



North Central Michigan College Master Course Syllabus

PART 1:

Course Name: Introduction to Logic

Course Number: PHL 102

Credit Hrs. 3 Lecture Hrs. 3 Lab Hrs. 0 Clinical Hrs. 0 Variable Hrs. 0

Total Hours of Instruction: 3 Total Contact Hours: 52.8
(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

Course Description:

Designed to help the student analyze the arguments found in everyday situations, as well as to sharpen analytic skills. Deductive and inductive techniques are discussed, along with common logical fallacies and strategies of argumentation.

Prerequisite (s): None

Co-requisite (s): None

Course Objectives:

- Describe the scope and principal features in the field of logic.
- Illustrate contemporary logical terminology.
- Describe how knowledge is advanced, tested and revised in logic.
- Describe and examine a range of perspectives on key debates and their significance both within the field and in society.
- Illustrate core concepts of the field using analytical, practical and/or creative tasks.
- Assemble evidence relevant to typical logical problems; describe the significance of the evidence and use it in analyzing these.
- Present accurate calculations and symbolic operations, and explain how such calculations and operations are used in the student's specific field of study.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



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PART 2:

Course Objectives and Linked Lumina DQP Outcomes

See PART 3 of this syllabus for the complete language of each Lumina DQP outcome.

- Describe the scope and principal features in the field of logic. (DQP 1)
- Illustrate contemporary logical terminology. (DQP 2)
- Describe how knowledge is advanced, tested and revised in logic. (DQP 4)
- Describe and examine a range of perspectives on key debates and their significance both within the field and in society. (DQP 5)
- Illustrate core concepts of the field using analytical, practical and/or creative tasks. (DQP 6)
- Assemble evidence relevant to typical logical problems; describe the significance of the evidence and use it in analyzing these. (DQP 8)
- Present accurate calculations and symbolic operations, and explain how such calculations and operations are used in the student's specific field of study. (DQP 13)



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Suggested Methods of Instruction:

Lecture, collaborative work, whole-class discussion, in-class and take-home writing

Suggested Methods of Assessment and Evaluation:

Reports, Exams & Quizzes, Attendance

Adopted Text at Time of Course Adoption/Revision:

Seay & Nuccetelli, How to Think Logically (2nd Edition)

Topics Covered During the Semester:

Sequence of topics and time allowance are at the discretion of the instructor

Week 1:	Introduction to Arguments
Week 2:	Introduction to Arguments
Week 3:	Introduction to Arguments
Week 4:	Introduction to Arguments
Week 5:	Deductive Arguments
Week 6:	Categorical Logic
Week 7:	Categorical Logic
Week 8:	Non-Categorical Logic
Week 9:	Non-Categorical Logic
Week 10:	Symbolic Logic (Truth Tables & Formal Proofs)
Week 11:	Inductive Arguments
Week 12:	Inductive Arguments
Week 13:	Inductive Arguments
Week 14:	Logical Fallacies
Week 15:	Logical Fallacies
Week 16:	Final

Part 1 & Part 2 approved by CRDAP on: 02 27 15

Part 2 approved by AD:

Date:

Part 2 approved by CRDAP Chair:

Date:

Rev02/15



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PART 3:

LUMINA DQP OUTCOMES – Use this reference sheet for **PART 2** of Master Course Syllabus.

Specialized Knowledge

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills – Analytic Inquiry

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills – Use of Information Resources

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills – Engaging Diverse Perspectives

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills – Communication Fluency

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012