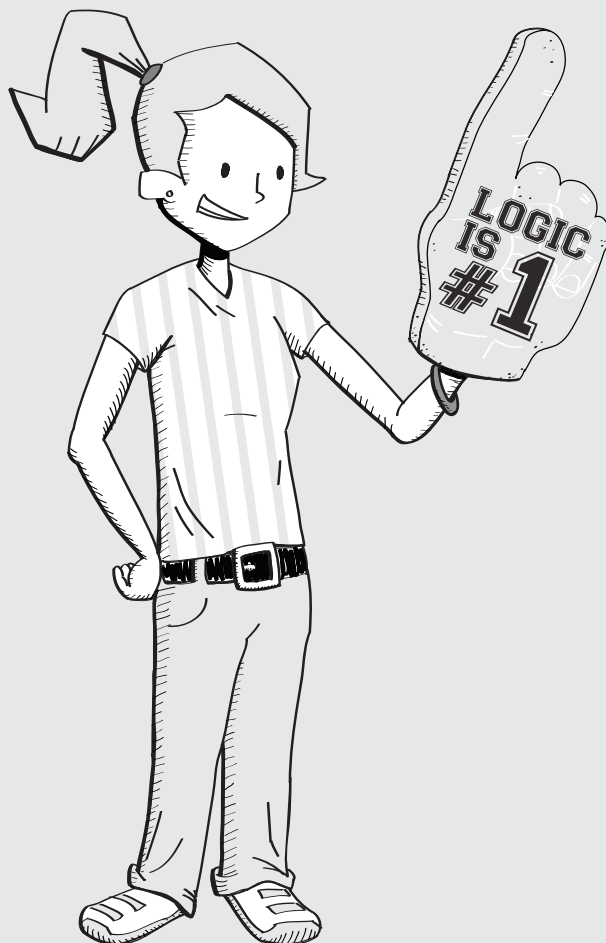


*The*  
**DISCOVERY**  
*of* **DEDUCTION**  
**ASSESSMENTS,**  
**QUIZZES &**  
**EXTRA PRACTICE**



CLASSICAL  
SUBJECTS  
CREATIVELY  
TAUGHT™

*by Joelle Hodge*



*The Discovery of Deduction*  
*Assessments, Quizzes & Extra Practice*  
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Design by Lenora Riley

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# TEACHER'S INTRODUCTION

This supplementary resource of assessments, quizzes, and extra practice will help you to ensure that your students have mastered the concepts of formal logic presented in *The Discovery of Deduction*.

The following brief orientation contains guidance on how the layout of *The Discovery of Deduction* textbook and these supplements work together. Please have both the suggested course schedule (see p. 6) and the table of contents of *The Discovery of Deduction* handy as you read the following information.

*The Discovery of Deduction* textbook is organized into four units:

Unit 1: Chapters 1–3—Introduction

Unit 2: Chapters 4–6—Propositions & Their Relationships

Unit 3: Chapter 7–8—Categorical Syllogisms

Unit 4: Chapter 9—Terms and Definitions

## ***Introductory Material***

Unit 1 is comprised of three chapters that together provide a general introductory overview. The unit 1 chapters are vocabulary/grammar based and quite brief; however, the concepts introduced are fundamental. You can see in the suggested course schedule that your students will move quite rapidly through these introductory chapters. As such, the decision was made not to pause after each chapter for an assessment, but instead to keep moving through the entirety of unit 1 before providing the first assessment. With the exception of this unit and the unit 4 project, individual assessments are provided for each chapter.

## ***The Core of the Text***

Units 2 and 3 comprise the core of *The Discovery of Deduction*. These two units begin the process of building concept upon concept, and culminate in the student's ability to translate statements from ordinary language into categorical syllogisms and test them for validity. Each lesson takes the student step by step through each detailed process, breaking down the more complex areas into manageable, accessible chunks of information.

By their very nature, these chapters have a cumulative effect, much the way a mathematics text presumes mastery of the previous chapter in each subsequent chapter. In order to understand the concepts in chapter 5, for example, it is assumed that the student has mastered and can employ the concepts from chapter 4. In order to understand the concepts in chapter 6, it is assumed that the student has mastered and can employ the concepts from the previous two chapters. And so on.

As a result of this cumulative building, unit chapter tests are not necessary. Students who pass the chapter 6 assessment at the conclusion of unit 2 will be demonstrating their ongoing mastery of the content in chapters 4–6. Students who pass the chapter 8 assessment at the conclusion of unit 3 will be demonstrating their ongoing mastery of chapters 4–8. Pausing to administer a separate unit assessment at the end of units 2 and 3 would therefore be unnecessary and redundant.

## ***Terms and Definitions***

Unit 4 includes only chapter 9, which covers terms and definitions. It changes gears with its departure from the study of the syllogism, refocusing the student on the necessary role language plays in argumentation. The first rule of logic is: Define your terms! Every student knows it is imperative to choose his language with precision, intention, and purpose.

Chapter 9 provides students with an in-depth look into this fundamental component of logical argumentation. Not only is the ability to define terms a necessary skill in crafting a logical argument, but Aristotle lists definition as the first of the common topics in his discussion of rhetoric. The common topics of rhetoric are a guide to writers and speakers in their discovery of arguments, and the ability to utilize definitions accurately and persuasively is Aristotle's first suggestion when deciding how to craft a discourse.

It seemed natural, then, when considering the assessment for unit 4, to forego the standard type of assessment, and instead to provide the student with an opportunity to analyze a real-world argument that utilizes definition as a method of persuasion. The chosen argument is a United States Supreme Court decision—a fairly recent and controversial one—from 2015. Of course, you are welcome to select a different argument for your students to analyze.

The unit 4 assessment is not a test, but rather a project in which the skills and concepts learned in chapter 9 can be applied. In the suggested course schedule, the timeline and general scope and sequence for this project are laid out. There should be ample time to complete each portion of the project, but the requirements for it can always be modified to meet the demands of your schedule.

The unit 4 project zeroes in on the fundamental dispute in the court case—it is actually a definitional dispute. There are three key terms each side defines, and which the Supreme Court justices will ultimately use to determine how to make their final ruling.

Students should read the court case and employ the skills they learned from unit 4, analyzing the case by:

- identifying the three key terms in the court case
- determining the types of definitions that were utilized (lexical, theoretical, précising, or stipulative)
- determining how each side actually worded the definitions of the key terms
- evaluating the degree of success each side achieves in arguing from its definitions

The project should *not* result in students gravitating toward a particular side of the issue. This exercise truly gets at the heart of objective logical application: Can a student separate his personal beliefs from his judgment of validity in an argument? This is a very challenging objective for most students.

A controversial argument was chosen for this very purpose. Part of learning logic is learning to accurately identify where strengths and weaknesses are found in an argument. Whether or not a student supports a particular point of view should not cloud his objectivity or affect his ability to identify if the opposing side has crafted a valid and sound argument. After all, if the opposition argued best, then it doesn't really do us any good to deny it. Instead it provides us an opportunity to learn from the mistakes our side made, and do it better next time!

Keeping this in mind, have your students analyze the court case and determine which side most skillfully defined its terms, employed their use, and persuasively argued from definition.

### ***Additional Resource***

Dr. Peter Kreeft's text entitled *Socratic Logic* is an excellent supplemental resource for those who are teaching deductive logic. Dr. Kreeft's text may provide a more solid foundation in complicated areas of deductive logic. While his is not the only text that can serve in this way, specific sections of his text that may be useful for lesson preparation are referenced (see the suggested course schedule on p. 6).

It is our hope that this orientation proves helpful to you. The staff at Classical Academic Press is committed to providing you with the best resources to assist you in your educational goals. Please let us know if we can be of further assistance to you during your study of *The Discovery of Deduction*.

—Joelle Hodge

# SUGGESTED COURSE SCHEDULE

## ABBREVIATIONS

*DD* = *The Discovery of Deduction* textbook

HW = homework

DIA = Deduction in Action

WEEK	IN-CLASS LESSON/ OBJECTIVE	PREP NOTES & ADDITIONAL INSTRUCTOR RESOURCES	HOMEWORK FOR STUDENTS & INSTRUCTORS
Before Day 1		Read and prepare <i>DD</i> Lessons 1.1–2.2, Worksheets, and DIA projects	Read Lessons 1.1–1.3
1	Orientation: Introduction to Formal Logic—Lessons 1.1–1.3: Formal vs. Informal Logic, Deductive vs. Inductive Reasoning, Categorical vs. Propositional Logic		Complete Exercises: Lessons 1.1–1.3 (skip DIA)
	Review HW; in class: Lessons 1.1–1.3 DIA (5, 8, 13)	Kreeft’s <i>Socratic Logic</i> Introduction	Read Lessons 2.1–2.2
2	History of Logic, Modern Logic, the Three Acts of the Mind	Read and prepare <i>DD</i> Lessons 3.1–3.2, Worksheets, and DIA projects; review Kreeft’s <i>Socratic Logic</i> : Ch. 1, “The First Act of the Mind: Understanding”	Complete Lessons 2.1–2.2, including DIAs
	Review HW; review for Ch. 1–2 Assessment	Prepare Ch. 1–2 Assessment; review Kreeft’s <i>Socratic Logic</i> : Ch. 5, “The Second Act of the Mind: Judgment”	Study for Ch. 1–2 Assessment
3	Ch. 1–2 Assessment	Grade Ch. 1–2 Assessment; review Kreeft’s <i>Socratic Logic</i> : Ch. 7, “The Third Act of the Mind: Reasoning”	Read Lesson 3.2
	Introduce the Three Acts of the Mind; read & complete Lesson 3.1 together in class	Read and prepare <i>DD</i> Lessons 4.1–4.8, Worksheets, and DIA projects	Complete Lesson 3.2

## Suggested Course Schedule

WEEK	IN-CLASS LESSON/ OBJECTIVE	PREP NOTES & ADDITIONAL INSTRUCTOR RESOURCES	HOMEWORK FOR STUDENTS & INSTRUCTORS
4	Review HW; complete 3.2 DIA (33)	Prepare Unit 1 Assessment	Review Unit 1
	Review Unit 1	Review Kreeft's <i>Socratic Logic</i> : Ch. 5, "The Second Act of the Mind: Propositions"	Review Unit 1
5	Unit 1 Assessment	Grade Unit 1 Assessment	Read and complete Lessons 4.2 (skip DIA)
	Introduce Argument Translations: read & complete Lesson 4.1; review HW; complete 4.2 DIA (39)		Read and complete Lesson 4.3 (skip DIA)
6	Review HW; complete 4.3 DIA (44)		Read and complete Lesson 4.4 (skip DIA)
	Review HW; complete 4.4 DIA (50)		Read and complete Lesson 4.5 (skip DIA)
7	Review HW; complete 4.5 DIA (56)	Review Kreeft's <i>Socratic Logic</i> : Ch. 9, Lesson 5, "Deductive & Inductive Reasoning"	Read and complete Lesson 4.6 (skip DIA)
	Review HW; complete 4.6 DIA (62)		Read and Complete Lesson 4.7 (skip DIA)
8	Review HW; complete 4.7 DIA (66)	Prepare Argument Translations Practice Worksheets 1 & 2	Read and complete Lesson 4.8 (skip DIA)
	Review HW; complete 4.8 DIA (72)	Prepare Argument Translations Practice Worksheet 1	Complete Ch. 4 Argument Translations Practice Worksheet 1
9	Review HW	Prepare Argument Translations Practice Worksheet 2	Complete Ch. 4 Argument Translations Practice Worksheet 2
	Review HW; chapter 4 Review.	Prepare Ch. 4 Assessment; read and prepare <i>DD</i> Lessons 5.1–5.6, Worksheets, and DIA projects	Study for Ch. 4 Assessment
10	Ch. 4 Assessment	Grade Ch. 4 Assessment; review Kreeft's <i>Socratic Logic</i> : Ch. 7, Lessons 1 & 2, Contradiction	Read and complete Lesson 5.2 (skip DIA)
	Introduce Relationships of Opposition: read and complete Lesson 5.1; review HW	Prepare Ch. 5 Square of Opposition Practice Worksheet (note: students may have multiple practice sheets)	Complete Ch. 5 Square of Opposition Worksheet; read and complete Lesson 5.3 (skip p. 87 "Practice" and p. 88 DIA)
11	Review HW; complete Lesson 5.3 Practice (87) and DIA (88)		Read and complete Lesson 5.4 (skip DIA)
	Review HW; complete Lesson 5.4 DIA (100)		Read and complete Lesson 5.5 (skip DIA)

## Suggested Course Schedule

WEEK	IN-CLASS LESSON/ OBJECTIVE	PREP NOTES & ADDITIONAL INSTRUCTOR RESOURCES	HOMEWORK FOR STUDENTS & INSTRUCTORS
12	Review HW; complete Lesson 5.5 DIA (110)	Prepare Ch. 5 If-Then Practice Worksheet (note: students may have multiple practice sheets)	Read and complete Lesson 5.6 (skip DIA)
	Review HW; complete Lesson 5.6 DIA (114)	Prepare Ch. 5 Translations, Contradictions, and Inferences Worksheet	Complete Ch. 5 If-Then Practice Worksheet
13	Review HW; begin Translations, Contradictions, and Inferences Worksheet beginning with Contradiction with Proverbs (evens); and review Summarizing the Square of Opposition chart		Complete Ch. 5 Translations, Contradictions, and Inferences Worksheet: Contradiction with Proverbs (odds); and Exercise A (all)
	Review HW		Complete Ch. 5 Translations, Contradictions, and Inferences Worksheet: Exercises B & C (all). Additionally, students bring their Ch. 5 questions to class
14	Review HW; Ch. 5 Review	Prepare Ch. 5 Assessment; read and prepare <i>DD</i> Lessons 6.1–6.5, Worksheets, and DIA projects	Review for Ch. 5 Assessment; additional Ch. 5 Worksheets as needed
	Ch. 5 Assessment	Grade Ch. 5 Assessment; review Kreeft’s <i>Socratic Logic</i> : Ch. 6, “Changing Propositions”	Read and complete Lesson 6.2 (skip DIA)
15	Read and complete Lesson 6.1; review HW; complete Lesson 6.2 DIA (119)		Read and complete Lesson 6.3 (skip DIA)
	Review HW; complete Lesson 6.3 DIA (126)		Read and complete Lesson 6.4 (skip DIA)
16	Review HW; complete Lesson 6.4 DIA (130)	Prepare Ch. 6 Relationships of Equivalence Worksheet	Read and complete Lesson 6.5 (skip DIA)
	Review HW; complete Lesson 6.5 DIA (136)	Consider supplying Answer Key for student HW	Complete Ch. 6 Relationships of Equivalence Worksheet (1–4)



## Suggested Course Schedule

WEEK	IN-CLASS LESSON/ OBJECTIVE	PREP NOTES & ADDITIONAL INSTRUCTOR RESOURCES	HOMEWORK FOR STUDENTS & INSTRUCTORS
17	Review HW; begin Ch. 6 Relationships of Equivalence Worksheet (5–8)		Complete Ch. 6 Relationships of Equivalence Worksheet (9–12)
	Review HW; begin Ch. 6 Relationships of Equivalence (13–16)	Consider supplying Answer Key for student HW	Complete Ch. 6 Relationships of Equivalence (17–20); additionally, students bring their Unit II & Ch. 6 questions to class.
18	Review HW; complete any unfinished problems; review Unit II, focus Ch. 6	Prepare Ch. 6 Assessment; read and prepare <i>DD</i> Lessons 7.1–7.5, Worksheets, and DIA projects	Study for Ch. 6 Assessment
	Ch. 6 Assessment	Grade Ch. 6 Assessment; review Kreeft’s <i>Socratic Logic</i> : Ch. 10, “Syllogisms”	Read and complete Lesson 7.2 (skip p. 146 “Figure It Out” and p. 147 DIA)
19	Introduce the Syllogism; read and complete Lesson 7.1; complete Lesson 7.2, p. 146 “Figure It Out” and DIA (147)	Prepare Lesson 7.3 DIA; MLA style formatting requirements and Essay Assignment Sheet for students: due dates, formatting requirements, etc. Consider text: <i>MLA Handbook for Writers of Research Papers</i> <sup>1</sup> as well as online MLA resources.	Read and complete Lesson 7.3 (skip DIA)
	Review HW; begin Lesson 7.3 DIA (154) and hand out Essay Assignment Sheet	Review Kreeft’s <i>Socratic Logic</i> : Ch. 12, Lesson 1, “More Difficult Syllogisms”; prepare Ch. 7 Extra Practice: Detecting Enthymemes Worksheet	Complete Lesson 7.3 DIA essay
20	Review HW oral presentation of selected essays, class critiques. All essays submitted for grade.	Grade Lesson 7.3 DIA essays	Read and complete Lesson 7.4, including DIA
	Review HW; complete Ch. 7 Extra Practice: Detecting Enthymemes (1–3)		Complete Ch. 7 Extra Practice: Detecting Enthymemes (4–6)
21	Review HW; complete Ch. 7 Extra Practice: Detecting Enthymemes (7–10)	Review Kreeft’s <i>Socratic Logic</i> : Ch. 11, “Checking Syllogisms for Validity,” Lesson 3—Modd & Figure	Read and complete Lesson 7.5, including DIA. Additionally, students bring their Ch. 7 questions to class.
	Review HW; review Ch. 7	Prepare Ch. 7 Assessment; read and prepare <i>DD</i> Lessons 8.1–8.5, Worksheets, and DIA projects	Study for Ch. 7 Assessment

1. Modern Language Association, *MLA Handbook for Writers of Research Papers*, 7th Edition, available at: <http://amzn.to/1X2LB0m>.

## Suggested Course Schedule

WEEK	IN-CLASS LESSON/ OBJECTIVE	PREP NOTES & ADDITIONAL INSTRUCTOR RESOURCES	HOMEWORK FOR STUDENTS & INSTRUCTORS
22	Ch. 7 Assessment	Grade Ch. 7 Assessment; review Kreeft's <i>Socratic Logic</i> : Ch. 11, Lessons 2, 4, "Checking Syllogisms for Validity"	Read and complete Lesson 8.1 (skip DIA)
	Review HW; complete Lesson 8.1 DIA (176)		Read and complete Lesson 8.2 (skip DIA)
23	Review HW; complete Lesson 8.2 DIA (187)		Read and complete Lesson 8.3 (skip DIA)
	Review HW; complete Lesson 8.3 DIA (202)		Read and complete Lesson 8.4 (skip DIA)
24	Review HW; complete Lesson 8.4 DIA (214)		Read and complete Lesson 8.5 (skip DIA)
	Review HW; complete Lesson 8.5 DIA (224)	Prepare Ch. 8 Testing for Validity Worksheet	Read Lesson 8.6; complete Cumulative Review 1–10
25	Review HW; complete Cumulative Review 11–20	Prepare Ch. 8 Testing For Validity Worksheet	Complete Ch. 8 Testing for Validity Worksheet (1–4)
	Review HW; complete Ch. 8 Testing for Validity Worksheet (5–6)		Complete Ch. 8 Testing for Validity Worksheet (7–10). Additionally, students bring their Ch. Unit III & Ch. 8 questions to class.
26	Review HW; complete any unfinished problems; review Unit III, focus Ch. 8	Prepare Ch. 8 Assessment; read and prepare <i>DD</i> Lessons 9.1–9.7, Worksheets, and DIA projects	Study for Ch. 8 Assessment
	Ch. 8 Assessment	Grade Ch. 8 Assessment	Complete Lesson 8.6 DIA; read and complete Lesson 9.2 (skip DIA)
27	Introduce Definitions and Disagreements Lesson 9.1; review HW, complete Lesson 9.2 DIA (248)		Read and complete Lesson 9.3 (skip DIA)
	Review HW; complete Lesson 9.3 DIA (260)		Read and complete Lesson 9.4 (skip DIA)
28	Review HW; complete Lesson 9.4 DIA (268)		Read and complete Lesson 9.5 (skip DIA)
	Review HW; complete Lesson 9.5 DIA (278)	Read Supreme Court of the United States Transcript & Ruling (pages TBD by instructor): <i>Obergefell vs. Hodges</i> (Gay Marriage 2015). <sup>2</sup>	Read and complete Lesson 9.6 (skip DIA)

2. Available at [http://www.supremecourt.gov/opinions/14pdf/14-556\\_3204.pdf](http://www.supremecourt.gov/opinions/14pdf/14-556_3204.pdf).

## Suggested Course Schedule

WEEK	IN-CLASS LESSON/ OBJECTIVE	PREP NOTES & ADDITIONAL INSTRUCTOR RESOURCES	HOMEWORK FOR STUDENTS & INSTRUCTORS
29	Review HW; complete Lesson 9.6 DIA (287)	Using the SCOTUS transcript: identify key terms: 1) Marriage, 2) Justice, and 3) States Rights vs. Federal Rights. How do both sides of the issue define these key terms? Decide if students will write a paper or merely a formal outline. Will students turn in a paper or use their outline for guided discussion? Perhaps a debate focused on the definitions of the key terms defined in the trial?	Read and complete Lesson 9.7 (skip DIA)
	Review HW; complete Lesson 9.7 DIA (293)	Review MLA standards for writing research papers, <i>MLA Handbook for Writers of Research Papers</i> . <sup>3</sup> Prepare student handout(s) for project assignment to include your requirements of paper length, line spacing, approved font usage, font size, margins, etc., as well as thesis statement requirements, outline requirements, rough draft requirements, and due dates for each. Be sure to cover plagiarism and quotation guidelines, as well as end- and footnoting.	Read SCOTUS Transcript & Ruling (pages TBD by instructor): <i>Obergefell vs. Hodges</i> (Gay Marriage 2015). <sup>4</sup>

3. Modern Language Association, *MLA Handbook for Writers of Research Papers*, 7th Edition, available at: <http://amzn.to/1X2LB0m>.

4. Available at [http://www.supremecourt.gov/opinions/14pdf/14-556\\_3204.pdf](http://www.supremecourt.gov/opinions/14pdf/14-556_3204.pdf).

## Suggested Course Schedule

WEEK	IN-CLASS LESSON/ OBJECTIVE	PREP NOTES & ADDITIONAL INSTRUCTOR RESOURCES	HOMEWORK FOR STUDENTS & INSTRUCTORS
30	<p>Introduce Final Project: Project will incorporate and demonstrate a cumulative mastery of concepts taught through <i>DD</i>. Present Student Handout for Paper Assignment. Students will create an accurate thesis statement, worded to reflect mastery of propositional statements. Their outlines will demonstrate mastery of valid syllogisms (in which the truth of the premises leads to the truth of their conclusions). They will demonstrate mastery of relationships of opposition and equivalence throughout their paper. And they will demonstrate mastery of definitions and how definitions can contribute to disagreements. This will be done within the framework of the SCOTUS Transcript <i>Obergefell vs. Hodges</i> (Gay Marriage 2015).<sup>5</sup> Review MLA styles and class requirements for format of paper. Include instructions on quoting.</p> <p>Discussion of Transcript: role of <i>definitions</i> within <i>this</i> court case. How the Supreme Court ruled on this case. Did definitions of any of these key terms play a part in deciding the case? How did the Justices interpret the definitions of these key terms? <i>Students should be prepared to argue from the point of the definitions, not the morality of the issue or their religious beliefs. Students should understand the difference between generating their own argument and reporting/ presenting the facts of an actual case without prejudice for either side.</i></p>	<p>Instructors should prepare students to argue from the point of the definitions, not the morality of the issue or their religious beliefs. Instructors should prepare their students to understand the difference between generating original arguments, and reporting/presenting the facts of an actual case without prejudice for either side.</p>	<p>Read SCOTUS Transcript &amp; Ruling (pages TBD by instructor): <i>Obergefell vs. Hodges</i> (Gay Marriage 2015).<sup>6</sup></p> <p>Using the SCOTUS Transcript &amp; Ruling Identify key terms: (1) Marriage, (2) Justice, and (3) States Rights vs. Federal Rights. How do both sides of the issue define these key terms?</p>

5. Available at [http://www.supremecourt.gov/opinions/14pdf/14-556\\_3204.pdf](http://www.supremecourt.gov/opinions/14pdf/14-556_3204.pdf).

6. Available at [http://www.supremecourt.gov/opinions/14pdf/14-556\\_3204.pdf](http://www.supremecourt.gov/opinions/14pdf/14-556_3204.pdf).

## *Suggested Course Schedule*

WEEK	IN-CLASS LESSON/ OBJECTIVE	PREP NOTES & ADDITIONAL INSTRUCTOR RESOURCES	HOMEWORK FOR STUDENTS & INSTRUCTORS
31	Remaining classes structured to accommodate your Final Project		TBD by Instructor
	Remaining classes structured to accommodate your Final Project		TBD by Instructor
32	Remaining classes structured to accommodate your Final Project		TBD by Instructor
	Remaining classes structured to accommodate your Final Project		TBD by Instructor

# ASSESSMENT

Name: \_\_\_\_\_ Date: \_\_\_\_\_

A. **Define:** Supply a complete definition for the following terms.

1. **Logic:** \_\_\_\_\_
2. **Axiom/Postulate:** \_\_\_\_\_
3. **a priori truths:** \_\_\_\_\_

B. **Fill in the blank:** Determine the best term to complete the statements below.

1. While the basic building block in categorical logic is an individual word called a \_\_\_\_\_, which represents a basic category of things, the basic building block of propositional logic is an entire sentence, called a \_\_\_\_\_.
2. Inductive reasoning is a method of determining the validity of an informal argument, which tends to start with \_\_\_\_\_ that can be observed and compiled and works toward \_\_\_\_\_ that are reasonably accurate with more or less \_\_\_\_\_. That means that inductive reasoning does not lend itself to absolute \_\_\_\_\_.
3. Deductive arguments are evaluated as either \_\_\_\_\_ or \_\_\_\_\_, and inductive arguments are evaluated as either \_\_\_\_\_ or \_\_\_\_\_.

C. **Explain:** Give a complete answer for each the following questions.

**Consider the following quote:** *It is the mark of an educated mind to be able to entertain a thought without accepting it.* —Aristotle, *Metaphysics*

**Now provide a complete answer to the following questions:**

1. Why is it important to be able to entertain an idea without accepting it?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Why is entertaining an idea without accepting it especially hard to do?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Why might Aristotle's categorical logic have especially appealed to people during the Middle Ages?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# ASSESSMENT

Name: \_\_\_\_\_ Date: \_\_\_\_\_

A. **Define:** Supply a complete definition for the following terms.

1. **Logic:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. **Inductive Reasoning:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. **Deductive Reasoning:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. **Categorical Logic:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. **Propositional Logic:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. **Simple Apprehension:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. **Judgment:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. **Inference:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. **Syllogism:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. **Inductive Inference:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. **Explain:** Give a complete answer for each the following questions.

1. Explain the differences between logical argument and an explanation.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Explain how people use the three acts of the mind when they make arguments.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Explain why deductive arguments are referred to as valid or invalid, whereas inductive arguments are referred to as strong or weak.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What is the difference between inference and implication?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_