Course Syllabus for "Practical Logic" PHIL 125201  3 credits, Summer Session 1

Dr. Peter Kreeft                         office: Stokes 231N

Please see daytime office hours posted on my office door.

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Schedule: Tuesday & Thursday 6:00 – 9:15 PM  May 12 – June 18
(final exam date).

Course description:
A course not in the "new logic" (symbolic, or mathematical, logic) but in the "old logic" (ordinary language logic) invented by Aristotle and used for 2300 years in all the humanities. Includes such topics as definition, contradiction, syllogisms, implied premises, induction, and analogy. The course includes the commonsensical philosophical bases for this logic and also many practical applications to reading, interpreting, evaluating, and inventing arguments, especially in dialogs. Weekly quizzes, extra credit opportunities, and a take-home final exam. A complete course in the theory and practice of the traditional Aristotelian logic (ordinary-language logic rather than mathematical, or symbolic, logic) that every educated person in the history of Western civilization learned until less than a century ago. Includes both material and formal logic, both deductive and inductive, with emphasis on practice, practical applications of principles, and many exercises.

This is not a lecture course because the textbook, SOCRATIC LOGIC by Peter Kreeft, contains all the principles and explanations that would be in class lectures. Instead of lectures, the class will consist of the following four segments, in order:

discussion of the assigned chapters in the book, in preparation for the weekly quiz; questions about both principles (rules) and applications (exercises) in the book;

the weekly quiz, consisting of (a) 10 easy questions, (b) 8 medium-difficulty questions, and (c) 2 more challenging "stretch" questions. Some of these questions will be taken directly from the exercises in the book.

Correcting and grading the quiz, learning from your mistakes;

An introduction to the next assignment (what to emphasize, practical hints, etc.).

When there are a lot of questions (the more, the better), this (segment (1)) will take up half the class and come before the break; if there are fewer questions, the break will come after the quiz and before we correct it.

Course objectives, as mandated and specified by the official course template for BCWCAS courses:
"The student will demonstrate (knowledge, skill and/or competency as appropriate for the course) across cultural settings and will learn the impact of culture, gender and age in (topic) as demonstrated by (examples)."  (This protocol is 100% irrelevant since the principles of logic have a 0% variation due to culture, gender, or age, like the principles of arithmetic.  They are a priori, universal, and unchangeable, though their formulations are linguistically and culturally plural, changeable, and relative.)
"The student will demonstrate ethical (knowledge, skill and/or competency, as appropriate for the course) pertaining to (topic) as demonstrated by (examples)." (This protocol also is not relevant since both the principles and the practice of logic can be used for either good or evil of any kind. Logical consistency and moral goodness are not functions of each other, or deducable from each other, either inversely or directly. The Devil would probably score 100 on my logic tests, but so would Jesus, while pre-fallen Adam and Eve would quite possibly flunk them all, but so would an insane, sociopathic drug-addicted Yankees fan.)

The primary objective of the course is to form the mind of the student in logical habits, so that his/her thought is naturally ordered by the three standards of (a) clarity of concepts, (b) truth (at least probable and reasonable truth) of judgments, and (c) consistency of arguments, in deductive logic, and the standards of probability and relevance in inductive logic.

To that end, a secondary objective is to inform the student's mind with the main principles in each of these three divisions of deductive logic, so that these principles can order his/her practice both in forming better concepts, judgments, and arguments himself/herself and in evaluating the concepts, judgments, and arguments of others which he/she meets in speech or writing.

And to that end, the tertiary objective is to be able to demonstrate this competency (a) on the quizzes that will be given on each section of this course, (b) on the comprehensive final exam, and (c) on the extra credit original work in which he/she will construct or evaluate longer arguments and logical discourses.

Grading: There will be (a) a final comprehensive exam at the end (50% of your final grade), and (b) 15 quizzes before that, either one or two each class. Only your 10 highest grades will count. (See course schedule: that is by far the most important page of the syllabus.) Absences count for zeros. There are no makeup quizzes. Your final grade will be calculated on the combination of these two grades, (a) and (b), each counting 50%, unless you add extra credit: see page of Course Schedule for information on extra credit opportunities. Extra credit is not guaranteed to raise your grade, but it cannot lower your grade; if it is lower than your other grades, it is dismissed. Extra credit can be handed in as late as a week after the final exam. You will pick up an Answer Key after the final exam so you can calculate your own grade instantly and determine whether or not you want to do extra credit work after the final exam.


Required Texts: SOCRATIC LOGIC, 3rd edition (St. Augustine's Press) by Peter Kreeft
THE BEST THINGS IN LIFE, by Peter Kreeft

Practical advice for studying logic: (1) Expect its very abstract modes of thinking to feel alien at first, somewhat like algebra. (2) Test yourself by doing all the exercises, then check yourself by looking up the answers to the odd-numbered exercises in the back of the book. (3) Study with other students; use them as tutors for what you find most difficult and tutor them in what you find most easy. Form online chat rooms for the course if you lack live contact with the other students in the course. (4) Above all, don't be afraid to ask dumb questions, to me or anyone;
they are like diagnostic x-rays.  (5)_Logic requires a little memorization, more than other courses in philosophy, but less than most students think. A very useful general principle here for all students, but especially in philosophy, is that if you understand the point, you will need to do little or no memorization of it because it will stick in your memory from the mere fact of your understanding it; but if you do not understand it, you will forget it very easily even after you memorize it, because it is not held in the mind with the much stronger glue of understanding. Furthermore, you probably will not use it correctly on exercises if you do not understand it but have only memorized it. Therefore, spend almost all your time trying to understand rather than trying to memorize. Even those things that do require memorization (e.g. the Square of Opposition, ch. 7) are best remembered gradually and naturally through repeated exercises, rather than merely by direct attempts at memorization (though these are sometimes necessary too).

Academic expectations: all the TKC's policies regarding attendance, tardiness, and honor code (including plagiarism) will be enforced.

Disabilities: Students with diagnosed learning disabilities should inform the professor so that appropriate modifications can be made (e.g. untimed tests).

Use of technology: students may take notes in class either by laptop or by pen, but laptops cannot be used for quizzes or the final exam. If I find a laptop being used in class for Internet access or video games (yes, sometimes Logic does get dull!), I will confiscate it. All coursework, including extra credit, must be handed in in hardcopy, not electronically.

Outcomes and objectives: After this course, students will be able to understand and apply the basic principles and techniques of logic, especially defining terms, finding fallacies, and creating and evaluating arguments.
form the unconscious habit of thinking logically by having consciously learned and exercised the principles and techniques of this habit (see esp. pp. 26-27).
critically evaluate common contemporary beliefs and arguments about the nature of the world, man, and God, and about values such as success, power, & pleasure

Classes will be divided into 4 parts (none of which is lecture; the textbook = the lectures):
(1) Answering questions about the assignment read
Taking the quiz
Understanding and learning from your mistakes by marking the quiz
Introducing the next assignment
Course Schedule, "Practical Logic"
Required texts: SL (SOCRATIC LOGIC) and TBTIL (THE BEST THINGS IN LIFE)

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>topic</th>
<th>chs. in SL</th>
<th>chs. in TBTIL</th>
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<tbody>
<tr>
<td>5/12</td>
<td></td>
<td>Introduction</td>
<td></td>
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<tr>
<td>5/14</td>
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<td>The 3 acts of the mind; the 1st Act, Understanding</td>
<td>Intro &amp; 1,2</td>
<td>4</td>
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<td>5/19</td>
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<td>Material fallacies</td>
<td>3</td>
<td>10</td>
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<tr>
<td>5/21</td>
<td></td>
<td>Definition</td>
<td>4</td>
<td>4,7,9</td>
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<td>5/26</td>
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<td>The 2nd act of the mind: judgment (propositions)</td>
<td>5</td>
<td>5</td>
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<tr>
<td>5/28</td>
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<td>Immediate inference</td>
<td>6 &amp; 7</td>
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<td>7</td>
<td>6/2</td>
<td>The 3rd act of the mind: reasoning</td>
<td>8 &amp; 9</td>
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<td>6/4</td>
<td></td>
<td>Syllogisms</td>
<td>10 &amp; 11</td>
<td>6</td>
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<td>6/9</td>
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<td>Enthymemes</td>
<td>12</td>
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<td>6/11</td>
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<td>Compound syllogisms</td>
<td>13</td>
<td>1,2,3</td>
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<td>6/16</td>
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<td>Induction and practical applications of logic 12</td>
<td>14,15,16</td>
<td>8,10,11</td>
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<td>6/18</td>
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<td>Final comprehensive in-class exam on SL</td>
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There will be 15 quizzes (2 quizzes on days 4, 8, 9, 10 and 11, and 1 quiz on days 2, 3, 5, 6 and 7). There are no makeup quizzes. Your 5 lowest grades (or absences, which are zeros) are dropped. The 10 highest quiz grades will count 50% of your final grade. The final exam will count for the other 50%.

However, you can also add extra credit, in 2 ways: (a) small additional extra credit opportunities during the course (e.g. the 7 odd numbered difficult argument diagrams, or a logical analysis of any one of the short chs. of TBTIL), which will be factored in at from 1 to 10% of your final grade, or (b) a longer extra credit assignment, which will count 1/3 of your final grade, the other 2 grades being lowered from 50% to 33%. These are either (1) a complete logical analysis of the "Dialog on Nearly Everything" at the end of the book, (2) or of ch. 6 or 12 of TBTIL, or (3) all the odd numbered exercises in SL, or (4) a Socratic Dialog or a number of "Summa" articles as suggested by ch. 15 of SL, or (5) another assignment suggested by the student and priorly approved by the professor, such as a logical analysis of a substantial passage from some philosopher. Extra credit work can be handed in as late as noon on 6/25, in hardcopy only, under my office door (Stokes 231N).
Important Policies
http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html

Written Work
Graduate and undergraduate students are expected to prepare professional, polished written work. Written materials must be typed in the format required by your instructor. Strive for a thorough, yet concise style. Cite literature appropriately, using APA, MLA, CLA format per instructors decision. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation, and spelling. You are encouraged to make use of campus resources for refining writing skills as needed [http://www.bc.edu/libraries/help/tutoring.html].

Scholarship and Academic Integrity
It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work.

Request for Accommodations
If you have a disability and will be requesting accommodations for this course, please register with either Dr. Kathy Duggan (dugganka@bc.edu), Associate Director, Connors Family Learning Center (learning disabilities or AHD) or Dean Paulette Durrett, (paulette.durrett@bc.edu), Assistant Dean for students with disabilities, (all other disabilities). Advance notice and appropriate documentation are required for accommodations. For further information, you can locate the disability resources on the web at http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html.

Attendance
Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate’s notes and handouts and turning in any assignments due. Furthermore, many instructors give points for participation in class. If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc. Additional assignments, penalties and correctives are at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.
Consistent with our commitment of creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is the responsibility of students to review course syllabi as soon as they are distributed and to consult the faculty member promptly regarding any possible conflicts with observed religious holidays. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday. However, it is the responsibility of the student to complete any and all class requirements for days that are missed due to conflicts due to religious holidays.

There may be circumstances that necessitate a departure from this policy. Feel free to contact the WCAS at 617-552-3900 for consultation.