






Miyazaki International College
Course Syllabus
Spring 2018

Course Title (Credits)	Phi 301-1: Logic (3 credits)
Course Designation for TC	n/a
Instructor	Dr. Christopher Johnson
E-mail address	cjohnson@sky.miyazaki-mic.ac.jp
Office/Ext	1-332 / Ext. 3766
Office hours	Tuesday, Thursday: 14.30-16.00, or by appointment
Course Description	
Students will learn how to analyze and classify the logic used in everyday life, including deductive and inductive reasoning, the uses of inference, paradox, and types of faulty reasoning.	
Course Goals/Objectives	
Because the study of logic directly involves learning deductive critical thinking skills, <u>content objectives</u> and <u>critical thinking objectives</u> are the same for this course. Upon completion of this course, successful students will be able to:	
<ul style="list-style-type: none"> • Translate natural English into symbolic form • Analyze information and arguments in symbolic form • Evaluate the validity of arguments • Improve reasoning skills and communication skills. 	
Textbook & Readings	
Course readings will be available online. See the Reading Schedule (online) for the schedule of readings.	
Required Materials	
Students must self-enroll to the course Moodle page, and check it regularly for course materials and assignments.	
Grades and Grading	
<ul style="list-style-type: none"> <li style="margin-right: 20px;">• Homework: 10% <li style="margin-right: 20px;">• Quizzes: 15% <li style="margin-right: 20px;">• Presentations: 20% <li style="margin-right: 20px;">• Tests: 30% • Exam: 25% 	
<p><u>Homework:</u> To become good at logic it is essential to do practice questions and to review material on a regular basis. Homework will thus (almost always) be assigned and checked for completion.</p> <p><u>Quizzes:</u> Quizzes will be held throughout the term, and may or may not be announced. They will be short and held at the beginning of class, and will cover material studied in previous classes. Quizzes are intended to ensure students keep up to date with class material. Students who miss a quiz must make it up before the next class, else miss the opportunity to do so. Failure to do write a quiz will result in a mark of '0' unless special circumstances obtain.</p> <p><u>Presentations:</u> Students will be responsible for presenting class material at a frequency determined by class enrolment. A schedule of presentations will be organized at the beginning of the term. The presentation should consist of a summary of the main points for each reading, with examples provided to demonstrate ideas. Presenters should also develop their own review questions for the class to complete as part of their presentation. Students not presenting can receive marks if they ask the presenter questions or offer insightful or clarifying comments. Students should review the presentation rubric for details on expectations for presentations.</p> <p><u>Tests:</u> A test will be held at the end of each section of study, with the tentative exception of the last section. Absence from a test will result in a mark of '0' unless documentation acceptable to Academic Affairs is provided. Make-up tests will only be provided on this basis.</p> <p><u>Final Exam:</u> The final exam will be held during the exam period and may cover all material studied in the class. Details of the format of the final exam will be provided in class.</p>	
Methods of Student Feedback	
In principle, graded work will be returned within two weeks of submission with feedback as appropriate (including grades for all assignments, and comments on all written work except the final exam).	

Course Schedule (subject to change with notice)			
Day	Topic	Content	
1 April 9	Course Overview & Introduction to Philosophical Logic	Discussion of the syllabus	
2 April 11		What is logic?	
3 April 16		Divisions of logical theory	
4 April 18	Basic Concepts of Logic and Argument	What is an argument? Premise and conclusion indicators	
5 April 23		Diagramming arguments	
6 April 25		Two types of argument: deductive and inductive Deductive and inductive indicator words	
7 May 1		Common forms of inductive reasoning	
8 May 7		Evaluating deductive arguments: validity	
9 May 9		Evaluating deductive arguments: invalidity	
10 May 14		The method of counterexamples	
11 May 16		Evaluating valid arguments: soundness and unsoundness	
12 May 21		Evaluating inductive arguments: strength and weakness	
13 May 23		<i>Overflow day: to cover delays in course progress</i>	
14 May 28		Truth-functional Logic and English Translation	Declarative sentences and compound sentences
15 May 30			Sentence operators
16 June 4	Conjunctions, disjunctions, negations, conditionals		
17 June 6	Truth functional arguments and argument forms		
18 June 11	Four valid forms of reasoning		
19 June 13	Truth-functional language (TL) syntax		
20 June 18	TL sentence constants and operators		
21 June 20	Parentheses and Scope		
22 June 25	Translation techniques		
23 June 27	Translating conditionals		

24 July 2		<i>Overflow day: to cover delays in course progress</i>
25 July 4	Introduction to Natural Deduction	Truth-functional natural deduction: 4 inference rules
26 July 9		
27 July 11		Truth-functional natural deduction: 4+ inference rules
28 July 18		
29 July 23		
30 July 25		
Finals		
Class Preparation and Review		
For every hour of class time, students are expected to spend a minimum of two hours in preparation and review.		
Course Policies (Attendance, Missed Tests, Late Penalties, Plagiarism, Course Etiquette)		
<p><u>Attendance:</u> Regular class attendance and participation are essential to success in this class. Students are expected to come to each class session on time and prepared to engage in discussion and activities. If you miss a class you will be expected to get notes from another student. I am willing to discuss borrowed notes to help you understand them, but I am not prepared to give a second lecture to those who do not attend class.</p> <p>Students with 5 unexcused absences will be asked to withdraw from the course. For excused absences due to illness, injury, bereavement, etc., students must submit an Excused Absence Form to Student Affairs in order to have their absences cleared as an excused absence.</p> <p><u>Missed Tests:</u> Except for unusual circumstances, a student will not be permitted to write a test or exam at a different time than that scheduled. If a student misses a term test or exam, they must notify me of the reason as soon as possible so that I can make a judgement as to whether a make-up is warranted.</p> <p><u>Plagiarism:</u> Any student work that is found to be plagiarized will not be accepted. Consult the student bulletin for more information regarding Academic Honesty at MIC. Students who are unsure as to what counts as plagiarism should speak with me prior to submission deadlines.</p> <p><u>Digital Devices:</u> Electronic devices are to be turned off during lectures, apart from those used for the purposes of taking notes or accessing class materials. Audio or video recording of lectures and discussions is allowed only with prior consent.</p> <p><u>Course Etiquette:</u> Students are expected to be respectful of each other in class. In philosophical discussion, people respect one another by asking whether their positions and judgements are justified, or whether they should change their ideas because better ideas are available. This means that respect requires listening to each other's ideas, but also challenging and critiquing them. The goal should be to determine which positions and judgements are supported by the best available arguments and evidence. If students are late or have to leave early they should be as quiet as possible in entering or exiting the room. If you arrive late, you should speak with me afterwards to explain the disruption. If you have to leave early, please tell me before class begins.</p>		
Diploma Policy Standards Satisfied by Course Objectives		
<ol style="list-style-type: none"> 1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought) 3. The ability to identify and solve problems 		

Philosophy Rubric		Advanced 	Proficient 	Developing 	Emerging 	No Attempt 
Critical Thinking	Ability to Identify & Solve Problems	Gives insightful comments in class discussions. Shows ability to analyze data, gather and assess resources, and express opinions in a cogent manner.	Able to contribute to class discussions, perform basic content analysis, gather and assess resources, and express opinions in an adequate manner.	Beginning to visualize content in a holistic manner but struggles with complex concepts and relationships.	Shows motivation but lacks the skills needed to think critically, such as information gathering, assessment, and synthesis.	Underwhelming or completely lacking student performance
	Information Gathering					
	Assessment of Credibility					
Global Perspectives	Awareness of Philosophical Concepts	Engages in the study of philosophical issues, shows comparative understanding of philosophical ideas, and can apply course material to contemporary issues.	Shows awareness of philosophical concepts and environmental issues, but is unable to undertake macro-level analysis.	Exhibits interest in philosophical concepts and issues, but has difficulty understanding central ideas and relevance to broader social concerns.	Lacks basic understanding of philosophical concepts and issues. Engages with materials from limited perspectives.	
	Comparative Analysis					
English Language Ability	Reading	Exhibits an impressive degree of fluency in speaking and writing. Grammar and reading ability do not impede communication. Is able to use context clues when faced with unfamiliar vocabulary.	Exhibits a sufficient degree of fluency in speaking and writing to convey message. Relies mainly on familiar vocabulary and is not able to use context clues when faced with unfamiliar vocabulary.	Exhibits a satisfactory degree of fluency in speaking and writing but occasionally struggles to convey message. Frequently references dictionary or other sources of help.	Lacks comprehension and/or confidence in English language usage. Has limited vocabulary knowledge, struggles with grammar and pronunciation, unable to formulate questions.	
	Writing					
	Oral Communication					
Advanced Communication Proficiency	Public Speaking	Speaks clearly, engages dynamically in discussions and presentations, uses a broad range of vocabulary and relevant jargon. Uses appropriate social cues and nuance. Clearly expresses opinions that are well supported.	Engages in relevant discussions and presentations. Is able to express opinions, but pronunciation and grammar can obscure intended meaning.	Is able to answer simple questions and convey basic information, but pronunciation, intonation, and stress can make responses difficult to understand or interpret.	Is unsuccessful or struggles to explain and express ideas. Does not offer adequate support for opinions and speech is limited to single sentence or simple utterances.	
	Social Skills					