# PROPOSAL SUMMARY AND ROUTING FORM

**Proposal Title:** PHIL 217: Introduction to Logic (Changes)

**Initiating Unit or Individual:** Humanities Area, Department of Humanities  
**Contact Person's Name:** John Scott Gray  
**e-mail:** grayj14@ferris.edu  
**Phone:** 3515  
**Date or Term of Proposal Implementation:** Fall 2012

- Group I - A – New degree/major or major, redirection of a current offering, or elimination of a degree, major or minor
- Group I - B – New minors or concentrations
- Group II - A – Minor curriculum clean-up and course changes
- Group II - B – New Course
- Group III - Certificates
- Group IV – Off-Campus Programs

<table>
<thead>
<tr>
<th>Group/Individual</th>
<th>Signature</th>
<th>Date</th>
<th>Vote/Action *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program or Academic Unit Faculty</td>
<td>[Signature]</td>
<td>4/24/11</td>
<td>Support</td>
</tr>
<tr>
<td>Department Faculty</td>
<td>[Signature]</td>
<td>4/26/11</td>
<td>Support</td>
</tr>
<tr>
<td>Department Head</td>
<td>[Signature]</td>
<td>4/26/11</td>
<td>Support</td>
</tr>
<tr>
<td>College Curriculum Committee</td>
<td>[Signature]</td>
<td>9/22/11</td>
<td>Support</td>
</tr>
<tr>
<td>Dean</td>
<td>[Signature]</td>
<td>1/31/11</td>
<td>Support</td>
</tr>
<tr>
<td>University Curriculum Committee</td>
<td>[Signature]</td>
<td>10/5/11</td>
<td>Support</td>
</tr>
<tr>
<td>Senate</td>
<td>[Signature]</td>
<td>10/6/11</td>
<td>Support</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>[Signature]</td>
<td>10/6/11</td>
<td>Support</td>
</tr>
</tbody>
</table>

* Support with Concerns or Not Support must include a list of specific concerns. Votes must be shown for faculty groups. Administrators check appropriate action taken.

---

**To be completed by Academic Affairs**

- President (Date Approved)
- Board of Trustees (Date Approved)
- President's Council (Date Approved)

---

**VPAA**  
**OCT 6 2011**  
**PROVOST**
1. Proposal Summary

(Summary is generally less than one page. Briefly state what is proposed with a summary of rationale and highlights.
Additional rationale may be attached.)

This proposal changes the course description to more accurately represent the actual material being taught in the course. This course originally received cultural enrichment through general education, but that status was removed several years ago because it was believed that the course did not meet the general education outcomes. With the addition of new hires, the course is now taught with a larger emphasis placed on the historical development of logic, so it was believed that the description should be changed to match what is currently being done in the class, and re-apply for cultural enrichment general education status through the current General Education approval process.

The new description would state:

This course follows the historical development of logical reasoning from Aristotle to today. This course introduces skills that are essential to good critical reasoning—including how to detect forms of arguments, how to test for validity, and how to construct valid arguments. Methods covered include formal and informal logic, syllogism, inductive and deductive arguments, and fallacies most commonly encountered in speech and writing.

Specific course objectives include:

Students will:
A. Know and apply the vocabulary of logic;
B. Identify and explain major informal fallacies;
C. Identify, analyze and diagram arguments (both inductive and deductive), premises and conclusions;
D. Apply logical concepts to other educational and professional arenas;
E. Be able to translate ordinary language into symbolic notation and evaluate both formal and informal arguments;
F. Outline the development of logic from its roots in Aristotle to Modern Symbolic Logic;
G. Construct formal proofs and test arguments for validity.

2. Summary of All Course Action Required*

a. Newly Created Courses to FSU:
Prefix  Number  Title

b. Courses to be Deleted From FSU Catalog:
Prefix  Number  Title

c. Existing Course(s) to Be Modified:
Prefix  Number  Title
Phil  217  Introduction to Logic

d. Addition of existing FSU course(s) to program
Prefix  Number  Title

e. Removal of existing FSU course(s) from program
Prefix  Number  Title

*Contact Senate Secretary or UCC Chair if spaces for additional courses are needed.
3. Summary of All Consultations

<table>
<thead>
<tr>
<th>Form Sent (B or C)</th>
<th>Date Sent</th>
<th>Responding Dept.</th>
<th>Date Received &amp; by Whom</th>
</tr>
</thead>
</table>

4. Will External Accreditation be Sought? (For new programs or certificates only)

    ___________ Yes ___________ No

    If yes, name the organization involved with accreditation for this program.

5. Program Checksheets affected by this proposal.
NEW COURSE INFORMATION FORM
See Sample – Limit to Two Pages Please

Course Identification:
Prefix: PHIL  Number: 217  Title: Introduction to Logic

Course Description:
This course follows the historical development of logical reasoning from Aristotle to today. This course introduces skills that are essential to good critical reasoning—including how to detect forms of arguments, how to test for validity, and how to construct valid arguments. Methods covered include formal and informal logic, syllogism, inductive and deductive arguments, and fallacies most commonly encountered in speech and writing.

Course Outcomes and Assessment Plan:
Students will:
A. Know and apply the vocabulary of logic; (all exams, in-class work)
B. Identify and explain major informal fallacies; (exam #2)
C. Identify, analyze and diagram arguments (both inductive and deductive), premises and conclusions; (exams #1, 3-5, and homework)
D. Apply logical concepts to other educational and professional arenas; (research paper)
E. Be able to translate ordinary language into symbolic notation and evaluate both formal and informal arguments; (exams 3-5)
F. Outline the development of logic from its roots in Aristotle to Modern Symbolic Logic; (exams 2 and 3)
G. Construct formal proofs and test arguments for validity. (exam 5)

Course Outline including Time Allocation:
WEEK 1/2 – Introduction to Logic - types and analysis
WEEK 3/4 – Formal and informal fallacies
WEEK 5/6 – Classical Logic (Aristotle)
WEEK 7 – Limits of Classical Syllogism
WEEK 8/9 – Truth tables as Demonstrations of Validity
WEEK 10 – Causal Reasoning and Induction
WEEK 11/12 – Formal Proofs of Validity
WEEK 13/14 – Conditional Proofs and Reductio ad Absurdum
WEEK 15 – Where Logic Leaves Us – Strengths and Weaknesses
I. ACTION TO BE TAKEN: MODIFY AN EXISTING COURSE  
Notes: 
1. Complete all parts of Sections I and II; complete only those items in Section III that represent changes. 
2. If either prefix or number is being changed, use ‘Delete Course’ and ‘Create New Course’ forms rather than this form. 
   a. List the changes to be made (See Proposed Changes a through p below):  
   b. Term Effective (6 digit code only): 201208  
      Examples: 200801(Spring), 200805(Summer), 200808(Fall)  
      Note: The first four digits indicate year, the next two digits indicate month in which term begins.  

II. CURRENT: Include information that is in the current course database.  
   a. Course Prefix  
   b. Number  
   c. Enter Contact Hours per week in boxes.  
      LECTure  
      LAB  
      INDependent Study – Check (x)  
      Practicum:  
      Seminar:  
   d. Course Title: Introduction to Logic  

III. PROPOSED CHANGES: Complete only those boxes that represent proposed changes identified in Section I. Leave all other spaces blank.  
   a. Course Prefix  
   b. Number  
   c. Enter Contact Hours per week in boxes.  
      LECTure  
      LAB  
      INDependent Study – Check (x)  
      Practicum:  
      Seminar:  
   d. Course Title:  
      (Limit to 30 characters/spaces.)  
   e. College Code:  
   f. Department Code:  
   g. Type: Variable  
      Fixed  
   h. Maximum Credit Hours  
   i. Minimum Credit Hours  
   j. May Be Repeated for Added Credit: Check (x) Yes  
      No  
   k. Levels: Check (x) Undergraduate  
      Graduate  
      Professional  
   l. Grade Method: Check (x) Normal Grading  
      Credit/No Credit only (Pass/Fail)  
   m. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.  

This course follows the historical development of logical reasoning from Aristotle to today. This course introduces skills that are essential to good critical reasoning—including how to detect forms of arguments, how to test for validity, and how to construct valid arguments. Methods covered include formal and informal logic, syllogism, inductive and deductive arguments, and fallacies most commonly encountered in speech and writing. 

   n. Term(s) Offered:  
      (See instructions for listing.)  
   o. Max. Section Enrollment:  
   p. Prerequisites/Co-requisites/Restrictions: Limited to 100 spaces.  

UCC Chair Signature/Date:  
Academic Affairs Approval Signature/Date:  

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code 
[ ] Basic Skill (BS) [ ] General Education (GE) [ ] Occupational Education (OC) [ ] G.E. Codes  

Office of the Registrar use ONLY
Don,

The University Gen Ed Committee has given final approval for PHIL 217 Introduction to Logic to be given Cultural Enrichment status.

Fred Heck
Gen Ed Coordinator

PHIL 217 IntroToLogic-changes.pdf
GENERAL EDUCATION APPROVAL FORM

Form G plus justification of the General Education designation being sought must be sent to the General Education Coordinator (preferably electronically). The criteria for each designation can be found FSU General Education website: http://www.ferris.edu/HTMLS/academics/gened/gened.html

Upon review, the form below will be completed by the University General Education Committee for the courses that will meet General Education requirements. The form must be included in the proposal packet.

Course Prefix: PHIL  Course Number: 217

Course Title: Introduction to Logic  G. E. Codes Requested: C

<table>
<thead>
<tr>
<th>G.E. Codes: G=Global Consciousness; R=Race/Ethnicity/Gender Issues; S=Social Awareness; C=Cultural Enrichment; W=Writing Intensive; Z=Scientific Understanding</th>
</tr>
</thead>
</table>

Initiator: John Scott Gray  Date Sent: 4-15-2011

Proposal Contact: John Scott Gray Email: gray14@ferris.edu

Department: Humanities  Campus Address: Johnson Hall 110

Please Print

University General Education Committee:

Chair:  Date Returned:

Based upon University General Education Committee review on ____ (date), we

☐ Support the request to designate the course listed above as a _____ (insert Gen. Ed. Designation(s).)

☐ Do not support the request to designate the course listed above as a _____ (insert Gen. Ed. Designation(s) for reasons listed below.

Comments:

_____
Cultural Enrichment Course Criteria

Courses designated as Cultural Enrichment courses should meet the following criteria:

1. provide interpretive approaches to the events, arts, languages, or ideas of cultures;

The development of logical thought processes as a way to analyze ideas and communication, and the arguments within communication, date back nearly as far as philosophy itself. This course will analyze and apply these processes, including Aristotelian, Scholastic, and Modern logical systems.

2. offer established methodologies for understanding components of cultures;

Using both methods of logic itself as well as the application of the various tools of philosophical analysis, we will critique the development and place of logic itself. For example, we will consider how the realization of the concept of a null set crippled the logical relations found on Aristotle’s Square of Logical Operations, forcing a paradigm shift within logic itself. We will also consider the degree to which “rationality” is itself a value.

3. offer an appreciation and understanding of the "techniques" of the arts or disciplines;

This course not only applies the philosophical method of logical analysis and critical thinking to examine arguments ranging from political claims to product advertisements, but examines the development of the method itself. Assignments include students finding fallacies in the editorial sections of local and national newspapers, as well as attempting to apply causal reasoning to the work being done in their major field of study.

4. possibly provide participation in the various arts;

n/a

5. help students see the connection between the elements of cultures and themselves;

Students are surrounded by arguments, including arguments regarding the value of culture itself. The ability to understand these claims, while improving their own thinking and logic, are fruits born from this course.

6. help students explore new ways to perceive, think, experience, and value;

Students enter this course thinking that logic is a static concept (one that, incidentally, they believe they naturally possess). Showing how logic as a tool has developed over two thousand plus years shapes the way they understand logical argument, as well as help them to gain tools necessary for more advanced critical thinking.

7. help students gain a better understanding of a culture from an analysis of specific events or works;

This class does discuss specific figures and texts in the development of logic (Aristotle’s *Posterior and Prior Analytics* for example, as well as the work of philosophers and logicians like Leibniz and Venn), and this discussion will include the impact that these figures had on the development of philosophy.

8. be compatible with the designation of other universities;

Logic is a course that is found in many University General Education programs, although the diversity of ways in which logic is taught cause it to be found under many headings. For example, as pure symbolism and symbolic analysis logic might be taught by faculty as part of a mathematical program’s qualitative analysis component of General Education. It could also be taught with an emphasis on rhetoric, placing it in line with a Communication competency course. As it is currently taught at Ferris, this course emphasizes the philosophical development and application of logic, clearly falling within the confines of Cultural Enrichment. Eastern Michigan, for example, has four logic courses, with one satisfying a Humanities General Education requirement and another satisfying a Quantitative Reasoning requirement. Only having one course, we are
compelled to include elements of both of these sections. In my doctoral program at Southern Illinois University at Carbondale, the logic course there could be used to meet the University’s Humanities core course requirement.

9. provide knowledge and appreciation of the components of a culture;

The progress of logical analysis corresponds with other major movements in the Western Philosophical tradition, which is itself central to understanding the West. Furthermore, this course addresses the degree to which logic itself can be culturally determined, as well as a discussion of the limitations of logic.

10. offer an understanding of the processes of thought or creativity that produces a cultural artifact;

Philosophical or logical texts as well as the systems contained within those texts can be seen as cultural artifacts. If so, a student can only understand those ideas within the context of what occurred before and what followed thereafter to replace it. It is for this reason that I emphasis this progression (for example, while other faculty might skip ancient systems of logic to focus on modern systems, I assert that our current methods must be placed within the context of Aristotle, et.al.)

11. be taught by faculty with the appropriate credentials.

The primary teacher of logic over the last five years, Dr. John Scott Gray, has a Ph.D. in Philosophy from Southern Illinois University at Carbondale. He has taught more sections of logic during his career than any other course (teaching twenty-three different sections).
From: John S Gray/FSU
To: Susan Lee Morris <morrisus@ferris.edu>
Cc: CamiSanderson@ferris.edu, GaryHuey@ferris.edu, grayj14@ferris.edu, JanaPisani@ferris.edu, Katherine_LaPietra@ferris.edu, RichardScottCohen@ferris.edu, Susan_Morris@ferris.edu

Date: Wednesday, April 20, 2011 10:28AM
Subject: Re: Two New Proposals

My friends,
The points that Susan raises are ones worthy of consideration. By way of brief response, I do agree that we should be careful about not setting a precedent, but I do not see one here. Logic, when done the way I teach it, covers the history of ideas themselves, as well as the evolution of thought processes, in particular the ways in which those ideas were understood, formulated, and expressed. Philosophy is the love of wisdom, and while we may recognize the limitations of logical analysis, the majority of philosophy programs still assert that philosophy is about getting the argument right (i.e. valid). Logic is the only philosophy course that does not currently receive CE status, yet some would argue it is the most fundamental course of them all for carrying out the philosophical process. As a colleague of mine pointed out, logic is similar to ethics in its role in controlling behavior. A consideration of ethics guides the formulation of moral values and behavior, and the study of logic helps formulate rational values and behavior. The question, in both cases, involves how we should reason/act. Regardless, the issue here is a historical one. As I understand CE, and the courses that are currently CE, the application of historical analysis as a tool to understand our world is enough to qualify, as history is itself a cultural issue. If, however, there are ideas about particular weaknesses on my form G, I am all ears. Regarding the HLC issue, as I understand logic was not the only class that was asked to either rewrite its outcomes or decline GenEd in light of their review and the creation of new General Education outcomes (the foreign languages, if I remember correctly, had to rewrite their courses). The Humanities area, as I understand things, declined to rewrite the outcomes until now. If this is different from what you remember, please correct me!

Be happy,
JSG
John Scott Gray

From: Susan Lee Morris <morrisus@ferris.edu>
To: GaryHuey@ferris.edu
Cc: JohnGray@ferris.edu, JanaPisani@ferris.edu, Susan_Morris@ferris.edu, CamiSanderson@ferris.edu, Katherine_LaPietra@ferris.edu, RichardScottCohen@ferris.edu, grayj14@ferris.edu
Date: 04/19/2011 06:28 PM
Subject: Re: Two New Proposals

I support the PHIL 350 course. About submitting the Logic course for Cultural Enrichment: The HLC requested that the designation be reconsidered (after it was included as one of all philosophy courses which would then give it CE) because it is not a course that studies culture—it has a history, of course, but the course content is not a history or regarding a culture. Logic is more like a math course than a cultural course. Math and rational process are, of course, very important, but they are not the study of culture or its elements. There was no person or department etc. that initiated the change to take CE off the course. It was our accrediting body. Therefore, I suggest that
we leave the course as it is. Also, it risks setting a risky precedent: the Business Ethics course, taught by business profs rather than those with degrees in Ethics/Philosophy, might use its change to request that their courses be designated CE. This is not a 'territory' issue but a real concern regarding how courses function in a student's general education. One of the requirements for gaining CE is that a course is taught by those with a background in its content. These are actually Gen Ed matters, but as a former Gen Ed coordinator, I thought I would share the reasoning and history behind the course's present designation. I also agree with the HLC's concerns and so would not be supportive of the course changing its designation.

Susan

GaryHuey@ferris.edu wrote:

> John and all, I vote yes on both of these proposals.
> Gary

> From: John S Gray/FSU
> Richard S Cohen/FSU@FERRIS, Susan Morris/FSU@Ferris, Cami
> Sanderson/FSU@FERRIS, Gary L Huey/FSU@FERRIS, Jana
> Pisani/FSU@FERRIS, Katherine LaPietra/FSU@Ferris,
> grayj14@ferris.edu
> Date: 04/18/2011 03:19 PM
> Subject: Two New Proposals

> My friends,
> The end of the semester approaches, and with a new department head and dean
> in our future, there are a couple of proposals that need to head up the food chain before business closes for the summer. The first proposal is for a Phil 350 course that met with unanimous support from the Humanities Area. The other proposal (changes to the Philosophy 217 logic course) was a good deal more controversial, and did not have unanimous support from the area (some believe that the course is not a cultural enrichment course).
> Regardless, I would love to have this body weigh the curricular issues of this proposal (the changes in outcomes and description) as well as the Topics course. Feel free to reply to all with your ideas and feedback. I would love to have votes on these two proposals by this Wednesday (April 20) at 4:30 so that they can be on the College Curriculum committee's last meeting agenda (April 28). Thank you for taking the time to review these
documents during one of the most hectic times of the semester.
Be happy,
JSG
John Scott Gray

[attachment "PHTL_350.pdf" deleted by Gary L Huey/FSU]
[attachment
"Logic.doc" deleted by Gary L Huey/FSU]

------------------------------

Susan Morris, PhD
Professor, Department of Humanities