

**SYLLABUS FOR PHILOSOPHY 2302  
INTRODUCTION TO LOGIC**

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*The first to plead his case seems just,  
Until another comes and examines him.*  
Proverbs 18:17

***I. DBU Catalog Description:***

A study of the principles of correct thinking. This course examines the laws of logic, inductive and deductive reasoning, and shows the relevance of sound argumentation to philosophic, scientific, academic and personal enterprises. The nature of formal and informal fallacies are considered. The course is designed to help students obtain proficiency in critical thinking. Spring.

***II. Course Data***

Professor: Dr. David [Davey] Naugle  
Days and Time: MWF, 8: 00-8: 50 am  
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***III. Course Goals***

There are three marks of a great person:

- One who is a great thinker;
- One who is a great lover;
- One who is a great doer.

***A. Intellectual goals:***

To master the technical language of logic, critical thinking, and rhetoric as well as special terms, concepts, ideas, and texts as evidenced by class discussion, written work, and course examinations.

To understand in what sense *logic* is one of the three classic 'tools of learning' according to the medieval syllabus, and thus to improve the student's ability to reason according to the principles of sound thinking and argumentation as evidenced by class discussion, written work, and course examinations.

To understand in what sense *rhetoric* is one of the three classic 'tools of learning' according to the medieval syllabus, and thus to improve the student's ability to communicate effectively in oral and written formats according to the classic canons of rhetoric as evidenced in written assignments and course examinations, and a disputation exercise.

To analyze and understand the basic principles of the reasoning process (induction and deduction and associated informal and formal fallacies) and of rhetorical activity, and to apply these principles to various controversial subjects as exercises in critical thinking.

To practice the art of disputation by presenting an argumentative paper and responding to the criticisms of your classmates and instructor.

To understand the relationship of Christianity, logic, and rhetoric and to develop a biblical framework for thinking, reasoning, and arguing Christianly.

### *B. Affective goals:*

To develop an appreciation for the importance of the disciplines of logic and rhetoric, and to create in students a genuine concern for careful thinking and effective communication.

To receive instruction and encouragement regarding the role of the life of the mind in Christian experience and in the ministry of the Church.

### *C. Volitional goal:*

To challenge students to become more complete and effective persons privately and publically by enhancing their capacities in logic and rhetoric, making them lifelong students of these disciplines to the edification of the Church and world, to the glory of God.

To become *intellectually virtuous*, that is, to develop godly attitudes and dispositions about the thinking and rhetorical process and to cultivate certain habits of mind in such a way that Christian critical thinking is an essential part of one's daily life and essential character.

Consider these words about Jacques Maritain from Ralph McInenery:

"He loved truth, but his purpose in life was not to win arguments. He wanted to be wise. Such an odd ambition for a philosopher! He succeeded because he prayed as well as he studied." —*Notre Dame Magazine*, Summer 1985.

## *III. Course Requirements, Grading, and Teaching Methods*

"Reading maketh a full man;  
Conference [conversation] a ready man;  
Writing an exact man!"  
—Francis Bacon, *Of Studies*

### *A. Course Requirements:*

1. **Reading** (10%): You are required to read the entire textbook by Sire. You will report on whether or not you have completed the assigned readings with a yes or no on the days we discuss each reading selection from this book (Feb. 14; Mar 17; April 11). The material must be read in its entirety to receive credit. Each is worth 3.3% of your total grade.

2. **Exercises** (25%): You will be required to complete the 12 exercises in the textbook. Each is worth 2% of your grade and will be due as indicated on the course schedule.

3. **Mini-Disputations and letter to editor** (15%): Along the way, each student will write two short mini-disputations on the subjects of (1) War with Iraq (due Jan. 31), and (2) Religious Pluralism/relativism or a moratorium on capital punishment (due Mar. 7). Also, one brief, argumentative "letter to the editor" will be required and it must be sent to a

news outlet of some kind such as *Baptist Standard*, *DMN*, *FWST*, *World Mag.*, etc. (due April 9). Each is worth 5% of the total grade. Each student read his/her composition one time this semester.

4. **Major Disputation (10%):** As a culminating exercise, we will exercise the ancient art of “disputation.” Each student will present a word-processed, five page argumentative paper to the class attempting to prove some particular point or make a particular claim on any topic of interest to the student. The paper must employ a variety of styles of argumentation covered over the course of the semester, and the student must be prepared to defend his/her argument against attacks and attempted defeaters posed by classmates and the professor. Due May 7. Hopefully we can assemble the evening of the 7<sup>th</sup> for pizza and disputation presentations.

5. **Tests (40%):** Two tests will be administered this term. The first will cover deduction and induction on March 7. The second will cover informal logical fallacies on April 9. The first exam will also include a mini-disputation and the second a letter to the editor. Each is worth 20% of your total grade. The disputation is your final.

### *B. Grading:*

**A = 90% and above: Excellent**

Excellent = top notch, superior, first rate/class, exceptional, superlative; papers and tests; class attitude, note taking, participation, posture, interest, etc. Comprehensive excellence is needed for a superlative grade in this course.

**B = 80-89%: Above average**

**C = 70-79%: Average**

Mediocre, commonplace, ordinary, passable, fair, run-of-the-mill, tolerable, so-so, mid point between extremes of excellence and failure.

**D = 60-69%: Below average**

**F = 59% and below: Failure**

Omission or lack of satisfactory performance of action or task, inadequate, unsuccessful, inferior, impassible, etc.

*C. Teaching Methods: Lecture, exercises, discussion, Q & A, disputation.*

### *IV. Textbooks:*

Howard Kahane and Nancy Cavender, *Logic and Contemporary Rhetoric: The Use of Reason in Everyday Life*. 9<sup>th</sup> ed. Thomson Learning: Wadsworth, 2002.

James W. Sire, *Habits of the Mind: Intellectual Life as a Christian Calling*. Downers Grove: InterVarsity Press, 2000.

Anthony Weston. *A Rulebook for Arguments*. 3<sup>rd</sup> ed. Indianapolis: Hackett, 2000.

### *V. Tentative Course Schedule:*

*LCR = Logic and Contemporary Rhetoric by Kahane, Cavender*  
*HM = Habits of the Mind by James Sire*  
*RBA = Rulebook for Arguments by A. Weston*

<i>Class #</i>	<i>Date</i>	<i>Subject</i>	<i>Assignments</i>
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1	Jan 22	Intro to the Course	
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2	Jan 24	<i>God and Logic Screwtape Letter #1</i>	<i>Exercise: Biblical view of logic/reason; ST Letter Analysis</i>
3	Jan 27	<i>The Idols of the Mind</i>	<i>Francis Bacon, Novum Org.</i>
4	Jan 29	<i>Impediments to Cogent Reasoning Sections 1-10</i>	<i>LCR, chp. 6 Exercise: Impediments</i>
5	Jan 31	<b><i>Mini-Disputation #1: War with Iraq?</i></b>	
6	Feb 3	<i>Good and Bad Reasoning Sections 1-5</i>	<i>LCR, chp. 1</i>
7	Feb 5	<i>Good and Bad Reasoning Continued</i>	<i>Exercises 1-1, 1-2, 1-3</i>
8	Feb 7	<i>Good and Bad Reasoning Sections 6-11</i>	<i>LCR, chp. 1</i>
9	Feb 10	<i>Lecture on Background Logic</i>	<i>Paul: Bkgnd Logic HO</i>
10	Feb 12	<i>Analysis of Kahane/Cavender's own Background Logic</i>	<i>Exercise: Analysis of section 11</i>
11	Feb 14	<i>Moments of Rational, Logical, &amp; Intellectual Inspiration</i>	<i>HM, Sire, chps 1-3 RR #1 due</i>
<b><u>Deduction and Induction</u></b>			
12	Feb 17	<i>Deduction and Induction Sections 1-5</i>	<i>LCR, chp. 2 RBA, chp. 6</i>
13	Feb 19	<i>Deduction Continued</i>	
14	Feb 21	<i>Deduction Continued</i>	
15	Feb 24	<i>Deduction Continued</i>	<i>Exercises 2. 1-4</i>
16	Feb 26	<i>Deduction and Induction Sections 6-8</i>	<i>LCR, chp. 2; Appendix RBA, chps. 2-5</i>
17	Feb 28	<i>Induction Continued</i>	
18	Mar 3	<i>Induction Continued</i>	

19	Mar 5	<i>Induction Continued</i>	<i>Exercises TBA</i>
20	Mar 7	<b><i>Mid-term Exam and mini-disputation #2 Diversity and Pluralism or capital punishment</i></b>	
21	Mar 17	<i>Moments of Rational, Logical, &amp; Intellectual Inspiration</i>	<i>HM, Sire, chps 4-7 RR #2 due</i>
<b><u>Informal Fallacies</u></b>			
22	Mar 19	<i>Introduction to Informal Fallacies Fallacious Reasoning — 1</i>	<i>LCR, chp. 3</i>
23	Mar 21	<i>Fallacious Reasoning — 1, continued</i>	
24	Mar 24	<i>Fallacious Reasoning — 1, continued</i>	<i>Exercise 3-1</i>
25	Mar 26	<i>Fallacious Reasoning — 2</i>	<i>LCR, chp. 4</i>
26	Mar 28	<i>Fallacious Reasoning — 2, continued</i>	
27	Mar 31	<i>Fallacious Reasoning — 2, continued</i>	<i>Exercise 4-1</i>
28	Apr 2	<i>Fallacious Reasoning — 3</i>	<i>LCR, chp. 5</i>
29	Apr 4	<i>Fallacious Reasoning — 3, continued</i>	
30	Apr 7	<i>Fallacious Reasoning — 3, continued</i>	<i>Exercise 5-2</i>
31	Apr 9	<b><i>Test #2 on informal fallacies</i></b>	<b><i>Letter to editor</i></b>
32	Apr 11	<i>Moments of Rational, Logical, &amp; Intellectual Inspiration</i>	<i>HM, Sire, chps 8-10 RR #3 due</i>
33	Apr 14	<i>Language and Definition</i>	<i>LCR, chp. 7 RBA, Appendix on</i>
Defs			
34	Apr 16	<i>Language and Definition, continued</i>	<i>Exercise 7-1, 7-4</i>
35	Apr 21	<i>Extended Arguments</i>	<i>LCR, chp. 8</i>

36	Apr 23	<i>Extended Arguments, continued</i>	<i>Exercise 8-2</i>
37	Apr 25	<i>Writing Cogent Argumentative Essays</i>	<i>LCR, chp. 9</i> <i>RBA, chps. 7-8</i>
38	Apr 28	<i>Writing Cogent Argumentative Essays, cont</i>	<i>RBA, chp. 9</i>
39	Apr 30	<i>Writing Cogent Argumentative Essays, cont</i>	<i>Exercise: essay analysis</i>
40	May 2	<i>Writing Cogent Argumentative Essays, cont</i>	
41	May 5	<i>Writing Cogent Argumentative Essays, cont</i>	
42	May 7	<i>Disputations due; some presented</i>	
43	May 12 Monday	<b>FINAL EXAM-Disputations presented</b> <b>8: 00 --10: 00 am</b>	

#### **BIBLIOGRAPHY:**

- Abelard, *Dialectical*  
 Aquinas, T. *De Fallaciis*  
 Aristotle, *Organon* (*Categories, On Interpretation, Prior Analytics, Posterior Analytics, Topics, On Sophistical Refutations*)  
 Arnauld, *Logic or the Art of Thinking*  
 Bacon, F. *Novum Organum*  
 Boethius, *In Isagogem Porphyri Commenta*  
 Boole, *An Investigation of the Laws of Thought*  
 \_\_\_\_\_. *Mathematical Analysis of Logic*  
 Bosanquet, *Logic*  
 Bradley, *The Principles of Logic*  
 Carroll, Lewis, *Alice's Adventures in Wonderland, Through the Looking Glass and What Alice Found There; Symbolic Logic*  
 Cohen, M. R. *A Preface to Logic*, esp. I, X.  
 Coleridge, *Treatise on Method*  
 De Morgan, *Formal Logic*  
 Descartes, R. *Discourse on Method; Rules for the Direction of the Mind*  
 Dewey, J. *Essays in Experimental Logic; Reconstruction in Philosophy*, chp.6; *The Quest for Certainty*, chp. 9; *Logic: The Theory of Inquiry*, pt. 1.  
 Gilson, E. *The Unity of Philosophical Experience*, chp. 1  
 Hegel, G. W. F. *Science of Logic*  
 Hobbes, T. *Concerning Body*, part 1, chp. 6  
 J. S. Mill, *A System of Logic*  
 John of Salisbury, *Metalogicon*  
 Kant, I. *Critique of Pure Reason*  
 \_\_\_\_\_. *Introduction to Logic*, 1-11  
 Leibniz, G. *New Essays Concerning Human Understanding*, book IV, chp 2  
 Locke, J. *Conduct of the Understanding*  
 Lotze, *Logic*, book 1, intro  
 Maritain, J. *An Introduction to Logic*  
 Maimonides, Moses, *Treatise on Logic*

Peirce, C. S. *Collected Papers*, vol. 2, par. 1-218; vol. 3, par. 154-251, 359-403; vol. 4, par. 80-152; vol. 6, par. 102-163, 185-237.

Porphry, *Introduction to Aristotle's Predicaments*

Russell, B. *Principles of Mathematics*, chp. 2; *Our Knowledge of the External World, II; Mysticism and Logic*, chp. 1; *Introduction to Mathematical Philosophy*, chp. 18

Schopenhauer, A. *The World as Will and Idea*, vol. 2, sup. chp. 9

Sextus Empiricus, *Against the Logicians*

Sigwart, *Logic*

Spinoza, B. *On the Improvement of Understanding*

Whatley, *Elements of Logic*

Whitehead A. and Russell, B. *Principia Mathematica*

Wittgenstein, L. *Tractatus Logico-Philosophicus*

## Classroom Policies and Procedures

### Dr. David Naugle

#### I. Absences and Tardiness

- Students are expected to come to class regularly and be on time.
- Each student is allowed a maximum of three unexcused absences for MWF classes, and two unexcused absences for TTh classes per regular long semester without grade penalty. This number will be calculated proportionately for other semesters (short summer and winter terms, long summer and winter, mini terms, etc.). According to the DBU catalog, students cannot miss over 25% of classes & pass the course.
- Additional unexcused absences and habitual tardiness will result in a **significant grade reduction** that will be determined at the discretion of the professor. No credit is given for attendance, but excessive absences can be the basis for lowering the final grade at the discretion of the professor.
- Excused absences must be approved by the professor; in some cases, a note from a proper authority may be required. Students who will be away from class for an extended period of time (e.g., for emergencies, medical problems, military service, varsity sports, work related matters, etc.) are expected to notify and explain the situation to the professor. Failure to do so may result in grade reduction.

#### II. Papers, Tests, Printers, and Academic Misconduct

- Students are expected to turn assigned work in on time, that is, during the class period for which it is assigned. Papers (essays, term themes, etc) will be accepted late, **but they will be penalized 10 points per day they are late, including weekends if there is no proper excuse for its tardiness.** For example, a paper due on a Wednesday, but not turned in until Friday will be docked 20 points. A paper due on a Friday, but not turned in until Monday will be docked 30 points.
- Students are also expected to take tests on the day they are assigned. In case of a *real* emergence (*severe* illness, accident, etc.), a student may take a test late without penalty (a note from a proper authority may be required to verify the emergency). Unexcused absences on the day of testing will result in 10-point grade reduction per day until the test is taken weekends included. Students must make the necessary arrangements with the professor to make up the test *as soon as possible*.
- **Papers will not be accepted that are printed with a used, worn out ribbon that renders the paper virtually unreadable.** Students are responsible for having their paper printed in such a way that the words are clear, dark, and clearly discernible.
- Incidents of cheating, plagiarism (presenting someone else's work as your own), collusion, abuse of resource materials, and computer misuse will be dealt with according to the

guidelines in the 1999-2001 DBU catalog on page 79-82, and current schedule of classes, p. 21

### III. Financial Aid, Disabilities, and Posting of Final Grades

- **Financial Aid:** Students who are receiving federal, state, or institutional financial aid who withdraw or add hours during the semester may have their financial aid adjusted because of the withdraw or addition. This change in schedule may affect the aid they are receiving during the current semester, and could affect their eligibility for aid in the future.
- **Disabilities:** The student has the responsibility of informing the course instructor of any disabling condition, which will require modifications to avoid discrimination. DBU provides academic adjustments and auxiliary aid to individuals with disabilities as defined under law, who are otherwise qualified to meet the institution's academic requirements. It is the student's responsibility to initiate any request for accommodations. For assistance call Sonya Payne @ 214-333-5125.
- **Posting of Final Grades:** Each faculty member has the right either to post or not post final course grades for each class. Final course grades provided to a student by a faculty member may not be relied upon as official. Official grade reports can be obtained only through the DBU Registrar's Office. The DBU undergraduate and graduate catalogs state that "all accounts must be paid in full before a student can receive grade reports." Students are not permitted to telephone the professor, contact the dean's office, or use email to inquire about their final grade. Please understand that this policy is for the purpose of protecting the privacy of student's grades.

### IV. Classroom Attitude and Demeanor

Students are expected to exemplify proper classroom behavior, attitudes, and etiquette including such things as:

- **Sitting up straight**
- Listening attentively
- **Taking notes**
- Remaining focused
- Doing your very best
- Participating enthusiastically

Students are not allowed to:

- Talk or chatter disruptively, slouch or take a nap
- **Work on material for other classes while class is in session**
- **Read extraneous material while class is in session** (Newspaper, Sports Illustrated, Cosmo, etc.)

Phones and pagers:

If possible, please adjust all phones and pages so they will not disturb class proceedings. If possible, please wait until the class is completed or until there is a break to attend to calls and pages. Emergency situations are, of course, excepted.

Based on your instructor's personal judgment, **Final Grades** will be influenced by how well students comply with the above attitudes and expected behavior. Remember: you are no longer in middle school or high school! When controversial topics are being discussed in class, before you speak out, you should (1) make sure you understand the ideas being presented, (2) learn something from them, (3) and then learn how to criticize them constructively and with civility. Also, make sure comments or questions **pertain to the subject matter** under consideration.

**V. The New GPA Grading System:**

A+.....	4.00	A .....	4.00	A- .....	3.67
B+.....	3.33	B .....	3.00	B- .....	2.67
C+.....	2.33	C .....	2.00	C- .....	1.67
D+.....	1.33	D .....	1.00	D- .....	0.67
F .....	0.00				