



SCHOLÉ ACADEMY  
CLASSICAL ACADEMIC PRESS

***The Art of Argument:  
An Introduction to the Informal Fallacies***

**Writing Intensive Course**  
Yearlong 2022-2023

**ELIGIBLE STUDENTS:**

*Rising 7th–12th graders who are able to type and have had some experience writing academic papers, including the following skills: compare/contrast essays, supporting thesis statements with evidence, and MLA formatting.*

**Please note:** Students enrolled in this course will complete not only the text, but also regular writing assignments varying in length from one paragraph to a full 4 to 5-paragraph essay, thus earning this course the distinction of being a writing intensive course. Students who complete this course earn 1 high school course credit.

**Instructor:** Ms. Ash White

**Course sections:** 3 and 5

**E-mail:** awhite.scholé@gmail.com

**COURSE MAP:**

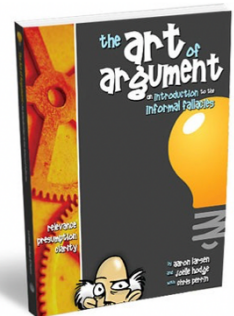
<p><b>Quarter 1</b></p> <ol style="list-style-type: none"> <li>1. What is Logic: Critical Thinking as a Way of Life</li> <li>2. Formal vs. Informal Logic</li> <li>3. Fallacies of Relevance: <i>Ad Fontem</i> Arguments</li> <li>4. Fallacies of Relevance: Appeals to Emotion</li> </ol>	<p><b>Quarter 3</b></p> <ol style="list-style-type: none"> <li>1. Fallacies of Presupposition</li> <li>2. Fallacies of Induction</li> <li>3. Unit 2 Cumulative Fallacy Test</li> </ol>
<p><b>Quarter 2</b></p> <ol style="list-style-type: none"> <li>1. Continue Fallacies of Relevance: Appeals to Emotion</li> <li>2. Fallacies of Relevance: Red Herrings</li> <li>3. Unit 1 Cumulative Fallacy Test</li> </ol>	<p><b>Quarter 4:</b></p> <ol style="list-style-type: none"> <li>1. Fallacies of Clarity</li> <li>2. Unit 3 Cumulative Fallacy Test</li> <li>3. Final Exam</li> <li>4. Final Project</li> </ol>

**OFFICE HOURS**

Students may make an appointment to meet during my office hours to raise questions, seek assistance, or review class. **Ms. White’s office hours are Monday-Thursday from 12:15-1:00pm, or Fridays as available.**

**REQUIRED COURSE TEXT**

The course text is the award-winning *Art of Argument: An Introduction to the Informal Fallacies*, available from Classical Academic Press (<https://classicalacademicpress.com/product/the-art-of-argument/>).



## **ART OF ARGUMENT COURSE DESCRIPTION**

Because this is a writing-intensive course, completing this *Art of Argument* class is the equivalent of 1 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 the ability 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 approximately six short essays (4-5 paragraphs) which are intended to highlight specific concepts where students often get stymied. Early in the year, we learn basic MLA formatting guidelines that they must incorporate for every essay submission. Formatting, grammar, spelling, word choice, clearly expressed thoughts—these are all graded. The general paper topics are:

1. Similarities and Differences between Inductive and Deductive Logic
2. Propaganda/Non-argumentative persuasion/Legitimate (though possibly fallacious) Arguments.
3. Ad Hominem Circumstantial vs. Genetic Fallacy
4. Appeal to Pity vs. Appeal to Fear
5. Irrelevant Goals and Functions vs. Irrelevant Thesis
6. Composition/Division vs. Sweeping/Hasty Generalizations

Students in my course usually complete the *AA* text with about 3-4 weeks remaining at the end of the year. At this point we will engage in a review in preparation for a final exam in which students will demonstrate their ability to define, categorize, and identify all 28+ fallacies. Additionally, during these final weeks students will be working on a creative project, providing them a different kind of opportunity to demonstrate their understanding of how to avoid logical fallacies. For this project they will play the role of a reporter, creating either a TV news report or a newspaper article, employing fallacies as well as a critique and correction for each one. 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 7th 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.

## **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 speak 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, and generate the internal dialogue necessary to determine if what's being discussed is important and necessary to himself.

2. **Note Taking:** A student who, both 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:** A student who consistently adheres to deadlines, submission requirements, and style guides and codes; confirms technology is working prior to the start of class; and is responsible to determine how to proceed after an absence, consulting the course syllabus and adjusting as the class proceeds, etc.
4. **Employing Critiques:** One who receives feedback on a submission and then is sure to apply that feedback to future assignments rather than repeating mistakes. Such a student also gleans information from the live class critiques of fellow students and notes mistakes to avoid by learning from others.
5. **Initiative/Maturity:** This student would hear the teacher's 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 EXPECTATIONS IN ACTION**

Students will be following the sequence of study contained in *The Art of Argument*. The ultimate goal for the students will be to engage with this type of logic outside 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 online tools and assignments, through regular classroom participation, and through seven typed essays. Students will be asked to review news articles in preparation for class—**meaning, they will need access to either a local newspaper or an online news source.**

During class discussion, students will review answers, pose questions, and 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 and participate actively in class discussions and practices. Students are expected to arrive to class on time and prepared. Understandably conflicts will arise necessitating that a student miss class; a message from a parent will excuse an absence. ***Nota bene:* If you are aware that your child may miss more than six classes for the year, it may not be advisable to enroll in this course! For more information, please see the Student-Parent Handbook.**

## **SUBMITTING ASSIGNMENTS AND POLICY FOR LATE WORK:**

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 work will be submitted the appropriate Schoology Assignment prior to the start of class each day. Students turning in late work will earn a 10% penalty for each day the assignment is late; once we're finished with a unit, any missing work will remain a zero.** Students may submit their work in the following formats: Word documents, or PDFs. ***Nota bene:* Photographs of assignments are often unclear, and will not be accepted.**

## **STUDENT EVALUATION: GRADING**

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. **In my course, I use the following Latin categories to assess your**

**student's level of achievement: *magna cum laude* (with great praise), *cum laude* (with praise), *satis* (sufficient, satisfactory), and *non satis* (not sufficient).<sup>1</sup>**

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 will be designated *satis*. *Non satis* means lacking sufficiency or adequacy. 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. **Traditional percentage grades can be provided 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 also help engage the student in development of his/her **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 and 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: ASSIGNMENTS, TYPES & WEIGHTS**

Ms. White will communicate with students regarding assignment feedback and grading through the free online grading system **Schoology**. The teacher will provide students with more detailed information and access to the *Art of Argument* course page. Student's assignments will fall into two categories:

1. Assessments (60%): tests and papers
2. Participation (40%): homework, quizzes, discussion boards, and other classroom activities.

## **STUDENT EVALUATION: ACADEMIC DISHONESTY**

Students will often take assessment tests and/or quizzes privately at home. Students are on their honor to abide by **Scholé Academy's Learning Philosophy**, which assumes the personal cultivation of Student Virtues **described in the Student-Parent Handbook**. Additionally, plagiarism is a serious and punishable offense. Proper citation of all sources is essential to the academic endeavor. Remember to cite

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<sup>1</sup> 96-100% = *magna cum laude*; 85-95% = *cum laude*; 70-84% = *satis*; 69 and below = *non satis*.

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 their instructor or an MLA style manual for specific direction on obtaining, quoting, and paraphrasing sources.

## **THE VIRTUAL CLASSROOM**

We will be using the free online “virtual classroom” software provided by **Zoom**, one of the leading companies that offers 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 e-mail students a link that will enable them to join the virtual classroom. Specific information regarding the technology used by Scholé Academy (including required technology) can be found by **visiting the Technology in the Classroom section of the Student-Parent Handbook**. Students will submit documents (perhaps also needing to scan and upload them) as a .pdf or Word .doc to the *Art of Argument* Schoology assignment page (access granted after enrollment is secured).

## **ABOUT THE INSTRUCTOR**



**Ash White** holds a BA in English and Theatre from Mary Baldwin University, and has taught literature, writing, and logic at the middle and secondary levels over fifteen years. Ms. White is passionate about classical education and homeschooling, both of which are flourishing in the Shenandoah Valley where she and her husband Jon live and perform in the local music and theatre scene. If you visit their home, you'll find it difficult to determine which collection is largest: books or vinyl!