*Please note that this syllabus should be regarded only as a general guide to the course and is subject to change at the instructor’s discretion.

**Practical Logic**  PHIL 125201  3 credits

**Boston College Summer Session 2016**

**Summer Session 1**

**May 17 – June 23 (final exam date).**

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**Phone Number:** 617-552-3871; home phone: 617-527-2952  
**Office:** Stokes 231N  
**Office Hours:** Please see daytime office hours posted on my office door.

**Boston College Mission Statement**

Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation’s finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

**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.

**Textbooks & Readings (Required)**
SOCRATIC LOGIC, 3rd edition (St. Augustine’s Press) by Peter Kreeft
THE BEST THINGS IN LIFE, by Peter Kreeft

**Canvas**
Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more - all online. As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources for using Canvas, click [here](#).

**Course Objectives**
Course objectives, as mandated and specified by the official course template for BC Summer Session 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.

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

Grading

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). -- here 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 1to 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).

All students can access final grades through Agora after the grading deadline each semester. Transcripts are available through the Office of Student Services.

Course Assignments
Classes will be divided into 4 parts (none of which is lecture; the textbook = the lectures):
(1) Answering questions about the assignment read
(2) Taking the quiz
(3) Understanding and learning from your mistakes by marking the quiz
(4) Introducing the next assignment
COURSE SCHEDULE

<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>5/17</td>
<td></td>
<td>Introduction</td>
<td></td>
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<tr>
<td>5/19</td>
<td></td>
<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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<tr>
<td>5/24</td>
<td></td>
<td>Material fallacies</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>5/26</td>
<td></td>
<td>Definition</td>
<td>4</td>
<td>4,7,9</td>
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<td>5/31</td>
<td></td>
<td>The 2nd act of the mind: judgment (propositions)</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>6/2</td>
<td></td>
<td>Immediate inference</td>
<td>6 &amp; 7</td>
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<tr>
<td>6/7</td>
<td></td>
<td>The 3rd act of the mind: reasoning</td>
<td>8 &amp; 9</td>
<td>7</td>
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<tr>
<td>6/9</td>
<td></td>
<td>Syllogisms</td>
<td>10 &amp; 11</td>
<td>6</td>
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<td>6/14</td>
<td></td>
<td>Enthymememes</td>
<td>12</td>
<td>12</td>
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<td>6/16</td>
<td></td>
<td>Compound syllogisms</td>
<td>13</td>
<td>1,2,3</td>
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<td>6/21</td>
<td></td>
<td>Induction and practical applications of logic 12</td>
<td>14,15,16</td>
<td>8,10,11</td>
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<tr>
<td>6/23</td>
<td></td>
<td>Final comprehensive in-class exam on SL</td>
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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.

Written Work
Summer Session students are expected to prepare professional, polished written work. Written materials must be typed and submitted in the format required by your instructor. Strive for a thorough yet concise style. Cite literature appropriately, using APA, MLA or CLA style per your instructor’s requirements. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the [Connors Family Learning Center](http://www.bc.edu/sites/accessibility).

Attendance
Attending class is an important component of learning. Students are expected to attend all class sessions. When circumstances prevent a student from attending class, the student is responsible for contacting the instructor before the class meets. Students who miss class are still expected to complete all assignments and meet all deadlines. Many instructors grade for participation; if you miss class, you cannot make up participation points associated with that class. Makeup work may be assigned at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class.

Consistent with BC’s commitment to creating a learning environment that is respectful of 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 their academic status. Students are responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.

Accommodation and Accessibility
Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Summer Session courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- [The Connors Family Learning Center (CFLC)](http://www.bc.edu/sites/accessibility) coordinates services for students with LD and ADHD.
- [The Disabilities Services Office (DSO)](http://www.bc.edu/sites/accessibility) coordinates services for all other disabilities.

Find out more about BC’s commitment to accessibility at [www.bc.edu/sites/accessibility](http://www.bc.edu/sites/accessibility).
Scholarship and Academic Integrity
Students in Summer Session courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material 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. Please see the Boston College policy on academic integrity for more information.