

## Philosophy 150: Introduction to Logic

Spring 2007  
Monday and Wednesday 5:30 - 7:18  
MacPherson 1035

Lecturer:       Nicholaos Jones  
Office:         University Hall 337B  
Office Hours:   M & W 4:30 - 5:18, by appointment, and whenever else I'm in my office  
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Course Call #:  16438-1

### 1. Course Description

- This course is an introduction to the study of arguments, especially as they occur in real-life contexts.

### 2. Course Aims

- to teach students the role and importance of arguments
- to teach students to recognize when arguments are being offered (as opposed to, say, explanations)
- to teach students how to extract and reconstruct arguments from their natural language settings
- to teach students how to classify arguments by type (deductive, inductive, statistical, causal, analogical)
- to teach students how to distinguish between good arguments and bad ones

### 3. Course Material

- Trudy Govier, *A Practical Study of Argument*, sixth edition (*optional but recommended*)

### 4. Course Expectations

- abide by the OSU Code of Student Conduct
- read the material relevant to each lecture prior to the lecture
- complete the suggested homework problems
- seek help with the exercises from the instructor as needed
- attend class regularly and in a timely manner
- participate courteously in class discussions
- ask questions and share thoughts during lecture, especially if something is not understood or the instructor says something that is obviously false
  
- Any student who feels that accommodations based on the impact of a disability are required should contact the instructor privately to discuss specific needs. Please contact the Office of Disability Services at 614-292.3307 in Pomerene Hall 150 as well; they will coordinate reasonable accommodations for students with documented disabilities

## 5. Course Schedule

Date	Chapters	Suggested Problems
Week 1 March 26 & 28	Chapter 1 - What is an argument? (and what is not?) Chapter 2 - Pinning Down Argument Structure	<i>1.1A: 16, 19</i> <i>1.1B: 1</i> <i>1.2A: 1, 16</i> <i>2.1A: 7, 12, 14</i>
Week 2 April 2 & 4	Chapter 2 - Continued Chapter 3 - When is an argument a good one?  Quiz #1 - April 2	<i>2.3: 6</i> <i>2.5: 5</i> <i>3.1: 3, 13, 16, 17</i> <i>3.2: 2</i>
Week 3 April 9 & 11	Chapter 5 - Premises: What to accept and why  Quiz #2 - April 9	<i>5.1A: 6, 17</i> <i>5.1B: 11</i> <i>5.2A: 13</i> <i>5.2B: 6</i>
Week 4 April 16	Chapter 6 - Working on Relevance  NO CLASS: Wednesday, April 18  Quiz #3 - April 16	<i>6.1A: 7, 8</i> <i>6.1B: 4</i> <i>6.2: 10</i> <i>6.3: 11</i>
Week 5 April 23 & 25	Chapter 8 - Deductive Arguments: Propositional Logic  Quiz #4 - April 23	<i>8.2A: 6</i> <i>8.2B: 6</i> <i>8.3: 14</i>
Week 6 Apr 30 & May 2	<b>EXAM I on Monday, April 30</b> Chapter 8 - Continued	<i>8.4A: 8</i> <i>8.4B: 16</i>
Week 7 May 7 & 9	Chapter 8 - Continued Chapter 9 - An Introduction to Inductive Arguments  Quiz #5 - May 7	<i>9.2A: 7</i> <i>9.2B: 4</i>
Week 8 May 14 & 16	<b>EXAM II on Monday, May 14</b> Chapter 9 - Continued	<i>9.1A: 4</i> <i>9.1B: 1</i> <i>9.1C: 9</i>
Week 9 May 21 & 23	Chapter 10 - Causal Inductive Arguments  Quiz #6 - May 21	<i>10.1: 7</i> <i>10.2A: 3, 5</i> <i>10.2B: 5, 10</i>
Week 10 May 30	Chapter 11 - Analogies: Reasoning from Case to Case  NO CLASS: Monday, May 28  Quiz #7 - May 30	<i>11.1A: 2, 3</i> <i>11.1B: 9</i> <i>11.2: 10</i> <i>11.3: 13</i>
<b>FINAL EXAM on Monday, June 4 at 5:30 pm in MP 1035</b>		

## 6. Assessment

- The instructor reserves the right to augment the final grades of students who consistently demonstrate superior class performance, or to lower the final grades of students who consistently demonstrate a dereliction of their work.
- There are weekly quizzes, altogether worth 25% of the final grade. *Most quiz questions are problems from the exercise sets.*
- There are three examinations, two in-class "midterms" and a final. Each examination is worth 25% of the final grade. The examinations are not cumulative, except in the sense that each one presupposes mastery of the material tested by previous examinations. *Some examination questions are problems from the exercise sets.*
- Make-up examinations are available if the student *must* miss class due to illness or an act of God or an alien abduction. Students should make an effort to inform the instructor that a make-up exam will be required *before* the exam is given. Ditto with quizzes.
- Anyone who misses an examination should contact the instructor immediately to make arrangements for a make-up examination. Only students with acceptable excuses will be allowed to make up examinations
- Cheating is unacceptable. You shouldn't cheat. Don't cheat. Seriously.
- Any academic conduct will be promptly reported to the OSU Committee on Academic Misconduct

## 7. Grade Schedule

A = 94-100	A- = 90-93	B+ = 87-89	B = 83-86	B- = 80-82	
C+ = 77-79	C = 73-76	C- = 70-72	D+ = 65-69	D = 60-64	F = < 60

- Incompletes are given only in dire circumstances, and in no case will an incomplete be given to someone who has not taken each of the first two examinations

## 8. Miscellany

Logic is not easy. There is a good deal of technical terminology and many concepts that are deeply connected with each other. There is no surer way to struggle with logic than to fall behind. You must make a serious effort to understand and apply the material. Part of doing this is attending lecture, being attentive, taking good notes, asking questions when you have them, and participating during class. Another part of doing this -- perhaps *the most important part* -- is doing the suggested problems. Like mathematics, the best way to learn logic is to do problems. *Do lots and lots of problems. Then do some more.*

If at any time you would like to discuss the issues covered in this course, or logic or philosophy in general, feel free to visit during office hours or to arrange a meeting.

If at any time you are having problems with the subject matter or the manner of its presentation, do not hesitate to bring this to my attention (in person, via email or anonymous note, etc). It is your responsibility to bring any course-related concerns to my attention.

I encourage a free and tolerant atmosphere in class. I encourage and expect questions and challenges at appropriate times during class. I welcome visits to my office. *I am here to help you learn.*

I expressly reserve the right to alter any or all portions of this syllabus, at my sole discretion, at any time, and in any manner.