



# On-Campus Course Syllabus

## PHI 315

### Introduction to Logic

### Fall 2022

#### Class Information

**Day and Time:** TTh 9:30 – 10:45

**Room Number:** E211, alternatively the President's Office

#### Contact Information

**Instructor Name:** Barry Creamer

**Instructor Email:** [bcreamer@criswell.edu](mailto:bcreamer@criswell.edu)

**Instructor Phone:** 214-818-1326

**Instructor Office Hours:** 30 minutes prior to class, or anytime by appointment through [dreynolds@edu](mailto:dreynolds@edu)

#### Course Description and Prerequisites

An examination of the principles of sound reasoning with an emphasis on developing the critical skills necessary for thinking well. Attention is given to problem solving, rational argumentation, and the evaluation of common methods of reasoning.

#### Course Objectives

At the end of this course, the student should demonstrate the ability to:

1. Express the relationship between propositional and predicate logic on one hand and reality (or descriptions of reality) on the other;
2. Analyze systematically the structure of sound and unsound arguments;
3. Demonstrate the ability to organize ideas for effective communication (conversely, demonstrate the ability to reduce natural language to discrete claims for analysis);
4. Investigate claims and tenets about Christ, Christianity, and Scripture using the tools of logic.

#### Required Textbooks

Sibley, Jack R. *Logic for Life*. (Distributed in class. Reprinted by author's permission.)

#### Course Requirements and Assignments

1. Readings and Chapter Reviews: Discussion in class about each week's readings and weekly review questions (at the end of each chapter). On occasion, the online review questions may be replaced by the requirement for a one page reading or discussion summary from the student about the material from that week's chapter. 30% of the course grade.
2. Mid-Term Exam: An objective mid-term exam based primarily on the Sibley text. 30% of the course grade.

3. Two Logical Analysis Assignments: After the mid-term exam, a written examination of a biblical text, theological topic, or culturally relevant issue using specifically identified tools of logic related to the course. The response can be as brief as 1 page or as long as 5, depending on the interest of the student and details required to cover the topic. The response must identify and examine the logical structure of the text, topic, or issue (its key propositions and their argumentative relation to each other) and then its content. 40% of the course grade.

## **Course/Classroom Policies and Information**

Normally, class will be held in the President's Office. Students should feel free to enter the Office any time up to 15 minutes before class begins as long as the door is open.

### **Class Attendance**

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

### **Campus Closure**

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

### **Grading Scale**

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

### **Incomplete Grades**

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar’s Office. The “I” must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the “I” will become an “F.”

### **Academic Honesty**

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

### **Institutional Assessment**

Material submitted by students in this course may be used for assessment of the college’s academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student’s course grade or academic standing at the college. Before

submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

## **Institutional Email Policy**

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## **Intellectual Property Rights**

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## **Resources and Supports**

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at

[library@criswell.edu](mailto:library@criswell.edu). Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

**Tutoring Center:** Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu) or by calling 214.818.1373.

### Course Outline/Calendar

Date	Topic	Sibley Reading
8/16	Introduction to the Course Logic’s Limits Logic and God	Introduction
8/18	Logic and Language	Chapter 1
8/23	Linguistic Fallacies	Chapter 2
8/25	No class meeting	
8/30	Material Fallacies	Chapter 3
9/1	Warranted Decisions	Chapter 4
9/6	Analyzing the Proposition	Chapter 5
9/8	Immediate Inference and Opposition	Chapter 6
9/13	Transformation: Obversion and Conversion	Chapter 7
9/15	Reasoning: Definition and Application	Chapter 8
9/20	The Categorical Syllogism	Chapter 9
9/22	Enthymematic Argumentation	Chapter 10
9/27	Practical Argumentation	Chapter 11
9/29	Symbolic or Sentential Logic	Chapter 12
10/4	Induction	Chapter 13
10/6	Mid-Term Exam Opens	
10/11	Student Development Week	
10/13	Mid-Term Due	
10/18	Basics of Predicate and Modal Logic	
10/20	Introduction to First Logical Analysis	
10/25	Assessment of First Logical Analysis	
10/27		
11/1	Introduction to Second Logical Analysis	
11/3		
11/8	Assessment of Second Logical Analysis	
11/10		

11/14 thru 12/1	No Class Meeting: Conventions, Thanksgiving, travel. Use these 3 weeks to improve logical analysis assignments for grade.	
12/6	Last opportunity to visit during class time to revise/update logical analyses	
12/8	Final version of Logical Analyses due	