IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE
COURSE OUTLINE-OF-RECORD

DIVISION: Arts, Letters and Learning Services **DATE:** November 17, 2011

COURSE TITLE: Logic **COURSE NO.:** PHIL 106 **UNITS:** 3

LEC HRS. 54.00 **LAB HRS.** 0

If cross-referenced, please complete the following

COURSE NO.(s) **COURSE TITLE**

I. COURSE/CATALOG DESCRIPTION:

An introduction to deductive and inductive logic. Attention focused upon the relationship between logic and language fallacies, and the used of logic in everyday life. (CSU,UC)

II. A. PREREQUISITES, if any:
ENGL 110 or ENGL 101 with a grade of "C" or better.

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:

III. GRADING CRITERIA:
Letter Grade Only

IV. STUDENT LEARNING OUTCOMES:
Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:
1. Distinguish the four types of arguments. (ILO1, ILO2)
2. Locate fallacious reasoning. (ILO1, ILO2)
3. Describe various ethical positions. (ILO1, ILO2)

V. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":
Upon satisfactory completion of the course, students will be able to:
1. Develop critical thinking by analyzing arguments and critically evaluation their strengths and weaknesses via written papers.
2. Recognize credible sources and how to use them in research.
3. Describe the various kinds of deductive arguments.
4. Understand the various forms of inductive arguments.
5. Distinguish the various forms of conditional argument.
6. Determine the validity of various arguments involving truth tables.
7. Understand the rules for writing a good and valid argument.
8. Distinguish the various types of ambiguity and vagueness.
9. Recognize the various kinds of informal fallacies.

VI. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE

1. The nature of deduction	10.00%
2. Conditional arguments and the importance of if-then reasoning	10.00%
3. Truth tables	15.00%
4. Rules for writing an argument	30.00%
5. The nature of moral and legal reasoning	5.00%
6. Credibility and sources	5.00%
7. The kinds of informal fallacies	20.00%
8. Inductive arguments	5.00%
TOTAL	100%

VII. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS:

Mid-Term/Final Exam(s)

Problem Solving Exercise

Quizzes

Written Assignments

VIII. INSTRUCTIONAL METHODOLOGY:

Audio Visual

Demonstration

Discussion

Group Activity

Individual Assistance

Lecture

Distance Learning

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected.

IX. ASSIGNMENTS:

Reading and Writing:
Each student may be required to write not less than ten pages of a double spaced and typed research or position paper which will critically evaluate a philosophical problem in logic and some of its proposed solutions. The paper will be

evaluated for its composition and style as well as for its demonstration of philosophical analysis and critical thinking techniques.

Out-of-class:
Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short-term classes. Students are required to spend at least 100 hours outside of class studying lecture notes, working problem sets, reading texts and articles, writing papers and relating the course content to current events of the day by surveying popular news sources and professional journals Critical Thinking: The student will analyze and critique argumentation.

X. TEXTBOOK(S) AND SUPPLEMENT(S):

Moore, B.N. and Parker, R. (2011). *Critical Thinking* (10th/e). McGraw-Hill Humanities/Social Sciences/Languages.
Barnet, Sylvan, and Bedau, H. (2010). *Critical Thinking, Reading and Writing: A Brief Guide to Argument.* (7th/e). Bedford/St. Martin's.
Rudinow, J., Barry, J. and V.E. (2007). *Invitation to Critical Thinking* Wadsworth Publishing.