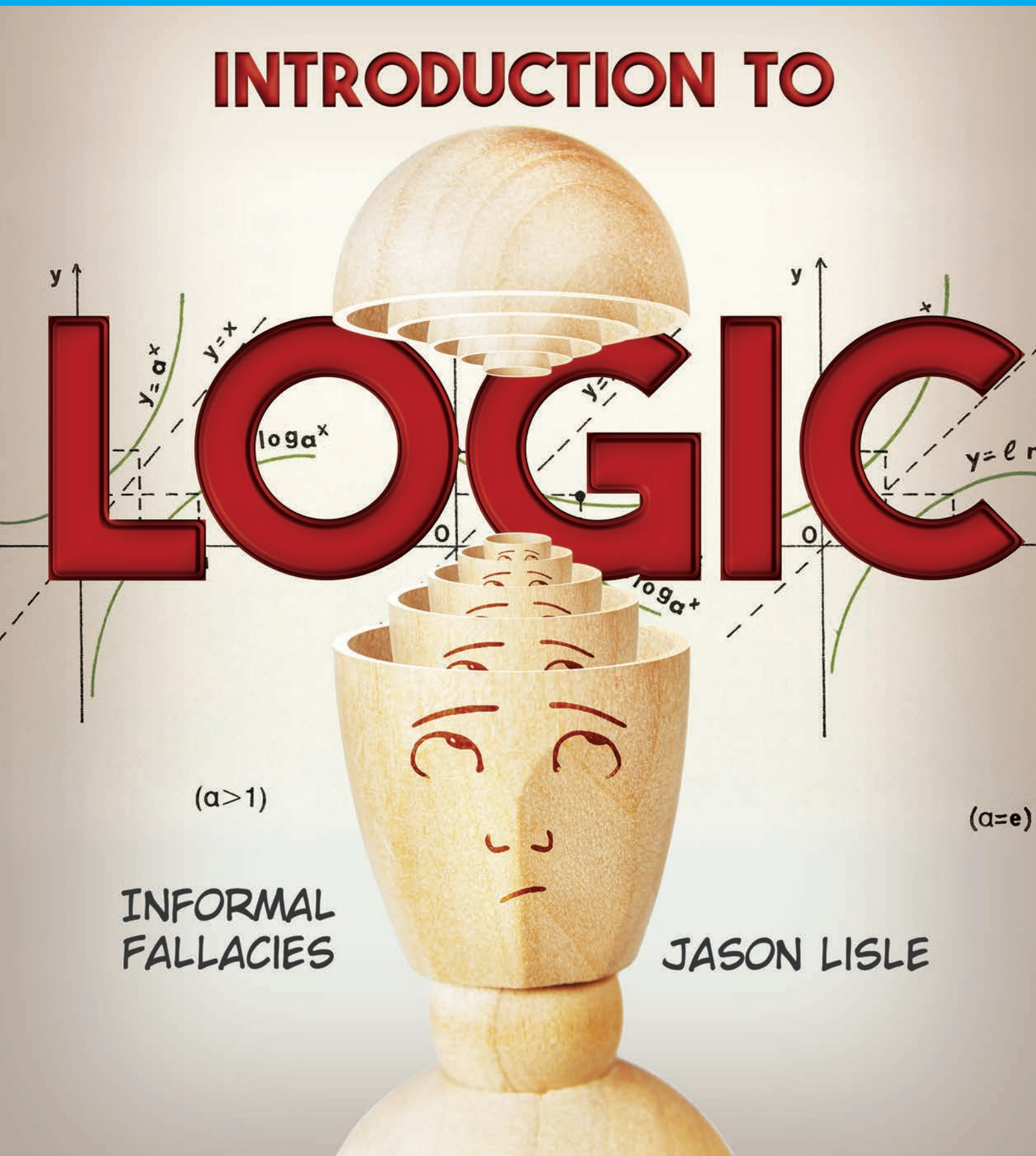
TEACHER GUIDE

8th–10th Grade

Includes Student Worksheets

Philosophy

- Weekly Lesson Schedule
- Student Worksheets
- Quizzes & Tests
- Answer Keys



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Introduction to Logic

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Using This Teacher Guide

Features: The suggested weekly schedule enclosed has easy-to-manage lessons that guide the reading, worksheets, and all assessments. The pages of this guide are perforated and three-hole punched so materials are easy to tear out, hand out, grade, and store. Teachers are encouraged to adjust the schedule and materials needed in order to best work within their unique educational program.

Lesson Scheduling: Students are instructed to read the pages in their book and then complete the corresponding section provided by the teacher. Assessments that may include worksheets, activities, quizzes, and tests are given at regular intervals with space to record each grade. Space is provided on the weekly schedule for assignment dates, and flexibility in scheduling is encouraged. Teachers may adapt the scheduled days per each unique student situation. As the student completes each assignment, this can be marked with an "X" in the box.

	**Approximately 30 to 45 minutes per lesson, five days a week**
	**Includes answer keys for worksheets, quizzes, and tests.**
	**Worksheets for each reading portion**
	**Quizzes and tests are included to help reinforce learning and provide assessment opportunities.**
	**Designed for grades 8 to 10 in a one-year course to earn 1 elective credit**

Course Description

Welcome to the world of logic. This logic course will both challenge and inspire high school students to be able to defend their faith against atheists and skeptics alike.

Because learning logical terms and principles is often like learning a foreign language, the course has been developed to help students of logic learn the practical understanding of logical arguments. To make the course content easier to grasp, the schedule provides worksheets and practice sheets to help students better recognize logical fallacies, as well as review weeks for the quizzes and the final. The practice sheets in the back of the book offer practical study for both the final exam and for actual arguments you might encounter online or in the media. The practice sheets used in review before the end of the course come from all of the chapters and help students prepare for the final exam.

Another way to help understand and memorize new terms is by creating flash cards or memorization cards. It should be noted that this is a part of nearly every week of study on the schedule provided. As new concepts are added each week, it is suggested that this review time grow to allow review of older concepts and the addition of the new terms. Students can make their own flashcards on 3 x 5 cards (the term on one side and the definition on the other), or they might find a flashcard app that can be used from a phone or computer.

Logic is the study of the way God thinks. So, by studying logic, you are actually doing theology! This is a great point to emphasize for students who fancy themselves theologians, but are not terribly excited about logic. Students planning on going into ministry better learn something about the mind of the God they serve. Students of science better learn something about God's mind since it is God's mind that controls every atom in the universe. Knowing how their Creator thinks will give them an edge over secular students. Emphasize how awesome it is that we are learning about God's mind! It would be wonderful to learn how Leonardo da Vinci's mind worked, or Albert Einstein's. How much more awesome to learn about the mind of God!

Studies have shown that students learn far more effectively and retain information better if they are exposed to it in short bursts over a long period of time rather than in a long burst of short duration. The student who studies a topic for 40 hours in one week will not retain it nearly as well in long-term memory as a student who studies for a total of 40 hours spread out over two months. For this reason, it is helpful to occasionally ask the student to recall information learned in previous chapters. This reinforces the topic, helps with memorization, and may help the student to think about the older material in light of the newer material. For these reasons and more, we stop and review fallacies covered in previous chapters.

NOTE: In the answer keys Dr. Lisle sometimes adds explanation to the answers that will help the teacher, but this is not required for the student to know on their answers.

First Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester-First Quarter					
Week 1	Day 1	Read Ch. 1: Logic and the Christian Worldview Pages 5-6 • *Introduction to Logic* • (ITL)			
	Day 2	Read Ch. 1: Logic and the Christian Worldview Pages 7-8 • (ITL)			
	Day 3	Complete Worksheet 1 • Questions 1-5 • Pages 17-18 *Teacher Guide* • (TG)			
	Day 4	Complete Worksheet 1 • Questions 6-10 • Page 18 • (TG)			
	Day 5	Begin Creating Memorization Cards • Review Key Terms			
Week 2	Day 6	Read Ch. 2: All Knowledge Is Ultimately from God Pages 9-10 • (ITL)			
	Day 7	Read Ch. 2: All Knowledge Is Ultimately from God Pages 11-12 • (ITL)			
	Day 8	Complete Worksheet 2 • Questions 1-5 • Pages 19-20 • (TG)			
	Day 9	Complete Worksheet 2 • Questions 6-10 • Page 20 • (TG)			
	Day 10	Continue Creating Memorization Cards • Review Key Terms			
Week 3	Day 11	Read Ch. 3: Why Study Logic? • Pages 13-15 • (ITL)			
	Day 12	Read Ch. 3: Why Study Logic? • Pages 16-18 • (ITL)			
	Day 13	Complete Worksheet 3 • Questions 1-5 • Pages 21-22 • (TG)			
	Day 14	Complete Worksheet 3 • Questions 6-10 • Page 22 • (TG)			
	Day 15	Continue Creating Memorization Cards • Review Key Terms			
Week 4	Day 16	Read Ch. 4: Propositions and Arguments • Pages 19-20 • (ITL)			
	Day 17	Read Ch. 4: Propositions and Arguments • Read Pages 21-22 • (ITL)			
	Day 18	Complete Worksheet 4 • Questions 1-13 • Pages 23-24 • (TG)			
	Day 19	Complete Worksheet 4 • Questions 14-18 • Page 24 • (TG)			
	Day 20	Continue Creating Memorization Cards • Review Key Terms			
Week 5	Day 21	Read Ch. 5: Inductive and Deductive Reasoning Pages 23-25 • (ITL)			
	Day 22	Complete Worksheet 5 • Questions 1-14 • Pages 25-26 • (TG)			
	Day 23	Read Ch. 6: The Biblical Basis for the Laws of Logic. Pages 27-31 • (ITL)			
	Day 24	Complete Worksheet 6 • Questions 1-12 • Pages 27-28 • (TG)			
	Day 25	Continue Creating Memorization Cards • Review Key Terms			
Week 6	Day 26	Read Ch. 7: Logical Failure of the Unbiblical Worldview Pages 33-35 • (ITL)			
	Day 27	Read Ch. 7: Logical Failure of the Unbiblical Worldview Pages 36-38 • (ITL)			
	Day 28	Complete Worksheet 7 • Questions 1-5 • Page 29 • (TG)			
	Day 29	Complete Worksheet 7 • Questions 6-10 • Page 30 • (TG)			
	Day 30	Continue Creating Memorization Cards • Review Key Terms			

Date	Day	Assignment	Due Date	✓	Grade
Week 7	Day 31	Read Ch. 8: Is the Christian Faith Illogical? • Pages 39-40 • (ITL)			
	Day 32	Read Ch. 8: Is the Christian Faith Illogical? • Pages 41-42 • (ITL)			
	Day 33	Complete Worksheet 8 • Questions 1-3 • Page 31 • (TG)			
	Day 34	Complete Worksheet 8 • Questions 4-6 • Page 32 • (TG)			
	Day 35	Continue Creating Memorization Cards • Review Key Terms			
Week 8	Day 36	Read Ch. 9: Is Faith Contrary to Reason? • Pages 43-45 • (ITL)			
	Day 37	Read Ch. 9: Is Faith Contrary to Reason? • Pages 46-48 • (ITL)			
	Day 38	Complete Worksheet 9 • Questions 1-5 • Pages 33-34 • (TG)			
	Day 39	Complete Worksheet 9 • Questions 6-9 • Page 34 • (TG)			
	Day 40	Continue Creating Memorization Cards • Review Key Terms			
Week 9	Day 41	Review Worksheets 1-3 • (TG)			
	Day 42	Review Worksheets 4-6 • (TG)			
	Day 43	Review Worksheets 7-9 • (TG)			
	Day 44	**Take Quiz 1** • Page 115 • (TG)			
	Day 45	Continue Creating Memorization Cards • Review Key Terms			
First Semester-Second Quarter					
Week 1	Day 46	Read Ch. 10: Arbitrariness and Inconsistency • Pages 49-51 • (ITL)			
	Day 47	Read Ch. 10: Arbitrariness and Inconsistency • Pages 52-53 • (ITL)			
	Day 48	Complete Worksheet 10 • Questions 1-5 • Pages 35-36 • (TG)			
	Day 49	Complete Worksheet 10 • Questions 6-10 • Page 36 • (TG)			
	Day 50	Continue Creating Memorization Cards • Review Key Terms			
Week 2	Day 51	Read Ch. 11: Definitions • Pages 55-57 • (ITL)			
	Day 52	Read Ch. 11: Definitions • Pages 58-60 • (ITL)			
	Day 53	Read Ch. 11: Definitions • Pages 61-63 • (ITL)			
	Day 54	Complete Worksheet 11 • Questions 1-6 • Pages 37-38 • (TG)			
	Day 55	Continue Creating Memorization Cards • Review Key Terms			
Week 3	Day 56	Read Ch. 12: A Brief Introduction to Syllogisms Pages 65-68 • (ITL)			
	Day 57	Complete Worksheet 12 • Questions 1-10 • Pages 39-40 • (TG)			
	Day 58	Read Ch. 13: Enthymemes • Pages 69-73 • (ITL)			
	Day 59	Complete Worksheet 13 • Questions 1-10 • Pages 41-42 • (TG)			
	Day 60	Continue Creating Memorization Cards • Review Key Terms			
Week 4	Day 61	Read Ch. 14: Informal Logical Fallacies • Pages 75-76 • (ITL)			
	Day 62	Read Ch. 14: Informal Logical Fallacies • Pages 77-78 • (ITL)			
	Day 63	Complete Worksheet 14 • Questions 1-4 • Pages 43-44 • (TG)			
	Day 64	Complete Worksheet 14 • Questions 5-8 • Page 44 • (TG)			
	Day 65	Continue Creating Memorization Cards • Review Key Terms			

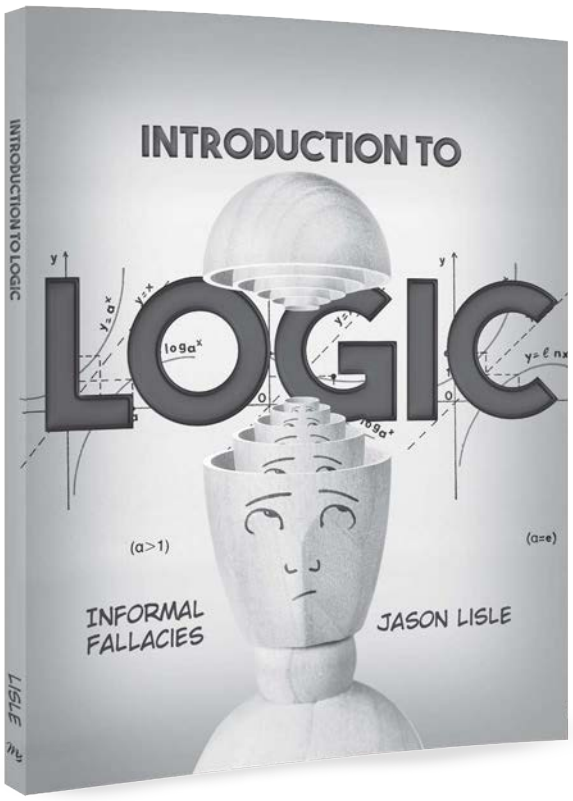
Date	Day	Assignment	Due Date	✓	Grade
Week 5	Day 66	Review Worksheets 10-11 • (TG)			
	Day 67	Review Worksheets 12-13 • (TG)			
	Day 68	Review Worksheets 14 • (TG)			
	Day 69	**Take Quiz 2** • Pages 117-118 • (TG)			
	Day 70	Continue Creating Memorization Cards • Review Key Terms			
Week 6	Day 71	Read Ch. 15: Equivocation • Pages 79-80 • (ITL)			
	Day 72	Read Ch. 15: Equivocation • Pages 81-82 • (ITL)			
	Day 73	Complete Worksheet 15 • Questions 1-5 • Pages 45-46 • (TG)			
	Day 74	Complete Worksheet 15 • Questions 6-10 • Page 46 • (TG)			
	Day 75	Continue Creating Memorization Cards • Review Key Terms			
Week 7	Day 76	Read Ch. 16: Reification • Pages 83-84 • (ITL)			
	Day 77	Read Ch. 16: Reification • Pages 85-86 • (ITL)			
	Day 78	Complete Worksheet 16 • Questions 1-5 • Pages 47-48 • (TG)			
	Day 79	Complete Worksheet 16 • Questions 6-10 • Page 48 • (TG)			
	Day 80	Continue Creating Memorization Cards • Review Key Terms			
Week 8	Day 81	Read Ch. 17: The Fallacy of Accent • Pages 87-88 • (ITL)			
	Day 82	Complete Worksheet 17 • Questions 1-10 • Pages 49-50 • (TG)			
	Day 83	Read Ch. 18: The Fallacies of Composition and Division Pages 89-92 • (ITL)			
	Day 84	Complete Worksheet 18 • Questions 1-10 • Pages 51-52 • (TG)			
	Day 85	Continue Creating Memorization Cards • Review Key Terms			
Week 9	Day 86	Read Ch. 19: Hasty Generalization and Sweeping Generalization Pages 93-95 • (ITL)			
	Day 87	Read Ch. 19: Hasty Generalization and Sweeping Generalization Read Pages 96-97 • (ITL)			
	Day 88	Complete Worksheet 19 • Questions 1-5 • Pages 53-54 • (TG)			
	Day 89	Complete Worksheet 19 • Questions 6-10 • Page 54 • (TG)			
	Day 90	Continue Creating Memorization Cards • Review Key Terms			
		Mid-Term Grade			

Second Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
Second Semester-Third Quarter					
Week 1	Day 91	Review Worksheets 15-16 • (TG)			
	Day 92	Review Worksheets 17-18 • (TG)			
	Day 93	Review Worksheet 19 • (TG)			
	Day 94	**Take Quiz 3** • Pages 119-120 • (TG)			
	Day 95	Continue Creating Memorization Cards • Review Key Terms			
Week 2	Day 96	Read Ch. 20: The Fallacy of False Cause • Pages 99-101 • (ITL)			
	Day 97	Read Ch. 20: The Fallacy of False Cause • Pages 102-103 • (ITL)			
	Day 98	Complete Worksheet 20 • Questions 1-5 • Pages 55-56 • (TG)			
	Day 99	Complete Worksheet 20 • Questions 6-10 • Page 56 • (TG)			
	Day 100	Continue Creating Memorization Cards • Review Key Terms			
Week 3	Day 101	Read Ch. 21: Begging the Question • Pages 105-106 • (ITL)			
	Day 102	Read Ch. 21: Begging the Question • Pages 107-109 • (ITL)			
	Day 103	Complete Worksheet 21 • Questions 1-5 • Pages 57-58 • (TG)			
	Day 104	Complete Worksheet 21 • Questions 6-10 • Page 58 • (TG)			
	Day 105	Continue Creating Memorization Cards • Review Key Terms			
Week 4	Day 106	Read Ch. 22: Begging the Question — Part 2 Pages 111-113 • (ITL)			
	Day 107	Complete Worksheet 22 • Questions 1-10 • Pages 59-60 • (TG)			
	Day 108	Read Ch. 23: The Question-Begging Epithet Pages 115-117 • (ITL)			
	Day 109	Complete Worksheet 23 • Questions 1-10 • Pages 61-62 • (TG)			
	Day 110	Continue Creating Memorization Cards • Review Key Terms			
Week 5	Day 111	Read Ch. 24: The Complex Question • Pages 119-121 • (ITL)			
	Day 112	Complete Worksheet 24 • Questions 1-10 • Pages 63-64 • (TG)			
	Day 113	Read Ch. 25: The Bifurcation Fallacy • Pages 123-125 • (ITL)			
	Day 114	Complete Worksheet 25 • Questions 1-10 • Pages 65-66 • (TG)			
	Day 115	Continue Creating Memorization Cards • Review Key Terms			
Week 6	Day 116	Read Ch. 26: The No True Scotsman Fallacy Pages 127-128 • (ITL)			
	Day 117	Complete Worksheet 26 • Questions 1-10 • Pages 67-68 • (TG)			
	Day 118	Read Ch. 27: Special Pleading • Pages 129-131 • (ITL)			
	Day 119	Complete Worksheet 27 • Questions 1-10 • Pages 69-70 • (TG)			
	Day 120	Continue Creating Memorization Cards • Review Key Terms			
Week 7	Day 121	Read Ch. 28: The False Analogy and the Slippery Slope Fallacy Pages 133-135 • (ITL)			
	Day 122	Complete Worksheet 28 • Questions 1-10 • Pages 71-72 • (TG)			
	Day 123	Read Ch. 29: Review of the Fallacies of Presumption Pages 137-139 • (ITL)			
	Day 124	Complete Worksheet 29 • Questions 1-10 • Pages 73-74 • (TG)			
	Day 125	Continue Creating Memorization Cards • Review Key Terms			

Date	Day	Assignment	Due Date	✓	Grade
Week 8	Day 126	Read Ch. 30: *Ad Hominem* • Pages 141-142 • (ITL)			
	Day 127	Read Ch. 30: *Ad Hominem* • Page 143 • (ITL)			
	Day 128	Complete Worksheet 30 • Questions 1-5 • Pages 75-76 • (TG)			
	Day 129	Complete Worksheet 30 • Questions 6-10 • Page 76 • (TG)			
	Day 130	Continue Creating Memorization Cards • Review Key Terms			
Week 9	Day 131	Review Worksheets 20-23 • (TG)			
	Day 132	Review Worksheets 24-27 • (TG)			
	Day 133	Review Worksheets 28-30 • (TG)			
	Day 134	**Take Quiz 4** • Pages 121-122 • (TG)			
	Day 135	Continue Creating Memorization Cards • Review Key Terms			
Second Semester-Fourth Quarter					
Week 1	Day 136	Read Ch. 31: The Faulty Appeal to Authority Pages 145-147 • (ITL)			
	Day 137	Read Ch. 31: The Faulty Appeal to Authority Read Pages 148-149 • (ITL)			
	Day 138	Complete Worksheet 31 • Questions 1-5 • Pages 77-78 • (TG)			
	Day 139	Complete Worksheet 31 • Questions 6-10 • Page 78 • (TG)			
	Day 140	Continue Creating Memorization Cards • Review Key Terms			
Week 2	Day 141	Read Ch. 32: The Strawman Fallacy • Pages 151-152 • (ITL)			
	Day 142	Read Ch. 32: The Strawman Fallacy • Page 153 • (ITL)			
	Day 143	Complete Worksheet 32 • Questions 1-3 • Pages 79-80 • (TG)			
	Day 144	Complete Worksheet 32 • Questions 4-5 • Page 80 • (TG)			
	Day 145	Continue Creating Memorization Cards • Review Key Terms			
Week 3	Day 146	Read Ch. 33: Faulty Appeals • Pages 155-156 • (ITL)			
	Day 147	Read Ch. 33: Faulty Appeals • Read Page 157 • (ITL)			
	Day 148	Complete Worksheet 33 • Questions 1-5 • Page 81 • (TG)			
	Day 149	Complete Worksheet 33 • Questions 6-10 • Page 82 • (TG)			
	Day 150	Continue Creating Memorization Cards • Review Key Terms			
Week 4	Day 151	Read Ch. 34: Naturalistic, Moralistic, and the Appeal to Consequences • Pages 159-160 • (ITL)			
	Day 152	Read Ch. 34: Naturalistic, Moralistic, and the Appeal to Consequences • Pages 161 • (ITL)			
	Day 153	Complete Worksheet 34 • Questions 1-5 • Pages 83-84 • (TG)			
	Day 154	Complete Worksheet 34 • Questions 6-10 • Page 84 • (TG)			
	Day 155	Continue Creating Memorization Cards • Review Key Terms			
Week 5	Day 156	Read Ch. 35: The Genetic Fallacy and the Tu Quoque Fallacy Pages 163-164 • (ITL)			
	Day 157	Read Ch. 35: The Genetic Fallacy and the Tu Quoque Fallacy Page 165 • (ITL)			
	Day 158	Complete Worksheet 35 • Questions 1-4 • Page 85 • (TG)			
	Day 159	Complete Worksheet 35 • Questions 5-8 • Page 86 • (TG)			
	Day 160	Continue Creating Memorization Cards • Review Key Terms			

Date	Day	Assignment	Due Date	✓	Grade
Week 6	Day 161	Read Ch. 36: The Fallacy of Irrelevant Thesis Pages 167-168 • (ITL)			
	Day 162	Complete Worksheet 36 • Questions 1-10 • Pages 87-88 • (TG)			
	Day 163	Read Ch. 37: Review of Fallacies of Relevance Pages 169-171 • (ITL)			
	Day 164	Complete Worksheet 37 • Questions 1-10 • Pages 89-90 • (TG)			
	Day 165	Continue Creating Memorization Cards • Review Key Terms			
Week 7	Day 166	Read Ch. 38: Closing Remarks • Page 173 • (ITL)			
	Day 167	Read Ch. 38: Closing Remarks • Page 174 • (ITL)			
	Day 168	Finish Creating Memorization Cards • Review Key Terms			
	Day 169	Review Worksheets 31-33 • (TG)			
	Day 170	Review Worksheets 34-36 • (TG)			
Week 8	Day 171	Review Worksheets 37-38 • (TG)			
	Day 172	**Take Quiz 5** • Pages 123-124 • (TG)			
	Day 173	Complete Practice Sheet 1 • Page 93 • (TG)			
	Day 174	Complete Practice Sheet 2 • Page 95 • (TG)			
	Day 175	Complete Practice Sheet 3 • Page 97 • (TG)			
Week 9	Day 176	Complete Practice Sheet 4 • Page 99 • (TG)			
	Day 177	Complete Practice Sheets 5-6 • Pages 101 and 103 • (TG)			
	Day 178	Complete Practice Sheets 7-8 • Pages 105 and 107 • (TG)			
	Day 179	Complete Practice Sheets 9-10 • Pages 109 and 111 • (TG)			
	Day 180	**Take Final Exam** • Pages 125-126 • (TG)			
		Final Grade			



Logic Worksheets

for Use with

Introduction To Logic

The goal of this chapter is to explore the Christian basis for logic. We define what logic is, clarify misconceptions about what logic is not. Then we see how logic is rooted in the mind of God. Logic is not a neutral topic. It is distinctly Christian. Anyone who uses logic therefore demonstrates that the Christian worldview is true, even if the person himself professes to reject Christianity. Key points in this chapter are:

A. What logic is: namely correct reasoning, or the study of correct reasoning.
B. What logic is not: stoicism, absence of religious belief, science.
C. God, by His nature, always thinks correctly, and therefore logically.
D. Therefore, to study logic is to study the way God thinks

Short Answer

1. What is the definition of logic?

2. What does logic have to do with God?

3. Is atheism a religious belief? Why or why not?

4. What is a question that can be answered logically, but not scientifically?

5. Can God say something false? Why or why not?

6. Can God learn anything new? Why or why not?

7. How is our thinking like God's thinking?

8. How is our thinking *unlike* God's thinking?

9. Using the words "discovers" and "determines" fill in the blanks to make the sentences true:

   Our mind _____ truth.

   God's mind _____ truth.

10. Can God be illogical? Why or why not?

The takeaway of this chapter is that faith and reason are not contrary to each other as many people falsely assume, but in fact work together. Biblical faith is not an emotional leap in the dark, but is in fact the exact opposite. Biblical faith is reasonable / logical / rational. It is irrational to lack faith in the Bible because the biblical worldview is the necessary precondition for all the things necessary for human beings to reason, such as the basic reliability of our senses. The goal here is to counter the horrible misconceptions of biblical faith often espoused by critics of Christianity, i.e., that biblical faith is blind.

We also deal with biblical verses that are often misused to reinforce unbiblical conceptions of faith. For example, trusting in God with all your heart does not refer to an emotional feeling or irrational belief. Biblically, the heart represents the core of our being, and is more often associated with the mind — the seat of our consciousness — than with emotions. Likewise, those verses in Scripture that seem to promote the foolishness of Christianity are in reality promoting wisdom. The wisdom of God seems foolish to the secular world because the secular world is in fact foolish.

Short Answer

1. What is the biblical definition of faith?

2. Is it logical to have faith in God? Why or why not?

3. Is it logical to rely on emotions as a basis for truth? Why or why not?

4. Besides the physical organ, what does "heart" generally mean when used in Scripture?

5. Proverbs 4:5, 7 tells us to get *wisdom*, yet 1 Corinthians 1:21 tells us that God uses the *foolishness* of preaching to save people. Do these verses contradict? Why or why not?

6. If genuine wisdom always and only comes from God (Colossians 2:3; James 3:13–18), then are unbelievers able to have any wisdom? If so, how?

7. What are the requirements to being rational?

8. What is a biblical reason to believe that our sensory organs are basically reliable?

9. What is a biblical reason to believe that the universe has order, consistency, and repeating cycles?

This fallacy is particularly interesting because the Bible has quite a lot to say about the sin of using a double-standard. Hypocrisy is a type of special pleading — when a person's behavior does not match their words. When people expect others to behave in a way that they themselves are unwilling to do, this is special pleading. Evolutionists often insist that we must only cite literature that agrees with evolution — with his beliefs. Yet, he will not allow the creationist to cite literature consistent with the creationist's beliefs. This is inconsistent. Remind the students that inconsistency is one of the primary intellectual sins that defines irrationality.

Not all exceptions are special pleading. Some standards only apply in certain instances. And it is not a fallacy to point this out. The key is to discern whether the exception is justified or arbitrary. When a person arbitrarily exempts himself from a standard — this is special pleading.

Short Answer

For each of the following, is this an example of special pleading? Why or why not?

1. Craig says, "The Bible says you are not supposed to gamble."

   John responds, "It's okay because I plan to donate half my winnings to the church."

2. Jim says, "You are not supposed to work on Sunday. Yet you just gave a 45-minute public speech!"

   Bill responds, "But I'm the pastor."

3. A police officer pulls over a civilian for speeding and starts to give him a ticket.

   The civilian responds, "Could you let me off the hook? I'm really late for a church meeting."

4. A police officer pulls over a civilian for speeding and starts to give him a ticket.

   The civilian responds, "But my wife is having a heart attack and I'm trying to get her to the hospital."

5. "Evolution is so well-established that we don't need to support it with evidence at this point."

6. "You can't rely on the Bible for historical information! You must check ancient historical documents to find out what really happened."

7. "Yes, Christ's Resurrection may not be consistent with the laws of nature as we understand them. But it was a miraculous event."

8. Greg: "The same Bible teaches that God created in six days, and that Jesus rose from the dead. You believe the latter, why not the former?"

   Jeff: "That's different. The Resurrection of Christ was a miracle."

9. "You must not impose your morality on other people."

10. "You must use information from textbooks or peer-reviewed articles to support your case. Information from articles at the Biblical Science Institute does not count."

This is a "catch-all" category, because all the above errors in this section are technically fallacies of irrelevant thesis because they may indeed prove something, but not the point at issue. For example, the straw man fallacy does prove that a particular position is wrong, but it is not the position that the opponent actually holds. When a fallacy of relevance does not fit into any of the above categories, it belongs here. The fallacy of irrelevant thesis is particularly seductive because the conclusion is often true — it just isn't *relevant*.

This fallacy works by distraction. By correctly concluding something that is true (at least potentially), the other person is inclined to agree — without realizing that the topic has been altered. Many arguments get "off track" due to an irrelevant thesis, or a string of them. The goal is for the student to recognize that an argument may indeed prove an issue, but not the issue under discussion. Emphasize to the student that all fallacies of irrelevant thesis can be refuted by this simple response: "True, perhaps. But irrelevant."

Short Answer

For each of the following, answer: is this the fallacy of irrelevant thesis? Why or why not?

1. "The people who believe in creation are mistaken. Most of them are Christians."

2. Creationist: "Why do you believe in neo-Darwinian evolution?"

   Evolutionist: "Because there is a great deal of scientific evidence in support of it."

3. Teacher: "Jimmy, it appears that you cheated on this exam. What do you have to say for yourself?"

   Jimmy, "It's not like I committed murder are anything."

4. Timothy says, "Dad, why can't I have my own car when I turn 18?"

   Dad responds, "Because Christmas falls on a Friday this year."

5. "The days of creation cannot be ordinary days, because the sun wasn't created until the fourth day."

6. "Christians claim that morality is only justified in the Christian worldview. But I am an atheist, and I am very moral."

7. "Why is it that cars have rear-view mirrors? Clearly, the manufacturer wanted drivers to be able to see what was behind them without turning around."

8. "Why do living creatures have so many complex parts that work together? Because if they didn't, then the animal would have died."

Long Answer

9. "The people who want to reduce the number of guns in the world are mistaken. After all, this will not solve all the world's problems."

10. "Why is it wrong to steal? One man has no authority over another man's property."

In a sense, all fallacies of relevance are fallacies of irrelevant thesis. But we reserve that particular fallacy for those fallacies of relevance that do not specifically fall into one of the more specific categories. Therefore, each fallacy of relevance can be answered with this response, "True perhaps, but irrelevant." We here ask the student to identify which fallacy of relevance is committed in the following examples.

Short Answer

For each of the following, identify the fallacy (if there is one) and explain why it is fallacious:

1. "You should not trust any argument that is posted on the Biblical Science Institute website."

2. "You don't need God to account for laws of logic. I don't even believe in God, and I use logic all the time."

3. "You shouldn't believe in or teach creation here; you might get sued."

4. "Clearly, it is not wrong to abort babies. People have been doing it for thousands of years."

5. "If evolution is not true, then why do so many scientists accept it?"

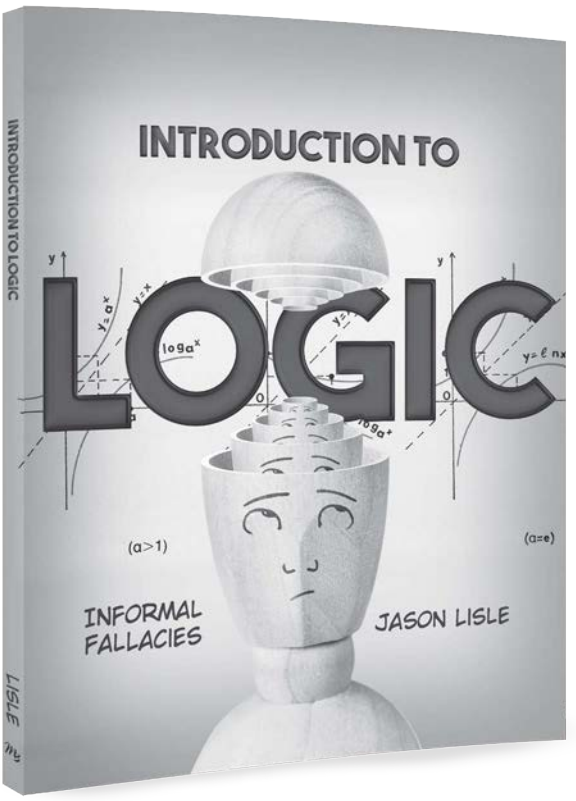
6. "Well, of course Dr. Dave is going to argue for a young earth. He is paid to do that. So you shouldn't accept his argument."

7. "Of course creation cannot be true. Science is limited to the study of the natural world. But creation involves the supernatural."

8. "The Oort cloud clearly must exist. No one has any proof that it doesn't."

9. "Creationists are morons. Do don't be fooled by their arguments."

10. "Creationists do not believe in the scientific method. They simply look to the Bible for all the answers."



Logic Practice Sheets

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1. "Nevertheless, all organisms share some common traits because they all share common ancestors at some point in the past."

2. "You should not trust anything that is posted on the Biblical Science Institute website."

3. "No, evolutionists are not lying about all the evidence for evolution. After all, that would be immoral."

4. "You don't need God to account for laws of logic. I don't even believe in God, and I use logic all the time."

5. "Natural selection tests the combinations of genes represented in the members of a species and encourages the proliferation of those that confer the greatest ability to survive and reproduce."

6. "If you are going to make an argument for creation, you have to use real, mainstream journals, not creationist ones."

7. "You want an example of evolution? You're speaking with one."

8. "Biological evolution refers to changes in the traits of organisms over multiple generations. So creationists are badly mistaken."

9. "The people who want to reduce the number of guns in the world are mistaken. After all, this will not solve all the world's problems."

10. "Why do you deny science?"

Practice Sheet 1 Answers

1. Fallacy of false cause or begging the question. The reason organisms share common traits is the very question at issue. It begs the question to arbitrarily assume that evolution is the reason when that is the point at issue. Furthermore, just because organisms share common traits does not imply that evolution is the cause. So this is a false cause fallacy.

2. Genetic fallacy. The information is arbitrarily dismissed due to its source.

3. Moralistic fallacy. The argument assumes that something does not happen on the basis that it would be unethical.

4. Fallacy of irrelevant thesis. The fact that the atheist can use logic is irrelevant to the issue of whether or not he can *account* for laws of logic on his own worldview, which is the point at issue.

5. Reification. Natural selection cannot literally "test" or "encourage." If this is part of an argument, then it is a fallacy.

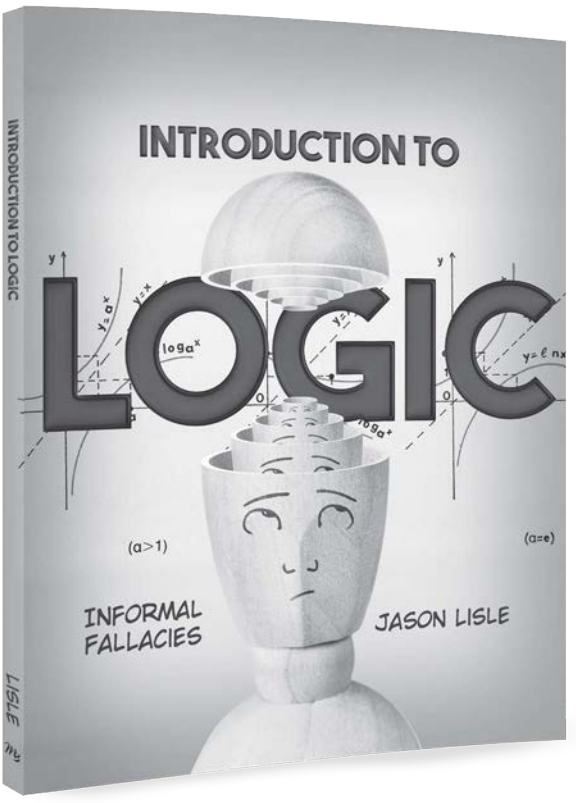
6. No true Scotsman fallacy. The implication is that creationist journals are not "real," yet this goes beyond the dictionary definition of a journal.

7. Begging the question. That people are the result of evolution is the very question at issue. One may not arbitrarily assume such for the sake of proving it.

8. Equivocation fallacy. The argument invokes evolution in the generic sense of change to prove neo-Darwinian evolution, which is quite different.

9. Fallacy of irrelevant thesis. While it is true that a reduction in guns will not solve all the world's problems, this is not the point at issue.

10. Complex question. It should be divided into "Do you deny science?" And, "If so, then why?"



Logic Quizzes and Final Exam

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	Introduction To Logic	Day 44	Quiz 1	Scope: Chapters 1-9	Total score: ____of 100	Name

Fill in the blank: (10 points each)

1. _____ is the study of the principles of correct reasoning. It is the way God thinks.

2. To be _____ is to reason incorrectly. But God, by His nature, always reasons correctly.

3. Unbelievers too are made in the image of God, and hence have the capacity for _____ reasoning.God has given them knowledge as well.

4. The Bible reveals that human beings are made in God's image, and therefore reflect some of His attributes, including the ability to _____.

5. God always thinks correctly, and the Bible commands us to think like Him (Isaiah 55:7–8) and emulate His _____ (Ephesians 5:1).

6. A _____ is a truth claim. It is the meaning of a statement and is always either true or false.

7. An _____ is a series of propositions in which the truth of one is said to follow from the others.

8. A good argument has true _____, and the conclusion follows from them.

9. The _____ is the opposite of a given proposition. It is formed by adding "It is not the case that" to the original proposition. It always has the opposite truth value of a given proposition.

10. _____ is having confidence (or proof, or good reasons) for what you have not experienced with your senses. It is a confident expectation in that which is unseen (Hebrews 11:1).

Choose from the following regarding the argument being stated: (5 points each)

Sweeping generalization fallacy	Question-begging epithet	Strawman fallacy
Bifurcation fallacy	Fallacy of composition	No true Scotsman fallacy
Tu quoque fallacy	Special pleading	Begging the question
Naturalistic fallacy	Fallacy of accent	Faulty appeal to authority
Fallacy of division	Complex question	Reification
Moralistic fallacy	Fallacy of irrelevant thesis	Appeal to consequences fallacy
False cause fallacy	Faulty appeal to authority	

1. "No, evolutionists are not lying about all the evidence for evolution. After all, that would be immoral."

2. "If you are going to make an argument for creation, you have to use real, mainstream journals, not creationist ones."

3. "Why do you deny science?"

4. "The ideas supported by creationists, in contrast, are not supported by evidence and are not accepted by the scientific community."

5. "Human beings have an immortal soul. And a finger is part of a human being. Therefore, a finger has an immortal soul, or at least part of a soul."

6. "What is the probability that life could arise by chance? It must be 100 percent because we are here, after all."

7. "Either you use your brain to determine what's true, or you simply accept whatever the Bible says."

8. "The environmentalists make all these arguments that we should save the environment. But they are so wrong. Think about it. They use plastic bags at the grocery store, buy gas-guzzling vehicles, and most them don't even recycle."

9. "Human beings cannot have any genuine free will. After all, we are made up entirely of atoms, which have no free will."

10. “Nearly all mammals have seven vertebrae in their neck. This is just one of many evidences of the fact that they share a common ancestor.”

11. “Interracial marriage is wrong. You don’t see sparrows mating with cardinals.”

12. “I have a very good argument for creation; I know it is sound because every evolutionist I’ve used the argument on has converted to believing in creation.”

13. “The arguments of creationists reverse the scientific process. They begin with an explanation that they are unwilling to alter — that supernatural forces have shaped biological or earth systems.”

14. “Evolution is perfectly compatible with God. Scientists and theologians have written eloquently about their awe and wonder at the history of the universe and of life on this planet, explaining that they see no conflict between their faith in God and the evidence for evolution.”

15. “My latest book is about the evolution vs. creationism controversy.”

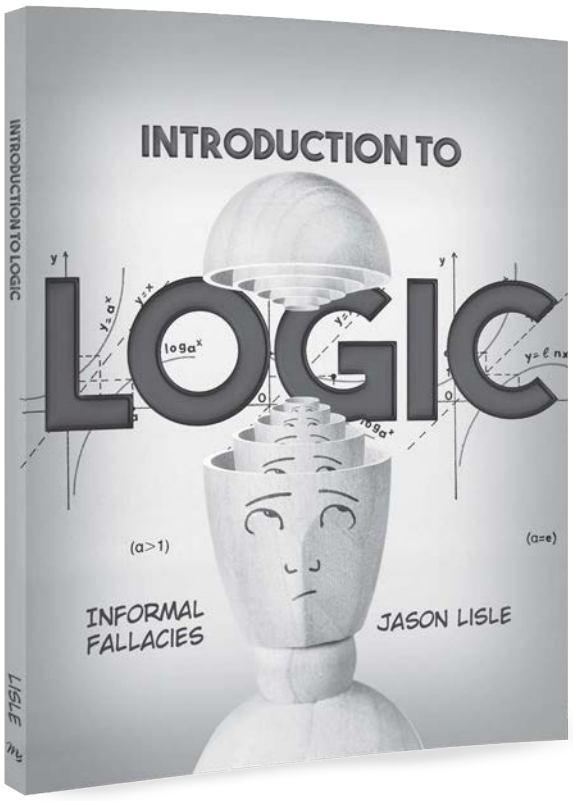
16. 16. “People just don’t come back to life. Go check out a cemetery. So it just isn’t possible for Jesus to have been raised from the dead.”

17. “Somewhat more than 400 million years ago, some marine plants and animals began one of the greatest of all innovations in evolution — they invaded dry land.”

18. Brent has to cancel his date with Emily at the last minute due to a family emergency, so Emily stays home and watches television. Later, Courtney asks Emily, “How was your date with Brent?” Emily says, “I didn’t go on a date with Brent.” Courtney responds, “Oh, whom did you go with?”

19. “Creationists reject such scientific facts in part because they do not accept evidence drawn from natural processes that they consider to be at odds with the Bible.”

20. “My new theory is better than natural selection because it does not involve the death of the unfit.”



Logic Answers Keys

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Introduction To Logic

Worksheet Answers

Chapter 1: Logic and the Christian Worldview

1. Logic is (the study of) the principles of correct reasoning. Some students may answer that logic is the study of the way God thinks. I suggest giving full credit for this answer as it is a true statement and an important point in the chapter; but gently remind them that the *definition* of logic (as found in a dictionary) is the study of the principles of correct reasoning.
2. Several possible answers here. God is the standard by which all reasoning should be judged to be correct or incorrect because His mind determines truth. To study logic is to study how God thinks.
3. Yes. Atheism is a belief about God. As such, it is inherently religious.
4. Many possible answers. Moral questions, mathematical truths, spiritual questions, most historical questions. Accept any question that (1) can be answered, but (2) cannot be demonstrated to be true by observation and experimentation.

   Examples:

   Is it wrong to murder?

   Is infinity real?

   What happens to the soul after death?

   Who was the first president of the constitutional United States of America?
5. No, God cannot say something false. There are several good answers as to why He cannot:

   (A) What God says determines reality. (B) It is contrary to God's self-consistent nature. (C) The universe becomes whatever God says.

   Some students may be bothered that God cannot do some things. Does this conflict with the notion that God is all-powerful? No. God being all-powerful means that He can do anything He pleases — anything that is consistent with His nature. It does not please God to lie, and it is not consistent with His nature to do so.
6. No. God cannot learn anything new because He already knows everything. There is no knowledge beyond God's mind. God's mind is the source of all truth.
7. We can think in a way that is self-consistent / logical. Other possible answers: We can think truthfully. We can use laws of logic. We can consider abstract ideas. We can use math. We can make moral judgments.
8. Many possible answers: We can be mistaken. We can learn new things. We can violate laws of logic. We can be illogical. We can believe something that is false. We cannot think outside of time. We cannot consider all the infinite possibilities. We cannot know everything. We cannot be sure of all our conclusions.
9. Our mind __*discovers*___ truth.

   God's mind __*determines*__ truth.

   [This question emphasizes one of the differences between God's mind and ours. God is the giver of knowledge; we are the receivers.]
10. No, God cannot be illogical. To be illogical is to reason incorrectly. But God, by His nature, always reasons correctly. To be illogical is to think differently from God; but God cannot think differently from God because He is God.

Chapter 2: All Knowledge Is Ultimately from God

1. Knowledge ultimately comes from God. He is the original source of all knowledge. We know this because God Himself has told us so in His Word — the Bible.
2. Revelation is the giving of knowledge. In this context, it is God giving knowledge to man.
3. Special revelation is the Bible: God's Word. It is that aspect of God's revelation that is written in human language, and as such is objective and propositional.
4. Objective means "outside the person" and therefore not subject to the person's mind, feelings or opinions. Things which are objective are the same for all people. This stands in contrast to subjective things like feelings or opinions that can differ from person to person.
5. Propositional means "made up of meaningful sentences" (in a human language). Technically, it means made up of propositions, but the students have not yet learned that term. Propositional knowledge has a special clarity to it because it is made up of words.
6. Several possible answers:

   Some knowledge is built into us directly by God, such as God's moral law.

   Some knowledge is gained by sensory experience: using our eyes, ears, and other senses to probe the outside world.

logic applies at all times, past and future, and throughout the universe. But only God is in a position to know this, and He has revealed so in His Word. Only the Christian position can make sense of our confidence that laws of logic apply at all times in all locations.

Chapter 8: Is the Christian Faith Illogical?

1. Something is intuitive if it makes sense to you, if it matches your feelings or expectations. Something is logical if it aligns with the way God thinks, if it involves correct reasoning from true premises.
2. Many possible answers: anywhere someone in the Bible quotes someone saying something that is not true. Examples: The Bible records that Peter said he would not deny Christ (Matthew 26:35), but he did deny Christ (Matthew 26:74). The serpent said to Eve that she would not die (Genesis 3:5), which was not true (Genesis 2:17).
3. Lots of possible answers: Pray for those who despitefully use and persecute you (Matthew 5:44). Bless those who curse you (Luke 6:28). The meek shall inherit the earth (Matthew 5:5). You are blessed when you have been insulted/persecuted for righteousness (Matthew 5:10–11). Whoever exalts himself shall be humbled, but he who humbles himself shall be exalted (Matthew 23:12). No one is good except God (Luke 18:19).
4. It is not a contradiction because is one in a different sense than He is three. A contradiction requires p and not-p in the same sense. God is one in essence, but three in persons.
5. The law of non-contradiction. This is a behavioral inconsistency because their behavior reveals that they think it is indeed okay to make arguments, but they verbally profess the negation. Essentially they are saying p and not-p (it is okay and not okay to make arguments).
6. Possible answers: (A) God cannot deny Himself, and the Bible is His Word. Therefore, the Bible cannot contradict in anything it affirms. (B) The Bible is true, and truth cannot contradict truth.

Chapter 9: Is Faith Contrary to Reason?

1. Faith is having confidence (or proof, or good reasons) for what you have not experienced with your senses. It is a confident expectation in that which is unseen (Hebrews 11:1).
2. It is logical to have faith in God. Many good reasons can be given. First, any alternative to God leads to absurdity. Apart from God we could never justify our expectation that the universe is orderly and will continue to be so in the future, or that our senses are basically reliable. Another good answer would be that God knows everything, is never mistaken, and never lies, so of course it is logical to trust in Him. It would be illogical to not have faith in God.
3. It is *not* logical to rely on emotions as a basis for truth because emotions are notoriously unpredictable, constantly changing, and do not necessarily have a connection to truth.
4. The heart refers to the essential core of the person. It is the mind of man — the seat of man's intellect / reasoning / thoughts (Genesis 6:5; Psalm 14:1)
5. There is no contradiction because 1 Corinthians 1:21 is not referring to genuine foolishness, but rather what the secular world considers to be foolish, which is in fact actually wise: the preaching of the Gospel. Nothing the Bible affirms can contradict anything else the Bible affirms, since the Bible is God's Word and God cannot deny Himself.
6. Unbelievers may have limited "pockets" of wisdom on non-spiritual matters. For example, they may save some of their financial earnings for the future, which is fiscally wise. They may decide to refrain from doing illegal drugs or committing murder; these are wise decisions. However, they are able to do this only because God has extended some grace to them as well. After all, unbelievers do know God (in an unsaved way — Romans 1:18–20), but are not grateful for His grace. However, unbelievers do not have wisdom in an ultimate sense, or on spiritual issues. They do not have wisdom in regard to salvation. Those who reject God's offers of grace and mercy are foolish (Psalm 14:1).
7. To be rational, you must have a good reason (or several good reasons) for your beliefs, and this must be consistent with your other reasons and beliefs.
8. Our sensory organs were designed by God (Proverbs 20:12), who is not the author of confusion (1 Corinthians 14:33), but is the Truth (John 14:6). (This may be a good place to remind students that, due to sin, our senses are not always perfectly reliable. Blindness, and other disease might render senses useless, but these would not have been in existence before sin. And God has

Alternatively, "Yes, but Spot is not *truly* black."

2. "They are not *real* scientists. *Real* scientists don't believe the Bible."
3. "Ah, but no *legitimate*/*real* technical journals publish creationist articles." / "No *serious* technical journals publish creationist articles."
4. "But no *genuine* Christian believes in evolution."
5. "Ah, but *true* faith is blind."
6. This is not a fallacy because a scientist is defined as someone who does science, which entails following the scientific method. This is a legitimate use of the definition.
7. This is a no true Scotsman fallacy. Although it is terribly inconsistent for a Christian to embrace evolution, the definition of "Christian" is someone who follows Christ. The definition says nothing about evolution. Of course, people who follow Christ consistently will reject evolution; but not all Christians are consistent.
8. There is no fallacy here. The term "real" is being used for emphasis. It is not being used to redefine "evidence" so as to protect the claim from counterargument.
9. This is a no true Scotsman fallacy because there is nothing in the definition of "scholar" that requires one to dismiss the historical information contained in the Bible.
10. This is a no true Scotsman fallacy because there is nothing in the definition of "American" that has anything to do with how a person *votes*.

Chapter 27: Special Pleading

1. This is special pleading. John's reason for wanting to exempt himself from the law is not one that the Bible itself specifies. He is being arbitrary.
2. This is not a fallacy. A pastor preaching on a Sunday is something the Bible endorses, and therefore is a biblically justified exception to the general principle that a person should rest on that day. There are a few other exceptions listed in Scripture as well.
3. This is special pleading. Being late is not a legally justified exception to the law against speeding.
4. This is not necessarily fallacious. A medical emergency may well be a legitimately recognized exemption to laws against speeding.
5. This is special pleading. An evolutionist generally requires that other truth claims be supported by evidence, but he has arbitrarily exempted evolution from this requirement.
6. This is special pleading. (This is a classic example that occurs often!) The Bible is itself an ancient historical document. To arbitrarily dismiss its history just because it's the Bible is without any rational merit.
7. This is not a fallacy. Laws of nature describe the normal, predictable operation of the universe, not miracles. Miracles are — by definition — unusual. So, their exemption is justified.
8. This is special pleading because the creation of the universe in six days was also a miracle. Jeff accepts one miracle recorded in Scripture but arbitrarily rejects another.
9. This is special pleading because the person making the claim is imposing his morality on other people by making the statement about what they should not do. He is doing what he says you should not do (hypocrisy) without giving any reason why he should be exempt from the rule.
10. This is special pleading because the articles on at the Biblical Science Institute are peer-reviewed. Yet, this person has arbitrarily decided that they do not count. Such an arbitrary exception is what makes special pleading a fallacy.

Chapter 28: The False Analogy and the Slippery Slope Fallacy

1. This is a slippery slope fallacy. It is unlikely that teaching creation will result in the claimed series of events because science presupposes that God upholds the present universe in a consistent way that the mind can discover.
2. This is a false analogy. Cars do not reproduce. Organisms do. Evolution is supposed to work when organisms reproduce. Therefore, the change of the automobile over time is not comparable.
3. This seems reasonable and is not a fallacy. It is a legitimate slippery slope. Note that the argument has anticipated one of the factors that might prevent the slippery slope — namely, teaching to the contrary. But in fact, people tend to act on their beliefs. Therefore, the belief that a person is a mere animal will tend to result in comparable behavior.
4. This seems reasonable and is not a fallacy. Since solar panels provide free energy without pollution, the stated outcome is likely.

to be unreliable, and therefore it is appropriate to be skeptical of claims made in its pages, unless they can be verified by a more reliable source.

7. *Tu quoque* fallacy. Some professing Christians are indeed hypocrites. But this is utterly irrelevant to the truth of the Christian worldview.
8. Genetic fallacy. Information scientists present arguments in favor of certain truth claims. Their arguments stand or fall on their own merit. The worldview of the scientists is irrelevant to the cogency of their arguments / demonstrations.

Chapter 36: The Fallacy of Irrelevant Thesis

1. This is the fallacy of irrelevant thesis (and might also be considered a circumstantial *ad hominem*) because whether a person is a Christian is not relevant to the truth of origins.
2. This is not a fallacy. The evolutionist's claim is wrong, but it is not an error in reasoning. His claim is very relevant to the creationist's question.
3. This is the fallacy of irrelevant thesis. Jimmy's statement may well be true, but it is not relevant to the fact that he cheated on the exam and has no excuse for it.
4. This is the fallacy of irrelevant thesis. Without any further explanation, there appears to be no rational connection between Dad's statement (which may well be true) and Timothy's question.
5. This is the fallacy of irrelevant thesis. Ordinary days are caused by the rotation of earth relative to a light source. This has been true since the first day of creation where God created the light in verse 3 and we see that the earth was already rotating and had evening and morning in verse 5. The fact that God used a temporary light source for the first three days before replacing it with the sun on day four is utterly irrelevant to the definition of "day."
6. This it the fallacy of irrelevant thesis. The claim is not that a professed atheist cannot have a sense of morality and act morally at times. Rather, the claim is that the atheist cannot justify morality on his own worldview. So his response is utterly irrelevant to the claim at issue. (This particular error occurs often in debates.)
7. This is a reasonable inference, not a fallacy. The person's answer to the question is relevant to the question. And it is a reasonable answer, though not conclusive.
8. This is a classic example of the fallacy of irrelevant thesis. It is quite true that if animals didn't have parts that worked together then they would have died. However, this is utterly irrelevant to the question at issue: why? The answer to that question is "because they were designed by the mind of God." Evolutionists often use this fallacious answer to distract from the fact that they cannot cogently answer the question at issue on their own worldview.
9. This is a fallacy of irrelevant thesis because the premise that "this will not solve all the world's problems" may be true but is irrelevant to the conclusion that "people who want to reduce the number of guns in the world are mistaken." Perhaps those people are indeed mistaken. But the reason given does not support the conclusion and is in fact irrelevant to it.
10. There is no fallacy here. The reason given is relevant. It may require more explanation, but it is relevant.

Chapter 37: Review of Fallacies of Relevance

1. This is the genetic fallacy. An argument should be evaluated on its merit, not its source.
2. This is the fallacy of irrelevant thesis. The question at issue is not whether the atheist can use laws of logic. Rather, the claim is that the atheist cannot account for laws of logic — make sense of them within his own professed worldview. The atheist has answered the wrong question.
3. This is the appeal to force/fear. That legal action might result is irrelevant to the truth of creation.
4. This is the naturalistic fallacy. Just because something *is* a particular way does not mean that it *should be* that way. The fact that many people abort babies does not make it right.
5. This is the faulty appeal to authority/majority. People have a sin nature and, as such, do not always draw the most reasonable conclusion given the data.
6. This is the circumstantial *ad hominem* fallacy. The fact that Dr. Dave is motivated to make an argument does not mean that his argument is unsound.
7. This is the fallacy of irrelevant thesis. Whether or not creation is classified as "science" is totally irrelevant to whether or not it is true.

Quiz Answers

Quiz #1 — chapters 1–9

1. Logic
2. illogical
3. rational
4. reason
5. character
6. proposition
7. argument
8. premises
9. negation
10. Faith

Quiz #2 — chapters 10–14

1. arbitrary
2. lexical
3. precising
4. syllogism
5. fallacy
6. Premise: *The Bible tells you to go to church. (Note the premise indicator word "since.")*

   Conclusion: You really should go to church.
7. Premise: *Murder violates God's law. (Note the premise indicator word "because.")*

   Conclusions: We shouldn't murder.
8. Unstated premise: *All Celtics are basketball players.*
9. Unstated conclusion: *Therefore, Socrates is mortal.*
10. The unstated major premise is: *"That which is non-literal is not really real" or "That which does not literally select anything is not really real."*

Quiz #3 — chapters 15–19

1. Reification fallacy. Science here is personified as if it can say something, and is used to draw a conclusion.
2. Equivocation fallacy. The argument invokes evolution in the generic sense of change to prove neo-Darwinian evolution, which is quite different.
3. Fallacy of accent. Courtney misunderstood Emily by placing the emphasis on the word "Brent" rather than the word "didn't."
4. Equivocation fallacy. The argument attempts to prove evolution in the neo-Darwian sense by giving examples of other types of change, which are irrelevant to Darwinian evolution.
5. Fallacy of composition. Though the human body is made of parts that have no free will, it does not follow that humans have no free will.
6. Fallacy of division. Just because the brain has consciousness does not mean that the parts of the brain have parts of consciousness.
7. Fallacy of composition. Only one person can win a race.
8. Equivocation fallacy. The changes observed within bacteria are "evolution" of a sort, but do not establish evolution in the particles-to-people sense.
9. Fallacy of accent. Samantha has placed undue emphasis on the "s" in girls, thereby changing the meaning.
10. Reification fallacy. Time is treated as if it is a conscious, thinking person and is used as part of an argument against God.

Quiz #4 — chapters 20–30

1. False cause fallacy — the *cum hoc ergo propter hoc*. The unproven assumption is that atheism has caused the crime rates to be lower, merely on the basis that they go together.
2. Bifurcation fallacy. The consistent Christian believes in creation and the methods of science.
3. Question-begging epithet. Loaded language is used to persuade, not a rational argument.
4. No true Scotsman fallacy. The word "real" is prefixed to science to redefine the term such that hypotheses must be restricted to natural explanations. However, the definition of science only requires testability, not *natural* explanations.
5. Fallacy of complex question. The question should be divided: "Is there evidence for an old earth?" And, "If so, how can that be if Genesis is true?" Since the answer to the first question is "no," the second question is unnecessary.
6. Begging the question. The way life came about is the very question at issue. The argument arbitrarily assumes evolution as the proof of evolution.

Final Exam Answers

1. Moralistic fallacy. The argument assumes that something does not happen on the basis that it would be unethical.
2. No true Scotsman fallacy. The implication is that creationist journals are not "real," yet this goes beyond the dictionary definition of a journal.
3. Complex question. It should be divided into "Do you deny science?" And, "If so, then why?"
4. Faulty appeal to authority. The "scientific community" is invoked as if it were an infallible authority — the standard for all truth claims.
5. Fallacy of division. The soul does not divide into the parts of the body.
6. Begging the question. The way life came about is the very question at issue. The argument arbitrarily assumes evolution as the proof of evolution.
7. Bifurcation fallacy. The Christian position is that we should use our brain to reason from what the Bible says.
8. *Tu quoque* fallacy. The apparent hypocrisy of the environmentalists does not disprove their argument.
9. Fallacy of composition. Though the human body is made of parts that have no free will, it does not follow that humans have no free will.
10. False cause fallacy. That nearly all mammals have seven vertebrae in their neck does not establish that the cause is evolution from a common ancestor.
11. Naturalistic fallacy. What happens in nature does not establish what is morally right. Some animals eat their own young, but obviously this is not right for people.
12. Fallacy of irrelevant thesis. The persuasiveness of an argument does not establish (and is irrelevant to) the soundness of an argument.
13. Special pleading. Evolutionists *also* have an explanation that they are unwilling to alter — that natural forces alone are responsible for the universe and life. They have arbitrarily exempted themselves from their own standard.
14. Faulty appeal to authority. That scientists and theologians think that evolution may be compatible with God is irrelevant to whether evolution is actually compatible with God. An appeal to authority has replaced logical argumentation.
15. Question-begging epithet. A proper comparison would be evolution vs. creation — not creationism. By adding the "ism," the argument implies that creation is merely a belief and that evolution is not, but without making any argument for it. Loaded language is no substitute for logic.
16. Sweeping generalization fallacy. Generally, it is impossible for the dead to be raised. Jesus is an exception because He is God.
17. Reification. Plants and animals are personified as if part of an army that can "invade." The reification is a fallacy if the statement is part of an argument.
18. Fallacy of accent. Courtney misunderstood Emily by placing the emphasis on the word "Brent" rather than the word "didn't."
19. Strawman fallacy. That creationists reject scientific facts or evidence is simply false and misrepresents the creationist position.
20. Appeal to consequences fallacy. That something would be nice doesn't make it true.