "F" as their final grade. See the college catalog for more information. Students who do not attend class by Census Day may be dropped unless they contact the instructor with a satisfactory explanation as to why he/she has not attended. All drops must be recorded on the Census Rosters and Instructor's Class Records. College of Alameda is required to maintain accurate attendance records by the U.S. Department of Education.

PROGRESS REPORT POLICY

Notify the professor at least 48 hours before bringing any progress report to sign. No progress report will be signed without previous notification.

MAKE-UPS

Only students with verifiable *excused* absences and documentation can make up exams for full credit. The following 5 categories represent the only acceptable "excused" absences: 1) illness, 2) religious holiday (no documentation needed, just let me know at least two weeks in advance), 3) extreme emergencies, 4) school sponsored functions, 5) jury duty/government obligations. Work is not considered an excused absence. You are fully responsible for keeping track of course due dates. If you miss an exam and have an excused absence, it is *your* responsibility to contact the instructor and make

arrangements. Please complete your work ahead of time if you know you will be out of town or have other circumstances.

PROGRESS REPORT POLICY

Notify the professor at least 48 hours before bringing any progress report to sign. No progress report will be signed without previous notification.

ACADEMIC HONOR CODE

Students are on their honor to complete assignments with honesty and integrity. Academic dishonesty involves intentionally or unintentionally stealing the intellectual property of others. Students are expected to be familiar with the college's policy on academic integrity found in both the *Student Handbook* and School of Undergraduate Studies *Catalog* and to follow it. As an academic community, College of Alameda takes seriously the call for integrity and penalizes breaches of academic integrity.

Students should be aware that submitted papers may be checked using software for plagiarism detection. This feature will determine the percentage of the submitted paper that matches other sources and will generate a report. Scores below 15% include quotes and few common phrases or blocks of text that match other documents, these papers indicate no evidence of the possibility of plagiarism. Scores between 15% and 40% include extensive quoted or paraphrased material or may include plagiarism and will require further review. Scores over 40% indicate a high probability the text in the paper was copied from other sources and should be reviewed for plagiarism. The professor or instructor will contact the student if plagiarism is a concern.

LATE POLICY

In Class Assignments and Exams may not be turned in or taken late unless *prior* arrangements are made. Also, nothing may be turned in after the scheduled Final Exam.

All others: One minute up to 7 days late, - 10%, 14 days, -50%, 21 days, -75%, 28 days, -100%.

SECTION 4 – SCHEDULE AND EVALUATION

COURSE SCHEDULE

The schedule below includes the due dates for all assignments in this course. It is recommended that you place this Course Schedule in a convenient place and refer to it each week of the course. You need to follow it closely, as late assignments are subject to a grade reduction. Students are expected to spend seven to ten hours per week to include, homework and study time, for a three-credit hour class.

Reading assignments for each week should be completed by Monday before class, unless otherwise noted. Reading will be roughly one chapter per week. Occasionally small changes will be announced in class. Read the [Lessons/Lectures](#) and [Writing Essays Tutorial](#) sections of the website that correspond to the current in class lecture. Read through the [Propaganda Techniques](#) as assigned.

Week One: January 20, 22

- No class
- Read the Study Skills Tutorial

Week Two: January 27, 29

- No new assignments

Week Three: February 3, 9

- Read the syllabus and respond as instructed.
- Do the assigned reading and complete the exercises (Due on February 10).

Week Four: February 10, 12

- Do the assigned reading and complete the exercises (Due on February 19).

Week Five: February 19

- Do the assigned reading and complete the exercises (Due on February 24).
- **Submit your issue** for the Argumentative Essay Assignment. (See corresponding assignment.) (Due on February 19.)
- **NO CLASS on Monday, February 17. Presidents' Day**

Week Six: February 24, 26

- Do the assigned reading and complete the exercises (Due on March 2).
- Do Unit One of the Writing Argumentative Essays Tutorial. (Due on Feb. 26.)

Week Seven: March 2, 4

- **EXAM ONE Wednesday, March 4** (tentative)
- Do the assigned reading and complete the exercises (Due on March 9).

Week Eight: March 9, 11

- *Placeholder. More assignments will be given.*

Week Nine: March 16, 18

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Week Ten: March 23, 25

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Week Eleven: March 30, April 1

- Review website material, including the practice exam.

Week Twelve: April 6, 8

- **EXAM TWO Wednesday, April 8** (tentative)

SPRING BREAK April 13, 15 NO CLASS**Week Thirteen: April 20, 22**

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Week Fourteen: April 27, 29

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Week Fifteen: May 4, 6

- **Argumentative Essay** due on Friday, May 8. (See submission policy above.)

Week Sixteen: May 11, 16**EXAM THREE:**

Monday, May 28, 10:00 a.m. to Noon (*Test ends when the last student who comes on time finishes.*)

ASSIGNMENT DETAILS

Syllabus Submission: (5% of total grade) Due Wednesday, January 24.

Follow the instructions at the top of [this](#) document.

Participation (Class Discussion) (10% of total grade)

Those engaged in proper participation will be engaged in agreeing or disagreeing, arguing when they disagree, and giving reasons for disagreements. They will be making and defending generalizations, or challenging generalizations made by others. They will be judging by weighing evidence pro and con, or by examining the validity of reasons for making one claim or another concerning what is true or false, more or less probable. They will be asking and answering questions about the consistency or inconsistency of things asserted or denied, about their presuppositions and their implications, and about the inferences involved therein. (Dr. Mortimer Adler)

Attendance, including tardiness and leaving early affect the participation score.

Common courtesy is expected. Students are expected to arrive five minutes early. They should stay seated during the entire lecture period. They should not engage in distracting activities. Failure to comply will result in score reductions up to 100% for the day. Students who have a chronic problem staying seated for the entire class session must submit a letter of explanation from a qualified professional, such as a doctor. Otherwise, participation points will be dramatically reduced.

Homework (10% of total grade)

Several short assignments or quizzes designed to facilitate discussion and understanding of lecture material may be given. Some additional assignments beyond those listed may be added during the course if they will help students better understand material.

Exams (20% each)

Exams will cover the material from all sources (lectures, textbook, and supplemental). They are not cumulative, meaning that they cover material leading up to that exam, but not prior to the previous exam(s). They will be true/false, multiple choice, short answer, and short essay. Practice exams and quizzes are available on the course website. They are specifically designed to help you prepare for the actual exams. Students must take the final exam in order to pass the course (school policy).

Argumentative Essay (20% of total grade) Content: Write an argumentative essay on a controversial subject.

- Preliminary work is extremely important. First, choose an issue and get it approved by the instructor very early in the course. Your issue **must** be approved.
- Your research must include a balance of *reasonable* sources from both sides of the issue. Do your research and think carefully before jumping to a conclusion. You probably have a position in mind at the outset of your work. But reasonable people start with the position that they will be open to where the evidence leads them. They will change their mind if necessary. Do not resist this process. It is why you are taking this course.
- The paper must *clearly* demonstrate that you completed the Writing Essays Tutorial.
- Compile your research and write an original paper. This requires doing your research, thinking about it for a while, and *then* writing. Do not cut and paste others' ideas. Generate your own work.
- Write drafts early and often. Get feedback.

Format: The successful paper will:

- Be 5 to 7 pages **plus** one title page, body, and references.
- Be written in MLA format and style
- Engage with the reading assignments, lecture, and class discussion for this project. • Demonstrate fairness to different perspectives.
- Be free from grammatical errors.
- Support all observations and conclusions with appropriate sources.
- Friday, March 23. See *Submission of Assignments* section above

CATEGORIES AND WEIGHTINGS

Syllabus Response = 5%

Participation = 10%

Homework = 20%

Exam 1 = 15%

Exam 2 = 15%

Exam 3 = 15%

Argumentative Essay = 20%

Total = 100%

METHOD OF EVALUATION AND COURSE ASSESSMENTS

Program Goals	Course Learning Objectives	Corresponding Assignments	
Demonstrate careful, open-minded, systematic and logical reasoning in various settings	Reason carefully and thoughtfully in a live, group environment.	Class discussions / Worksheets Text Applications Essay	
	Communicate in written form.	Text Applications Homework / Essay	
Demonstrate the ability to analyze information in a fair way, drawing proper conclusions.	Understand and identify fallacies and propaganda. Understand proper logical constructions.	Class Discussions Text Applications Homework/Worksheets Exam Two Exam Three Essay	
Demonstrate integrity, fairness, and ethical behavior in research, writing, and collegial service.	Apply the call to ethical behavior in conducting and reporting research and in presenting arguments.	All assignments	

GRADING

<i>Grade</i>	<i>Percentage</i>	<i>Quality Points</i>	<i>Meaning of Grade</i>
A	93–100	4.00	Superior
A-	90-92	3.67	
B+	87-89	3.33	
B	83-86	3.00	Good
B-	80-82	2.67	
C+	77-79	2.33	
C	73-76	2.00	Satisfactory
C-	70-72	1.67	
D+	67-69	1.33	
D	63-66	1.00	Poor
D-	60-62	0.67	
F	0-59	0.00	Failing

Letter grades indicate the following:

A A-

Work of superior quality in all areas. Work displays a mastery of course content at the highest level of attainment appropriate for the undergraduate level: outstanding quality of thought; excellent understanding of the course content and demonstration of skills associated with the course; a creative and critical engagement with the material; and an ability to analyze and evaluate the knowledge and ideas that shows talent for undergraduate work. Work shows practical or personal application of course content in specific assignments, as appropriate. The grade for such work will vary from A to A- according to the quality and quantity of the work.

B+ B B-

Strong performance demonstrating a high level of attainment appropriate for the undergraduate level: high quality of thought; solid understanding of the course content and demonstration of skills associated with the course; an engagement with the material that shows good comprehension of the subject; and an ability to analyze and evaluate the knowledge and ideas in the course. Work shows practical or personal application of course content in specific assignments, as appropriate. The grade for such work will vary from B+ to B- according to the quality and quantity of the work.

C+ C C-

Satisfactory performance demonstrating an adequate level of attainment appropriate for the undergraduate level: competent quality of thought; acceptable understanding of the course content and demonstration of skills associated with the course; an engagement with the course that shows adequate ability to analyze and evaluate; and adequate comprehension of the subject. Work shows practical or personal application of course content in specific assignments, as appropriate. The grade will vary from C+ to C- according to the quality and quantity of the work.

D+ D D-

Marginal performance demonstrating a minimal passing level of attainment appropriate for the undergraduate level. The student's work indicates poor quality of thought and poor comprehension of

course content. Work shows practical or personal application of course content in specific assignments, as appropriate.

F

Unacceptable performance. The student's work indicates major deficiencies in learning and reveals little or no understanding of course content. This grade denotes either unacceptable performance in spite of some effort, or failure to complete the assigned work.

DISABILITY STATEMENT

If you have a disability which may require classroom or test accommodations, please contact Programs and Services for Students with Disabilities (DSPS) in Room D117 or call DSPS at 510-748-2328. You will need to provide written documentation of your disability. If you think you have a disability but currently have no documentation, DSPS may be able to help you. If you already have an accommodation notification from DSPS, please submit it to the instructor privately. All information will be kept confidential.

STUDENT LEARNING OUTCOMES

Students with proficient logic skills demonstrate the following characteristics:

- Accurately interprets evidence, statements, questions, etc.
- Identifies relevant arguments (reasons, claims, pros and cons, etc.)
- Analyzes and evaluates alternative points of view
- Justifies key results or procedures and can fully explain assumptions and reasons
- Fair-mindedly follows where evidence and reason lead

***This syllabus is subject to change without notice.
Last updated: January 20, 2020***