

# Washtenaw Community College Comprehensive Report

## PHL 250 Logic Effective Term: Fall 2013

### Course Cover

**Division:** Humanities, Social and Behavioral Sciences

**Department:** Humanities

**Discipline:** Philosophy

**Course Number:** 250

**Org Number:** 11540

**Full Course Title:** Logic

**Transcript Title:** Logic

**Is Consultation with other department(s) required:** No

**Publish in the Following:** College Catalog , Time Schedule , Web Page

**Reason for Submission:** Three Year Review / Assessment Report

**Change Information:**

**Consultation with all departments affected by this course is required.**

**Rationale:** Review of course following assessment done fall 2012.

**Proposed Start Semester:** Fall 2009

**Course Description:** This course offers an introduction to the discipline of philosophical logic. Emphasis will be placed on the distinction between deductive/formal reasoning and inductive/informal reasoning. With regard to the former, the course will examine different methods for the evaluation of deductive/formal arguments or reasoning. With regards to the latter, the course will again explore methods of evaluation, highlighting common mistakes in informal or everyday reasoning.

### Course Credit Hours

**Variable hours:** No

**Credits:** 3

**Lecture Hours: Instructor:** 45 **Student:** 45

**Lab: Instructor:** 0 **Student:** 0

**Clinical: Instructor:** 0 **Student:** 0

**Total Contact Hours: Instructor:** 45 **Student:** 45

**Repeatable for Credit:** NO

**Grading Methods:** Letter Grades

Audit

**Are lectures, labs, or clinicals offered as separate sections?:** NO (same sections)

### College-Level Reading and Writing

College-level Reading & Writing

### College-Level Math

#### Requisites

#### General Education

**MACRAO**

MACRAO Humanities

**General Education Area 6 - Arts and Humanities**

Assoc in Applied Sci - Area 6

Assoc in Science - Area 6

Assoc in Arts - Area 6

## Request Course Transfer

### **Proposed For:**

Eastern Michigan University  
Michigan State University  
University of Michigan

## Student Learning Outcomes

1. The student will distinguish between deductive/formal reasoning and inductive/informal reasoning.

### **Assessment 1**

**Assessment Tool:** Departmental exam where students will be asked to identify characteristics of inductive and deductive reasoning.

**Assessment Date:** Fall 2015

**Assessment Cycle:** Every Three Years

**Course section(s)/other population:** all

**Number students to be assessed:** approximately 60

**How the assessment will be scored:** Departmental rubric with a scale of 0-3 for the evaluation of student responses.

**Standard of success to be used for this assessment:** An average of 2.1 or higher for each outcome.

**Who will score and analyze the data:** It will be blind-scored by departmental faculty.

2. The student will successfully apply multiple methods for the evaluation of deductive arguments.

### **Assessment 1**

**Assessment Tool:** Departmental exam where students will be asked to evaluate deductive arguments using multiple methods.

**Assessment Date:** Fall 2015

**Assessment Cycle:** Every Three Years

**Course section(s)/other population:** all

**Number students to be assessed:** approximately 60

**How the assessment will be scored:** Departmental rubric with a scale of 0-3 for the evaluation of student responses.

**Standard of success to be used for this assessment:** An average of 2.1 or higher for each outcome.

**Who will score and analyze the data:** It will be blind-scored by departmental faculty.

3. The student will recognize common mistakes or fallacies in inductive/informal arguments.

### **Assessment 1**

**Assessment Tool:** Departmental exam where students will be asked to identify fallacies in argument examples.

**Assessment Date:** Fall 2015

**Assessment Cycle:** Every Three Years

**Course section(s)/other population:** all

**Number students to be assessed:** approximately 60

**How the assessment will be scored:** Departmental rubric with a scale of 0-3 for the evaluation of student responses.

**Standard of success to be used for this assessment:** An average of 2.1 or higher for each outcome.

**Who will score and analyze the data:** It will be blind-scored by departmental faculty.

## Course Objectives

1. The students will identify and define the major characteristics of deductive/formal reasoning, such as validity and soundness.

**Matched Outcomes**

1. The student will distinguish between deductive/formal reasoning and inductive/informal reasoning.
2. The students will develop a formal language or logical notation for the purpose of translating and evaluating arguments.

**Matched Outcomes**

2. The student will successfully apply multiple methods for the evaluation of deductive arguments.
3. The students will employ multiple evaluation methods for deductive arguments within this language.

**Matched Outcomes**

2. The student will successfully apply multiple methods for the evaluation of deductive arguments.
4. The student will identify and discuss central concepts relating to inductive/informal logic, such as strength and cogency.

**Matched Outcomes**

2. The student will successfully apply multiple methods for the evaluation of deductive arguments.
5. The students will identify fallacies or mistakes common to inductive/informal reasoning.

**Matched Outcomes**

3. The student will recognize common mistakes or fallacies in inductive/informal arguments.

**New Resources for Course**

**Course Textbooks/Resources**

Textbooks

Copi and Cohen. *Introduction to Logic*, ed. unknown, 0

Cohen, C. *Introduction to Logic*, 14 ed. Pearson, 2007, ISBN: 9780205820375.

Manuals

Periodicals

Software

**Equipment/Facilities**

Level I classroom

<b><u>Reviewer</u></b>	<b><u>Action</u></b>	<b><u>Date</u></b>
<b>Faculty Preparer:</b> <i>Charles Johnson</i>	<i>Faculty Preparer</i>	<i>Jan 09, 2013</i>
<b>Department Chair/Area Director:</b> <i>Dena Blair</i>	<i>Recommend Approval</i>	<i>Jan 10, 2013</i>
<b>Dean:</b> <i>Bill Abernethy</i>	<i>Recommend Approval</i>	<i>Jan 14, 2013</i>
<b>Vice President for Instruction:</b> <i>Stuart Blacklaw</i>	<i>Approve</i>	<i>Feb 06, 2013</i>