



## Introduction to Formal Logic with Joelle Hodge

### Lesson 3: Formal Logic vs. Informal Logic

#### Outline:

#### Teaching Ch. 1: Formal vs. Informal Logic

- **Which Students Are Ready to Study Formal Logic?**
  - IA. Suggested prerequisites for taking DD
  - IB. Reasoning in the abstract vs. reasoning through content
- **The Classical Approach to Understanding the Branches of Logic Begins with the First Rule of Logic: Define Your Terms**
  - IIA. Etymological focus provides clarity for the disciplines of “formal” and “informal”
  - IIB. What are the misconceptions regarding the roots of “formal” and “informal”?
- **How to Review Informal Logic with Students taking DD**
  - IIIA. Accessibility of common language
  - IIIB. *Inducere*: Latin for “induce,” to lead or bring in; bringing in particular facts and attempting to prove a general conclusion
  - IIIC. Probability, not certainty: general conclusions are “generalizations” that are reasonably accurate, not absolute certainty
  - IIID. Degree of probability: inductive arguments are either strong or weak
  - IIIE. Weak/fallacious vs. strong/rational arguments: types of informal fallacies
- **Formal Logic: Discovering Deduction**
  - IVA. Explaining abstract reasoning via metaphor
  - IVB. Are truth and validity synonyms?
  - IVC. Construction and architecture: the all-important form of an argument
  - IVD. Socrates is mortal