

UNIT 1 CULMINATING ACTIVITY: THE LOGIC SKIT

(ASSESSMENT OF LEARNING)

Working in groups of three or four, write a script for a skit about five minutes long that humourously shows various types of illogical thinking and also demonstrates a critical understanding of some general principles of reasoning. After creating your script, practise it aloud a few times in preparation for presentation to the class. You may find it necessary to edit and revise your script as you practise.

For examples of skits that involve philosophical ideas and logic, read the excerpt from Max Shulman’s “Love is a Fallacy” in the textbook (pages 60-63). Also look on YouTube for two skits by the comedy group Monty Python: the witch skit from their film *Monty Python and the Holy Grail* and “The Argument Clinic” from their television series *Monty Python’s Flying Circus*.

Here is a checklist of what must be included in your script:

- A critical understanding of at least one principle or law of reasoning: law of identity, law of non-contradiction, law of the excluded middle, principle of sufficient reason, and Ockham’s razor
- An example of a valid deductive argument
- An example of a strong inductive argument
- An example of an abductive argument
- An illustration of four informal logic fallacies
- An illustration of two formal logic fallacies
- An example of one type of distortion in thinking

Consult the textbook to find each of the above key ideas. You must work each of the elements in the checklist into a coherent scenario. In Shulman’s “Love is a Fallacy,” for example, the scenario of a man who is interested in dating a woman is used to present several faulty arguments made by both the man and his date in order to give examples of fallacious thinking. In developing your scenario, do not make references, either direct or indirect, to anyone in your school (students or teachers).

Edit your script for spelling and grammar, and practise your pronunciation and delivery. Ensure your visuals and language usage are suitable for presentation in the classroom or school, conforming to community standards of decency.

Retain your notes to demonstrate your contribution to the collaborative project.

Presentation:

Present your five-minute skit to the class. Use props and be as polished as possible. You may use your scripts during the performance rather than memorizing your lines, if you wish. Be sure that each person speaks clearly (no mumbling or rushing through the words) and faces the audience.

You will be evaluated on the inclusion of all the elements in the checklist, the coherence and flow of the skit, and your creativity. Use the evaluation criteria below to ensure you are meeting all of the expectations for this project.



BLM 1.1 Continued

Evaluation criteria:

Category	Level 1 50-59%	Level 2 60-69%	Level 3 70-79%	Level 4 80-100%
knowledge: 8 marks	Demonstrates weak understanding of the types of arguments.	Demonstrates good understanding of one of the three types of arguments.	Demonstrates good understanding of each of two of the three types of arguments, with a good example of each (valid, strong, and best guess, respectively).	Demonstrates excellent understanding of each of the three types of arguments with a good example of each (valid, strong, and best guess, respectively).
thinking: 8 marks	Demonstrates little or no awareness of a fundamental law or principle of reasoning.	Demonstrates an awareness of a fundamental law or principle of reasoning, but fails to show how reasoning fails when a specific principle or law is violated.	Demonstrates an awareness of a fundamental law or principle of reasoning, showing to some extent how reasoning fails when a specific principle or law is violated.	Demonstrates a critical appreciation for a fundamental law or principle of reasoning, showing how reasoning fails when a specific principle or law is violated.
communication: 8 marks	Comprehensible but lacks clarity and/or correctness in usage of language. Poor flow—narrative lacks coherence. The skit possesses little or no creativity regarding the scenario and use of humour.	Comprehensible with reasonable clarity and/or correctness in usage of language. The narrative suffers here and in its flow with the occasional poor transition from one key idea to another. The skit possesses little or no creativity regarding the scenario and use of humour.	Comprehensible with good clarity and/or correctness in usage of language. The narrative generally flows in creating a transition from one key idea to another. The skit possesses some creativity regarding the scenario and use of humour.	Comprehensible with excellent clarity and/or correctness in usage of language. The narrative flows in creating a seamless transition from one key idea to another. The skit possesses some creativity regarding the scenario and use of humour.
application: 8 marks	Little or no application of fallacies in thinking.	Three or four of the six types of fallacies were incorrectly applied.	One or two of the six types of fallacies were incorrectly applied.	Correct application of each of four informal logic fallacies and each of two formal logic fallacies.

