

Course ID:	Course Title:	Fall 2022
PH 201	Logic	Prerequisite: None
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	IN-PERSON	Instructor:	KEN NICKEL, PHD	First Day of Class:	SEP 7
Days:	W & F	Email:	knickel@ambrose.edu	Last Day to Add/Drop:	SEP 18
Time:	11:15 AM	Phone:	403 410 2000 ext. 6903	Last Day to Withdraw:	NOV 21
Room:	2131	Office:	2103	Last Day to Apply for Coursework Extension:	NOV 28
Lab/Tutorial:	NONE	Office Hours:	DROP-IN / UPON REQUEST	Last Day of Class:	DEC 9
Final Exam:	Sat Dec 17 9:00 AM 2131				

Course Description

This course introduces students to a variety of concepts, rules, strategies, and methods that are necessary and useful for the analysis and critical evaluation of arguments. This involves both learning the logical principles which underlie good, sound reasoning and becoming discerning and skilled in applying those principles to the arguments we are exposed to everyday.

Expected Learning Outcomes

1. Students should learn basic logical concepts that are necessary and useful for evaluating and constructing arguments.
2. Students should understand the distinction between formal and informal logic, and gain a greater appreciation for the place of logical reasoning in the process of rhetorical persuasion.
3. Students should learn the basics of deductive logic in both its classical categorical and modern symbolic forms.
4. Students should learn the basics of inductive logic and its contribution to scientific reasoning.

Textbooks

Copi, Irving M., Cohn, Carl, & McMahon, Kenneth (2011). *Introduction to Logic* (14th ed.). Upper Saddle River, NJ: Pearson-Prentice Hall.

Course Schedule

SEP 7	Introduction
SEP 9	Chapter # 1 Basic Logical Concepts
SEP 14	
SEP 16	
SEP 21	Chapter # 2 Analyzing Arguments
SEP 23	
SEP 28	Chapter # 3 Language and Definitions
SEP 30	TRC DAY – NO CLASS
OCT 5	DEEPIDITY DAY – NO CLASS
OCT 7	Chapter #4 Informal Fallacies
OCT 12	
OCT 14	1st Midterm Exam
OCT 19	
OCT 21	Chapter # 5 CLASSICAL LOGIC: Categorical Propositions
OCT 26	
OCT 28	
NOV 2	Chapter # 6 Categorical Syllogisms
NOV 4	
NOV 9	READING WEEK
NOV 11	READING WEEK
NOV 16	Chapter # 7 Syllogisms in Ordinary Language
NOV 18	
NOV 23	2nd Midterm Exam
NOV 25	Chapter # 8 – MODERN LOGIC: Symbolic Logic
NOV 30	
DEC 2	Chapter # 9 Methods of Deduction
DEC 7	
DEC 9	

Requirements:

1. **Attendance and Participation** **10%**
 - Please make every effort to be seated and prepared for class by **11:15 AM**. Attendance will be taken at the beginning of most, if not all, classes. Students are expected to attend each class session **with assigned text material and an engaged frame of mind**. Students will be called on to provide responses to logic exercises over the course of the term; students should be prepared to contribute thoughtful conversation to the topics under discussion.
 - Under most circumstances absence from class results in a deduction of 1 mark. Class participation is assessed on the balance. Students physically in class but otherwise engaged in non-class activities are simply in the same room and may be assessed as absent. This can negatively effect participation evaluation as well.
 - Students whose attendance is **perfect** but who are otherwise minimally engaged with class material and discussion should anticipate a C+ (7/10) for this portion of their grade. Students may enhance their participation grade by contributing discussion and analysis to online **discussion forums** found on Moodle.
 - Students who regularly arrive late, leave in the middle, or depart early may be marked as absent.
 - Students absent from **12 or more** classes automatically receive a **failing grade** for the course.

2. **1st Midterm Exam** **20%**
 - October 14

3. **2nd Midterm Exam** **20%**
 - November 19

5. **Final Exam** **50%**
 - Date:
 - Students **must pass the final exam to ensure a passing grade in the course**. A student who performs well during the term but fails the final exam may fail the course.
 - Students should refrain from scheduling flights or travel of any sort that will conflict with the final examination schedule. Final examinations will not be rescheduled to accommodate travel arrangements.

Attendance:

(See requirements)

Grade Summary:

Letter Grade	GPA	Description	Percentage
A+	4.0	EXCELLENT	96-100 %
A	4.0		91-95 %
A-	3.7		86-90 %
B+	3.3	GOOD	82-85 %
B	3.0		75-81 %
B-	2.7		72-74 %
C+	2.3	SATISFACTORY	68-71 %
C	2.0		63-67 %
C-	1.7		60-62 %
D+	1.3	POOR	56-59 %
D	1.0		MINIMAL PASS
F	0.0	FAIL	≤ 49 %

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Other: (On a more personal note)

- ✓ **Students are responsible to check the Moodle** course site and their **Ambrose e-mail** accounts regularly. I like to use Moodle and/or e-mail to remind students of upcoming topics and readings, or to pose questions in light of readings or lecture topics. E-mail and Moodle may be used to notify you of cancelled classes or other important and immediate details relating to the course.
- ✓ Please, **put cell phones away during class.** Please try to avoid non-essential technology during class.
- ✓ Students should not be confused about what paying tuition entitles them to. Paying tuition entitles no one to a **passing grade**. Passing grades, indeed all grades, are *earned*—not paid for.
- ✓ No university student consents to any small amount of violence in any classroom, but paying tuition and enrolling in a Philosophy course **implies consent** to a variety of things you may or may not like. '**Academic freedom**' means you *will be* exposed to words and ideas, some of which will be distasteful to some students and possibly to all. It is impossible to identify and appreciate 'good' ideas without carefully considering 'bad' ideas. We should consider *why* they are 'bad' and not merely 'forbidden'.
- ✓ Philosophy students consent to the possibility that they might read and hear things that offend their sensibilities. You have every right *not* to be harmed in my class, but you have **NO right not to be offended**. The **pursuit of wisdom** equips students to better **cope** with life's inevitable challenges. No one on the planet—not God and certainly no Philosophy Professor at Ambrose—has the responsibility to make things **perfect** for you. Perfection is the enemy of the good. If you remain in *this* Philosophy class you **consent** to be challenged. You **consent** to think carefully about, among other things, Truth, Beauty, and Goodness in a world that is all too often deceptive, ugly, gritty, and unjust. The work of Philosophy takes **courage**, though, frankly, not very much.

Ambrose University Important Information:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>.

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Students are advised to retain a copy of this syllabus for their records.

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