

# UNIVERSITY OF KENTUCKY

Independent Study Program  
Lexington, Kentucky 40506

Philosophy 120  
Introduction to Logic  
Instructor

30 Lessons  
3 Semester Hours  
Beth Rosdatter

## **Preface**

Logic is, simply, the tools used in the study of argument. Through logic we determine the criteria by which we judge arguments to be acceptable or unacceptable. In this discussion of logic we will come to see, (among other things): what qualifies as an argument, what the different parts of arguments are, what sort of connections exist between parts of arguments, and how to recognize and construct good arguments.

Why, then, is logic important? Because we use it to distinguish between good arguments and poor arguments. Most, if not all, you know came to you through argument. Think how often in a day someone tries to convince you of something. The lawyer wants to convince the jury; the salesperson want to convince the prospective buyer; those in business want to convince each other; politicians want to convince the public. But a good argument is more than merely convincing, and a bad argument is sometimes very convincing. If you claim to know something, if you sit on a jury, if you buy a car, if you vote, you have an interest in distinguishing the really good argument from the flashy one. And for this you need logic.

Luckily, you *already use* logic everyday. What you will do in this course is learn names and formalized structures for manipulation and examination of processes you have been using almost since you could speak. This practice, this logical workout, will give you the mental muscle you need to live well in our culture.

## **Course Goals**

This course in elementary logic introduces the student to the basic concepts of both traditional and modern logic. Once acquainted with the fundamental notions, the student may gain practice in the course by applying these basic ideas in logic to everyday reasoning. Thus, this course enables the student to learn both the principles and applications of good reasoning. This course parallels Introduction to Logic (Phi 120) taught on the University of Kentucky campus.

## **Text**

A Concise Introduction to Logic, Seventh Edition. Patrick J. Hurley. Belmont CA: Wadsworth 2000. Available from Kennedy's Bookstore or the UK Bookstore.

Logic Coach III, Nelson Pole--software comes bundled with the Seventh Edition

**IMPORTANT:** Using logic Coach is an important part of this course. If you do not have access to a computer please contact the Independent study office or your instructor as soon as possible! Alternate practice exercises can be made available if necessary.

### **Assignments**

Each lesson is designed to teach the student one or two basic concepts of elementary logic. The best study technique is the following: first, read the assigned material in the textbook. Then, read the study guide, which highlights and further explains the key points of the text. When you think you understand what you have read, do the true/false exercises in the Hurley text to be sure. Next, do assigned Logic Coach exercises, using the text when necessary. (If you do not have access to a computer on which to do your logic coach assignment, contact the instructor immediately to work out an alternate set of course requirements!) Then, review the text, noting difficult points. Finally, do the written assignments from this workbook...try to do the assignments without the aid of the text.

When you have completed the assignments, make a copy of the logic coach record screen and hand in all the written assignments and the logic coach record screen attached to one blue cover sheet. There is sometimes confusion because the cover sheet asks for “assignment number” not “lesson number”. Do not hand in each assignment from one lesson with a separate cover sheet. All assignments in one lesson should be handed in together.

Please note that it is often the case students will lose a letter grade or two because of careless errors. Please make sure that you have copied the problem correctly, that you have read the instructions carefully and that you do not rush through the assignments.

By following the progression of the material, you should have little trouble understanding the basic concepts of logic. However, to do well in this course you must devote an appropriate amount of time to your work. A normal 3 semester hour course entails about 100 hrs.of work, (45 in class, 55 outside) which breaks down to three to four hours per lesson in this course.

It will really help you to maintain a steady pace. This will help you to stay involved with what you are doing. Many of the exercises build upon the preceding ones.

Feel free to ask questions at any time. My e-mail Address is: [rosdatte@pop.uky.edu](mailto:rosdatte@pop.uky.edu).

## **Grading Procedure**

The 30 written assignments together comprise 75% of your final grade and the final exam is worth 25%.

Each lesson will be graded on a percentage basis, with 100% being the maximum percentage possible. A standard ten-point scale will be used in determining the letter grade for each assignment and for the final course grade.

A = 90 - 100%  
B = 80 - 89%  
C = 70 - 79%  
D = 60 - 69%  
E = Below 60%  
I = Incomplete - (redo)

### **IMPORTANT:**

**You must pass the final exam to pass the course, no matter what your grades are on the exercises.**

## **About the Instructor**

Beth Rosdatter is working on finishing her PhD in philosophy at the University of Kentucky. She lives in Lexington with her four kids. Before going back to graduate school, she worked as a handweaver, construction estimator and with a nutrition development project in Mexico, among other things.

## **Acknowledgments**

I'd like to thank Janet Rocanova, the former instructor of this course, for passing it along to me. Much of this study guide is based on her work.

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