## Chapter 1 Intro and 1.4: Logical Fallacies

Group Activity

Choose your roles and have the reader
read out loud to your group.

1. Every day we are bombarded with
information, opinions, advertisements and
arguments on websites, social media, TV,
movies, books, magazines and billboards.
How can we tell if the information is
factual, reliable, relevant, biased, or
outdated? In chapter 1, we are going to
study the structure of logical arguments.



**Overview of Chapter 1: The Concept of a Logical Argument**

2. Discuss the first term below and what you think it means. Then find the definitions in our
free online book (or printed copy). Write down a summary or definition in your own words.
Repeat for each term.

**Logic (1.1)**:

**Premise (1.1)**:

**Conclusion (1.1):**

**Logical Argument (1.3)**:

**Logical Fallacy (1.4)**:

## Section 1.4: Logical Fallacies

3. We are going to study six common fallacies (but there are many more that you can find on the internet). The fallacies are listed on the yellow and red cards (like fútbol or soccer penalty cards) with their descriptions on the back. Match one example card to each fallacy and write the name in the space provided. You can use the textbook to help you.

## 6 Common Logical Fallacies

| Fallacy | Description | Examples |
|---|---|---|
| | There is something wrong with the person or group making the claim, so the claim is not true. | "Vote against the healthcare bill because 'Lying Laura' supports it." |
| | There is no proof that the claim is true; therefore, it is false | "No one has proven it isn't Bigfoot in the photo, so it must be Bigfoot." |
| | An expert says the claim is true; therefore, it is true. | "Oprah Winfrey says Weight Watchers works so it must be very effective." |
| | A and B are the only options. A is false; therefore, only B can be true. | "Either those lights in the sky were an airplane or aliens. There are no airplanes scheduled for tonight, so it must be aliens." |
| | Presenting an oversimplified or distorted view of an argument and attacking the misrepresentation. | "Senator Khouri has proposed reducing military funding by 10%. Apparently, she wants to leave us defenseless against attacks by terrorists." |
| | A came before B; therefore, A caused B. | "Today I wore a red shirt, and my team won! I will wear a red shirt every time they play to make sure they keep winning." |

**Identifying the Premise(s) and the Conclusion**

4. The conclusion is typically written after the premise(s), but that is not always the case. In each problem, highlight or circle each premise(s) and label them. Underline the conclusion and label it. Then write the type of fallacy.

*premise* *conclusion*

**Example:**
The Association for Family Values has endorsed Ms. Burke, so you should vote for her.

    Fallacy:

a. Coyotes must be extinct, since I haven't seen any for five years.

    Fallacy:

b. "You don't drink Coke, so you must not consume caffeinated drinks."

    Fallacy:

c. "People should avoid seeing the movie *Star Wars* because Jan was diagnosed with strep throat the next day after she saw it, and I got the flu a few days after seeing that same movie."

    Fallacy:

d. **"**The failing New York Times endorsed "Mr. Cheng, but he is a moron who doesn't know what he is doing. Don't vote for him."

    Fallacy:

5. a. What are some good practices that you use to evaluate information in the media? As a group, list as many as you can.

b. Each group will write their good practices on the board. For items already listed, add a checkmark next to it.

c. Add additional items here that you didn't have listed before.

d. Here are some fact-checking resources on the Internet. Do you have any additional sites that you use?

Snopes.com, FactCheck.org, Politifact.com, washingtonpost.com/news/fact-checker