

BROWARD COLLEGE COURSE OUTLINE

Last Review: 02/27/2016

Next Review: 08/01/2020

COURSE TITLE: INTRODUCTORY LOGIC

COMMON COURSE NUMBER: PHI1100

EFFECTIVE TERM: Fall 2016

CREDIT HOURS: 3

CONTACT HOUR BREAKDOWN

(per 16 week term)

Lecture: 48

Lab:

Clinic:

Other:

College Placement Testing Requirements

Passing Placement Tests score(s) in the following area(s) is/are required:

- English

Prerequisite

None

Corequisite

None

Pre/Corequisite

None

COURSE DESCRIPTION: Study of the principles and evaluation of critical thinking including identification and analysis of fallacious, as well as valid reasoning. Traditional and symbolic logic will be considered and foundations will be laid for further study in each area. This is a writing credit course. Students must earn a minimum grade of C to meet the requirements of the Gordon Rule for writing.

MEETS THE FOLLOWING GENERAL EDUCATION REQUIREMENTS

AA and Baccalaureate Degrees, meets Area(s):

AA/Bac-Area 2f: Philosophy

AA/Bac-Area 7: Writing Requirement

AS Degree, meets Area(s):

AS-Area 2: Humanities/Fine Arts

AAS Degree, meets Area(s):

AAS-Area 2: Humanities/Fine Arts

AAS-Area 5: Program-Designated Courses

UNIT TITLES

1. Basic Concepts of Logic
2. Language
3. Informal Fallacies
4. Categorical Propositions
5. Categorical Syllogisms
6. Symbolic Logic
7. Induction

EVALUATION:

Students will be assessed using methods such as short essays, group projects, discussions, multiple choice tests, take-home tests, presentations, pop quizzes, summaries and critiques, reaction papers, and short answer tests. This is a writing credit course. Course writing assignments require original student academic writing emphasizing formal multi-paragraph compositions, such as exam responses, reading/textual responses, position papers, and documents/researched essays. Course writing assignments require that student writing be on a subject and of a purpose related to the course's learning outcomes and of a length and depth reflecting higher order thinking such as analysis, argument, and evaluation.

Portfolio	
Short Essay	
Research Project	
Group Projects	
Discussion	
Multiple Choice Tests	
Presentations	
Service Learning Projects	
Pop Quizzes	
Take Home Tests	
Summaries and Critiques	
Reaction Papers	
Surveys	
Performance	
Short Answer Tests	
Class Room Debates and Colloquia	
Blog, Wikis, Webpages	
Other	

GENERAL EDUCATION Competencies and Skills:

1. Critical Thinking	1.0 , 2.0 , 3.0 , 4.0 , 5.0 , 6.0 , 7.0
2. Communicate Effectively	
3. Ethical Reasoning	
4. Global Self-Awareness	1.0 , 2.0 , 3.0 , 4.0 , 5.0 , 6.0 , 7.0
5. Information Literacy	1.0 , 2.0 , 3.0 , 4.0 , 5.0 , 6.0 , 7.0
6. Mathematical and Scientific Reasoning	

UNITS

Unit 1 Basic Concepts of Logic

General Outcome

- 1.0 The students should be able to identify the basic components of logic. The students should be able to recognize and evaluate the merit of common language arguments.

Specific Learning Outcomes

- 1.1
- 1.2 Define logic.
- 1.3 Identify and understand the nature of argumentation and differentiate it from disciplines such as speech, and rhetoric.
- 1.4 Recognize and identify formal and informal arguments.
- 1.5 Identify premises and conclusions as components of formal and informal arguments in written and verbal arguments.
- 1.6 Distinguish between inductive and deductive argumentation in written and verbal arguments.
- 1.7 Appraise the validity/invalidity of deductive arguments in written and verbal arguments.
- 1.8 Evaluate strong and weak inductive arguments in written and verbal arguments.
- 1.9 Compare the merits and weaknesses of each form of argumentation in written assignments and class discussions.
- 1.10 Evaluate the appropriate use of different forms of argumentation in written assignments and class discussions.

Unit 2 Language

General Outcome

- 2.0 The students should be able to recognize the sundry uses of language in text and discussion.

Specific Learning Outcomes

- 2.1
- 2.2 Differentiate between cognitive meaning and emotive meaning in text and oral arguments.
- 2.3 Differentiate between different uses of language.
- 2.4 Recognize the different types of definitions.
- 2.5 Analyze extended verbal and written arguments.
- 2.6 Critique extended arguments in written assignments and class discussion.

Unit 3 Informal Fallacies

General Outcome

- 3.0 The students should be able to identify informal fallacies in written and verbal arguments.
The students should be able to analyze informal fallacies in written assignments and class discussions.

Specific Learning Outcomes

- 3.1
- 3.2 Recall and describe a variety of fallacies, e.g., fallacies of ambiguity, etc.
- 3.3 Identify a variety of fallacies in written and oral arguments.
- 3.4 Analyze and evaluate a variety of fallacies in both writing and discussion.

Unit 4 Categorical Propositions

General Outcome

- 4.0 The students should be able to identify various components of deductive arguments.

Specific Learning Outcomes

- 4.1

- 4.2 Identify the quality, quantity, class relationships, and distribution of categorical propositions.
- 4.3 Recognize the traditional square of opposition.
- 4.4 Apply the rules of immediate inference.

Unit 5 Categorical Syllogisms

General Outcome

- 5.0 The students should be able to determine the validity of deductive arguments.

Specific Learning Outcomes

- 5.1
- 5.2 Determine the mood and figure of categorical propositions.
- 5.3 Apply the rules of syllogisms for validity.
- 5.4 Recognize the function of Venn Diagrams.
- 5.5 Identify and determine the validity of hypothetical, disjunctive and alternative syllogism
- 5.6 Translate ordinary language arguments into the standard form.
- 5.7 Establish uniform translations.
- 5.8 Explain the nature of enthymemes.

Unit 6 Symbolic Logic

General Outcome

- 6.0 The students should be able to describe and apply the principles involved in symbolic logic.

Specific Learning Outcomes

- 6.1
- 6.2 Apply the symbols of propositional logic.
- 6.3 Describe the function of truth tables.
- 6.4 Construct truth tables.
- 6.5 Illustrate common valid argument forms on truth tables.
- 6.6 Illustrate common invalid argument forms on truth tables.
- 6.7 Translate English expressions into symbolic form.

Unit 7 Induction

General Outcome

- 7.0 The students should be able to recognize and describe the nature of inductive arguments. The students should be able to analyze and appraise inductive arguments in both writing and class discussion

Specific Learning Outcomes

- 7.1
- 7.2 Identify and appraise analogical arguments.
- 7.3 Identify inductive generalization and hypotheses.
- 7.4 Describe and examine the scientific method.
- 7.5 Identify, compare, and appraise different conceptions of probability.