**PHIL 211 General Logic**

Dr. Christopher E. Franklin

M/W/F 10-10:50pm HAL 304

Spring 2021

“Nay, may we not say, that the knowledge of [logic], although now quite unfashionable, is even necessary next, and in order to, the knowledge of Scripture itself? ... For what is this, if rightly understood, but the art of good sense? of apprehending things clearly, judging truly, and reasoning conclusively? What is it, viewed in another light, but the art of learning and teaching; whether by convincing or persuading? What is there, then, in the whole compass of science, to be desired in comparison of it?”

—John Wesley, ‘An Address to the Clergy’

“You can only find truth with logic if you have already found truth without it.”

—G. K. Chesterton, *Daily News*, Feb 25, 1905)

**Contact Information**

Office: HAL 300J

Office Hours: M 8:50–9:50, T 11–12 & 4–5, W 3-5 (by appt.), R 10–12 (by appt.) & 4–5

Phone: 724-458-2199

Email: cefranklin@gcc.edu

Mailbox: 3086

**Course Description**

This is a course in critical thinking: the systematic evaluation or formulation of beliefs, or statements, by rational standards. Critical thinking is *systematic* because it involves distinct procedures and methods. It entails *evaluation* and *formulation* because it is used both to assess existing beliefs (yours or someone else’s) and to devise new ones. And it operates according to *reasonable standards*, in that beliefs are judged according to the reasons and reasoning that support them. In this course we will study both deductive and inductive (i.e., conclusive and probabilistic) arguments, develop techniques and skills to evaluate these forms of argument, and learn how to apply these skills in everyday contexts. Critical thinking matters because our lives are defined by our actions and choices, and our actions and choices are guided by our thinking. Critical thinking helps guide us toward beliefs that are worthy of acceptance. Ultimately, and most importantly, sustained, careful inquiry honors God our creator. We are called to love God with our *mind*.

**Texts**

David Kelley, *The Art of Reasoning: An Introduction to Logic and Critical Thinking*, 4th edition (New York: W.W. Norton, 2014).

**N.B. You will need the 4th edition as 90% of the homework problems will come from that edition. New copies come with a code that will allow you to access sample problems, etc., but you are *in no way* required to purchase a new copy. Please note also that you can purchase an electronic copy of the book for $45** [**here**](http://books.wwnorton.com/books/webad-detail-editions.aspx?id=4294977874)**.**

**Course Outcomes**

Through the course, students will:

1. Demonstrate ability to distinguish arguments from other kinds of writing and discussions (#2, 4, 5, 6, 7, 8, 9; quizzes, homework, exams)
2. Demonstrate ability to distinguish deductive from inductive arguments (#2, 4, 5, 6, 7, 8, 9; quizzes, homework, exams)
3. Demonstrate ability to diagram deductive and inductive arguments (#2, 4, 5, 6, 7, 8, 9; quizzes, homework, exams)
4. Demonstrate ability to determine whether a deductive argument is valid or invalid (#2, 4, 5, 6, 7, 8, 9; quizzes, homework, exams)
5. Demonstrate ability to determine whether an inductive argument is strong or weak for enumerative, analogical, causal, and inference to the best explanation arguments (#2, 4, 5, 6, 7, 8, 9; quizzes, homework, exams)
6. Demonstrate ability to recognize the most common kinds of fallacies (#2, 4, 5, 6, 7, 8, 9; quizzes, homework, exams)

**Department of Philosophy Departmental Objectives:**

1. Demonstrate the ability to understand and evaluate philosophical questions from a Christian theistic framework. This will require the student to see the relationship between faith and learning and how such a perspective applies to the critical and analytical questions posed by humans in the great search for wisdom.
2. Demonstrate ability to read, comprehend, and evaluate the thought of great philosophers of the past and present in terms of the presuppositions and historical contexts of their claims about the philosophical task as well as the implications of such thought in terms of ethical and social practice. This will require observation of and interaction with primary source texts that approach the great questions and concerns that philosophers have been asking for many millennia.
3. Demonstrate ability to comprehend the major issues in philosophy from the aforementioned Christian theistic perspective as well as the ability to interact with the concerns and perspectives of other philosophies, religions, and worldviews in order to develop the skills necessary to think through what one believes and why. This will require the development of skills necessary to evaluate an argument or a belief critically in terms of strengths and weaknesses.
4. Demonstrate basic and maturing research skills. This will include the ability to state theses, show those theses through analysis of primary texts, discuss the possible weaknesses of one’s own analysis, and test those theses against the best scholarship.
5. Articulate a worldview that integrates knowledge of philosophy with other disciplines in order to see the consequences of a consistent Christian theistic worldview. Students will recognize the tensions in this integration process rather than accepting simplistic answers and thus will be helped to grow into mature and thoughtful persons.
6. Demonstrate basic research and writing skills. This ability will be assessed through the evaluation of the assigned paper, both in draft and completed versions.
7. Demonstrate basic knowledge of philosophical concepts.
8. Demonstrate ability to research, write, and speak in the content area of Philosophy.
9. Be competitive and prepared for graduate school and seminary opportunities, as assessed by placement data and alumni surveys.

**Course Requirements**

**Attendance:** Each student will be allowed 3 unexcused absences. Beyond this, each unexcused absence will result in a 2% loss of the student’s total course grade. Excessive or frequent tardiness will count as an unexcused absence. If the student arrives late it is his responsibility to make sure he is marked ‘present.’ Excused absencesare restricted to authorized college activities, loss of immediate family member, and illness/injury. See the Academic Policies Section of the *College Bulletin* for more information.

**Homework Sets—9%**

There will be 3 homework sets (each worth a total of 3%) posted on my.gcc and due at the beginning of lecture on the assigned date (see schedule below). The homework sets can be typed or handwritten. Because I will be posting the answer keys on my.gcc *no late work will be accepted*. The homework sets will be graded pass/fail and with extremely few comments since the answer key will be available to you. If you *try* to solve *each* problem in the homework set you will receiving a passing grade.

**Quizzes—25%**

There will be pop quizzes that will take place at the beginning of class and will cover all material from *all* lectures and readings completed by the day of the quiz. These quizzes will be difficult. If you are not reading carefully and doing the practice problems, you will struggle.

**Midterms—40%**

There will be two midterms. The first will take place on February 26and will cover material from chapters 4–5. The second will take place on April 9 and will cover material from chapters 6–8. Each midterm will be worth 20% of your total course grade. Only students whose absence is excused (see policy above) will be allowed to take a make-up exam.

**Final—26%**

There will be a cumulative exam (ranging over all the material covered in class, though with a slight bent toward material covered in chapters 12, 13, and 15) given during finals week.

**No electronics of any kind are permitted during the exam for any reason. If you access an electronic device in any way for any reason, you will receive a 0 on the exam. Students are also not permitted to leave the classroom while taking the exam.**

**In case students have to take any of the exams (midterms or final) in an online format due to Covid, students are not permitted to use any resources while taking the exam: not their notes, textbook, internet, etc.**

Consult the exam schedule now, and make appropriate travel preparations in light of the exam schedule published by the Registrar’s office. College policy is that final exams may only be administered during finals week, in accordance with the times scheduled by the Registrar’s office, and may not be changed or eliminated to suit the convenience of either the instructor or the students. Students who have 3 exams on a particular calendar day during the final exam period may request permission to change the exam time, but I cannot guarantee that there will be a time that will work for the student.

**Honesty**

College policies with regard to honesty in taking tests and writing papers will be strictly followed. The college administration and faculty are very concerned about cheating and take active steps to prevent it. **Any student caught cheating on or plagiarizing any assignment will receive an F for the course.**

See the college’s policy on Academic Integrity in the 2020–2021 college *Bulletin.* The use (or possession) of former examinations from this course in preparing for tests is considered a violation of the GCC honesty in learning policy as stated in the college *Bulletin*.

**ACADEMIC INTEGRITY**

**Preamble**

Grove City College is deeply invested in upholding academic integrity and honesty. Three of the college’s five core values, faithfulness, excellence, and community, directly relate to academic integrity because any violation of academic integrity is a form of theft and deceit that affects the one stolen from, as well as the community of students and faculty at the college. In addition, cheating is a violation of three of the Ten Commandments: the prohibitions against stealing, lying, and coveting. However, as the Ten Commandments and the totality of Scripture demonstrate to us, we are fallen creatures who at times do what we ought not do.

Accordingly, the college has created a policy both to define what cheating is and to describe our process for dealing with allegations of cheating in order to discourage cheating and provide an opportunity for meaningful repentance and restoration when students do cheat.

**Pledge**

As a student of Grove City College, I pledge to do my work faithfully with honesty in accordance with my calling as a student working for Christ’s glory.

**Cheating and Plagiarism may be present in many areas, including (but not limited to) the following:**

1. Doing Papers, Outside Work. Work done out of class, which a student submits as his/her own work to a professor, should be his/her own and should not contain that which has been obtained from another, other than properly credited references, sources, and citations.
2. Taking Exams, Tests, Quizzes. Work done on a test, exam, or quiz, which a student submits to a professor, should be his/her own and should not contain that which has been knowingly obtained from another. By default, no resources are permitted unless explicitly allowed by the instructor.
3. Preparing for Exams. A student should not seek to gain an advantage on an exam he/she is about to take by obtaining advanced access to particular questions or advance copies of a professor's exam, or by giving access to other students. This includes access to exams from prior semesters.
4. Group Work. In courses where group work or teamwork is allowed, the members of the group may collaborate and share resources among themselves, but not with other groups or prior and subsequent classes.
5. A student should not cooperate with, aid, or encourage another student’s violation of the above rules, even though he or she receives no direct benefit. Any student who does so is also guilty of cheating, and can have their grade from current or past semesters (if relevant) reduced.
6. Instructor-Imposed Limitations. Faculty may add (via syllabus, assignment instructions, or verbal instructions) additional rules and limitations pertaining to cheating in their particular discipline, class, and assignment.

**Special Note: Plagiarism includes**

1. Any direct quotation of another’s words, from simple phrasing to longer passages, without using quotation marks and properly citing the source of those words.
2. Any summary or paraphrase of another’s ideas without properly citing the source of those ideas.
3. Any information that is not common knowledge—including facts, statistics, graphics, drawings—without proper citation of sources.
4. Any cutting and pasting of verbal or graphic materials from another source and representing as one’s own work—including books, databases, web sites, journals, newspapers, etc.—without the proper citation for each of the sources of those materials; this includes any copyrighted artwork, graphics, or photography downloaded from the Internet without proper citation.
5. Any wholesale “borrowing,” theft, or purchasing of another’s work and presenting it as one’s own, whether from the Internet or from another source.
6. Any presentation of “ghost-written” work including—whether paid for or not—as one’s own original work, including papers, computer code, visual artwork, and other forms of written and non-written work.
7. Making one’s work available for copying by others, as well as copying work posted on the Internet or otherwise made available by another.
8. Self-citation: you cannot submit the same work for two different classes. If you use part of an earlier work, or ideas from an earlier work, you should reference it, as with any other source.

**Policy on late assignments:**

Do not ask for exceptions for late work; I accept no excuses except Provost excuses. Without a Provost excuse, late work is assigned whatever grade strikes me as appropriate, including a 0.

**Computer Policy**

If you use a computer, you must sit in the very back row. However, I strongly encourage you *not* to use a computer for taking notes. Digital technology *is* how Socrates *appeared* to the Athenians: corruptor of the youth and creator of false gods. As Socrates was, so technology should be, banished.

**Disability**

Accessibility & Accommodations: It is Grove City College’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please let me know immediately so that we may discuss options. You are also welcome to contact the disability services office to begin this conversation or to establish accommodations. The Disability Services Coordinator may be reached at 724-264-4673 or DisabilityServices@gcc.edu

**Counseling**

If you are experiencing undue personal or academic stress at any time during the semester or need to talk to someone who can help, you should contact the Counseling Center at 724-458-3788 or email Mrs. Hummel, staff assistant, at mhummel@gcc.edu.

**Topics and Assignments** (schedule subject to change)

**Introduction to General Logic**

1/25 Reading [The Call to Think for God](http://www.dwillard.org/articles/individual/call-to-think-for-god-the), by Dallas Willard

1/27 Reading: Introduction pp. 1-5; ‘Jesus the Logician’, by Dallas Willard (my.gcc)

**The Basics: Argument Analysis and Evaluation**

1/29 Reading: Chapter 4 pp. 67-72

2/1 Reading: Chapter 4 pp. 82-86

2/3-2/5 Reading: Chapter 4 pp. 73-80, 88-90

2/8-2/10 Reading Chapter 4 pp. 91-96

2/12 In-class practice

**Fallacies**

2/15 Reading Chapter 5 pp. 104-115

2/17-2/19 Reading Chapter 5 pp. 116-133

2/22 In-class essay practice: Sissel Seteras Stokes ‘On the Death Penalty’ (my.gcc)

2/24 Review

**HS 1 Due**

2/26 **Test**

**Categorical Syllogisms**

3/1 Reading Chapter 6 pp. 145-155

3/3 Reading Chapter 6 pp. 158-174

3/5-3/8Reading Chapter 7 pp. 179-198

3/10-3/12 Reading Chapter 7 pp. 198-207

**Reasoning with Syllogisms**

3/15 Reading Chapter 8 pp. 219-231

3/17-3/19 Reading Chapter 8 pp. 233-240

3/22-3/24 Reading Chapter 8 pp. 242-252

3/26 In-class essay practice

**Easter Break 3/29-4/5**

4/7 Review

**HS 2 Due**

4/9 **Test**

**Inductive Generalizations**

4/12-4/14 Reading Chapter 12 pp. 417-422

4/16-4/19 Reading Chapter 12 pp. 423-434

In class essay practice: Murdock Pencil ‘Salt Passage Research: The State of the Art’

**Argument by Analogy**

4/21–4/23 Reading Chapter 13 pp. 442-451

**Explanation**

4/26–4/28 Reading Chapter 15 pp. 483-494

4/30–5/3 Reading Chapter 15 pp. 495-504

5/5 Review

**HS 3 Due**

**Final Exam Saturday May 8, 8-10am**