

Curriculum Overview: Logic II

COURSE DESCRIPTION

Logic II is the second year of study in Aristotelian logic, that is, the study of deductive inference (deductive reasoning) and the classical syllogism. Having learned the ‘science’ of Logic, i.e., the foundational principles and rules of **formal logic** during the Logic I, we now progress to practicing the ‘art’ of formal logic in Logic II.

Practicing the art of logic means that we are now taking the rules of formal logic and using them as we read a variety of texts that we encounter in our daily life and studies, the language and arguments we find in everything from the Bible to texts we are reading in our other classes to daily news accounts. By repeated application of the ‘science’ of logic in a variety of text settings we build the habits of using formal logic as we read, and speak, and think, until they become second nature. We are now practicing the ‘art’ of formal logic.

At the start of the year we begin with a discussion on Truth and worldview. We learn that God’s revelation is the only way we can really understand what is true and what is real. We then will turn to the Traditional Logic Book II and learn about Figure and Mood in Syllogisms. At the same time we will engage with a variety of texts, both classical and contemporary, and begin practicing the art of logic. We work with all four types of text: narrative, expository, technical, and persuasive, and all five text structures: descriptive, sequential, problem and solution, cause and effect, compare and contrast.

Moving from the ‘science’ to the ‘art’ of formal logic brings us into the realm of what is known as **material logic**. By definition, “Material logic is concerned with the **content** of argumentation. It deals with the **truth** of the terms and the propositions in an argument. Formal logic is interested in the **form** or structure of reasoning...Formal logic is concerned with the method of deriving one truth from another.” (*Traditional Logic*, Martin Cothran, p. 2)

It is delightful to discover how all our hard work enables us to evaluate sometimes complicated arguments to determine both their validity and soundness.

We will also become familiar with more advanced examples of formal logic: rhetorical arguments or enthymemes, hypothetical syllogisms and complex syllogisms, and relational arguments.

DAILY/WEEKLY RHYTHM

Each day opens with a selected verse from the Psalms and prayer.

We then review the Practice Exercises assigned the previous day. After verifying our understanding of that portion of the lesson, we move on to the next Exercises. Exercises addressing the new material are assigned as homework, and there is often time in class to begin work on them.

CONTRIBUTION TO LEARNING GOALS

Spiritual Domain: Our foundational and ultimate learning goal is to help our students know God and enjoy Him forever. To this end, as a teacher I seek to model a Christ-like spirit, to love my students, and to fan into flame the joy of learning.

Liberal Domain: Having focused on the Word, we then turn to the words of the text we are reading: their definition, their etymology, their use in the text at hand. The overarching learning goal is to cultivate through repeated practice the habit of paying close and careful attention to the words in the text, in short, to *become good readers and thinkers*. We then proceed to the Logic text and the exercises they have worked on the night before to discuss not only the answers, but also keywords and key concepts, their definitions and etymologies when appropriate, and their place in the three-fold sequence of mental acts involved in logic: simple apprehension, judgment, and deductive inference.

Moral Domain: Throughout the school year we will focus on each of the three theological virtues: faith, hope, and love, and each of the four cardinal virtues: prudence, justice, fortitude, and temperance. Each month we will focus on a particular virtue. We will learn spiritual disciplines and practice them in class.

LEARNING OBJECTIVES

Logic II has a number of specific learning objectives that are described in detail in the Curriculum Guide for 9th Grade

ASSESSMENT

For Logic II, assessment takes place in three categories: Participation 10%, Homework 10% Quizzes 30% and Tests 50%.

PARENTAL INVOLVEMENT

Parental involvement with the 9th graders will help them be successful.

Parents should access lesson plans, homework, and grades in RenWeb. It would be helpful if parents and their 9th grader would look into RenWeb on a weekly basis, with the parent assisting them in learning how to access it and use it to check their progress and look up assignments.

For 9th graders, anticipate no more than 30 minutes of Logic work each evening. This time includes journal entries from their in class reading and daily exercises.

As teacher and parents, we form a partnership in the learning experience of your student. Please feel free to e-mail and/or call me with any questions or concerns. I also will be happy to meet with you; simply request a conference via e-mail and we will schedule a mutually convenient time.