

GUIDED PRACTICE

Class: Ling 21: Critical Thinking and Language

Date assigned: 9/30/19

Date due: 10/2/19

Time estimate to complete this assignment: one hour

Overview/Introduction

In this lesson, you will learn about the fallacies of relevance. In the previous modules (1 and 2) you learnt about arguments and patterns of reasoning. In this module, you will learn about some types of failures in reasoning. You will then be able to evaluate your own argumentation to check that you are not committing errors in argumentation.

Learning Objectives

Basic objectives

LO1: Describe the concept of relevance.

LO2: List and define the fallacies of relevance

LO3: Exemplify and explain the fallacies of relevance.

Advanced objectives

LO4: Distinguish between “sound” arguments and fallacies of relevance.

LO5: Evaluate arguments to identify fallacies of relevance.

LO6: Analyze arguments in an article to identify if there are fallacies of relevance.

LO7: Deconstruct the argument in an essay (the student’s own essay) to evaluate for fallacies

Preparatory Activities and Resources:

1. For the pre-class work, please first review the PowerPoint on fallacies of relevance. This PowerPoint covers chapter 6 on fallacies of relevance.
2. After watching the PowerPoint, read chapter 6 starting with the chapter summary at the end of the chapter to reinforce your knowledge of the fallacies.

Exercises: Please complete before class.

- After viewing the PowerPoint and reviewing the chapter please complete a quiz on fallacies of relevance. The quiz checks your comprehension of the material you have reviewed. You will be graded only for completion.

Questions?

Please email me via Canvas with any questions.

ADVANCED PRACTICE

Class: Ling 21: Critical Thinking and Language

Date assigned: 10/2/19

Date due: 10/8/19

Time estimate to complete this assignment: approximately 2 hours

Learning Objectives

Advanced objectives

LO4: Distinguish between “sound” arguments and fallacies of relevance.

LO5: Evaluate arguments to identify fallacies of relevance.

LO6: Analyze arguments in an article to identify if there are fallacies of relevance.

LO7: Deconstruct the argument in an essay (the student’s own essay) to evaluate for fallacies.

Activities & deliverables

- Students have written an opinion essay (an argument essay where they have taken a stance on a controversial issue and argued for their stance). They will now evaluate the arguments they have made in the essay to check for the soundness of their argumentation. Their evaluation will be turned in online within a week in the form of a brief analysis in a prescribed template.
- At the end of the semester, students will complete an analysis essay that reflects on how they wrote their opinion essay at the start of the semester and what changes they would make based on the knowledge they have gained in the semester. This will be completed in the final two weeks of the semester.

Resources:

- PowerPoint introducing the basic concepts of relevance and defining with examples the fallacies of relevance. Available on Canvas.
- Chapter 6 of the textbook that deals with fallacies of relevance.
- Articles for analysis, identified arguments in these articles in the course reader.
- Opinion essay written by students, with them and previously submitted on Canvas.
- Template for analysis of the opinion essay available on Canvas.

Questions?

Please email me via Canvas with any questions you have. You may also come to my office hours (given on Canvas) or make an appointment with me to discuss any questions you have.

Flipped IN-CLASS Lesson Plan Template- Workshopping it!

Topic or concept:

Critical thinking: Fallacies of Relevance

Basic objectives for preparatory work:

At the conclusion of this class, students will be able to:

LO1: Describe the concept of relevance.

LO2: List and define the fallacies of relevance

LO3: Exemplify and explain the fallacies of relevance.

Advanced objectives for classwork & after class work:

LO4: Distinguish between “sound” arguments and fallacies of relevance.

LO5: Evaluate arguments to identify fallacies of relevance.

LO6: Analyze arguments in an article to identify if there are fallacies of relevance.

LO7: Deconstruct the argument in an essay (the student’s own essay) to evaluate for fallacies.

	Time planned	Activity and rationale	Resources needed
Beginning of class period	12 mins	Review the concept of relevance. Define and list the fallacies with examples. Discuss and clarify the muddiest point. Review steps to distinguish between “sound” arguments and fallacies.	Whiteboard and markers
Middle of period	6 mins + 10 mins	Students pair up to create a fallacy of relevance which are then posted around the class. Students in pairs read the posted fallacies to identify them.	Paper, pens, tape

Middle of period	6 mins	Class discusses the answers, evaluates if the fallacy created exemplifies the fallacy that was assigned to the pair.	
Middle of period	10 mins + 6 mins	Students identify fallacies and arguments in a worksheet and discuss answers with partners. Class discusses worksheet answers.	Worksheet with mix of arguments and fallacies of relevance.
middle of period	20 mins	Students evaluate the arguments in an article for fallacies of relevance. (arguments have been identified for another lesson).	Article in course reader.
End of period	5 mins	Review homework—deconstruct essay and evaluate arguments for fallacies of relevance.	

Flipped BEFORE CLASS Work Plan Template

Basic learning objectives	Activity and rationale	Instructions to students
<p>LO1: Students should be able to describe the concept of relevance.</p> <p>LO2: Students should be able to list and define the fallacies of relevance</p> <p>LO3: Students should be able to identify the fallacies of relevance.</p>	<p>Students learn the concept of relevance and the features of the fallacies to be able to distinguish and identify the fallacies. Students will need to review the PowerPoint and read the relevant chapter. Complete the chapter quiz online through Canvas for accountability. Students will be graded for completion</p>	<p>View the PowerPoint on relevance and the fallacies of relevance. Read the chapter on fallacies of relevance. Complete the online chapter quiz. You will be graded for completion. where you will be graded for completion.</p>

LO4: Distinguish between “sound” arguments and fallacies of relevance.		
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Flipped AFTER CLASS Work Plan Template

Advanced learning objective	Activity and rationale	Instructions to students
LO7: Deconstruct the argument in an essay (the student’s own essay) to evaluate for fallacies.	Students should be able to apply knowledge gained to their own writing and arguments to evaluate whether their argumentation is sound or has fallacies.	Analyze and evaluate the arguments you have in your opinion essay to see if your argumentation is sound or has fallacies. Check each argument for the evidence offered and check if the argument is relevant to your stance/position.