Syllabus for Philosophy 211: Elementary Logic, Spring 2020

Course Description
The formal characteristics of logical truth and inference.

Course Learning Outcomes for all Philosophy 211 Sections
• Ability to think critically about arguments.
• Ability to analyze complex texts logically.
• Ability to communicate precisely and concisely in writing.

Attributes, Prerequisites, and Requirements Satisfied
This is an Intermediate level course. Prerequisites are sophomore standing and satisfying the Quantitative Reasoning A requirement, or permission of the instructor. This course satisfies the Quantitative Reasoning B requirement, as well as Humanities and Social Science breadth requirements.

Meeting Times and Locations, Instructional Mode
The main modes of instruction are lecture and discussion (the latter primarily during sections). Lectures are Tuesdays and Thursdays from 2:30pm–3:45pm in 1131 Humanities, beginning on January 20th and ending on April 30th.

Course Website
This syllabus and almost all other materials for the course, plus announcements, the etext, and an ongoing schedule of assignments and readings, can be found at:
https://canvas.wisc.edu/courses/185822

Textbook
The textbook for the course is *The Logic Book*, 6th edition (Bergmann, Moor, Nelson), 2014. Students enrolled in the class have access to an electronic copy of the book through the canvas site (on the canvas page for Philosophy 211, look in the course navigation menu for "**Engage eText**").

This is part of a pilot program intended to reduce the cost of textbooks. Each student enrolled in the course has the cost of the book ($35) added to their bursar bill. If you would like to opt out of this program and get access to the book in a different way, feel free to talk with me, or follow the steps listed here: https://kb.wisc.edu/77524

Here are some resources for learning to use the electronic book:
https://mediaspace.wisc.edu/media/Unizin+Engage+Basics/1_zo760ag6

https://resources.unizin.org/display/EKB/Help+for+Students

A hardcopy of the textbook is also on reserve at College Library.

Solutions to unstarred exercises in the book can be found at:
www.mhhe.com/bergmann6e

Instructors, Contact Information, and Availability
Instructor: Josh Mund, josh.mund@wisc.edu; office: 5142 Helen C. White; office hours Monday 1:00pm-2:00pm and Thursday 4:00pm-5:00pm. (note, Monday office hours held in College library; see map below)

Teaching Assistant: Jonathon Vandenhombergh, vandenhomber@wisc.edu; office: 5146 Helen C. White; office hours Tuesday 12:00pm-1:00pm and Wednesday 1:00pm-2:00pm.

When you send an e-mail, please allow at least 24 hours for a response.

If you are not available to meet during our regular office hours, we are happy to meet with you at an alternate time—just e-mail to make an appointment. No appointment is needed to attend regular office hours.

Credits, and How the Course Meets Credit Hours
This course is 4 credits. The credit standard for this course is met by an expectation of a total of 180 hours of student engagement with the course's learning activities (45 hours per credit).

This includes 75 minutes of instructional time per lecture (typically twice a week) and 50 minutes per discussion section (typically once a week). It also assumes roughly 3 hours working on course learning activities for each hour of instructional time—including reading (and re-reading) the course text, practicing exercises in the text, completing problem sets, studying for exams and quizzes, and other student work as described in this syllabus.

Grading
Your grade for this course will be based on:
- Problem sets (7 of them) and occasional in-class quizzes (announced several days ahead of time) 40%
- 1 Midterm 20%
- Final Exam 40%

Lecture and section attendance are strongly encouraged but not required (except on quiz days, which will be announced in class and on the website, when you will need to be in class to take the quiz). If you miss 4 or fewer lectures, you will receive 1% of extra credit on your final grade.

All exams are cumulative, and are closed-book/closed-note.

If your final exam score exceeds your midterm score, the midterm will not count and the final exam will count for 60% of your grade.

If you need to reschedule an exam due to a conflict or require exam accommodations for a disability, please e-mail us as soon as possible.

Grading scale:
If your overall percentage is at least a(n)… Your grade will be at least a(n)…

If your overall percentage is at least a(n)…	Your grade will be at least a(n)…
93	A
88	AB
83	B
78	BC
70	C
60	D
0	F

Participation in lecture, section, and/or office hours may boost borderline grades.

Accommodations for Students with Disabilities
McBurney Disability Resource Center syllabus statement: "The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty of their need for instructional accommodations. Faculty will work either directly with the student or in coordination with the McBurney Center to identify and provide reasonable instructional

accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA."

Assignments Information

Turning in Your Work
Problem sets are to be turned in at the beginning of class on the designated day.

Problem set answers must be submitted in hard copy; electronic submissions are allowed only in special circumstances and with prior permission from Jonathon.

Extensions on problem sets may be granted for situations such as a conflict with a religious observance. If you are interested in an extension, talk to Jonathon in person or via e-mail. Regardless of your reason, do not assume you will get an extension; you do not have the extension until Jonathon says you do.

If you need to reschedule an exam due to a conflict, please contact Josh. He will need at least one week's notice, though he would certainly prefer more than that.

Working Together
We encourage you to work together on problem sets. This is a good practice not only because you will be able to fill in the gaps in each other's learning, but also because trying to explain a concept to someone else is a great way to solidify what you have learned and to discover missing pieces in your understanding.

Although working together is encouraged, every student must submit their own problem set solutions for grading. List the name of everyone you worked with at the top of the solutions you submit. (Please make it clear which name at the top of the paper is yours.)

Problem-set problems will often require written explanations. Even if you work with other students on the problem, each student should come up with their own explanation. Submitting identical written explanations is considered cheating. On the other hand, if an answer consists merely of symbols, a table, or a derivation, we understand that answers may turn out identically among students who work together (as well as those who don't). Still, for both kinds of answers (written English and symbolic), the key point is that you should fully understand and be able to explain anything that appears on a piece of work you submit. Note also that you can be penalized for submitting course work that does not indicate your own efforts or for assisting another student in doing so (for instance, by letting them copy your own work).

The only materials you are allowed to consult in completing your problem sets are our course textbook, its website, materials distributed in section, and the materials we post on this term's course website. Do not consult other materials without prior permission from either Josh or Jonathon. Consulting unauthorized materials is a form of academic misconduct.

You are responsible for understanding and abiding by these policies. Ignorance of the rules or lack of an intention to break them is not an excuse. If you have any questions about what constitutes academic misconduct in our course, refer to the webpage below or ask, either in private or in class.

More information on academic misconduct can be found here: https://conduct.students.wisc.edu/academic-misconduct/ . Feel free to look at those materials, but Jonathon and I are also happy to talk with you about this to make sure you're not drifting into any grey areas regarding misconduct.

Please also note the university's academic integrity statement: "By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion."

Other Course Policies
- You may bring things to class to eat, so long as it does not disturb other people.
- Please keep phones silenced and out of sight (This policy is intended to prevent distractions to others as well as the person who might be using their phone).
- Laptops are allowed only in the 3 rows at the back of the classroom (This is also intended to minimize distractions to others). This policy will be relaxed on days when the lecture material is presented primarily using PowerPoint. In those cases, I will post the slides ahead of class and I encourage people to bring electronic or hard copies of the slides to class.