



SCHOLÉ ACADEMY
CLASSICAL ACADEMIC PRESS

**The Art of Argument:
An Introduction to the Informal Fallacies**
Yearlong 2016/17



Class Dates: Monday and Wednesday, **September 7, 2016 - May 17, 2017**

Class Time: 10:15 a.m.—11:30 a.m. (EST)

Grade Level: Grades 7-10

Instructor: Joelle Hodge

E-mail: logicinstruction@gmail.com

REGISTRATION:

To register for the Art of Argument or other Scholé Academy courses, click visit <http://www.ScholeAcademy.com>.

SCHEDULE

CLASS SESSIONS: Classes will take place from **10:15 a.m.—11:30 a.m. (EST)** for **32 weeks and 63 classes on the following dates***

September (7): 7, 12[!], 14, 19, 21, 26, 28

February (8): 1, 6, 8, 13, 15, 20, 22, 27

October (9): 3, 5, 10, 12, 17, 19, 24, 26, 31

March (9): 1, 6, 8, 13, 15, 20, 22, 27, 29

November (7): 2, 7, 9, 14, 16, 28, 30

April (6): 3, 5, 17, 19, 24, 26

December (4): 5, 7, 12, 14

May (6): 1, 3, 8, 10, 15, 17

January (7): 9, 11, 16, 18, 23, 25, 30

*Please note the above dates and times are the anticipated class sessions for this course. However, all dates are subject to change as the instructor's circumstances might dictate (e.g. illness, family emergency). Any classes canceled by the instructor will be made up at an alternate time designated by the instructor.

[!]The September 12th class date will be canceled and rescheduled at a time TBD.

OFFICE HOURS:

In addition to scheduled class times, teachers will generally designate an optional weekly session as needed. During "Office Hours" students may raise questions, seek assistance, or review class material.

COURSE MAP:

QUARTER 1

1. What is Logic?
2. Critical Thinking as a Way of Life
3. Formal vs. Informal Logic
4. Fallacies of Relevance: *Ad Fontem Arguments*
5. Fallacies of Relevance: *Appeals to Emotion*

QUARTER 2

1. Fallacies of Relevance: Appeals to Emotion
2. Fallacies of Relevance: Red Herrings
3. Unit 1 Cumulative Fallacy Test
4. Fallacies of Presumption: Fallacies of Presupposition

QUARTER 3

1. Fallacies of Presumption: Fallacies of Induction
2. Unit 2 Cumulative Fallacy Test
3. Fallacies of Clarity
4. Fallacies of Clarity
5. Unit 3 Cumulative Fallacy Test

QUARTER 4 - Taking Logic out of the Textbook and into the Real World

1. Teacher-led Source Analysis & Teacher-led Discussion
2. Response Paper #1
3. Teacher-led Source Analysis & Teacher-led Discussion
4. Response Paper #2
5. Independent Source Research & Student-led Discussions
6. Final Essay (3 page paper)

COURSE DESCRIPTION:

Because this is a writing-intensive course, completing this Art of Argument course is the equivalent of one full high school credit. As a fundamental text for teaching logic and critical thinking, *The Art of Argument* will impart to students the skills needed to craft accurate statements and identify the flawed arguments found so frequently in editorials, commercials, newspapers, journals and every other media — as well as being able to accurately identify fallacies throughout their course texts, lectures and other curriculum. Students will complete the entire *Art of Argument* text, learning all 28+ fallacies, identifying them, defining them, and creating them.

Students will also be required to write seven, one-page essays, and one three-page essay. The shorter essays are intended to highlight specific concepts where students often get stymied. The complete list of shorter paper topics are:

- Similarities and Differences between Inductive and Deductive Logic
- Propaganda/Non-argumentative persuasion/Legitimate (tho possibly fallacious) Arguments.
- Ad Hominem Circumstantial vs. Genetic Fallacy
- Appeal to Pity vs. Appeal to Fear
- Irrelevant Goals and Functions vs. Irrelevant Thesis
- Composition vs. Division
- Composition & Division VS. Hasty Generalization & Sweeping Generalization

Students usually complete AA with about 4-6 weeks remaining at the end of the year. During that time, we begin the process of learning how to identify fallacies in news reports, speeches and opinion essays. We start by providing current event samples which we analyze in class together. They learn how to engage the examples, and find biases and fallacies. During these class discussions they must take notes during class and then write sample outlines as if they were going to write a paper. We practice crafting thesis statements, gathering evidence of fallacious argumentation, and outlining how they would write analytical essays, but do not actually write their final paper yet.

The last three weeks of class, they are required to select one of three samples provided to them — usually excerpts from presidential speeches or WSJ opinion essays. They then are required to (A) dissect them on their own; (B) write their outlines, submit them for a grade; (C) write a rough draft which will also be graded, and then (D) write a final paper which is also graded. The objective here is for them to engage in real-world examples (something more significant than TV commercials) and identify author biases (underlying assumptions), and other fallacies.

Early in the year, we learn basic MLA formatting guidelines that they must incorporate for every essay submissions. They practice applying these guidelines for the first seven essays, and students are also required to apply them for their final three-page essay. Formatting, grammar, spelling, word choice, clearly expressed thoughts -- these are all graded.

A final project packet (including due dates, project stages and descriptions, and a grading rubric) will be provided to the students.

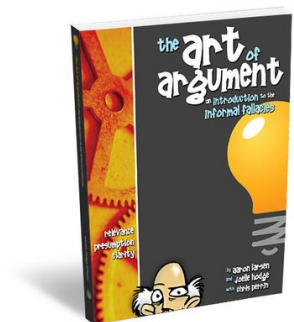
The Art of Argument is geared directly toward students as young as seventh grade, while still engaging for students in senior high. The course and text emphasize the practical and real-world application of soundly structured inductive logic. Using methods such as Socratic dialogue, ample discussion, integration of other subjects, and application to current events, the book is essential for dialectic and rhetoric students. We recommend *The Discovery of Deduction* after a study of informal fallacies.

REQUIRED COURSE TEXTS:

The course text is the award-winning *Art of Argument: An Introduction to the Informal Fallacies*, which is available from Classical Academic Press (www.ClassicalAcademicPress.com).

OPTIONAL COURSE TEXTS:

1. Papers and essays will be submitted using basic MLA formatting guides. The *MLA Handbook for Writers of Research Papers* — 7th Edition may be a helpful resource.



STUDENT EXPECTATIONS:

Students will be following the sequence of study contained in *The Art of Argument*. The ultimate goal for the student will be to engage with this type of logic outside of the classroom and apply the skills they learn in class as they engage with the world around them. Therefore some student work and assessments will be completed in the text, using some online tools and assignments, through regular classroom participation, and through at least seven typed essays. Students will be asked to review news articles in preparation for class — meaning they will need access to either a local news paper or an online news source.

During online discussion, students will review answers, pose questions, explain and justify their answers and solution. Each week the teacher will lead discussions informed by issues and problems raised by students, as well as issues introduced by the teacher.

In this class, students will be expected to listen attentively, participate actively in class discussions and practices. Students are expected to arrive to class on time and with all assigned material completed. The instructor will facilitate learning for the student, but the responsibility for staying up-to-date with classwork and assignments ultimately falls to the student.

All assignments will be due in Mrs. Hodge's email inbox prior to the start of class each day. Students turning in late work will earn a 5% penalty for each day the assignment is late. Students may submit type-written work via an email attachment or via an online document provider (like Google Docs), or they may hand write, scan and attach their work to an email. Photographs of completed assignments will not be accepted as they are incredibly difficult to read.

STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS

Students enrolling in Scholé Academy's Logic Program will be expected to show development of Executive Function Skills throughout the year. Executive Function Skills speaks to a set of qualities and skill sets students can develop and hone to better approach the courses, lectures, readings and teachers they will face in their future academic coursework.

Each teacher will invariably have his own set of requirements and skills he requires students to bring to their studies. *Generally* speaking, I believe there are five such qualities that are necessary for my students in various subjects; and I believe they would be accepted as "good" by many other teachers as well.

1. An Engaged Student: One who is willing to step into the arena of class discussion, ask questions, supply answers, generate the internal dialogue necessary to determine if what's being discussed is important and necessary to himself.

2. Note Taking: A student who during and after being engaged with the class has been trained to note important and relevant content in an organized fashion (Cornell Notes would be a great option). His notes would then be consulted, independently, for application in assignments and assessments.

3. Attention to Detail & Preparedness: These students are ones who consistently adhere to deadlines, submission requirements, adhering to style guides and codes, confirm technology is working prior to the start of class, be responsible to determine how to proceed after an absence, be responsible for consulting his course syllabus and adjusting as the class proceeds, etc.

4. Employ Critiques: These students are ones who receive feedback to one of their submissions, and then are sure to apply that feedback to future assignments rather than repeating mistakes. These students also glean information from the live class critiques of fellow students and note mistakes to avoid by learning from others.

5. Initiative/Maturity: This student would hear the teacher comments and be able to assess whether or not the teacher was describing his work, and then take the initiative to schedule office hours with his teacher if necessary.

STUDENT EVALUATION:

While pursuing the *Art of Argument* through Scholé Academy will be “restful” (I’d also like to say it’s going to be a lot of fun), we also recognize the need to provide grades for students who will be using this course as part of their prepared college transcript. It’s a delicate balance to achieve both restful learning and excellent academic performance. Earning a specific grade should not overshadow achievement goals for mastery of this discipline. Logic, like the studies of Grammar and Rhetoric, is a “core” discipline in Classical Education and learning to own the concepts introduced in this class will be a necessary and significant component of future success in upper-level Classical Education. In that sense then, attaining a mastery of Logic is its own reward and as the teacher I can assign the following grades to your student’s level of achievement: *magna cum laude* (with great praise); *cum laude* (with praise); *satis* (sufficient, satisfactory) and *non satis* (not sufficient).

Ideally, every average student working diligently should do praiseworthy work (*cum laude*). Those who excel beyond this expectation will be the *magna cum laude* students. Students who do adequate but not praiseworthy work be designated *satis*. *Non satis* means lacking sufficiency or adequacy.

magna cum laude (with great praise)

satis (sufficient, satisfactory)

cum laude (with praise)

non satis (not sufficient)

Inasmuch as you might be fully on board with this grading method in theory, there will undoubtedly be the need to complete a college transcript with either a numeric or traditional letter grade. I absolutely understand that and will provide that grade to the requesting parent at the end of each semester.

STUDENT EVALUATION: MASTERY PORTRAIT

Mastery portrait: Students who are prepared to take this class are typically early to late teens, adolescents approaching young-adulthood. This developmental stage is an interesting one, brimming with lots of new characteristics. It's imperative, then, that this course not only provide the academic components necessary to achieve mastery of the content of the class (knowledge) and skills associated with analytical thought; but to also help engage the student in development of their moral virtues. These three aspects of the course would comprise the "learning target".

- At the completion of this course *cum laude* students will be able to name, define and categorize the 28 informal fallacies listed in The Art of Argument.
- Additionally, they will have attained the skills necessary to identify those fallacies both from text examples, and from external sources either presented to them by their teacher, or identified independently and presented to the class. Similarly, students should also be cultivating the ability to craft arguments without employing the use of these informal fallacies.
- Students will also be guided in development of the virtues of Truth, Goodness and Wisdom. Ideally, students will employ wisdom in governing self - refraining from unnecessary and petty argumentation instead developing discernment in conflict and resolution. By the end of the course students should understand that knowledge, rational argumentation and reason are not complete without a humble, teachable spirit; one that is responsible to appropriately engage skills and tools with generosity and respect for others, even their opponents (and their teacher).

STUDENT EVALUATION: GRADING

Mrs. Hodge will communicate with students regarding assignment feedback and grading through the free online grading system, LearnBoost. The teacher will provide students with more detailed information and access to the class grade page when the course begins. Student's grades will be comprised of:

1. Exams: 30% of the grade
2. Class Participation: 25% of the grade
3. Homework & Response Papers: 25% of the grade.
4. Final Paper (including drafts): 20% of the grade

ACADEMIC DISHONESTY: Plagiarism is a serious and punishable offense. Proper citation of all sources is essential to the academic endeavor. Remember to cite any source if the information is not common knowledge or is an opinion obtained through any source. A plagiarized assignment will result in a failing grade. Students should consult the *MLA Handbook* for specific direction on obtaining, quoting and paraphrasing sources.

THE VIRTUAL CLASSROOM:

We will be using free online "virtual classroom" software provided by Zoom, one of the leading companies that provides such software. The virtual classroom will provide students with interactive audio, text chat and an interactive whiteboard in which texts,

diagrams, video and other media can be displayed and analyzed. We will provide students with a link (via email) that will enable students to join the virtual classroom.

Specific information regarding the technology used by Scholé Academy (including required technology) can be found by visiting <http://www.ScholéAcademy.com>.

Students will submit documents by scanning and uploading them to their personal computer, then attaching those files as .pdfs to an email. They may submit their work to logicinstruction@gmail.com.

ABOUT THE INSTRUCTOR:

Joelle Hodge was one of the original-founding members of Classical Academic Press, is an author, a consultant/speaker, and teaches logic and rhetoric at Scholé Academy online. She is the co-author of two, top-selling logic books, *The Art of Argument* and *The Discovery of Deduction* both published by Classical Academic Press.

She holds a BA in history/political science from Messiah College in Grantham, Pennsylvania. She began her career as a staffer to United States Senator Arlen Specter (R-Pa) before finding her professional home in the world of classical education in 1999. She has more than eighteen years of logic-teaching experience—many of which were spent at a classical school in Harrisburg, Pennsylvania. There she also developed much of their logic and rhetoric curricula.

Currently, Classical Academic Press hosts Joelle’s consultant offerings, where she engages with educators across the country, tailoring workshops for classical schools and co-ops that seek to train their teachers in the fundamentals of dialectic, and rhetoric-stage pedagogy.

Beginning with the 2016-17 academic year, she will also serve as Senior Teacher for Scholé Academy, where she will not only continue to offer courses, but also assist other SA teachers in developing their most productive and inspiring classrooms.

Concurrently, Joelle provides year-round, private, multidiscipline tutoring services to a classically educated family living abroad. Mrs. Hodge teaches the summer course *How to Be a Student* as well as the following yearlong classes: Informal Logic: *The Art of Argument*, Formal Logic: *The Discovery of Deduction*, *Rhetoric 1*, and *Rhetoric 2 & Senior Thesis Prep*.