Tree of Life School

"Wisdom is a tree of life to those to those who embrace her."
Proverbs 3:18

Logic I
Course Outline

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Introduction

The aim of this course is equip young minds to think critically in the commercial, political, and social world in which we live. The text is *The Art of Argument* by Chris Larsen and Joelle Hodge. The authors explain and illustrate twenty-eight informal fallacies which are frequently encountered in the media and conversation. The emphasis on practical application will help students to remember and apply these lessons long after the course is completed. The reward will be an improved ability to evaluate arguments and reason well.

How to Work Through The Course

This course has been divided into a **140 day schedule**. This will allow you to follow a **four-day school week** and still complete the course in a normal academic year. The fifth day of each week can be used to catch up on assignments, do extra studying, or simply take the day off from the course. If, however, a five-day school week is more desirable, you are encouraged to pursue this course and will be rewarded by early completion of the material.

One day's work may take anywhere from half an hour to an hour. You will read the lesson in the text and answer the questions if there are any. The *Teacher's Edition* is available for you to check your answers and to make sure you understand the lesson. The chapter reviews and worksheets are very helpful for practise in recognising fallacies and remembering definitions. Also, there is a test for each chapter and unit in the back of the *Teacher's Edition*. Use these for practise. They will be most helpful if you treat them like a real test, and do not peek at the answers until you are all done. Give yourself a mark and take note of what you need to work on. Then, when you are ready for the "real" test, you will find it on the Tree of Life website (see below).

Assignment Expectations

We have prepared a test for each of the six chapters in *The Art of Argument*, a project for each of the three units, and a final exam. These may be found on-line at the Tree of Life website.

The tests are "closed-book", and should be completed within an hour's time-frame. You are not supposed to check your text book, or take several days to do the test. Each test is to be completed on the computer by typing your answers in the blanks. When you are done, save the document, and e-mail it to Tree of Life as an attachment to a message.

The unit projects allow you more freedom. You may look in your textbook or other books, you may discuss with your parents and family, and you may take two weeks or more to complete them. The projects are to be prepared in separate documents rather

than filling in the blanks on a pdf. The completed project may be e-mailed, unless there are newspaper or magazine clippings, in which case you may wish send everything in the postal mail to Tree of Life.

Submitting Assignments for Evaluation

Email:
This is our highly preferred mode of submission, due to low cost and faster return rate of graded assignments.
1. Save each test as a pdf, and each completed project as a Microsoft Word or a Word Perfect document.
2. Name the file with your name, the course name, and the assignment name and/or number. For example, "John Doe_Logic I _ Test 2"
3. Attach each assignment in a **separate email to** evaluation@treeoflifeathome.com **The subject line of your e-mail should be the same as the file name of your assignment.** This helps us organise the work and be sure it gets to the proper evaluator. Don't forget: we need to know who you are and what you are sending us!

Regular mail:
Be sure *all* work is clearly labelled with your full name, course name, and assignment.

Address: Tree of Life
443 Weston Road
Weston, NB
E7K 1B1

Calculating Your Final Grade

Your final mark in the course will be based on the following approximate percentages:

6 chapter tests	35%
3 unit projects	40%
1 final exam	25%

To help keep track of progress, there is an assignment mark sheet at the end of this course outline.

Evaluative Comments and Grades

At the high school level, students are given numerical grades for each of their tests and assignments. We try to be as objective as we can be, but much of what we do is subjective by nature and with several people evaluating work, some will give higher grades than others. (Example: If you happen to be taking four courses from us, you may have a different evaluator for each course.) We make every effort to be on the same page (so to speak) so that there is not a wide disparity in grades from subject to subject

(especially in those areas where much written work is submitted). We also make every effort to communicate to the student what was positive about the assignment and what needs work. If there is a question about a grade or comment on an assignment, we encourage you to communicate this to us. The best way is to send an e-mail or return the assignment with a note attached the next time you send work by mail. This way we can make sure that the evaluator who can best answer your question is notified and can have the opportunity to review the question and assignment and get back to you with what will hopefully be a satisfactory explanation.

DAILY SCHEDULE

To help you plan your work, we provide this schedule. If you try to stay on track, you'll benefit by completing the course in good time, with a sense of accomplishment! It would be best to complete 56 days of work (three chapters) before stopping for Christmas break. Then continue on at a good pace and you'll be finished in the spring.

DAYS 1 to 8 – Take two weeks to study the first section of the textbook, "What is Logic?" Do the exercises. They are essential to help you organize your thoughts and remember what you have read. Use the *Teacher's Edition* to check your answers. Continue doing this throughout the course.

DAYS 9 to 12 – This week study the introduction to Unit 1 "Relevance", and begin chapter 1.

DAYS 13 to 20 – Take two weeks to study the four *ad fontem* arguments. Make sure you understand *ad hominem* abusive, *ad hominem* circumstantial, *tu quoque* (pronounced "tu kwo-kway"), and the genetic fallacy.

DAYS 21 to 23 – Do the chapter 1 review in the textbook, and try the chapter 1 test in the *Teacher's Edition* for practise. Don't peek at the answers until you have finished the test. After you have corrected it (the answers are at the back of the *Teacher's Edition*), you'll know what, if anything, needs more study. Please note that the Tree of Life Test 1 covers material from the very beginning of the textbook to the end of chapter 1.

DAY 24 - When you are ready, do Test 1 on the Tree of Life website using the access code for this course. **E-mail it to Tree of Life for evaluation**.

DAYS 25 to 32 – Take two weeks to study the first four fallacies in chapter 2: appeals to fear, pity, mob and snob. Then try the mid-chapter quiz at the back of the *Teacher's Edition.*

DAYS 33 to 40 – Over the next two weeks, complete chapter 2. You will learn the appeal to illegitimate authority and chronological snobbery.

DAYS 41 to 43 – Take this week to do the chapter review and the cumulative worksheet in the textbook. Then for practise try the test at the back of the *Teacher's Edition* (we'll call it the TE from now on). If after correcting the test you find you need more study, take a day to do that.

DAT 44 - Do Test 2 on the Tree of Life website, and **e-mail it to us for evaluation**.

DAYS 45 to 52 – Take two weeks to work on chapter 3: Red Herrings. Study the appeal to ignorance, irrelevant goals and functions, irrelevant thesis, and the straw man fallacy.

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Assignment	Value	Mark
Test 1	14	
Test 2	17	
Test 3	10	
Unit 1 Project	20	
Test 4	14	
Test 5	10	
Unit 2 Project	30	
Test 6	10	
Unit 3 Project	30	
Final Exam	45	
Total	200	
Final mark as a percentage		