FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf
D. Recognize and explain informal mistakes in reasoning.
E. Distinguish deductive from inductive arguments.
F. Evaluate deductive arguments based on whether they are valid and sound.
G. Evaluate inductive arguments based on whether they are strong and cogent.
H. Use the concepts of contradictory, contrary, subcontrary, and subalternation to test immediate inferences for validity.
I. Use Venn Diagrams to test arguments for validity and invalidity.
J. Use common argument forms to determine validity and invalidity.
K. Use the natural deduction method to prove that arguments are valid.
L. Use the counterexample method to prove that an argument is invalid.
M. Solve logic puzzles.
N. Determine the answers to logical reasoning and analytical reasoning questions on post-graduate exams, such as the LSAT.

V. EVALUATION CRITERIA

A. Grade Distribution

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>5%</td>
</tr>
<tr>
<td>Post-Test</td>
<td>5%</td>
</tr>
<tr>
<td>CLA-style Essay</td>
<td>5%</td>
</tr>
<tr>
<td>Quizzes and homework</td>
<td>15%</td>
</tr>
<tr>
<td>Four exams</td>
<td>50% (12 ½ % each)</td>
</tr>
<tr>
<td>Comprehensive final exam</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

B. Grading Scale:

- A = 92-100
- B = 83-91
- C = 73-82
- D = 64-72
- F = 0-63

VI. COURSE REQUIREMENTS:

A. Quizzes: Most quizzes will be multiple-choice; others may be short answer. Some will focus on exercises or definitions previously discussed, and some will cover material from the reading assignment or class activity for the day. Quizzes may or may not be announced in advance. Quizzes cannot be made-up, but your lowest two quiz scores will be dropped. Those who come in ten minutes after a quiz has started or after the quiz is over will not be allowed to take the quiz. You will need a #2 pencil for most quizzes and also for exams.

B. Essay: Clarity of expression, good grammar, logical organization, and comprehensive explanation are important aspects of your essays. Grades for essays will be rubric-based. Student’s CLA-style essay will be written in class. Students should make sure they understand the questions they are
asked and base their answers to them on the documents they will be provided. Focusing on relevant information and providing support from the documents is crucial. Drawing explicit conclusions is important as well.

C. **Exams:** A variety of types of questions will appear on exams: short expository questions, definition questions, multiple-choice questions, etc. Unlike quizzes and homework, exams may be made-up but a penalty will be assessed if you cannot provide an acceptable, documented excuse. The penalty is ten points for the first time and doubles for each time after that. There is no penalty if you provide an acceptable, documented excuse.

D. **Extra credit:** Attending co-curricular lectures pre-approved by your professor and writing reflection papers on them can earn extra credit. Extra credit may add up to six points on each of your four exams.

E. **Class Etiquette:** The instructor will make every effort to maintain a classroom climate that promotes learning for all students. Students must accept their responsibility for maintaining a positive classroom environment by refraining from distracting activities, such as coming to class late or leaving early; using cell phones, beepers or headphones; passing notes or carrying on private conversations; chewing gum, using profanity; or sleeping in class. Student/teacher relationships, as well as relationships among peers, must be respectful at all times. The instructor will let students know if they behave improperly. If the behavior continues, the student will lose points on his/her assessment activities.

Students are responsible for all course material from the first day of class to the last day of the semester, including material missed due to late registration and excused absences.

**VII. TEACHING STRATEGIES**

A variety of teaching strategies will be used in the course, including lecture, lecture/discussion, cooperative learning groups, pair-groups, individual students working problems on the chalkboard, and computer-assisted instruction.

**VIII. DISABLED STUDENT SERVICES:**

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

**IX. COURSE OUTLINE WITH ASSIGNMENT SCHEDULE**

**8/23** In class: Introductions  
After class: Get book, pencils, and notebook for notes and class work.
8/26  In class: Complete **Pre-Test**.
     After class: Read pp. 1-7 in Hurley.
8/28  In class: Discuss logic, argument, premise, and conclusion.
     After class: Read pp. 14-25 in Hurley.
8/30  In class: Discuss non-arguments
     After class: Study for quiz on pp. 1-25.

9/2   Labor Day – No class.
9/4   In class: Complete **quiz** on pp. 1-25.
     After class: Read pp. 33-38 in Hurley.
9/6   In class: Discuss deduction and induction.
     After class: Read pp. 44-53 in Hurley.
9/9   In class: Discuss validity, invalidity, soundness, and unsoundness.
     After class: Continue to study and apply the concepts covered in class.
9/11  In class: Distinguish strength, weakness, cogency, and uncogency.
     After class: Continue to study and apply the concepts covered in class.
9/13  In class: Continue discussing argument evaluation.
     After class: Study for quiz on pp. 44-53.
9/16  In class: Complete **quiz** on pp. 44-53.
     After class: Study for 1<sup>st</sup> exam.
9/18  In class: Complete **1<sup>st</sup> exam**.
     After class: Read pp. 119-33 in Hurley.
9/20  In class: Discuss fallacies of relevance.
     After class: Study for quiz on pp. 119-33.
9/23  In class: Complete **quiz** on pp. 119-33.
     After class: Read pp. 138-49 in Hurley.
9/25  In class: Discuss fallacies of weak induction.
     After class: Study for quiz on 138-49.
9/27  In class: Complete **quiz** on pp. 138-49.
     After class: Read pp. 156-70 in Hurley.
9/30  In class: Discuss fallacies of presumption, ambiguity, and grammatical analogy.
     After class: Study for quiz on pp. 156-70.
10/2  In class: Complete **quiz** on pp. 156-70.
     After class: Study for 2<sup>nd</sup> exam.
10/4  In class: Complete **2<sup>nd</sup> exam**.
     After class: Read pp. 227-29 in Hurley.
10/7  In class: Discuss contradictories, contraries, subcontraries, and subalterns.
     After class: Study for quiz on pp. 227-29.
10/9  In class: Complete **quiz** on pp. 227-29.
     After class: Read pp. 266-74 in Hurley.
10/11 In class: Discuss Venn diagrams.
After class: Practice using Venn diagrams.

10/14 In class: Discuss Venn diagrams.
After class: Read pp. 280-84 in Hurley.
10/16 In class: Discuss syllogism rules
After class: Study for quiz on pp. 266-74 & 280-84.
10/18 Midterm Break – No class.

10/21 In class: Complete quiz on pp. 266-74 & 280-84.
After class: Study for 3rd exam.
10/23 In class: Complete 3rd exam.
After class: Read pp. 360-71 in Hurley.
10/25 In class: Discuss common argument forms.
After class: Study for quiz on pp. 360-71.

10/28 In class: Complete quiz on pp. 360-71.
After class: Read pp. 380-86 in Hurley.
10/30 In class: Discuss rules of implication I.
After class: Study for quiz on pp. 380-86.
11/1 In class: Complete quiz on pp. 380-86.
After class: Read pp. 391-96 in Hurley.

11/4 In class: Discuss rules of implication II.
After class: Read pp. 57-63 in Hurley.
11/6 In class: Discuss the counterexample method.
After class: Study for quiz on pp. 391-96 & 57-63.
11/8 In class: Complete quiz on pp. 391-96 & 57-63.
After class: Study for 4th exam.

11/11 Veterans’ Day – No class.
11/13 In class: Complete 4th exam.
After class:
11/15 In class: Work on CLA-style performance task.
After class: Prepare for CLA-style performance task.

11/18 In class: Complete CLA-style performance task.
After class: Read pp. 644-53 in Hurley.
11/20 In class: Discuss logic and graduate admissions test questions
After class: Review pp. 644-53.
11/22 In class: Continue discussion of graduate admissions test questions
After class: Prepare to discuss puzzles.

11/25 In class: Discuss puzzles.
After class: Study for quiz on pp. 644-53 and puzzles.
11/27 In class: Complete quiz on pp. 644-53 and puzzles.
11/29  Thanksgiving – No class.

12/2  In class:  Review for final exam and post-test.
      After class: Study for final exam and post-test.

12/4  In class:  Review for final exam and post-test.
      After class: Study for final exam and post-test

12/6  In class:  Review for final exam and complete Post-Test
      After class: Study for comprehensive final exam

12/   Complete comprehensive final exam

BIBLIOGRAPHY

Hall, 1994.
Kahane, Howard. Logic and Philosophy: A Modern Introduction. 7th ed. Belmont,
Rozmiarek, Edward J., and Jo Norris Palmore. Logic and Reading Review for the GRE,