COURSE DESCRIPTION

Introduction to Formal Logic introduces the student to deductive and inductive reasoning, argumentation and fallacies, and symbolic logic, including syllogisms, propositional and predicate logic, and logical proofs in a system of rules. Prerequisite: Students must have satisfied the TSI readiness requirement in reading.

COURSE PARTICIPATION

Students must actively participate by completing an academic assignment required by the instructor by the official census date. Students who do not do so will be reported as never attended and dropped from the course.

TEXTS, REFERENCES, AND SUPPLIES

Required Textbook(s)

STUDENT LEARNING OUTCOMES

Upon successful completion of this course, students will

1. Demonstrate the logical structure of English arguments by identifying premises and conclusions.
2. Understand basic concepts in logic, such as truth functionality, validity, soundness, counter-examples, tautology, self-contradiction, logical equivalence, logical contradictoriness, and logical consistence.
3. Translate English statements into propositional and/or predicate notation.
4. 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.
5. Demonstrate understanding of the use of properly constructed arguments to promote personal and social responsibility in public discourse.
6. Demonstrate personal responsibility by citing all sources properly, writing without plagiarism, and doing independent work.
CORE OBJECTIVES

This course fulfills the three hour requirement in the Language, Philosophy, and Culture component area in the Midland College Core Curriculum. The Core Curriculum is a set of courses that provide students with a foundation of knowledge, skills, and educational experiences that are essential for all learning. The URL for the Core Curriculum is http://catalog.midland.edu/preview_program.php?catoid=6&poid=738

Philosophy courses promote critical thinking through examination of the human condition and questions about reality, perception and knowledge, meaning, and values. As part of the core, this course addresses the following four objectives:

**Critical Thinking:** The course involves creative thinking, innovation, inquiry, evaluation, and synthesis of information. Mastery of these skills is accomplished through the following: class discussions; written assignments including analytical papers, research papers; and exams about philosophical works and their historical context.

**Communication:** The course includes effective written, oral, and visual communication. Students are required to participate in class discussions; informal class presentations; creation of visual presentations; writing analytical papers, and research papers.

**Social Responsibility:** This course teaches intercultural competency and helps the students develop the ability to engage effectively in regional, national, and global communities. Students will accomplish these objectives by studying significant philosophers and their work; by writing about major issues and problems of philosophy, significant historical developments in philosophy, and the philosophical movements of different periods or regions; and by analyzing and synthesizing philosophical writings through class discussion, presentations, written assignments, and exams.

**Personal Responsibility:** Students will demonstrate the ability to connect choices, actions, and consequences to ethical decision-making. They will accomplish this by submitting original work and using appropriate documentation and attribution when using another’s words or ideas.

STUDENT CONTRIBUTIONS AND CLASS POLICIES
Policy may vary on such policies as attendance, submission of papers and deadlines, format or papers, use of Canvas, participation, email correspondence, portfolios, and course schedule.
EVALUATION OF STUDENTS/GRADING

Grading Scale
A = 100% to 90%
B = 89% to 80%
C = 79% to 70%
D = 69% to 60%
F = 59% and Below

ADA Statement
The Americans With Disabilities Act (ADA) and Section 504 of the Rehabilitation Act require that no otherwise qualified person with a disability be denied access to, or the benefits of, or be subjected to discrimination by any program or activity provided by an institution or entity receiving federal financial assistance. It is this Section 504 mandate that has promoted the development of disability support service programs in colleges and universities across the country. Subpart E of Section 504 deals specifically with this mandate for institutions of higher education. While it does not require that special educational programming be developed for students with disabilities, it does require that an institution (public or private) be prepared to make appropriate academic adjustments and reasonable accommodations in order to allow the full participation of students with disabilities in the same programs and activities available to nondisabled students.

INSTRUCTOR INFORMATION

Instructor:
Email:
Phone:
Contact Hours:
Division Dean: Dr. William Feeler
Division Secretary: Lula Lee, 141 AFA
Division Phone: 432-685-4624