Philosophy 201: Introduction to Logic (21:730:201:90)
Fully Online Course via **Sakai**
Rutgers, The State University of New Jersey, Newark, Spring 2018
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Introduction to Logic

1.   Course Description / Objectives (Core Curriculum)

The objective of the course is to augment students' analytical and critical thinking through the study of formal (& informal) logic. The students will learn philosophical notions and conceptual tools of semantics and syntax for valid reasoning through conducting proofs in modern logic, and will apply logical acumen to writing on substantive issues.

2.   Grade Determinants

2.1.   (**50%**) ... *on Pass/Fail basis*

   ♦   (40%) ... *for-credit* online Exercises from *weekly* assignments

   ♦   (10%) ... 1-page reaction to multimedia material / essay proposal

2.2.   **(50%) ... *to be Graded***

   ♦   (40%) ... ***Take-Home*** Final Exam

        scheduled ... Sat., May 5th, 6 - 9:00pm
        detailed instructions to be announced in due time

   ♦   (10%) ... Term Paper

        7-page (double-spaced) / based on readings to be distributed
        due on Sat., May 5th, 9:00pm via email

3.   Course Textbook

>   Hausman, Alan, Howard Kahane, & Paul Tidman
>   ***Logic and Philosophy: A Modern Introduction***
>   Thomson/Wadsworth
>
>   ♦   all readings and exercises are from this book
>   ♦   any edition (old or new; eBook included)

4.   Course Website (at *Sakai*)

>   ♦   We shall be using ***Sakai*** (not Blackboard) for many superior features;
>   logon to ***Sakai*** with your Rutgers NetID and password at:
>
>   https://sakai.rutgers.edu/portal
>
>   ♦   Select this course:
>
>   **18S Logic (R)**
>
>   NB: **(R)** will be persistently used to refer to the course

5.   Course Contents

The whole course is divided into the following 5 parts:

>   Part 1.   Introduction (Preliminaries)
>   Part 2.   Semantics with Truth Tables
>   Part 3.   Syntax with Sentential Logic (1)
>   Part 4.   Syntax with Sentential Logic (2)
>   Part 5.   Syntax with Predicate Logic

This 5-part composition corresponds to the structure of the course website at ***Sakai***, which will be further compartmentalized into a series of more than 60 *modules*. Each of these modules contains lectures on the corresponding subject in streaming video.

These modules are arranged in a (hierarchically-arranged) sequential manner, so that students are to move forward to the next module when they can fully grasp the instructional contents presented in the current module. (Occasionally, students might want to review the previous modules, and indeed, they can. This is one of the great advantages of online class.)

**6.	Course Structure: *Modus Operandi***

The whole course is designed to let students study "online" from the start to finish via pre-recorded multimedia material. Each week, on a regular basis, a set of new modules will be opened up with lectures on video, along with the assignment, which will be due in a week (typically by Thurs.) They are progressively arranged so as to promote independent, steady and cumulative studies, where students may move to the next module only when they finish the studies with the current one.

The weekly assignments are comprised of non-credit (*NC*) and for-credit (*FC*) questions. The for-credit (*FC*) exercises are to be submitted for credit points on pass/fail basis. It is *incumbent* upon students to check the feedback (as well as the credit status) from which to correct mistakes (if any), and to improve understandings.

This *modus operandi* is in accordance with the fact that in order for an online course to be successful, students should study course materials in a ***persistent and steady*** manner. Students should not expect that they might be able to absorb course materials at the last minute simply because they can be accessed at any convenient time. For that reason, students should maintain individual ***self-discipline*** at the utmost level. Another equally important reason is because logic as a field of study is distinctively ***rigorous and cumulative***. (Students are hereby advised not to take this advice lightly at all. You will be soon overwhelmed unless you keep up with the pace of progress.)

**7.	Email Communications**

♦	Along with the website, the email communications are vital in this course. Everyone is required to send the following information:

(1)	Last Name & First Name
(2)	2 Email Addresses (one primary + another for backup)
(3)	Major & Year (e.g., Chemistry, Junior)

♦	Use the following email addresses of mine, unless noted otherwise:

Logic.dr.kang@gmail.com
(backup: dr.steven.kang@gmail.com)

♦	Put the following info into the ***subject line*** of your email:

(R) Your Last Name, Your email contents (brief)
e.g., **(R)** Smith, basic info

(R) refers to the very section of this course you're in; it shall be persistently used through the session in all the email correspondence for assignments, *in place of* the long 10-digit reference numbers for this section.

8.   **Note on IT aspect of e-Learning**

The adoption of video-streaming (in 'mp4' files) for making course contents available asynchronously has been a careful choice by your instructor to utilize one of the most updated multimedia compression technologies. I have had quite satisfactory experiences with it, which I wouldn't expect anything less this time as well.

Surely, there will be always room for improvement in terms of catching up ever-changing IT; and also we have to grant that especially in terms of interactivity on the spot between instructor and students, online instructions should not be compared to in-class instructions. But from my past experiences, I am totally convinced that students can learn course materials online as effectively as in-class (quite often even better than in-class). It is a "huge" advantage that course materials can be accessed from any place and time convenient for students, and as many times as necessary.

9.   **Note on disabilities accommodations**

"Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form."