

Instructional Design Project

A sub-unit on logic

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EDTL 7100

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Rationale

In today's society rhetoric is everywhere. What was once reserved for speeches, newspapers and productions has an inescapable, ubiquitous presence. As today's students mature into young adults, they will be bombarded with thousands of messages that, on a daily basis, urge them to participate in a variety of activities and beliefs. In an election year, the common refrain is "make informed decisions." Thus, in order to be able to process their environment, students must be able to analyze an argument and evaluate its effectiveness.

While not every message attempts to change a student's beliefs or values, one can hardly watch TV for thirty minutes without hearing an entreaty for a particular political figure. Roskelly (2006) claims that the very "*ordinariness* of rhetoric is the single most important reason that teachers must teach it." As high school students prepare for graduation and matriculation into post-secondary education, argument analysis is a vital tool that must be developed. To borrow from Thomas Jefferson, we must teach our students to become well-informed citizens. It is crucial for our students to evaluate sources and speakers and come to educated conclusions in regards to argument effectiveness.

Thus this unit occurs as the second sub-unit within an overall unit on rhetorical analysis. Blending the Constructivist and Behaviorist models that Chiarelott (2006) addressed, this listen will utilize the 5-E Engagement model and challenge students to grapple with the content through exploration and analysis. I chose this particular model, as it is the best fit for my pedagogical approach, which often involves students encountering the material themselves, followed by teacher instruction and extension activities. Particularly timely, this sub-unit will ask students to begin to pay close attention to the world around them and the ways in which they are continually bombarded with manipulated logic. Logical fallacies are present in almost all forms of communication and are simply a distortion of logic. Often done intentionally, logical fallacies prey on the audiences' vulnerabilities and

relies on appeals to emotion or tradition to accomplish an agenda. In order to be well-informed citizens, it is crucial that the students learn not to simply accept all arguments.

And yet, while the new Common Core Standards for English/Language Arts for 11-12th graders insist that students must be able to “apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning,” there is evidence that contends that American society is replete with citizens who are either misinformed or do not care to evaluate the *sources* they encounter. Max Schudson (2000) laments that America has become a country where many are willfully ignorant.

The unit designed within this project is designed as an introductory unit for 11th grade students in an Advanced Placement Language and Composition course and will span six weeks. Because rhetorical analysis stems from Aristotle, the content is organized in a traditional fashion. While the concepts may be traditional, many of the examples and exercises will be current to appeal to the students and their unique experiences. As this is an Advanced Placement course, the curriculum is prescribed by The College Board and is vital for success on the AP examination. Passage of the AP exam results in college credit for many students. This unit is also designed for students at a school with a 1:1 iPad Tablet program.

As outlined briefly above, this unit is one that deals primarily with critical thinking. Students will be challenged to develop their analytical skills and expand their knowledge. Throughout the unit, the students will be required to look at a variety of sources and apply the terms that they have used to analyze the effectiveness of the source’s argument. Starting and ending with Martin Luther King Jr.’s “I Have A Dream” speech, the unit will provide the students with countless opportunities to practice their new skills, through both written and visual examples of rhetoric. Although not every student will go on to become an English major, I believe the strength of this unit lies in its universality; students will learn a

new way to process the information they see every day. Whether in TV commercials or news reports, everything is an argument.

References

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National Governors Association Center for Best Practices, Council of Chief State School Officers (2010). Common core state standards English and Language Arts. Retrieved from http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Roskelly, H (2006). What do students need to know about rhetoric? In *Special Focus in English Language and Composition: Rhetoric*. Retrieved from: http://apcentral.collegeboard.com/apc/members/repository/ap06_englang_roskelly_50098.pdf

Shudson, M (2000). America's ignorant voters. *Wilson Quarterly* 24(2): 1-4.

Learner Outcomes

Knowledge

- ✚ Students will be able to (SWBAT) define and understand rhetoric, speaker, context, message, ethos, pathos and logos
- ✚ SWBAT define the logical fallacies provided in this unit
- ✚ SWBAT define and recognize the literary terms within a text

Comprehension

- ✚ SWBAT give an example of each logical fallacy that we have studied
- ✚ SWBAT comprehend the pervasiveness of rhetoric in society

Application

- ✚ SWBAT to apply their knowledge of rhetoric to a diversity of sources, including speeches, articles and commercials
- ✚ SWBAT demonstrate their knowledge of logical fallacies by identifying them within sources

Analysis

- ✚ SWBAT analyze the ways in which an author uses rhetorical devices and logical fallacies to supplement the argument
- ✚ SWBAT differentiate between effective appeals to the audience and ones that are unfounded
- ✚ SWBAT identify logical fallacies and analyze their purpose within a text

Synthesis

- ✚ SWBAT explain the ways in which various authors utilize rhetorical devices in their texts
- ✚ SWBAT generate their own text, using rhetorical appeals and logical fallacies they have learned

Evaluation

- ✚ SWBAT evaluate the effectiveness of an author's use of ethos, pathos and logos
- ✚ SWBAT compare sources and determine how rhetorical devices are best used in the sources.
- ✚ SWBAT ultimately conclude the overall persuasiveness of a source.

Pre-Assessment: Analyzing the Dream

Time needed: One 45 minute class period

Materials:

- Laptop
- Projector
- Speakers
- Photocopies of the speech

Procedure

1. Teacher will begin with this introduction:

“I am sure that you have all watched and seen Martin Luther King Jr.’s “I Have a Dream” speech. I assume that every time, you have always watched within the context of the Civil Rights Movement and Martin Luther King day.

Today we are going to look at this a bit differently. Using the same speech, we are going to approach it from the framework of rhetorical analysis. Given what you already know about rhetoric, I am going to ask you to watch the speech focusing on the ways in which King appeals to his audience. Use the script in front of you to annotate those specific moments”

2. Students will watch the entirety of the speech while having the transcript in front of them to view.

Video of speech: <http://tinyurl.com/6e5xkfo>

Transcript: <http://tinyurl.com/3yycwh>

3. After the speech, the teacher will ask the students to respond to the following questions, in written format:
 - a. What is King’s primary argument?
 - b. What techniques did King use to reach his audience?
 - c. Are there any moments in which King’s logic seems to be faulty?
 - d. What do you think the purpose of those techniques was? What did it accomplish?
 - e. On the whole, evaluate the effectiveness of King’s speech. Does it effectively accomplish what it set out to do?
4. Teacher will then lead students in a group discussion on the above questions

Lesson 1: What is a Logical Fallacy?

Time Needed: Two 45 minute class periods

Learner Outcomes:

Materials Needed:

1. SmartBoard and projector
2. Laptop
3. Student iPads
4. Dry Erase board and markers
5. Handouts
6. Good attitudes and a sense of humor

Procedure

Engagement (20 minutes)

1. The teacher will begin with the following:

“Have you ever watched a commercial or listened to a debate and wondered “How does that make sense?” What we are studying this week is logic, and specifically, the distortion of logic. While logic often stands on its own, many twist logic in order to appeal to the vulnerabilities of their audience. Our task then is to name, define and identify those techniques.

Take a look at the following commercial. Political advertisements are notorious for this! We will watch it two times. The first time, simply watch. The second time, begin to look for the specific, strategic ways in which the campaign distorts logic.

2. Teacher shows the following: <http://tinyurl.com/6vcwohg>
 - a. This is an early campaign video from Mitt Romney
3. Teacher then leads students in an informal discussion of the strategies used to appeal to the audience.

Exploration (20 minutes)

1. The teacher will introduce the term logical fallacies and instruct the students that the best way to learn them is to experience them. Thus the teacher will hand out a notes sheet and the students will pair up and use their iPads to begin researching the logical fallacies for this unit. Students will be responsible to find not only a definition, but also a relevant, modern example.

Explanation (60 minutes)

1. Going in order, the teacher will ask the students to share their definitions and examples for each logical fallacy. The teacher will white-board the examples to find commonalities.
2. Then, the teacher will go through the PowerPoint of definitions to ensure that students understand the terms. Each term on the PowerPoint includes two to three examples through which students can expand their knowledge

Extension (5 minutes of instruction; completed for homework)

1. After working through the PowerPoint presentation together, students will be asked go home and find three examples of three logical fallacies.
2. These examples will serve as the beginning of class discussion the next day.

Evaluation (20 minutes)

1. Using the examples found by the students, they will break into pairs to share. After five minutes, the students will then create groups of four and share their examples with each other.
2. The teacher will walk through the room to determine which areas the students are especially deficient and need more guidance.

LOGICAL FALLACIES

Often speakers or writers resort to “unfair practices” to persuade us. These appeals to emotion are very common among advertisers and politicians. The power of these appeals is often hard to ignore. If our emotions are vulnerable, our reason should be more resistant. The following common logical fallacies are worth your attention. Spend time with a partner searching the web for real-life examples of these fallacies. Note: stay away from websites that list the examples. Comb through articles, speeches, commercials, etc!

Argumentum ad hominem

Definition:

Example:

Argumentum ad ignorantiam

Definition:

Example:

Argumentum ad populum

Definition:

Example:

Begging the question/Circular reasoning

Definition:

Example:



Either/Or (False Dilemma)

Definition:

Example:

Iipse Dixit – Appeal to Authority

Definition:

Example:

Red Herring

Definition:

Example:

Simple Cause (Only Reason)

Definition:

Example:

Post hoc; ego propter hoc (False cause)

Definition:

Example:

Logical Fallacies

Everyone is trying to persuade you!

Will you let them?!?!?

Arguments

- Like math, arguments have a structure
- If $x = y$, and $y = z$, then $x = z$.
- Similarly, with logic, we can claim that one premise progresses naturally to the next and then ultimately to the conclusion
 - All men are mortal
 - Socrates is a man
 - Socrates is mortal

Distortion

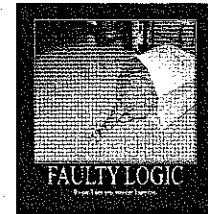
- However what happens when the line of logic becomes distorted?

- All cars that flip over when hit should be outlawed
- SUVs flip over when hit
- SUVs should be outlawed
- Where's the problem



Logical fallacy

- An element of logic that is flawed
- If spotted, one can easily render the argument invalid.



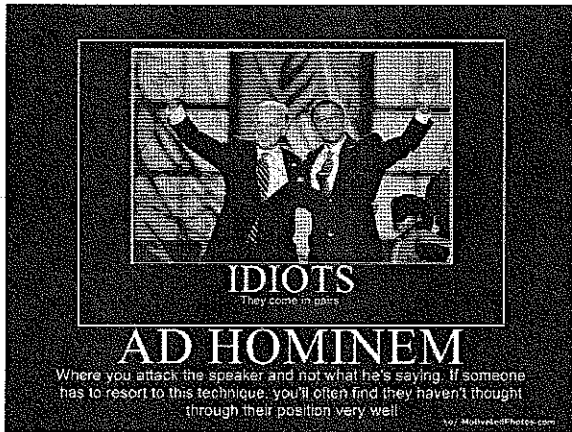
Argumentum ad hominem

- In Latin, *ad hominem* means "against the person." This fallacy is committed when a writer or speakers argues a claim by using character attacks about the speaker that are *not relevant* to the discussions"
 - "His ideas about leadership can not be good due to his arrogance and vanity"

Logic sequence:

How Ad Hominem works:

- Person A makes claim X.
- Person B ignores the claim and attacks person A.
- Therefore A's claim is false.



Common examples

- Political advertisements are the most notorious
- Talk-format news broadcasts (Bill O'Reilly, Keith Olberman, etc")

Example

Argumentum ad ignorantiam

- This argumentative appeal to ignorance claims that a position *must* be true since no one can prove it false. It is often used for health claims of home remedies, such as herbal teas.
- Relies on the ABSENCE of evidence!

Because there is no evidence that UFO's visit earth, UFO's must not exist

"Of course the Bible is true. Nobody can prove otherwise."

Argumentum ad populum

- Aka "The Bandwagon"
- "Everybody does it, so you should too!"
- The bandwagon suggests that a large number of people give credibility to a product.
 - Can be positive: "All those who want to save the world participate"
 - Negative: "You wouldn't want to be the type of person that subjects your family to germs, would you?"

Bandwagon cont'd

- Often used to advertise products, especially to teenagers
- Often seen with winning teams.
- "4 out of 5 dentists recommend Crest toothpaste"
- Because over 8 million people bought C.O.D, it must be the best video game ever!

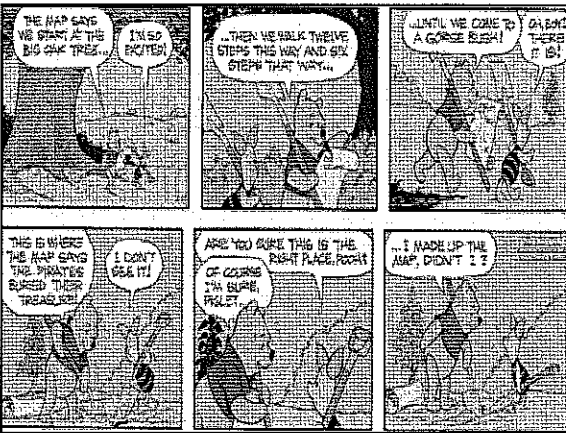
- Talk show annoyance

Begging the Question

- This fallacy occurs when the writer assumes in the premise of the argument something that ought to be proved.
- Similar to circular logic
- An attempt to support a statement by simply repeating the statement in different or stronger terms.

Begging examples.

- Bill: "God must exist."
Jill: "How do you know."
Bill: "Because the Bible says so."
Jill: "Why should I believe the Bible?"
Bill: "Because the Bible was written by God."
- *This restaurant serves the best food in the town, because it has the best chef. It has attracted the best chef because it has the best reputation. It has the best reputation because the chef cooks the best food.*
- **A confused student argues: "You can't give me a C. I'm an A student!"**

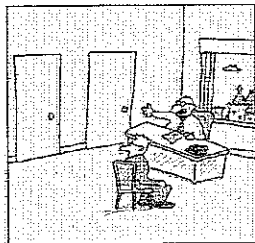


Either/Or (false dilemma)

- The Either/Or fallacy is also known as the Black/White Fallacy.
- There is a third option missing. Often, it is a middle or compromising position.
- Either/Or fallacy leads the vulnerable to assume that there are not other options and that he/she *must* chose one of the two.

Either/Or examples

- "Either you're with us or against us" Bush
- "Better dead than Red" (during the Cold War)
- Bad father
- Our two party system promotes this often: "You're either conservative or liberal!"



"Behind one door is tenure - behind the other is flipping burgers at McDonald's."
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Iipse Dixit – Appeal to Authority

- In Latin, the phrase means "he himself has spoken."
- Refers to arguments where there is an appeal to an unqualified expert
- Also known as appeal to authority
- Why should we (or would we) buy a product endorsed by a celebrity?



Appeals from authority example

[Link here](#) (53sec)



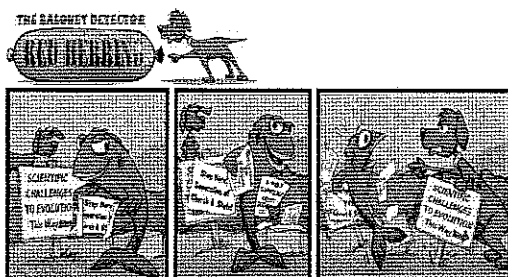
Red Herring

A Red Herring is a fallacy in which an irrelevant topic is presented in order to divert attention from the original issue. The basic idea is to "win" an argument by leading attention away from the argument and to another topic. This sort of "reasoning" has the following form:

1. Topic A is under discussion.
2. Topic B is introduced under the guise of being relevant to topic A (when topic B is actually not relevant to topic A).
3. Topic A is abandoned.

■ This sort of "reasoning" is fallacious because merely changing the topic of discussion hardly counts as an argument against a claim.

[Lesson 1](#)
[Disney](#)



Simple Cause (only reason)

occurs when it is assumed that there is a single, simple cause of an outcome when in reality it may have been caused by a number of jointly sufficient causes.

After a tragedy, many ask "what was the cause of that?"
However, ultimately there are many factors.

The shooting in Arizona was caused by weak gun control laws

The school shooting was caused by violent video games

Post hoc; ergo propter hoc (False cause)

In English, "after this, therefore because of this"

This fallacy is committed when it is concluded that one event causes another simply because the proposed cause occurred before the proposed effect

One of the most common fallacies

Post hoc examples

- I had been doing pretty poorly this season. Then my girlfriend gave me this neon laces for my spikes and I won my next three races. Those laces must be good luck...if I keep on wearing them I can't help but win!
- Joan is scratched by a cat while visiting her friend. Two days later she comes down with a fever. Joan concludes that the cat's scratch must be the cause of her illness.
- Bill purchases a new PowerMac and it works fine for months. He then buys and installs a new piece of software. The next time he starts up his Mac, it freezes. Bill concludes that the software must be the cause of the freeze.

www.nizkor.org

Snickers

Lesson 2: Furthering Their Knowledge

Time needed: 1.5 class periods

Learner Outcomes

Materials needed:

1. Smart Board and projector
2. Student iPads with internet access
3. Link to Max Shulman's short story "Love is a Fallacy"
<http://tinyurl.com/5h4o4>
4. Copies of note sheets for each student
5. Copies of assignment sheet for each student

Procedure

Engagement (20 min)

1. This lesson will begin as lesson one ends, roughly halfway through a class period.
2. As the teacher determines where the students are strong or weak, he/she will spend time reviewing pertinent terms.
3. Teacher will transition to lesson 2 with the following introduction:

"As we have already seen, logical fallacies are everywhere. Further, if we are not aware of their influential effects, they have the ability to persuade us without our own realization. Throughout history, literature has always been a place where the trends of society are reflected. As a result, Max Shulman's story highlights the absurdness of using logical fallacies to manipulate your life.

Unlike our normal approach to literature, where we are constantly seeking to analyze literary devices, this time, just relax and enjoy. When you finish reading, spend time completing the notes sheet

4. Students will read "Love is a Fallacy" by Max Shulman. They will use the last 10 minutes of class time to read and finish for homework
 - a. NEED LINK
5. For homework they will complete the notes sheet

Explanation (30 minutes)

1. Upon returning to class the next day, the teacher will guide the students through a discussion of the logical fallacies presented in the text and will help the students complete the notes sheet provided the day prior

2. Teacher will lead students in an informal discussion to discuss current examples of the ways in which these fallacies function in society. The teacher will prompt the students to search for current examples on their iPads

Extension (15 minutes):

1. Students will be assigned the practice scenario assignment. Here, the students will pretend they are marketing firms and develop an advertising campaign for a hypothetical product. Their campaign needs to use *original* logical fallacies to sell the product.

Evaluation (5 minutes)

1. Assignments will be submitted and graded for accuracy.

"Love is a Fallacy" Notes - English 11

DIRECTIONS: While viewing the dramatic interpretation of "Love is a Fallacy," take notes on the logical fallacies presented. Try to write down the example given as well. When the clip is over, we will go through these, but I will first give you time to come up with your own examples.

Logical Fallacy	Example from Short Story	Personal Example
<i>Dicto Simpliciter (unqualified generalization)</i>		
<i>Hasty Generalizations</i>		
<i>Post Hoc</i>		
<i>Contradictory Premises</i>		
<i>Ad Misericordiam</i>		
<i>False Analogy</i>		
<i>Hypothesis Contrary to Fact</i>		
<i>Poisoning the Well</i>		

"Love is a Fallacy" Notes - English 11 (Teacher's Edition)

DIRECTIONS: While viewing the dramatic interpretation of "Love is a Fallacy," take notes on the logical fallacies presented. Try to write down the example given as well. When the clip is over, we will go through these, but I will first give you time to come up with your own examples.

Logical Fallacy	Example from Short Story	Personal Example
<i>Dicto Simpliciter (unqualified generalization)</i>		<i>Nazis were Germans, therefore all Germans are nazis</i>
<i>Hasty Generalizations</i>		<i>A concerned family member says: "My uncle is an alcoholic! Therefore all alcohol should be banned."</i>
<i>Post Hoc</i>		<i>I have a cold. However I drank lots of water for two days. Two weeks later my cold went away. Thank you water!</i>
<i>Contradictory Premises</i>		<ul style="list-style-type: none"> • If God is all powerful, can he put himself out of existence and come back with twice the power he had before? • Into what shape of hole would a round square fit?
<i>Ad Misericordiam (appeal to pity)</i>		<i>Starving children in Ethiopia; Homeless in the cold</i>
<i>False Analogy</i>		<ul style="list-style-type: none"> • Employees are like nails. Just as nails must be hit in the head in order to make them work, so must employees.
<i>Hypothesis Contrary to Fact</i>	This fallacy consists of offering a poorly supported claim about what might have happened in the past or future if circumstances or conditions were other than they actually were or are. The fallacy also involves treating hypothetical situations as if they were fact.	If Hitler had not invaded Russia and opened up two military fronts, the Nazis would surely have won the war.
<i>Poisoning the Well</i>		<p>"Don't listen to him, he's a scoundrel."</p> <p>*Similar to Ad Hom but occurs BEFORE argument</p>

LOGICAL FALLACIES – PRACTICE SCENARIOS

Please select one of the scenarios from below. On a separate sheet of paper, discuss how you would respond to that particular challenge by creating a script to a commercial. In your script, you must use 6 of the logical fallacies that we have discussed in class. In the margins, please identify the logical fallacy.

Your response should be substantial and consider *all* aspects of the scenario.

Merit: 15 pts

Scenario #1: MallMart Mania!

You are in charge of advertisements for MallMart, a company that builds one-stop shopping mega-stores which include everything from home-building materials to auto repair centers to groceries and clothing.

MallMart would like to build a new mega-store right in the middle of a historic town called Hometown, OH. This town is known for its quaintness, its scenic main street lined with privately owned shops and its quiet atmosphere. Hometown is known to be a tourist destination for people who want to get away from the “hustle and bustle” of city life.

Your job is to convince the people of Hometown to vote on an issue that would allow MallMart to build their store. Many of the town’s residents are against the store because they believe it would ruin the peacefulness of the town and take local money out of the economy.

How would you convince the citizens to allow your store?

Scenario #2: Basketball Gold!

You are the advertisement director for a new line of synthetic leather basketballs produced by a high-end sports company, *Balding*.

Balding has recently unveiled their new basketball that is being touted as the best basketball ever created. *Balding* claims that the new synthetic leather allows for a more aero-dynamic shot. However, everyone who was involved in the development of the new basketball knows that it is nothing more than the same basketball their competitor, Spalding, sells for \$20.00 at *Dick’s Sporting Goods*. *Balding*, however, wants to sell the product for \$99.99.

Your job is to convince the public to run to athletic stores to buy this new basketball. How do you do it?

Scenario #3: A "Healthy Breakfast"

You are in charge of advertising for a well-known cereal manufacturer, Sellogs Company.

The company is introducing a new breakfast cereal and would like to target as large a population as possible. The cereal is called "mini-logs" and is basically tiny, spoon-sized granola bars. Although these little "granola bars" include loads of sugar and artificial flavoring, the company wants the product to have a healthful image, like that associated with regular granola bars.

Your job is to successfully convince adults, children and teenagers that this is a healthy option.

Lesson 3: Applying The Knowledge

Time needed: Five forty five minute class periods

Materials needed:

1. Handouts of Logical Fallacy Project sheet
2. Handouts of practice quiz
3. Copies of student handouts
4. Student iPads
5. Smiles

Procedure

Engagement (35 minutes)

1. Students will take a practice quiz to self-assess their knowledge of logical fallacies
2. After taking the quiz, the teacher will lead the students through a discussion of the worksheet, indicating the correct answers and gauging the students comfort with the content.
3. The teacher will introduce their assignment, the Logical Fallacy project. Students will then be placed in groups of three to work on the project.

Exploration (55 minutes)

1. Students will work together researching their selected logical fallacy. The students will spend the rest of the class period and the entire next day working on their presentation
2. Students will be instructed to spend their time diligently, expanding their understanding of the content

Explanation (45 minutes)

1. Students will assume the role of the teacher and present their logical fallacy findings to the classroom. Each group will be given five minutes to present and part of their assignment will include creating a handout for the class.
2. As groups present, the teacher will play the role of the emcee and facilitate questions and cue for clarification, if needed.

Extension.

1. Students will compile the handouts from their peers and create a study guide for a quiz
2. The students will spend time studying with each other

Evaluation (20 minutes)

1. Logical Fallacy Quiz

LOGICAL FALLACIES – PRACTICE QUIZ

Please match the correct logical fallacy to the appropriate situation. Some may be used twice and some may not be used at all.

- | | | |
|-------------------------|------------------|----------------------------|
| A. Ad hominem | E. Either/Or | AE. False Analogy |
| B. Ad ignorantium | AB. Simple Cause | BC. Contradictory Premises |
| C. Ad populum | AC. Post Hoc | BD. Poisoning the Well |
| D. Begging the Question | AD. Red Herring | BE. Ad Misericordiam |
| | | CD. Hasty Generalizations |

1. Swango is a loner and an egotist. Therefore I don't believe any of his theories on mathematics
2. "Everybody plays Black Ops! You should too!"
3. This restaurant serves the best food in town because it has the best chef. It attracted the best chef because it has the best reputation. The reputation came because the chef cooks the best food.
4. "No workers are more productive than ours [American workers]"
5. "Would you look at all of the abused dogs! Such a shame! We really need your help to make sure they find safe homes."
6. The cell phone policy should be changed. Almost 100% of the student body thinks it should be.
7. The student asks the teacher "May I go to the office?" The teacher asks, "Why?" The student replies: "I have to go there."
8. Because artists can use paint brushes when painting, students should be able to use textbooks when taking an examination.
9. If an object is both stationary and traveling at an infinite rate of speed, how long will it take to meet itself?
10. Let's not use powerpoint for our next presentation. Everytime we use powerpoint, many people are absent
11. Because two students at St. John's, Andy and Jason like to play hockey, I must conclude that everyone at St. John's likes to play hockey.
[Before a debate begins] "Don't listen to Swango! He's a loner and an egotist!"
12. Repaving Airport Hwy resulted in a drastic reduction in traffic accidents in 2010!
13. You're not a true American if you don't support the right to bear Arms.
15. Bill: "Capital punishment amounts to nothing more than murder. Therefore we should abolish it, as it is against the Ten Commandments.

Joe: "Speaking of the Ten Commandments, did you see the movie *The Passion* with Mel Gibson? Wow! That was intense."

Logical Fallacy Project

Purpose: to demonstrate a thorough understanding of one logical fallacy through a multimedia presentation and class presentation.

Directions:

1. Pick a group. Your group can have no more than 3 people.
2. Choose your top three logical fallacies; sign up throughout the day.
No more than two groups per fallacy. Be sure you have a second and third choice.

As a group, you must create a multimedia presentation (powerpoint, video, mixed media, etc) that demonstrates a thorough understanding of your selected logical fallacy. The following aspects must be included:

1. A comprehensive definition of your logical fallacies (*must* be different than the one I provided in class)
2. Why is it a logical fallacy? How is it used? Where do you most often see this logical fallacy?
3. Provide at least 5 examples of logical fallacies.
 - a. Three of your examples can be found online (other people committing them)
 - b. Two *must* be created by your group (Perhaps pretend to sell a product or be a politician).

In essence, you are helping to prepare your classmates for our logical fallacy quiz. Thus, if you do a good job on your presentation, then they will know the material for the test.

Tips:

- There will be a group component to your grade. Be sure to pick people you know well and can rely on
- Have fun and be creative! Use your talents and skills in creating a video, powerpoint, etc.
- You *must* have a bibliography slide with the links to all your sources.

Calendar:

Day 1: assign project; sign up for fallacy

Day 2: research

Day 3: present

Merit 75 points. Individual participation will count for 15 points.

Group Presentation Rubric

Name

Period

<i>Found Example 1</i>	5	3	0
	Great example	Not accurate	Not present
<i>Found Example 2</i>	5	3	0
<i>Found Example 3</i>	5	3	0
<i>Created Example 1</i>	10	5	0
<i>Created Example 2</i>	10	5	0

Total from examples: _____/35

Works Cited:	10	0	
Effort/Neatness	10	5	0
	Well-done	Appears rushed Unorganized	no attempt
Presentation	10	5	0
	Runs smooth; Evidence of planning	lacks continuity	Chose not to present
Individual Grade	10	7	5
			3
			0

(Based on your/colleagues assessment)

Total: _____/75

Comments:

Group Presentation Assessment.

Your name:

Group member 1:

Group member 2:

1. On a scale of 1-10 (with 10 being the best), how would you rate your effort in this group?
2. What specific tasks did you complete?
3. On a scale of 1-10, how would you rate the effort of group member #1?
4. What tasks did group member 1 complete?
5. On a scale of 1-10, how would you rate the effort of group member 2?
6. What tasks did group member 2 complete?
7. On a scale of 1-10, please rate the overall effort of the group as a whole.

Logical Fallacies Quiz

Logical Fallacies: in the following groups of words, put the letter of the word that the phrases below best describe. Each quotation expresses a logical fallacy.

- A Appeal to Authority
- B Argumentum ad ignorantiam
- C Argumentum ad hominem
- D Bandwagon
- E Begging the Question
- F Circular Reasoning
- G Either/Or (false dilemma)
- H Simple Cause

1. "The candidate did not win the election because not enough people voted for him."
2. "Everybody does it, so you should too!"
3. "Nietzsche was an atheist and an all around immoral person, so I don't believe his theory on science"
4. "Either you're for or against us"
5. "You need to do what I say because I am a cop and therefore, I know what is right and just"
6. "This herbal remedy must work because no one has proven that it doesn't"
7. "If the US had simply saved more money, we wouldn't be in an economic crises"
8. "All thinking people know that *Scarlet Letter* is an exceptional novel"

Logical Fallacies: in the following groups of words, put the letter of the word that the phrases below best describe. Each quotation expresses a logical fallacy.

- A. Hypothesis Contrary to Fact
- B. Ipse dixit
- C. Non sequitur
- D. False cause
- E. Red Herring
- F. False Analogy
- G. Straw-Man
- H. Undistributed Middle

9. All students carry backpacks
My grandpa carries a backpack
Therefore, my grandpa is a student
10. "He would be an excellent teacher because he's spent a LOT of time in the classroom"
11. "I definitely agree with Reagan's 'star wars' program. Did you see that movie (Star Wars)? It was sweet! The program must be awesome as well"
12. "Many schools are converting from year-long schedules to semester block schedules. But if you spend half the time on a course, you'll learn half as much – it's as simple as that."
13. "Gene-splitting is really no different from creating a new recipe by combining familiar foods in a novel way."
14. John took Prozac in the morning and killed himself that day. Therefore, the science community assumed that taking Prozac causes kids to have suicidal tendencies
15. In the 2008 election, many celebrities publicly backed Barack Obama in his bid to win the presidency. In an exit poll, Jason Huther stated that he voted for Obama because of the overwhelming support he received from celebrities. He was quoted as saying, "all those celebrities can't be wrong"
16. "If Sal Bore had been elected president, then none of this mess would have happened"

Time Needed: One 45 minute class period

Materials Needed

1. Students’ copies of the transcript of the “I Have a Dream” speech
<http://tinyurl.com/3yycwh>
2. Pen and paper
3. Smartboard, laptop and projector

Procedure

1. Teacher will instruct the students to take out their transcripts of MLK’s speech from the previous week
2. Because we just watched the video last week, today we will deal solely with the transcript.
3. Teacher will ask the students to spend time individually rereading the speech. Specifically, students must annotate where logical fallacies are used.
4. After working individually, students will be instructed to work in pairs to compare their findings and discuss their rationale.
5. When 10 minutes has passed (or the conversations seem to be trickling), the teacher will lead the students in a discussion, asking the following questions:
 - a. Please share all the logical fallacies you found within the text
 - i. Teacher will then white-board the answers
 - b. Why does King use these fallacies? What is their role within the overall purpose of his audience?
 - c. Last time, we discussed what made the speech effective. Were any of your answers to that question logical fallacies? If so, how do we deal with the fact that King’s effectiveness is based upon some potentially faulty logic?
 - d. How does your knowledge of logical fallacies change your overall opinion on the effectiveness of this speech?
 - e. Most of the examples of logical fallacies we’ve seen throughout this unit have been “bad” or meant to manipulate. What are some examples of fallacies being used in a positive way?