

# **Sabbatical Project Report**

## **Volume 1**

**Sabbatical Project Proposal**

**Revision and Update of Mt. San Antonio College Website**

**Submitted to**

**The Salary and Leaves Committee**

**By**

**Charles T. McGruder, Ph.D.**

**Professor of Philosophy  
Department of Sociology and Philosophy  
Humanities /Social Science Division  
Mt. San Antonio College**

**September, 2007**

For

*Jaden*

The Truly “Unperturbed One”

and

*Tom*

The “Reposed One”

## **Statement of Purpose**

If our goal is to educate students to become life-long learners and creative problems solvers, then it is our responsibility to provide students with the internal and external tools to promote our goal. One of the external tools is an internally consistent, coherent, content rich and freely assessable website providing course materials and supplemental information to support the educational process of students. I propose to integrate curriculum resources and technological resources to provide these tools.

This sabbatical project will culminate in two tangible products. The first product will be a revised and updated Mt. San Antonio College website that is coherent and internally consistent providing course materials and added links to public domain sites. The second product will be newly created WebPages in the three specific content areas of Ethics, Aesthetics and the Idea of Nature. I believe these are important supplemental resources for students of our philosophy classes. The purpose of this sabbatical leave will be to produce a more refined, thorough, and free public resource for students engaged in the challenge of philosophy courses at Mt. San Antonio College, a resource that is internally consistent and aligned with the state of the art in ancient philosophical scholarship and education.

# **Sabbatical Project**

**Application for Sabbatical Leave**



# SALARY AND LEAVES COMMITTEE

## APPLICATION FOR SABBATICAL LEAVE

Name of Applicant: Charles T. McGruder Date: 11-10-05

Department: Sociology / Philosophy Division: Humanities / Social Science

Address: 4710 Glen Ivy Road

City: LaVerne Zip: 91750

Date of Employment at Mt. SAC: Fall 1992 Dates of last sabbatical: From / To /

Length of sabbatical leave requested:  One semester  Two semesters

Effective dates for proposed sabbatical leave: Fall (year): 2006 Spring (year): 2007

Study  Travel  Project

Combination (specify): \_\_\_\_\_

**NOTE: Sabbatical periods are limited to contractual dates of the academic year.**

Attach:

1. A comprehensive, written statement of the proposed sabbatical activity(ies) including:
  - description of the nature of the activity(ies)
  - timeline of the activity(ies)
  - an itinerary, if applicable
  - proposed research design and method(s) of investigation, if applicable
2. A statement of the anticipated value and benefit of the proposed sabbatical activity(ies) to the applicant, his/her department or service area, and the College.
3. An abstract of your plan for use in the Board of Trustees agenda.

Any change or modification of the proposed sabbatical activity(ies) as evaluated and approved by the Salary and Leaves Committee must be submitted to the Committee for reconsideration.

Applicant's Signature: Charles T. McGruder Ph.D. Date: 11-10-05

(continued on the next page)



# Mt. San Antonio College Salary and Leaves Committee

John Nixon, Chair  
Ginny Burley  
Ralph Eastman

Ralph Greenwood  
Jim Ocampo  
John Vitullo

Date: December 14, 2005

To: Charles McGruder

From: Salary and Leaves Committee

Re: Evaluation of Sabbatical Application

We have completed our preliminary evaluation of your sabbatical application for the 2006-07 academic year. We are pleased to inform you that the committee will recommend your application for approval to the Board of Trustees at their February 22<sup>nd</sup> meeting.

If you have any questions, please contact John Nixon (ext. 5414).

cc: Committee Members  
lp

# **Sabbatical Project Proposal**

Submitted to

The Salary and Leaves Committee

By

**Charles T. McGruder, Ph.D.**

Professor of Philosophy  
Department of Sociology and Philosophy  
Humanities/Social Sciences Division  
Mt. San Antonio College

December 1, 2005

Project to be completed during the 2006-07 academic year

## **1. Statement of Proposed Sabbatical Project Activities**

### **Description of the Nature of the Project Activities:**

If our goal is to educate students to become life-long learners and creative problem solvers, as it has been for me as a professor of philosophy for over twenty years, then it is our responsibility to provide students with the internal and external tools to promote our goal. One of the external tools is an internally consistent, coherent, content rich and freely accessible website providing course materials and supplemental information to support the educational process of students. I propose to integrate curriculum resources and technological resources to provide these tools. This sabbatical project will culminate in two tangible products. The first product will be an updated and revised Mt. San Antonio College website that is coherent and internally consistent providing course materials and added links to public domain primary texts such as the MIT Archive Project. The second product will be newly created Webpages in three specific content areas I believe are important supplemental resources for students of our philosophy classes.

The first goal of my sabbatical project proposal is to update and revise my current Mt. San Antonio College website. In addition, I intend to add more links to public domain primary texts to supplement the information received in class and through required reading. My existing website has been developed piecemeal with different software programs (Dreamweaver, FrontPage, and others) and with the assistance of various Mt. San Antonio College students and staff over a number of years. While extensive, my website has become disorganized as a result of these different software programs and assistants. The site lacks consistency and uniformity. Much of the current material is brief and does not support the logical coherence and integration of philosophical thought, theory and application that I aim towards with my students. This sabbatical would afford me the time to remedy this problem for the benefit of students, colleagues and visitors to the site.

The second goal of this sabbatical project proposal is to read, research, write and publish WebPages to my website in three specific philosophical content areas: 1. Ethics -History of Ancient Western Philosophy (Greek and Roman), 2. Aesthetics - History of Western Aesthetics, and 3. Idea of Nature – History of Western Philosophy. I have always attempted to provide supplemental material for Mt. San Antonio College students through online resources. One of my long term goals has been to develop, write and publish to my website understandable and thought provoking information in these content areas for students engaged in the challenge of philosophy courses. The result of this endeavor will be the production of two hundred to two hundred fifty newly created Webpages for online access.

The first content area (Ethics - History of Ancient Western Philosophy) will result in the production of WebPages on Socrates, the Sophists, Plato, Aristotle, Epicurus, the Stoics and the Skeptics. In addition, I propose to create a Chronology of Ancient Western Philosophy and a Table of Philosophers and Schools of Ancient Western Philosophy. The second content area (Aesthetics - History of Western Philosophy) will produce WebPages on Classical, Medieval and Modern Aesthetics (17<sup>th</sup> and 18<sup>th</sup> centuries, the 19<sup>th</sup> century, the turn of the century and the 20<sup>th</sup> century). The third content area (Idea of Nature – History of Western Philosophy) will result in WebPages on Greek Cosmology, the Renaissance View of Nature and the Modern View of Nature. Through the production of these WebPages, I hope to continue to provide students with an adequate resource for philosophical investigation. The results of my research and writing will also be freely available to my departmental colleagues and visitors to my Mt. San Antonio College website.

Once the update and revision of my website and the development of the three philosophical content area WebPages have been completed, I will publish them to my website. This is of importance to students due to premiere internet resources (such as the Stanford Internet Encyclopedia of Philosophy) changing from free access to subscription services. It becomes necessary to provide Mt. San Antonio College students with free online access to supplemental materials. This sabbatical will afford me the focused time to enhance my website and provide course and supplemental information to students engaged in a philosophical course of study. The tangible product of this proposed sabbatical project will be a more refined, thorough and free public resource for student use that is internally consistent and aligned with the state of the art in ancient philosophical scholarship and education.

A brief outline of the three specific philosophical content areas:

- Ethics - History of Ancient Western Philosophy
  1. Socrates
  2. Sophists
  3. Plato
  4. Aristotle
  5. Epicurus
  6. Stoics
  7. Skeptics
  8. Chronology of Ancient Western Philosophy
  9. Table of Philosophers & Schools of Ancient Western Philosophy

- Aesthetics - History of Western Philosophy
  1. Classical Aesthetics
  2. Medieval Aesthetics
  3. Modern Aesthetics (17<sup>th</sup> and 18<sup>th</sup> Centuries)
  4. Modern Aesthetics (19<sup>th</sup> Century)
  5. Modern Aesthetics (Turn of the Century)
  6. Aesthetics in the 20<sup>th</sup> Century
  
- Idea of Nature – History of Western Philosophy
  1. Part I – Greek Cosmology
  2. Part II – The Renaissance View of Nature
  3. Part III – The Modern View of Nature

An example and expanded outline of the development of the first content area:

This first content area (Ethics - History of Ancient Western Philosophy) will consist of WebPages of varying lengths from approximately one to ten pages each. The nature of our philosophy courses require the material in these WebPages be concise and written at an introductory level so as to be more understandable to students who may have never been exposed to this material. However, links will be provided to public domain primary texts sites that will make available to students expanded materials on these content areas.

The minor philosophers/philosophies may be one to five pages in length; the major philosophers/philosophies may be longer in length, approximately five to ten pages. I anticipate the Chronology to be approximately twelve pages in length and the Table of Philosophers approximately five pages in length. I anticipate that the entire first content area may be approximately fifty to seventy-five pages in length. The WebPages for the first content area will explore the following:

#### ETHICS: What is the Good Life/What is Happiness?

There has been a reinterpretation of Classical Greek Ethics in the last decade. This reinterpretation has happened for three reasons. First, many authors are weary of the debates about utilitarianism and the technicalities of metaethics and believe classical Greek theories have a wider perspective. Second, the Greeks were concerned with providing an account of the good life (*eudaimonia*) or happiness rather than focusing narrowly on right or good action. Third, the Greek philosophers were interested in the virtues of character that explain a disposition to act in the right way.

Currently, a new approach is developing among Classical scholars that centers on the idea of character and action. The traditional ideas of the good life and happiness are still important, but it seems that action is less of a focus. Rather than action defining character, character is now seen as defining action. I will research the old way of interpreting the good life and happiness and compare and contrast the new approach to the good life and happiness to see the benefits of this new understanding.

### **Ethics: History of Ancient Western Philosophy**

1. Socrates
2. Sophists:
  - Protagoras
  - Gorgias
  - Thrasymachus
3. Plato
4. Aristotle
5. Classical Philosophy after Aristotle
  - Epicurus
6. Stoics:
  - Cleanthes
  - Cicero
  - Epictetus
  - Seneca
7. Sceptics:
  - Pyrrho
  - Carneades
  - Sextus Empiricus
8. Chronology of Ancient Western Philosophy 850bce-540ce
9. Table of Philosophers & Schools of Ancient Western Philosophy

## **Timeline of the Activities: Week by Week Schedule**

### **Content Area: Ethics - History of Ancient Western Philosophy**

- Aug. 28 – Sept. 1** Updating Website  
Reading, Researching, Writing  
Ancient Greek and Roman Bibliography  
Nussbaum, Martha C. *The Therapy of Desire: Theory and Practice In Hellenistic Ethics*.  
Princeton University Press, Princeton, New Jersey, 1994.  
Chapters 1 - 4
- Sept. 5 – 8.** Updating Website  
Reading, Researching, Writing  
Ancient Greek and Roman Bibliography  
Nussbaum, Martha C. *The Therapy of Desire: Theory and Practice in Hellenistic Ethics*.  
Princeton University Press, Princeton, New Jersey, 1994.  
Chapters 5 - 8
- Sept. 11 – 15** Updating Website  
Reading, Researching, Writing  
Ancient Greek and Roman Bibliography  
Nussbaum, Martha C. *The Therapy of Desire: Theory and Practice in Hellenistic Ethics*.  
Princeton University Press, Princeton, New Jersey, 1994.  
Chapters 9 -13
- Sept. 18 – 22** Updating Website  
Reading, Researching, Writing  
Ancient Greek and Roman Bibliography; Research  
Hadot, Pierre *What is Ancient Philosophy?*  
Harvard University Press, Cambridge, Massachusetts, 2002.  
Chapters 1 - 6

- Sept. 25 – 29**      Updating Website  
 Reading, Researching, Writing  
 Ancient Greek and Roman Bibliography; Research  
 Hadot, Pierre *What is Ancient Philosophy?*  
 Harvard University Press, Cambridge, Massachusetts, 2002.  
 Chapters 7 - 12
- Oct. 2 – 6**      Updating Website  
 Reading, Researching, Writing  
 Ancient Greek and Roman Bibliography  
 Stumpf, Samuel *Socrates to Sartre and Beyond:  
 A History of Philosophy* 7<sup>th</sup> Edition  
 McGraw Hill College, Boston, Massachusetts, 2003.  
 Chapters 1 - 5
- Oct. 9 – 13**      Updating Website  
 Reading, Researching, Writing  
 Ancient Greek and Roman Bibliography  
 Wheelright, Phillip, Editor *The Presocratics.*  
 McMillan Publishing Company, New York, New York, 1966.  
 Chapters 1 - 3
- Oct. 16 – 20**      Updating Website  
 Reading, Researching, Writing  
 Ancient Greek and Roman Bibliography  
 Wheelright, Phillip, Editor *The Presocratics.*  
 McMillan Publishing Company, New York, New York, 1966.  
 Chapters 4 - 6
- Oct. 23 – 27**      Updating Website  
 Reading, Researching, Writing  
 Ancient Greek and Roman Bibliography  
 Wheelright, Phillip, Editor *The Presocratics.*  
 McMillan Publishing Company, New York, New York, 1966.  
 Chapters 7 - 9

**Oct. 30 – Nov. 3** Updating Website  
Reading, Researching, Writing  
Ancient Greek and Roman Bibliography  
Jones, W. T., *The Classical Mind*. 3<sup>rd</sup> Edition  
Harcourt, Brace & World, Inc., New York, New York, 1969.  
Chapters 1 - 3

**Nov. 6 – 9** Updating Website  
Reading, Researching, Writing  
Ancient Greek and Roman Bibliography  
Jones, W. T., *The Classical Mind*. 3<sup>rd</sup> Edition  
Harcourt, Brace & World, Inc., New York, New York, 1969.  
Chapters 4 - 5

**Nov. 13 – 17** Updating Website  
Reading, Researching, Writing  
Ancient Greek and Roman Bibliography  
Jones, W. T., *The Classical Mind*. 3<sup>rd</sup> Edition  
Harcourt, Brace & World, Inc., New York, New York, 1969.  
Chapters 6 - 8

**Nov. 20 – 22** Publishing to Website Presocratics WebPages

**Nov. 27 – Dec. 1** Publishing to Website Socrates WebPages

**Dec. 4 – 8** Publishing to Website Plato WebPages

**Dec. 11 – 15** Publishing to Website Aristotle WebPages

**Holidays**

**Winter Intersession 2007**

**Content Area: Aesthetics - History of Western Philosophy**

**Feb. 26 – Mar. 2** Developing, Writing and Publishing to Website  
Chronology of Ancient Western Philosophy

- Mar. 5 – 9**            Developing, Writing and Publishing to Website Table  
of Philosophers and Schools of Ancient Western Philosophy
- Mar. 12 – 16**        Updating Website  
Reading, Researching, Writing  
Aesthetics Bibliography  
Townsend, Dadney, *Aesthetics: Classical Readings from  
the Western Tradition*. Wadsworth/Thompson Learning,  
Belmont, California, 2001.  
Part I – Classical and Medieval Aesthetics
- Mar. 19 – 23**        Updating Website  
Reading, Researching, Writing  
Aesthetics Bibliography  
Townsend, Dabney, *Aesthetics: Classical Readings from  
the Western Tradition*. Wadsworth/Thompson Learning,  
Belmont, California, 2001.  
Part II – Modern Aesthetics, Section 1 (17<sup>th</sup> & 18<sup>th</sup> Centuries)
- Mar. 26 – 30**        Updating Website  
Reading, Researching, Writing  
Aesthetics Bibliography  
Townsend, Dabney, *Aesthetics: Classical Readings from  
the Western Tradition*. Wadsworth/Thompson Learning,  
Belmont, California, 2001.  
Part II – Modern Aesthetics, Section 2 (19<sup>th</sup> Century)
- Apr. 2 – 6**            Updating Website  
Reading, Researching, Writing  
Aesthetics Bibliography  
Townsend, Dabney, *Aesthetics: Classical Readings from  
the Western Tradition*. Wadsworth/Thompson Learning,  
Belmont, California, 2001.  
Part II – Modern Aesthetics, Section 3 (Turn of the Century)

**Apr. 9 – 13** Updating Website  
Reading, Researching, Writing  
Aesthetics Bibliography  
Townsend, Dabney, *Aesthetics: Classical Readings from the Western Tradition*. Wadsworth/Thompson Learning, Belmont, California, 2001.  
Part III – Aesthetics in the 20<sup>th</sup> Century

**Apr. 16 – 20** Publishing to Website the History of Western  
Aesthetics WebPages

**Apr. 23 – 27** Publishing to Website the History of Western  
Aesthetics WebPages

**Content Area: Idea of Nature – History of Western Philosophy**

**Apr. 30 – May 4** Updating Website  
Reading, Researching, Writing  
The Idea of Nature  
Whitehead, Alfred North, *Concept of Nature*.  
Cambridge University Press, London, England, 1971.  
Chapters 1-5

**May 7 – 11** Updating Website  
Reading, Researching, Writing  
The Idea of Nature  
Whitehead, Alfred North, *Concept of Nature*.  
Cambridge University Press, London, England, 1971.  
Chapters 6-9

**May 14 – 18** Updating Website  
Reading, Researching, Writing  
The Idea of Nature  
Collingwood, R. G., *The Idea of Nature*.  
Oxford University Press, New York, New York, 1972.  
Part I: Greek Cosmology

**May 21 – 25**      Updating Website  
Reading, Researching, Writing  
The Idea of Nature  
Collingwood, R. G., *The Idea of Nature*.  
Oxford University Press, New York, New York, 1972.  
Part II: The Renaissance View of Nature

**May 29 – June 1**    Updating Website  
Reading, Researching, Writing  
The Idea of Nature  
Collingwood, R. G., *The Idea of Nature*.  
Oxford University Press, New York, New York, 1972.  
Part III: The Modern View of Nature

**June 4 – 8**        Publishing to Website the History of  
the Idea of Nature WebPages

**June 11 – 15**     Publishing to Website the History of  
the Idea of Nature WebPages

**Project Completed**

## **2. Statement of Anticipated Value of the Proposed Sabbatical Activities to the Applicant, Department and the College**

If granted, this sabbatical will allow me the focused time for necessary professional development that will benefit my own educational practice through the careful reading, research and reflection that is required to complete the goals of the proposed sabbatical project: to revise and update my Mt. San Antonio College website and to publish Webpages in three philosophical content areas: 1. History of Ancient Western Philosophy, 2. History of Western Aesthetics, 3. History of the Idea of Nature. This effort would result in student and faculty access to online materials reflecting and supplementing on an internally consistent, enhanced and freely accessible website the actual content of our philosophy courses that is in line with the current state of philosophical scholarship and education. Providing state of the art resources to our students, faculty and the public is time-consuming and has been a difficult objective to meet due to the commitments of a full time teaching load. The full time development of this website resource would actively support the learning of students in the department, advanced honor students wishing to supplement their studies in preparation for university level study, and students who are burdened with everyday demands and cannot always meet the attendance requirements of our courses. The ability to access course and supplemental materials online would allow me to focus on educational objectives rather than the clerical demands of being the only source of necessary course materials. The result of this project will be the production of an enhanced website providing course and supplemental materials (WebPages) freely accessible to students engaged in a philosophical course of study consequently promoting student development.

This project will improve the availability, utility and quality of our department's course materials. The Department of Sociology and Philosophy will benefit from this project because the results of my work will be available to my departmental colleagues. This will add to the reputation of the department as well as be of value to the classes we teach in philosophy at Mt. San Antonio College particularly the courses in Logic, Introduction to Philosophy (in the areas of Philosophy of Art and the Philosophy of Nature), Ethics, Major World Religions, and History of Western Philosophy.

Mt. San Antonio College will benefit from my sabbatical project because when my research and writing is incorporated into the classroom and published on my website it will enhance the quality of the education the students receive. Students will be aware of the availability of enhanced departmental websites that can assist them in their studies and interests thus adding to the reputation of the college as a whole. Mt. San Antonio College will benefit from these online resources that engage students' potential as life-long learners and creative problem solvers.

### **3. Abstract of Plan for Use in the Board of Trustees Agenda**

The proposed sabbatical project submitted by Charles T. McGruder, Ph.D. of the Sociology and Philosophy Department of Mt. San Antonio College will result in the tangible products of an updated, internally consistent and enhanced Mt. San Antonio College website and the production of two hundred WebPages in three specific philosophical content areas to be published to his website during the 2006-07 academic year.

The three philosophical content areas are:

- Ethics - History of Ancient Western Philosophy
  1. Socrates
  3. Plato
  2. Aristotle
  3. Chronology of Ancient Western Philosophy
  4. Table of Philosophers & Schools of Ancient Western Philosophy
- Aesthetics - History of Western Philosophy
  1. Classical Aesthetics
  2. Medieval Aesthetics
  3. Modern Aesthetics (17<sup>th</sup> and 18<sup>th</sup> Centuries)
  4. Modern Aesthetics (19<sup>th</sup> Century)
  5. Modern Aesthetics (Turn of the Century)
  6. Aesthetics in the 20<sup>th</sup> Century
- Idea of Nature – History of Western Philosophy
  1. Part I – Greek Cosmology
  2. Part II – The Renaissance View of Nature
  3. Part III – The Modern View of Nature

The proposed sabbatical project will culminate in an internally consistent, enhanced and accessible Mt. San Antonio College website that contains course and supplemental material for students of our philosophy courses. The reading and research proposed in the project will result in the writing and publishing of supplemental information (WebPages) in the three philosophical content areas listed above. If granted, this sabbatical will provide the time for the careful reading, research and reflection that is necessary to publish and make publicly available a coherent online resource meeting the needs of students in philosophy courses, consequently promoting student development. The completion of this project will support student success by providing free access to course and supplemental materials online that are aligned with the state of the art in ancient philosophical scholarship and that engage students' potential as problem solvers and life-long learners.

# **Sabbatical Project**

Revised and Updated

Mt. San Antonio College Website

Published WebPages

# **Sabbatical Project**

**Revised and Updated**

**Mt. San Antonio College Website**



Welcome  
to  
the Website of  
Charles T. McGruder, Ph.D.  
Professor of Philosophy



Office: Building 16 Room 17 F

Email: [cmcgruder@mtsac.edu](mailto:cmcgruder@mtsac.edu)

Telephone: (909) 594-5611 Ext. 4595

## The Sleep of Reason Produces Monsters



Welcome to my website. I hope everything that you need to prevent reason from falling asleep is easy and convenient for you to find on these pages that follow.

Listed below are the courses that I teach. To locate a course outline/syllabus, and other information that pertains to each class, simply click on the course in which you are enrolled or interested in. Also look for updates concerning classes, extra-curricular activities and opportunities, and useful philosophical links by clicking on "Reflections".

# Academic Year 2007 - 2008 Schedule:

Time	Monday	Tuesday	Wednesday	Thursday
9:15-9:45am	Office Hour 16/17 F	Office Hour 16/17 F	Office Hour 16/17 F	Office Hour 16/17 F
	Logic	Logic	Logic	Logic
9:45-11:10am	PHIL 3 16/7	PHIL 3 16/7	PHIL 3 16/7	PHIL 3 16/7
	Logic	Logic	Logic	Logic
11:30-12:55pm	PHIL 3 16/7	PHIL 3 16/7	PHIL 3 16/7	PHIL 3 16/7
1:00-1:30pm	Office Hour 16/17 F	Office Hour 16/17 F	Office Hour 16/17 F	Office Hour 16/17 F

✖

## Course Outlines:

### Summer Intersession 2007

PHIL 3 - Logic Summer 2007 TWTh

PHIL 3 - Logic Summer 2007 Distance Learning Online

### Fall Semester 2007

PHIL 3 - Logic in Practice Fall 2007 MW

PHIL 3 - Logic in Practice Fall 2007 TTh

PHIL 3 - Logic Fall 2007 Distance Learning Online

### Winter Intersession 2008

PHIL 3 - Logic in Practice Winter 2008

PHIL 3 - Logic Winter 2008 Distance Learning Online

### Spring Semester 2008

PHIL 3 - Logic in Practice Spring 2008 MW

PHIL 3 - Logic in Practice Spring 2008 TTh

PHIL 3 - Logic Spring 2008 Distance Learning Online

PHIL 5 - Introduction to Philosophy Spring 2008 TTh

## **Other Course Outlines; Handouts and Reflections:**

PHIL 8 - Critical Thinking

PHIL 9 - Critical Thinking and Logical Writing

PHIL 12 - Ethics

PHIL 12H - Ethics Honors

PHIL 15 - Major World Religions

PHIL 20A - History of Western Philosophy:

Pre-Socratic to Renaissance

PHIL 20B - History of Western Philosophy:

Renaissance to Twentieth Century

HUMA 1 - The Humanities

Handouts

Reflections





## PHIL 3 - Logic in Practice

Summer 2007

Professor Charles T. McGruder, Ph.D.

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Syllabus

Calendar

Glossary

Chap 2 - Language

Chap 2 - Definition

Chap 1 - 7 Steps

Chap 1 - V & S

Chap 3 - Fallacies

Science

Cheating

### Course: PHIL 3 - Logic in Practice

TWTh 10:30 am - 1:10 pm

Building 16 Room 7

Instructor: Charles T. McGruder, Ph.D.

#### Course Description:

The analysis of language as an instrument of sound thinking in morals, politics, and everyday life. The course is designed to assist students to analyze an argument, avoid faulty conclusions in reasoning, understand levels of meaning and kinds of arguments, avoid verbal pitfalls, understand the steps of scientific methods, and identify value assumptions.

*Prerequisite: Eligibility for ENGL 68*

#### Course URL:

<http://elearn.mtsac.edu/cmcruder>

You do not need a password to access the website.

Here is a link to Acrobat Reader:

<http://www.adobe.com/products/acrobat/readstep2.html>

Mt. SAC Home

**Last updated:** June 05, 2007





PHIL 3 - Logic in Practice

Summer 2007

Professor Charles T. McGruder, Ph.D.

Contact Information

Professor: Charles T. McGruder, Ph.D.

Office: Building 16, Room 17 F (by appointment)

Telephone: (909)594-5611 Ext: 4595

Email: [cmcgruder@mtsac.edu](mailto:cmcgruder@mtsac.edu)

Web Address: <http://elearn.mtsac.edu/cmcgruder/>

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## PHIL 3 - Logic in Practice

Summer 2007

Professor Charles T. McGruder, Ph.D.

### Syllabus

#### Textbook

*A Concise Introduction to Logic*, 9<sup>th</sup> Edition, by Hurley/McGruder

ISBN 0-495-26802-X

*Dictionary* - College Level

*Prerequisite: Eligibility for ENGL 68*

#### Course Description

The analysis of language as an instrument of sound thinking in morals, politics, and everyday life. The course is designed to assist students to analyze an argument, avoid faulty conclusions in reasoning, understand levels of meaning and kinds of arguments, avoid verbal pitfalls, understand the steps of scientific methods, and identify value assumptions.

#### Purpose

The purpose of this course is to “do philosophy.” Wonder is central to philosophy, not only as a starting point but also as a principle and foundation from which everything else proceeds. Philosophy is a radicalization of wonder in all directions. But radicalization is a slow process and we are obliged to work the same ground over and over again. Only in this way can the process continue and only thus can it realize its total potential.

To do philosophy is to conscientiously immerse ourselves in the

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process and product of seeking meaning in the world. Our primary concern is for the personal dimension which plays/works in the creation and criticism of all claims to knowledge and understanding. We will use “content” and “information”, however our concern is the context for transformation.

### **Goals**

An enhanced self/social understanding.  
An enhanced capacity to be philosophical  
to grapple with language, values.  
to discern value judgments, to relate meaning/facts/attitudes.  
An introduction to symbolic/formal logic.  
A disciplined engagement with contemporary themes  
and issues in life.  
An enlargement of communication and critical thinking skills.  
Use of visual/analytical methods.

### **Grading**

90% = A, 80% = B, 70% = C, 60% = D, 50% = F

Homework is 60% of grade  
Chapter Exams are 20% of grade  
Final Exam is 20% of grade.

### **Bring a Red Pen to class! No Name, No Credit!**

Exercises will be assigned to be done for every class. I run a straight point system. You can compute your grade at anytime by dividing the number of points you have earned by the total number of points possible.

### **Attendance Policy**

Attendance is mandatory in all of my classes.  
The deadline to withdraw from Summer is Monday, July 2, 2007.  
It is your responsibility to drop the class.  
I will drop you for lack of attendance or work.

### **Make up Policy**

No make ups allowed except for emergencies.  
I will accept assignments early, but not late.

### **Cheating and Plagiarism**





## PHIL 3 - Logic in Practice

Summer 2007

Professor Charles T. McGruder, Ph.D.

### Calendar

Summer 2007 TWTh 10:30 am - 1:10 pm

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[Glossary](#)  
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### Course Outline

<u>Week</u>	<u>Date</u>	<u>Day</u>	<u>Discussion Topic and Reading</u>
1	June 26	T	Introduction  Read: Chapter 2  2.1 Cognitive and Emotive Meaning  2.2 Intension and Extension of Terms  2.3 Definitions and Purposes
	27	W	Language and Meaning  Read: 2.4 Definitional Techniques
	28	Th	Language and Meaning  Read: 2.5 Criteria for Lexical Definitions
2	July 3	T	Definitions  Handouts: <u>Uses of Language and Definition</u>
	4	W	<b>Fourth of July Holiday</b>
	5	Th	<b>Chapter 2 Exam</b>

			Read: Chapter 1
3	10	T	1.1 Arguments; Premises; Conclusions 1.2 Recognizing Arguments Read: 1.3 Deduction and Induction
	11	W	1.3 Deduction and Induction Read: 1.4 Validity ... Cogency
	12	Th	1.4 Validity; Soundness; Strength; Cogency Handout: <u>Validity and Strength</u>
4	17	T	<b>Chapter 1 Exam</b> Read: Chapter 3
	18	W	3.1 Fallacies in General 3.2 Fallacies of Relevance Read: 3.3 Fallacies of Weak Induction
	19	Th	3.3 Fallacies of Weak Induction <b>Mid-Chapter Fallacy Quiz</b> Read: 3.4 Fallacies of Ambiguity
5	24	T	3.4 Fallacies of Ambiguity
	25	W	<b>Chapter 3 Exam: Mixed Fallacies</b> Read: Chapter 6
	26	Th	6.1 Symbols; Translation 6.2 Truth Function 6.3 Truth Tables for Propositions
6	31	T	6.4 Truth Tables for Arguments
	Aug 1	W	6.4 Truth Tables for Arguments <b>Glossary Quiz</b>

Handouts: Problem Solving & Scientific Method

2 Th **Fallacy Notebooks Due!**

**Final Exam (Comprehensive)**



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### Logic Glossary

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**Argument** - a collection of statements, in which at least one functions as a premise, and at least one functions as a conclusion.

**Statement/Proposition** - that which is asserted and is either true or false.

**Truth Value** - a statement is said to carry a truth value, it is either true or false.

**Premise** - a statement in an argument that is said to give evidence for or support for another statement in the argument, called a conclusion.

**Conclusion** - a statement in an argument that is said to be derived or inferred from some other statement in the argument, called a premise.

**Inference** - the process of thought by which one draws conclusions from premises.

**Intention** - the attributes or characteristics of the objects in a word's or term's extension (same as connotation).

**Increasing Intention** - when the number of attributes needed in order to be included in a set are increased, thus reducing the number of objects in that set.

**Connotation** - the attributes or characteristics of the object denoted.

**Denotation** - that which a word or term refers to; the actual things referred to.

**Extension** - the set of all and only these objects referred to (same as

denotation but more precise).

**Empty Extension** - a term that has meaning but denotes nothing.  
Examples: unicorn, elf.

**Ambiguous** - when a word or phrase has more than one meaning and the context in which it is being used does not make clear which meaning is intended.

**Vague** - although the meaning of the word or phrase is known, it is not clear if it can be applied in a given instance.

**Deductive Argument** - the premises are intended to offer conclusive grounds for the truth of the conclusion and the conclusion does not go beyond the information contained in the premises.

**Valid Argument** - a deductive argument where it is impossible for the premises to be true and the conclusion false.

**Sound Argument** - a valid deductive argument with true premises.

**Inductive Argument** - the premises are intended to offer probable grounds for the truth of the conclusion and the conclusion goes beyond the information contained in the premises.

**Cogent Argument** - a strong inductive argument with true premises.

**Some** - at least one

**Necessary** - a circumstance in whose absence a specified event can not occur.

**Sufficient** - a circumstance in whose presence a specified event must occur.

**Not the Case That** - the opposite truth value.

**And** - both.

**Or** - one or the other or both, but not neither.

**If/Then** - the antecedent is sufficient for the consequent.

**If and Only If** - equivalence.



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## Chapter 2 - The Uses of Language Handout

Identify the kinds of agreement and disagreement in fact and attitude exhibited by the following pairs. Answer with agree in fact or disagree in fact and agree in attitude or disagree in attitude. They only agree in fact if the facts are the same, and in attitude if the attitudes are the same, if not they disagree.

1. a. Ms. Blank is a fluent conversationalist.  
b. Ms. Blank is a terrible chatterbox.
  
2. a. Mr. Blank is an independent thinker.  
b. Mr. Blank never agrees with anybody.
  
3. a. Ms. Dash generously contributed five dollars.  
b. Ms. Dash gave only five dollars.
  
4. a. Mr. Dash came within 2 percent of meeting his quota.  
b. Mr. Dash failed to meet his quota.
  
5. a. Mr. Roe served a delightful little lunch.

- b. Mr. Roe served a magnificent banquet.
6. a. Ms. Roe talked too much at the meeting.
- b. Ms. Roe maintained a stupid silence at the meeting.
7. a. Ms. Doe served a positively skimpy meal.
- b. Ms. Doe really overdid it serving such vulgarly excessive portions at her dinner.
8. a. The bottle is half full.
- b. The bottle is half empty.
9. a. Little Jimmy often attempts to win by unorthodox methods.
- b. Little Jimmy cheats at games.
10. a. Suzy has a marvelous imagination.
- b. Suzy has no respect for facts.
11. a. Opportunity knocks but once.
- b. It's never too late to mend.
12. a. A stitch in time saves nine.
- b. Better late than never.

13. a. Absence makes the heart grow fonder.  
b. Out of sight, out of mind.
14. a. The race is not to the swift, nor the battle to the strong.  
b. But that's the way to bet.
15. a. Answer a fool according to his folly, lest he be wise in  
his own conceit.  
b. Answer not a fool according to his folly, lest thou also  
be like unto him.
16. a. For when the One Great Scorer comes  
To write against your name,  
He marks - not that you won or lost -  
But how you played the game.  
b. Winning isn't everything. It's the only thing.
17. a. For that some should rule and others be ruled  
is a thing not only necessary, but expedients;  
from the hour of their birth, some are marked  
out for subjection, other for rule....It is clear,  
then, that some men are by nature free, and

- others slaves, and that for these latter slavery is both expedient and right.
  - b. If there are some who are slaves by nature, the reason is that men were made slaves against nature. Force made the first slaves, and slavery, by degrading and corrupting its victims, perpetuated their bondage.
  
- 18. a. War alone brings up to its highest tension all human energy and puts the stamp of nobility upon the peoples who have the courage to face it.
- b. War crushes with bloody heel all justice, all happiness, all that is Godlike in man. In our age there can be no peace that is not honorable; there can be no war that is not dishonorable.
  
- 19. a. Next in importance to freedom and justice is popular education, without which neither freedom nor justice can be permanently maintained.
- b. Education is fatal to anyone with a spark

of artistic feeling. Education should be confined to clerks, and even them it drives to drink. Will the world learn that we never learn anything that we did not know before?

20. a. Belief in the existence of god is as groundless as it is useless. The world will never be happy until atheism is universal.

b. Nearly all atheists on record have been men of extremely debauched and vile conduct.

21. a. I know of no pursuit in which more real and important services can be rendered to any country than by improving its agriculture, its breed of useful animals, and other branches of a husbandman's cares.

b. With the introduction of agriculture mankind entered upon a long period of meanness, misery, and madness, from which they are only now being freed by the beneficent operation of the machine.

22. a. Whenever there is, in any country, uncultivated land and unemployed poor, it is clear that the laws of

- property have been so far extended as to violate a natural right.
- b. Every man has by nature the right to possess property of his own. This is one of the chief points of distinction between man and the lower animals.
23. a. The right of revolution is an inherent one. When people are oppressed by their government, it is a natural right they enjoy to relieve themselves of the oppression, if they are strong enough, either by withdrawal from it, or by overthrowing it and substituting a government more acceptable.
- b. Inciting to revolution is treason, not only against man, but against God.
24. a. Language is the armory of the human mind; and at one contains the trophies of its past, and the weapons of its future conquests.
- b. Language - human language - after all, is little better than the croak and cackle of fowls, and other utterances of brute nature - sometimes not so adequate.
25. a. How does it become a man to behave towards the American

government today? I answer, that he cannot without disgrace be associated with it.

- b. With all the imperfections of our present government, it is without comparison the best existing, or that ever did exist.
26. a. Farming is a senseless pursuit, a mere laboring in a circle.  
You sow that you may reap, and then you reap that you may sow. Nothing ever comes of it.
- b. No occupation is so delightful to me as the culture of the earth.
27. a. Our country: in her intercourse with foreign nations may she always be in the right; but our country, right or wrong!
- b. Our country, right or wrong. When right, to be kept right; when wrong, to be put right.
28. a. A bad peace is even worse than war.
- b. The most disadvantageous peace is better than the most just war.
29. a. It makes but little difference whether you are committed to a farm or a county jail.
- b. I know few things more pleasing to the eye, or more capable of affording scope and gratification to a taste for the beautiful,

than a well-situated, well-cultivated farm.

30. a. Thought, like all potent weapons, is exceedingly dangerous if mishandled. Clear thinking is therefore desirable not only in order to develop the full potentialities of the mind, but also to avoid disaster.
- b. Reason is the greatest enemy that faith has: it never comes to the aid of spiritual things, but - more frequently than not - struggles against the divine Word, treating with contempt all that emanates from God.

### Differences Between Inductive & Deductive Reasoning

	Inductive	Deductive
Nature	If premises are <b>true</b> & argument is <b>strong</b> , conclusion is probably <b>cogent</b> .	If premises are <b>true</b> & argument is <b>valid</b> , conclusion is <b>sound</b>
Characteristics: Indicator Words	probable, improbable plausible, implausible likely, unlikely	necessarily certainly absolutely

	reasonable to conclude	definitively
Nature of Inferential Links	<p>Premises provide only probabilistic support for conclusion</p> <p>If premises are true, conclusion is probably true</p>	<p>Premises provide necessary support for conclusion</p> <p>If premises are true, then conclusion cannot be false</p>
Character/Form of Argument	<p>Prediction based on known past or present event</p> <p>Analogy: similarity between items/affairs/events</p> <p>Inductive generalization/statistics (extrapolating sample data to general population)</p> <p>Based upon presumed authority/witness</p> <p>Based on known significance of signs/symbols</p> <p>Causal inference (cause &amp; effect)</p>	<p>Based on mathematics</p> <p>From definition</p> <p>Categorical syllogism (all, none, some)</p> <p>Hypothetical syllogism (if...; then; therefore...)</p> <p>Disjunctive syllogism (either...or...)</p>
Uses	Discovery of scientific laws	Application of known scientific

		laws (with certain reservations) Geometric proofs
Traditional Definition	Argument proceeds from particular to general	Argument proceeds from general to particular



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## Chapter 2 - Definition Handout

Discuss each of the following disputes. If it is obviously genuine (factual), indicate each of the disputers' positions with respect to the proposition at issue. If it is merely verbal (definitional), resolve it by explaining the different senses attached by the disputers to the key word or phrase that is used ambiguously. If it is an apparently verbal (attitudinal) dispute that is really genuine, locate the ambiguity and explain the real disagreement involved.

1. Daye: Pete Rose was the greatest hitter in the history of baseball.

His lifetime batting average is higher than any other major league player's.

Knight: No, Hank Aaron deserves that title. He hit more home runs than any other major league player.

2. Daye: Despite their great age, the plays of Sophocles are enormously relevant today. They deal with eternally recurring problems and values such as love and sacrifice, the conflict of generations, life and death, as central today as they were over two thousand years ago.

Knight: I don't agree with you at all. Sophocles has nothing to

say about pressing and immediate issues of our time: inflation, unemployment, the population explosion, and the energy crisis. His plays have no relevance for today.

3. Daye: Bob Jones is certainly a wonderful father to his children. He provides a beautiful home in a fine neighborhood, buys them everything they need or want, and has made ample provision for their education.

Knight: I don't think Bob Jones is a good father at all. He is so busy getting and spending that he has no time to be with his children. They hardly know him except as somebody who pays the bills.

4. Daye: Amalgamated General Corporation's earnings were higher than ever last year, I see by reading their annual report.

Knight: No, their earnings were really much lower than in the preceding year, and they have been cited by the SEC for issuing a false and misleading report.

5. Daye: Business continues to be good for National Conglomerate, Inc. Their sales so far this year are 25 percent higher than they were at this time last year.

Knight: No, their business is not so good now. Their profits so far this year are 30 percent lower than they were last year at this time.

6. Daye: Ann is an excellent student. She takes a lively interest in everything and asks very intelligent questions in class.

Knight: Ann is one of the worst students I've ever seen. She never gets her assignments in on time.

7. Daye: Tom did it of his own free will. No pressure was brought to bear on him, no threats were made, no inducements were offered, there was no hint of force. He deliberated about it and made up his own mind.

Knight: That is impossible. Nobody has free will, because everything anyone does is inevitably determined by heredity and environment according to inexorable causal laws of nature.

8. Daye: Professor Graybeard is one of the most productive scholars at the university. His bibliography of publications is longer than those of any of his colleagues.

Knight: I wouldn't call him a productive scholar. He is a great teacher, but he has never produced any new ideas or discoveries in his entire career.

9. Daye: Betty finally got rid of that old Essex of hers and bought herself a new car. She's driving a Buick now.

Knight: No, Betty didn't buy herself a new car. That Buick

is a good three years old.

10. Daye: Dick finally got rid of that old Edsel of his and bought himself a new car. He's driving a new Pontiac now.

Knight: No, Dick didn't buy himself a new car. It's his roommate's new Pontiac that he's driving.

11. Daye: Helen lives a long way from campus. I walked out to see her the other day, and it took me nearly two hours to get there.

Knight: No, Helen doesn't live such a long way from campus. I drove her home last night, and we reached her place in less than ten minutes.

12. Daye: Senator Gray is a fine man and a genuine liberal. He votes for every progressive measure that comes before the legislature.

Knight: He is no liberal, in my opinion, the old skinflint contributes less money to worthy causes than any other man in his income bracket.

13. Daye: The University of Winnemac overemphasizes athletics, for it has the largest college stadium in the world and has constructed new sports building instead of badly needed

classroom space.

Knight: No, the University of Winnemac does not overemphasize athletics. Its academic standards are very high, and it sponsors a wide range of extra-curricular activities for students in addition to its athletic program.

14. Daye: It was in bad taste to serve roast beef at the banquet.

There were Hindus present, and it is against their religion to eat beef.

Knight: Bad taste nothing! That was the tastiest meal I've had in a long time. I think it was delicious!

15. Daye: There are less than 8 million unemployed persons in this country, according to the Bureau of Labor Statistics.

Knight: Oh no, there are over fifteen times that number of unemployed. The President's Economic Report states that there are 100 million employed in this country, and the Census Bureau reports a total population of over 230 million, so the government's figures reveal that there are over 130 million unemployed persons in this country.

16. Daye: The average intelligence of college graduates is higher than that of college freshmen, because it takes more intelligence to graduate from college than to be

admitted to college.

Knight: No, the average intelligence of college graduates is not higher than that of college freshmen, because every college graduate was once a college freshman and a person's intelligence does not change from year to year.

17. Daye: A tree falling in a wilderness with nobody around to hear will produce no sound. There can be no auditory sensation unless someone actually senses it.

Knight: No, whether anyone is there to hear it or not, the crash of a falling tree will set up vibrations in the air and will therefore produce a sound in any event.

18. Daye: I see by the financial pages that money is much more plentiful than it was six months ago.

Knight: That can't be true. I read a government report just yesterday to the effect that more old currency has been destroyed at the mint during the last half year than has been replaced. Money is therefore less plentiful, not more so.

19. Daye: Mr. Green is a real Christian. He speaks well of everyone and is never too busy to give friendly assistance to anyone who is in need.

Knight: I wouldn't call Green a Christian. He spends his Sundays working in his yard or playing out on the golf course, never showing his face in church from one end of the year to the other!

20. Daye: Don't ask your wife about it. You ought to use your own judgment.

Knight: I will use my own judgment, and in my judgment I should ask my wife.



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### Seven Steps in Argument Analysis

1. Clarification of meaning.
2. Identification of conclusion {stated and unstated}.
3. Portrayal of structure.
4. Formulation of unstated assumptions {missing premises}:
  - a) What he or she consciously assumed or would accept as an assumption if asked.
  - b) The minimal assumptions of the argument: Whatever is logically necessary to make it possible to get from the premises to the conclusion.
  - c) The optimal assumptions, usually stronger claims than b which are logically adequate and independently well supported.
5. Criticism of
  - a) Inferences
  - b) Premises

Criticizing an inference from Statement 1 to Statement 2 means criticizing the claim that 1 supports 2. You do not

need to know whether 1 is true.

Criticizing a premise requires that, if the argument is going to be any good as a way of marshaling support, the premises must be reliable.

6. Introduction of other relevant arguments.
7. Overall evaluation of argument in light of 1 through 6.

Example: If you talk to the professional tea-tasters, you will find that they prefer *Lipton's*. There is a clear implication here, even though it is not stated. The implication is that *Lipton's* is the best tea, presumably in fact, the best tea for you.

From: *Reasoning* by Michael Scriven



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### Chapter 1 - Validity and Strength Handout

Determine whether the following passages are arguments or not. In those that are, underline the conclusion and tell whether the argument is deductive or inductive, and state character or form. If deductive, tell whether it's valid or invalid, and sound or unsound. If inductive, tell whether it's strong or weak, and cogent or uncogent. (5 points each)

1. All birds can fly. I've never seen one that can't.
2.  $A = B$  and  $B = C$ ; therefore,  $A = C$ .
3. "The stoical theme of supplying our wants by lopping off our desires is like cutting of our feet when we want shoes."
4. Among the suspects, only the butler and Sir Chisholm knew how to shoot accurately at a distance with a .38 revolver. Lady Lawford was shot at a distance of 100

feet at 9 o'clock Tuesday night.

Therefore, the butler did it.

5. Rick must be a conservative, since most supporters of President Reagan are conservatives and Rick is a Reagan supporter.
  
6. Bill is a Sagittarian; therefore, he is impulsive.
  
7. The Eiffel Tower is in London. London is in Germany. Germany is in Africa. Therefore, the Eiffel Tower is in Africa.
  
8. According to the polls, 54% of the voters favor Senator Erskine. Therefore, he will probably win the election.
  
9. The United States, England, France, and Germany all underwent great cultural change during industrialization. Consequently, China will undergo great cultural change as it industrializes.

10. The sea painter is now toggled at the thwart. Only one thing can be toggled at the thwart at one time. Therefore, nothing else is toggled at the thwart.
  
11. If it came to the point where we had the means of knowing what was going on in a person's brain and could use this as a basis for predicting what he would do, and if this knowledge extended to our own future conduct, it is unlikely that our present view of life would remain the same.
  
12. Yes, and if horses and lions and oxen had hands, and could paint with their hands, and produce works of art as men do, horses would paint the forms of gods like horses, and oxen like oxen, and make their bodies in the image of their several kinds.
  
13. Every American boy should serve a hitch in the Army; it sure did Joe and Bill a lot of good.
  
14. For the Lord says (Gen. Vi 7): "It repenteth Me that I have made man." But whoever repents of what he has done, has a changeable will. Therefore, God has a changeable will.

15. Since the base angles of an isosceles triangle are equal, the bisector of the vertex angle of an isosceles triangle bisects the base.
16. If John has a high *I.Q.* he must be intelligent, for intelligence is simply what intelligence tests measure.
17. “How did you know that I did manual labor? It’s true as gospel, for I began as a ship’s carpenter.” “Your hands, my dear sir. Your right hand is quite a size larger than your left. You have worked with it and the muscles are more developed.”  
(Arthur Conan Doyle, “The Red- Headed League”)
18. If we continue to allow Germany to build up a large army, there will be war. Each time in the past that Germany felt strong enough, it began a disastrous war.
19. Words ending in silent *e* usually drop the *e* before a suffix beginning with a vowel. From the foregoing rule

it follows that a verb ending in a silent *e* drops the *e* when *-ing* is added.

20. The identity  $(a + b)^2 - c^2 = (a + b - c)(a + b + c)$  holds for any numbers  $a$ ,  $b$ , and  $c$ , because the identity

$x^2 - y^2 = (x - y)(x + y)$  holds for any numbers  $x$  and  $y$ , and we can let  $x$  stand for  $a + b$  and  $y$  for  $c$ .

21. "If God causes man to be sick, sickness must be good, and its opposite, health, must be evil, for all that He makes is good and will stand for ever."

(Mary Baker Eddy, Science and Health)

22. "Any law that uplifts human personality is just. Any law that degrades human personality is unjust.

All segregation statutes are unjust because segregation distorts the soul and damages the personality."

(Martin Luther King, letter from Birmingham City Jail)

23. "Since everything that God wills is fair and just for the very reason that He wills it, the terrible fate of the

nonelect does not violate the principle of justice."

(John Calvin)

24. Both ancient and modern instances prove that no great events ever occur in any city or country that have not been predicted by soothsayers, revelations, or by portents and other celestial signs. And not to go from home in proof of this, everybody knows how the descent into Italy of Charles VIII, King of France, was predicted by Brother Girolamo Savonarola."

(Machiavelli, The Prince)

25. "Some young men think that the best way to prepare for the political game is to practice speakin' and becomin' orators. That's all wrong. We've got some orators in Tamany Hall, but they're chiefly ornamental. You never heard of Charlie Murphy delivering a speech, did you? Or Richard Roker, or John Kelly, or any other man who has been a real power in the organization?"

(George Washington Plankett, as reported by

William L. Riordan, 1905)

26. "The influence of a teacher is always problematical.

What makes an artist great and individual must be created out of himself. To which teachers did Raphael, Michelangelo, Hayden, Mozart and all the great masters owe their immortal creations."

(Wolfgang von Goethe)

27. If children are repressed, they will suffer psychologically when they grow up. But either a child is repressed or he is allowed free expression. It follows that if an adult does not suffer psychologically, he must have been allowed free expression as a child.

28. Agriculture Department experts were able to calculate that the 1970 grain harvest in the Soviet Union was 8% above previous record because a Soviet official reported the average production from 1966 through 1970. Although the exact figures were not announced, the department experts merely deducted figures already on hand for the 1966- 1969 harvests.

29. “Studies of digestion made on animals are evidently comparable with the same phenomena in man, as W. Beaumont” observations on his Canadian, compared with those he made by means of gastric fistula in a dog, have superabundantly proved.”  
(Claude Bernard, Experimental Medicine)
30. “If there is such a thing as space, it will be in something, for all being is in something, and that which is in something is in space. So space will be in space, and so on ad infinitum. Accordingly, there is no such thing as space.”  
(Zeno of Elea)
31. “A study of history reveals a somewhat humiliating fact about organization. Whenever an increase in the size of organizations has been desirable in the interests of those concerned, it has had to be brought about (with negligible exceptions) by means of force on the part of the stronger. When voluntary federation

was the only available method no unity has been achieved. It was so with ancient Greece in the face of Macedonian, with sixteenth- century Italy in the face of France and Spain, with present day Europe in the face of America and Asia.”

(Bernard Russell, Skeptical Essays)

32. “We observe that all nations, barbarous as well as civilized, through separately founded because remote from each other in time and space, keep these three human customs: all have some religion, all contract solemn marriages, all bury their dead. And in no nation, however savage and crude, are any human actions performed with more elaborate ceremonies and more sacred solemnity than the rites of religion, marriage and burial. For by the axiom that uniform ideas, born among peoples unknown to each other, must have a common ground of truth, it must have been dictated to all nations that from these institutions humanity began among them all, so that the world should not again become bestial

wildness. For this reason we have taken these  
three eternal and universal customs as the first  
principles of this Science.”

(Giovanni Vieco, The New Science)



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#### GENERAL FORM

Use 8.5"x 11" paper. A cover is not necessary. Staple pages.

Title page: include title of project, your name, day and time your class meets.

Table of Contents: include name of fallacies and page numbers.

Type or use ink.

#### CONTENTS

10 fallacies are required; 5 extra fallacies may be included for extra credit. The fallacies must be different.

No source may have a publication date prior to (e.g. older than) the first day of class.

Include enough of the article to show the fallacy **in context**.

Underline fallacious part of the article.

If more than one fallacy occurs in an article, number them.

No more than 2 advertisements allowed in the entire fallacy notebook.

No more than 2 cartoons allowed in the entire fallacy notebook.

No more than 2 letters to the editor allowed in the entire fallacy notebook.

No articles from the *National Enquirer*, *Star*, *Reader's Digest*, *People*, *Us*,

or like publications allowed in the entire fallacy notebook.

Please Note: Neatness and whether or not all instructions have been followed will be factors in the grade.

You may use any of the fallacy types listed in *Hurley* or in *Damer*, but you may only include one example of each fallacy type in your notebook. DO NOT use the actual fallacy examples from your book as the fallacies that you have "found" and put them in your notebook - your text is not a source for your fallacies. You must find them in the appropriate sources and your text is not an appropriate source. This warning is also an example of CONTENTS rule #2 as your textbook was published prior to your first day of class. Also, where your text notes multiple kinds of a type of fallacy (in *Hurley* there are 3 kinds of the fallacy type *ad hominem*, abusive, circumstantial, and you too) you MAY NOT submit one article for each. This means only 1 *ad hominem*, period.

Lastly, I am available before and after class to review your articles.



## PHIL 3 - Logic in Practice

Summer 2007

Professor Charles T. McGruder, Ph.D.

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### Induction, Deduction and the Scientific Method

Two kinds of logic are used, inductive and deductive. Inductive inferences start with observations of the machine and arrive at general conclusions. For example, if the cycle goes over a bump and the engine misfires, and then goes over another bump and the engine misfires, and then goes over a long smooth stretch of road and there is no misfiring, and then goes over a fourth bump and the engine misfires again, one can logically conclude that the misfiring is caused by the bumps. That is induction: reasoning from particular experiences to general truths.

Deductive inferences do the reverse. They start with general knowledge and predict a specific observation. For example, if, from reading the hierarchy of facts about the machine, the mechanic knows the horn of the cycle is powered exclusively by electricity from the battery, then he can logically infer that if the battery is dead the horn will not work. That is deduction.

Solution of problems too complicated for common sense to solve is achieved by long strings of mixed inductive and deductive inferences that weave back and forth between the observed machine and the mental hierarchy of the machine found in the manuals. The correct program for this interweaving is formalized as scientific method.

Actually I've never seen a cycle-maintenance problem complex enough really to require full-scale formal scientific method. Repair problems are not that hard. When I think of formal scientific method an image sometimes comes to mind of an enormous juggernaut, a huge bulldozer - slow, tedious, lumbering, laborious, but invincible. It takes twice as long, five times as long, maybe a dozen times as long

as informal mechanic's techniques, but you know in the end you're going to *get* it. There's no fault isolation problem in motorcycle maintenance that can stand up to it. When you've hit a really tough one, tried everything, racked your brain and nothing works, and you know that this time Nature has really decided to be difficult, you say, "Okay, Nature, that's the end of the *nice* guy," and you crank up the formal scientific method.

For this you keep a lab notebook. Everything gets written down, formally, so that you know at all times where you are, where you've been, where you're going and where you want to get. In scientific work and electronics technology this is necessary because otherwise the problems get so complex you get lost in them and confused and forget what you know and what you don't know and have to give up. In cycle maintenance things are not that involved, but when confusion starts it's a good idea to hold it down by making everything formal and exact. Sometimes just the act of writing down the problems straightens out your head as to what they really are.

The logical statements entered into the notebook are broken down into six categories: (1) statement of the problem, (2) hypotheses as to the cause of the problem, (3) experiments designed to test each hypothesis, (4) predicted results of the experiments, (5) observed results of the experiments, (6) conclusions from the results of the experiments. This is not different from the formal arrangement of many college and high school lab notebooks but the purpose here is no longer just busy work. The purpose now is precise guidance of thoughts that will fail if they are not accurate.

The real purpose of scientific method is to make sure Nature hasn't misled you into thinking you know something you don't actually know. There's not a mechanic or scientist or technician alive who hasn't suffered from that one so much that he's not instinctively on guard. That's the main reason why so much scientific and mechanical information sounds so dull and so cautious. If you get careless or go romanticizing scientific information, giving it a flourish here and there, Nature will soon make a complete fool out of you. It does it often enough anyway even when you don't give it opportunities. One must be extremely careful and rigidly logical when dealing with Nature: one logical slip and an entire scientific edifice comes tumbling down. One false deduction about the machine and you can get hung up indefinitely.

In **Part One** of formal scientific method, which is the statement of the problem, the main skill is in stating absolutely no more than you

are positive you know. It is much better to enter a statement "Solve Problem: Why doesn't cycle work?" which sounds dumb but is correct, than it is to enter a statement "Sound Problem: What is wrong with the electrical system?" when you don't absolutely *know* the trouble is *in* the electrical system. What you should state is "Solve Problem: What is wrong with cycle?" and *then* state as the first entry of **Part Two**: "Hypothesis Number One: The trouble is in the electrical system." You think of as many hypotheses as you can, then you design experiments to test them to see which are true and which are false.

This careful approach to the beginning questions keeps you from taking a major wrong turn which might cause you weeks of extra work or can even hang you up completely. Scientific questions often have a surface appearance of dumbness for this reason. They are asked in order to prevent dumb mistakes later on.

**Part Three**, that part of formal scientific method called experimentation, is sometimes thought of by romantics as all of science itself because that's the only part with much visual surface. They see lots of test tubes and bizarre equipment and people running around making discoveries. They do not see the experiment as part of a larger intellectual process and so they often confuse experiments with demonstrations, which look the same. A man conducting a ge-whiz science show with fifty thousand dollars' worth of Frankenstein equipment is not doing anything scientific if he knows beforehand what the results of his efforts are going to be. A motorcycle mechanic on the other hand, who honks the horn to see if the battery works is informally conducting a true scientific experiment. He is testing a hypothesis by putting the question to nature. The TV scientist who mutters sadly, "The experiment is a failure; we have failed to achieve what we had hoped for," is suffering mainly from a bad scriptwriter. An experiment is never a failure solely because it fails to achieve predicted results. An experiment is a failure only when it also fails adequately to test the hypothesis in question, when the data it produces don't prove anything one way or another.

Skill at this point consists of using experiments that test only the hypothesis in question, nothing less, nothing more. If the horn honks and the mechanic concludes that the whole electrical system is working, he is in deep trouble. He has reached an illogical conclusion. The honking horn only tells him that the battery and horn are working. To design an experiment properly he has to think very rigidly in terms of what directly causes what. This you know from hierarchy. The horn doesn't make the cycle go. Neither does the battery, except in a very

indirect way. The point at which the electrical system *directly* causes the engine to fire is at the spark plugs and if you don't test here, at the output of the electrical system, you will never really know whether the failure is electrical or not.

To test properly the mechanic removes the plug and lays it against the engine so that the base around the plug is electrically grounded, kicks the starter lever and watches the spark-plug gap for a blue spark. If there isn't any he can conclude one of two things: (a) there is an electrical failure or (b) his experiment is sloppy. If he is experienced he will try it a few more times, checking connections, trying every way he can think of to get that plug to fire. Then, if he can't get it to fire, he finally concludes that *a* is correct, there's an electrical failure, and the experiment is over. He has proved that his hypothesis is correct.

**In the final category, conclusions,** skill comes in stating no more than the experiment proved. It hasn't proved that when he fixes the electrical system the motorcycle will start. There may be other things wrong. But he does know that the motorcycle isn't going to run until the electrical system is working and he sets up the next formal question: "Solve Problem: What is wrong with the electrical system?"

He then sets up hypotheses for these and tests them. By asking the right questions and choosing the right tests and drawing the right conclusions the mechanic works his way down the echelons of the motorcycle hierarchy until he has found the exact specific cause or causes of the engine failure, and then he changes them so that they no longer cause the failure.

An untrained observer will see only physical labor and often get the idea that physical labor is mainly what the mechanic does. Actually the physical labor is the smallest and easiest part of what the mechanic does. By far the greatest part of his work is careful observation and precise thinking. That is why mechanics sometimes seem so taciturn and withdrawn when performing tests. They don't like it when you talk to them because they are concentrating on mental images, hierarchies, and not really looking at you or the physical motorcycle at all. They are using the experiment as part of a program to expand their hierarchy of knowledge of the faulty motorcycle and compare it to the correct hierarchy in their mind. They are looking at the underlying form.

From: *Zen and the Art of Motorcycle Maintenance* by Robert M. Pirsig





## PHIL 3 - Logic in Practice

Summer 2007

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Cheating

### Cheating and Plagiarism

#### Cheating

Instructors have the responsibility of planning and supervising all academic work in order to encourage honest and individual effort, and of taking appropriate action if instances of academic dishonesty are discovered. However, honesty is primarily the responsibility of each student. The College considers cheating to be a voluntary act for which there may be reasons, but for which there is no acceptable excuse. The term "cheating" includes but is not limited to:

Plagiarism;

Receiving or knowingly supplying unauthorized information;

Using unauthorized material or sources;

Changing an answer after work has been graded and presenting it as improperly graded;

Illegally accessing confidential information through a computer;

Taking an examination for another student or having another student take an examination for you;

Forging or altering registration or grade documents.

The instructor who determines that a student has cheated may give the student a failing grade for the assignment, for the course, or drop the student from the course. Since the student has failed to abide by

the standards of academic honesty, the instructor has a right to give an F for the assignment or the course even though the student may have successfully and, presumably, honestly passed the remaining portion of the assignment or course. If the instructor issues a failing grade for the course or drops the student, the actions shall be reported to the Dean of Student Services and to the Director of Admissions and Records. An instructor may also recommend that appropriate action be taken under provisions of the Administrative Regulations and Procedures on Student Discipline.

### Plagiarism

Plagiarism is a direct violation of intellectual and academic honesty. Although it exists in many forms, all plagiarisms refer to the same act: representing somebody else's words or ideas as one's own. The most extreme forms of plagiarism are the use of material authored by another person or obtained from a commercial source, or the use of passages copied word for word without acknowledgment. Paraphrasing an author's idea or quoting even limited portions of his or her text without proper citation is also an act of plagiarism. Even putting someone else's ideas into one's own words without acknowledgment may be plagiarism. In none of its forms can plagiarism be tolerated in an academic community. It may constitute grounds for a failing grade, probation, suspension, or expulsion.

One distinctive mark of an educated person is the ability to use language correctly and effectively to express ideas. Faculty assign written work for the purpose of helping students achieve that mark. Each instructor will outline specific criteria but all expect students to present work that represents the student's understanding of the subject in the student's own words. It is seldom expected that student papers will be based entirely or even primarily on original ideas or original research.

Therefore, to incorporate the concepts of others may be appropriate with proper acknowledgment of sources, and to quote others directly by means of quotation marks and acknowledgments, is proper. However, if a paper consists entirely of quotations and citations, the paper should be rewritten to show the student's own understanding and expressive ability. The purpose of the written assignment (i.e., development of communication and analytic skills) should be kept in mind as each paper is prepared. It should not be evaded through plagiarism.



## **PHIL 3 – Logic in Practice**

Semester: Summer 2007

Distance Learning Online Course

Time: Arranged

Professor: Charles T. McGruder, Ph.D

Office: Building 16, Room 17 F {Hours by Appointment}

Telephone: (909) 594-5611 Ext: 4595

Email: [cmcgruder@mtsac.edu](mailto:cmcgruder@mtsac.edu)

Web Address: <http://elearn.mtsac.edu/cmcgruder>

### **Textbook**

*A Concise Introduction to Logic*, 9th Edition, by Hurley/McGruder

ISBN 0-495-26802-X

*Dictionary – College Level*

*Prerequisite: Eligibility for ENGL 68*

### **Course Description**

The analysis of language as an instrument of sound thinking in morals, politics, and everyday life. The course is designed to assist students to analyze an argument, avoid faulty conclusions in reasoning, understand levels of meaning and kinds of arguments, avoid verbal pitfalls, understand the steps of scientific methods, and identify value assumptions.

### **Purpose**

The purpose of this course is to "do philosophy." Wonder is central to philosophy, not only as a starting point but also as a principle and foundation from which everything else proceeds. Philosophy is a radicalization of wonder in all directions. But radicalization is a slow process and we are obliged to work the same ground over and over again. Only in this way can the process continue and only thus can it realize its total potential. To do

philosophy is to conscientiously immerse ourselves in the process and product of seeking meaning in the world. Our primary concern is for the personal dimension which plays/works the creation and criticism of all claims to knowledge and understanding. We will use "content" and "information" however our concern is the context for transformation.

### **Goals**

An enhanced self/social understanding

An enhanced capacity to be philosophical—to grapple with language, values, to discern value judgments, to relate meaning/facts/attitudes

An introduction to symbolic/formal logic

A disciplined engagement with contemporary themes and issues in life

An enlargement of communication and critical thinking skills

Use of visual/analytical methods

### **Grading**

90% = A, 80% = B, 70% = C, 60% = D, 50% = F

Check Blackboard for status of your grade.

### **Attendance Policy**

The deadline to withdraw from Summer Session is Monday, July 2, 2007.

It is your responsibility to drop the class. I will drop you for lack of attendance or work.

### **Makeup Policy**

No make ups allowed except for emergencies. I will accept assignments early, but not late.

### **Cheating and Plagiarism**

## **Calendar**

## **Course Outline**

<u>Week</u>	<u>Date</u>	<u>Day</u>	<u>Discussion Topic and Reading</u>
1	June 26	T	Introduction

Read: Chapter 2 Language: Meaning and Definition

2.1 Cognitive and Emotive Meaning

2.2 Intension and Extension of Terms

2.3 Definitions and Purposes

27 W Language and Meaning

Read: 2.4 Definitional Techniques

28 Th Language and Meaning

Read: 2.5 Criteria for Lexical Definitions

2 July 3 T 2.5 Criteria for Lexical Definitions

Handouts: Uses of Language and Definition

4 W **Fourth of July Holiday!**

5 Th **Chapter 2 Exam**

Read: Chapter 1

3 10 T 1.1 Arguments; Premises; Conclusions

1.2 Recognizing Arguments

Read: 1.3 Deduction and Induction

11 W 1.3 Deduction and Induction

Read: 1.4 Validity; Soundness; Strength; Cogency

12 Th 1.4 Validity; Soundness; Strength; Cogency

Handout: Validity and Strength

4 17 T **Chapter 1 Exam**

Read: Chapter 3

18 W 3.1 Fallacies in General

### 3.2 Fallacies of Relevance

Read: 3.3 Fallacies of Weak Induction

19 Th 3.3 Fallacies of Weak Induction

### Mid-Chapter Fallacy Quiz

Read: 3.4 Fallacies of Ambiguity

5 24 T 3.4 Fallacies of Ambiguity

25 W **Chapter 3 Exam: Mixed Fallacies**

Read: Chapter 6

26 Th 6.1 Symbols; Translation

6.2 Truth Function

6.3 Truth Tables for Propositions

6 31 T 6.4 Truth Tables for Arguments

Aug 1 W 6.4 Truth Tables for Arguments

### Glossary Quiz

Handouts: Problem Solving and Scientific Method

2 Th Fallacy Notebooks Due!

### Final Exam (Comprehensive)



## Course Outline

### **PHIL 3 – Logic in Practice**

Semester: Fall 2007

Days: MW

Times: 9:45 - 11:10 am & 11:30 - 12:55 pm

Location: Building 16, Room 7

Professor: Charles T. McGruder, Ph.D.

Office: Building 16, Room 17 F

Office Hours: MTWTh 9:15 - 9:45 am & 1:00 - 1:15 pm

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*Dictionary* - College Level

#### **Handouts**

Glossary, Uses of Language, Definitions, Validity and Strength,

Instructions for Fallacy Notebook, Seven Steps in Argument Analysis,

Scientific Method

*Prerequisite: Eligibility for ENGL 68*

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A disciplined engagement with contemporary themes and issues in life.

An enlargement of communication and critical thinking skills.

Use of visual/analytical methods.

### Grading

90% = A, 80% = B, 70% = C, 60% = D, 50% = F

60% of grade is homework; 20% of grade is Chapter Exams; and 20% of grade is the Final Exam.

**Bring a red pen to class! No name, no credit!**

Exercises will be assigned to be done for every class. All assignments will be pointed. I run a straight point system, so you can compute your grade at any time by dividing the number of points you have earned by the total number of points possible.

### Attendance Policy

Attendance is mandatory in all of my classes.

The deadline to withdraw from the Fall Semester is Friday, November 3, 2007. It is your responsibility to drop the class. I will drop you for lack of attendance or work.

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No make ups allowed except for emergencies. I will accept assignments early, but not late.

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### Calendar

### Course Outline

<u>Week</u>	<u>Date</u>	<u>Day</u>	<u>Discussion Topic and Reading</u>
1	Aug. 27	M	Introduction – Language a Living Thing! Read: 2.1, 2.2 Meaning
	29	W	2.1 Cognitive and Emotive Meaning 2.2 Intension and Extension of Terms Read: 2.3 Definitions and their Purposes
2	Sept. 3	M	<b>Holiday! Labor Day - Campus Closed</b>
	5	W	2.3 Definitions and their Purposes Read: 2.4 Definitional Techniques

3	10 M	2.4 Definitional Techniques Read: 2.5 Criteria for Definitions
	12 W	2.5 Criteria for Definitions Handout: <u>Uses of Language</u> Handout: <u>Definition</u>
4	17 M	<b>Chapter Two Exam</b> Read: 1.1 Arguments; Premises; Conclusions
	19 W	1.1 Arguments; Premises; Conclusions Read: 1.2 Recognizing Arguments
5	24 M	1.2 Recognizing Arguments; Read: 1.3 Deduction and Induction
	26 W	1.3 Deduction and Induction Read: 1.4 Validity; Soundness; Strength; Cogency
6	Oct. 1 M	1.4 Validity; Soundness; Strength; Cogency Read: Handout; Validity and Strength
	3 W	1.4 Handout: Chapter One: Validity and Strength
7	8 M	1.4 Handout: Chapter One: Validity and Strength  <u>Handout: Chapter One</u>
	10 W	<b>Chapter One Exam</b> ; Read: 3.1; 3.2
8	15 M	3.1 Fallacies in General, 3.2 Fallacies of Relevance Read: 3.3 Fallacies of Weak Induction
	17 W	3.3 Fallacies of Weak Induction Review for Quiz; Read: 3.4 Fallacies of Ambiguity
9	22 M	<b>Quiz - Fallacies (of Relevance and Weak induction)</b> 3.4 Fallacies of Ambiguity Review for Quiz

	24 W	<b>Chapter Three Exam - All Fallacies</b> Read: 6.1; 6.2
10	29 M	6.1 Symbols and Translation; Operators or Connectives; Well-Formed Formulas (WFFs) Read: 6.2 Truth Functions
	31 W	6.2 Truth Functions Definitions of the Logical Operators Read: 6.3 Truth Tables for Propositions
11	Nov. 5 M	6.3 Truth Tables for Propositions Classifying Statements; Read: 6.4 Truth Tables for Arguments
	7 W	6.3 Comparing Statements Read: 6.4 Truth Tables for Arguments
12	12 M	6.4 Truth Tables for Arguments
	14 W	6.4 Truth Tables for Arguments
13	19 M	6.4 Truth Tables for Arguments  <b>Review for Comprehensive Glossary Quiz</b>
	21 W	<u>Glossary Quiz</u> Read: 6.5 Indirect Truth Tables
14	26 M	6.5 Indirect Truth Tables Testing Arguments for Validity
	28 W	6.5 Testing Statements for Consistency
15	Dec. 3 M	Problem Solving
	5 W	Induction/Deduction and the <u>Scientific Method</u>
16	10 M	<b>Final Exam</b>

12 W

**Final Exam Fallacy Notebooks Due!**

**Back**



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5	25 T	1.2 Recognizing Arguments  Read: 1.3 Deduction and Induction
	27 Th	1.3 Deduction and Induction Read: 1.4 Validity; Soundness; Strength; Cogency
	Oct. 2 T	1.4 Validity; Soundness; Strength; Cogency Read: Handout; Validity and Strength
	4 Th	1.4 Handout: Chapter One: Validity and Strength
7	9 T	<u>Handout: Chapter One</u>  Review for Chapter 1 Exam
	11 Th	<b>Chapter 1 Exam</b> ; Read: 3.1; 3.2
8	16 T	3.1 Fallacies in General; 3.2 Fallacies of Relevance Read: 3.3 Fallacies of Weak Induction
	18 Th	3.3 Fallacies of Weak Induction Review for Quiz; Read: 3.4 Fallacies of Ambiguity
9	23 T	<b>Quiz - Fallacies (of Relevance and Weak induction)</b> 3.4 Fallacies of Ambiguity

Review for Chapter 3 Exam

25 Th

**Chapter 3 Exam - All Fallacies**

Read: 6.1; 6.2

10

30 T

6.1 Symbols and Translation; Operators or Connectives;  
Well-Formed Formulas (WFFs)

Read: 6.2 Truth Functions

Nov. 1 Th

6.2 Truth Functions

Definitions of the Logical Operators

Read: 6.3 Truth Tables for Propositions

11

6 T

6.3 Truth Tables for Propositions

Classifying Statements

8 Th

6.3 Comparing Statements

Read: 6.4 Truth Tables for Arguments

12

13 T

6.4 Truth Tables for Arguments

15 Th

6.4 Truth Tables for Arguments

13

20 T

6.4 Truth Tables for Arguments

Review for Comprehensive Glossary Quiz

22 Th

Glossary Quiz

Read: 6.5 Indirect Truth Tables

14

27 T

6.5 Indirect Truth Tables

Testing Arguments for Validity

29 Th

6.5 Testing Statements for Consistency

15

Dec. 4 T

Problem Solving

6 Th

Induction/Deduction and the Scientific Method

13 T

**Final Exam**

15 Th

**Final Exam Fallacy Notebooks Due!**



## **PHIL 3 – Logic in Practice**

Semester: Fall 2007

Distance Learning Online Course

Time: Arranged

Professor: Charles T. McGruder, Ph.D

Office: Building 16, Room 17 F {Hours by Appointment}

Telephone: (909) 594-5611 Ext: 4595

Email: [cmcgruder@mtsac.edu](mailto:cmcgruder@mtsac.edu)

Web Address: <http://elearn.mtsac.edu/cmcgruder/>

### **Textbook**

*A Concise Introduction to Logic*, 9th Edition, by Hurley/McGruder

ISBN 0-495-26802-X

*Dictionary* – College Level

*Prerequisite: Eligibility for ENGL 68*

### **Course Description**

The analysis of language as an instrument of sound thinking in morals, politics, and everyday life. The course is designed to assist students to analyze an argument, avoid faulty conclusions in reasoning, understand levels of meaning and kinds of arguments, avoid verbal pitfalls, understand the steps of scientific methods, and identify value assumptions.

### **Purpose**

The purpose of this course is to "do philosophy." Wonder is central to philosophy, not only

as a starting point but also as a principle and foundation from which everything else proceeds. Philosophy is a radicalization of wonder in all directions. But radicalization is a slow process and we are obliged to work the same ground over and over again. Only in this way can the process continue and only thus can it realize its total potential. To do philosophy is to conscientiously immerse ourselves in the process and product of seeking meaning in the world. Our primary concern is for the personal dimension which plays/works in the creation and criticism of all claims to knowledge and understanding. We will use "content" and "information" however our concern is the context for transformation.

### **Goals**

An enhanced self/social understanding

An enhanced capacity to be philosophica - to grapple with language, values, to discern value judgments, to relate meaning/facts/attitudes

An introduction to symbolic/formal logic

A disciplined engagement with contemporary themes and issues in life

An enlargement of communication and critical thinking skills

Use of visual/analytical methods

### **Grading**

90% = A, 80% = B, 70% = C, 60% = D, 50% = F

Check Blackboard for status of your grade.

### **Attendance Policy**

The deadline to withdraw from Fall Semester is Friday, November 2, 2007.

It is your responsibility to drop the class. I will drop you for lack of attendance or work.

### **Makeup Policy**

No make ups allowed except for emergencies. I will accept assignments early, but not late.

### **Cheating and Plagiarism**

Calendar Course Outline

**Week**     **Discussion Board Topic and Reading**

Introduction/Time Management

Read: Chapter 2 - Language: Meaning and Definition

2.1 Cognitive and Emotive Meaning

2.2 Intension and Extension of Terms

2.3 Definitions and Purposes

2.4 Definitional Techniques

2     2.5 Criteria for Lexical Definitions

Handouts: Uses of Language and Definition

3     **Chapter 2 Exam**

Read: Chapter 1 - Basic Concepts

1.1 Arguments; Premises; Conclusions

1.2 Recognizing Arguments

1.3 Deduction and Induction

1.4 Validity; Soundness; Strength; Cogency

Handout: Validity and Strength

4     **Chapter 1 Exam**

Read: Chapter 3 - Informal Fallacies

3.1 Fallacies in General

3.2 Fallacies of Relevance

3.3 Fallacies of Weak Induction

5     **Mid-Chapter Fallacy Quiz**

3.4 Fallacies of Ambiguity

**6 Chapter 3 Exam: Mixed Fallacies**

Read: Chapter 6 - Propositional Logic

6.1 Symbols and Translation

6.2 Truth Functions

**7 6.3 Truth Tables for Propositions**

Classifying Statements

Comparing Statements

6.4 Truth Tables for Arguments

**8 Glossary Quiz**

Handouts: Problem Solving and Scientific Method

Fallacy Notebooks Due!

**Final Exam (Comprehensive)**



## Course Outline

### **PHIL 3 – Logic in Practice**

Winter Intersession 2008

Days: TWTh

Times: 10:30 - 1:10 pm

Location: Building 16, Room 7

Professor: Charles T. McGruder, Ph.D.

Office: Building 16, Room 17 F (by appointment)

Telephone: (909) 594-5611 Ext. 4595

Email: [cmcgruder@mtsac.edu](mailto:cmcgruder@mtsac.edu)

Web Address: <http://elearn.mtsac.edu/cmcgruder/>

### **Textbooks**

*A Concise Introduction to Logic*, 9th edition, by Hurley/McGruder

ISBN 0-495-26802-X

*Dictionary - College Level*

### **Handouts**

Glossary, Uses of Language, Definition, Validity and Strength,

Seven Steps in Argument Analysis, Instructions for Fallacy Notebook,

Induction, Deduction and the Scientific Method

### **Course Description**

The analysis of language as an instrument of sound thinking in morals, politics, and everyday life. The course is designed to assist students to analyze an argument, avoid faulty conclusions in reasoning, understand levels of meaning and kinds of arguments, avoid verbal pitfalls, understand the steps of scientific methods, and identify value assumptions.

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An enhanced self/social understanding.

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to discern value judgments, to relate meaning/facts/attitudes.

An introduction to symbolic/formal logic.

A disciplined engagement with contemporary themes and issues in life.

An enlargement of communication and critical thinking skills.

Use of visual/analytical methods.

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90% = A, 80% = B, 70% = C, 60% = D, 50% = F

Homework = 60% of grade, Chapter Exams = 20% of grade, Final Exam = 20% of grade

**Bring red pen to class! No name, no credit!**

Exercises will be assigned to be done for every class. I run a straight point system, so you can compute your grade at anytime by dividing the number of points you have earned by the total number of points possible.

### **Attendance Policy**

Attendance is mandatory in all of my classes. The deadline to withdraw from Winter Intersession is Tuesday, January 15, 2008. It is your responsibility to drop the class. I will drop you for lack of attendance or work.

### **Make up Policy**

No make ups allowed except for emergencies. I will accept assignments early, but not late.

### Cheating and Plagiarism

### Calendar

### Course Outline

<u>Week</u>	<u>Date</u>	<u>Day</u>	<u>Discussion Topic and Reading</u>
1	Jan. 8	T	Introduction - Language a living thing! Read: Chapter 2 - Language 2.1 Cognitive and Emotive Meaning 2.2 Intension and Extension of Terms
	9	W	2.3 Definitions and their Purposes 2.4 Definitional Techniques
	10	Th	2.5 Criteria for Lexical Definitions
2	15	T	Criteria for Lexical Definitions/Handouts: <u>Uses of Language, Definition</u>
	16	W	Study for Chapter 2 Exam

	17	Th	<b>Chapter 2 Exam</b> Chapter 1 - Basic Concepts 1.1 Arguments; Premises; Conclusions 1.2 Recognizing Arguments
3	22	T	1.3 Deduction and Induction
	23	W	1.4 Validity; Soundness; Strength; Cogency
	24	Th	Handout: <u>Validity and Strength</u> Review for Chapter 1 Exam
4	29	T	<b>Chapter 1 Exam</b> Read: Chapter 3
	30	W	3.1 Fallacies in General 3.2 Fallacies of Relevance
	31	Th	3.3 Fallacies of Weak Induction <b>Mid-Chapter Fallacy Quiz</b>
5	Feb. 5	T	3.4 Fallacies of Ambiguity
	6	W	<b>Chapter 3 Exam</b> Read: Chapter 6 - Propositional Logic
	7	Th	6.1 Symbols; Translation; Well-formed Formulas (WFFs) 6.2 Truth Functions; Definition of the Logical Operators 6.3 Truth Tables for Propositions Classifying Statements/Comparing Statements
6	12	T	6.4 Truth Tables for Arguments
	13	W	Handouts: Problem Solving & The Scientific Method

Induction, Deduction and the Scientific Method

14 Th **Final Exam (Comprehensive)**

**Fallacy Notebooks Due!**



## **PHIL 3 – Logic in Practice**

Winter Intersession 2008

Distance Learning Online Course

Time: Arranged

Professor: Charles T. McGruder, Ph.D.

Office: Building 16, Room 17 F {Hours by Appointment}

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*Dictionary* – College Level

*Prerequisite: Eligibility for ENGL 68*

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90% = A, 80% = B, 70% = C, 60% = D, 50% = F

Check Blackboard for status of your grade.

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### **Cheating and Plagiarism**

## Calendar

## Course Outline

<u>Week</u>	<u>Discussion Board Topic and Reading</u>
1	<p>Introduction/Time Management</p> <p>Read: Chapter 2 - Language: Meaning and Definition</p> <p>2.1 Cognitive and Emotive Meaning</p> <p>2.2 Intension and Extension of Terms</p> <p>2.3 Definitions and Purposes</p>
2	<p>2.5 Criteria for Lexical Definitions</p> <p>Handouts: Uses of Language and Definition</p>
3	<p><b>Chapter 2 Exam</b></p> <p>Read: Chapter 1 - Basic Concepts</p> <p>1.1 Arguments; Premises; Conclusions</p> <p>1.2 Recognizing Arguments</p> <p>1.3 Deduction and Induction</p> <p>1.4 Validity; Soundness; Strength; Cogency</p> <p>Handout: Validity and Strength</p>
4	<p><b>Chapter 1 Exam</b></p> <p>Read: Chapter 3 - Informal Fallacies</p> <p>3.1 Fallacies in General</p> <p>3.2 Fallacies of Relevance</p> <p>3.3 Fallacies of Weak Induction</p> <p>3.3 Fallacies of Weak Induction</p> <p><b>Mid-Chapter Fallacy Quiz</b></p>

3.4 Fallacies of Ambiguity

3.4 Fallacies of Ambiguity

6

**Chapter 3 Exam: Mixed Fallacies**

Read: Chapter 6 - Propositional Logic

6.1 Symbols and Translation

6.2 Truth Function

7

6.3 Truth Tables for Propositions

6.4 Truth Tables for Arguments

8

**Glossary Quiz**

Handouts: Problem Solving and Scientific Method

Fallacy Notebooks Due!

**Final Exam (Comprehensive)**



## Course Outline

### **PHIL 3 - Logic in Practice**

Semester: Spring 2008

Days: MW

Times: 9:45 am - 11:10 am & 11:30 am - 12:55 pm

Location: Building 16 Room 7

Professor: Charles T. McGruder, Ph.D.

Office: Building 16, Room 17 F

Office Hours: MTWTh 9:15 - 9:45am & 1:00 - 1:30 pm

Telephone: (909) 594-5611 Ext 4595

Email: [cmcgruder@mtsac.edu](mailto:cmcgruder@mtsac.edu)

Web Address: <http://elearn.mtsac.edu/cmcgruder/>

#### **Textbooks**

*A Concise Introduction to Logic*, 9th ed. by Hurley/McGruder

ISBN 0-495-26802-X

*Dictionary - College Level*

#### **Handouts**

Glossary, Uses of Language, Definitions, Validity and Strength,

Seven Steps in Argument Analysis, Instructions for Fallacy Notebook,

Induction, Deduction and the Scientific Method

*Prerequisite: Eligibility for ENGL 68*

**Course Description**

The analysis of language as an instrument of sound thinking in morals, politics, and everyday life. The course is designed to assist students to analyze an argument, avoid faulty conclusions in reasoning, understand levels of meaning and kinds of arguments, avoid verbal pitfalls, understand the steps of scientific methods, and identify value assumptions.

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An introduction to symbolic/formal logic.

A disciplined engagement with contemporary themes and issues in life.

An enlargement of communication and critical thinking skills.

Use of visual/analytical methods.

### Grading

90% = A, 80% = B, 70% = C, 60% = D, 50% = F

Homework is 60% of grade; Chapter Exams are 20% of grade; Final Exam is 20% of grade.

**Bring a red pen to every class meeting! No Name, No Credit!**

Exercises will be assigned for every class. All assignments will be pointed. I run a straight point system, so you can compute your grade at anytime by dividing the number of points you have earned by the total number of points possible.

### Attendance Policy

Attendance is mandatory in all of my classes.

The deadline to withdraw from Spring semester is Monday, May 5. It is your responsibility to drop the class. I will drop you for lack of attendance or work.

### Make up Policy

No make ups allowed except for emergencies. I will accept assignments early, but not late.

### Cheating and Plagiarism

## Calendar

## Course Outline

<u>Week</u>	<u>Date</u>	<u>Day</u>	<u>Discussion Topic and Reading</u>
1	Feb. 25	M	Introduction – Language a Living Thing! Read: 2.1, 2.2 Meaning
	27	W	2.1 Cognitive and Emotive Meaning 2.2 Intension and Extension of Terms Read: 2.3 Definitions and their Purposes
2	Mar. 3	M	2.3 Definitions and their Purposes Read: 2.4 Definitional Techniques
	5	W	2.4 Definitional Techniques

		Read: 2.5 Criteria for Definitions
10	M	2.5 Criteria for Definitions Handouts: <u>Uses of Language</u> , <u>Definition</u>
12	W	Handouts: <u>Uses of Language</u> , <u>Definition</u>
		Review for Chapter 2 Exam
4	17 M	<b>Chapter 2 Exam</b> Read: 1.1 Arguments; Premises; Conclusions
	19 W	1.1 Arguments; Premises; Conclusions Read: 1.2 Recognizing Arguments
5	24 M	1.2 Recognizing Arguments
		Read: 1.3 Deduction and Induction
	26 W	1.3 Deduction and Induction Read: 1.4 Validity; Soundness; Strength; Cogency
6	31 M	1.4 Validity; Soundness; Strength; Cogency Read: Handout Validity and Strength
Apr.	2 W	<b>Glossary Quiz Chapter 1</b>  Handout: <u>Handout: Chapter One</u>
7	7 M	<b>Chapter 1 Exam - Induction/Deduction</b>  Read: 3.1 Fallacies in General  Read: 3.2 Informal Fallacies
	9 W	3.1 Fallacies in General, 3.2 Fallacies of Relevance Read: 3.3 Fallacies of Weak Induction
8	14 M	3.3 Fallacies of Weak Induction Review for Mid-Chapter Fallacy Quiz
	16 W	<b>Mid-Chapter Fallacy Quiz</b>  Read: 3.4 Fallacies of Ambiguity
	21 M	3.4 Fallacies of Ambiguity Review for Exam

	23 W	<b>Chapter 3 Mixed Fallacies Exam</b> Read: 3.5 Fallacies in Ordinary Language;  Detecting Fallacies and Avoiding Fallacies
10	28 M	3.5 Fallacies in Ordinary Language  Read: 6.1 Symbols and Translation; Operators or Connectives; Well-Formed Formulas (WFFs)
	30 W	6.1 Symbols and Translation  Read: 6.2 Truth Functions
11	May 5 M	6.2 Truth Functions Definitions of Logical Operators Read: 6.3 Truth Tables for Propositions
	7 W	Classifying Statements
12	12 M	6.3 Comparing Statements Read: 6.4 Truth Tables for Arguments
	14 W	6.4 Truth Tables for Arguments
13	19 M	Handout: Taking Care of Business  Review for Glossary Quiz
	21 W	<u>Glossary Quiz</u> Read: 6.5 Indirect Truth Tables
14	26 M	Memorial Day Holiday!
	28 W	6.5 Indirect Truth Tables Testing Arguments for Validity  6.5 Testing Statements for Consistency
15	June 2 M	Problem Solving
	4 W	<u>Induction/Deduction and the Scientific Method</u>

Review for Final Exam

76

9 M

**Final Exam**

11 W

**Final Exam Fallacy Notebooks Due!**



## Course Outline

### **PHIL 5 - Introduction to Philosophy**

Semester: Spring 2008

Days: TTh

Time: 9:45 - 11:10 am

Location: Building 16 Room 7

Professor: Charles T. McGruder, Ph.D.

Office: Bldg. 16, Rm. 17F

Office Hours: MTWTh 9:15 - 9:45 am & 1:00 - 1:30 pm

Telephone: (909) 594-5611 Ext 4595

Email: [cmcgruder@mtsac.edu](mailto:cmcgruder@mtsac.edu)

Web Address: <http://elearn.mtsac.edu/cmcgruder/>

#### **Textbooks**

*Does The Center Hold?: An Introduction To Western Philosophy* by Donald Palmer

*The Trial and Death of Socrates – Four Dialogues* by Plato

*Enchanted Land: A Journey With The Saints Of India* by David Lane

*Existentialism and Human Emotions* by Jean-Paul Sartre

*The Communist Manifesto* by Karl Marx and Friedrich Engels

*Prerequisite: Eligibility for ENGL 68*

### **Course Description**

Investigation of basic concepts and methods of philosophy; selected metaphysical, epistemological, ethical, aesthetic, and logical problems and issues traditional to philosophy, with emphasis on their relevance for intelligent living.

### **Purpose**

The purpose of this course is to "do philosophy." Wonder is central to philosophy, not only as a starting point but also as a principle and a foundation from which everything else proceeds. Philosophy is a radicalization of wonder in all directions; but radicalization is a slow process and we are obliged to work the same ground over and over again. Only in this way can the process continue and only thus can it realize its total potential.

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### **Goals**

An enhanced self/social understanding.

A disciplined exploration/exposition of historical and existential themes and issues.

Enlargement of communication and critical thinking skills.

Use of visual/analytical methods.

### **Study Sheets**

In order to facilitate reading and reflection - your personal preparation and participation - **each assignment** will require the completion of a formal study sheet. This sheet, along with appropriate visual skills and tools, will be used in classes and in small and large discussion groups.

### **Grading**

I run a straight point system. You can compute your grade at anytime by dividing your points earned by the total points possible.

90% = A, 80% = B, 70% = C, 60% = D

### **Attendance Policy**

Attendance is mandatory in all my classes.

The deadline to withdraw from the Spring Semester is Friday, May 5, 2008.

It is your responsibility to drop the class. I will drop you for lack of attendance or work.

### **Make up Policy**

No make ups allowed, except for emergencies.

I will accept work early, but not late.

### **Cheating and Plagiarism**

## **Calendar**

## **Course Outline**

<u>Week</u>	<u>Date</u>	<u>Day</u>	<u>Discussion Topic and Reading</u>
1	Feb. 26	T	Introduction - Goals and Assignments  Read: Chapter 1 What are we doing in this class?
	28	Th	Is Philosophy Possible? & Branches of Philosophy  Read: <i>Euthyphro</i>
2	Mar. 4	T	Pick a topic for research; Socrates; Euthyphro  Read: Chapter 2 Truth is Beauty
	6	Th	Rationalist Epistemology: PLATO  Read: Allegory of the Cave
3	11	T	Allegory; Images, Objects, Concepts, Forms
	13	Th	Descartes' Rationalism  Read: Chapter 3 What you see is what you get?

- 4            18 T        Empiricist Epistemology & Locke and "Ideas"
- 20 Th        Berkeley & Hume
- Glossary Quiz**
- Read: Apology
- 5            25 T        Logical Positivism & Kant
- Read: Chapter 4 Ontology
- 27 Th        Dualism & Materialistic Monism
- 6            Apr. 1 T        The Mind/Brain Identity Theory
- Eliminative Materialism
- 3 Th        Functionalism; Pluralism
- Read: Chapter 5 Philosophy of Religion
- Reaction Paper Due – Enchanted Land by Lane
- Read: Crito
- 7            8 T        Philosophy of Religion: Theism, Atheism
- 10 Th        Mysticism & Religious Existentialism
- Read: Chapter 6 Philosophy of Freedom
- 8            15 T        Freedom & Philosophy of Determinism; Self Grade
- 17 Th        Indeterminism & Libertarianism
- 9            22 T        Existential Freedom: Sartre
- Read: Chapter 7 Ethics
- Read: Apology
- Reaction Paper Due – Sartre
- 24 Th        Ethics: Greek; Justice & Egoism

Handouts: Aristotle

	29	T	Hedonism & Utilitarianism
	May 1	Th	Duty-Oriented
			Read: Chapter 8 Different strokes for different folks
11	6	T	Critiques of traditional ethical theories
	8	Th	Logical Positivism & Cultural Relativism
12	13	T	Ethics and Feminism & Deep Ecology
			Read: Chapter 9 Political Philosophy
	15	Th	Plato; Hobbs; Locke
13	20	T	Rousseau & Mill
	22	Th	Social Philosophy: Communism; Minimal State
			Reaction Paper Due – Marx
	27	T	Liberalism; Self Grade
			Read: Chapter 10 What is Art? & Philosophy of Art
	29	Th	Plato & Freud & Aristotle
15	June 3	T	Marx & Marcuse
	5	Th	Existentialism & Wittgenstein
16	10	T	Final Exam 10:30 am - 1:00 pm
			Personal Philosophy Papers Due!



## Course Outline

### **PHIL 3 - Logic in Practice**

Semester: Spring 2008

Days: TTh

Time: 11:30 am - 12:55 pm

Location: Building 16, Room 7

Professor: Charles T. McGruder, Ph.D.

Office: Building 16, Room 17F

Office Hours: MTWTh: 9:15 - 9:45 am & 1:00 - 1:30 pm

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#### **Textbooks**

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*Dictionary* - College Level

#### **Handouts**

Glossary, Uses of Language, Definition, Validity and Strength,

Seven Steps in Argument Analysis, Instructions for Fallacy Notebook,

Induction, Deduction and the Scientific Method

*Prerequisite: Eligibility for ENGL 68*

**Course Description**

The analysis of language as an instrument of sound thinking in Morals, politics, and everyday life. The course is designed to assist students to analyze an argument, avoid faulty conclusions in reasoning, understand levels of Meaning and kinds of arguments, avoid verbal pitfalls, understand the steps of scientific Methods, and identify value assumptions.

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An introduction to symbolic/formal logic. A disciplined engagement with contemporary  
themes

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### Calendar

### Course Outline

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1	Feb. 26	T	Introduction – Language a Living Thing! Read: 2.1, 2.2 Meaning
	28	Th	2.1 Cognitive and Motive Meaning 2.2 Intension and Extension of Term1 Read: 2.3 Definitions and their Purposes
2	Mar. 4	T	2.3 Definitions and their Purposes Read: 2.4 Definitional Techniques
	6	Th	2.4 Definitional Techniques Read: 2.5 Criteria for Definitions

3	10 T	2.5 Criteria for Definitions Handouts: <u>Uses of Language</u> , <u>Definition</u>
	13 Th	Handouts: <u>Uses of Language</u> , <u>Definition</u>  Review for Chapter 2 Exam
4	18 T	<b>Chapter 2 Exam</b> Read: 1.1 Arguments; Premises; Conclusions
	20 Th	1.1 Arguments; Premises; Conclusions Read: 1.2 Recognizing Arguments
5	25 T	1.2 Recognizing Arguments  Read: 1.3 Deduction and Induction
	27 Th	1.3 Deduction and Induction Read: 1.4 Validity; Soundness; Strength; Cogency
6	Apr. 1 T	1.4 Validity; Soundness; Strength; Cogency Read: Handout Validity and Strength
	3 Th	<b>Glossary Quiz Chapter 1</b>  Handout: <u>Handout: Chapter One</u>
7	8 T	<b>Chapter 1 Exam - Induction/Deduction</b>  Read: 3.1 Fallacies in General  Read: 3.2 Informal Fallacies
	10 Th	3.1 Fallacies in General, 3.2 Fallacies of Relevance Read: 3.3 Fallacies of Weak Induction
8	15 T	3.3 Fallacies of Weak Induction Review for Mid-Chapter Fallacy Quiz
	17 Th	<b>Mid-Chapter Fallacy Quiz</b>  Read: 3.4 Fallacies of Ambiguity
9	22 T	3.4 Fallacies of Ambiguity Review for Exam
	24 Th	<b>Chapter 3 Mixed Fallacies Exam</b>

		<b>Read: 3.5 Fallacies in Ordinary Language; Detecting Fallacies and Avoiding Fallacies</b>
10	29 T	<b>3.5 Fallacies in Ordinary Language</b>  <b>Read: 6.1 Symbols and Translation</b>  <b>Operators or Connectives; Well-Formed Formulas (WFFs)</b>
	May 1 Th	<b>6.1 Symbols and Translation</b>  <b>Read: 6.2 Truth Functions</b>
11	6 T	<b>6.2 Truth Functions</b> <b>Definitions of Logical Operators</b> <b>Read: 6.3 Truth Tables for Propositions</b>
	8 Th	<b>Classifying Statements</b>
	13 T	<b>6.3 Comparing Statements</b> <b>Read: 6.4 Truth Tables for Arguments</b>
	15 Th	<b>6.4 Truth Tables for Arguments</b>
13	20 T	<b>Handout: Taking Care of Business</b>  <b>Review for Glossary Quiz</b>
	22 Th	<b><u>Glossary Quiz</u></b> <b>Read: 6.5 Indirect Truth Tables</b>
14	27 T	<b>6.5 Indirect Truth Tables</b> <b>Testing Arguments for Validity</b>
	29 Th	<b>6.5 Testing Statements for Consistency</b>
15	June 3 T	<b>Problem Solving</b>
	5 Th	<b><u>Induction/Deduction and the Scientific Method</u></b>  <b>Review for Final Exam</b>
	10 T	<b>Final Exam</b>

12 Th

**Final Exam**

**Fallacy Notebooks Due!**



## **PHIL 3 – Logic in Practice**

Semester: Spring 2008

Distance Learning Online Course

Time: Arranged

Professor: Charles T. McGruder, Ph.D

Office: Building 16 Room 17 F

Telephone: (909) 594-5611 Ext. 4595

Email: [cmcgruder@mtsac.edu](mailto:cmcgruder@mtsac.edu)

Web Address: <http://elearn.mtsac.edu/cmcgruder/>

### **Textbook**

*A Concise Introduction to Logic*, 9th Edition, by Hurley/McGruder

ISBN 0-495-26802-X

*Dictionary* – College Level

*Prerequisite: Eligibility for ENGL 68*

### **Course Description**

The analysis of language as an instrument of sound thinking in morals, politics, and everyday life. The course is designed to assist students to analyze an argument, avoid faulty conclusions in reasoning, understand levels of meaning and kinds of arguments, avoid verbal pitfalls, understand the steps of scientific methods, and identify value assumptions.

### **Purpose**

The purpose of this course is to "do philosophy." Wonder is central to philosophy, not only as a starting point but also as a principle and foundation from which everything else proceeds. Philosophy is a radicalization of wonder in all directions. But radicalization is a slow process and we are obliged to work the same ground over and over again. Only in this way can the process continue and only thus can it realize its total potential. To do philosophy is to conscientiously immerse ourselves in the process and product of seeking meaning in the world. Our primary concern is for the personal dimension which plays/works in the creation and criticism of all claims to knowledge and understanding. We will use "content" and "information" however our concern is the context for transformation.

### **Goals**

An enhanced self/social understanding

An enhanced capacity to be philosophical - to grapple with language, values,  
to discern value judgments, to relate meaning/facts/attitudes

An introduction to symbolic/formal logic

A disciplined engagement with contemporary themes and issues in life

An enlargement of communication and critical thinking skills

Use of visual/analytical methods

### **Grading**

90% = A, 80% = B, 70% = C, 60% = D, 50% = F

Check Blackboard for status of your grade.

### **Attendance Policy**

The deadline to withdraw from Spring Semester is Monday, May 5, 2008.

It is your responsibility to drop the class. I will drop you for lack of attendance or work.

### **Makeup Policy**

No make ups allowed except for emergencies. I will accept assignments early, but not late.

### **Cheating and Plagiarism**

## Calendar Course Outline

- | <u>Week</u> | <u>Discussion Board Topic and Reading</u>   |
|-------------|---|
| 1           | Introduction/Time Management<br><br>Read: Chapter 2 - Language: Meaning and Definition<br><br>2.1 Cognitive and Emotive Meaning<br><br>2.2 Intension and Extension of Terms<br><br>2.3 Definitions and Purposes<br><br>2.4 Definitional Techniques                    |
| 2           | 2.5 Criteria for Lexical Definitions<br><br>Handouts: Uses of Language and Definition   |
| 3           | <b>Chapter 2 Exam</b><br><br>Read: Chapter 1 - Basic Concepts<br><br>1.1 Arguments; Premises; Conclusions<br><br>1.2 Recognizing Arguments<br><br>1.3 Deduction and Induction<br><br>1.4 Validity; Soundness; Strength; Cogency<br><br>Handout: Validity and Strength |
| 4           | <b>Chapter 1 Exam</b><br><br>Read: Chapter 3 - Informal Fallacies<br><br>3.1 Fallacies in General<br><br>3.2 Fallacies of Relevance<br><br>3.3 Fallacies of Weak Induction<br><br><b>Mid-Chapter Fallacy Quiz</b>   |

3.4 Fallacies of Ambiguity

**Chapter 3 Exam: Mixed Fallacies**

Read: Chapter 6 - Propositional Logic

6.1 Symbols and Translation

6.2 Truth Functions

7 6.3 Truth Tables for Propositions

Classifying Statements

Comparing Statements

6.4 Truth Tables for Arguments

8 **Glossary Quiz**

Handouts: Problem Solving and Scientific Method

Fallacy Notebooks Due!

**Final Exam (Comprehensive)**

# Handouts

These are handouts that you will receive in my classes. Many of these are pertinent to every class, and so you will find that many overlap. In philosophy, you must remember that even though you may be dealing with only one of the four branches of philosophy, the other three branches will always be applicable. I have sorted them, however, within the categories of art, epistemology, ethics, history, logic, and metaphysics.

Art

Epistemology

Ethics

History

Logic

Metaphysics

# Art Handouts and Links

Aesthetics

Arthur Danto

Romanticism

# Epistemology

Epistemology (from the Greek, knowledge, + *logos* the study of, theory of, theory of knowledge, the study of (a) the origins, (b) the presuppositions, (c) the nature, (d) the extent, and (e) the veracity (truth, reliability, validity) of knowledge.

The branch of philosophy that asks questions such as: Where does knowledge come from - how is it formulated, expressed, and communicated? What is knowledge? Is sense experience necessary for all types of knowledge? What part does reason play in knowledge?

Is there knowledge derived only from reason? What are the differences among concepts such as: belief, knowledge, opinion, fact, reality, error, imagining, conceptualizing, idea, truth, possibility, certainty?

## Flow Chart of Philosophical Theory

# Ethics Handouts & Links

[Aristotle's Ethics: Virtues and Vices](#)

[American Business and Its Basis- Kratylus](#)

[Important Terms \(handout b\)](#)

[Confucius \(handout c\)](#)

[Notes on the ethics of Socrates \(handout d\)](#)

[Plato's View of Soul and Society \(handout e\)](#)

[Aristotle \(handout f\)](#)

[Principal Themes of Yang Chu \(handout g\)](#)

[Principal Doctrines of Mo Tzu \(handout h\)](#)

[Mencius \(handout i\)](#)

[St. Thomas Aquinas \(handout j\)](#)

[Immanuel Kant \(handout k\)](#)

[Definitions](#)

[Description of Values](#)

[Ethics Flowchart \(text\)](#)

[Absolutism and Relativism \(flowchart\)](#)

[ethics flowchart](#)

[Maslow's Self-Actualization](#)

[Requirements for Moral Judgments](#)

[The Nature of Capitalism](#)

# Links

Codes of Ethics Online

Markkula Center for Applied Ethic at SCU

# History Handouts

History's Nature, Object, Method, and Value

Aesthetics

Age of Reason and Values

Aristotle's Theory of Justice

Aristotle's Ethics: Virtues and Vices

Age of Reason and Values

The Cynics

Death

Love

Romanticism

Roman Values

Pre-Socratics

Socrates

The Stoics

Writing

# Logic Handouts

Glossary

Uses of language

Definition

Seven Steps in Argument Analysis

Validity and Strength

Instructions for Fallacy Notebook

Zen and the Art of Motorcycle Maintenance

# **Metaphysics Handouts**

**The History of Philosophy: Metaphysics**

**Presuppositions of Modern Science**

# Reflections

## Classes

## Extra Curricular Activities

## Philosophical Links

### Sabbatical Project - Fall 2006/Spring 2007

#### History of Ethics in Ancient Western Philosophy Outline:

Ethics: History of Ancient Western Philosophy

#### History of Aesthetics in Western Philosophy Outline:

Aesthetics: History of Western Philosophy

#### History of The Idea of Nature in Western Philosophy Outline:

Idea of Nature: History of Western Philosophy

# Classes

## Summer Intersession 2007

PHIL 3 Logic TWTH 10:30 - 1:10

PHIL 3 Logic ARR Distance Learning Online

## Fall Semester 2007

PHIL 3 Logic MW 9:45 - 11:10

PHIL 3 Logic MW 11:30 - 12:55

PHIL 3 Logic TTH 9:45 - 11:10

PHIL 3 Logic TTH 11:30 - 12:55

PHIL 3 Logic ARR Distance Learning Online \*

PHIL 3 Logic ARR Distance Learning Online \*

\* Both of these are 8 week/short-term courses

## Winter Intersession 2008

PHIL 3 Logic TWTH 10:30 - 1:10

PHIL 3 Logic ARR Distance Learning Online

## Spring Semester 2008

PHIL 3 Logic MW 9:45 - 11:10

PHIL 3 Logic MW 11:30 - 12:55

PHIL 5 Introduction to Philosophy TTH 9:45 - 11:10

**PHIL 3 Logic TTH 11:30 - 12:55**

**PHIL 3 Logic ARR Distance Learning Online \***

**PHIL 3 Logic ARR Distance Learning Online \***

**\* Both of these are 8 week/short-term courses**

# Extra Curricular Activities

Extra credit activities will be posted as they come up along with other opportunities.

**General Extra Credit Activities:** A very good report will earn 25 points

You may attend any campus organized speech, presentation or demonstration and write a two page report consisting of an overview of the presentation with presenters names noted and topics identified and your reaction to the overall presentation and topics.

You may attend any campus organized art or music openings/activities and write a two page report consisting of an overview of the presentation with presenters names noted and topics identified and your reaction to the overall presentation and topics.

You may donate blood on campus or at the Red Cross. Bring the receipt of donation for 25 extra credit points.

Presentations at other colleges are negotiable.

There is a maximum number of five extra credit reports possible per semester (125 maximum points possible).

## Philosophical Links

**This is one of the most comprehensive internet search engines for philosophy:**

[Guide to Philosophy on the Internet](#)

**This is an all-around tool that will help you research more efficiently. It is a meta-search engine for everything on the net:**

[Dogpile](#)

**This is a Spanish site that has paintings, busts, or photographs of most of the great philosophers. Maybe this will help you get more cozy with them:**

[Image Gallery of Philosophers](#)

**This is another philosophy search engine that has some neat additions:**

[Epistemelinks](#)

**This is a list of University philosophy links:**

[MIT Archive](#)

[Stanford University](#)

[Tel-Aviv University](#)

[University of Southern Maine](#)

**This is the Pirate Nietzsche Page. It is a great site to visit:**

[Pirate Nietzsche Page](#)

**This is a site on William James. It is comprehensive and useful:**

[William James](#)

**This site is worth looking at to see the variety of information that has been compiled by this person:**

Kheper

**An Encyclopedia of Philosophy:**

The Internet Encyclopedia of Philosophy

**Stanford's Encyclopedia of Philosophy:**

Stanford's Encyclopedia

**Mt. San Antonio College Web Page:**



# **Sabbatical Project Report**

## **Volume 2**

**Published WebPages:**

**Ethics: History of Ancient Western Philosophy**

**Aesthetics: History of Western Philosophy**

**Idea of Nature: History of Western Philosophy**

**Submitted to**

**The Salary and Leaves Committee**

**By**

**Charles T. McGruder, Ph.D.**

**Professor of Philosophy  
Department of Sociology and Philosophy  
Humanities /Social Science Division  
Mt. San Antonio College**

**September, 2007**

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## **Volume 2:**

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- 1. Ethics: History of Ancient Western Philosophy**
- 2. Aesthetics: History of Western Philosophy**
- 3. Idea of Nature: History of Western Philosophy**

**Conclusion: Summary of Project's Completion**

## **Published WebPages**

### **Ethics:**

**History of Ancient Western Philosophy**

## Ethics:

# History of Ancient Western Philosophy

Ethics: What is the Good Life? What is Happiness?

The Presocratics

The Sophists:

Protagoras

Gorgias

Thrasymachus

Socrates

Plato

Aristotle

Classical Philosophy after Aristotle

Epicurus

The Stoics:

Cleanthes

Cicero

Epictetus

Seneca

The Sceptics:

Pyrrho