I. SUBJECT : Philosophy 111 (ZPL 111/PH203)

II. COURSE TITLE : FUNDAMENTALS OF LOGIC AND ETHICS

III. COURSE CREDIT : 3 units

IV. COURSE DESCRIPTION : This is a course designed to develop and enhance the students' philosophical analysis through the principles and methods of correct reasoning and argumentation and to apply such skills in moral and ethical issues. The section on ethics is also designed to acquaint students with principles that encompasses ethical systems in terms of how good is defined, and how right is defined within moral precepts.

V. PREREQUISITE : NONE

VI. COURSE OBJECTIVES :

A. General : At the end of the course, the student should be able to:

1. Develop the reasoning process of philosophical analysis and critical thinking necessary for identifying and constructing sound and correct arguments and for applying this skills in understanding ethical issues and problems.
2. Contribute and integrate the value of moral and ethical principles for personal growth and social development.

B. **Specific**

At the end of the course, the student should be able to:

1. **Cognitive**

   a) Identify the importance that logic plays in their oral and written communication skills.
   b) Explain that logic is the study of concepts, statements and arguments.
   c) Demonstrate by way of examples the systematic requisites of deduction and induction in formulating sound and correct reasoning.
   d) Differentiate the philosophical or non-philosophical issues using logic and to validate such issues critically and properly.
   e) Distinguish different ethical systems and norms of morality.
   f) Relate human acts in the light of its means, ends and consequences to the actual ethical experiences.
   g) Apply the methods of analysis, judgment and correct reasoning in solving moral dilemmas.

2. **Affective**

   a) Demonstrate in their academic and practical endeavors the application of logical principles.
   b) Appreciate their logical and moral reasoning with a strong sense of service to their fellowmen and their country.
   c) Describe with sensitivity ethical issues that affect man in particular and society in general.
   d) Demonstrate development of values of integrity, accountability, and social responsibility.

**VII. COURSE REQUIREMENTS**

1. Class participation
2. Written and reading exercises
3. Assignments: research work, etc.
4. Debate and similar group activities
5. Quizzes
6. Written and oral examinations
7. Major examinations (Prelims, Midterms and Finals)

VIII. **COURSE CONTENT/OUTLINE**

<table>
<thead>
<tr>
<th>WEEKS / HOURS</th>
<th>TOPIC OUTLINE</th>
<th>READING ASSIGNMENTS</th>
<th>SUGGESTED ACTIVITIES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| **1st week**  | A. Introducing Philosophy and Logic  
                 1. Definition of Logic  
                 2. Brief History  
Babor, E. *Logic: The Philosophical Discipline*... pp1-12 | Class discussion  
Group work | Class participation evaluation  
Group work evaluation  
Quiz |
| **2nd week**  | B. Logic and General  
                 1. Definition  
                 2. Truth and Meaning  
Copi, I. *Intro to Logic* | Class discussion  
Group dynamics: Games/Word Puzzles /Logical Problems | Class participation evaluation  
Group work evaluation  
Quiz |
| **3rd week**  | C. Definition of Ideas and Terms  
                 1. Extension and Comprehension  
                 2. Nature of Terms | Buenaflor, L. *The Art of Critical Thinking* ... pp 75-88 | Class discussion  
Group dynamics: Games/Word Puzzles /Logical Problems | Class participation evaluation  
Group work evaluation  
Quiz |
| **4th week**  | D. Judgment/Proposition  
                 1. Definition of Proposition  
                 2. Elements of Proposition  
Group work | Class participation evaluation  
Group work |
<table>
<thead>
<tr>
<th>Week Range</th>
<th>Topic</th>
<th>Textbook(s)</th>
<th>Class Activities</th>
<th>Evaluation/Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th to 6th week</td>
<td>E. Reasoning (Immediate Inference)</td>
<td>Babor, E. <em>Logic: The Philosophical Discipline</em>, pp. 53-65</td>
<td>Class discussion News or story analysis: Kinds of immediate inferences in news clippings and short stories</td>
<td>Class participation evaluation News analysis evaluation Quiz</td>
</tr>
<tr>
<td>7th to 8th week</td>
<td>F. Argument/Syllogism</td>
<td>Conway D. and Ronald Munson <em>The Elements of Reasoning</em>, pp. 5-14; 20-31</td>
<td>Class discussion Syllogism exercises</td>
<td>Class participation evaluation Exercise evaluation Quiz</td>
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<tr>
<td></td>
<td></td>
<td>Fogelin and Walter, <em>Understanding Argument</em> pp. 31-56</td>
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<td>Buenaflor, L. <em>The Art of Correct Thinking</em> pp. 127-151</td>
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<tr>
<td>9th week</td>
<td>G. Fallacies</td>
<td>Buenaflor, L. <em>The Art of Critical Thinking</em> pp. 43-74</td>
<td>Class discussion Group work: Informal Debate</td>
<td>Class participation evaluation Group work evaluation Quiz</td>
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<td></td>
<td>Damer, E. <em>Faulty Reasoning</em> pp. 51-128</td>
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<td></td>
<td></td>
<td>Tidman and Kahane,</td>
<td></td>
<td></td>
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<tr>
<td>Week</td>
<td>Section</td>
<td>Readings</td>
<td>Activities</td>
<td>Evaluation</td>
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<td>--------------------------------------------------------------------------</td>
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</tbody>
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chapters 11 and 12  
Fogelin and Walter, *Understanding Argument* pp256-310 | Class discussion  
Logical problem exercises | Class participation evaluation  
Exercise evaluation Quiz |
Epstein, R. *Propositional Logic* pp1-16  
Johnson, R. *Fundamentals of Reasoning* pp180-205 | Class discussion  
Logical problem solving | Class participation evaluation  
Exercise evaluation Quiz |

**MIDTERM EXAMINATION**

Acuna, A. *Philosophical Analysis* pp286-334 | Class discussion  
Situation analysis | Class participation evaluation  
Situation analysis evaluation Quiz |

| 15th week      | K. The Ends of Human Acts  
L. The Norms of Human Acts | Glenn, P. *Ethics* pp. 48-96 | Class discussion  
Group activity:  
Informal debate/identification | Class participation evaluation  
Group activity |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Evaluation Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>17th week</td>
<td>M. Ethical Dilemma and Logical Reasoning</td>
<td>Barcalow, E. <em>Moral Philosophy</em> p396</td>
<td>Class discussion Research task: Influence of modern technology in the morality of the youth Class participation evaluation Research work evaluation Quiz</td>
</tr>
</tbody>
</table>

**FINAL EXAMINATION**

**IX. SUMMARY**

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topics</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st week</td>
<td>A. Introducing Philosophy and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>2nd week</td>
<td>B. Logic in General</td>
<td>3</td>
</tr>
<tr>
<td>3rd week</td>
<td>C. Definition of Ideas and Terms</td>
<td>3</td>
</tr>
<tr>
<td>4th week</td>
<td>D. Judgment and Proposition</td>
<td>3</td>
</tr>
<tr>
<td>5th and 6th week</td>
<td>E. Reasoning (Immediate Inference)</td>
<td>5</td>
</tr>
<tr>
<td>7th – 8th week</td>
<td>F. Argument and Syllogism</td>
<td>5</td>
</tr>
<tr>
<td>9th week</td>
<td>G. Fallacies</td>
<td>3</td>
</tr>
<tr>
<td>10th week</td>
<td>H. Inductive Logic</td>
<td>3</td>
</tr>
<tr>
<td>11th – 12th week</td>
<td>I. Symbolic Logic</td>
<td>6</td>
</tr>
<tr>
<td>13th – 14th week</td>
<td>J. Ethics in General</td>
<td>5</td>
</tr>
<tr>
<td>15th – 16th week</td>
<td>K. The Ends and Norms of Human Acts</td>
<td>6</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Hours</td>
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<td>--------------</td>
<td>--------------------------------------------------------</td>
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<tr>
<td>17th week</td>
<td>L. The Morality of Human Acts</td>
<td>3</td>
</tr>
<tr>
<td>18th week</td>
<td>M. Ethical Dilemma and Logical Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>Major Exams</td>
<td>N. Prelim, Midterm, Finals</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
</tr>
</tbody>
</table>

- Week / hours are flexible depending on the length of topic to be discussed.

X. **STUDENT PERFORMANCE ASSESSMENT**

1. University grading system: 11-point grading system, cumulative
2. Assessment criteria per term (based on university grading system policies)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term Exam (Prelim, Midterm, Final)</td>
<td>30%</td>
</tr>
<tr>
<td>Average of unit tests and Quizzes</td>
<td>35%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>30%</td>
</tr>
<tr>
<td>(Class discussion, seatwork,</td>
<td></td>
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<tr>
<td>Group work, assignment)</td>
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<tr>
<td>Personal quality development/value</td>
<td>5%</td>
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<tr>
<td>Integration</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

XI. **REFERENCES/READINGS**

**Printed Resources**


Non-Print Resources


Online Materials


Philosophy around the Web. http://users.ox.ac.uk/~worc0337/phil_index.html

Philosophy Now (2011 July/August) http://www.philosophynow.org/
Endorsed by:

CAS Curricular Review Committee

Approved by:

DEAN CRISOL A. BRUZA, ED.D