Logic: Instructor's Syllabus

A VRC Curriculum Syllabus

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The American Society
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Logic Syllabus

A *Verification and Renewal Curriculum (VRC)* Syllabus
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Course Description:

Logic sits at the heart of a curriculum designed to educate a disciplined self and intellect. This course consists of two halves: the first half introduces informal logic as a means to reflect on the process of reasoning. The second half of the course covers all of the main chapters and discussions of formal logic in theory and applies them to common arguments in literature and everyday life. Formal logic is defined as "the science of ordering what is known to reason to what is unknown." Accordingly, logic has more general application than even grammar and rhetoric, for where they concern language, logic orders the activity of thinking that is expressed in language. The highest aim of logic is truth, and studying it readies the intellect to reach for it.

Informal logic is employed in this course as a means for students to intuit and recognize the fundamental concepts of logic such as what it means to use a "tool" while thinking, what it means to justify a belief, and the difference between facts (which require no reasoning), inferences (which require valid reasoning), and opinions (which are based on incomplete reasoning). Finally, students proceed through a survey of the most common informal fallacies.

The three chapters of formal logic are the concept, the proposition, and the argument. The chapter on the concept explores the avenues through which the human being comes to knowledge, the relationship between words and concepts, and the manner of isolating a single concept so that terms are clear and unambiguous. The chapter on the proposition covers the various kinds and properties of propositions and what it means for them to be true. The chapter on the argument teaches the form of deductive reasoning (i.e., the syllogism) and the necessary conditions for valid reasoning.

Course Overview:

Term	Subject	Units	Coursebooks

Term 1	**Informal Logic**	1. Tools for Thinking 2. Tools for Arguing 3. The Inquiring Mind 4. Fallacies: Avoiding the Question 5. Fallacies: Making Assumptions 6. Fallacies in Statistics 7. Propaganda	● *The Thinking Toolbox* ● *The Fallacy Detective*
Term 2	**Formal Logic**	8. Introduction to Formal Logic 9. Simple Apprehension - The First Act of the Mind 10. Judgment - The Second Act of the Mind 11. Reasoning - The Third Act of the Mind	● *Traditional Logic I* ● *Traditional Logic II* ● *Socratic Logic*

Course Methodology:

A perennial problem in teaching any body of knowledge, and especially one abstract like logic, is student disinterest. An instructor can certainly "tell" a student why logic is important, but until a student "feels" the importance of logic, he will only begrudgingly comply with directions. The first half of this course in informal logic is designed to forestall this concern. By drawing on realistic situations when poor reasoning is used, a student will "feel" the need for a way to correct poor reasoning in others and to avoid it in himself. An instructor must pay attention to nurturing in his students the psychological receptivity to the difficult, abstract principles of formal logic and valid reasoning by raising questions relevant to students' lives that require logic to analyze.

The purpose of placing informal logic in the first half of the course is for it to serve as a preparation for formal logic. Too often, logic is taught as a mathematical formula, like a machine that receives inputs and spits outputs without any rhyme or reason for the machine's behavior. However, the purpose of logic in a curriculum is not for a student to learn to mimic a pattern but for him to strengthen the vision of his intellect when this faculty is still in its infancy. This requires that a student first reflect on his own knowledge, understanding, and reason, and be able to consider it in the abstract without reference to particular examples. Only once a student has discovered in himself this power of reason can he be expected to train it through formal logic.

When teaching new concepts and rules of logic, instructors should dedicate themselves to securing the "agreement" of students to the rules taught. Students must not accept the rules of logic on authority; they should not think to themselves, "I do not know how this works, but I will apply it anyhow." Rather, an instructor must "show"

students that the logical rule in question cannot be otherwise, that logic is not conventional but instead that it reflects the workings of the mind and of reality.

A final pedagogical point of consideration is the varying natural capacities of students to reason abstractly. For students lacking this ability naturally, the primary complication in teaching will be the difficulty such students face in "seeing" the logical rule as necessary. They will be tempted to apply the rule in haste without understanding it, and the instructor ought to patiently persist with guiding the student to see why the rule must be as it is before tasking him with application. As for students with strong intuitive reasoning, the primary complication in teaching them will be their ability to reach the "correct" answer without consciously applying the logical rule. An instructor ought to insist on students showing the steps of their reasoning, for while a gifted student may breeze through simple applications of reasoning, their intuition will break down when faced with tricky reasoning, at which point they will need to depend on their application of logical principles ingrained through conscious practice.

Formal logic includes many terms, and students will be expected to memorize them. For each lesson, application exercises will be assigned to ingrain the rules learned in the classroom. In addition, special attention will be given to identifying the elements of sound arguments in natural language using literature.

Learning Outcomes:

- Explain the methods of logic that pertain to the three acts of the intellect, including concepts and their definitions, combination and division of concepts in a proposition, supposition of concepts, and the combination of propositions into syllogisms.
- Identify the major and minor premises and the conclusion of deductive arguments; state whether syllogisms are valid or invalid; and reduce valid syllogisms to the first figure
- Construct sound arguments on the basis of the rules of the syllogism
- Apply the concepts and methods of logic to both casual arguments of ordinary conversation and in the analysis of written arguments in such genres as philosophy, history, and law.

Course Materials:

- Nathaniel Bluedorn and Hans Bluedorn. *The Thinking Toolbox: Thirty-Five Lessons That Will Build Your Reasoning Skills*. 2005. (**REQUIRED for all**)
- Nathaniel Bluedorn and Hans Bluedorn. *The Fallacy Detective: Thirty-Eight Lessons on How to Recognize Bad Reasoning*. 2015. (Workbook Edition - **REQUIRED for all**)

- Cothran, Martin. *Traditional Logic I: Introduction to Formal Logic*. Memoria Press.
  - Student Text. 3rd ed. (**REQUIRED for all**) – https://www.memoriapress.com/curriculum/logic-and-rhetoric/traditional-logic-i-student-text/
  - Student Workbook. 3rd ed (**REQUIRED for all**) – https://www.memoriapress.com/curriculum/logic-and-rhetoric/traditional-logic-i-workbook-third-edition/
  - Full Set (**REQUIRED for instructors only**) – https://www.memoriapress.com/curriculum/logic-and-rhetoric/traditional-logic-i-set/
- Cothran, Martin. *Traditional Logic II: Advanced Formal Logic*. Memoria Press.
  - Student Text. 2nd ed. (**REQUIRED for all**) – https://www.memoriapress.com/curriculum/logic-and-rhetoric/traditional-logic-ii-student-book/
  - Student Workbook. 2nd ed. (**REQUIRED for all**) – https://www.memoriapress.com/curriculum/logic-and-rhetoric/traditional-logic-ii-student-workbook/
  - Full Set (**REQUIRED for instructors only**) – https://www.memoriapress.com/curriculum/logic-and-rhetoric/traditional-logic-ii-basic-set/
- Kreeft, Peter. *Socratic Logic*. 3.1st edition. South Bend: St. Augustine's Press, 2014. (**REQUIRED for all**)

Notes for Muslim Educators

The Fallacy Detective - most students enjoy the silly tone of this book, particularly because it makes an otherwise daunting discipline approachable. However, an occasional student may already be familiar with tools of thinking and find the author's tone childish instead. In this case, the teacher can supplement from equivalent sections on "Material Fallacies" (pg. 68-122) from Peter Kreeft's *Socratic Logic*, where the material and examples are more advanced.

Traditional Logic I and II - The Memoria Press series introduces logic in a simple manner without added complications. It is also well-supported with a student text, workbook, quizzes, and answer kets. However, it will sometimes omit crucial topics in logic such as the five predicables, definition, kinds of expressions, and classification of arguments. For these topics, *Socratic Logic* must be used.

Additionally, the Memoria Press series is unapologetically Catholic, so instructors should be careful to prune examples and questions that only pertain to Catholic theology and do not agree with Muslim belief.

Socratic Logic - This textbook contains a wealth of information on classical logic for beginners, intermediate students, and even researchers. While students will likely find the author's ironic tone engaging, an instructor must carefully use the sections at an appropriate level for students and omit the rest. This trimming of material has partially done with the sections selected in the weekly schedule. Occasionally, important topics of logic are also omitted from or undertreated in *Socratic Logic* such as the process of abstraction, the figures and moods of the syllogism, and reducing syllogisms to the first figure. These should be supplemented from *Traditional Logic I* and *II*.

The author of this book is also unabashedly Catholic and appears to harbor some distaste for Muslim beliefs and practices. Instructors should be careful to remove such material where it is inappropriate, or, if they are equipped to, they can challenge students to identify the fallacy in Kreeft's logic and guide students to answers given in Islamic theology.

Additional Teacher Resources:

- The Thinking Toolbox (Sample Lesson and How-to-Use Guide): https://www.fallacydetective.com/products/item/the-thinking-toolbox/
- The Fallacy Detective (Sample Lesson and How-to-Use-Guide): https://www.fallacydetective.com/products/item/the-fallacy-detective
- *Socratic Logic* by Peter Kreeft - Answer Key
  - Even-Numbered Exercises - pg. 370-399 in textbook
  - Odd-Numbered Exercises - [LINK]
- Articles: https://www.fallacydetective.com/articles

Class Breakdown and Expectations:

This course engages students holistically using all of their faculties to facilitate understanding. This course follows three stages: deep reading (*mutala'a*), class sessions (*dars*), and review (*mudhakara*).

- Deep Reading (*mutala'a*): Students should closely prepare all required sections prior to class sessions and identify key topics and terms. Optionally, students may benefit from preparing an outline of the topics covered and a list of key terms and definitions.

    The method of deep reading trains students to begin to "self-teach" themselves from a textbook and to engage it critically: jotting down questions to be asked, noting places of inconsistency, and challenging evidence. Traditionally, deep reading only involved books and commentaries.

    The purpose of preparation is for students to familiarize themselves with the material and to grasp the structure of the upcoming lesson. When preparation is done well, a student is able to intelligently engage with the teacher in class sessions so that everything a teacher discusses is familiar to the ear and easily able to be placed within the larger study of English.

- Class Sessions (*dars*): Students should keep a class notebook in addition to their textbook where they add notes (*mulahaza*) based on the class lecture and discussion. Students are encouraged to ask questions.

- Review (*mudhakara*): Students should gather in person or virtually for group review outside of class hours before the next class session. They should read through the material together and take turns reteaching the material from their notes to their peers. This is a place for students to work with each other to seek clarity and engage in deeper conversation and independent research around the material.

Evaluation:

Attendance and Participation	*10%*
Review Quizzes	*40%*
Application Exercises	*50%*

Attendance and Participation:

      Effective learning requires constant communication between instructor and student. Vigorous nodding may strengthen a student's neck, but it does not allow an instructor to assess what has been understood and to what degree. Much of this course is taught as a dialogue: students should ask questions when they do not understand,

seek confirmation when they are unsure, and attempt application once a rule has been learned. The instructor shall, in turn, adjust the pace of the class to the students, repeating concepts and challenging students as necessary.

Good participation is judged more on quality than on quantity. A few genuine, well-placed questions suggest that a student is attentive and eager far more than rambling tangents, repetitive requests for clarification, and jokes said in poor taste.

It hardly needs to be said that chatting is not allowed.

Review Quizzes:

The discipline of logic introduces a weighty number of technical terms that must be memorized. Students should use memorization as a means to quickly access the concepts of logic, which is required for the proper application of the rules of logic to problem-solving at large: a student who cannot recognize a Figure 1 syllogism will hardly be able to identify when it does not yield a conclusion.

For this purpose, students will be given a short 5-10 min. quiz at the beginning of the week (sometimes oral and sometimes written depending on length) focusing on recall of the previous week's material alongside a cumulative review. All material to be memorized will be given by the instructor at the conclusion of the previous week. Students are responsible for maintaining an updated record throughout the semester of everything to be memorized.

Application Exercises:

The instructor will assign as homework application exercises to reinforce concepts and rules learned in class. Unless stated otherwise, the application exercises are due at the beginning of the next class session, and may be handwritten, typed & printed, or submitted via email. The instructor is responsible for delivering written feedback within one week of submission.

Honors/AP Level:

Students in the honors/AP level should be taught formal logic exclusively from *Socratic Logic* by Peter Kreeft and not from the Memoria Press series (it is too simple). This may be supplemented by selections from *The Ancient Abundance: On the Science of Logic*. For students interested in the history of logic in the Islamic tradition and the concept of reason in the Islamic tradition (as opposed to in other traditions), instructors can recommend sections from *God and Logic in Islam* by John Walbridge.

Advanced students should be tested with the Qur'anic syllogisms identified by Imam al-Ghazali in *The Just Balance*.

<u>Resources</u>
- *The Ancient Abundance: On the Science of Logic* - pgs. 221-278 in *The Compendium of Seminary Texts* (https://asipt.org/wp-content/uploads/2024/10/CompendiumOfSeminaryTexts-v2.pdf)
- *The Just Balance* (*al-Qistas al-Mustaqim*), Imam Abu Hamid al-Ghazali - https://www.ghazali.org/books/jb-4.pdf
- *God and Logic in Islam: The Caliphate of Reason* - John Walbridge

Weekly Schedule

This weekly schedule has an inbuilt flexibility so that it can be tailored to students of different aptitudes. Most weeks in formal logic have sections selected from both

- *Traditional Logic I* and *II* (The Memoria Press series by Martin Cothran). This is marked in the schedule as "Cothran I" and "Cothran II" respectively. Page numbers under the Topics column refers to the Student Text. Page numbers under Assignments refers to the Student Workbook.
- *Socratic Logic* by Peter Kreeft. This is marked in the schedule as "Kreeft".

Students entering with a minimal background in abstract reasoning and those who struggle with it should primarily be taught and assigned work from *Traditional Logic I* and *II*. Occasionally, when the Memoria Press series is lacking (see Notes on Materials above), *Socratic Logic* may be assigned. For students proficient in abstract reasoning, their primary textbook should be *Socratic Logic* by Peter Kreeft while occasionally drawing on *Traditional Logic I* and *II* as necessary. In both cases, instructors should be aware of the limitations of each text mentioned above.

	TERM 1		
Week	*Topics*	*Assignments*	*Additional Resources*
	Unit 1: The Tools of Thinking		
1	1. A Thinking Tool 2. A Discussion, a Disagreement, an Argument, and a Fight 3. When It Is Dumb to Argue 4. Fact, Inference, or Opinion	● Exercises from *The Thinking Toolbox*	
2	5. Finding the Premises and Conclusion 6. How to List Reasons Why You Believe Something 7. How to Defeat Your Own Argument 8. How to Take a STOP Moment	● Exercises from *The Thinking Toolbox*	
	Unit 2: Tools for Arguing		
3	9. Using the Opposing Viewpoints Chart	● Exercises from *The Thinking Toolbox*	

	10. Opposing Viewpoints Are Everywhere 11. The Good, the Bad, and the Ugly Evidence 12. You Can't Believe Everything You Hear		
4	13. Are You Primary or Secondary? 14. Who Has a Reason to Lie? 15. Corroborating Evidence	● Exercises from *The Thinking Toolbox*	
5	16. Mystery of the Stolen Manoot 17. Stir Plot until Thickened 18. Gunfight at the O.K. Corral	● Exercises from *The Thinking Toolbox*	
6	19. Does a Possibly Make a Probably? 20. Circumstantial Evidence 21. Puzzling Developments	● Exercises from *The Thinking Toolbox*	
7	32. Projects 33. The Mystery of the Large Letter Library 34. How to Make SMART Goals 35. How to Mindmap	● Exercises from *The Thinking Toolbox*	
	Unit 3: The Inquiring Mind		
8	1. Exercise Your Mind 2. Love to Listen 3. Opposing Viewpoints	● Exercises from *The Fallacy Detective*	
	Unit 4: Fallacy - Avoiding the Question		
9	4. Red Herring Fallacy 5. Recognizing Red Herrings	● Exercises from *The Fallacy Detective*	● Fallacies of Diversion (Kreeft, pg. 80-86)

Week	Topics	Assignments	
	6. Special Pleading 7. Ad Hominem Attack		
10	8. Genetic Fallacy 9. Tu Quoque 10. Faulty Appeal to Authority 11. Appeal to the People 12. Straw Man	● Exercises from *The Fallacy Detective*	
	Unit 5: Fallacy - Making Assumptions		
11	13. The Story of Aroup Goupta 14. Assumptions 15. Circular Reasoning 16. Equivocation	● Exercises from *The Fallacy Detective*	● Fallacies of Language (Kreeft, pg. 71-80)
	17. Loaded Question 18. Slippery Slope		
12	19. Part-to-Whole	● Exercises from *The Fallacy Detective*	
Week	20. Whole-to-Part *Topics*	*Assignments*	

TERM 2

Week	Topics	Assignments	
	Unit 8: Introduction to Formal Logic		
	21. What is Formal Logic? ● Definition, Subject Matter, Purpose		

	22. What is a Generalization?
	Acts of the Mind
	● Cothran I, pg. 1-8
	● Kreeft, pg. 28-34
	
	23. Hasty Generalization
	
	24. What is an Analogy?
	
	25. Weak Analogy
	Truth and Validity
	● Kreeft, pg. 87-91, 199
	
	26. Post Hoc Ergo Propter Hoc
		● Acts of the Mind
		  ○ Exercise A - Kreeft, pg. 34
		  ○ Exercise B - Kreeft, pg. 34
		  ○ Exercises (difficult) - Kreeft, pg. 199	

17	*Unit 6: Fallacy - Statistical Fallacies*	● Exercises from *The Fallacy Detective*	● Inductive Fallacies (Kreeft, pg. 100-104)
	Unit 9: Simple Apprehension - The First Act of the Mind		

18 / 14	27. Post Hoc Ergo Propter Hoc in Statistics
	The Process of Abstraction
	● Ch. 1 - Simple Apprehension (Cothran I, pg. 1-7)
	
	28. Proof by Lack of Evidence
	● Kreeft, pg. 35-36, 40-41
		● Exercises from *The Fallacy Detective*
		● Simple Apprehension
		  ○ Cothran I, pg. 8-12
		● Comprehension and Extension
		  ○ Cothran I, pg. 13-17	

	Properties of Concepts ● Comprehension and Extension 　　○ Ch. 2 - Comprehension and Extension (Cothran I, pg. 13-15) 　　○ Kreeft, pg. 43-46	
19	Properties of Terms ● Signification and Supposition 　　○ Ch. 3 - Signification and Supposition (Cothran I, pg. 21-25) ● Clarity and Ambiguity 　　○ Kreeft, pg. 47-50, 71-72	● Signification and Supposition 　　○ Exercises - Kreeft, pg. 49-50 　　○ Cothran I, pg. 18-21 ● Ambiguity 　　○ Exercises - Kreeft, pg. 53-54 ● Equivocation 　　○ Exercises - Kreeft, pg. 72-73
20	The Predicables ● Universals and Particulars ● The Tree of Porphyry 　　○ Cothran I, pg. 15-18 　　○ Kreeft, pg. 60-61 ● The Five Predicables 　　○ Kreeft, pg. 56-57	● The Five Predicables 　　○ Exercises - Kreeft, pg. 61-62
21	Definition ● The Kinds of Definition 　　○ Kreeft, pg. 123-129 ● The Rules of Definition 　　○ Kreeft, pg. 124	● Exercise A (easier) - Kreeft, pg. 131-132 ● Exercise B (harder) - Kreeft, pg. 132-135
	Unit 10: Judgment - The Second Act of the Mind	
22	Introduction to Propositions ● The Kinds of Expressions & Parts of a Proposition 　　○ Ch. 4 - What is a Judgment? (Cothran I, pg. 27-29) 　　○ Kreeft, pg. 138-141 ● The Kinds of Proposition: Categorical, Conditional, Disjunctive 　　○ Kreeft, pg. 141-142	● What is a Judgment? 　　○ Cothran I, pg. 22-26 ● Kinds of Propositions 　　○ Exercises - Kreeft, pg. 51
23	The Kinds of Categorical Propositions ● Ch. 5 - The Four Statements of Logic (Cothran I, pg. 31-36) ● Kreeft, pg. 145-147 Converting to Logical Form ● Kreeft, pg. 147-152 ● Ch. 5 - Translating Sentences into Logical Statements (Cothran II, pg. 25-32)	● The Four Statements of Logic 　　○ Cothran I, pg. 27-32 ● Translating Kinds of Propositions 　　○ Cothran II, pg. 30-36 　　○ Exercise A (easy) - Kreeft, pg. 156 　　○ Exercise B (difficult) - Kreeft, pg. 156-157 　　○ Exercise C (difficult) - Kreeft, pg. 157-159

	The Distribution of Terms ● Ch. 8 - The Distribution of Terms (Cothran I, pg. 51-58) ● Kreeft, pg. 163-165	● Distribution ○ Exercises (Kreeft, pg. 164-165) ○ Cothan I, pg. 45-50
24	Immediate Inference I: Equivalence ● Kreeft, pg. 166-172 ● Ch. 9 - Obversion, Conversion, and Contraposition (Cothran I, pg. 49-64)	● Conversion ○ Exercise A (Kreeft, pg. 171) ● Obversion ○ Exercise B (Kreeft, pg. 172) ● Contraposition ○ Exercise C (Kreeft, pg. 172) ● Equivalence (General) ○ Exercise E (Kreeft, pg. 172) ○ Cothran I, pg 51-60
25	Immediate Inference II: Opposition ● Kreeft, pg. 174-179 ● Ch. 6 - Contradictories and Contraries (Cothran I, pg. 37-44) ● Ch. 7 - Subcontraries and Subalterns (Cothran I, pg. 45-50)	● Contradiction ○ Exercises (easy) - Kreeft, pg. 174 ○ Exercise A (hard) - Kreeft, pg. 178 ● Opposition (General) ○ Exercise B - Kreeft, pg. 178 ○ Cothran I, pg. 33-44 ○ Exercise C - Kreeft, pg. 179
	Unit 11: Reasoning - The Third Act of the Mind	
26	Arguments ● Classification of Arguments (Kreeft, pg. 210-211) ● Detecting Arguments (Kreeft, pg. 190-193) Syllogism ● Ch. 10 - What is Deductive Inference? (Cothran I, pg. 67-72) ● Kreeft, pg. 215-217 ● Constructing Arguments (Kreeft, pg. 232-236)	● Constructing Arguments ○ Exercises A, B. C (Kreeft, pg. 234-236) ● Identifying a Syllogism and its Parts ○ Exercises - Kreeft, pg. 219 ○ Cothran I, pg. 61-66
27	Validity I: The Figures and Moods of a Syllogism ● Ch. 1 - Figure in Syllogisms (Cothran II, pg. 1-4) ● Ch. 2 - Mood in Syllogisms (Cothran II, pg. 5-10) ● Kreeft, pg. 257-258	● Figures and Moods of a Syllogism ○ Cothran II, pg. 4-15
28	Reducing to the First Figure ● Ch. 3 - Reducing Syllogisms to the First Figure (Cothran II, pg. 11-18)	● Reducing to the First Figure ○ Cothran II, pg. 16-29
29	Validity II: The Six Rules of Validity	● Cothran I, pg. 67-85

	● Kreeft, pg. 242-254 ● Ch. 11 - The Terminological Rules (Cothran I, pg. 75-78) ● Ch. 12 - The Quantitative Rules (Cothran I, 79-84) ● Ch. 13 - The Qualitative Rules (Cothran I, pg. 85-87)	● Exercise A: Testing Syllogisms (Kreeft, pg. 253-254) - easier ● Exercise B: Translating and Testing Syllogisms (Kreeft, pg. 254-257) - hard

30	<u>Compound Syllogisms I:</u>
	<u>Conditional/Hypothetical Syllogisms</u>
	● Cothran II, pg. 39-48
	● Kreeft, pg. 289-294
	
	<u>Compound Syllogisms II: Disjunctive Syllogisms</u>
	● Cothran II, pg. 49-56
	● Kreeft, pg. 301-303
		● Conditional/Hypothetical Syllogisms
		  ○ Cothran II, pg. 44-55
		  ○ Exercises - Kreeft, pg. 299-301
		● Disjunctive Syllogisms
		  ○ Exercises - Kreeft, pg. 302-303

31	<u>Compound Syllogisms III: Conjunctive Syllogisms</u> ● Cothran II, pg. 57-62 ● Kreeft, pg. 303-304	● Conjunctive Syllogisms ○ Exercises - Kreeft, pg. 305-306

32	<u>Enthymemes</u>
	● Kreeft, pg. 264-271
	
	<u>Complex Arguments</u>
	● Kreeft, pg. 282-285
		● Enthymemes
		  ○ Cothran II, pg. 37-43
		  ○ Exercises - Kreeft, pg. 271-275
		● Complex Arguments
		  ○ Cothran II, pg. 81-89
		  ○ Cothran II, pg. 98-107
		  ○ Exercises - Kreeft, pg. 285-288. These are difficult. Recommended to only assign #2, #6, #9, #13.

33	<u>The Laws of Thought</u> ● Kreeft, pg. 219-222 <u>Demonstration</u> ● Kreeft, pg. 230-232 <u>Review of Logic</u>	● Review ○ Cothran I, pg. 86-92