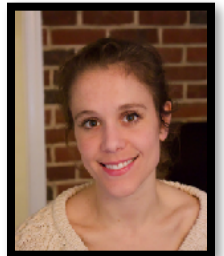




The Art of Argument *An Introduction to the* *Informal Fallacies*



A Yearlong Writing Intensive Course
2018 - 2019

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, thesis statement and evidence, and alpha-numeric outlining.

Please note: Students enrolled in this course will complete not only the text, but also **seven** one-page writing assignments and **one** three-page writing assignment, thus earning this course the distinction of being a writing intensive course. Students who complete this course earn 1 high school course credit.

Instructors: Instructor: Jimmy Schambach and Emily Gerard

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ART OF ARGUMENT 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

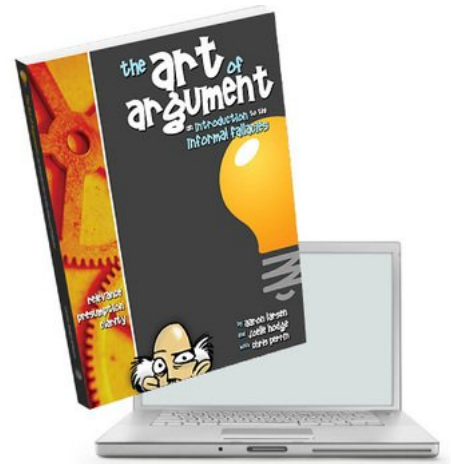
1. Teacher-led Source Analysis & Teacher-led Discussion
2. Response Paper #1
3. Teacher-led Source Analysis & Teacher-led Discussion
4. Response Paper #2
5. Independent Source Research & Student-led Discussions
6. Final Essay (3 page paper)

REQUIRED COURSE TEXT:

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:

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.



THE ART OF ARGUMENT COURSE DESCRIPTION:

As 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 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 are:

1. Similarities and Differences between Inductive and Deductive Logic
2. Propaganda/Non-argumentative persuasion/Legitimate (tho 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 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.

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.

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. Students should be active listeners during class time. They should be thoughtfully engaged with both each other and the teacher. All students should be viewing the class via Zoom on their computers and should not be browsing the internet. Young scholars should approach class time as an opportunity to grow in fellowship as the class journeys together to obtain knowledge.

2. 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. Students should come to class prepared—having done any necessary reading or writing ahead of time. They should also come mentally prepared—ready to focus on the material being presented. Students should arrive to the Zoom meeting on time and if they are late should respectfully listen to try to understand where the class is in relation to the text and should wait patiently for the teacher and classmates to finish their current task, which is when the teacher will catch the student up. Students should come prepared with the necessary technology, as well as their Writing & Rhetoric Texts. Homework should be uploaded to Schoology before class begins. Students should try to develop the virtue of constancy by remaining focused and diligent and pushing away even “good” distractions that would inhibit learning and mastery.

3. Self-Monitoring: Students should continually develop self-monitoring skills. Students who successfully self-monitor can evaluate their own performance. They are able to see both their own strengths and their own weaknesses. Self-monitoring students are the ones who determine which problems they can work through on their own and where they need peer, teacher, or parent support.

4. Task Initiation: One who is able to recognize when it is time to begin working and is able to do so without procrastination. A student who can initiate tasks easily adjusts from the whole-class Zoom to a breakout room while still maintaining a scholarly attitude.

5. Problem Solving: A student with well-developed problem solving skills is ready and willing to press through, even when he is unable to successfully solve the problem on the first try. Good writing involves problem-solving skills. It involves perseverance and looking at a story from a new perspective.

6. 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. Throughout *The Art of Argument*, students will be asked to revise their writing and re-write it according to the teacher feedback. Pupils who employ critiques well will learn from this advice and also glean information from the live class critiques of fellow students and note mistakes to avoid by learning from others. Students should have an attitude of humility when receiving critiques. They should view class as an opportunity to grow and to develop their God-given talents. Students should be happy for the successes of their peers, even if the gifts and capacities of their classmates surpass their own

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)..

As the teacher I can assign the following grades to each 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. The hope is that this system of grading will aid both the student and the instructor in assessing an individual pupil's journey toward mastery.

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. Additionally, I will provide a transcript of 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: ASSIGNMENTS, TYPES & WEIGHTS

Mrs. Gerard 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 Writing & Rhetoric course page.

Student's grades will be comprised of:

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

STUDENT EVALUATION: ACADEMIC DISHONESTY

Students will often take assessments or complete writing assignments 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. A plagiarized assignment will result in a failing grade.

THE VIRTUAL CLASSROOM:

We will be using the 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 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. They will submit their work to the *Writing & Rhetoric Year 1* Schoology assignment page (access granted after enrollment is secured).

ABOUT THE INSTRUCTOR:

Emily Gerard was first immersed in the world of classical education as a young student, and this early exposure sparked a passion for the classics and for classical learning that has carried her through her undergraduate education, graduate education, and through her teaching career. She holds a BA in Political Science and Philosophy from Gordon College and an MA in Government from The Johns Hopkins University. Both of these degrees were attained summa cum laude. She has taught Philosophy, Rhetoric, and Latin for the past five years, most recently at Logos Academy, a classical school in downtown York, Pennsylvania. Mrs. Gerard currently lives in York with her husband, their young daughter, and a border collie.

Jimmy Schambach holds a Master of Divinity from Regent University, and a BA in Theology and Philosophy from Evangel University. Currently, he works as the Executive Director of a faith-based, non-profit organization called M28 Ministry, which operates out of Harrisburg, PA. In his past, Jimmy worked as a Youth and Young Adult Pastor at a large church in Indianapolis, IN. Since his time in college, Jimmy has grown in his love for Philosophy, Logic, and Theology. He has taught in many settings over the years and looks forward to teaching as part of Scholé Academy. Jimmy and his wife, Tristin, live in Camp Hill, PA, where they are expecting their first child in March 2018.