Critical Thinking: Introduction to Logical Reasoning

Units 1.0
Time Sunday, Tuesday, Thursday: 3:30–4:20PM
Location CMUQ 1064

Instructor Professor David Emmanuel Gray
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Office hours Sunday, Monday, Tuesday, Wednesday, Thursday: 1:00–3:00PM

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Course Overview

Description

Most people like to think of themselves as logical. Telling someone "You are not being logical" is normally not a complement. To be illogical is to be foolish, confused, muddled, irrational. But what does it mean to be logical? The word itself, 'logic', comes from the Greek word '*logos*', or reason, and logic can be broadly construed as the study of what counts as a good reason for what, and why.

Understanding logic is important because we reason all the time. We try to figure out what might hold, reasoning on the basis of what we already know. Is it the aspirin or the glass of water it is taken with that stops a headache? What are the odds that Qatar will win the World Cup? What would have happened had George W. Bush never been President of the United States? We reason about events occurring in time or space; we reason about knowledge and belief; we reason about moral responsibility and ethical behavior. We then try to persuade others of these things by giving them reasons.

Rather than examine all the different types of reasoning, this course focuses on a concern common to them all: identifying and evaluating arguments. We begin the course by informally examining the structure and various components of an argument. We then make explicit the structure of argumentation and learn how to organize the claims within an argument into a visual composition called an argument diagram. Following that, we explore how modern propositional logic helps identify the logical form of many everyday claims and assess the validity of an argument. Then we consider classical categorical logic, which allows us to identify claims and assess arguments of another sort. Finally, we conclude by looking at how you can reason more logically about everyday issues in non-formal ways.

Readings

All readings will be posted on the course webpage. You are expected to read all the required reading according to the class schedule on pages 3 and 4.

Objectives

By the end of this term, I expect that you will be able to:

- Deconstruct the inferential structure of an argument,
- Translate ordinary language statements into formal structures revealing their logical form,
- Assess when the premises of an argument entail its conclusion, and
- Avoid elements of illogical reasoning in your own thinking.

I have designed each course requirement with these objectives in mind.

Announcements and Other Communication

I will post important information on the course webpage, so please routinely check for updates at

http://www.andrew.cmu.edu/user/degray/logic/

Otherwise, I am glad to answer your questions, discuss your work, or respond to your concerns. Please see me at my office hours or get in touch via email.

Requirements and Grading

Classes will typically follow an interactive lecture format, with certain days set aside for skill-building workshops. As a result, the quality of the course depends critically on your individual attention and participation. The purpose of us coming together as a class is to both learn and practice the skills of critical thinking together as a group.

I strongly encourage you to practice the course's skills outside of class with your fellow classmates, friends, and family, as well as with myself. However, all work must be done independently, unless otherwise noted. You are all expected to be familiar with the university policies on cheating and plagiarism. If you have any questions, please ask; do not assume.

Assignments include 13 problem sets, 11 quizzes, and 3 exams. Please refer to page 2 for more information.

The total points will vary from assignment to assignment. However, each is ultimately scaled to a score from 0 to 5. Unless you are notified of otherwise, the grading distribution will be as follows:

4.00–5.00	A	2.00–2.99	C	0.00–0.99	R
3.00–3.99	B	1.00–1.99	D		

Your final course grade will be on the same 5-point scale, with each assignment weighted as indicated on page 2. (The wise student will realize this provides a chance to recover if you to do extremely poorly on an assignment.)

If during the semester you wish to know how you are currently doing in more specific terms than what you can infer from this information, do not hesitate to meet with me. Please note, however: due to Family Educational Rights and Privacy Act (FERPA) regulations, *I will not transmit grade information over email.* All discussion of grades must be done face-to-face with me.

Late Assignment & Absence Policies

I do *not* accept late assignments, and you get *no* "free" absences. There is one exception: You and I agree on a reasonable accommodation *prior* to the due date or the day you are missing class. I will consider arrangements after the fact only in extraordinary, documented circumstances. I recognize this is extremely demanding. *If you do not feel that you can satisfy this, please enroll in another course.*

Participation and Attendance

Logic is learned through practice, and so we will work in and out of class with a lot of examples. Class attendance and participation is therefore very important in understanding and retaining class material. I expect you to show up to class on time, participate thoughtfully, ask questions when you are confused, take notes, and have a grasp of what was accomplished in each meeting. *Attendance is therefore required without exception, and anyone showing up more than 10 minutes late will be politely asked to leave and come back (on time) to our next class meeting.* To enforce this policy, I will promptly take attendance at 3:30PM. If you arrive after I have called your name, then you will be marked as tardy. Please refer to page 2 for more details.

Assignments

Reading

Most days of class will have an assigned reading (see the schedule on pages 3 and 4) that you will be expected to have read and thought about *before* class. This will allow us to devote our time to understanding and practicing the skills it is trying to teach rather than simply reviewing their contents. Hence, you need to do more than merely peruse the readings: you must endeavor to understand what they are trying to convey. Keep in mind that reading the course material is not like reading a novel. There will be times when you have to read slowly and carefully. Sometimes you may have to stop and think about things; and you should be prepared to go back and reread if necessary. In some cases, multiple readings of the text may be necessary. I keep the readings short to make this whole process easier. I encourage you to take notes while you read, so that you can remember the text's main points. Finally, feel free to bring questions about the reading to class.

Participation (10% of Final Grade)

Your base participation grade will be on the 5-point scale from page 1, and it will consist of your overall grade on all graded assignments. For example, if your weighted average on quizzes and exams is an 3.57, then your base participation grade is also an 3.57, or a B. Calculating your base participation grade can be done with a calculator. The formula is as follows:

$$\begin{aligned}\textit{Base Participation Grade} = [&(\textit{Overall Quiz Grade} \times 0.30) + \\ &(\textit{Exam \#1 Grade} \times 0.20) + \\ &(\textit{Exam \#2 Grade} \times 0.20) + \\ &(\textit{Exam \#3 Grade} \times 0.20)] \div \\ &0.90.\end{aligned}$$

At the end of the semester, I will calculate your base participation grade this way. After that, I will then take into consideration the items below in order to raise or lower this base participation grade.

Absences, tardy arrivals, and other distracting behavior impact your participation grade in the following ways: each unexcused class absence will lower your participation grade by 1.0 point (one letter grade), while each time you are tardy will lower it by 0.5 points (one-half letter grade). Sleeping in class, chatting with the person sitting next to you, using your cell phone, leaving the classroom, or similar behavior will be treated as an absence or as tardiness depending on the particulars of the circumstances.

Active and *productive* class participation, on the other hand, boosts your participation grade by up to 2.0 points (two letter grades). Also, if you have perfect attendance with no tardy arrivals, your participation grade will be automatically boosted an additional 1.0 point (one letter grade).

Note that it is possible that your participation grade can go negative because of penalties. On the other hand, it is also possible that your participation grade could go well above 5.0 points. Strive for the latter!

Extra Credit

There are thirteen opportunities for extra credit, one on each problem set. Each extra credit problem can add up to 0.1 points to your overall quiz grade *after* your lowest three quizzes have been dropped. This may not seem like a lot, but if you do all the extra credit, your overall quiz grade could go up by 1.3 points, well over a full letter grade!

Group work is allowed for these extra credit problems. However, each of you must turn in your own individual response, putting the answers in your own words and not just copying what your partner wrote. You must also denote the names of everyone is your group on your submission. If I get the impression that only one or two students in the class are actually doing the work, I will no longer make extra credit problems available.

Problem Sets

Each week, a problem set will be assigned, but it will be neither collected nor graded. The purpose of these problem sets is to allow you to practice the skills you are learning in class as much or as little as you would like. Solutions to most of these problems will be available, so you can check your answers or see me for help as necessary. I do highly encourage you to work on these problems, either individually or in a group with your classmates. You are personally accountable for mastering this material, however: the overwhelming majority of problems presented on quizzes and exams will be functionally identical to problems given on the problem sets. Past experience demonstrates that students who do not devote a significant amount of time to these problem sets do extremely poorly on the graded material.

Quizzes (30% of Final Grade)

Throughout the semester, there will be eleven short quizzes, with the lowest two dropped and your highest nine each counting for $3.3\overline{3}\%$ towards your final course grade. Quizzes assess your proficiency with the skills you have been taught from the readings and have practiced on the problem sets and during the weekly in-class workshops.

Quizzes will be given promptly at the start of class at 3:30PM and collected ten minutes later. If you come in late before they are collected, you will not be given extra time. If you come in after they are collected, you will have missed your chance to take the quiz. *So arrive promptly for class*. Quizzes are announced in advance, but cannot be made up. The reason that two of your quizzes are dropped is so you have the freedom to miss or do poorly on a quiz with no questions asked. To summarize: *there will be no make-up quizzes* without you and I having previously agreed on a reasonable accommodation.

Exams (60% of Final Grade)

There will be three fifty-minute exams, each counting for 20% towards your final course grade. Each exam will test your comprehension of the course material and the skills you have been practicing on problem sets, workshops, and quizzes. Exams are *not* cumulative, focusing just on the material and skills covered in class since the previous exam. However, be aware that certain key concepts, seen repeatedly in class and on the problem sets, will be relevant on all the exams and so should not be forgotten.

Schedule

wk	Date	Topic/Readings	# Pages	Assignments
1	8/25 (Sun)	**Introduction**		Problem set #1 handed out.
	8/27 (Tue)	**What is an Argument? (Unit #1)** Irving M. Copi & Carl Cohen, "Propositions".	2	
	8/29 (Thu)	**What is an Argument?** **Workshop #1: Statement Classification**		
2	9/1 (Sun)	**What is an Argument?** Lewis Vaughn, "Claims and Reasons". Lewis Vaughn, "Reasons and Arguments".	10	**Quiz #1,** Extra credit #1 due, and Problem set #2 handed out.
	9/3 (Tue)	**What is an Argument?** Lewis Vaughn, "Arguments in the Rough".	4	
	9/5 (Thu)	**What is an Argument?** **Workshop #2: Argument Parsing**		
3	9/8 (Sun)	**Understanding an Argument (Unit #2)** Lewis Vaughn, "Diagramming Arguments".	6	**Quiz #2,** Extra credit #2 due, and Problem set #3 handed out.
	9/10 (Tue)	**Understanding an Argument** Irving M. Copi & Carl Cohen, "Diagramming Arguments".	8	
	9/12 (Thu)	**Understanding an Argument** **Workshop #3: Diagramming Arguments**		
4	9/15 (Sun)	**Understanding an Argument** Irving M. Copi & Carl Cohen, "Emotive Language, Neutral Language, and Disputes". Irving M. Copi & Carl Cohen, "Disputes and Ambiguity".	5	**Quiz #3,** Extra credit #3 due, and Problem set #4 handed out.
	9/17 (Tue)	**Review of Units #1 & #2**		
	9/19 (Thu)			**Exam #1.**
5	9/22 (Sun)	**Assessing Arguments (Unit #3)** Irving M. Copi & Carl Cohen, "Deductive and Inductive Arguments".	5	Problem set #5 handed out, and Extra credit #4 due.
	9/24 (Tue)	**Assessing Arguments** Irving M. Copi & Carl Cohen, "Validity and Truth".	5	
	9/26 (Thu)	**Assessing Arguments** **Workshop #4: Creating Valid & Invalid Arguments**		
6	9/29 (Sun)	**Modern Propositional Logic (Unit #4)** Lewis Vaughn, "Connectives and Truth Values".	11	**Quiz #4,** Extra credit #5 due, and Problem set #6 handed out.
	10/1 (Tue)	**Modern Propositional Logic** *Reread* Lewis Vaughn, "Connectives and Truth Values".	11	
	10/3 (Thu)	**Modern Propositional Logic** **Workshop #5: Translating Natural Language & Creating Truth Tables**		
7	10/6 (Sun)	**Modern Propositional Logic** Lewis Vaughn, "Checking for Validity".	8	**Quiz #5,** Extra credit #6 due, and Problem set #7 handed out.
	10/8 (Tue)	**Modern Propositional Logic** Lewis Vaughn, "Argument Patterns".	6	
	10/10 (Thu)	**Modern Propositional Logic** **Workshop #6: Assessing Arguments with Truth Tables**		
	10/13–10/17	**Eid Al-Adha Break**		

wk	Date	Topic/Readings	# Pages	Assignments
8	10/20 (Sun)	**Natural Deduction (Unit #5)** Irving M. Copi & Carl Cohen, "The Elementary Valid Argument Forms".	5	**Quiz #6**, Extra credit #7 due, and Problem set #8 handed out.
	10/22 (Tue)	**Natural Deduction (Unit #5)** Irving M. Copi & Carl Cohen, "Formal Proofs of Validity Exhibited".	3	
	10/24 (Thu)	**Natural Deduction** **Workshop #7: Identifying Valid Argument Forms**		
9	10/27 (Sun)	**Natural Deduction** Irving M. Copi & Carl Cohen, "Constructing Formal Proofs of Validity".	3	**Quiz #7**, Extra credit #8 due, and Problem set #9 handed out.
	10/29 (Tue)	**Natural Deduction** Irving M. Copi & Carl Cohen, "Constructing More Extended Formal Proofs".	5	
	10/31 (Thu)	**Natural Deduction** **Workshop #8: Natural Deduction**		
10	11/3 (Sun)	**Natural Deduction** *Reread* Irving M. Copi & Carl Cohen, "Constructing More Extended Formal Proofs".	5	**Quiz #8**, Extra credit #9 due, and Problem set #10 handed out.
	11/5 (Tue)	**Review of Units #3, #4 & #5**		
	11/7 (Thu)			**Exam #2.**
11	11/10 (Sun)	**Classic Categorical Logic (Unit #6)** Irving M. Copi & Carl Cohen, "Classes and Categorical Propositions". Irving M. Copi & Carl Cohen, "The Four Kinds of Categorical Propositions". Irving M. Copi & Carl Cohen, "Quality, Quantity, and Distribution".	13	Extra credit #10 due, and Problem set #11 handed out.
	11/12 (Tue)	**Classic Categorical Logic** Lewis Vaughn, "Statements and Classes". Lewis Vaughn, "Translations and Standard Form". Lewis Vaughn, "Diagramming Categorical Statements".	16	
	11/14 (Thu)	**Classic Categorical Logic** **Workshop #9: Analyzing Categorical Statements**		
12	11/17 (Sun)	**Classic Categorical Logic** Irving M. Copi & Carl Cohen, "The Traditional Square of Opposition".	5	**Quiz #9**, Extra credit #11 due, and Problem set #12 handed out.
	11/19 (Tue)	**Classic Categorical Logic** Irving M. Copi & Carl Cohen, "Further Immediate Inferences".	8	
	11/21 (Thu)	**Classic Categorical Logic** **Workshop #10: Inferences with Categorical Statements**		
13	11/24 (Sun)	**Classic Categorical Logic** Irving M. Copi & Carl Cohen, "Standard-Form Categorical Syllogisms".	6	**Quiz #10**, Extra credit #12 due, and Problem set #13 handed out.
	11/26 (Tue)	**Classic Categorical Logic** Lewis Vaughn, "Sizing Up Categorical Syllogisms".	8	
	11/28 (Thu)	**Classic Categorical Logic** **Workshop #11: Assessing Categorical Syllogisms**		
14	12/1 (Sun)	**Reasoning Logically in Everyday Life (Unit #7)** Lewis Vaughn, "Experts and Evidence".	10	**Quiz #11**, and Extra credit #13 due.
	12/3 (Tue)	**Reasoning Logically in Everyday Life** Lewis Vaughn, "Claims in the News". Lewis Vaughn, "Advertising and Persuasion".	11	
	12/5 (Thu)	**Review of Units #6 & #7**		
	TBA			**Exam #3.**

Policies

Reasonable Accommodations

I recognize that you are a human being with occasional human problems associated with human finitude. Illness, family emergencies, job interviews, other professors, etc. . . will inevitably lead to legitimate conflicts over your time. If you expect that you will be missing class or be unable to turn in an assignment on time, please notify me (either in class or via email) *in advance* and we can agree on a reasonable accommodation. Please recognize that most reasonable accommodations will still carry a penalty: your grade on the assignment may be reduced (since you will be given more time than your classmates), or you may have to do additional work not required of your classmates. So when proposing a reasonable accommodation be prepared to state what you take to be a fair penalty for that accommodation. I will then decide whether to accept or reject your proposal. Any arrangements after the fact will only be considered in extraordinary, documented circumstances.

Challenging an Assignment Grade

Please recognize that I am human also: mistakes may occasionally occur when grading your assignments. Therefore, you have *one week* after an assignment is handed back to challenge its grade. To do so, you must return the assignment to me along with a clearly written explanation of your reason for challenging its grade. I will promptly and seriously consider all such requests and meet with you, if necessary, to resolve them. Assignments without a written explanation with not be considered. After one week, no challenges will be accepted. Of course, if you are not satisfied with your grade, but recognize that it was not due to a fault in the grading, I encourage you to talk with me to learn how to improve on future assignments.

Students with Disabilities

In compliance with university policy and equal access laws, I am available to discuss appropriate academic accommodations that you may require as a student with a disability. Request for academic accommodations should be made during the first week of the term, except for unusual circumstances, so arrangements can be made. Students are required to register for disability verification and for determination of reasonable academic accommodations. For more information, visit

http://www.cmu.edu/hr/eos/disability/students/index.html

Sexual Harassment Policy

It is the policy of the university that no male or female member of the university community (i.e., students, faculty, administrators, or staff) may sexually harass any other member of the community. Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute harassment when:

- Submission to such conduct is made or threatened to be made, either explicitly or implicitly, a term or condition of an individual's employment or education; or
- Submission to or rejection of such conduct is used or threatened to be used as the basis for academic or employment decisions affecting that individual; or
- Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating what a reasonable person would sense as an intimidating, hostile, or offensive employment, educational, or living environment.

For more information, visit

http://www.cmu.edu/policies/documents/SexHarass.html

A Note on Classroom Courtesy

Class begins promptly at 3:30PM. You are expected to be seated by that time and to remain seated until the class is dismissed. If you must leave before the class ends because of a medical appointment, or similar commitment, notify me before class begins and sit near the door. Students who leave without providing such notice and have not suddenly taken ill will be expected to drop the course and not to return.

Video Taping and Audio Recording

Your classmates and I have a reasonable expectation to not be recorded in this course. Therefore, videotaping and audio recording are prohibited without our expressed, unanimous permission.

Cell Phones, Laptops, and Related Technologies

Student interactions with portable technology devices can harm the dynamics of the classroom. Therefore, I expect you to silence mobile phones prior to class and to not use them during class. *All laptops should be closed unless you have made prior arrangements with me and have demonstrated that using a laptop is necessary for your learning.*

Academic Integrity

Academic integrity is embodied by commitments to honesty, respect, trust, diligence, and rigor in the pursuit of knowledge. As a student in this class, academic integrity means following all directions on assignments, doing your own work on exams and quizzes, and seeking help whenever you feel that you are struggling.

Most violations of academic integrity in this class involve cheating on an exam or quiz by copying the answers from a neighbor or by using an unauthorized "cheat sheet". Exams and quizzes assess your proficiency with the skills this class conveys, so you must do them on your own. In real life, you may have a logic textbook to refer to when assessing an argument, but my goal is to train you better than that. I want you to internalize the skills that you are learning, being able to quickly and efficiency employ the tools of informal and formal logical analysis. So ultimately you should not need a logic textbook to help you. This will make it far more likely that your reading and writing skills retain their logical edge.

While I treat violations of academic integrity on a case-by-case basis, there are some basic patterns I follow. When I suspect a violation, I will first meet with the student for an explanation. If I remain convinced that there is a violation, I will write a letter to the Dean of Students indicating that the student involved submitted plagiarized material. Beyond that, I typically impose a penalty that exceeds the penalty of not having done the assignment at all. For instance, the penalty for cheating on a quiz is worse than for not having done the quiz at all. Such an action is also a violation of the community standards at Carnegie Mellon University. As such, there may be further penalties imposed by a University Academic Review Board. For more information, see the section on "University Policies" in the most recent edition of *The Q Word: Undergraduate Student Handbook & Planner.*

If you ever find yourself tempted to violate these standards of academic integrity, please seek an alternative course of action. Email me for a reasonable accommodation, or turn in partially completed work. I assure you that the impact on you will be far gentler in these ways.

Advice on How to Succeed in this Class

For some students, this logic class can be quite intimidating. However, several of my former students claim to have "cracked" the course, figuring out how to do extremely well in it. Given that they all earned A's or A^{+}'s, I am inclined to believe them. I am absolutely convinced that anyone can do well in this course, provided he or she is willing to put in the hard work, and so I have asked these students to share their wisdom and tips for success. I have collected and organized their responses below. Follow these, and I suspect you will be pleased with the results. Ignore them, and prepare to weep.

Do this . . .	**Don't do that . . .**
Keep up with the reading. It shows the material from a different perspective.	Skip the readings, expecting to learn everything from lecture and workshops.
Practice the material a lot, even if it means redoing problem sets. No one can do this stuff naturally.	Expect to do well by just skimming the material before a quiz or exam.
Make sure you can confidently solve the last five questions of the relevant problem set before a quiz, and the relevant problem sets before an exam.	Think that because the problem sets are not graded that there is no reason to spend time on them.
Do easier problem set questions before workshop, and the more difficult ones after the workshop (during the weekend to prepare for the quiz).	
Make sure to always compare your answers to the solutions provided. If you get the wrong answer, make a note so that you don't make the same mistake again. If you don't understand the solution, seek help right away!	
Notice the way the professor words and organizes his answers on the slides and problem set solutions. Then you'll know precisely what he is looking for during quizzes and exams!	Just answer the questions in any old way you feel like, leaving it for the professor to figure out what your convoluted solutions indicate.
Always arrive to class on time. Never ever be absent. Not only do these automatically lower your participation grade, but also you miss a lot of material and it can be very difficult to get caught up on your own at home.	Miss class or show up late.
Treat the lecture slides like a notebook. Listen carefully to the professor and take down extra notes on the margins of your slides. Date the slides and put them in order in some kind of file/folder. This helps so much for quiz/exam preparation.	Doodle on your slides. Leave your slides in the classroom for the cleaners.
Concentrate during class, and especially workshops, each slide has vital information it is trying to convey.	Talk with your neighbors or plan your weekend.
Listen to the questions others ask in class because the professor usually provides an answer helpful for everyone.	Nap while the professor is answering questions.
Take your time in solving the problems during the workshops, there are no prizes for finishing first.	Rush through the problems, so you can gossip with your workshop partner about your weekend plans.
Use the workshops as an opportunity to further practice your skills in ungraded conditions. If you finish the workshop problems early, use the extra time to practice on the problem sets.	
Seek help from your partner if you need it; be kind to your partner and help them do better too.	Don't communicate with your partner at all, and just do all the problems by yourself.
Quickly look over all the questions and problems on the exam before answering them. This will allow you to identify the easy parts (where you will then start) and the hard parts (which you can save for last).	Just start answering the questions without any plan or organization, hoping that you will somehow finish it all on time.
If you get stuck on a problem or a question, just move on to the next one. You can always come back later and finish it.	Obsess over that one question that you don't understand and neglect to finish the rest of the quiz or exam.
Always try to give at least a partial answer to each question. No answer is always a 0, but a partial answer usually earns some partial credit.	Skip questions completely.
Save time to review your answers after finishing a quiz or an exam. There is often something you will miss!	Stare off into space once you've completed a quiz, or bolt from the room immediately when done with an exam.
If you have any questions or concerns, see the professor or the TAs. They are all glad to help, and the TAs were once students in this class too! They remember very well what it is like to be confused.	Think you are too busy or proud to seek help.
Seek help right away when you encounter any area of weakness. Concepts build upon each other, so ignoring a problem initially will only make you more confused later.	Think you can just get help the morning before the exam.
Remember you are not a robot and that there are exceptions to every rule.	Memorize everything without understanding the underlying concepts.
Have fun! Everyone is initially scared of all the symbols and arrows, but being scared is not going to help you learn any better.	Moan and groan about how hard the material, the class, the professor, the TAs, your parents, the world, . . . is on you. Post these complaints on Twitter, where your professor and TAs will see them.

Academic Honor Code

Section 1: Statement of Purpose

The fundamental objective of this course is to provide students with a high quality education while developing their sense of ethics and social responsibility. Any instance of dishonesty hurts the entire community. It is with this in mind that the professor has set forth an Academic Honor Code for this class.

Section 2: Objectives

This Honor Code aims to cultivate a community based on trust, academic integrity and honor. It specifically aims to accomplish the following:

- Ensure that students and professor understand that the responsibility for upholding academic honesty lies with them;
- Prevent any students from gaining an unfair advantage over other students through academic misconduct;
- Ensure that students understand that academic dishonesty is a violation of the profound trust of the entire academic community.

Section 3: Student Responsibilities

The immediate objective of an Academic Honor Code is to prevent any students from gaining an unfair advantage over other students through academic misconduct. Academic misconduct is any act that does or could improperly distort student grades or other student academic records. Such acts include but need not be limited to the following:

- Possessing, using or exchanging improperly acquired written or verbal information in the preparation of any examination or other assignment included in an academic course;
- Substitution for, or unauthorized collaboration with, a student in the commission of academic requirements;
- Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating authorship (plagiarism);
- False claims of performance or work that has been submitted by the claimant.

While these acts constitute assured instances of academic misconduct, other acts of academic misconduct may be defined by the professor.

Each student in this class must sign an Honor Agreement affirming their commitment to uphold this Honor Code. This Honor Agreement may reappear on assignments to remind students of their responsibilities under this Academic Honor Code.

Section 4: Faculty Responsibilities

The professor is expected to create an environment where honesty flourishes. In creating this environment, the professor is expected to do the following:

- Make known to the class as specifically as possible what constitutes appropriate academic conduct as well as what comprises academic misconduct. This includes but is not limited to the use of previously submitted work, collaborative work on homework, etc.
- Avoid the reuse of old quizzes and exams;
- Create different copies of the same quiz and exam;
- Include a paragraph containing their academic integrity policy on the course syllabus.

The professor is also expected to provide clarification to any student questions concerning any of the above.