



Logic: Student's Syllabus

A VRC Curriculum Syllabus



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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:

<i>Term</i>	<i>Subject</i>	<i>Units</i>	<i>Coursebooks</i>
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Term 1	Informal Logic	<ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> ● <i>The Thinking Toolbox</i> ● <i>The Fallacy Detective</i>
Term 2	Formal Logic	<ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> ● <i>Traditional Logic I</i> ● <i>Traditional Logic II</i> ● <i>Socratic Logic</i>

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)**
- Nathaniel Bluedorn and Hans Bluedorn. *The Fallacy Detective: Thirty-Eight Lessons on How to Recognize Bad Reasoning*. 2015. (Workbook Edition - **REQUIRED**)
- Cothran, Martin. *Traditional Logic I: Introduction to Formal Logic*. Memoria Press.

- Student Text. 3rd ed. **(REQUIRED)** –
<https://www.memoriapress.com/curriculum/logic-and-rhetoric/traditional-logic-i-student-text/>
- Student Workbook. 3rd ed **(REQUIRED)** –
<https://www.memoriapress.com/curriculum/logic-and-rhetoric/traditional-logic-i-workbook-third-edition/>
- Cothran, Martin. *Traditional Logic II: Advanced Formal Logic*. Memoria Press.
 - Student Text. 2nd ed. **(REQUIRED)** –
<https://www.memoriapress.com/curriculum/logic-and-rhetoric/traditional-logic-ii-student-book/>
 - Student Workbook. 2nd ed. **(REQUIRED)** –
<https://www.memoriapress.com/curriculum/logic-and-rhetoric/traditional-logic-ii-student-workbook/>
- Kreeft, Peter. *Socratic Logic*. 3.1st edition. South Bend: St. Augustine’s Press, 2014. **(REQUIRED)**

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 biology.

- 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:

<i>Attendance and Participation</i>	<i>10%</i>
<i>Review Quizzes</i>	<i>40%</i>
<i>Application Exercises</i>	<i>50%</i>

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*.

Resources

- *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

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”.

TERM 1			
Week	Topics	Assignments	Additional Resources
<i>Unit 1: The Tools of Thinking</i>			
1	<u>1. A Thinking Tool</u>	<ul style="list-style-type: none"> • Exercises from <i>The Thinking Toolbox</i> 	
	<u>2. A Discussion, a Disagreement, an Argument, and a Fight</u>		
	<u>3. When It Is Dumb to Argue</u>		
	<u>4. Fact, Inference, or Opinion</u>		
2	<u>5. Finding the Premises and Conclusion</u>	<ul style="list-style-type: none"> • Exercises from <i>The Thinking Toolbox</i> 	
	<u>6. How to List Reasons Why You Believe Something</u>		
	<u>7. How to Defeat Your Own Argument</u>		
	<u>8. How to Take a STOP Moment</u>		
<i>Unit 2: Tools for Arguing</i>			
3	<u>9. Using the Opposing Viewpoints Chart</u>	<ul style="list-style-type: none"> • Exercises from <i>The Thinking Toolbox</i> 	
	<u>10. Opposing Viewpoints Are Everywhere</u>		
	<u>11. The Good, the Bad, and the Ugly Evidence</u>		
	<u>12. You Can't Believe Everything You Hear</u>		
4	<u>13. Are You Primary or Secondary?</u>	<ul style="list-style-type: none"> • Exercises from <i>The Thinking Toolbox</i> 	

	<u>14. Who Has a Reason to Lie?</u>		
	<u>15. Corroborating Evidence</u>		
5	<u>16. Mystery of the Stolen Manoot</u> <u>17. Stir Plot until Thickened</u> <u>18. Gunfight at the O.K. Corral</u>	<ul style="list-style-type: none"> Exercises from <i>The Thinking Toolbox</i> 	
6	<u>19. Does a Possibly Make a Probably?</u> <u>20. Circumstantial Evidence</u> <u>21. Puzzling Developments</u>	<ul style="list-style-type: none"> Exercises from <i>The Thinking Toolbox</i> 	
7	<u>32. Projects</u> <u>33. The Mystery of the Large Letter Library</u> <u>34. How to Make SMART Goals</u> <u>35. How to Mindmap</u>	<ul style="list-style-type: none"> Exercises from <i>The Thinking Toolbox</i> 	
<i>Unit 3: The Inquiring Mind</i>			
8	<u>1. Exercise Your Mind</u> <u>2. Love to Listen</u> <u>3. Opposing Viewpoints</u>	<ul style="list-style-type: none"> Exercises from <i>The Fallacy Detective</i> 	
<i>Unit 4: Fallacy - Avoiding the Question</i>			
9	<u>4. Red Herring Fallacy</u> <u>5. Recognizing Red Herrings</u> <u>6. Special Pleading</u> <u>7. Ad Hominem Attack</u>	<ul style="list-style-type: none"> Exercises from <i>The Fallacy Detective</i> 	<ul style="list-style-type: none"> Fallacies of Diversion (Kreeft, pg. 80-86)
10	<u>8. Genetic Fallacy</u> <u>9. Tu Quoque</u> <u>10. Faulty Appeal to Authority</u> <u>11. Appeal to the People</u>	<ul style="list-style-type: none"> Exercises from <i>The Fallacy Detective</i> 	

	<u>12. Straw Man</u>		
<i>Unit 5: Fallacy - Making Assumptions</i>			
11	<u>13. The Story of Aroup Goupta</u>	<ul style="list-style-type: none"> Exercises from <i>The Fallacy Detective</i> 	<ul style="list-style-type: none"> Fallacies of Language (Kreeft, pg. 71-80)
	<u>14. Assumptions</u>		
	<u>15. Circular Reasoning</u>		
	<u>16. Equivocation</u>		
12	<u>17. Loaded Question</u>	<ul style="list-style-type: none"> Exercises from <i>The Fallacy Detective</i> 	
	<u>18. Slippery Slope</u>		
	<u>19. Part-to-Whole</u>		
	<u>20. Whole-to-Part</u>		
	<u>21. Either-Or</u>		
<i>Unit 6: Fallacy - Statistical Fallacies</i>			
13	<u>22. What Is a Generalization?</u>	<ul style="list-style-type: none"> Exercises from <i>The Fallacy Detective</i> 	<ul style="list-style-type: none"> Inductive Fallacies (Kreeft, pg. 100-104)
	<u>23. Hasty Generalization</u>		
	<u>24. What Is an Analogy?</u>		
	<u>25. Weak Analogy</u>		
14	<u>26. Post Hoc Ergo Propter Hoc</u>	<ul style="list-style-type: none"> Exercises from <i>The Fallacy Detective</i> 	
	<u>27. Post Hoc Ergo Propter Hoc in Statistics</u>		
	<u>28. Proof by Lack of Evidence</u>		
<i>Unit 7 - Propaganda</i>			
15	<u>29. What Is Propaganda?</u>	<ul style="list-style-type: none"> Exercises from <i>The Fallacy Detective</i> 	<ul style="list-style-type: none"> Fallacies of Diversion (Kreeft, pg. 80-86)
	<u>30. Appeal to Fear</u>		
	<u>31. Appeal to Pity</u>		
	<u>32. Bandwagon</u>		
	<u>33. Exigency</u>		

TERM 2		
Week	Topics	Assignments
<i>Unit 8: Introduction to Formal Logic</i>		
17	<p><u>What is Formal Logic?</u></p> <ul style="list-style-type: none"> ● Definition, Subject Matter, Purpose ● Sources of Knowledge <p><u>Acts of the Mind</u></p> <ul style="list-style-type: none"> ● Cothran I, pg. 1-8 ● Kreeft, pg. 28-34 <p><u>Truth and Validity</u></p> <ul style="list-style-type: none"> ● Kreeft, pg. 26-27, 194-199 	<ul style="list-style-type: none"> ● Acts of the Mind <ul style="list-style-type: none"> ○ Exercise A - Kreeft, pg. 34 ● Truth and Validity <ul style="list-style-type: none"> ○ Exercise B - Kreeft, pg. 34 ○ Exercises (difficult) - Kreeft, pg. 199
<i>Unit 9: Simple Apprehension - The First Act of the Mind</i>		
18	<p><u>Concepts</u></p> <ul style="list-style-type: none"> ● The Process of Abstraction ● Ch. 1 - Simple Apprehension (Cothran I, pg. 9-12) ● Kreeft, pg. 35-36, 40-41 <p><u>Properties of Concepts</u></p> <ul style="list-style-type: none"> ● Comprehension and Extension <ul style="list-style-type: none"> ○ Ch. 2 - Comprehension and Extension (Cothran I, pg. 13-15) ○ Kreeft, pg. 43-46 	<ul style="list-style-type: none"> ● Simple Apprehension <ul style="list-style-type: none"> ○ Cothran I, pg. 8-12 ● Comprehension and Extension <ul style="list-style-type: none"> ○ Cothran I, pg. 13-17
19	<p><u>Properties of Terms</u></p> <ul style="list-style-type: none"> ● Signification and Supposition <ul style="list-style-type: none"> ○ Ch. 3 - Signification and Supposition (Cothran I, pg. 21-25) 	<ul style="list-style-type: none"> ● Signification and Supposition <ul style="list-style-type: none"> ○ Exercises - Kreeft, pg. 49-50 ○ Cothran I, pg. 18-21 ● Ambiguity

	<ul style="list-style-type: none"> ● Clarity and Ambiguity <ul style="list-style-type: none"> ○ Kreeft, pg. 47-50, 71-72 	<ul style="list-style-type: none"> ○ Exercises - Kreeft, pg. 53-54 ● Equivocation <ul style="list-style-type: none"> ○ Exercises - Kreeft, pg. 72-73
20	<u>The Predicables</u> <ul style="list-style-type: none"> ● Universals and Particulars ● The Tree of Porphyry <ul style="list-style-type: none"> ○ Cothran I, pg. 15-18 ○ Kreeft, pg. 60-61 ● The Five Predicables <ul style="list-style-type: none"> ○ Kreeft, pg. 56-57 	<ul style="list-style-type: none"> ● The Five Predicables <ul style="list-style-type: none"> ○ Exercises - Kreeft, pg. 61-62
21	<u>Definition</u> <ul style="list-style-type: none"> ● The Kinds of Definition <ul style="list-style-type: none"> ○ Kreeft, pg. 123-129 ● The Rules of Definition <ul style="list-style-type: none"> ○ Kreeft, pg. 124 	<ul style="list-style-type: none"> ● Exercise A (easier) - Kreeft, pg. 131-132 ● Exercise B (harder) - Kreeft, pg. 132-135
<i>Unit 10: Judgment - The Second Act of the Mind</i>		
22	<u>Introduction to Propositions</u> <ul style="list-style-type: none"> ● The Kinds of Expressions & Parts of a Proposition <ul style="list-style-type: none"> ○ Ch. 4 - What is a Judgment? (Cothran I, pg. 27-29) ○ Kreeft, pg. 138-141 ● The Kinds of Proposition: Categorical, Conditional, Disjunctive <ul style="list-style-type: none"> ○ Kreeft, pg. 141-142 	<ul style="list-style-type: none"> ● What is a Judgment? <ul style="list-style-type: none"> ○ Cothran I, pg. 22-26 ● Kinds of Propositions <ul style="list-style-type: none"> ○ Exercises - Kreeft, pg. 51
23	<u>The Kinds of Categorical Propositions</u> <ul style="list-style-type: none"> ● Ch. 5 - The Four Statements of Logic (Cothran I, pg. 31-36) ● Kreeft, pg. 145-147 <u>Converting to Logical Form</u> <ul style="list-style-type: none"> ● Kreeft, pg. 147-152 ● Ch. 5 - Translating Sentences into Logical Statements (Cothran II, pg. 25-32) <u>The Distribution of Terms</u> <ul style="list-style-type: none"> ● Ch. 8 - The Distribution of Terms (Cothran I, pg. 51-58) ● Kreeft, pg. 163-165 	<ul style="list-style-type: none"> ● The Four Statements of Logic <ul style="list-style-type: none"> ○ Cothran I, pg. 27-32 ● Translating Kinds of Propositions <ul style="list-style-type: none"> ○ 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 ● Distribution <ul style="list-style-type: none"> ○ Exercises (Kreeft, pg. 164-165) ○ Cothran I, pg. 45-50
24	<u>Immediate Inference I: Equivalence</u> <ul style="list-style-type: none"> ● Kreeft, pg. 166-172 ● Ch. 9 - Obversion, Conversion, and Contraposition (Cothran I, pg. 49-64) 	<ul style="list-style-type: none"> ● Conversion <ul style="list-style-type: none"> ○ Exercise A (Kreeft, pg. 171) ● Obversion <ul style="list-style-type: none"> ○ Exercise B (Kreeft, pg. 172) ● Contraposition

		<ul style="list-style-type: none"> ○ Exercise C (Kreeft, pg. 172) ● Equivalence (General) <ul style="list-style-type: none"> ○ Exercise E (Kreeft, pg. 172) ○ Cothran I, pg 51-60
25	<u>Immediate Inference II: Opposition</u> <ul style="list-style-type: none"> ● Kreeft, pg. 174-179 ● Ch. 6 - Contradictories and Contraries (Cothran I, pg. 37-44) ● Ch. 7 - Subcontraries and Subalterns (Cothran I, pg. 45-50) 	<ul style="list-style-type: none"> ● Contradiction <ul style="list-style-type: none"> ○ Exercises (easy) - Kreeft, pg. 174 ○ Exercise A (hard) - Kreeft, pg. 178 ● Opposition (General) <ul style="list-style-type: none"> ○ Exercise B - Kreeft, pg. 178 ○ Cothran I, pg. 33-44 ○ Exercise C - Kreeft, pg. 179
<i>Unit 11: Reasoning - The Third Act of the Mind</i>		
26	<u>Arguments</u> <ul style="list-style-type: none"> ● Classification of Arguments (Kreeft, pg. 210-211) ● Detecting Arguments (Kreeft, pg. 190-193) <u>Syllogism</u> <ul style="list-style-type: none"> ● Ch. 10 - What is Deductive Inference? (Cothran I, pg. 67-72) ● Kreeft, pg. 215-217 ● Constructing Arguments (Kreeft, pg. 232-236) 	<ul style="list-style-type: none"> ● Constructing Arguments <ul style="list-style-type: none"> ○ Exercises A, B, C (Kreeft, pg. 234-236) ● Identifying a Syllogism and its Parts <ul style="list-style-type: none"> ○ Exercises - Kreeft, pg. 219 ○ Cothran I, pg. 61-66
27	<u>Validity I: The Figures and Moods of a Syllogism</u> <ul style="list-style-type: none"> ● Ch. 1 - Figure in Syllogisms (Cothran II, pg. 1-4) ● Ch. 2 - Mood in Syllogisms (Cothran II, pg. 5-10) ● Kreeft, pg. 257-258 	<ul style="list-style-type: none"> ● Figures and Moods of a Syllogism <ul style="list-style-type: none"> ○ Cothran II, pg. 4-15
28	<u>Reducing to the First Figure</u> <ul style="list-style-type: none"> ● Ch. 3 - Reducing Syllogisms to the First Figure (Cothran II, pg. 11-18) 	<ul style="list-style-type: none"> ● Reducing to the First Figure <ul style="list-style-type: none"> ○ Cothran II, pg. 16-29
29	<u>Validity II: The Six Rules of Validity</u> <ul style="list-style-type: none"> ● 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) 	<ul style="list-style-type: none"> ● Cothran I, pg. 67-85 ● 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: Conditional/Hypothetical Syllogisms</u> <ul style="list-style-type: none"> ● Cothran II, pg. 39-48 	<ul style="list-style-type: none"> ● Conditional/Hypothetical Syllogisms <ul style="list-style-type: none"> ○ Cothran II, pg. 44-55 ○ Exercises - Kreeft, pg. 299-301

	<ul style="list-style-type: none"> • Kreeft, pg. 289-294 <p><u>Compound Syllogisms II: Disjunctive Syllogisms</u></p> <ul style="list-style-type: none"> • Cothran II, pg. 49-56 • Kreeft, pg. 301-303 	<ul style="list-style-type: none"> • Disjunctive Syllogisms <ul style="list-style-type: none"> ○ Exercises - Kreeft, pg. 302-303
31	<p><u>Compound Syllogisms III: Conjunctive Syllogisms</u></p> <ul style="list-style-type: none"> • Cothran II, pg. 57-62 • Kreeft, pg. 303-304 	<ul style="list-style-type: none"> • Conjunctive Syllogisms <ul style="list-style-type: none"> ○ Exercises - Kreeft, pg. 305-306
32	<p><u>Enthymemes</u></p> <ul style="list-style-type: none"> • Kreeft, pg. 264-271 <p><u>Complex Arguments</u></p> <ul style="list-style-type: none"> • Kreeft, pg. 282-285 	<ul style="list-style-type: none"> • Enthymemes <ul style="list-style-type: none"> ○ Cothran II, pg. 37-43 ○ Exercises - Kreeft, pg. 271-275 • Complex Arguments <ul style="list-style-type: none"> ○ 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	<p><u>The Laws of Thought</u></p> <ul style="list-style-type: none"> • Kreeft, pg. 219-222 <p><u>Demonstration</u></p> <ul style="list-style-type: none"> • Kreeft, pg. 230-232 <p><u>Review of Logic</u></p>	<ul style="list-style-type: none"> • Review <ul style="list-style-type: none"> ○ Cothran I, pg. 86-92