

Suggested Schedule

The Art of Argument Revised Edition



This suggested schedule is based on a 32-week school year. We recommend that *The Art of Argument* is taught a minimum of 2 days per week, for a total of 64 sessions in a year. The following provides a recommended schedule for 64 sessions, as well as notes regarding what sessions could be skipped to reduce the number of required sessions to as few as 46, if needed.

Total mandatory days of coursework = 46

Total optional project or review days = 18

The schedule is organized by session and divided into what should be completed in class and what should be assigned as required homework, which will be due the following class session. Optional extension exercises are indicated in orange.

FOR THE TEACHER: LOOKING AHEAD

These sections are prompts that are to be used in combination with the teacher's notes included in *The Art of Argument Teacher's Edition*. Note: Not every session will have a For the Teacher section.

Recommended Resources:

- Each student should have his or her own copy of the revised edition of *The Art of Argument Student Edition*
- Each teacher should have his or her own copy of *The Art of Argument Teacher's Edition (AA TE)*, which contains all of the student text as well as robust resources, including additional explanations, supplemental resources and examples, pedagogical suggestions, alerts for common student pitfalls, answers to chapter exercises, and chapter and unit tests with their respective answer keys.
- Each student should have access to *The Art of Argument Video*, available at www.ClassicalAcademicPress.com.
- *The Art of Argument Teacher's Edition* does not include a chapter 2 test. To rectify this error, we created a digital packet that contains all the tests and quizzes you'll need to complete the class. This downloadable PDF will be included with your purchase of the *AA TE* and will be accessible in your My Library account.

Throughout the **For the Teacher: Looking Ahead** sections, teachers will find references to other texts that could be used as supplements to or in conjunction with *The Art of Argument*. These products, all of which can be found at www.ClassicalAcademicPress.com, include:

- *The Art of Argument Video (AA Video)*
- *The Argument Builder (AB)*
- *The Discovery of Deduction (DD)*
- *Writing & Rhetoric Book 4: Chreia & Proverb (W&R4)*
- *Writing & Rhetoric Book 5: Refutation & Confirmation (W&R5)*
- *Writing & Rhetoric Book 6: Commonplace (W&R6)*
- *Writing & Rhetoric Book 7: Encomium & Vituperation (W&R7)*
- *Writing & Rhetoric Book 8: Comparison (W&R8)*

Before the First Day of Class:

The teacher should review the table of contents and then the Note to Teachers in the *AA TE*, pages A–D. Then the teacher should review this schedule and prepare a syllabus for the class. For suggestions regarding building a syllabus, see the Syllabus Suggestions PDF provided on the Support tab of *The Art of Argument (AA)* product page at www.ClassicalAcademicPress.com.

Session	In Class	Required Homework Assignment (due the following class session)
	<ul style="list-style-type: none"> • Provide books to students. • Overview of what Logic is: Read together in class “Let’s Argue” and “Fight Fair!” pages vii, 1–5. Complete the questions together as a class. 	<ul style="list-style-type: none"> • pp. 6–14: Read Critical Thinking as a Way of Life and complete all exercises.
Session 1	<p>FOR THE TEACHER: LOOKING AHEAD</p> <hr/> <p>In Common Topic 1 of <i>AB</i> (pages 18–39), students learn the proper use of definitions. Though few students studying <i>AA</i> will have already studied <i>AB</i>, it might be a helpful resource for teachers to aid students in better understanding how definitions can and should be used as a part of an argument, as well as in building a tight thesis statement, understanding etymologies, etc. If students realize how important it is to learn to build good definitions and how they will be used outside of this logic text, it might help them take learning this valuable skill more seriously. As their teacher, you might have to help them see the relevance of definition building and why it is a significant focus in <i>AA</i>.</p> <p>If you are a teacher who also teaches formal logic to your students, you might appreciate seeing some points of overlap between the content introduced in <i>AA</i> and that of <i>DD</i>. As you know, logic is both the art and science of reasoning. Together, both books constitute a full introductory course in logic, with one focusing on logic as an “art,” and the other focusing on logic as a “science.” The following note might be useful for a teacher who teaches both courses, or who has an understanding of both informal and formal logic. If you are not familiar with formal logic, you can omit this reference as it will probably introduce more questions than immediate, practical tools for your <i>AA</i> lessons.</p> <p>In <i>DD</i> unit IV Terms and Definitions (starting on p. 239), the crafting and building of definitions is discussed at length and in far more detail than what students will need to implement in <i>AA</i>. Still, if the teacher would benefit from reviewing the concept of definitions, this section of <i>DD</i> would be a valuable resource.</p>	

Session	In Class	Required Homework Assignment (due the following class session)
Session 2	<ul style="list-style-type: none"> • Discuss the goals and aims for the class now that the students have read the introductory information. This would also be a very good time to discuss the concept of appropriate definition and the expectations you will have for their learning how to define their terms. • Ask the student questions, such as: <ul style="list-style-type: none"> • How do they respond to the course as it is laid out? • How will learning the skills associated with a course in logic better prepare them to live and engage with the world, their friends, their families, etc.? • What are they most nervous about? • Review Critical Thinking as a Way of Life together in class. 	<ul style="list-style-type: none"> • p. 15: Study the argumentative persuasion fallacy tree. • pp. 16–21: Read Formal vs. Informal Logic. • pp. 22–25: Complete all the exercises.
<p>FOR THE TEACHER: LOOKING AHEAD</p> <p>The teacher will want to be sure to note that the Formal vs. Informal Logic reading will introduce some very basic ideas about formal logic (which is not covered in this book). The teacher may want to read these pages well in advance of the following class period to be sure that student questions and additional explanations can be given with confidence.</p> <p>For a more in-depth review of formal and informal logic, the teacher of <i>AA</i> can refer to <i>DD</i>.</p>		
Session 3	<ul style="list-style-type: none"> • Discuss formal and informal logic. • pp. 26–29: Read the Dialogue on Logic and Propaganda. • Spend some time reviewing the argumentative persuasion fallacy tree on p. 15. • Review the exercises assigned for homework. • Provide a peek ahead by looking at the weak arguments fallacy tree on p. 32. Do students see how the fallacies they will be studying fit into the larger view of argumentative persuasion? • Briefly introduce what students will be reading for homework and how that fits into the weak arguments fallacy tree they have just discussed. 	<ul style="list-style-type: none"> • pp. 30–31: Complete the exercises after the dialogue. • pp. 32–38: Read Unit I: Relevance and Finding the Main Issue. . . .

Session	In Class	Required Homework Assignment (due the following class session)
Session 4	<ul style="list-style-type: none"> • pp. 34–36: Read and review together the fallacy definitions. • Ask students how they respond to those overview definitions. Do they recognize any of them? • p. 37: Spend some time thinking about Finding the Main Issue and Asking the Right Questions. • p. 38: Begin to stress the important questions included on this page. You'll be coming back to these questions all year long. • pp. 38–41: Read the Dialogue on Winning an Argument. 	<ul style="list-style-type: none"> • p. 42: Read Chapter 1: Ad Fontem Arguments introduction. • pp. 43–46: Read Fallacy 1: Ad Hominem Abusive. • p. 47: Do the fallacy discussion. • pp. 48–51: Read Fallacy 2: Ad Hominem Circumstantial • p. 52: Do the fallacy discussion. • <i>AA Video</i>: Watch Fallacies 1 and 2.
	<p style="text-align: center;">FOR THE TEACHER: LOOKING AHEAD</p> <p>In <i>W&R7</i>, students learn encomium (praise) and vituperation (blame). Students learning the <i>ad hominem</i> fallacies would benefit from learning the difference between vituperation and constructing a fallacious argument that stresses the potentially negative qualities or characteristics of an individual. Have students consider these questions:</p> <ul style="list-style-type: none"> • What's the difference between a legitimate vituperation and an <i>ad hominem</i> abusive or <i>ad hominem</i> circumstantial fallacy? • When is it OK to blame someone for his or her actions? • When is it OK to hold an individual accountable for his or her unwise choices? • When does addressing qualities and characteristics constitute an <i>ad hominem</i> attack? 	

Session	In Class	Required Homework Assignment (due the following class session)
Session 5	<ul style="list-style-type: none"> Review the assigned reading and examples, as well as the homework questions. Review the difference between vituperation and <i>ad hominem</i> attacks. Consider reviewing <i>W&R7</i> content, which students may have already studied. 	<p>Short Paper Assignment:</p> <p>Students should pick to write either two dialogues, two newspaper articles, or two scripts for a verbal news report. In the first dialogue, article, or script, they would write a legitimate vituperation of a particular individual. In the second dialogue, article, or script, students would attack their opponent with fallacious <i>ad hominem</i> abusive and <i>ad hominem</i> circumstantial attacks. Students should include an explanation of why one dialogue, article, or script is legitimate and the other is fallacious, possibly showing why one might even be necessary, while the other is a distraction from the issue at hand.</p> <p>Grade these submissions primarily for the content and the analysis. A student should not fail the assignment because of poor sentence structure, syntax, etc. The primary issue here is that students understand the nuance of difference between these two issues: vituperation as a valid means of critique and blame vs. <i>ad hominem</i> fallacies as a distraction from the main issue.</p> <p>This extension assignment could be omitted, which would reduce the necessary sessions by 1.</p>
Session 6	<ul style="list-style-type: none"> Student papers should be submitted. You may want to spend some time allowing students to read their projects to the group. Highlight a few of the papers for class discussion. 	<ul style="list-style-type: none"> pp. 53–55: Read Fallacy 3: Tu Quoque. p. 56: Do the fallacy discussion. <i>AA Video</i>: Watch Fallacy 3. <p style="text-align: center;">FOR THE TEACHER: LOOKING AHEAD</p> <p>In <i>W&R8</i> students learn the art of writing comparison essays. There are several fallacies that are so similar to one another that students get bogged down and don't understand what makes the two fallacies different from one another. Review the basics for writing a compare/contrast essay from <i>W&R8</i>. An essay opportunity will be coming up after the genetic fallacy is introduced.</p>
Session 7	<ul style="list-style-type: none"> Review the assigned reading and examples, as well as the homework questions. 	<ul style="list-style-type: none"> pp. 57–60: Read Fallacy 4: Genetic Fallacy. <i>AA Video</i>: Watch Fallacy 4.

Session	In Class	Required Homework Assignment (due the following class session)
Session 8	<ul style="list-style-type: none"> Review the differences between <i>ad hominem</i> circumstantial fallacies and genetic fallacies. 	<p>Compare/Contrast Essay Assignment: In this essay, students should highlight the similarities and distinctive characteristics of <i>ad hominem</i> circumstantial fallacies, and genetic fallacies.</p> <p>Grade these submissions primarily for the content and the analysis. A student should not fail the assignment because of poor sentence structure, syntax, etc. The primary issue here is that students understand the nuance of difference between these two fallacies.</p> <p>This extension assignment could be omitted, which would reduce the necessary sessions by 1.</p>
	<p style="text-align: center;">FOR THE TEACHER: LOOKING AHEAD</p> <hr/> <p>On page A of the chapter 1 teacher's notes pages, pay particular attention to teacher's notes B, D, and E.</p>	
Session 9	<ul style="list-style-type: none"> Student papers should be submitted. You may want to spend some time allowing students to read their projects to the group. Highlight a few of the papers for class discussion. 	<ul style="list-style-type: none"> pp. 61–63: Do the chapter 1 review exercises. Students should spend additional time focusing on definition construction, preparing their fallacy journals, and crafting appropriate explanations for why they have assigned a particular fallacy to an argument.
Session 10	<p>Review the assigned homework and review all of chapter 1 fallacies as test preparation.</p> <p>Review students' definition construction and how well they have prepared their fallacy journals and crafted appropriate explanations for why they have assigned a particular fallacy to an argument.</p>	<p>Review all chapter 1 fallacies.</p>
	<p style="text-align: center;">FOR THE TEACHER: LOOKING AHEAD</p> <hr/> <p>In <i>WR6</i>, students learned commonplace, a persuasive essay that attacks or defends certain aspects of human nature. The teacher may want to refer to aspects of this kind of essay development, reminding students of the appropriate ways to argue about human virtue and vice, instead of introducing emotionally manipulative irrelevancies into an argument. This may be useful when introducing the next chapter on fallacies of emotion.</p>	

Session	In Class	Required Homework Assignment (due the following class session)
Session 11	<p>Chapter 1 Test, found on TE pages A–B in the back of AA TE.</p>	<ul style="list-style-type: none"> • p. 64: Read Chapter 2: Appeals to Emotion introduction.
	<p style="text-align: center;">FOR THE TEACHER: LOOKING AHEAD</p> <hr/> <p>It might be appropriate to consider having the students write a compare/contrast essay or create a bullet list that shows the similarities and differences between the emotions of fear and pity. Have them consider the following questions:</p> <ul style="list-style-type: none"> • How are they alike? • How are the distinctive? • What are some ways to tell the difference? <p>The teacher may want to begin to consider these ideas before introducing fallacy 5 (appeal to fear) and fallacy 6 (appeal to pity).</p>	
Session 12	<ul style="list-style-type: none"> • pp. 65–69: In class, read together as a class the Dialogue on Appeals to Emotion. • Discuss appeals to emotion. Prompt students as needed with the following questions: <ul style="list-style-type: none"> • What are they? • What are appropriate uses and times to express our feelings and emotions? • When is it inappropriate to express them? • Why can the introduction of emotions be considered a fallacy and an irrelevancy? 	<ul style="list-style-type: none"> • pp. 70–71: Read Fallacy 5: Appeal to Fear. • pp. 71–74: Do the exercises and fallacy discussion. • pp. 75–77: Read Fallacy 6: Appeal to Pity. • pp. 78–79: Do the fallacy discussion. • <i>AA Video</i> Watch Fallacies 5 and 6.
	<p style="text-align: center;">FOR THE TEACHER: LOOKING AHEAD</p> <hr/> <p>It might be appropriate to consider having students write a compare/contrast essay or bullet list showing the similarities and differences between the emotions of appealing to the mob and appealing to the snob. Prompt students with the following: In some ways, we all want to be a part of a group, we all aspire to be included in a “mob.” In some ways, we individually (or collectively) want to know that we are distinctive from others, that we are set apart in some way. How are the mob appeal and snob appeal fallacies alike? How are they distinctive? What are some ways to tell the difference?</p> <p>The teacher may want to begin to consider these ideas before introducing fallacy 7 (mob appeal) and fallacy 8 (snob appeal).</p>	

Session	In Class	Required Homework Assignment (due the following class session)
Session 13	<ul style="list-style-type: none"> Review the assigned readings, exercises, and homework together in class. Include any extension exercises included in the teacher's notes. Compare and contrast fear and pity: how are they alike and different? 	<ul style="list-style-type: none"> pp. 80–83: Read Fallacy 7: Mob Appeal. pp. 85–87: Read Fallacy 8: Snob Appeal. <i>AA Video</i>: Watch Fallacies 7 and 8. pp. 88–89: Do the cumulative fallacy worksheet.
	<p>FOR THE TEACHER: LOOKING AHEAD</p> <p>In Common Topic 2 of <i>AB</i> (pp. 40–71) students learn the proper use of testimony (employing appropriate examples, statistics, authority, proverbs, testimonials, and holy texts). Though, as previously noted, few students taking <i>AA</i> will have already studied <i>AB</i>, it might be a helpful resource for teachers to brush up on appropriate use of authorities (connecting to fallacy 9, appeal to illegitimate authority) and examples and statistics (connecting to fallacy 25, fallacy of precision). Chapters 5 and 6 of <i>AB</i> discuss examples and statistics, and chapters 7 and 8 cover a variety of other appeals to testimony. The teacher may want to dig into these ideas and consider them before introducing fallacy 9 (appeal to illegitimate authority).</p>	
Session 14	<ul style="list-style-type: none"> Review the assigned reading and examples, as well as the homework questions. Include any extension exercises contained in the teacher's notes. Discuss the appropriate and inappropriate ways of using our emotions (fear, pity, mob appeal, and snob appeal). Ask students how these emotions might be used in relevant ways. Discuss inappropriate uses of the same emotions as manipulation. Chapter 2 Mid-Chapter Quiz, found on TE pages C–D in the back of <i>AA TE</i>. 	<ul style="list-style-type: none"> pp. 90–96: Read Fallacy 9: Appeal to Illegitimate Authority. pp. 97: Do the fallacy discussion. <i>AA Video</i>: Watch Fallacy 9.
Session 15	<ul style="list-style-type: none"> Review the assigned reading and examples, as well as the homework questions. Discuss appropriate and inappropriate use of authorities. What kinds of authority are valuable and necessary? What kinds of authority are misplaced? Include any extension exercises included in the teacher's notes. 	<ul style="list-style-type: none"> pp. 98–101: Read Fallacy 10: Chronological Snobbery. <i>AA Video</i>: Watch Fallacy 10. pp. 102–104: Do the chapter 2 review exercises. pp. 105–106: Do the cumulative fallacy worksheet. Students should spend additional time focusing on definition construction, preparing their fallacy journals, and crafting appropriate explanations for why they have assigned a particular fallacy to an argument.

Session	In Class	Required Homework Assignment (due the following class session)
Session 16	<ul style="list-style-type: none"> Review the assigned reading and examples, as well as the homework questions for chronological snobbery. Then review all of the fallacies in chapter 2, reviewing the chapter 2 review exercises together and also the cumulative fallacy exercises. Review students' definition construction and how well they have prepared their fallacy journals and crafted appropriate explanations for why they have assigned a particular fallacy to an argument. 	<ul style="list-style-type: none"> Review all chapter 2 fallacies.
Session 17	<p>Chapter 2 Test, available in the AA TE PDF packet.</p>	<ul style="list-style-type: none"> p. 107: Read Chapter 3: Red Herrings introduction. pp. 108–111: Read Fallacy 11: Appeal to Ignorance. pp. 111–113: Do exercises and fallacy discussion. <i>AA Video</i>: Watch Fallacy 11.
<p>FOR THE TEACHER: LOOKING AHEAD</p> <hr/> <p>The appeal to ignorance fallacy is a complex idea and can manifest itself in several ways. The <i>AA TE</i> has some valuable resources and insights that might be useful for a robust class discussion that will help ensure that students master this concept.</p>		
Session 18	<ul style="list-style-type: none"> Discuss red herrings. Ask the following questions: <ul style="list-style-type: none"> How are they fallacies of Relevance? How are they distinct from fallacies of emotion? Review the assigned readings, examples, and exercises. Include any extension exercises contained in the teacher's notes. 	<ul style="list-style-type: none"> pp. 114–117: Read Fallacy 12: Irrelevant Goals or Functions. pp. 118–121: Read Fallacy 13: Irrelevant Thesis. pp. 122: Do fallacy discussion. <i>AA Video</i>: Watch Fallacies 12 and 13.
<p>FOR THE TEACHER: LOOKING AHEAD</p> <hr/> <p>The irrelevant goals and functions fallacy and the irrelevant thesis fallacy often get confused by students. Teachers should carefully read teacher's note C on chapter 3 TE page B.</p>		

Session	In Class	Required Homework Assignment (due the following class session)
Session 19	<ul style="list-style-type: none"> • Spend time discussing the irrelevant goals and functions and irrelevant thesis fallacies. Ensure students know how they are alike (both are red herrings, both are fallacies of relevance), but both distinct from one another. • Include any extension exercises contained in Teacher's Notes 	<p>Compare/Contrast Essay Assignment: Because the irrelevant goals and functions and irrelevant thesis fallacies are so often confused and pose difficulties for students, it might be a good idea to ask students to write a short compare/contrast paper that includes:</p> <ul style="list-style-type: none"> • definitions • explanations • examples • discussion of how they are alike and different from one another <p>Grade these submissions primarily for the content and the analysis. A student should not fail the assignment because of poor sentence structure, syntax, etc. The primary issue here is that students understand the nuance of difference between these two fallacies.</p> <p>This extension assignment could be omitted, which would reduce the necessary sessions by 1.</p>
<p>FOR THE TEACHER: LOOKING AHEAD</p> <p>In <i>WR5</i>, students were introduced to the value of learning how to refute an opponent's argument. There is an appropriate way to identify an opponent's argument, describe it correctly, and then begin to break it down through appropriate refutation. It might be useful for the teacher to review these appropriate means of framing an opponent's argument before introducing students to fallacy 14 (straw man).</p>		
Session 20	<ul style="list-style-type: none"> • Student papers should be submitted. • You may want to spend some time allowing students to read their projects to the group. • Highlight a few of the papers for class discussion. 	<ul style="list-style-type: none"> • pp. 123–127: Read Fallacy 14: Straw Man. • <i>AA Video</i>: Watch Fallacy 14.

Session	In Class	Required Homework Assignment (due the following class session)
Session 21	<ul style="list-style-type: none"> • Discuss straw man fallacies, reviewing the reading and assigned exercises. 	<p>Short Paper Assignment:</p> <p>Students should pick to write either two dialogues, two newspaper articles, or two scripts for a verbal news report. In the first dialogue, article, or script, they would write a legitimate refutation of an opponent's argument. In the second dialogue, article, or script, students would employ the straw man fallacy and introduce a weak, inaccurate, distorted, and essentially irrelevant response to an opponent's argument. Students should include an explanation of why one dialogue, article, or script is legitimate and the other is fallacious, possibly showing why one might even be necessary, while the other is a distraction from the issue at hand.</p> <p>Grade these submissions primarily for the content and the analysis. A student should not fail the assignment because of poor sentence structure, syntax, etc. The primary issue here is that students understand the nuance of difference between these two issues: there are necessary and appropriate ways to frame an opponent's argument and refute it; and then there is a fallacious way to frame an opponent's argument by employing the straw man fallacy.</p> <p>This extension assignment could be omitted, which would reduce the necessary sessions by 1.</p>
Session 22	<ul style="list-style-type: none"> • Student papers should be submitted. • You may want to spend some time allowing students to read their projects to the group. • Highlight a few of the papers for class discussion. 	<ul style="list-style-type: none"> • pp. 128–130: Do the chapter 3 review exercises. • pp. 131–132: Do the cumulative fallacy worksheet. • Students should spend additional time focusing on definition construction, preparing their fallacy journals, and crafting appropriate explanations for why they have assigned a particular fallacy to an argument.
Session 23	<ul style="list-style-type: none"> • Review the chapter 3 review exercises and the cumulative fallacy worksheet. • Review students' definition construction and how well they have prepared their fallacy journals and crafted appropriate explanations for why they have assigned a particular fallacy to an argument. 	<ul style="list-style-type: none"> • Review all chapter 3 fallacies.

Session	In Class	Required Homework Assignment (due the following class session)
Session 24	Chapter 3 Test, found on TE pages E–H in the back of AA TE.	<ul style="list-style-type: none"> Review all unit 1 fallacies. Students should spend additional time focusing on definition construction, preparing their fallacy journals, and crafting appropriate explanations for why they have assigned a particular fallacy to an argument.
Session 25	<ul style="list-style-type: none"> Review all the fallacies in unit 1. Review students' definition construction and how well they have prepared their fallacy journals and crafted appropriate explanations for why they have assigned a particular fallacy to an argument. 	<ul style="list-style-type: none"> Review all unit 1 fallacies.
	Unit 1 Exam, found on TE pages I–N in the back of AA TE.	<ul style="list-style-type: none"> pp. 133–138: Read Unit 2: Presumption introductory materials. p. 143: Read Chapter 4: Fallacies of Presupposition.
Session 26	<p style="text-align: center;">FOR THE TEACHER: LOOKING AHEAD</p> <p>The following note might be useful for a teacher who teaches both formal and informal logic:</p> <p>In preparation for studying fallacy 15 (begging the question, often referred to as circular reasoning), teachers may find it helpful to review <i>DD</i> Lesson 8.2. In this lesson, students learn some of the rules used to test formal arguments for validity. There are 7 rules for determining the validity of a formal argument (also known as a syllogism). Rule 2 states that the middle term of the argument cannot be in the conclusion. Essentially, that means it is not proper to use the conclusion as one of the reasons (or premises) for an argument. A begging the question fallacy assumes the very thing that it is attempting to prove. Students can then see one place where formal and informal logic overlap with one another. Studying Rule 2 from formal logic provides students with some insights into <i>why</i> the informal fallacy of begging the question (circular reasoning) is, in fact, a fallacy.</p>	

Session	In Class	Required Homework Assignment (due the following class session)
Session 27	<ul style="list-style-type: none"> • pp. 138–142: Read together the Dialogue on Hiding in Plain Sight . . . Developing Your X-ray Vision. • p. 15: Go back and spend some time reviewing the argumentative persuasion fallacy tree. • p. 136: Look at the weak arguments fallacy tree. Ask students if they see how the fallacies they will be studying fit into the larger view of argumentative persuasion. • pp. 136–137: Review together the fallacy definitions. Ask students how they respond to those overview definitions. Do they recognize any of them? • Spend some time thinking about Finding the Main Issue and Asking the Right Questions (see p. 37). • Include any extension exercises contained in the teacher’s notes. 	<ul style="list-style-type: none"> • pp. 144–148: Read Fallacy 15: Begging the Question. • pp. 149–150: Do the fallacy discussion. • <i>AA Video</i>: Watch Fallacy 15.
Session 28	<ul style="list-style-type: none"> • Discuss Begging the Question and all four of the Begging the Question types. Ask students: • How are they fallacies of Presumption? • What is the unique characteristic that makes them all similar? • How are they different from one another? • Review the assigned reading and examples, as well as the homework questions. • Include any extension exercises contained in the teacher’s notes 	<ul style="list-style-type: none"> • pp. 151–152: Read Fallacy 16: Bifurcation. • pp. 153–155: Do the exercises • <i>AA Video</i>: Watch Fallacy 16.
Session 29	<ul style="list-style-type: none"> • Review the assigned reading and examples, as well as the homework questions. • Include any extension exercises contained in the teacher’s notes. • pp. 156–159: Read together in class the Dialogue on Presumption. • p. 159: Complete the fallacy discussion together as a class. 	<ul style="list-style-type: none"> • pp. 160–161: Read Fallacy 17: Fallacy of Moderation. • pp. 162–163: Do the exercises. • pp. 164–166: Read Fallacy 18: Is–Ought Fallacy. • pp. 166–167: Do the fallacy discussion. • <i>AA Video</i>: Watch Fallacy 17.
<p>FOR THE TEACHER: LOOKING AHEAD</p> <hr/> <p>Coming up next are the final two fallacies in chapter 4 (composition and division), and then the first two fallacies in chapter 5 (hasty generalization and sweeping generalization). The teacher will want to refer to the <i>AA TE</i> for additional preparation. The pairs of these two fallacies can each be confusing, and the combination of all four of them can be even more so.</p>		

Session	In Class	Required Homework Assignment (due the following class session)
Session 30	<ul style="list-style-type: none"> Review the assigned reading and examples, as well as the homework questions. Include any extension exercises contained in the teacher's notes. 	<ul style="list-style-type: none"> pp. 168–171: Read Fallacy 19: Fallacy of Composition. pp. 172–174: Read Fallacy 20: Fallacy of Division. p. 175: Do the fallacy discussion. <i>AA Video</i>: Watch Fallacies 19 and 20.
Session 31	<ul style="list-style-type: none"> Review the assigned reading and examples, as well as the homework questions. Include any extension exercises contained in the teacher's notes. Spend some additional time working with the fallacies of composition and division, getting a solid foundation before introducing hasty generalization and sweeping generalization when you begin chapter 5. 	<p>Compare/Contrast Essay Assignment:</p> <p>Because the composition and division fallacies are so often confused and pose difficulties for students, it might be a good idea to ask students to write a short compare/contrast paper that includes:</p> <ul style="list-style-type: none"> definitions explanations examples discussion of how they are alike and different from one another <p>Have students pay particular attention to the chart on the bottom of p. 169. The goal in writing this compare/contrast essay is to ensure students understand:</p> <ul style="list-style-type: none"> What a collective whole is and that it is made up of individual parts. The type of reasoning (whole-to-part <i>or</i> part-to-whole) that is required when building an argument of composition or division both correctly and fallaciously. <p>Grade these submissions primarily for the content and the analysis. A student should not fail the assignment because of poor sentence structure, syntax, etc. The primary issue here is that students understand the nuance of difference between these four fallacies.</p> <p>This extension assignment could be omitted, which would reduce the necessary sessions by 1.</p>
Session 32	<ul style="list-style-type: none"> Student papers should be submitted. You may want to spend some time allowing students to read their projects to the group. Highlight a few of the papers for class discussion. 	<ul style="list-style-type: none"> pp. 176–181: Do the chapter 4 review exercises. pp. 182–184: Do the cumulative fallacy worksheet. Students should spend additional time focusing on definition construction, preparing their fallacy journals, and crafting appropriate explanations for why they have assigned a particular fallacy to an argument.

Session	In Class	Required Homework Assignment (due the following class session)
Session 33	<ul style="list-style-type: none"> • Review the assigned homework questions. • Include any extension exercises contained in the teacher's notes. • Review all chapter 4 fallacies. • Review students' definition construction and how well they have prepared their fallacy journals and crafted appropriate explanations for why they have assigned a particular fallacy to an argument. 	<ul style="list-style-type: none"> • Review all chapter 4 fallacies.
Session 34	<p>Chapter 4 Test, found on TE pages O–T in the back of <i>AA TE</i>.</p>	<ul style="list-style-type: none"> • pp. 185–187: Read Chapter 5: Fallacies of Induction introductory materials and complete exercises. • pp. 188–191: Read Fallacy 21: Hasty Generalization (Converse Accident). • <i>AA Video</i>: Watch Fallacy 21.
<p>FOR THE TEACHER: LOOKING AHEAD</p> <hr/> <p>Coming up next are the first 2 fallacies in chapter 5 (hasty generalization and sweeping generalization). The teacher will want to refer to the <i>AA TE</i> for additional preparation. The pairs of these two fallacies, again, are often confusing for students. Students can also have difficulty understanding how to differentiate them from the fallacies of composition and division.</p>		

Session	In Class	Required Homework Assignment (due the following class session)
	<ul style="list-style-type: none"> Review the assigned reading and examples, as well as the homework questions. Include any extension exercises contained in the teacher's notes. Spend some additional time discussing hasty generalization before going back and discussing how it is similar to the chapter 4 fallacy of composition. 	<ul style="list-style-type: none"> pp. 192–196: Read Fallacy 22: Sweeping Generalization (Accident). pp. 193–194: Complete the exercises. <i>AA Video</i>: Watch Fallacy 22.
Session 35	<p style="text-align: center;">FOR THE TEACHER: LOOKING AHEAD</p> <hr/> <p>The following note might be useful for a teacher who teaches both formal and informal logic:</p> <p>As students bring together each of these part-to-whole and whole-to-part fallacies (composition, division, hasty generalization, and sweeping generalization), teachers could refer to <i>DD</i> chapter 5, Relationships of Opposition. In this chapter, students study the square of opposition, learning the relationships between particular and universal statements:</p> <ul style="list-style-type: none"> If a universal statement is true (“All trees are plants”), then it would be true to also say that its corresponding particular is true (“That tree in my neighbor’s yard is a plant”). <i>or</i> If we were to say that “No cars are humans” is a true statement, then we could also conclude that the truth of its corresponding particular is true: “That car is not a human.” This is the law of subimplication. As we learned in the square of opposition, the truth of universal statements is also true of their corresponding particular statements. We cannot make the same claim about the truth of all particular statements being carried to their corresponding universal statement. ”My daughter is adopted, therefore all daughters are adopted.” Though that statement may be true ins some cases, the truth of that particular situation is not true in every case. <i>or</i> If we were to say, “My dog is not a Labrador Retriever, therefore no dogs are Labrador Retrievers,” we would also see that the truth of the particular does not follow to the truth of the universal statement. <p>It might be useful for an instructor to telegraph to students where they might be heading in formal logic at some point. Composition, division, hasty generalization, and sweeping generalization all break these rules of subimplication in some way.</p>	

Session	In Class	Required Homework Assignment (due the following class session)
Session 36	<ul style="list-style-type: none"> • Review the assigned reading and examples, as well as the homework questions. • Include any extension exercises contained in the teacher's notes. • Spend some additional time discussing sweeping generalization before going back and discussing how it is similar to the chapter 4 fallacy of division. 	<p>Compare/Contrast Essay Assignment:</p> <p>Because the composition and division fallacies and hasty generalization and sweeping generalization fallacies are so often confused and pose difficulties for students, it might be a good idea to ask students to write a short compare/contrast paper that includes:</p> <ul style="list-style-type: none"> • definitions • explanations • examples • discussion of how they are alike and different from one another <p>Have students pay particular attention to the chart on the bottom of p. 195 and the content on p. 196. The goal in writing this compare/contrast essay is to ensure students understand:</p> <ul style="list-style-type: none"> • What a collective whole is and how that is different from inductive generalizations. • The type of reasoning (whole-to-part <i>or</i> part-to-whole) that is required when building an argument of composition or division both correctly and fallaciously. • The differences and similarities between: <ul style="list-style-type: none"> • composition & division • hasty generalization & sweeping generalization • composition & hasty generalization • division & sweeping generalization <p>Grade these submissions primarily for the content and the analysis. A student should not fail the assignment because of poor sentence structure, syntax, etc. The primary issue here is that students understand the nuance of difference between these two fallacies.</p> <p>This extension assignment could be omitted, which would reduce the necessary sessions by 1.</p>

Session	In Class	Required Homework Assignment (due the following class session)
	<p style="text-align: center;">FOR THE TEACHER: LOOKING AHEAD</p> <p>In Common Topic 3 of <i>AB</i> (pages 72–78), students learn the benefits of arguing by analogy and how they can be an effective tool for constructing a good argument. Though few students studying <i>AA</i> will have already studied <i>AB</i>, it might be a helpful resource for teachers to build an additional framework for teaching the forthcoming lessons about the fallacy of false analogy.</p> <p>In <i>WR5</i>, students are given opportunities to creatively assess and critique narratives by weighing believability/unbelievability, probability/improbability, clarity/lack of clarity, and propriety/impropriety. As students make their way through the fallacies of analogy, false cause, and fake precision, they will begin to see how arguments are often crafted in unbelievable, improbable, or improper ways. Students should understand how to use analogies correctly, how to employ accurate cause-and-effect statements, and how to use data and statistics properly to build strong arguments. They should also see how these tools can be abused to create illogical, fallacious arguments.</p>	
Session 37	<ul style="list-style-type: none"> • Student papers should be submitted. • You may want to spend some time allowing students to read their projects to the group. • Highlight a few of the papers for class discussion. 	<ul style="list-style-type: none"> • pp. 197–200: Read Fallacy 23: False Analogy. • p. 201: Do the fallacy discussion and exercises. • <i>AA Video</i>: Watch Fallacy 23.
	<p style="text-align: center;">FOR THE TEACHER: LOOKING AHEAD</p> <p>As noted above when introducing fallacy 9 (appeal to illegitimate authority), there are a variety of ways that students fold-in testimony as they build their arguments. These ways also include causal connections and the use of data and statistics.</p> <p>In Common Topic 2 of <i>AB</i> (pp. 40–71), students learn the proper use of testimony (employing appropriate examples, statistics, authority, proverbs, testimonials, and holy texts). Though few students studying <i>AA</i> will have already studied <i>AB</i>, it might be a helpful resource for teachers to brush up on the appropriate use of authorities (connecting to fallacy 9, appeal to illegitimate authority) and examples and statistics (connecting to fallacy 25, fallacy of precision). Chapters 5 and 6 of <i>AB</i> discuss examples and statistics, and chapters 7 and 8 cover a variety of other appeals to testimony.</p> <p>The teacher may want to dig into these ideas and consider them before introducing fallacies 24 (false cause) and 25 (fake precision).</p>	
Session 38	<ul style="list-style-type: none"> • Review the assigned reading and examples, as well as the homework questions. • Include any extension exercises contained in the teacher's notes. 	<ul style="list-style-type: none"> • pp. 202–208: Read Fallacy 24: False Cause. • p. 206: Do exercises. • pp. 209–211: Read Fallacy 25: Fake Precision. • p. 211: Do the exercises. • <i>AA Video</i>: Watch Fallacies 24 and 25.

Session	In Class	Required Homework Assignment (due the following class session)
Session 39	<ul style="list-style-type: none"> Review the assigned reading and examples, as well as the homework questions. Include any extension exercises contained in the teacher's notes. 	<p>Short Paper Assignment:</p> <p>Students should pick to write either two dialogues, two newspaper articles, or two scripts for a verbal news report. In the first dialogue, article, or script, they would write a legitimate argument employing appropriate authorities, analogies, causal statements, and data and statistics. In the second dialogue, article, or script, students would introduce the same arguments abusing those same tools. Students should include an explanation of why one dialogue, article, or script is legitimate and the other is fallacious, showing how the poor implementation of these tools weakens arguments.</p> <p>Grade these submissions primarily for the content and the analysis. A student should not fail the assignment because of poor sentence structure, syntax, etc. The primary issue here is that students understand the nuance of difference between the proper use of the tools and their fallacious opposites.</p> <p>This extension assignment could be omitted, which would reduce the necessary sessions by 1.</p>
Session 40	<ul style="list-style-type: none"> Student papers should be submitted. You may want to spend some time allowing students to read their projects to the group. Highlight a few of the papers for class discussion. 	<ul style="list-style-type: none"> pp. 213–216: Do chapter 5 review exercises. pp. 217–218: Do the cumulative fallacy worksheet. Students should spend additional time focusing on definition construction, preparing their fallacy journals, and crafting appropriate explanations for why they have assigned a particular fallacy to an argument.
Session 41	<ul style="list-style-type: none"> Review chapter 5 fallacies and exercises. Review students' definition construction and how well they have prepared their fallacy journals and crafted appropriate explanations for why they have assigned a particular fallacy to an argument. 	<ul style="list-style-type: none"> Review all of the chapter 5 fallacies.
Session 42	<p>Chapter 5 Test, found on TE pages U–Z in the back of AA TE.</p>	<ul style="list-style-type: none"> Review all of the unit 2 fallacies. Students should spend additional time focusing on definition construction, preparing their fallacy journals, and crafting appropriate explanations for why they have assigned a particular fallacy to an argument.

Session	In Class	Required Homework Assignment (due the following class session)
Session 43	<ul style="list-style-type: none"> Review unit 2. Review students' definition construction and how well they have prepared their fallacy journals and crafted appropriate explanations for why they have assigned a particular fallacy to an argument. 	<ul style="list-style-type: none"> Review all of Unit 2 fallacies
	<p>Unit 2 Exam, found on TE pages AA–AG in the back of AA TE.</p>	<ul style="list-style-type: none"> pp. 219–221, top of p. 224: Read Unit 3: Clarity introductory materials.
Session 44	<p style="text-align: center;">FOR THE TEACHER: LOOKING AHEAD</p> <p>The following note might be useful for a teacher who teaches both formal and informal logic:</p> <p>In preparation for studying fallacy 26 (equivocation), teachers may find it helpful to review <i>DD</i> Lesson 8.2, in which students learn some of the rules used to test formal arguments for validity. There are seven rules for determining the validity of a formal argument (also known as a syllogism). Rule 1 states that there are only three terms in a properly organized formal argument. There are a couple of ways that a fourth term can work its way into an argument. One obvious way, of course, is to include a brand-new word. But, a more subtle and often more difficult way to sneak in a fourth term is by inadvertently (or advertently) equivocating on a term. When a speaker shifts the meaning of a word such that he uses it one way initially and then even slightly differently later on in the same argument, equivocation has occurred, and the speaker has introduced a new term into the argument. This weakens both formal and informal arguments.</p>	
Session 45	<ul style="list-style-type: none"> pp. 221–224: Read together the “Dialogue on Clarity . . . Clear as Mud—Why Clarity Is So Important. Go back and spend some time reviewing the argumentative persuasion fallacy tree on p. 15. And then look at the weak arguments fallacy tree on p. 220. Do students see how the fallacies they will be studying fit into the larger view of argumentative persuasion? p. 224: Review together the fallacy definitions. Ask students how they respond to those overview definitions. Do they recognize any of them? Spend some time thinking about Finding the Main Issue and Asking the Right Questions (see p. 37 and p. 221). Include any extension exercises contained in the teacher’s notes. 	<ul style="list-style-type: none"> pp. 225–228: Read Fallacy 26: Equivocation. pp. 229–231: <i>Read</i> the fallacy discussion. Note: Students should not complete the fallacy discussion this time. It will be used as part of the in-class discussion for the next class. They should, however, spend some time thinking about the fallacy of equivocation and how it plays out in the conversation between Anna and Skylar. <i>AA Video:</i> Watch Fallacy 26.
	<p style="text-align: center;">FOR THE TEACHER: LOOKING AHEAD</p> <p>In <i>WR4</i>, students learn the value of incorporating wise sayings, proverbs, pithy sayings, and life stories into their arguments. Students learn the idea of paraphrase, how to employ a quote (or a portion of a quote) correctly, and how to preserve the original meaning of the quote from within its original context. The fallacy of accent, fallacy 27, is often abused by a speaker or writer who distorts quotations, blurring the meaning of excerpts and manipulating their use to obscure the original idea of the text. Teachers may want to review some of these ideas to prepare to introduce the fallacy of accent.</p>	

Session	In Class	Required Homework Assignment (due the following class session)
<p style="text-align: center;">Session 46</p>	<ul style="list-style-type: none"> • Even though the students read the fallacy discussion on equivocation for homework, the class should read it again together as a dialogue, and discuss the issue at hand. With a discussion about the existence of God, students will naturally gravitate toward a debate about the topic rather than focusing on the issue at hand. A guided class discussion will be valuable for helping to separate argument construction (strong or weak) from issue debate (facts and opinions). 	<ul style="list-style-type: none"> • pp. 232–236: Read Fallacy 27: Accent. • <i>AA Video</i>: Watch Fallacy 26.
<p style="text-align: center;">Session 47</p>	<ul style="list-style-type: none"> • Review the assigned reading and examples, as well as the homework questions. Include any extension exercises included in Teacher’s Notes. 	<p>Short Paper Assignment:</p> <p>Students should pick to write either two dialogues, two newspaper articles, or two scripts for a verbal news report. In the first dialogue, article, or script, they would write a legitimate argument employing quotations accurately representing the original meaning of the quoted text. In the second dialogue, article, or script, students would introduce the same arguments, but distort and muddle the original meaning of the text. Students should include an explanation of why one dialogue, article, or script is legitimate and the other is fallacious, showing how employing the fallacy of accent can add to a lack of clarity in an argument.</p> <p>Grade these submissions primarily for the content and the analysis. A student should not fail the assignment because of poor sentence structure, syntax, etc. The primary issue here is that students understand the appropriate and inappropriate use of quotations (as a form of fallacy of accent).</p> <p>This would also be a good time to introduce students to or remind them of the issues surrounding plagiarism (both intended and unintended), proper citations, and inappropriate and appropriate use of generative artificial intelligence. The Owl Purdue Research and Citation Resources page (http://capress.link/aasched01) can be a useful tool to provide to students and families who are new to the ideas of proper citation and citation styles.</p> <p>This extension assignment could be omitted, which would reduce the necessary sessions by 1.</p>

Session	In Class	Required Homework Assignment (due the following class session)
Session 48	<ul style="list-style-type: none"> • Student papers should be submitted. • You may want to spend some time allowing students to read their projects to the group. • Highlight a few of the papers for class discussion. 	<ul style="list-style-type: none"> • pp. 237–239: Read Fallacy 28: Distinction Without a Difference. • p. 240: Do the fallacy discussion. • <i>AA Video</i>: Watch Fallacy 28.
Session 49	<ul style="list-style-type: none"> • Review the assigned reading and examples, as well as the homework questions. • Include any extension exercises contained in the teacher's notes. • Review chapter 6 (unit 3) fallacies. 	<ul style="list-style-type: none"> • pp. 241–243: Do the chapter 6 (unit 3) review. • pp. 244–246: Do the cumulative fallacy worksheet. • Students should spend additional time focusing on definition construction, preparing their fallacy journals, and crafting appropriate explanations for why they have assigned a particular fallacy to an argument.
Session 50	<ul style="list-style-type: none"> • Review chapter 6 (unit 3) fallacies. 	<ul style="list-style-type: none"> • Review all chapter 6 (unit 3) fallacies
Session 51	<p>Unit 3 Exam, found on TE pages AH–AK in the back of <i>AA TE</i>.</p>	<ul style="list-style-type: none"> • Review all fallacies from units 1–3. • Students should spend additional time focusing on definition construction, preparing their fallacy journals, and crafting appropriate explanations for why they have assigned a particular fallacy to an argument.

Session	In Class	Required Homework Assignment (due the following class session)
Session 52	<ul style="list-style-type: none"> Review all fallacies from units 1–3. 	<ul style="list-style-type: none"> Review all fallacies from units 1–3.
	<p>FOR THE TEACHER: LOOKING AHEAD</p> <p>An end-of-year project would be a great way to lift the fallacies outside the confines of the textbook covers and help students use their new skills to engage with the real world. Projects could include any combination of the following:</p> <ul style="list-style-type: none"> Research issues and write short confirmation and refutation essays that employ the use of various forms of testimony (authority, chreias, proverbs, data and statistics) and avoid fallacies of illegitimate authority, accent, precision, analogy, <i>ad hominem</i> and straw man. It might be good to keep these assignments shorter and have students develop more than one so that they can practice and repeat skills to develop mastery. An analysis of news articles (printed, audio, or video) to identify, name, and explain the abuse of fallacies. Students could use the Society of Professional Journalists’ Code of Ethics (http://capress.link/aasched02), which is provided to evaluate whether the analyzed articles were true to the code. Students could also identify which codes correlate to avoiding which logical fallacy. Write and perform Socratic dialogues (modeled after the dialogues in <i>AA</i>) in which Socrates explains means of persuasion and fallacies to avoid. Thinking about the classes coming up behind them, students could go back through the text and consider which fallacy ideas were the easiest and which were most challenging. Then, they could write letters to future students explaining the difficult fallacies, providing examples (with explanations) from their fallacy journals. They could present these to the class in an oral presentation. A classroom debate (avoiding lightning-rod, hot-button political issues) focusing on topics such as limits on screen time, the importance family dinner time, the importance of extracurricular activities, the benefits or problems of social media use, privileges that come with age at school, decreasing the age to get a driver’s license, the benefits of yearround schooling, the importance of an independent student council and giving actual power of decision-making to students, why students should look for ways to serve their school communities, etc. 	
Session 53	<ul style="list-style-type: none"> Review all fallacies from units 1–3. 	<ul style="list-style-type: none"> Review all fallacies from units 1–3. This extra review day could be omitted if students have mastered the fallacies, which would reduce the necessary sessions by 1.
Session 54	Final Exam, found on TE pages AL–AP in the back of <i>AA TE</i>.	<ul style="list-style-type: none"> Introduce end-of-year project.
Sessions 55–64	Sessions 55–64 could be used for an end-of-year project.	The end-of-year project days could be omitted, which would reduce the necessary sessions by 9.