

Syllabus — Winter Session 2026

Excluding materials for purchase, syllabus information may be subject to change.
The most up-to-date syllabus is located within the course in HuskyCT.

Course and Instructor Information

Course Title: Philosophy and Logic (PHIL 1102–025)
Credits: 3
Format: Online, asynchronous
Prerequisites: None

Instructor: Professor [Marcus Rossberg](#)
Teaching Assistant: t.b.a.

Email: marcus.rossberg@uconn.edu

Always include “1102” in the subject line of the email, if you need to send the instructor an email. (A reply cannot be guaranteed if this is omitted.)

After the first day of class, students registered in the course should send messages to the instructors via the HuskyCT message tool or in the “Questions for the Instructors” discussion board, and **not via email**.

Office Hours/Availability: Unless announced otherwise, the instructor will check into the course several times every day to monitor discussions and respond to HuskyCT Messages. In addition, the instructor will be available regularly, at set times for Virtual Office Hours, in real time. The times for Virtual Office Hours will be announced on HuskyCT. One-on-one online meetings at different times can be arranged. If the instructor expects to be away due to illness, travel, or family obligations, they will make every attempt to notify you in advance.

Course Materials

Required course materials should be obtained on the first day of class.

Required Materials:

For this course you will be required to purchase McGraw-Hill Education *Connect*® access for **Howard-Snyder, *The Power of Logic 6e***. You are *not* required to have a print text. An electronic “smartbook” version of the textbook is included in the *Connect* access. Please be aware that if you purchase a used textbook you will still need to purchase your personal *Connect* access at full price. You can purchase the access code in the [UConn Bookstore](#). You can also purchase it directly from McGraw-Hill as part of the login process on the first day of class. If you prefer to purchase the access code through the UConn Bookstore, you will be able to enter the code on the first day of class as part of the login process. See below for information on **free courtesy access**.

Once you are in *Connect*, a print-upgrade is also available if want printed copy at any point. This will be a full color, binder-ready version of the text (for an extra fee). Note: **a printed version of the textbook is not required**. To get started, please follow the PowerPoint presentation (on HuskyCT) how to log into Connect and synch it

with the HuskyCT course. Note that for your grades to register correctly and promptly, you must **always log in through HuskyCT** to complete assignments.

Important: You must register in *Connect* even if you have not purchased your access code yet. Connect offers **Courtesy Access**, which is **free** access for 14 days from the start of class. When you follow the registration steps outlined in the PowerPoint you will be given the option of selecting “Courtesy Access”. Please do this if you have not purchased your access code yet, as this will ensure that you do not fall behind in class assignments. (You can read the e-book and complete assignments with Courtesy Access). More information is available on HuskyCT.

Course Description

The course provides an introduction into various ways of reasoning and assessing these forms of reasoning. Common fallacies are explained, so you can avoid making them yourself, but also in order to detect them in arguments presented by others. We will introduce criteria for good reasoning and also for bad arguments. Good reasoning is the most important skill for philosophers, but it is also a skill that everyone should have: it is indispensable for critical and clear thinking. Formal logical techniques are developed as effective methods for the evaluation of arguments. The notion of an effective decision procedure is introduced and two such methods are practiced and applied: Venn diagrams for arguments representable in categorical logic (i.e., syllogisms) and truth tables for arguments representable in truth-functional logic. We will apply the techniques that we learn to real-life examples, e.g., from the news, social media, and political debates, and also to specific arguments from different areas of philosophy, such as metaphysics, philosophy of religion, philosophy of language, philosophy of science, ethics, and social and political philosophy.

Course Objectives

By the end of the semester, students should be able to:

1. identify arguments in distinction to other forms of text, like explanations;
2. categorize arguments as *deductive* or *inductive* and explain the categorizations;
3. analyze inductive and deductive arguments and explain the analyses;
4. identify fallacies and valid argument forms in real-life examples of reasoning and well as specific arguments from different areas of philosophy;
5. demonstrate the invalidity of faulty deductive arguments using the method of counterexamples;
6. construct Venn-diagrams to effectively decide the validity of syllogisms (categorical logic);
7. determine logical properties of truth-functional statement (tautology, contradiction, consistency, logical equivalence);
8. prove the validity or invalidity of arguments in propositional logic using the effective method of truth tables.

Alignment of Common Curriculum & Course Student Learning Objectives with Assessments

The Common Curriculum prepares students to tackle 21st-century challenges by combining coursework across disciplines to expand their worldviews, enhance their range of skills, and develop into critical, creative, emotionally intelligent, and interdisciplinary thinkers. The Curriculum is designed to help students learn to be versatile in a rapidly changing world; combine knowledge in innovative ways; apply learning strategies to new contexts, including their major; see local and global patterns and the interconnectedness of intellectual work; and appreciate how we need each other to tackle today’s challenges.

The University has defined student learning objective (what a student should know, be able to do, or attitudes/beliefs they should possess by the end of the course) for each Topic of Inquiry in the Common Curriculum. Each Common Curriculum course aligns to one or more of those objectives. The course’s student

learning objectives align to the Common Curriculum objectives; course assessment (assignments, exams/quizzes, etc.) align to both the course learning objectives and the Common Curriculum objectives.

Topic of Inquiry	Common Curriculum objective	Course student learning objective(s)	Course assessment(s)
TOI-6	1. Students will be able to explain and appropriately utilize basic scientific language and concepts.	<ol style="list-style-type: none"> 1. identify arguments in distinction to other forms of text, like explanations 2. categorize arguments as <i>deductive</i> or <i>inductive</i> and explain the categorizations 3. analyze inductive and deductive arguments and explain the analyses 4. identify fallacies and valid argument forms in real-life examples of reasoning 	<ul style="list-style-type: none"> • online exercises in chapter assignments • chapter quizzes • discussion board tasks • exams
TOI-6	3. Students will be able to solve problems described verbally, graphically, symbolically, or numerically.	<ol style="list-style-type: none"> 5. demonstrate the invalidity of faulty deductive arguments using the method of counterexamples 6. construct Venn-diagrams to effectively decide the validity of syllogisms (categorical logic) 7. determine logical properties of truth-functional statement (tautology, contradiction, consistency, logical equivalence) 8. prove the validity or invalidity of arguments in propositional logic using the effective method of truth tables 	<ul style="list-style-type: none"> • online problem sets in chapter assignments • problem sets in chapter quizzes • discussion board tasks • problem sets on exams

Course Requirements and Grading

Summary of Course Grading:

Course Components	Weight
Chapter Assignments	18%
Chapter Quizzes	21%
Exam 1	21%
Exam 2	21%
Discussion Board	19%

Chapter Assignments:

Each module is based on a chapter in the textbook and comes with practice questions, a dedicated set of

exercises or problem sets you have to solve on the topic of the respective chapter. You can retry these practice questions an unlimited number of times. The “smart book” will give you feedback on your progress and suggest when you should practice more or should proceed with reading new material. Each of these assignments will account for 3% of your final grade. Since there are six such assignment, they together will contribute 18% of your final grade.

Chapter Quizzes:

Each module features a graded quiz on the material contained in the chapter on which the module is based. You will take the quiz after you completed the chapter assignment and practice questions (see above). The problems to be solved in the quiz will be similar to the practice questions, but you only have one attempt for the quiz. Each of the quizzes will account for 3.5% of your final grade. Since there are six such quizzes, they together will contribute 21% of your final grade.

Exams:

You will take two exams, one in the middle, the other at the end of the course. The problems to be solved in the exam will resemble those in the quizzes. You do not have to come to campus to take the exams. Instead, you will be proctored via webcam while you take the exam online (wherever you are). Details regarding the proctoring of exams can be found in the *Orientation* for the course on HuskyCT. Each exam will cover one half of the course and contribute 21% of your final grade.

Discussion Board:

The primary purpose of the discussion boards is to enable “classroom” interaction. You can discuss the course topics with your peers and also get feedback from the instructors. On *three announced occasions*, however, your participation will be graded. Completion of all discussion forum assignments is mandatory. Failing to complete discussion forums will lead to loss of points: this includes the “ungraded” discussion forums. Together, the discussion forums will contribute 19% to your final grade.

Grading Scale:

Course grade	Your score % falls in this interval
A	$93.5\% \leq \text{score}$
A-	$90\% \leq \text{score} < 93.5$
B+	$86.5\% \leq \text{score} < 90\%$
B	$83.5\% \leq \text{score} < 86.5\%$
B-	$80\% \leq \text{score} < 83.5\%$
C+	$76.5\% \leq \text{score} < 80\%$
C	$73.5\% \leq \text{score} < 76.5\%$
C-	$70\% \leq \text{score} < 73.5\%$
D+	$66.5\% \leq \text{score} < 70\%$
D	$63.5\% \leq \text{score} < 66.5\%$
D-	$60\% \leq \text{score} < 63.5\%$
F	$\text{score} < 60\%$

Due Dates

All course due dates are identified in Eastern Standard Time (EST). If you are in a different time zone, please adjust your submittal times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated via HuskyCT Announcements.*

Late Policy

While there is some flexibility to the completion of some of the assignment, others (in particular, but not restricted to, the exams) will have to be complete by a set date. Penalties will be attached for such work submitted late, unless prior permission is granted by the professor. Exceptions will only be made in case of emergency, with verification obtained through the Dean of Students Office.

Feedback and Grades

We will make every effort to provide feedback and grades within two working days, often quicker. To keep track of your performance in the course, refer to *My Grades* in HuskyCT.

Course Outline and Calendar

Course Duration: Tuesday, December 29th, 2025, through Saturday, January 17th, 2026

Module	Learning Materials	Activities / Assessments (due dates) <i>Complete any prerequisite readings prior to completing the activities. Activities are due by 11:59 PM EST on the dates listed.</i>
Course Orientation	<ul style="list-style-type: none"> • Course tour, navigation, organization • Professors' information • Course Syllabus • Virtual office hours information • MGH <i>Connect</i> slides • ProctorU information • Discussion Board guidelines & information 	<ul style="list-style-type: none"> • Syllabus Quiz (Monday, 12/29) • Introductions Discussion Board (Initial Post: Mon 12/29; Replies: Tues 12/30) • Sign up for MGH <i>Connect</i> (Mon 12/29) • Orientation Activity (Assignment) (Mon 12/29) • Register with ProctorU and schedule your exams (Mon 12/29) • Say "Hello" in the try-out session of the Virtual Office Hours (Mon 12/29) • Review the University of Connecticut's academic policies (Mon 12/29)
Module 1: Basic Concepts	<ul style="list-style-type: none"> • <i>The Power of Logic</i>, chapter 1 	<ul style="list-style-type: none"> • Smartbook "Practice" assignment (chapter 1) (Wed 12/31) • Module 1 Discussion Forum (Initial Post: Wed 12/31; Replies Fri 1/2) • Module 1 Quiz (Fri 1/2)
Module 2: Identifying Arguments	<ul style="list-style-type: none"> • <i>The Power of Logic</i>, chapter 2 	<ul style="list-style-type: none"> • Smartbook "Practice" assignment (chapter 2) (Sat 1/3) • Module 2 Discussion Forum (Initial Post: Sat 1/3; Replies Mon 1/5) • Module 2 Quiz (Mon 1/5)

Module 3: Informal Fallacies	<ul style="list-style-type: none"> • <i>The Power of Logic</i>, chapter 4 	<ul style="list-style-type: none"> • Smartbook “Practice” assignment (chapter 4) (Tues 01/06) • Module 3 Discussion Forum (Initial Post: Tues 01/06; Replies Wed 01/07) • Module 3 Quiz (Wed 01/07)
CATCH UP DAY	If you’ve fallen behind somewhere, you can catch up on this day	Thursday, 01/08
EXAM 1		<ul style="list-style-type: none"> • Exam 1 (date and time individually scheduled with ProctorU, latest: Sat 01/10)
Module 4: Categorical Logic, Statements	<i>The Power of Logic</i> , chapter 5	<ul style="list-style-type: none"> • Smartbook “Practice” assignment (chapter 5) (Fri 01/09) • Module 4 Discussion Forum (Initial Post: Fri 01/09; Replies Sat 01/10) • Module 4 Quiz (Sat 01/10)
Module 5: Categorical Logic, Syllogisms	<i>The Power of Logic</i> , chapter 6	<ul style="list-style-type: none"> • Smartbook “Practice” assignment (chapter 6) (Mon 01/12) • Module 5 Discussion Forum (Initial Post: Mon 01/12; Replies Tues 01/13) • Module 5 Quiz (Tues 01/13)
Module 6: Statement Logic, Truth Tables	<i>The Power of Logic</i> , chapter 7	<ul style="list-style-type: none"> • Smartbook “Practice” assignment (chapter 7) (Wed 01/14) • Module 6 Discussion Forum (Initial Post: Wed 01/14; Replies Thurs 01/15) • Module 6 Quiz (Thurs 01/15)
CATCH UP DAY	If you’ve fallen behind somewhere, you can catch up on this day	Friday, 01/16
EXAM 2		<ul style="list-style-type: none"> • Exam 2 (date and time individually scheduled with ProctorU, latest: Sat 01/17)

Inclusive Course

All students are welcome in the course. The instructor is deeply committed to diversity and inclusiveness. Discrimination against anyone because of their gender(-expression), race, ability, sexuality, ethnicity, religion or lack thereof, or anything else really, has no place anywhere, and will not be tolerated in this course in any form.

Hardware and Software Requirements

The technical requirements for this course include:

- Working personal computer to which you have steady access
- [Adobe Acrobat Reader](#)
- Reliable internet access
- Access to McGraw-Hill *Connect* and the interactive online textbook
- Webcam (for taking exams) [please contact the instructor a.s.a.p. if there is a problem with this]'
- [ProctorU](#) (for taking exams) [Complete instructions in Course Orientation]. ProctorU [Privacy Policy](#) and [Accessibility Statement](#).

Help

[Technical and Academic Help](#) provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through [UConn Tech Support](#). You also have [24x7 Course Support](#) including access to live chat, phone, and support documents.

If you run into any problems using *Connect*, call McGraw-Hill's Customer Experience Group/CXG (a.k.a. Tech Support). They will give you a ticket number for the problem you reported. If you are not able to complete an assignment by its due date, or if you feel that you were given an incorrect score, I will be requesting the MH ticket number so that I can follow up with the publisher. Here is the contact information for McGraw-Hill CXG: visit www.mhhe.com/support or call (800) 331-5094, Monday – Thursday 8 a.m. – 4 a.m.; Friday 8 a.m. – 10 p.m.; Saturday 10 a.m. – 8 p.m.; Sunday 12 p.m. – 2 a.m. (all times Eastern Time).

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics, or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

Resources and Policies

Academic Integrity

You are responsible for acting in accordance with the [University of Connecticut's Student Code](#). Review and become familiar with the expectations. In particular, make sure you have read the section that applies to you on Academic Integrity. Students in this course are expected to maintain the highest standards of intellectual honesty. If you have any questions about what constitutes academic dishonesty (cheating or plagiarism), you should review UConn's code of conduct at <http://community.uconn.edu/the-student-code-appendix-a/> and consult with the instructor PRIOR to taking any questionable actions.

Avoiding Plagiarism: As a student, it is your responsibility to avoid plagiarism and meet University expectations related to [academic integrity](#). The University of Connecticut Library recommends the following resources for students to understand and avoid plagiarism:

[Understanding Plagiarism](#), a tutorial from UConn Library

[Citing Sources](#), a UConn guide to introduce citing MLA, APA styles and more

[Citation Machine](#), interactive citation tool for MLA and APA styles

[KnightCite](#), interactive citation tool for MLA, APA, and Chicago styles

[Assignment Calculator](#), interactive tool that provides a timeline for writing

[Research QuickStart](#), guidance on common questions and needs in the research process

[Research Now](#), guides to help you develop your research skills

The use of any Generative AI tools (including LLMs, like ChatGPT) is strictly prohibited in this course. Do not use such tools for any part of this course, including your posts in the discussion forums (in both graded and ungraded forums). The use of Generative AI tools for any purpose in this course is **academic misconduct**.

No academic misconduct will be tolerated. Any case of academic misconduct will be penalized with an **F** as overall grade for the entire course. Any case of academic misconduct will be reported to [Community Standards](#).

Copyright

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated. Do not post any (parts of) course materials or links to (parts of) course materials anywhere on social media or elsewhere on the internet. Do not share any (parts of) course materials with anyone not enrolled in this course.

Resources for Students Experiencing Distress

The University of Connecticut is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. The university believes that academic, personal, and professional development can flourish only when each member of our community is assured equitable access to mental health services. The university aims to make access to mental health attainable while fostering a community reflecting equity and diversity and understands that good mental health may lead to personal and professional growth, greater self-awareness, increased social engagement, enhanced academic success, and campus and community involvement.

Students who feel they may benefit from speaking with a mental health professional can find support and resources through the [Student Health and Wellness-Mental Health](#) (SHaW-MH) office. Through SHaW-MH, students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any mental health or psychological concern.

Mental health services are included as part of the university's student health insurance plan and also partially funded through university fees. If you do not have UConn's student health insurance plan, most major insurance plans are also accepted. Students can visit the Student Health and Wellness-Mental Health located in Storrs on the main campus in the Arjona Building, 4th Floor, or contact the office at (860) 486-4705, or <https://studenthealth.uconn.edu/> for services or questions.

Accommodations for Illness or Extended Absences

If illness prevents you from participating in class, it is your responsibility to notify me as soon as possible. If life circumstances are affecting your ability to focus on courses and your UConn experience, students can email the Dean of Students at dos@uconn.edu to request support.

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, [\(860\) 486-2020](tel:8604862020) or <http://csd.uconn.edu/>.

Policy against Discrimination, Harassment, and Inappropriate Romantic Relationships

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Refer to the [Policy against Discrimination, Harassment and Inappropriate Romantic Relationships](#) for more information. To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](#) under the [Sexual Assault Response Policy](#). The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. Refer to the [Sexual Assault Reporting Policy](#) for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).