



*\*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.*

## **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

### 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

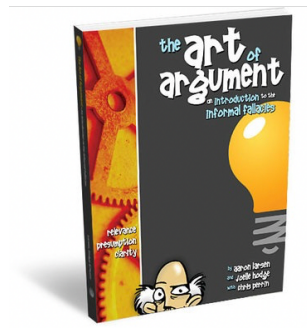
1. Teacher-led Source Analysis & Teacher-led Discussion
2. Response Paper #1
3. Teacher-led Source Analysis & Teacher-led Discussion
4. Response Paper #2
5. Independent Source Research & Student-led Discussion
6. Final Essay (3 Page Paper)

## OFFICE HOURS

Students are welcome to schedule an appointment via email:  
a.newman.scholeacademy@gmail.com

## 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/products/the-art-of-argument>)



## OPTIONAL COURSE TEXTS

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.

## 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 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 is:

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 vs. Division
7. 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. Students 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 they 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 and submit them for a grade; (C) write a rough draft, which will also be graded; and finally (D) write a final paper that 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 submission. They practice applying these guidelines for the first seven essays and 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 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. 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. Employ 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 glean 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 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 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 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.

Students who have not submitted their homework to the appropriate Schoology assignment folder prior to the start of class will not be permitted to join the live class session. Those students will be invited into a separate Zoom breakout room to work privately until they have completed the day's assignment. After they have completed their homework submission, they will be permitted to rejoin the class in session. A day spent in a breakout room will constitute an absence from class.

All assignments will be due into the appropriate Schoology Assignment folder 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. Students will submit their work by scanning their homework pages and uploading them into the Schoology Assignment window. Photographs of completed assignments will not be accepted as they are incredibly difficult to read.

### **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. 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 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 will be provided and readily accessed on the *Art of Argument* Schoology page.

### **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 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 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**

Student's grades will be comprised of:

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

### **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 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 chosen style manual (see Student Expectations above) 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 by scanning and uploading them to their personal computer, then attaching those files as .pdfs to an email. They will submit their work to the *Art of Argument* Schoology assignment page (access granted after enrollment is secured).

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## **ABOUT THE INSTRUCTOR**

**Andy Newman** calls western Nebraska home, the borderland where Midwest and West shake hands. There he has taught literature, composition, history, journalism, and humanities at the high school and college levels for twenty years. He has long been drawn to classical Christian education. And he is as excited as he is thankful to now be fully in its orbit and looks forward to working with students in the humanities, rhetoric, and logic. His education is varied, having earned master's degrees in history and English from the University of Wyoming and the University of Nebraska at Omaha, respectively. Most recently, he earned a MTh in Applied Orthodox Theology from the Antiochian House of Studies and an MA in Biblical Theology from John Paul the Great Catholic University, and, in fall of 2021, completed the coursework for the PhD in Humanities from Faulkner University and has begun work on the dissertation. A tonsured Reader, he is active in parish ministry at Assumption Orthodox Christian Church in Bayard, Nebraska, and is in the process to be ordained to the priesthood.