

Instilling Wisdom



Inspiring Worship

Elementary Memorization: Language Spring Branch Academy

Fall Term

Week 1	Introduction	Education / Liberal Arts / Trivium
Week 2	Introduction	The Three “Rs” of Traditional Education
Week 3	Introduction	Beginning a Foreign Language
Week 4	Grammar	Eight Parts of Speech
Week 5	Grammar	Noun / Proper Noun
Week 6	Grammar	Pronoun / Personal Pronoun
Week 7	Grammar	Verb / Action Verbs: Transitive and Intransitive
Week 8	Grammar	Stative Verbs: “Be” Verbs and Linking Verbs
Week 9	Grammar	Five Properties of Verbs
Week 10	Grammar	Auxiliary Verbs

Winter Term

Week 11	Grammar	Four Principal Parts
Week 12	Grammar	Adverb
Week 13	Grammar	Adjective / Article Adjective
Week 14	Grammar	Interjection / Conjunction / Preposition
Week 15	Grammar	Sentence / Complete Sentence: Subject and Predicate
Week 16	Grammar	Kinds of Sentences
Week 17	Grammar	Word Groups: Phrase, Clause, and Sentence
Week 18	Grammar	Two Clauses: Main Clause and Subordinate Clause / Other Clauses
Week 19	Grammar	Four Sentence Structures
Week 20	Grammar	Sentence Errors: Run-On Sentence and Fragments

Spring Term

Week 21	Logic	Definition of Logic / Kinds of Logic
Week 22	Logic	Deductive Logic / Syllogism
Week 23	Logic	Inductive Logic / Falsification Criteria
Week 24	Logic	Logical Fallacies / Abduction
Week 25	Logic	Moral Logic / The Shema
Week 26	Rhetoric	Definition of Rhetoric / Logic vs. Rhetoric
Week 27	Rhetoric	Aristotle’s Three Means of Persuasion
Week 28	Rhetoric	Five Canons of Rhetoric
Week 29	Review	Review of Logic
Week 30	Review	Review of Rhetoric

Week 1	Week 2
<p>Education = Arts and Sciences (skills) (knowledge)</p> <p>Liberal Arts = Trivium + Quadrivium</p> <p>Trivium – skill with words</p> <p><i>Grammar</i> → sentence <i>Logic</i> → argument <i>Rhetoric</i> → speech</p>	<p>The Three “Rs” of Traditional Education</p> <p><i>Reading</i> <i>Writing</i> <i>Rithmetic</i></p>
Explanation	Explanation
<p>Education has two things: Arts – things we <i>do</i> Sciences – things we <i>know</i></p> <p>Of the things we do, there were two kinds: Manual Arts – things you do with your hands (“hands-on skills”) Liberal Arts – things you do with your mind (“mental skills”)</p> <p>To a Greek: Servile Arts – things that slaves do Liberal Arts – things that free men do (liberal/liberty)</p> <p>Quadrivium = mathematical arts (skill w/ numbers) Trivium = verbal arts (skill w/ words)</p> <p>Memorize:</p> <p>Grammar – skill in speaking Logic – skill in reasoning Rhetoric – skill in persuading</p> <p>Makes a...</p> <p>Sentence – one complete thought Argument – ordered set of complete thoughts Speech – beautifully ordered set of complete thoughts</p>	<p>Tutors should review the following:</p> <p>Education = Arts and Sciences (skill) (knowledge) (things we <i>do</i>) (things we <i>know</i>)</p> <p>Liberal Arts = Trivium + Quadrivium The liberal arts are <i>classical</i> education.</p> <p>Trivium <i>Grammar</i> – skill in speaking → sentence <i>Logic</i> – skill in reasoning → argument <i>Rhetoric</i> – skill in persuading → speech</p> <p>The Three “Rs” of Traditional Education <i>Reading</i> – Christianity alone gives us true History <i>Writing</i> – like the Trivium (verbal arts) <i>Rithmetic</i> – like the Quadrivium (math arts)</p> <p>Note: We are showing that classical education lacks the reading component (is it a “science”, not an “art”?). We are also taking advantage of that difference to stress that classical education needs the Bible.</p>

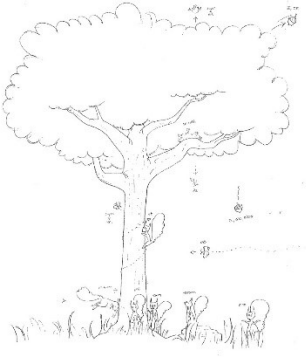
Week 3	Week 4
<p>Beginning a Foreign Language</p> <p><i>Vocabulary</i> – words <i>Syntax</i> – rules <i>Practice</i> – reading, listening, and talking</p> <p>A pile of <i>words</i> and play by the <i>rules</i>, and <i>practice, practice, practice!</i></p>	<p>Eight Parts of Speech</p> <p>Nouns and pronouns, Verbs and adverbs, Adjectives and interjections, Prepositions and conjunctions.</p>
<p>Explanation</p>	<p>Explanation</p>
<p>Review: Education = Arts and Sciences</p> <p>Liberal Arts = Trivium + Quadrivium <i>What is the Trivium and its three subjects?</i> <i>What are the three “Rs” of traditional education?</i></p> <p>Trivium <i>Grammar</i> – skill in speaking → sentence <i>Logic</i> – skill in reasoning → argument <i>Rhetoric</i> – skill in persuading → speech</p> <p>The Three “Rs” of Traditional Education <i>Reading</i> – Christianity alone gives us true History <i>Writing</i> – like the Trivium (verbal arts) <i>Rithmetic</i> – like the Quadrivium (math arts)</p> <p>Learning a foreign language involves three things: <i>Vocabulary</i> – words that point to real things <i>Syntax</i> – accepted rules for the structure of words <i>Practice</i> – reading, translating, and conversing</p> <p>In other words: Learn what a thing is called (vocabulary). Learn how to talk about it in a sentence (syntax). Then practice, practice, practice!</p> <p>If you can, make the little ditty into a simple song.</p>	<p>Liberal Arts = Trivium + Quadrivium <i>What is the Trivium and its three subjects?</i> <i>What are the three “Rs” of traditional education?</i></p> <p>Review the liberal arts quickly. Emphasize that our “R” of reading is the Bible. It is the Bible that completes the liberal arts.</p> <p>Review this little ditty: A pile of <i>words</i> and play by the <i>rules</i>, and <i>practice, practice, practice!</i> (<i>Vocabulary, Syntax, and Practice</i>)</p> <p>Eight Parts of Speech Nouns and pronouns, Verbs and adverbs, Adjectives and interjections, Prepositions and conjunctions.</p> <p>Chant this arrangement to the following rhythm: Nouns...and pronouns... Verbs....and adverbs... Ad-jec-tives-and-in-ter-jec-tions, Pre-po-si-tions-and-con-junc-tions.</p>

Week 5	Week 6												
<p>Noun – a person, place, or thing</p> <p>Proper Noun – a noun with a capital letter</p>	<p>Pronoun – in place of a noun</p> <p>Personal Pronouns</p> <table border="0"> <thead> <tr> <th><i>Person</i></th> <th><i>Subjective</i></th> <th><i>Objective</i></th> </tr> </thead> <tbody> <tr> <td>1st</td> <td>I, we</td> <td>me, us</td> </tr> <tr> <td>2nd</td> <td>you, y'all</td> <td>you, y'all</td> </tr> <tr> <td>3rd</td> <td>he/she/it, they</td> <td>him/her/it, them</td> </tr> </tbody> </table>	<i>Person</i>	<i>Subjective</i>	<i>Objective</i>	1 st	I, we	me, us	2 nd	you, y'all	you, y'all	3 rd	he/she/it, they	him/her/it, them
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Explanation	Explanation												
<p>Review the ditty for learning a foreign language: A pile of words and play by the rules, and practice, practice, practice! Again, these are vocabulary, syntax and practice.</p> <p>Chant the eight parts of speech to its rhythm: Nouns and pronouns, Verbs and adverbs, Adjectives and interjections, Prepositions and conjunctions.</p> <p>Here is the first part of speech: Noun – a person, place, or thing Proper Noun – a noun with a capital letter i.e. when we name a particular person, place, or thing!</p> <p>Note: Literally, every noun is a name (Lat. <i>nomen</i>), but a proper noun is the name of a particular thing.</p>	<p>Review noun, proper noun, and the parts of speech: Nouns and pronouns, Verbs and adverbs, Adjectives and interjections, Prepositions and conjunctions.</p> <p>A pronoun is a word “in place of a noun.”</p> <p>Personal Pronoun – often refers to people (or an “it”)</p> <p>Students should at least learn the <i>personal pronouns</i>:</p> <table border="0"> <thead> <tr> <th>Person</th> <th>Subjective</th> <th>Objective</th> </tr> </thead> <tbody> <tr> <td>1st</td> <td>I, we</td> <td>me, us</td> </tr> <tr> <td>2nd</td> <td>you, y'all</td> <td>you, y'all</td> </tr> <tr> <td>3rd</td> <td>he/she/it, they</td> <td>him/her/it, them</td> </tr> </tbody> </table> <p>In teaching “Person,” point to the person involved. Each one has the singular form and the plural form.</p> <p>There are many more pronouns that could be taught: Possessive – my, your, his/her/its, our, your, theirs Demonstrative – this/these (near), that/those (far) Interrogative – who/whom, whose, which, what Relative – who(ever)/whom(ever), which, that Reciprocal – each other, one another Indefinite – any, some, no, every + body/one/thing</p>	Person	Subjective	Objective	1 st	I, we	me, us	2 nd	you, y'all	you, y'all	3 rd	he/she/it, they	him/her/it, them
Person	Subjective	Objective											
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Week 7	Week 8
<p>Verb – an action or a state of being</p> <p>Action Verbs</p> <p><i>Transitive</i> – direct object <i>Intransitive</i> – no direct object</p>	<p>Stative Verbs</p> <p><i>“Be” Verbs</i> – am, are, is, was, were <i>Linking Verbs</i> – can replace the “be” verb Examples: I <i>am</i> tired. I <i>feel</i> tired. I <i>look</i> tired.</p>
Explanation	Explanation
<p>Review <i>noun, proper noun</i>, and the <i>parts of speech</i>: Nouns and pronouns, Verbs and adverbs, Adjectives and interjections, Prepositions and conjunctions.</p> <p>Review <i>pronoun, personal pronouns</i>, and <i>person</i>. List off all of the 1st, 2nd, and 3rd-<i>person</i> pronouns.</p> <p>Verb – an action or a state of being <i>Action Verbs</i> – refers to an action These verbs are sometimes call “fientive” verbs. <i>Stative Verbs</i> – refers to a state of being</p> <p>Kinds of Action Verbs <i>Transitive</i> – the action verb takes a direct object <i>Intransitive</i> – the action verb lacks a direct object</p> <p>Present some examples of action verbs. Ask for examples of action verbs: “Is your verb transitive or intransitive?”</p> <p>Some verbs can have transitive and intransitive uses: “She bakes.” vs. “She bakes cookies.”</p>	<p>Review the Eight Parts of Speech, especially: <i>Nouns</i> and <i>Proper Nouns</i> <i>Pronouns</i> and 1st, 2nd, and 3rd-<i>person</i> examples <i>Verb</i> – an action or a state of being <i>Action Verb</i> – <i>transitive</i> or <i>intransitive</i> <i>State of Being</i> – a “be” verb or a linking verb</p> <p>The “Be” Verbs – am, are, is, was, were <i>Say this string of five words quickly in a row!</i></p> <p>Linking Verb – can replace the “be” verb <i>Example:</i> I am tired. I feel tired. I look tired.</p> <p>Note: One verb can be an action verb or a linking verb. <i>Example:</i> I feel the bumps and now I feel sick.</p>

Week 9	Week 10
<p>Five Properties of Verbs</p> <p><i>Person</i> – 1st, 2nd, or 3rd <i>Number</i> – one or many <i>Tense</i> – time and completed <i>Voice</i> – doing or being done <i>Mood</i> – human will or not</p>	<p>Auxiliary Verbs – changes mood, tense, or emphasis</p> <p>Can you, could you, Will you, would you, Shall you, should you Name these verbs? Do and does and did are one, Have and has and had are two, May and might and must are three, Am, are, is, was, were—and be! <i>How much faster can you be?</i></p>
Explanation	Explanation
<p>Eight Parts of Speech – <i>What are they?</i> <i>What are nouns? Proper nouns? Pronouns?</i> <i>What are verbs? Transitive and intransitive verbs?</i> <i>What are “be” verbs and linking verbs?</i></p> <p>Five Properties of Verbs</p> <p><i>Person</i> – “I” (1st), “you” (2nd), or “they” (3rd) The point of view is the speaker of the words. <i>Number</i> – singular (one), plural (more than one) <i>Tense</i> – past, present, future, perfect, imperfect Time – past, present, future Completion – completed action (pf) or not (impf) <i>Voice</i> – active, middle, passive Active – doing an action Middle – doing and “receiving” the same action Passive – receiving an action done “by” another <i>Mood</i> – indicative, volitional, subjunctive Indicative – merely points out a fact Other moods involve human will somehow.</p> <p>In parsing a verb, identify all five properties. Here is our clear example: “I think.” First-person singular, present active indicative.</p> <p>Note: The properties vary by language, even over time. Koine (NT) Greek has a middle voice. Classical Greek often used an optative mood.</p>	<p>Review the Five Properties of Verbs: <i>Person, Number, Tense, Voice, and Mood</i> E.g., 1st-person singular, present active indicative</p> <p>Auxiliary Verbs – changes mood, tense, or emphasis can/could, will/would, shall/should, do/does/did, have/has/had, may/might/must, am/are/is/was/were/be</p> <p><i>These are the “coulda, woulda, shoulda” verbs!</i> <i>The little ditty is meant to be recited faster and faster.</i></p> <p>Changes in mood: may/might/must, can/could, will/would, shall/should, Changes in tense: am/are/is/was/were/be, have/has/had, and will Change in emphasis: do/does/did</p>

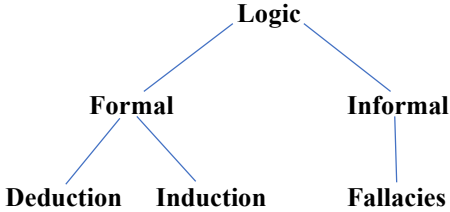
Week 11	Week 12
<p>Four Principal Parts</p> <p>Present Past Present Participle Past Participle</p> <p>Example: <i>sink, sank, sinking, sunk*</i></p>	<p>Adverb – modifies a verb (often “-ly”)</p> <p><i>How? When? Where?</i></p>
Explanation	Explanation
<p>Review the Five Properties of Verbs: <i>Person, Number, Tense, Voice, and Mood</i></p> <p>Auxiliary Verbs – changes mood, tense, or emphasis do/does/did, may/might/must, can/could, will/would, shall/should, am/are/is/was/were/be, have/has/had, and will <i>How fast can you say our little ditty?</i></p> <p>Four Principal Parts</p> <p>Present Note: The <i>number</i> of Past principal parts is specific to Present Participle a language: Greek has six! Past Participle</p> <p>Example: <i>Today, I sink.</i> Note: The <i>order</i> and even <i>Yesterday, I sank.</i> the <i>names</i> of the principal <i>Now I am sinking.</i> parts can vary by author. <i>Now I have sunk.</i></p> <p>Note: Now you can figure out all forms of the verb! Give some examples, then ask for some examples.</p> <p><small>*Help on the Language section came from Tammy Peters and Daniel Coupland, <i>Well-Ordered Language: The Curious Student's Guide to Grammar</i>, Level 4A (Camp Hill, PA: Classical Academic Press, 2018). Used with gratitude for their excellent work!</small></p>	<p>Review the Grammar</p> <p><i>What are the eight parts of speech?</i> <i>What about nouns, pronouns, and verbs?</i></p> <p>Noun & proper noun, pronoun & personal pronoun. Verb – transitive or intransitive? “Be” or linking? Five properties? Our example? Auxiliary verbs? Our little ditty? Four principal parts? Our example?</p> <p>Adverb – mainly modifies a verb However, it can modify an adjective: “much more.” An adverb often answers: <i>How? When? Where?</i></p> <p>An adverb is often formed by adding “-ly” to a word. <i>Can you guess what the original word was for only?</i></p>

Week 13	Week 14
<p>Adjective – modifies a noun</p> <p><i>How many? Whose? Which one? What kind?</i></p> <p>Article Adjective</p> <p><i>Definite Article</i> – the <i>Indefinite Article</i> – a/an</p>	<p>Interjection – <i>unconnected</i> emotional word</p> <p>Conjunction – <i>connects</i> words or clauses</p> <p>Preposition – what a squirrel can do to a tree</p> 
Explanation	Explanation
<p>Parts of Speech <i>What is a noun? A pronoun? A verb? An adverb?</i></p> <p>Adjective – Modifies a noun: <i>How many? Whose? Which one? What kind?</i></p> <p>Article Adjective</p> <p><i>Definite Article</i> – the <i>Indefinite Article</i> – a/an</p> <p>Note: The article is a special kind of adjective. The definite article points to a specific item in mind: “Get the book for me.” <i>Which one?</i> vs. “Get a book for me.” <i>It does not matter which one.</i></p> <p>Using “a” or “an” depends on the next word: a – followed by a word beginning w/ a consonant an – followed by a word beginning w/ a vowel</p> <p>Learning this difference will help with learning Greek: οὐ, οὐκ, and οὐχ depend on what follows the word!</p>	<p>Parts of Speech <i>What is a noun? A pronoun? A verb? An adverb?</i> <i>An adjective? The two article adjectives?</i></p> <p>Interjection – an <i>unconnected</i> emotional word Oh! Alas! Yikes! Ouch!</p> <p>Conjunction – a word that <i>connect</i> words or clauses Coordinating conjunctions: and/but/or, etc. (These connect a same thing to a same thing.) Subordinating conjunctions will be learned later. Examples of conjunctions: if, although, because, in order that, so that... before, after, when, while...</p> <p>Preposition – what a squirrel can do to a tree A squirrel can go <i>up</i> the tree, <i>down</i> the tree, etc.</p> <p>Note: Technically, a squirrel cannot act out <i>every</i> preposition (e.g. “for”), but it gets the idea across!</p> <p>To act as a preposition, it must have a noun or a pronoun after it: the “object of the preposition.”</p>

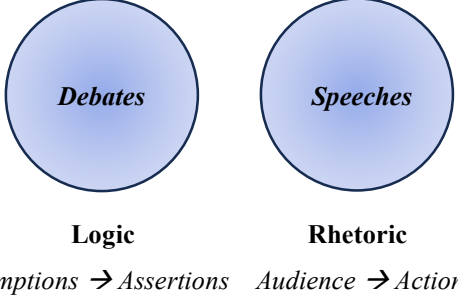
Week 15	Week 16
<p>Sentence – a group of words with a <i>complete thought</i></p> <p>Complete Sentence</p> <p><i>Subject</i> – what the sentence is about <i>Predicate</i> – what is preached about the subject</p>	<p>Kinds of Sentences</p> <p><i>Declarative</i> – points it out <i>Imperative</i> – calls it out <i>Interrogative</i> – finds it out <i>Exclamatory</i> – makes a shout</p>
Explanation	Explanation
<p>Sentence – a group of words with a <i>complete thought</i></p> <p>Complete Sentence To be complete, a sentence must have:</p> <p><i>Subject</i> – what the sentence is about <i>Predicate</i> – what is preached about the subject</p> <p>The predicate preaches what the subject <i>is</i> or <i>does</i>. (The German word for preaching is <i>Predigt</i>.)</p> <p>Note: The subject is a noun or a pronoun. The predicate often begins with a verb (is/does).</p> <p>Children can practice preaching about something: <i>Pick an object and then tell what it is or does!</i></p>	<p><i>What is a sentence? What must a sentence have?</i></p> <p>Kinds of Sentences</p> <p><i>Declarative</i> – points it out This sentence gives a <i>thought</i> (makes a “point”). The indicative is an index finger that points.</p> <p><i>Imperative</i> – calls it out (the subject is often “you”) This sentence gives a <i>command</i> or a <i>request</i>. This sentence imposes our will on another.</p> <p><i>Interrogative</i> – finds it out This sentence asks a <i>question</i>. The word order is often verb, then subject.</p> <p><i>Exclamatory</i> – makes a shout Look for the exclamation point and few rules!</p>

Week 17	Week 18
<p>Word Groups</p> <p><i>Phrase</i> – no subject or predicate <i>Clause</i> – both subject and predicate <i>Sentence</i> – one/more clauses → complete thought</p>	<p>Two Clauses</p> <p><i>Main Clause</i> – main thought <i>Subordinate Clause</i> – added information</p> <p>Other Clauses Relative Clause Adverb Clause Noun Clauses</p>
Explanation	Explanation
<p><i>What is a sentence? What must a sentence have?</i> <i>What are the four kinds of sentences?</i></p> <p><i>Declarative</i> – points it out <i>Imperative</i> – calls it out <i>Interrogative</i> – finds it out <i>Exclamatory</i> – makes a shout (or shouts it out)</p> <p>▶ Perhaps call these “word packs” (like wolf packs)!</p> <p>Word Groups <i>Phrase</i> – a group without a subject or predicate <i>Clause</i> – a group with a subject and predicate <i>Sentence</i> – a group with one or more clauses that makes a complete thought</p> <p>Example: Prepositional Phrase = preposition + noun or pronoun</p>	<p><i>What is a sentence? What must a sentence have?</i> <i>What are the four kinds of sentences?</i> <i>What are the word groups—the word “packs”?</i></p> <p>Two Clauses <i>Main Clause</i> – a clause with the main thought This clause can stand alone as a sentence. <i>Subordinate Clause</i> – supports the main clause This clause cannot stand alone as a sentence. This clause often begins with a conjunction.</p> <p>Other Clauses Relative clause (replaces an adjective), adverb clause, and noun clauses (replaces a noun)</p>

Week 19	Week 20
<p>Four Sentence Structures*</p> <p><i>Simple</i> – a main clause <i>Compound</i> – two main clauses <i>Complex</i> – a main clause + subordinate clause(s) <i>Compound-Complex</i> – two main clauses + subordinate clause(s)</p>	<p>Sentence Errors</p> <p><i>Run-On Sentence</i> – more than two main clauses <i>Fragment</i> – subordinate clause, but no main clause</p>
Explanation	Explanation
<p><i>What are the word groups—the word “packs”?</i> <i>What are the major kinds of clauses? Other clauses?</i></p> <p>Four Sentence Structures*</p> <p><i>Simple</i> – a main clause <i>Compound</i> – two main clauses (joined by a conjunction – e.g. and, but, or...) <i>Complex</i> – a main clause + subordinate clause(s) <i>Compound-Complex</i> – two main clauses + subordinate clause(s)</p> <p>Students can practice by making each kind of sentence. Cards with clauses can also be mixed and matched.</p> <p><small>*This description of sentences came from Tammy Peters and Daniel Coupland, <i>Well-Ordered Language: The Curious Student's Guide to Grammar</i>, Level 4A (Camp Hill, PA: Classical Academic Press, 2018), p. 219.</small></p>	<p><i>What are the word groups—the word “packs”?</i> <i>What are the major kinds of clauses? Other clauses?</i> <i>What are the four sentence structures?</i> Simple, Compound, Complex, Compound-Complex</p> <p>What are two common errors in writing sentences? <i>Run-On Sentence</i> – more than two main clauses <i>Fragment</i> – subordinate clause, but no main clause</p> <p>Note: A fragment often has a clause and a conjunction. Review with the students some of the <i>conjunctions</i>: if, although, because, in order that, so that... before, after, when, while...</p>

Week 21	Week 22
<p>Logic – the art of reasoning well</p> <p>Reasoning – inferences Premises → Conclusions Data → Conclusions</p> <p>Kinds of Logic</p>  <pre> graph TD Logic --> Formal Logic --> Informal Formal --> Deduction Formal --> Induction Informal --> Fallacies </pre>	<p>Deductive Logic*</p> <p><i>Statement</i> – a T/F sentence <i>Argument</i> – premises → conclusion <i>Valid</i> – if the conclusion follows from the premises</p> <p>Syllogism</p> <p>The <i>Major</i> Premise – has the major term The <i>Minor</i> Premise – has the minor term The <i>Conclusion</i>: “The minor term is major term.”</p>
Explanation	Explanation
<p><i>What are the four sentence structures?</i> <i>What are two common errors in writing sentences?</i></p> <p>What is logic? The art of reasoning well.</p> <p>What is reasoning? Inferring proper conclusions from data or premises.</p> <p>What are the two kinds of logic? <i>Formal</i> logic and <i>informal</i> logic.</p> <p>What are the two kinds of formal logic? <i>Deduction</i> – conclusions from premises <i>Induction</i> – generalization from data <i>Which formal logic is like geometry?</i> (Deduction)</p> <p>What does informal logic often involve? Detecting <i>logical fallacies</i>.</p>	<p><i>What are the two kinds of logic?</i></p> <p>Deductive Logic</p> <p><i>Statement</i> – a sentence that can be true or false <i>Argument</i> – a series of statements to prove a point The series are <i>premises</i>. The point is the <i>conclusion</i>. <i>Valid</i> – if the conclusion follows from the premises</p> <p>Validity refers to the form of an argument, not content. Each statement could be false, but if the premises <i>were</i> true, must the conclusion be true? If so, it is valid! Note: All the statements could be true, but the argument itself could be invalid: The sky is blue. You are human. Therefore, today is Tuesday.</p> <p>The Syllogism of Deductive Logic The <i>Major</i> Premise – has the major term The <i>Minor</i> Premise – has the minor term The <i>Conclusion</i>: “The minor term is major term.”</p> <p>Example: The Syllogism “Barbara” All men are mortal. George is a man. Therefore, George is mortal.</p> <p><small>*Source: Nance, James B., and Douglas Wilson. Introductory Logic: The Fundamentals of Thinking Well. Student Text. 5th ed. Moscow, ID: Canon Press, 1990, 1992, 1997, 2006, 2014.</small></p>

Week 23	Week 24
<p>Inductive Logic</p> <p><i>Statistical Significance</i> – enough, diverse <i>Proverb</i> – a general truth of experience</p> <p>Falsification Criteria</p> <p>Deductive logic – faulty assumption Inductive logic – one counterexample</p>	<p>Logical Fallacies</p> <p><i>Fallacies of Distraction</i> – red herring <i>Fallacies of Ambiguity</i> – equivocation <i>Fallacies of Form</i> – affirming the consequent</p> <p>Abduction – from one known cause</p>
Explanation	Explanation
<p><i>What are the two kinds of logic and their definitions?</i> <i>What is a statement? An argument? A syllogism?</i> <i>What is the difference between truth and validity?</i></p> <p>What does inductive logic require? <i>Statistical Significance</i> – enough data, diverse data Samples must represent the whole population; therefore, we randomly pick many to measure. E.g. <i>Proverb</i> – a general truth of experience It is a popular generalization from experience. In a sense, a proverb expresses the observations of a large group of people over a long time.</p> <p>Note: A generalization does not apply to every case (e.g. men are taller than women); however, that does not make the generalization <i>false</i> (e.g. Titus 1:12-13). In a <i>theory</i>, science does aspire to a universal law.</p> <p>What can prove that either logic is false? Deductive logic – showing a faulty assumption Inductive logic – presenting one counterexample</p>	<p><i>What is the difference between truth and validity?</i> <i>What is inductive logic? Its falsification criterion?</i></p> <p>What are the three kinds of logical fallacies? <i>Fallacies of Distraction</i> – e.g. red herring A distraction subtly changes the topic. <i>Fallacies of Ambiguity</i> – e.g. equivocation A riddle often works by equivocation. <i>Fallacies of Form</i> – e.g. affirming the consequent An invalid form of argument is used. Note: There are many examples for each kind.</p> <p>What is abduction? If there is only one known cause for an effect, we may reasonably infer the cause from the effect.</p> <p>Abduction is technically a logical fallacy: If P, then Q. We have Q; therefore, we have P. (<i>affirming the consequent</i>) However, intelligent design argues from information in DNA to the only source known to us: <i>intelligence</i>.</p>

Week 25	Week 26
<p>Moral Logic What is <i>right</i> conforms to what is <i>true</i>, and what is <i>true</i> corresponds to <i>reality</i>— as God defines reality.</p> <p>The Shema It is right to love God <i>fully</i>, because <i>only</i> He is God.</p>	<p>Rhetoric – the art of persuasion</p> <p>Logic vs. Rhetoric</p>  <p style="text-align: center;"> Logic Rhetoric <i>Assumptions</i> → <i>Assertions</i> <i>Audience</i> → <i>Action</i> </p>
Explanation	Explanation
<p><i>What is the difference between truth and validity?</i> <i>What is inductive logic? Its falsification criterion?</i> <i>What are the three kinds of logical fallacies?</i> <i>What is abduction?</i></p> <p>Moral Logic What is right conforms to what is true, and what is true corresponds to reality, as God defines reality (<i>by revelation</i>).</p> <p>Classic Example: The Shema (Deut. 6:4-5) It is right to love God <i>fully</i>, because <i>only</i> He is God.</p> <p>Note: Jesus proves the corresponding theory of truth, in that He asserts, “I am the...truth” and then explains: “If you have seen Me, you have seen the Father.”</p>	<p>What is rhetoric? The art of persuasion. Note: There is good rhetoric and bad rhetoric. Good rhetoric speaks the truth in love (Eph. 6:15). Bad rhetoric manipulates people with deceit.</p> <p>How do logic and rhetoric differ? In both the skills given and the starting and end points:</p> <p>Logic has <i>debates</i>. Rhetoric has <i>speeches</i>.</p> <p>Logic starts with <i>assumptions</i> and ends with <i>assertions</i>. The goal of logic is to prove statements.</p> <p>Rhetoric starts with the <i>audience</i> and ends with <i>action</i>. The goal of rhetoric is to persuade people.</p>

Week 27	Week 28
<p>Aristotle's Three Means of Persuasion</p> <p><i>Ethos</i> – character (speaker) <i>Pathos</i> – emotion (audience) <i>Logos</i> – reasoning (argument)</p>	<p>Five Canons of Rhetoric</p> <p><i>Invention</i> – ideas <i>Arrangement</i> – order <i>Style</i> – dress <i>Memory</i> – memorize <i>Delivery</i> – presentation</p>
Explanation	Explanation
<p><i>What is rhetoric?</i> <i>How do logic and rhetoric differ?</i></p> <p>What are Aristotle's three means of persuasion? <i>Ethos</i> – the <i>character</i> of the speaker <i>Pathos</i> – the <i>emotional state</i> of the audience <i>Logos</i> – the <i>reasoning</i> of the argument itself</p> <p>Note: A Christian recognizes these means; but behind the means are spiritual forces that either blind human eyes (2 Cor. 4:4) or open them (Eph. 1:18).</p> <p>Praise the Lord! We can be <i>taught of God</i> (Jn. 6:44)!</p>	<p><i>What is rhetoric?</i> <i>How do logic and rhetoric differ?</i> <i>What are Aristotle's three means of persuasion?</i></p> <p>Five Canons of Rhetoric <i>Invention</i> – produce and ponder the ideas to present <i>Arrangement</i> – put the ideas in an effective order <i>Style</i> – dress up the ideas with proper ornamentation <i>Memory</i> – commit the speech to memory Being very familiar with it is good enough. <i>Delivery</i> – present the speech with proper power</p> <p>Of the five canons, the second seems most critical: <i>To obtain and maintain interest,</i> <i>ideas should be presented in a thoughtful order:</i> <i>anticipate objections, add qualifications,</i> <i>provide clarifications, and give applications.</i> <i>Then spice it all with a few surprises!</i></p>

Week 29	Week 30
<p>Review of Logic Definition of Logic <i>Reasoning</i> Two Kinds of Logic Two Kinds of Formal Logic <i>Deduction</i> <i>Induction</i> Falsification Criteria Informal Fallacies <i>Abduction</i> Moral Logic</p>	<p>Review of Rhetoric Definition of Rhetoric <i>Good Rhetoric vs. Bad Rhetoric</i> Logic vs. Rhetoric <i>Debates vs. Speeches</i> Aristotle’s Three Means of Persuasion Five Canons of Rhetoric</p>
Explanation	Explanation
<p><i>What are Aristotle’s three means of persuasion?</i> <i>What are the five canons of rhetoric?</i></p> <p>Review of Logic What is logic? What is reasoning? What are the two main kinds of logic? What are the two kinds of formal logic? <i>Deduction</i> – statement, argument, valid, syllogism <i>Induction</i> – generalizations, statistics, proverbs What are the falsification criteria? What does informal logic often involve? <i>Fallacies</i> – of distraction, of ambiguity, of form What is abduction? What is moral logic?</p>	<p><i>What is logic?</i> <i>What are the two main kinds of logic?</i></p> <p>Review of Rhetoric What is rhetoric? What is good rhetoric vs. bad rhetoric? “...speaking the <i>truth in love</i>” (Eph. 4:15). How do logic and rhetoric differ? Debates vs. Speeches Assumptions/Assertions vs. Audience/Action What are Aristotle’s three means of persuasion? Ethos, Pathos, Logos What are the five canons of rhetoric? Invention, Arrangement, Style, Memory, Delivery</p>