



The Ratiocination Inculcator

1999-2000 Academic Year, Number 7

<http://www.clearlight.com/~holloway/logic/>

Third Quarter Project

Nearly all of the students did an excellent job on the 2nd quarter project. Three deserve special mention. David Doughty found the most total examples of fallacies, 27. David and Jonathan Griffith found the most different types, 12. Lizzy Crane presented the most detailed and visually attractive report.

On Monday, January 24, I handed out the instructions for the 3rd quarter project. The subject of this project is the same—fallacies—but the details are a bit different. Here's how this project will work.

The project will be a group project: boys and girls. The goal of the project is to find and document at least one *written* example of each of the following fallacies: ad hominem, ad ignoratum, ad populum, composition, amphiboly, circular reasoning, false alternative, division, composition, equivocation, and hasty generalization. The *only* sources from which these examples may be taken are newspapers, magazines, journals, newsletters, and bulletins.

The documentation for these fallacies must be typed or computer printed, and submitted in a single report on or before the due date containing the following information for each of the examples:

1. The name of the team member who found the example.
2. The date on which it was found.
3. The name of the fallacy for which it is an example.
4. Complete information about the source in which the example was found. (For example, *Daily Press*, January 25, 2000, page A10).
5. The full text of the example itself. You may, if the source is something for which it is appropriate, cut out the example and paste it on the paper.
6. A brief explanation of why this text is an example of the cited fallacy.

Each team will receive a group grade on the project, which will be calculated based on the number of fallacies the team found. Eleven found will result in a grade of 100. Ten found will result in a grade of 91. Nine found will result in a grade of 82, and so on.

For each team member who found at least two of the listed examples, the team grade will be his or her project grade. For each team member who found only one of the listed examples, his or her project grade will be 10 points less than the team grade. For any team member who did not find a single listed example, his or her project grade will be 25 points less than the team grade.

For the team that finds the greater number of examples of these eleven fallacies, each member's project grade will count as 2 test grades. For the members of the other team, the project grade will count as 1 test grade.

In some ways this project is easier than last quarter's project: there are fewer fallacies to find and teammates to help find them. In other ways it is harder: the sources from which examples may be taken is restricted, and more extensive documentation is required.

Scheduling Meetings

In the last issue, I asked parents to schedule a meeting with me to talk about your child's progress in the class. I've had enjoyable meetings with several parents, and have another meeting scheduled later this week; however, several of you still haven't contacted me to schedule a meeting.

If you are one of those, please look at your schedules and let me know some dates and times that would be convenient for you. You can do this by sending a note to school with your child, sending email to me at <holloway@clearlight.com> (or also to my new address <logic@teacher.com>), talking to me in person, or giving me a call.

I anticipate that about 15-20 minutes is all that will be necessary. I can meet at your home or at the school, whichever is more convenient for you. In general, early evenings on Tuesday or Wednesday are the best times for me, but other times and days are also possible if necessary. I look forward to meeting with you.

Mh