

Syllabus
Philosophy 1500H
Logic and Critical Thinking
Spring 2008
MWF 1:25-2:15 p.m.
Peabody 219

Instructor:

Dr. Ashley Sherman
Office: Peabody 23
Office Hours: MWF 11:15 a.m. -12:15 p.m.
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Purpose:

The primary goals of this class are to help you reason more clearly and be able to catch mistakes in reasoning. We shall work on recognizing and analyzing arguments, identifying fallacious arguments, and developing cogent arguments.

Text:

Hurley, Patrick, *A Concise Introduction to Logic*, 9th edition, Wadsworth Publishing, 2006.
The textbook is available at the Off-Campus bookstore on Baxter St.
Supplemental readings may also be required.

Attendance:

Class attendance is required. Any student whose total number of absences exceeds three, after the conclusion of drop/add, may be administratively withdrawn from the class without notice. Any student who is administratively withdrawn for non-attendance will receive a WF for the course.

Punctuality:

You are required to arrive to class on time. If you arrive after roll has been taken, you will be marked absent for the day.

Classroom Environment:

Please remember that this is a classroom environment, and you are to behave accordingly. This means that you must refrain from private conversation and any other disruptive behavior. If you fail to respect the academic environment, you will be asked to leave the classroom and will be marked absent for that day. Turn off your cellphone before coming to class!

Assignments:

The schedule of reading assignments, exercises, and exams is given below. Readings and exercises should always be completed prior to the class meeting for which they are assigned. It is also recommended that you attempt the starred exercises that accompany the reading. Additional assignments will routinely be given throughout the semester. Quizzes may also be given.

Class participation is required. While there will be some lecturing, this class will focus on student discussion. I have found that the most effective way to teach this class is to spend a good deal of class time working on the exercises found in the book. Therefore, it is essential for the benefit of your own learning that you attempt all practice exercises before class and that you are prepared to present your work during class. Practice is essential for doing well in this course.

Grading:

There will be three exams, each of which will count 25% of your grade. Additional assignments, quizzes, and participation will account for 25% of your final grade.

Make-Up Exams:

Make-up exams are given only under the most pressing reasons such as serious illness or death in your immediate family. You must notify the instructor of your intended absence on an exam day no later than the day of the exam. Failure to do so will result in a zero for the missed exam. A make-up exam must be taken at the first possible time following the missed exam.

This syllabus provides a general plan for the course; deviations may be necessary.

Schedule of Readings and Assignments:

1/7 Introduction

1/9 1.1 (p. 1-13)

1/11 1.1 Exercises

1/14 1.2 (p. 14-31) and 1.3 (p. 31-42)

1/16 1.2 Exercises and 1.3 Exercises

1/18 1.4 (p. 41-52)

Extra assignment: bring an example of an argument (underline the conclusion), a statement of opinion, and an expository passage. Explain why you chose these as representative samples.

1/21 Holiday

1/23 1.4 Exercises

1/25 1.6 (p. 59-71)

- 1/28 1.6 Exercises
 1/30 Additional diagramming exercises
 2/1 Extra assignment: bring examples of three arguments; diagram the arguments
- 2/4 Review
 2/6 **First Exam**
 2/8 2.1 (p. 72-82)
- 2/11 2.1 Exercises
 2/13 2.2 (p. 82-86) and 2.3 (86-94)
 2/15 2.2 Exercises and 2.3 Exercises
- 2/18 Extra assignment: Write (or find) an example of a verbal dispute; explain why it is verbal rather than factual; explain whether the dispute arises from vagueness or ambiguity. Also, find an example of each of the following, explaining why you chose it as a representative sample: lexical definition, precisising definition, theoretical definition, and persuasive definition
 2/20 2.4 (p. 94-103)
 2/22 2.4 Exercises
- 2/25 2.5 (p. 103-109) and 4.4 (199-209)
 2/27 2.5 Exercises and 4.4 Exercises
 2/29 Extra assignment: Bring examples of definitions that violate each of the rules for lexical definitions; explain how each example breaks a rule.
- 3/3 9.1 (p. 451-469)
 3/5 9.1 Exercises
 3/7 Additional assignment on analogical reasoning
- 3/10 Spring Break
 3/12 Spring Break
 3/14 Spring Break
- 3/17 Additional assignment on analogical reasoning
 3/19 Extra assignment: Write an argument that is a refutation by logical analogy.
 3/21 **Second Exam**
- 3/24 3.1 (p. 110-113) and 3.2 (p. 113-128)
 3/26 3.2 Exercises
 3/28 Extra assignment: Find an example of a fallacy of relevance; explain how it is representative of its fallacy.

- 3/31 3.3 (p. 128-144)
4/2 3.3 Exercises
4/4 Extra assignment: Find an example of a fallacy of weak induction; explain why it is representative of its fallacy.
- 4/7 3.4 (p. 144-166)
4/9 3.4 Exercises
4/11 Extra assignment: Bring in a fallacy of presumption, a fallacy of ambiguity, or a fallacy of grammatical analogy. Explain how it is representative of its fallacy.
- 4/14 3.5 (p. 167-183)
4/16 3.5 Exercises
4/18 No new reading
- 4/21 Writing assignment
4/23 Writing assignment
4/25 Writing assignment
- 4/28 Review

Final Exam: Please consult the University's final exam schedule for the date and time.