## General Course Overview and Pacing Suggestions

## The Art of Argument Revised Edition



The pacing suggestions provided here are 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. A Full Teaching Schedule and Lesson Plans PDF, which provides additional teacher guidance as well as more information regarding the optional extension exercises, is included with the purchase of *The Art of Argument Teacher's Edition* and is also available for purchase separately at www.ClassicalAcademicPress.com.

## **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)
1		• pp. 6–14: Read Critical Thinking as a Way of Life and complete all exercises.
2	• Review Critical Thinking as a Way of Life together in class.	<ul> <li>pp. 16–21: Read Formal vs. Informal Logic.</li> <li>pp. 22–25: Complete all the exercises.</li> </ul>
3	<ul> <li>Discuss formal and informal logic.</li> <li>pp. 26–29: Read the Dialogue on Logic and Propaganda.</li> </ul>	<ul> <li>pp. 30–31: Complete the exercises after the dialogue.</li> <li>pp. 32–38: Read Unit I: Relevance and Finding the Main Issue</li> </ul>
4	<ul> <li>pp. 34–36: Read and review together the fallacy definitions.</li> <li>pp. 38–41: Read the Dialogue on Winning an Argument.</li> </ul>	<ul> <li>p. 42: Read Chapter 1: Ad Fontem Arguments introduction.</li> <li>pp. 43–46: Read Fallacy 1: Ad Hominem Abusive.</li> <li>p. 47: Do the fallacy discussion.</li> <li>pp. 48–51: Read Fallacy 2: Ad Hominem Circumstantial</li> <li>p. 52: Do the fallacy discussion.</li> <li>AA Video: Watch Fallacies 1 and 2.</li> </ul>

Session	In Class	Required Homework Assignment (due the following class session)
5	<ul> <li>Review the assigned reading and examples, as well as the homework questions.</li> <li>Review the difference between vituperation and <i>ad hominem</i> attacks.</li> <li>Consider reviewing <i>W&amp;R7</i> content, which students may have already studied.</li> </ul>	Possible Writing Project
6	<ul> <li>Student papers should be submitted.</li> <li>You may want to spend some time allowing students to read their projects to the group.</li> <li>Highlight a few of the papers for class discussion.</li> </ul>	<ul> <li>pp. 53–55: Read Fallacy 3: Tu Quoque.</li> <li>p. 56: Do the fallacy discussion.</li> <li>AA Video: Watch Fallacy 3.</li> </ul>
7	<ul> <li>Review the assigned reading and examples, as well as the homework questions.</li> </ul>	<ul> <li>pp. 57–60: Read Fallacy 4: Genetic Fallacy.</li> <li>AA Video: Watch Fallacy 4.</li> </ul>
8	• Review the differences between <i>ad hominem</i> circumstantial fallacies and genetic fallacies.	Possible Writing Project
9	<ul> <li>Student papers should be submitted.</li> <li>You may want to spend some time allowing students to read their projects to the group.</li> <li>Highlight a few of the papers for class discussion.</li> </ul>	• pp. 61–63: Do the chapter 1 review exercises.
10	Review the assigned homework and review all of chapter 1 fallacies as test preparation.	Review all chapter 1 fallacies.
11	Chapter 1 Test, found on TE pages A–B in the back of <i>AA TE</i> .	• p. 64: Read Chapter 2: Appeals to Emotion introduction.
12	• pp. 65–69: In class, read together as a class the Dialogue on Appeals to Emotion.	<ul> <li>pp. 70–71: Read Fallacy 5: Appeal to Fear.</li> <li>pp. 71–74: Do the exercises and fallacy discussion.</li> <li>pp. 75–77: Read Fallacy 6: Appeal to Pity.</li> <li>pp. 78–79: Do the fallacy discussion.</li> <li>AA Video Watch Fallacies 5 and 6.</li> </ul>
13	<ul> <li>Review the assigned readings, exercises, and homework together in class.</li> <li>Include any extension exercises included in the teacher's notes.</li> </ul>	<ul> <li>pp. 80–83: Read Fallacy 7: Mob Appeal.</li> <li>pp. 85–87: Read Fallacy 8: Snob Appeal.</li> <li>AA Video: Watch Fallacies 7 and 8.</li> <li>pp. 88–89: Do the cumulative fallacy worksheet.</li> </ul>

Session	In Class	Required Homework Assignment (due the following class session)
14	<ul> <li>Review the assigned reading and examples, as well as the homework questions. Include any extension exercises contained in the teacher's votes.</li> <li>Chapter 2 Mid-Chapter Quiz, found on TE pages C–D in the back of AA TE.</li> </ul>	<ul> <li>pp. 90–96: Read Fallacy 9: Appeal to Illegitimate Authority.</li> <li>pp. 97: Do the fallacy discussion.</li> <li>AA Video: Watch Fallacy 9.</li> </ul>
15	<ul> <li>Review the assigned reading and examples, as well as the homework questions.</li> <li>Include any extension exercises included in the teacher's notes.</li> </ul>	<ul> <li>pp. 98–101: Read Fallacy 10: Chronological Snobbery.</li> <li>AA Video: Watch Fallacy 10.</li> <li>pp. 102–104: Do the chapter 2 review exercises.</li> <li>pp. 105–106: Do the cumulative fallacy worksheet.</li> </ul>
16	<ul> <li>Review the assigned reading and examples, as well as the homework questions for chronological snobbery.</li> <li>Then review all of the fallacies in chapter 2, reviewing the chapter 2 review exercises together and also the cumulative fallacy exercises.</li> </ul>	Review all chapter 2 fallacies.
17	Chapter 2 Test, available in the <i>AA TE</i> PDF packet.	<ul> <li>p. 107: Read Chapter 3: Red Herrings introduction.</li> <li>pp. 108–111: Read Fallacy 11: Appeal to Ignorance.</li> <li>pp. 111–113: Do exercises and fallacy discussion.</li> <li>AA Video: Watch Fallacy 11.</li> </ul>
18	<ul> <li>Discuss red herrings.</li> <li>Review the assigned readings, examples, and exercises. Include any extension exercises contained in the teacher's notes.</li> </ul>	<ul> <li>pp. 114–117: Read Fallacy 12: Irrelevant Goals or Functions.</li> <li>pp. 118–121: Read Fallacy 13: Irrelevant Thesis.</li> <li>pp. 122: Do fallacy discussion.</li> <li>AA Video: Watch Fallacies 12 and 13.</li> </ul>
19	<ul> <li>Spend time discussing the irrelevant goals and functions and irrelevant thesis fallacies.</li> <li>Include any extension exercises contained in Teacher's Notes</li> </ul>	Possible Writing Project
20	<ul> <li>Student papers should be submitted.</li> <li>You may want to spend some time allowing students to read their projects to the group.</li> <li>Highlight a few of the papers for class discussion.</li> </ul>	<ul> <li>pp. 123–127: Read Fallacy 14: Straw Man.</li> <li>AA Video: Watch Fallacy 14.</li> </ul>
21	• Discuss straw man fallacies, reviewing the reading and assigned exercises.	Possible Writing Project

Session	In Class	Required Homework Assignment (due the following class session)
22	<ul> <li>Student papers should be submitted.</li> <li>You may want to spend some time allowing students to read their projects to the group.</li> <li>Highlight a few of the papers for class discussion.</li> </ul>	<ul> <li>pp. 128–130: Do the chapter 3 review exercises.</li> <li>pp. 131–132: Do the cumulative fallacy worksheet.</li> </ul>
23	• Review the chapter 3 review exercises and the cumulative fallacy worksheet.	Review all chapter 3 fallacies.
24	Chapter 3 Test, found on TE pages E–H in the back of <i>AA TE</i> .	Review all unit 1 fallacies.
25	• Review all the fallacies in unit 1.	Review all unit 1 fallacies.
26	Unit 1 Exam, found on TE pages I–N in the back of <i>AA TE</i> .	<ul> <li>pp. 133–138: Read Unit 2: Presumption introductory materials.</li> <li>p. 143: Read Chapter 4: Fallacies of Presupposition.</li> </ul>
27	<ul> <li>pp. 138–142: Read together the Dialogue on Hiding in Plain Sight Developing Your X-ray Vision.</li> <li>pp. 136–137: Review together the fallacy definitions. Ask students how they respond to those overview definitions. Do they recognize any of them?</li> <li>Include any extension exercises contained in the teacher's notes.</li> </ul>	<ul> <li>pp. 144–148: Read Fallacy 15: Begging the Question.</li> <li>pp. 149–150: Do the fallacy discussion.</li> <li>AA Video: Watch Fallacy 15.</li> </ul>
28	<ul> <li>Discuss Begging the Question and all four of the Begging the Question types. Ask students:</li> <li>Review the assigned reading and examples, as well as the homework questions.</li> <li>Include any extension exercises contained in the teacher's notes</li> </ul>	<ul> <li>pp. 151–152: Read Fallacy 16: Bifurcation.</li> <li>pp. 153–155: Do the exercises</li> <li>AA Video: Watch Fallacy 16.</li> </ul>
29	<ul> <li>Review the assigned reading and examples, as well as the homework questions.</li> <li>Include any extension exercises contained in the teacher's notes.</li> <li>pp. 156–159: Read together in class the Dialogue on Presumption.</li> <li>p. 159: Complete the fallacy discussion together as a class.</li> </ul>	<ul> <li>pp. 160–161: Read Fallacy 17: Fallacy of Moderation.</li> <li>pp. 162–163: Do the exercises.</li> <li>pp. 164–166: Read Fallacy 18: Is–Ought Fallacy.</li> <li>pp. 166–167: Do the fallacy discussion.</li> <li>AA Video: Watch Fallacy 17.</li> </ul>

Session	In Class	Required Homework Assignment (due the following class session)
30	<ul> <li>Review the assigned reading and examples, as well as the homework questions.</li> <li>Include any extension exercises contained in the teacher's notes.</li> </ul>	<ul> <li>pp. 168–171: Read Fallacy 19: Fallacy of Composition.</li> <li>pp. 172–174: Read Fallacy 20: Fallacy of Division.</li> <li>p. 175: Do the fallacy discussion.</li> <li>AA Video: Watch Fallacies 19 and 20.</li> </ul>
31	<ul> <li>Review the assigned reading and examples, as well as the homework questions.</li> <li>Include any extension exercises contained in the teacher's notes.</li> </ul>	Possible Writing Project
32	<ul> <li>Student papers should be submitted.</li> <li>You may want to spend some time allowing students to read their projects to the group.</li> <li>Highlight a few of the papers for class discussion.</li> </ul>	<ul> <li>pp. 176–181: Do the chapter 4 review exercises.</li> <li>pp. 182–184: Do the cumulative fallacy worksheet.</li> </ul>
33	<ul> <li>Review the assigned homework questions.</li> <li>Include any extension exercises contained in the teacher's notes.</li> <li>Review all chapter 4 fallacies.</li> </ul>	Review all chapter 4 fallacies.
34	Chapter 4 Test, found on TE pages O–T in the back of <i>AA TE</i> .	<ul> <li>pp. 185–187: Read Chapter 5: Fallacies of Induction introductory materials and complete exercises.</li> <li>pp. 188–191: Read Fallacy 21: Hasty Generalization (Converse Accident).</li> <li>AA Video: Watch Fallacy 21.</li> </ul>
35	<ul> <li>Review the assigned reading and examples, as well as the homework questions.</li> <li>Include any extension exercises contained in the teacher's notes.</li> </ul>	<ul> <li>pp. 192–196: Read Fallacy 22: Sweeping Generalization (Accident).</li> <li>pp. 193–194: Complete the exercises.</li> <li>AA Video: Watch Fallacy 22.</li> </ul>
36	<ul> <li>Review the assigned reading and examples, as well as the homework questions.</li> <li>Include any extension exercises contained in the teacher's notes.</li> </ul>	Possible Writing Project
37	<ul> <li>Student papers should be submitted.</li> <li>You may want to spend some time allowing students to read their projects to the group.</li> <li>Highlight a few of the papers for class discussion.</li> </ul>	<ul> <li>pp. 197–200: Read Fallacy 23: False Analogy.</li> <li>p. 201: Do the fallacy discussion and exercises.</li> <li>AA Video: Watch Fallacy 23.</li> </ul>

Session	In Class	Required Homework Assignment (due the following class session)
38	<ul> <li>Review the assigned reading and examples, as well as the homework questions.</li> <li>Include any extension exercises contained in the teacher's notes.</li> </ul>	<ul> <li>pp. 202–208: Read Fallacy 24: False Cause.</li> <li>p. 206: Do exercises.</li> <li>pp. 209–211: Read Fallacy 25: Fake Precision.</li> <li>p. 211: Do the exercises.</li> <li>AA Video: Watch Fallacies 24 and 25.</li> </ul>
39	<ul> <li>Review the assigned reading and examples, as well as the homework questions.</li> <li>Include any extension exercises contained in the teacher's notes.</li> </ul>	Possible Writing Project
40	<ul> <li>Student papers should be submitted.</li> <li>You may want to spend some time allowing students to read their projects to the group.</li> <li>Highlight a few of the papers for class discussion.</li> </ul>	<ul> <li>pp. 213–216: Do chapter 5 review exercises.</li> <li>pp. 217–218: Do the cumulative fallacy worksheet.</li> </ul>
41	• Review chapter 5 fallacies and exercises.	Review all of the chapter 5 fallacies.
42	Chapter 5 Test, found on TE pages U–Z in the back of <i>AA TE</i> .	Review all of the unit 2 fallacies.
43	• Review unit 2.	Review all of Unit 2 fallacies
44	Unit 2 Exam, found on TE pages AA–AG in the back of <i>AA TE</i> .	• pp. 219–221, top of p. 224: Read Unit 3: Clarity introductory materials.
45	<ul> <li>pp. 221–224: Read together the Dialogue on Clarity Clear as Mud—Why Clarity Is So Important.</li> <li>p. 224: Review together the fallacy definitions.</li> <li>Include any extension exercises contained in the teacher's notes.</li> </ul>	<ul> <li>pp. 225–228: Read Fallacy 26: Equivocation.</li> <li>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. </li> <li>AA Video: Watch Fallacy 26.</li> </ul>
46	• 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> <li>pp. 232–236: Read Fallacy 27: Accent.</li> <li>AA Video: Watch Fallacy 27.</li> </ul>

Session	In Class	Required Homework Assignment (due the following class session)
47	<ul> <li>Review the assigned reading and examples, as well as the homework questions. Include any extension exercises included in Teacher's Notes.</li> </ul>	Possible Writing Project
48	<ul> <li>Student papers should be submitted.</li> <li>You may want to spend some time allowing students to read their projects to the group.</li> <li>Highlight a few of the papers for class discussion.</li> </ul>	<ul> <li>pp. 237–239: Read Fallacy 28: Distinction Without a Difference.</li> <li>p. 240: Do the fallacy discussion.</li> <li>AA Video: Watch Fallacy 28.</li> </ul>
49	<ul> <li>Review the assigned reading and examples, as well as the homework questions.</li> <li>Include any extension exercises contained in the teacher's notes.</li> <li>Review chapter 6 (unit 3) fallacies.</li> </ul>	<ul> <li>pp. 241–243: Do the chapter 6 (unit 3) review.</li> <li>pp. 244–246: Do the cumulative fallacy worksheet.</li> </ul>
50	• Review chapter 6 (unit 3) fallacies.	Review all chapter 6 (unit 3) fallacies
51	Unit 3 Exam, found on TE pages AH–AK in the back of <i>AA TE</i> .	• Review all fallacies from units 1–3.
52	• Review all fallacies from units 1–3.	• Review all fallacies from units 1–3.
53	• Review all fallacies from units 1–3.	• 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.
54	Final Exam, found on TE pages AL–AP in the back of <i>AA TE</i> .	Introduce end-of-year project.
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.