

Exam Time

Sections 001-009: Thursday, 5/5 (in CB 118) at 8:00 a.m.

Sections 010-018: Wednesday, 5/4 (in BS 107) at 1:00 p.m.

Exam Duration

You will be given 65 minutes to complete this exam.

Structure of the Test:

A. Conceptual Knowledge

- **Short Answer.** Directions: Respond to the following questions concisely and to the point. (Each question is worth 5 points.)

B. Critical Skills

- **Generalizations.** Directions: Identify (a) the sample, (b) the population, and (c) the target characteristic. Given the premises, (d) explain whether the argument is inductively strong or weak. Do not fail to discuss what criteria you use to make this judgment. If more information seems necessary or desirable for your evaluation, describe what information you need and why this information is needed. (Each problem is worth 10 points)
- **Mill's Methods.** Directions: (a) What is the causal assertion inferred in the argumentative passage? (b) How strong is this causal inference? Explain what method(s) are employed or should be employed in the evaluation of the argument. (Each problem is worth 10 points)
- **Analogies.** Directions: Identify (a) the subject and (b) the analogue. (c) Explain whether the argument is inductively strong or weak, given the premises. Do not fail to discuss the criteria you use to make this judgment. (Each problem is worth 10 points)
- **Fallacies.** Directions: Explain clearly how each argument exemplifies either the fallacy of relevance, weak induction, presumption, or ambiguity. If you believe no fallacy is committed, you must also explain this choice. (Each problem is worth 5 points)

Significant Concepts:

analogies: elements & assessment criteria
 causal arguments: kinds, compare & contrast
 causal statements: specific vs. generalizations
 causation: necessary & sufficient
 empirical data (in inductive arguments)
 fallacies: explanation of kinds, compare & contrast
 generalizations: elements & assessment criteria

induction (vs. deduction)
 inferential connection
 Mill's methods: definition of each
 representativeness
 sampling methodologies: kinds, why choose one over other?
 probability
 strength/weakness

Available Resources:

1. Textbook: Hurley/Johnson, *Introductory Logic*. Chapters 3 & 4.
2. [PowerPoint Presentations](#)
3. Class Notes
4. Your recitation instructor and/or the professor
5. Your colleagues