COURSE SYLLABUS

Philosophy 103: Introduction to Logic

SECTION 05 MWF 10:00 AM-10:50 AM

HUMANITIES DIVISION
LANDER UNIVERSITY
GREENWOOD, SC 29649

Lee C. Archie
Fall, 2003
Version 1.1 ©2002-3 OPL

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1 Essential Information

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<th>Instructor: Lee C. Archie</th>
<th>Office Hours</th>
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<tr>
<td>Office: LC M33</td>
<td>MWF 9:00-10:00; 11:00-12:00</td>
</tr>
<tr>
<td>Telephone: 864-388-8383</td>
<td>TTh 9:30-11:00</td>
</tr>
<tr>
<td>Email: <a href="mailto:larchie@philosophy.lander.edu">larchie@philosophy.lander.edu</a></td>
<td>ICQ: 14365150</td>
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1.1 Supplementary Materials

Philosophy Homepage: http://philosophy.lander.edu/
Logic Homepage: http://philosophy.lander.edu/logic/
logichelp Discussion List: http://philosophy.lander.edu/logichelp/
logichelp Discussion List Archives: http://philosophy.lander.edu/logichelp.archive/
mwforum Logic Message Boards: http://philosophy.lander.edu/cgi-bin/mwf/forum.pl
Logic FAQ: http://philosophy.lander.edu/logic/faq.html
Logic Chat: http://philosophy.lander.edu/chat/
Online Grades: http://philosophy.lander.edu/~larchie/grades/phil-pwa

1.2 Books on Reserve at the Larry A. Jackson Library


1.3 Appointments—Office Hours

I look forward to talking to each of you about our logic course. You are warmly encouraged to stop by my office to discuss classroom lectures, papers, ideas, or problems. If the stated office hours do not fit your schedule, other times can be arranged. Online office hours are from 8:00 to 9:00 PM on the evening prior to tests via Philosophy Chat at http://philosophy.lander.edu/chat/.

1.4 Email Protocol

If you have a personal question, concern, or problem, email your instructor at the first opportunity. If you have questions about class procedures (class policies, homework problems, class requirements, grading, assignments, or other housekeeping matters), post online to the mwforum Logic Message Board. Also,
1.5 Logic Lab

1.5 Logic Lab

A small Logic Lab in LC M33 consisting of three networked computers is open to all philosophy students during office hours stated above. Students are encouraged to stop by the Lab to set up email accounts, do a logic tutorial, practice with online quizzes and tests, check lecture notes, check the logichelp discussion list, read the mwforum Message Boards, or research philosophical topics on the Internet.

1.6 General Education Core Requirements

Note especially: Although Philosophy 103 Introduction to Logic fulfills the General Education Core Curriculum Requirement for Logical and Analytical Thought, this course does not fulfill the requirement for Humanities.

2 Course Description

2.1 Catalog Course Description

"A survey of traditional logic. Classical and contemporary logic are considered with special emphasis upon reasoning and argumentation. Attention is given to the nature of language and its relation to philosophical problems. Three semester hours." From the Lander University Catalog 2002-2003

2.2 Textbook


2.3 Purpose of the Course

The general goal is to learn how to distinguish acceptable arguments from poor ones. The approach is two-sided: (1) the analysis and classification of fallacies and (2) the analysis and construction of valid arguments.
2.4 Objectives of the Course

The general aims of this introductory survey of logic are:

1. to gain an appreciation for the complexity of language,
2. to learn effective methods of resolution for a variety of disagreements,
3. to obtain the ability to define terms,
4. to understand the structure of different kinds of arguments,
5. to recognize and evaluate the different kinds of arguments,
6. to grasp the features of traditional logic,
7. to sketch the principles of symbolic logic,
8. to obtain facility in symbolic manipulations,
9. to develop the ability to think critically, and
10. to realize that the proper use of logic is a reasonable way to solve problems.

2.5 Course Procedures

The methods used to obtain these ends are:

1. to solve selected problems which illustrate basic logical principles,
2. to read carefully and critically the text and several papers on logic,
3. to write analytically about topics in logical theory,
4. to ask questions in class, by logicelp, and with the mwforum Logic Message Board,
5. to test your understanding by means of special examinations, and
6. to question critically several interpretations of introductory logic.

2.6 Specific Skills Achieved

Upon completion of this course, all students should be able to:

1. demonstrate basic skills of Internet browsing, email, Majordomo Discussion groups, and Message Boards,
2. explain the difference between an argument and a disagreement,
3. identify premisses and conclusions in complex arguments,
4. explain the difference between deduction and induction,
2.7 Teaching Methods

5. analyze the interrelation between arguments and explanations,

6. understand the differences among truth, validity, and soundness,

7. identify the differences between factual significance and emotive significance,

8. list the major uses of language,

9. identify and explain the common fallacies which occur in everyday discourse,

10. be aware of common methods of persuasion and propaganda,

11. evaluate one premiss deductive inferences,

12. refute arguments by devising logical analogies,

13. evaluate two premiss deductive inferences, and

14. diagram and evaluate complex arguments.

In this course you will learn the difference between an argument and an explanation, the difference between deduction and induction, and the differences among truth, validity, and soundness in argumentation. You will learn effective methods of analysis and criticism in the evaluation of argumentative discourse.

3 Course Requirements

3.1 Evaluation

Judgment about the progress of your work is based on the quality and depth of critical and constructive thinking exhibited on tests, quizzes, homework, message boards, and the discussion list. Your course grade is determined by averaging the points you achieve from the following scores:

Test 1 The Structure of Arguments
Test 2 Language and Informal Fallacies
Test 3 Categorical Propositions
Test 4 Categorical Syllogisms
**3 COURSE REQUIREMENTS**

### 3.2 Grades

Judgment about the progress of your work is based on the four test scores and quiz average. The course is essentially performance based and consists of a progressive series of concepts to be learned and mastered. For this reason, few students can do well in this course by "cramming" before exams. Normally, the course is not difficult if you attend class, keep up with the homework daily, seek help on the message boards and discussion list, and do not attempt to learn a large amount of information at one time.

### 3.3 Tests

Tests are usually a combination of objective, short answer and problem-oriented questions. The subject-matter is primarily based on the reading and homework assignments. If you understand how to do the homework problems, you will do well on the tests. Some particularly difficult optional questions are often included for extra credit. Example tests, quizzes, lecture notes, and additional exercises are online at [http://philosophy.lander.edu/logic/](http://philosophy.lander.edu/logic/). Test Review Worksheets are provided in the Appendix to this syllabus.

### 3.4 Quizzes

Quizzes consist three different kinds of work: (1) pre-announced and unannounced in-class quizzes, (2) selected unannounced homework assignments, and (3) posts to **logichelp** and **mwforum**.

Quizzes are short objective questions written in class on a specific logical concept or specific types of logical problems. The quiz topic is often announced in advance of the quiz, and the topic has been thoroughly explored in a previous class. See [http://philosophy.lander.edu/logic/quizzes.html](http://philosophy.lander.edu/logic/quizzes.html) for online example quizzes. Your quiz average is based on the following scores.

1. Web Practice Sheet (*cf.* Appendix Worksheets)

2. **logichelp** Posts to the Majordomo Discussion List pertaining to questions or comments that go beyond class content in understanding the subject-matter of logic (two points per post for a maximum of ten points)
3.5 logichelp The Logic Discussion List

3. mwforum Posts to the Class Discussion Message Board pertaining to class policies, procedures, or homework (two points per post or comment for a maximum of ten points)

4. Logic Paper (a short logic translation, a short analysis of a logic paper or an informal fallacy project posted to mwforum Logic Papers Message Board—each described below in the Appendices)

5. mwforum Comments posted to papers on the Logic Papers Message Board (two points per post for a maximum of ten points)

6. Quizzes and Homework (best remaining grades of quizzes and homework from many assigned)

3.5 logichelp The Logic Discussion List

The Majordomo mailing list logichelp is an important part of our philosophy course. logichelp is a forum where you can discuss, argue, and debate any issue relating to a logical topic. Your ideas are automatically sent via email to other members of the list. You are encouraged to post questions, problems, or answers on any topic that goes beyond class content relating to logic, and you are especially encouraged to try out your philosophical ideas and theories. In addition, logichelp might be a good place to seek information about the meaning or interpretation of the subject-matter of logic, interesting readings, or a pre-evaluation of your logic paper.

For this aspect of the course, you will need an email account. All new and returning students have Lander email accounts based upon username and password (4-digit PIN number issued during registration procedures). If you do not know your PIN number and password, please see a lab assistant at the help desk on the second floor of Laura Lander Hall. The lab assistant will help you find your username and password and explain how to use Lander’s Web-based email. If you prefer, I will be glad to help you become familiar with Web-based email in the Logic Lab, Learning Center M33, during the office hours stated at the beginning of this syllabus.

The Office of Computing Services has set up a server whereby you can check your email on the following Web page: http://student.lander.edu/webmail/. Many students set up Web email accounts with a free Internet service such as http://www.hotmail.com/ or http://www.yahoo.com/. An extensive directory of free email accounts is provided at http://www.emailaddresses.com/, but the two mentioned above are rated highly by independent evaluators of free email services. Important: If you use a free email account, be sure you configure the account to send text messages only.

Instructions for configuring your Hotmail or Yahoo email account are similar for many other Web-based email accounts.

1. For Hotmail, click on “Compose” for a new page to load and the “Tools” menu to appear. (If you want to type a signature first go to “Options” as in Figure 1.)
2. After clicking “Compose,” click on the “Tools” drop-down box. Finally, click the line “Rich-Text Editor ON” if it appears, in order to toggle the editor off. Your email will now be composed in text-only.

![Figure 1: Configuring Hotmail for Text-Only and a Signature](image1)

The most convenient way to join logichelp is to type in the following address in your browser: http://philosophy.lander.edu/logichelp/index.html.

3. Type your email address in the form on the left-hand side of the page and click the “Submit Query” button as in Figure 3.

![Figure 3: How to Subscribe to logichelp](image3)
4. You will receive on-screen confirmation of your application, and you will receive verification in your email account within a few minutes.

5. Reply to the email with the authorization command placed as the first line in the body of your message. That's all there is to it.

6. You will receive a final reply welcoming you to the logichelp Mailing List.

To submit a message to logichelp, address logichelp@philosophy.lander.edu and Cc a copy to yourself to verify that the message arrived, as in the example in Figure 4. If you do not Cc a copy to yourself, you will not receive a copy of your own message.

![Figure 4: How to Post a Message to logichelp](image)

If email is new to you, please stop by the Logic Lab in the Learning Center M33 during office hours, and I will be most happy to show you how to use Lander’s Web-based email, how to sign up for logichelp, and how to send email.

When you post messages to logichelp, please observe the following guidelines:

1. **Include a clear and precise subject-line.** Subjects such as "test," "quiz," "problem," or "question" are not specific enough to be of help for search engines. When responding to a previous message, type your subject-line with a "Re:" before the subject given in the subject-line of the previous message. A simpler way to respond to a previous message is by clicking "Reply to All" in your email client; this click will automatically set the subject-line of your email so that your message is part of the appropriate message thread.
2. Spam, chain letters, flaming, and other kinds of inappropriate content are expressly prohibited and can result in the sender’s suspension from the list. logichelp is moderated, so it could take up to 12 hours before your message is posted. Again, if you wish to receive a copy of your message, be sure to Cc it to your email address, as explained above.

3. Include your name and email address in the message body even though your name and address is in the "From" line in the message header.

4. Finally, as should be usual with email etiquette, please do not use all capital letters in your posts and do not use attachments.

Your message to logichelp is archived on the philosophy server and often can be accessed in the Archives within two hours. To see previous posts and to search for information in previous posts, click on the logichelp Archives link on the Logic Homepage or the Other Services page. When the Archive page loads, scroll to the bottom of the screen, and click on the INDEX for the month you are interested in at the bottom of the screen. For specific directions, see the Web Practice Sheet in the Appendix and compare the composite image labeled Figure 5 with the onscreen page.

Your message to logichelp is archived on the philosophy server and often can be accessed in the Archives within two hours. To see previous posts and to search for information in previous posts, click on the logichelp Archives link on the Logic Homepage or the Other Services page. When the Archive page loads, scroll to the bottom of the screen, and click on the INDEX for the month you are interested in at the bottom of the screen. For specific directions, see the Web Practice Sheet in the Appendix and compare the composite image labeled Figure 5 with the onscreen page.

3.6  

mwforum Message Boards

The mwforum Message Boards are an important part of obtaining help without delay from your classmates and from your instructor. You are encouraged to post questions, problems, or answers on any topic relating to the course policies, procedures, or homework of our logic class. Your post is placed on the Philosophy Web in real time and can be immediately accessed by anyone in the world. The Logic Message Board is a good place to obtain a pre-evaluation of your logic homework or to seek answers to homework problems.

The purpose of the mwforum Message Board is for discussion of the daily class activities of our logic course: homework questions, homework answers,
housekeeping matters, class procedures, assignments, test date, and class policies.

1. On the Logic Homepage, click on "mwforum Message Board” link.

2. From the mwforum Philosophy Forum page, click on the "Register" tab at the top of the page.

3. Fill in a username and your email address—taking care to remember the username you have chosen. Click on the “Register” button. In a few moments, a password will be sent to your email address. See Figure 6 for a screenshot.

4. Now when you go to the mwforum Message Boards, click on the "Register" button, and a login page will load. Log in with your username and password you have just received via email. Be sure to take note of your password—perhaps, by saving the email message or writing it in the margin of this syllabus. Next, click the "Login" button. See Figure 7.

5. When the Philosophy Forum page loads, click on the mwforum Message Board of interest. If you lose or forget your password to the mwforum Message Boards, click on the Login link on the upper-right of the mwforum Homepage.

6. At the bottom of the Login page in a box labelled “Request Password,” fill in your username in the username bar, and click the “Request” button. Your password will be sent to you via email. (If you have forgotten your username also and you have posted to the Message Board at least once in the past, then find your message on the Message Board and record your username.)
7. (You need to log in to the *mwforum* Philosophy Forum in order to post messages, comments, or papers, but you need not log in just to read the messages.)

8. If you wish to submit a paper, click on "Logic Papers" under the Logic heading. When the Logic Papers page loads, click on the "Post Topic" link. See Figures 8 and 9.

9. Type in the spaces provided the title of your paper in the "Subject" bar and the text of the paper in the "Message Body" area. You can "copy and paste" your paper into the "Message Body" area. With your mouse, highlight the text in your word processing program, and for the *Copy* press the Control Key and at the same time the letter "C." For the *Paste*, click the mouse anywhere in the Message Body area, and press the Control Key and at the same time the letter "V."
When you log in to the *mwforum* Logic Message Board for the first time, you should enter personal information on your Profile page. Log in and click on the “Options” link at the top of the page. On the Profile page, you can type in a more easily remembered password if you wish to do so. Also, be sure to enter your real name so that your posts can be credited. If you wish to hide your email address, check the appropriate box.

If you click “Options,” you can find out how many times you have posted as well as find out about other personal data. To do so, click “Info” on the same line as your username on the Profile page. See the composite screenshot in Figure 10. Next, click on the "Posts" link for a list of all your messages. Remember to scroll down to the bottom of the page and click “Change” or your changes will not be permanent.

### 3.7 Logic Papers

Your short logic paper, which counts as a required quiz grade, and can be (1) a short translation of a passage in logic from Spanish, French, or German to English chosen from online texts or library sources (described in the Appendix), (2) a commentary on a short paper or essay on logic chosen from online texts,
library sources, or on-reserve Library readings (described in the Appendix), (3) an informal fallacy project (also described in the Appendix), or (4) a project approved by your instructor of your own choosing. Your paper is posted to muforum Logic Message Board Papers, and other students can comment or ask questions online about your paper by posting messages underneath it.

3.8 Philosophy Chat

One of the services provided by the Philosophy Website is an pretenseless Chat program written by Tommi Leino. Jicra is a very simple IRC client Java applet one channel chat room without IRC commands or other features. In other words, the applet should be intuitive for a beginner. The Philosophy Chat is available for student use at any time for any purpose (e.g., you are welcome to use the chat for any group-project discussion in any class at Lander for the convenience for students both on and off campus). We will use the chat for online office hours on the evening before the day tests are given. The Jicra Chat program looks like this:

1. From the Philosophy Homepage click on the chat link in the lower-left corner of the page. See Figure 11.

2. When the logon page loads, enter your screen name and your real name. Click on the logon button. See Figure 12.

Figure 11: How to Open the Chat Program

Figure 12: How to Logon to the Chat Program
3. When the Chat window loads, type your message in the bar at the bottom of the window, and hit the enter key, and your message can be read by all persons logged onto the chat. See Figure 13.

![Philosophy Chat](image)

Figure 13: How to Enter Chat Messages

### 3.9 Grade Evaluation

Your final course grade is assigned according to your final average as described above in the subsection “Grades.” The number of hours advised to study given below is usually an accurate guide to how well you will do in this class. If you study only for tests, your passing the course is doubtful. Many students assume they can do well in Logic without doing homework and without studying outside of class because they have been able to do so in other high school and college classes. Since these students have become habituated to passing courses without much effort, they are often alarmed to discover our Logic course is substantially different from what they have expected.

**A** (90 points or above) reflects approximately two hours study per class hour; a great deal of time, thought, and effort; and mastery of the subject.

**B** (80 or above but below 90 points) reflects approximately one and a half hours study per class hour; above average time, thought and effort; and superior achievement.

**C** (70 or above but below 80 points) reflects approximately one hour study per class hour, average time, thought, and effort; and average achievement.

**D** (60 or above but below 70 points) reflects cramming for examinations; minimum time, thought, and effort; below college level work; a less than adequate grasp of the principles of logic; and less than satisfactory achievement.

**FA** reflects attending fewer than 75% of class meetings.

**INC** can only be given in cases of sudden illness or emergency.
3.10 Grades Online

You may access your grades online with the username and password handed out in class. From the Logic Homepage click on the yellow "Introduction to Logic" link under the gray heading entitled "Class Grades" as in Figure 14. When the Grades Login page loads do the following:

1. Choose your class from the drop-down box. If you log in incorrectly, please be sure to re-select your class from the drop-down box because an incorrect login will re-set the class to a default philosophy course. See Figure 15.

![Class Grades](image)

**Figure 14: Where to Find Grades Online**

2. Enter your username *exactly* as written the slip of paper given out in class.

3. Enter your password exactly as it is written on the slip of paper given out in class.

4. Also, enter your username and password here in the syllabus for additional assurance your username and password will not be lost:

   Password: __________________

---

15
Username: _______________________

5. The login process is case sensitive—be sure to match the case of the letters—capital or lower case. If you obtain the result of "bad login," check to see if the Caps Lock key is on, or you have confused the letter "l" with the number "1" or with a capital letter "I." Occasionally, the number "0" is can confused with the capital letter "O."

Confidentiality of student grades is a serious concern. For this reason, if you lose your password, the password must be replaced with a different one. Passwords cannot be given to friends, over the telephone, or in email. Passwords will only be replaced in person at the computer in the Learning Center room M33 during office hours.

3.11 Your Job

Our course is not difficult if you keep up with the assigned work. When you seek help from me during office hours, the first items I will check are your posts to the mwforum Message Boards, your class notes, book notes, and homework problems—so that I can know where to begin. The claim that you didn’t understand well enough to ask any questions, take any notes, or attempt any homework, will probably leave me with the impression you have not attempted studying. A good place to see how to study in our course is the "Notes on How to Study" on the Web at http://philosophy.lander.edu/study.html.

- Come to class prepared.
- Take notes in class.
- Take notes on the important points of the assigned reading.
- Do all homework problems.
- Ask questions in class, on the discussion list, and on the message board.
- Seek help at the first sign of difficulty: philhelp, mwforum, and office hours.
- Make extensive use of the online lectures, sample problems, quizzes, and tests.

3.12 My Job

We will find that logic is quite essential in all fields of endeavor.

- I will attempt to create the conditions under which you can exercise your native curiosity.
- Class lectures will be varied, and interesting examples will be used.
• I will show practical applications for all the logical methods employed.

• I will provide handouts and Web-based instructions for additional problem-solving support.

If I do my job correctly, our logic course will be one of the most valuable in your university career.

3.13 Class Policies

The following policies are explicitly stated here because these policies help protect fairness of the course evaluation for the class as a whole. Some of these policies are generally assumed in most classes at Lander University.

Make-Up Policy: Unfortunately, the Humanities Division does not provide space for offering make-up tests and quizzes. No tests or quizzes can be specifically made-up per se during the regular semester in this course even though students have good reasons for missing class. Thus, prior to the final exam tests cannot be made-up for any reason. If you miss one or more regularly scheduled tests during the semester with an excused absence, your grade for that test or tests is established by the grade achieved on the appropriate section of the comprehensive final examination. An excused absence is granted for emergency situations only, and a written excuse must be provided. For example, if you had to miss the first test on “The Structure of Arguments” because of a medical emergency, your grade on that test would be established by your grade achieved on the section of the final examination dealing with “Test 1: The Structure of Arguments.”

Late Papers: Papers, commentaries, informal fallacy projects, or modern language translations must be posted to the mwforum Logic Papers Message Board by midnight of the due date or a penalty of 10% per day it is late is applied.

Plagiarism: Students are expected to do their own work in this course. To use another writer’s or speaker’s ideas without giving credit by means of standard documentation is plagiarism. Cheating or academic dishonesty on tests or papers will be handled in accordance with the Academic Honor Code as presented in the Lander University Student Handbook.

Class Attendance: Students are expected to attend all classes; there are no “free cuts.” In the case of unavoidable absences, students are responsible for making up work done in class. In accordance with University policy, if a student attends less than 75% of the scheduled class meetings, the student will not receive credit for the course. As a matter of fact, this policy is expressly in the student’s interest, especially in this course, since attendance is essential for understanding and analyzing some of the complex argumentation discussed. Any student arriving late for class or leaving
early from class will be counted absent from that class period. **Specifically, if a student takes a quiz and leaves before class is dismissed, the student will not receive credit for that quiz.** (This policy is important and in the student’s interest since class attendance at the heart of doing well in logic.) Anyone missing class is responsible for obtaining the class notes and assignments from a classmate. Additionally book notes, quizzes, sample tests, and class lectures are online at http://philosophy.lander.edu/logic/. The *mwforum* Discussion List is also a good place to ask for information about assignments, subjects covered in class, or class policies—especially for someone hesitant to ask a classmate for assistance. In fact, posts to the *mwforum* Mailing List are the basis of a quiz grade. If you have questions about the subject-matter of logic, by all means make use of the *logichelp* Discussion List. Finally, be sure to contact your instructor as soon as academic difficulties first arise.

**Learning Disabilities:** If you have a physical or learning disability and you require special accommodations, be sure to contact Mr. Lafayette Harrison (Learning Center 345, telephone (864) 388-8814) and provide him with appropriate documentation. When Mr. Harrison is made aware of your disability, he will inform your instructors every semester unless you ask him in writing not to do so.

**Closing of the University:** If hazardous weather conditions or any other state of emergency necessitate University closing, the information will be available from the Lander automated information system (telephone (864) 388 8400) or any of these other public sources:

<table>
<thead>
<tr>
<th>Television</th>
<th>Radio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Channel 4: WYFF</td>
<td>WCRS AM-1450</td>
</tr>
<tr>
<td>Channel 7: WSPA</td>
<td>WMTY AM-1090 FM-103.5</td>
</tr>
<tr>
<td>Channel 13: WLOS</td>
<td>WSCZ FM-96.7</td>
</tr>
<tr>
<td>Channel 21: WHNS</td>
<td>WZLA FM-92.9</td>
</tr>
<tr>
<td></td>
<td>WMYI FM-102.5</td>
</tr>
<tr>
<td></td>
<td>WSSL FM-100.5</td>
</tr>
</tbody>
</table>
A Truth, Validity, and Soundness

A.1 Definitions

Argument: any group of propositions of which one is claimed to follow logically from the others.

Inference: the reasoning process by which a logical relation such as entailment is perceived.

Entailment: a relation between or among propositions such that the truth of one proposition is determined by the truth of another proposition or propositions and such that this determination is a function solely of the meanings of the propositions concerned.

Valid Argument: a deductive argument whose conclusion follows necessarily from its premise or premises. (Usually an inference is said to be valid if it is permitted by the laws of some logic.)

Sound Argument: a valid deductive argument which has true premises. (Obviously, the conclusion is true as well.)

A.2 Rules

1. A deductive argument is valid only if its conclusion follows necessarily from its premises.

2. The fact that a deductive argument is valid does not imply that any of the propositions in the argument are true.

3. If the premises of a valid deductive argument are true, then the conclusion must be true.

4. In an invalid argument any combination of truth values for the various propositions may occur.

5. An argument is sound if and only if it is valid and has true premises.

A.3 Problems and Examples

The following examples serve to show the possible combinations of truth values in valid categorical syllogisms.

<table>
<thead>
<tr>
<th></th>
<th>Case 1</th>
<th>Case 2</th>
<th>Case 3</th>
<th>Case 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Premises</td>
<td>T</td>
<td>F</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>Conclusion</td>
<td>T</td>
<td>F</td>
<td>logically impossible to be false</td>
<td>F</td>
</tr>
</tbody>
</table>

Examples:
A.3 Problems and Examples  A  TRUTH, VALIDITY, AND SOUNDNESS

Case 1A  (T) All cattle are mammals.
         (T) All Angus are cattle.
         (T) All angus are mammals.

Case 2A  (F) All plants are animals.
         (F) All deer are plants.
         (T) All deer are animals.

Case 3A  An example is logically impossible to construct. (If a valid argument could have true premisses and a false conclusion, then logic could not be used to extend our knowledge.)

Case 4A  (F) No pens are markers.
         (F) All pencils are pens.
         (F) No pencils are markers.

The following examples serve to show the possible combinations of truth values in invalid categorical syllogisms. Note that every combination of truth values is possible in invalid arguments.

<table>
<thead>
<tr>
<th></th>
<th>Case 1</th>
<th>Case 2</th>
<th>Case 3</th>
<th>Case 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>premisses</td>
<td>T</td>
<td>F</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>conclusion</td>
<td>T</td>
<td>T</td>
<td>F</td>
<td>F</td>
</tr>
</tbody>
</table>

Examples:

Case 1B  (T) Some states are tyrannies.
         (T) All dictatorship are tyrannies.
         (T) Some dictatorships are states.

Case 2B  (F) No sparrows are birds.
         (F) No flying creatures are birds.
         (T) Some flying creatures are sparrows.

Case 3B  (T) All acids are chemicals.
         (T) Some carbon compounds are not acids.
         (F) Some carbon compounds are not chemicals.
(F) All essays are books.

Case 4B
(F) No tomes are books.
(F) All tomes are essays.

All of the following statements are true. Study each carefully. Refer to the cases mentioned in order to see how each statement is true.

1. A sound deductive argument is a deductive argument which is valid and whose premiss or premisses are true. (Cf., Case 1A above.)

2. It is possible for a deductive argument to be both valid and unsound. (Cf., Cases 2A and 3A above.)

3. If a deductive argument is sound, it cannot be invalid. (Cf., Cases 1A and 3A above.)

4. If the premisses of a deductive argument are true, then the argument can be valid or invalid. (Cf., Cases 1A, 1B, and 3B above.)

5. If the conclusion of a deductive argument is true, then the premisses can be true or false. (Cf., Cases 1A, 2A, 1B, and 2B above.)

6. If a deductive argument is sound, then its conclusion must be true. (Cf., Cases 1A and 3A above.)

7. If the premisses of a deductive argument are true, then the conclusion can be true or false. (Cf., Cases 2A, 4A, 2B, and 4B above.)

8. If a deductive argument has a false premiss, then the argument must be unsound. (Cf., Cases 2A, 4A, 2B, and 4B above.)

9. If a deductive argument is valid, then its conclusion can be true or it can be false. (Cf., Cases 1A, 2A, and 4A above.)

10. If every proposition in a deductive argument is true, then the argument can be either sound or unsound. (Cf., Cases 1A, and 1B above.)

See http://philosophy.lander.edu/logic/tvs_quiz.html for more examples of true-false questions on the topic of "Truth, Validity, and Soundness." Also, see http://philosophy.lander.edu/logic/tvs.html for lecture notes on this topic.
B Summary of Informal Fallacies

See http://philosophy.lander.edu/logic/fallacy_topics.html for detailed explanations and examples of these informal fallacies.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>L</td>
<td>Locutor, speaker</td>
</tr>
<tr>
<td>s</td>
<td>statements, propositions</td>
</tr>
<tr>
<td>x, y</td>
<td>events, circumstances</td>
</tr>
</tbody>
</table>

1. *Ad ignorantiam* (argument from ignorance)

\[
p \text{ is unproved. or } \lnot p \text{ is unproved.} \quad \text{Not } p \text{ is true. or } p \text{ is true.}
\]

*E.g.*, There is absolutely no evidence to suggest that you won’t do well in logic; thus, we may conclude that you will do well.

or

*E.g.*, There is no evidence to suggest that you will do well in logic; thus, we may safely conclude that you will not do well.

2. *Ad verecundiam* (argument from authority)

Authority on \(x\), \(L\), says \(p\) is true.

\[
p \text{ is outside of the scope of subject } x \quad \text{or } \quad p \text{ is true.}
\]

*E.g.*, H.L.A. Jenkins, the noted international rose expert, has publically stated that logic is essential to a life of excellence; consequently, this view must be so.

3. *Ad hominem* (argument against the person)

\[
L \text{ says } p. \quad \text{or } \quad L \text{ says } p.
\]

\[
L \text{ is a bad (good) person. or } \quad L \text{ comes from bad (good) } x, y. \quad \text{or } \quad L \text{ comes from bad (good) } x, y.
\]

\[
p \text{ is false (true).} \quad \text{or } \quad p \text{ is false (true).}
\]

*E.g.*, You can’t believe what Professor Smith says about teacher’s salaries because, as a teacher himself, naturally, he would be in favor of more money.

or

*E.g.*, You can’t believe what Professor Smith says about teacher’s salaries because he comes from a family of mostly teachers; naturally, he would be in favor of a higher salary.

4. *Ad populum* (argument from popular appeal)

<table>
<thead>
<tr>
<th>Snob Appeal</th>
<th>Bandwagon</th>
</tr>
</thead>
<tbody>
<tr>
<td>People in the elite believe (p)</td>
<td>The majority believe (p)</td>
</tr>
</tbody>
</table>

\[
p \text{ is true.} \quad \text{or } \quad p \text{ is true.}
\]
E.g., Snob Appeal: You have chosen the good life and a life of distinction, so now you need Four Roses Furniture to show that you have arrived.

or

E.g., Bandwagon: This logic course must be a good course because most people believe it is.

5. Ad misericordiam (argument from pity or misery)

L says p. L deserves pity because of x,y.

p is true.

E.g., Mary will be broken-hearted if she does not get an A in logic.

6. Ad baculum (argument from force)

L says accept p or event x will happen.

x is bad (or good).

p should be accepted as true.

E.g., I’m sure you will agree to the proposal before your committee because your future with this company might end if you don’t.

7. Complex Question

How (or why) is p true?

p is true.

E.g., When are you going to stop fooling around and begin to take your college education seriously? You will only benefit yourself if you start studying effectively.

8. False Cause

non causa pro causa post hoc ergo propter hoc

x is related to y. or x is followed by y.

x caused y.

E.g., Napoleon became a great emperor since he was so short.

or

E.g., Since Jack sat in the back of the class and made an A on the last test, maybe I should sit there too.

9. Petitio Principii (circular argument; begging the question)

p is true.

q is true. or

r is true. p is true.

p is true. It is not the case that not-p is true.

E.g., Logic is an essential course because it is required at many colleges. It is required at those colleges because the ability to reason is vital and because logic is so essential.

10. Accident (ceteris paribus exceptions)
Rule or general statement $p$ is true in circumstance $x$.
$p$ is true in circumstance $y$.

E.g., Logic courses fulfill the social science electives at most other universities, so our logic course here fulfills the same requirement.

11. **Converse Accident** (hasty generalization; glittering generality)

$p$ is true in circumstance $x$.
$p$ is true in all or most circumstances.

E.g., Not one person spoke to me on the way to the library; Lander University is not as friendly as I was led to believe.

12. **Ignoratio elenchi** (*non sequitur*; irrelevant conclusion)

Since informal fallacies cannot be precisely categorized, there is no complete standard classification of the ways people error. If a fallacy does not clearly fit into one of the common fallacies described above, it is to be identified in this “catch-all” category.

**C The Square of Opposition**

The following diagram is a convenient summary of the Square of Opposition:

![Figure 16: The Square of Opposition](image-url)
D Test Review Sheets

D.1 Test 1: The Structure of Arguments

Important Concepts: be able to characterize and give examples.

philosophy  logic
statement or proposition  sentence
premiss  conclusion
argument  simple argument
complex argument  premiss indicator
conclusion indicator  inference
entailment  argument
explanation  conditional statement
imperative  hypothetical
deduction  induction
truth  validity
soundness

Important Skills: be able to do the following kinds of problems.

1. Identify premiss and conclusion indicators
2. Diagram simple and complex arguments
3. Explicate the differences among truth, validity, and soundness

Important Distinctions: Be able to list differences and give examples.

1. sentence and statement
2. argument and explanation
3. deduction and induction
4. truth, validity, and soundness
D.2 Test 2: Language and Informal Fallacies

Important Concepts: be able to characterize and give examples.

- the forms and functions of language
  - informative use
  - directive use
  - emotive significance
  - disagreement in attitude
  - methods of dispute resolution
  - emotively neutral language
  - performative utterances
  - ad verecundiam
  - ad misericordiam
  - ignoratio elenchi
  - false cause
  - accident

- the types of sentences
  - expressive use
  - factual significance
  - disagreement in belief
  - varieties of disagreements
  - slanted language
  - phatic language
  - ad ignorantiam
  - ad hominem
  - ad baculum
  - complex question
  - petitio principii
  - converse accident

Important Skills: be able to do the following kinds of problems.

1. analyze and resolve disagreements in belief and attitude
2. distinguish among the forms and functions of language
3. identify and analyze informal fallacies

Important Distinctions: be able to list differences and give examples.

1. declarative, interrogative, exclamatory, and imperative sentences
2. belief and attitude
3. emotive and neutral language
4. accident and converse accident
5. fallacies of relevance and presumption
D.3 Test 3: Categorical Propositions

**Important Concepts**: be able to characterize and give examples.

- Quantity, quality, and distribution
- Universal affirmative statement
- Universal negative statement
- Particular affirmative statement
- Particular negative statement
- Sneaky O statement
- Contrariety
- Contradiction
- Subcontrariety
- Conversion
- Subalternation (implication)
- Contraposition
- Obversion

**Important Skills**: be able to do the following kinds of problems.

1. Square of opposition—immediate inferences
2. Further immediate inferences
3. Successive immediate inferences
4. Venn diagrams of statements

**Important Distinctions**: be able to list differences and give examples.

1. A, E, I, O statements
2. Quantity, quality, and distribution
D.4 Test 4: Categorical Syllogisms

**Important Concepts**: be able to characterize and give examples.

- syllogism
- major term
- minor term
- middle term
- mood
- figure
- standard form
- major premiss
- figure
- minor premiss
- equivocation
- logical analogy
- four term fallacy
- undistributed middle fallacy
- illicit minor
- illicit major
- fallacy of exclusive premisses
- existential fallacy
- fallacy of drawing an affirmative conclusion from a negative premiss

**Important Skills**: be able to do the following kinds of problems.

1. refute an argument by means of devising a logical analogy
2. evaluate syllogisms by means of Venn diagrams
3. evaluate syllogisms by means of syllogistic fallacies
4. evaluate arguments in ordinary language

**Important Distinctions**: be able to list differences and give examples.

1. major and minor premiss
2. illicit major and illicit minor
3. equivocation and four term fallacy
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E Logic Worksheets

*Suggestion:* Take your time and read each step carefully; confusion can easily ensue by skipping or skimming instructions. Be sure to refer to the step-by-step instructions under “Class Requirements” above.

### E.1 Web Practice Worksheet

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Open your Internet browser (<em>e.g.</em>, Internet Explorer or Netscape). Enter the address: <a href="http://philosophy.lander.edu/">http://philosophy.lander.edu/</a> in the Address or Location Bar. (Note that there is no <code>www</code> in the address.) This page is the Homepage for many philosophy courses. What is the title of the page as shown in the title bar at the <em>very top</em> of the screen? (The page title is usually followed by the name of the browser.)</td>
<td></td>
</tr>
<tr>
<td>2. Click on the link OTHER SERVICES at the top of the page. When the Other Services page loads, click on the Majordomo Mailing List Archive for this class. When the Mailing List Interface page loads, scroll down to the bottom of the page to browse the Archives. What is the first message of this semester? (Hint: click on <code>[index]</code> for this month.)</td>
<td></td>
</tr>
<tr>
<td>3. Go back to the Philosophy Homepage and click on the Homepage for this class. When the Homepage loads, click on the Majordomo Mailing List icon for this class. When that page loads, join the Mailing List by entering your email address and clicking &quot;Submit Query.&quot; <em>Q.v.</em>, the instructions for joining the Discussion List in the syllabus under the section entitled &quot;Course Requirements.” What kinds of messages can be posted to the Mailing List?</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Response</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>4. Check your email for a message with the subject &quot;Majordomo Results.&quot; Where do you send your authorization code in order to authenticate your email address? Send your authorization code to the address specified; you should get an email confirmation in a moment. (Be sure to have no blank lines, spaces, or typed characters in front of the authorization code, and be sure the message is sent as plain text.)</td>
<td></td>
</tr>
<tr>
<td>5. Click on the red &quot;p.l.e&quot; icon at the top left of the page and so return to the Philosophy Homepage. Click on OTHER SERVICES at the top of the page. When the &quot;Other Services&quot; page loads, click on the Majordomo Mailing List &quot;subscribe/unsubscribe&quot; link. When the MajorCool Mail List Manager loads, type in your email address and click the yellow &quot;Go&quot; button. If a &quot;no subscribed list&quot; page loads, repeat step 4. Otherwise, scroll down the Mailing Lists listed. What Mailing List Names have a check in the sub (i.e., Subscription) column.</td>
<td></td>
</tr>
<tr>
<td>6. Using the instructions from the mw-forum Message Board section under &quot;Course Requirements&quot; for this syllabus, register and login to the Philosophy Forum Message Board for this class. What is the title of the first message of the semester? Post a message in the Discussion area by clicking in the following order: Logic → Class Discussion → Post Topic. In the Subject bar, enter an appropriate title and as a message tell what feature of the class you are most interested in learning about.</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Response</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>7. On the Philosophy Homepage, under the gray heading &quot;Courses of Study,&quot; click on the yellow title of your philosophy course. When the page for your philosophy course loads, click the &quot;FAQ&quot; (Frequently Asked Questions) for your course. Can you exempt the final exam? Can you make up a missed quiz?</td>
<td></td>
</tr>
<tr>
<td>8. Find the title for the first lecture of this course. What is the title of the lecture as it appears in the title bar at the very top of the screen?</td>
<td></td>
</tr>
<tr>
<td>9. Find the title for the first sample quiz in this course. What is the title as it appears in the title bar at the very top of the screen?</td>
<td></td>
</tr>
<tr>
<td>10. From the Homepage of your philosophy course, click on the &quot;Chat&quot; link. Enter your &quot;Nick&quot; (your screen name or nickname), your real name, and hit the &quot;Enter&quot; key. At the bottom of the window is an unnamed message bar. Type in &quot;Hi.&quot; What is the name that appears in the Chat Window with the message you just typed in?</td>
<td></td>
</tr>
<tr>
<td>11. Find the philosophy search engine called Hippas. Search for the term &quot;apriori.&quot; What is the definition of this term given by the Internet Encyclopedia of Philosophy? If Hippas is offline, use the Internet Encyclopedia of Philosophy.</td>
<td></td>
</tr>
<tr>
<td>12. Open your email client and send the following message to the mailing list for this class in accordance with the email guidelines listed in the &quot;Requirements&quot; section of this syllabus. In the body of the message, state your major, your hometown, your class standing (Freshman, etc.), and your career interests. Be sure to sign your name in accordance with the guidelines before you send the message.</td>
<td></td>
</tr>
</tbody>
</table>
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E.2 Diagramming Arguments

Directions: First study the passages below and state whether or not each is an argument. If it is not, state why not. Second, if the passage is an argument, state whether it is inductive or deductive. Third, if the passage is an argument, diagram its structure using the numbers provided.

1. (1) Cranberry juice helps kidney infections (2) because persons who drink cranberry juice often do not get many kidney infections.

2. (1) No one has directly observed a chemical bond, (2) so scientists who try to envision such bonds must rely on experimental clues and their own imaginations.

3. (1) Be careful who you pretend to be for (2) that you will surely become.

4. (1) If we are open to our experience, then (2) doing what "feels right" proves to be a competent and trustworthy guide to behavior which is truly satisfying.

5. (1) One of the reasons why Planet X may not have been found in the past is (2) previous surveys concentrated on the Northern Hemisphere while (3) recent calculations show that Planet X, if it exists, is more likely to be found in the Southern Hemisphere.
6. (1) Some students absent today are unprepared for this test, since (2) the law of averages dictates that only 10% of students are absent due to illness, and (3) more than 10% are absent.

7. (1) Joe has creased earlobes and a depressed sternum and (2) these characteristics have been associated with heart attacks, so (3) Joe probably will have heart problems in the future.

8. (1) If we concentrate on the response we must make when we see a light, we react faster than if we fix our attention on the light itself. (2) Thus, our attitude or expectation influences the speed of our reactions.

9. (1) Because the apparent daily movement which is common to both the planets and the fixed stars is seen to travel from the east to the west, but (2) the far slower single movements of the single planets travel in the opposite direction from west to east, (3) is is therefore certain that these movements cannot depend on the common movement of the world but should be assigned to the planets themselves.

10. (1) If students were environmentally aware, they would object to the endangering of any species of animal. (2) The well-known Greenwood white squirrel has become endangered as (3) it has disappeared from the Lander Campus (4) because the building of the library destroyed its native habitat. (5) No Lander students objected. (6) Thus, Lander students are not environmentally aware. (Hint: *c.f.*, *modus tollens*)
### E.3 Exercises on Emotive Significance

*Directions:* Restate each of the following emotively neutral descriptions of personality by (1) positively slanted descriptions and (2) negatively slanted descriptions in the spaces below. If you want to consult a thesaurus, try the online *Meriam-Webster Collegiate Thesaurus* at [http://www.m-w.com/home.htm](http://www.m-w.com/home.htm) or *Roget’s Thesaurus* at [http://humanities.uchicago.edu/forms_unrest/ROGET.html](http://humanities.uchicago.edu/forms_unrest/ROGET.html) or [http://www.bartleby.com/62/](http://www.bartleby.com/62/).

<table>
<thead>
<tr>
<th>+</th>
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<tbody>
<tr>
<td>0 talkative</td>
<td>0 shy</td>
<td>0 intelligent</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
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<th>+</th>
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<tbody>
<tr>
<td>0 cautious</td>
<td>0 friendly</td>
<td>0 idealistic</td>
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<tbody>
<tr>
<td>0 practical</td>
<td>0 untidy</td>
<td>0 thoughtful</td>
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</table>

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E.4 Varieties of Disagreements

Directions: In each of the following interactions (1) state the fact at issue in emotively neutral language, and (2) identify the kinds of agreement or disagreement present.

1. John: Adam is a skilled conversationalist.
   Mary: No, he is an endless chatterbox.
   Fact at Issue:
   John’s emotive significance:
   Mary’s emotive significance:
   Belief:
   Attitude:

2. John: Betty is a free and innovative thinker.
   Mary: Well, in my opinion, Betty doesn’t pay attention to the ideas of others.
   Fact at Issue:
   John’s emotive significance:
   Mary’s emotive significance:
   Belief:
   Attitude:

3. John: Bobby kindly offered twenty dollars, money he can ill-afford to donate.
   Mary: Bobby hinted he would give only twenty dollars, the cheapskate.
   Fact at Issue:
   John’s emotive significance:
   Mary’s emotive significance:
   Belief:
   Attitude:
4. **John**: Little Susie tells her stories with innovative and creative interpretations.
   **Mary**: You’ve got to be kidding—you call “lying” creative?
   Fact at Issue:
   
   John’s emotive significance:
   Mary’s emotive significance:
   Belief:
   Attitude:

5. **John**: Senator James’s address to the committee ran on and on at the hearing.
   **Mary**: No way. He maintained a sullen muteness at the meeting.
   Fact at Issue:
   
   John’s emotive significance:
   Mary’s emotive significance:
   Belief:
   Attitude:
E.5 Resolution of Disagreements

Directions: In each of the following disputes (1) state the fact at issue, (2) identify the emotive significance as being positive, neutral, or negative, (3) identify the kinds of agreement or disagreement present, and (4) tell how the dispute might best be resolved.

1. John: Mr. Smith is a tenacious bureaucrat who does not have the tact to know when to give up.
   Mary: No, Mr. Smith is an enthusiastic public servant who always goes the extra mile.
   Fact at Issue:

   John’s emotive significance:
   Mary’s emotive significance:

   Belief:
   Attitude:
   How best resolved:

2. John: In the last election Mr. Smith failed to receive the number of votes he predicted—he fell short.
   Mary: Well, Mr. Smith thought he would receive 56% of the vote and he came within 1%.
   Fact at Issue:

   John’s emotive significance:
   Mary’s emotive significance:

   Belief:
   Attitude:
   How best resolved:

3. John: Like most politicians, he is a braggart and is a dishonest man.
   Mary: In my opinion he is a modest gentleman and is incorruptibly honest.
   Fact at Issue:

   John’s emotive significance:
   Mary’s emotive significance:

   Belief:
   Attitude:
   How best resolved:
F Informal Fallacy Paper

The Informal Fallacies Project is equivalent to a logic paper (one quiz grade). You are to find and analyze in detail two informal fallacies being used (but not mentioned! i.e., you cannot use fallacy examples taken from logic books) in the source. You are to choose your own resources: newspapers, magazines, books, or journals. All references are to be cited in a standard bibliographical manner. Please keep in mind the following guidelines:

- Newspaper and magazine sources for fallacies should be material published after January 1, 1970. Book and journal sources of any date are acceptable,

- Oral arguments, whether in ordinary conversations, speeches, lectures, or television broadcasts, should not be used unless a written text is published and is available separately.

- Avoid using advertisements as fallacy examples when they are appeals rather than arguments purporting to prove a conclusion.

- Feel free to discuss with your instructor the quality of the fallacies before you write your analysis.

An evaluation of your project is based on the following criteria:

1. Bibliography citation is given in proper form (APA, MLA, Chicago, or Science Citation).

2. The excerpt (or fallacy quotation) should be sufficiently inclusive so that each fallacy is clearly evident: not too brief and thereby committing the fallacy of accent and not too extensive such that irrelevant statements are present.

3. The extensiveness and adequacy of the explanation of how each fallacy is effected is essential for full credit.

4. The format of your paper should be similar to the example illustrated below.

Fallacy:

Before considering these developments in detail it is worth asking why such an apparently simple device as the bicycle should have had such a major effect on the acceleration of technology. The answer lies in the sheer humanity of the machine.

Analysis:
The question posed is a composite of several questions: (1) Is the bicycle an apparently simple device? If the answer to this question is "Yes," then a further question can be raised: (2) Did this "apparently simple device" have "a major effect on the acceleration of technology?" If the answer to this question is "Yes," the question is appropriate: (3) How had the bicycle had such a "major effect on the acceleration of technology"? An answer to (1) is not clearly straightforward. An answer to (2) is even less so, and an answer to (3) (provided in the text) is much more doubtful. Most of the technical innovations used in the bicycle (e.g., differential gears, classic diamond frame, tublar frame, ball bearing, pneumatic tire) were developed independently of bicycle technology. Only at this point in the analysis would it be appropriate to raise the question, "Why the bicycle had a major effect on the acceleration of technology?"

Hence although the technology of this "apparently simple device" might be important for the evolution of modern technology, it is a fallacy to presuppose it had a major effect on the future development of technology. The answer provided by Dr. Wilson blurs the distinct aspects of the question he raises and treats it as a simple one; hence the fallacy of Complex Question occurs.
G Logic Commentary

A commentary is a one or two page synopsis of the central point made in a reading on logic. The paper is to be posted on the Logic mwforum Paper Message Board. All exact quotations are documented, and the article is cited in a standard bibliographical manner. Your paper’s content can be contrasted with either I.M. Copi’s position in Introduction to Logic or with your own logical point of view. Sources are available from the books on reserve at the Larry A. Jackson Library or from the books listed in the bibliography section of this syllabus.

The format of your paper should be similar to the sample paper below:

A Commentary on ”Achilles and the Tortoise”

Lewis Carroll’s purpose in this short paper is to demonstrate, by means of a reductio ad absurdum argument, that a rule of inference cannot be considered as a premiss of an argument. If a rule of inference is given as one of the premisses, then some other rule of inference must be accepted in order for the argument to be valid. Nevertheless, if this second rule is added to the premisses, then a third rule is needed and so on ad infinitum.

Caroll establishes this point by means of the following argument:

(A) Things that are equal to the same are equal to each other.
(B) The two sides of this triangle are things that are equal to the same.
(Z) The two sides of this triangle are equal to each other (Carrol, 118).

In order for Z to follow validly from A and B, the reasoning process must be permitted by a rule of inference:

(C) If A and B are true, Z must be true (Carroll, 118)

Moreover, in order for the argument that Z follows from A, B, and C to be valid, another rule of inference is necessary:

(D) If A and B and C are true, D must be true (Carroll, 119).

Consequently, according to Carroll the argument can never be completed. If he is correct in this claim, then there is no compelling reason to accept any inference as legitimate. Carroll’s paper is therefore a strong argument for skepticism.

I.M. Copi distinguishes between a logical relation and an argument’s premisses and conclusion. One might interpret this distinction to imply that the
criterion of the correctness or incorrectness of argument is not part of the specific argument. Since logic is a normative discipline, correct arguments must conform to rules, but this consideration is not a sufficient reason to presuppose that the rules are themselves premisses in specific arguments.

While I cannot be certain that I.M. Copi would respond to Carroll’s argument in this way, this distinction (if correct) falsifies Carroll’s assumption that a rule of logic must be a premiss. In addition, I.M. Copi defines “rules of inference” as “rules that permit valid inferences from statements assumed as premisses” (Copi, 704). However, he does not explicitly write that elementary rules of inference are not themselves part of the premisses. Indeed, if the rules were to be considered part of the premisses, I.M. Copi’s definition would fall prey to Carroll’s argument for logical skepticism.

Notes

Modern Language Option

Rationale for the Modern Language Option

Many of the ideas, concepts, and insight discussed in this logic course originate from a language and culture other than our own. Increased skill in the use of another language can be one of the most broadening cultural components of a liberal arts education. For these reasons, you are given the option of doing a short translation of a French, German, or Spanish passage in place of your Logic paper.

Some of the advantages of choosing the Modern Language Option include:

- gaining unique insight into the psychology of the structure of a language and its modes of expression,
- obtaining an appreciation for the elegance of another language, and
- beginning to experience scholarly standards of accuracy and precision in writing.

Perhaps, as well, the Modern Language Option will help you develop a life-long, abiding interest in other languages and their literature.

Requirements for the Translation

To accomplish the Modern Language Option you must obtain permission from a language instructor or language tutor and from your philosophy instructor to do a specific logic translation of approximately 500 words. One of the most difficult parts of this assignment is finding a suitable short logic selection in another language.

You are encouraged to seek help from your instructor, your language professor, or appointed language tutor, but the ultimate responsibility for blending the literal and philosophic meaning into a comprehensible essay in the final translation is yours. The grades assigned to your translation is based on the following requirements:

- appropriateness of subject chosen,
- accuracy of the translation,
- readability of the translation,
- bibliographical source in proper form (APA, MLA, Chicago, or Science Citation)
- length—approximately one page translation, and
- posting on the mwforum Logic Papers Message Board.

The grade for your translation is assigned in consultation between your language professor or tutor and your instructor. The translation is equivalent to a paper and counts one required quiz grade.
I Philosophy Assessment

This semester your help is sought to fill out a short assessment survey regarding your philosophy course. The philosophy survey on the Web assesses how specific objectives are emphasized in this course and forms an important part of Lander University’s assessment of philosophy courses. Your judgment and opinion is important; your input will help shape the nature of your philosophy course for future students.

1. In Internet Explorer, Netscape or other browser, type in the Address bar http://philosophy.lander.edu/ to load the Philosophy homepage.

2. Under the picture of St. Jerome, click on the hyperlink PHILOSOPHY ASSESSMENT.

![Pre-Test Review](image)

Figure 17: How to Access Philosophy Assessment

3. When the password window appears, type "plato" for a username and "philmin" for the password.

4. Fill in the five short questions.

5. You need not type in your name and email address unless you wish to do so. If you submit the form anonymously, the return address will indicate the form was sent from a standard "nobody" default account on the Server.

6. Click the "Submit " button. Thank you for helping to improve the course!
J Selected Bibliography

The following works are recommended for finding research sources for your logic paper. They are all available either at the Reserve Desk or in the stacks of the Larry A. Jackson Library.


K Class Assignments

Daily Schedule Version 1.0

Note: The following assignment schedule is subject to revision and is intended to be a general guide to the assignments this semester. The assignment written on the blackboard at the beginning of each class takes precedence over this schedule. As the semester progresses, for the most recent version of our class schedule, check http://philosophy.lander.edu/scientificreas/assignment.html. If an update is available, the version number will be a number higher than Version 1.0. In the “Date” column, the number after M, W, or F is the number of the class, counting from the beginning of the semester. In the Class Topic column, the subjects covered by that day’s class are listed, together with important due dates for assignments, quizzes, and papers. The Assignment column lists the day an assignment is assigned, not the day the assignment is due.

Assignment Schedule

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<td></td>
<td>Purpose of the Course</td>
<td>Obtain textbook</td>
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<td>What is Philosophy?</td>
<td>Check out Logic Web</td>
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How to Calculate Your Semester Grade

The worksheet below is designed to clarify the manner in which your grade in this course is calculated.

### Course Grade Worksheet

<table>
<thead>
<tr>
<th>Class</th>
<th>Final</th>
<th>Test Score or Average</th>
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<td>Tests</td>
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<th>Grade</th>
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<th>Test 2</th>
<th>Test 3</th>
<th>Test 4</th>
<th>Test 5</th>
<th>Quiz 1</th>
<th>Quiz 2</th>
<th>Quiz 3</th>
<th>Quiz 4</th>
<th>Quiz 5</th>
<th>Quiz 6</th>
<th>Quiz 7</th>
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<th>Quiz 10</th>
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#### Quizzes

1. Web Practice
2. logichelp
3. *forum* Discuss
4. Paper or Project
5. *forum* Comment
6. Quiz
7. Quiz
8. Quiz
9. Quiz
10. Quiz

**Quiz Ave.**

**Semester Average**

**A–E**

### Legend for Worksheet

- **Class Tests** are given during the regular semester.
  - Test 1 is "The Structure of Arguments."
  - Test 2 is "Language and Informal Fallacies."
  - Test 3 is "Categorical Syllogisms."
  - Test 4 is "Categorical Propositions."
Final Tests are offered at the time of the Final Exam. If you are satisfied with your grade on each Class Test, you can exempt the Final Exam. If you wish to try to improve your grade on any or all of the regular semester tests, you may take any or all of the Final Tests. If you do take a Final Test, your test grade for that subject is the average of the Class Test and the Final Test even though your grade on the Final Test might be lower than your grade on the Class Test. If you have provided a written excused absence for a Class Test, you may take the Final Test in that subject as a "make-up" test, and that grade is used in the calculation for the Semester Grade Average.

Quiz grades are drawn from class assignments: homework, paper, discussion list, message boards, and in-class quizzes.

- **Web Practice** is the homework "Web Practice Worksheet" in the Appendix to this syllabus.
- **logichelp** is the grade determined by your email posts to the Majordomo Discussion List. Each of your messages appearing in the logichelp Archives counts two points for a maximum quiz grade of ten points. See [http://philosophy.lander.edu/logichelp.archive/](http://philosophy.lander.edu/logichelp.archive/) to read your messages saved in the logichelp Archives.
- **mwforum Discussion** is the grade determined by your posts to the mwforum Logic Discussion Board. Each message appearing on the Discussion Message Board counts two points for a maximum quiz grade of ten points. You can find the number of messages you have posted by logging in to mwforum Philosophy Forum at [http://philosophy.lander.edu/cig-bin/mwf/forum.pl](http://philosophy.lander.edu/cig-bin/mwf/forum.pl), and first click the link "options" at the top of the page and then the link "Info" on the same line as your username. Under "statistics" on that page, you will see the total number of posts for all Message Boards.
- **Paper or Project** is the grade determined by your Commentary, Informal Fallacy Project, or Translation (Modern Language Option) which was posted to the mwforum Logic Papers Message Board, as described in Appendices F, G, and H.
- **mwforum Comments** is the grade determined by the number of comments you have posted to the papers uploaded by other students in the class.
- **Quiz 6-10** are the grades determined by homework, in-class quizzes, and group projects. Only the highest five grades are counted towards your final average.

**Quiz Average** is determined by adding the ten Quiz scores and dividing by ten.

**Semester Average** is determined by adding the Class Tests or Test Averages and the Quiz Average (i.e., A-E, above) and dividing by five. Your
grade for the course is based upon this average in accordance with the corresponding letter grade in the table given above under the heading of "Grades" in "Class Policies" in this Syllabus.
### M What Goes Where

#### Types of Questions

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<th>Personal Questions</th>
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<td>field trips</td>
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<td>nonlogic questions</td>
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<table>
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<th>Minor Program</th>
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<tbody>
<tr>
<td>email</td>
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<tr>
<td><a href="mailto:larchie@philosophy.lander.edu">larchie@philosophy.lander.edu</a></td>
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<table>
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<th>Types of Questions</th>
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<td>daily class activities</td>
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<table>
<thead>
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<th>Logical Help</th>
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<tr>
<td>post on the mwforum</td>
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<td>Discussion Message Board</td>
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<th>Types of Questions</th>
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<td>questions of interest to non-students</td>
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<td>logic readings</td>
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<td>help with understanding logic</td>
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<table>
<thead>
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<td>Discussion List</td>
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<table>
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