

1.	<b>Field of study</b>	<b>Administration</b>	
2.	Faculty	Faculty of Law and Administration	
3.	Academic year of entry	2024/2025 (winter term)	
4.	Level of qualifications/degree	first-cycle studies	
5.	Degree profile	general academic	
6.	Mode of study	full-time	
7.	<b>General information about the module</b>		
<b>Module name</b>		<b>Elements of logic for administrators</b>	
Module code		ela_a1_01	
Number of the ECTS credits		4	
Language of instruction		Polish	
Purpose and description of the content of education		<p>The purpose of the curriculum objectives of the module Elements of Logic for Administrators is to analyze the correctness of reasoning. The student completes and expands the knowledge in the field concerning the topics:</p> <p>1. Introduction to semiotics and semiology. Sign, language and sub-languages; the main functions of language (descriptive, expressive, performative). Syntactic categories.</p> <p>2. Names: construction of a name (functors, arguments), connotation, denotation and supposition of a name. Special linguistic phenomena (oxymorons, pleonasm, etc.).</p> <p>3. Relationships between ranges of names. Logical division.</p> <p>4. Definitions and defining. Ambiguity of names, equivocation.</p> <p>5. Relationships.</p> <p>6. Judgment and its terms. Sentences: structure, truthfulness, modality, question sentences.</p> <p>7. Complex sentences, truthfulness functors. Amphibolies.</p> <p>8. Tautologies of the calculus of sentences.</p> <p>9. Categorical sentences, transformation of sentences (conversion, obversion, contrapositions, inversions).</p> <p>10. Logical square, arguments of legal logic (a fortiori, a contrario, reductio ad absurdum).</p> <p>11. Categorical syllogism, entimemata and epicheremata.</p> <p>12. Reasoning: deductive, reductive, progressive and regressive.</p> <p>13. Explanation and verification. On the reliability of reasoning and the unreliability of empirical claims. Judicial proof.</p> <p>14. Inductive reasoning. Mill's canons.</p> <p>15. Probability (stochastic, psychological).</p>	
List of modules that must be completed before starting this module (if necessary)		not applicable	
8.	<b>Learning outcomes of the module</b>		
Code	Description	Learning outcomes of the programme	Level of competenc (scale 1-5)
U01	able to argue and justify decisions made in administration.	K_U02	4
U02	able to reason according to reliability rules	K_U01	3

W01	has knowledge of semantics and formal logic and the principle of formation of the basic laws of science	K_W01	2
W02	has knowledge of administration as a social science and knows the basic concepts of the methodology of social sciences, including the ways of defining, classifying and typology of legal concepts	K_W01	2
W03	knows legal concepts, the structure and hierarchy of legal norms, and is familiar with legal inference, especially the basic laws of logic	K_W02	3

**9. Methods of conducting classes**

Code	Category	Name (description)
a03	Lecture methods / expository methods	<b>Description</b> <i>a description of objects, phenomena, processes or people; it involves specifying the structure and characteristic features of the object, phenomenon, or process being described; it is usually accompanied by a demonstration of the described object or by its models, drawings, tables, charts, etc.; a description may take the form of an explanation, classification, justification or comparison</i>
a05	Lecture methods / expository methods	<b>Explanation/clarification</b> <i>explication involving the derivation of a predetermined theorem from other, already known ones, in the number of steps specified by the person teaching the course</i>
b03	Problem-solving methods	<b>Activating method – educational games</b> <i>learning content in the guise of a rule- and/or principle-based game; conducted in a deliberately arranged situation based on the description of relevant facts and processes; learners compete with one another within the framework of rules laid down by the academic teacher; varieties include simulation games – involving a simulation of real situations; decision games – based on the decision-making process and the recognition of the consequences of the decisions made (e.g., a decision tree); psychological games – increasing the emotional-volitional component of the participants' attitudes</i>
b07	Problem-solving methods	<b>Activating methods: a case study</b> <i>a comprehensive description of a phenomenon connected with the selected discipline; reflecting the reality, presenting the 'what', 'where' and 'how' of the phenomenon, i.e., all of its key aspects to be discussed in class; used as a reproduction, presentation, discussion or diagnosis of factors that shape the phenomenon or interact with it; an in-depth qualitative analysis and evaluation of a selected phenomenon</i>
e01	Practical methods	<b>Laboratory exercise / experiment</b> <i>[also conducted as fieldwork] a method of practical application of knowledge; implemented in three stages: the recognition of a problem induced by the task content, the formulation of the problem and the attempt to solve it accompanied by the assessment of the effects; the goal is to acquire skills, abilities and habits, and to consolidate the acquired knowledge so that it becomes operational; the laboratory method assumes greater independence of learners than carrying out an experiment</i>
f02	Methods of self-learning	<b>Individual work with a text</b> <i>searching for and acquiring new information using textbooks and other written sources (including their digital versions); searching for texts, selecting fragments for analysis/interpretation, using other texts to solve a problem related to the studied issue</i>

10. Forms of teaching					
Code	Name	Number of hours	Assessment of the learning outcomes of the module	Learning outcomes of the module	Methods of conducting classes
02	practical classes	30	course work	U01, U02, W01, W02, W03	a03, a05, b03, b07, e01, f02
11. The student's work, apart from participation in classes, includes in particular:					
Code	Category	Name (description)			Is it part of the BUNA?
a01	Preparation for classes	Search for materials and review activities necessary for class participation <i>reviewing literature, documentation, tools and materials as well as the specifics of the syllabus and the range of activities indicated in it as required for full participation in classes</i>			No
a02	Preparation for classes	Literature reading / analysis of source materials <i>reading the literature indicated in the syllabus; reviewing, organizing, analyzing and selecting source materials to be used in class</i>			No
a03	Preparation for classes	Developing practical skills <i>activities involving the repetition, refinement and consolidation of practical skills, including those developed during previous classes or new skills necessary for the implementation of subsequent elements of the curriculum (as preparation for class participation)</i>			No
a04	Preparation for classes	Consulting materials complementary to those indicated in the syllabus <i>agreeing on materials complementary to those indicated in the syllabus, supporting the implementation of tasks resulting from or necessary for class participation</i>			Yes
b01	Consulting the curriculum and the organization of classes	Getting acquainted with the syllabus content <i>reading through the syllabus and getting acquainted with its content</i>			No
b02	Consulting the curriculum and the organization of classes	Verification / adjustment / discussion of syllabus provisions <i>consulting the content of the syllabus, possibly in the presence of the year tutor or members of the class group, and, if necessary, reassessing the provisions concerning special conditions for class participation, e.g., space and time requirements, technical and other requirements, including conditions for participation in classes outside the walls of the university, classes organized in blocks, organized online, etc.</i>			No
c01	Preparation for verification of learning outcomes	Determining the stages of task implementation contributing to the verification of learning outcomes <i>devising a task implementation strategy embracing the division of content, the range of activities, implementation time and/or the method(s) of obtaining the necessary materials and tools, etc.</i>			No
c03	Preparation for verification of learning outcomes	Implementation of an individual or group assignment necessary for course/phase/examination completion <i>a set of activities aimed at performing an assigned task, to be executed out of class, as an obligatory phase/element of the verification of the learning outcomes assigned to the course</i>			No
d01	Consulting the results of the verification of learning outcomes	Analysis of the corrective feedback provided by the academic teacher on the results of the verification of learning outcomes <i>reading through the academic teacher's comments, assessments and opinions on the implementation of the task aimed at checking the level of the achieved learning outcomes</i>			Yes
d02	Consulting the results of the verification of learning outcomes	Development of a corrective action plan as well as supplementary/corrective tasks <i>reviewing and selecting tasks and activities enabling the elimination of errors indicated by the academic teacher, their verification or correction resulting in completing the task with at least the minimum</i>			Yes

		<i>passing grade</i>	
e03	Activities complementary to the classes	Participation in non-obligatory teaching, research or organizational grants intensifying the achievement of the assumed learning outcomes <i>research, artistic, social and other activities not indicated in the curriculum, undertaken on the student's own initiative as a way of supplementing, enriching or extending the content and activities indicated in the module curriculum, intensifying the achievement of learning outcomes</i>	No

Information on the details of the module implementation in a given academic year can be found in the syllabus available in the USOS system: <https://usosweb.us.edu.pl>.