

Curriculum Guide for 7th and 8th Grade Logic

Course Description

Logic is the study and practice of sound reasoning, and on of the four types of knowledge (the others being empirical, authoritative, and intuitive). The two most commonly studied branches of logic are formal and informal logic, and which will comprise the curriculum for this course (though with especial emphasis on informal logic). By studying logic, the student will learn to see false arguments and reason soundly and for themselves. Fallacies (in this case a term for an illogical or irrational argument) will be our primary focus of study, and will deal heavily with analyzing propaganda, advertising, and rhetorical devices. In acquainting themselves with these tools for understanding, the student will be freer in discernment and thought, more easily seeing untruths.

Course Goals

The student that completes this course should have:

1. the ability to see through and refute weak arguments
2. a basic understanding of Socratic dialogue
3. a developed ability to speak and articulate themselves

Essential Themes

Essential themes that will be studied during the course will include the following:

1. psychologically misleading arguments
2. what is a clear argument and what is sound
3. logical extremes

Primary Text

Larsen, Aaron & Joel Hodge. *the Art of Argument*. Camp Hill, PA: Classical Academic Press, 2003.

Additional Texts (selections provided by instructor)

Bluedorn, Nathaniel. *The Thinking Toolbox*. Muscatine, IA: Christian Logic. 2005.

Marcus Tullius Cicero. *Tusculan Disputations*. c. 46 BC.

Aristotle. *Organon*. c. 340 BC.