

LSAT WIZARD

Covid-Relief

LR + RC COURSE

Sponsored by Ave Maria
School of Law

Lesson 2 Outline

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LSAT WIZARD

LOGIC CONCEPTS

PART 2:

ANALYZING INVALID ARGUMENTS

CONCEPTS PART 2: ANALYZING INVALID ARGUMENTS

I. **CONCEPT: LOGIC AND REASONING, Recap**

- a. As a recap:
 - i. REASONING = The use of evidence to reach a conclusion
 - ii. LOGIC = Scale for judging reasoning, that asks the question:
 - 1. “Does the evidence 100% provide the conclusion?”
 - a. If the answer is yes, we call it VALID reasoning
 - b. If the answer is no, we call it INVALID reasoning
 - iii. At the broadest level, to analyze reasoning using logic, we have to assess the 4 “pillars” of logic:
 - 1. Structure
 - 2. Language
 - 3. Degrees
 - 4. Conditionality

II. **CONCEPT: But *why* is it Invalid?**

- a. Beyond simply being able to assess whether reasoning is valid or invalid, we need to be able to put into words *WHY* an argument is invalid.
 - i. In fact, for more than 50% of all LR problems, the question stem will indicate that the stimulus is invalid; that is, you will know before you even read the stimulus that the reasoning will be invalid. We need to ANALYZE WHY!
- b. At the most technical level, the reason the argument is invalid is because the evidence does not 100% prove the conclusion (this is the literal definition)! The “gap” between whatever percentage of proof the evidence provides and achieving true 100% proof is where we need to focus.
 - i. For example, if the evidence hypothetically establishes only 95% of the conclusion, we need to be able to identify and properly label the 5% that is “missing.”
- c. At the broadest level, that 5% “missing” information can be described as your ASSUMPTIONS. We will break down this concept of ASSUMPTIONS in much more detail.
- d. To quickly preview, on the LSAT, you will be tested three types of ways to describe mistakes. Rather than simply calling all mistakes assumptions, we can classify the different types of mistakes in one of these three ways:
 - 1. Jumps; 2. Overlooked Options; 3. Fallacies

*There will be much more on these 3 later in the lesson

III. **CONCEPT: ASSUMPTIONS**

- a. At a technical level an assumption is defined as **an unstated piece of evidence**.
 - i. But the concept of “assumptions” can be broken down in many different ways.
- b. The first most important distinction for the purposes of the LSAT is to understand the difference between NECESSARY ASSUMPTIONS and SUFFICIENT ASSUMPTIONS
 - i. To be clear, these are CONCEPTS. While there are question types on Logical Reasoning specifically called Necessary Assumption and Sufficient Assumption (where they obviously will be directly looking for those), the CONCEPT of Necessary vs Sufficient Assumptions is very important for many other questions beyond just those.
 - ii. Further, while the words “Necessary” and “Sufficient” are words we used previously when referencing CONDITIONALITY, our use of those words in reference to ASSUMPTIONS should be thought of entirely differently.
 1. That is, NECESSARY/SUFFICIENT ASSUMPTIONS are *very different* than discussing NECESSARY/SUFFICIENT CONDITIONS.
- c. With that, the formal definitions of SUFFICIENT + NECESSARY ASSUMPTIONS are:
 - i. Sufficient Assumption = something unstated that, if true, would prove the argument correct
 - ii. Necessary Assumption = something unstated that, if NOT true, would weaken or be a problem for the argument
- d. There is a huge overlap between these two concepts. That is, there are many different “assumptions” that will play the role of both. If a statement fits both definitions, we call those PERFECT ASSUMPTIONS.
 - i. While you will never be asked to identify a Perfect Assumption, we want to be able to formulate Perfect Assumptions whenever possible, so that we can readily identify BOTH necessary and sufficient assumptions that fall within that broader assumption.
- e. As it relates to creating Perfect Assumptions, the easiest and best way is to be able to call out a JUMP, if there is one!

IV. **CONCEPT: JUMPS**

- a. Generally, a jump is when the wording used in the evidence is altered or changed in later evidence or in the conclusion.

- i. Often, the differing word usage will be two ideas that commonly are thought of as similar or even the same, but because the LSAT is only based on the language in the passage, the assumption is that this connection holds true.

b. To properly describe a jump:

- i. First, catch the two words or ideas which they are “jumping” between. Very often this is because of a “switch” or change in degree/score of either the *subject matter*, the *characteristic*, or some other part!

- 1. Ex. Brandon stole Melissa’s cell phone. Thus, he is immoral.

Note that the subject matter of the conclusion (Brandon) is the same as the subject matter of the evidence. The basis shifts to “being immoral” from “stealing Melissa’s cell phone”

- a. Second, connect them using a conditional statement:

“The author has assumed that:

steal cell phone → immoral.”

- 2. TIP: For many questions, it will not be necessary to know the direction, but technically there is always a correct direction for the jump.

c. CONCEPT: FALLACY

- i. Many invalid arguments can be described as committing broader patterns of logical jumps based on the *type* of evidence you are given and the *type* of conclusion reached. These create categorical problems we can label as different Fallacies.

- 1. For example:

“Confusing Necessary vs. Sufficient”

- a. Reminder, this is describing those “incorrect” patterns of conditionality

- i. i.e. $A \rightarrow B$

- 1. Brandon has B, thus he has A.
- 2. Brandon does not have A, thus he does not have B.

2. While there are formal names for fallacies (we will discuss further in the next lesson), you almost never need to know the names. It is only important that you catch the general problem and be able to describe it.
3. Even more, fallacies are tested directly “by name” in only one question type and, even then, in a limited number of them!
4. What becomes most important and useful, is that the various fallacies have “predictable” overlooked options that are tested!

V. CONCEPT: OVERLOOKED OPTIONS

- a. Generally, this is a statement that highlights an alternative possibility that would accept the same evidence, but expose the possibility of a different conclusion.

1. To create an overlooked option:

- a. First, come up with an option where:

_____ [option] _____ → _____ [~ conclusion] _____

- i. TIP: Try to keep the option generic!

- ii. From this step, we fill in the statement:

“The author has failed to account for the possibility that _____ [option] _____.”

- b. TIP: You can always use these options to create assumption statements as well by negating the option!

“The author has assumed that _____ [not option] _____.”

2. **NOTE**:

- a. While there are always numerous Overlooked Options, as we become better at understanding and recognizing the Fallacies (see below), you will inherently become better at predicting a more tested option!

VI. **SUPER IMPORTANT NOTE:** In terms of using these 3 methods of describing problems (jumps; overlooked options; fallacies), it is beyond important to remember that you can theoretically use all 3 to describe the same mistake! Not every mistake though will always fit all 3!

i. For example:

Smoking is bad for your health. Thus, no one should smoke.

Jump: Assumes if something is bad for your health, then you shouldn't do it.

Fallacy: Using one factor as conclusive

Overlooked options: Overlooks potential reasons why one *should* smoke

LSAT WIZARD

LOGICAL REASONING

QUESTION TYPES

Part 2

I. QUESTION FAMILY – INVALID

a. INVALID FAMILY CONCEPTUALLY →

- i. For each of the questions in this family, we know the reasoning in the paragraph will be invalid. In one way or another, we will have to be able to answer the question of *WHY* it is invalid. This is where we need to call upon our skills of calling out Jumps, Fallacies, and Overlooked Options. The correct answers to an overwhelming majority of these will relate back to one of those 3 types of analysis.
- ii. The Invalid Question Types are:
 1. Necessary Assumption
 2. Sufficient Assumption
 3. Justify the Argument
 4. Flaws
 5. Strengthen
 6. Weaken
 7. Most useful
 8. Paradox*
 9. Flawed Parallel

- a. *Paradox questions are not technically invalid arguments, in that they aren't even technically arguments at all! However, answering these questions will call upon our skills related to the concepts of the Invalid Family

b. INVALID PRE-ANSWER →

- i. For all INVALID questions, the first step towards answering each of these questions is identifying *why* the reasoning is invalid.
 1. TIP: Beyond simply identifying just the main conclusion, we should always find the main evidence in support of the conclusion. From there, we must try to identify a mistake in the reasoning and, more importantly, be able to describe the error.
- ii. On the LSAT, you will be tested on one of three ways to describe mistakes. Because these will be what the answer choices relate to, this is how we try to frame our pre-answer. As a reminder, the three ways to describe a mistake are:
 1. Jumps;
 2. Overlooked Options;
 3. Fallacies

II. QUESTION TYPE: NECESSARY ASSUMPTIONS

a. CONCEPTUALLY:

- i. A necessary assumption question will be seeking an answer that reflects... drum roll... a necessary assumption stemming from the paragraph's reasoning!
- ii. As we learned in the Necessary Assumption concept lesson, a necessary assumption is something that, if not true, would be a problem or would weaken the argument.

b. QUESTION STEMS:

- i. Which one of the following must be assumed in order for the conclusion to be true?
- ii. Which one of the following is an assumption on which the author's position rests?
- iii. The author's conclusion presupposes which one of the following?
- iv. The argument depends on which one of the following assumptions?

c. FAMILY: INVALID

d. PRE-ANSWER:

- i. Use the INVALID PRE-ANSWER approach. That is, try to name a Jump or Fallacy, or at the very least, an Overlooked Option.
- ii. TENDENCY: For a majority of Necessary Assumption questions, you rely on the JUMP approach!
 1. Keep in mind that even if you found the assumption using the Jump approach, the correct answer is not always in the form of a Perfect Assumption. In fact, even though most questions can be Pre-Answered as a Jump, most questions the answer is NOT a perfect assumption.

e. TEST:

- i. THE NEGATION TEST →
 1. Negate each answer choice and "plug it in" to the paragraph. The answer choice is correct if the negated answer choice would be a problem for or would weaken the argument.
 2. To be more specific, the negated answer choice, when plugged into the paragraph, should either:
 - a. makes the conclusion blatantly wrong or impossible; or

- b. provide a situation compatible with the evidence, but suggest the possibility of a different conclusion

NOTE: Essentially, the correct answer should come between the evidence and the conclusion in a way that it would become blatant that the conclusion is invalid.

- 3. TIP: If more than one answer choice seems to pass your test, you most likely are being trapped by either a Jump occurring in an answer choice or a degree issue in how you were negating!

f. EXAMPLES:

- i. J'07, s. 3, q. 9
- ii. J'07, s. 3, q. 11
- iii. J'07, s. 3, q. 17

III. QUESTION TYPE: SUFFICIENT ASSUMPTIONS

a. CONCEPTUALLY:

- i. A sufficient assumption question is asking you to find an answer that will make the conclusion 100% valid!

b. QUESTION STEMS:

- i. "Which one of the following is an assumption that, if true, would allow the conclusion to follow logically?"
- ii. "The conclusion would be properly drawn if which one of the following assumptions was true?"

c. FAMILY: INVALID

d. PRE-ANSWER:

- i. GOOD NEWS! An overwhelming majority of Sufficient Assumption questions are simply testing your ability to spot a JUMP!

e. TEST:

- i. BAD NEWS! The NEGATION TEST cannot be used at all!
 - 1. This is because the Negation Test only proves whether an answer is a necessary assumption and does not prove whether it is sufficient!

- ii. Your correct answer should “bridge a gap” or “fill a hole” in the argument!
- iii. TIP: Answer choices that are “overkill” are generally sufficient, but not necessary! This is also useful to remember for Necessary Assumption questions, so that you can eliminate the “overkill” answers!”

f. EXAMPLES:

- i. J’07, s. 2, q. 6
- ii. J’07, s. 2, q. 13
- iii. J’07, s. 2, q. 15
- iv. J’07, s. 2, q. 23
- v. J’07, s. 3, q. 5

IV. QUESTION TYPE: JUSTIFY THE ARGUMENT

a. CONCEPTUALLY:

- i. These questions will ask you to identify the answer choice that has a principle that would justify the situation in the passage.
 - 1. These are INVALID questions and you will be asked to identify a broad principle that would make the situation valid.
- ii. Logically, they play a very similar role to Sufficient Assumptions, with the only exception being that the Justify the Argument answers can sometimes rely on the “gray” Jumps that rely on our “LSAT Common Sense Standard” to connect, whereas Sufficient Assumptions almost never rely on “gray” jumps!

b. QUESTION STEMS:

- i. Which one of the following principles justifies the situation in the passage?
- ii. Which one of the following, if true, most helps to justify the proposal?
- iii. The argument above most conforms to which of the following principles?

c. FAMILY: INVALID

d. PRE-ANSWER:

- i. Identify the “jump” in the paragraph.
 - 1. Think of these as very similar to “bridge assumption” questions, where there is a Jump; however, these changes are less likely to be subtle word jumps and much more likely to be jumps in ideas.
- ii. Create an “if-then” (generally, “if evidence, then conclusion”)
 - 1. Remember, the principle can and will be broader than the application, so it is often advisable to make your if-then generic!

e. TEST:

- i. Determine whether the answer choice encompasses a gap created by the paragraph (i.e. the bridge assumption)
- f. EXAMPLES:
 - i. J'07, s. 3, q. 24

LSAT WIZARD

Reading Comprehension

PART 1: BOOTCAMP

READING COMPREHENSION PART 1: BOOTCAMP

I. Reading Comprehension Overview

- a. On every official LSAT, there is one scored section of Reading Comprehension (“Reading”).
- b. On each Reading section, you will have 35 minutes to answer 27 questions about four different “readings,” with 5-8 questions for each reading.
 - i. Three readings will be **traditional** “SAT” style, only much harder:
 1. There will be one long passage and questions regarding the information, topic, tone, style, scope, and conclusion.
 - ii. One will be a **“comparative”** reading:
 1. There will be two distinct passages and you will be asked questions about each, as well as questions that compare and contrast the two passages.
 2. NOTE: The two parts will be by different authors and will have some commonality, but they are not always the same topic! Despite people’s initial instinct, it is only rarely that they are just “pro” and “con” arguments of the same topic!
- c. Some Readings may be extremely dry and verbose, while others will have difficult and somewhat “subjective” questions.
 - i. The good news is that there is almost never both. If you are struggling to get through a complex reading, spend the necessary time to get through it and be confident knowing that the questions will likely be straight forward.
- d. Because of this, as well as the fact that the number of questions will vary, there is no set amount of time you should spend on the passage(s) versus on the questions and you should not feel the need to pace yourself to exactly 8.5 minutes for each reading.
- e. NOTE: There will be four different categorical subject matters that are covered: (1) Legal, (2) Natural Science, (3) Social Science, and (4) Arts & Humanities
 - i. It is important to remember that NO outside information is necessary and, in fact, using outside information will do more harm than good.

II. **LSAT WIZARD READING COMPREHENSION METHODS**

- a. By test day, your approach should be very simple: READ and then ANSWER QUESTIONS!
 - i. No notes. No highlighting. No special tricks. Just read each passage once, thoroughly, and then answer the questions!
- b. But you need to TRAIN YOURSELF to get to that point. Beyond teaching you the fundamental logic and question types, we will utilize various DRILLS that will train you to read in certain ways. Each drill is done to effectively work particular skills. These drills, when done together and correctly, will help you develop the best possible general reading skills you can!
- c. This lesson will start with just one drill! Accordingly, keep in mind that these methods are NOT methods that will be effective on the day of the test. Rather, by consistently practicing these methods, you are training yourself to naturally be better come test day.

THE SEVEN STEP DRILL

- III. The “seven step drill” will be the name of the methods for how we thoroughly breakdown a passage, the questions, our answers, and our mistakes. At times, it may seem tedious or overly-strenuous (especially for passages we find easier), but by consistently practicing these methods, you WILL become better at the RC sections.
 - a. For this drill, each of the passages should be done doing the following seven steps:
 1. Read! (no notes!)
 2. Take Notes
 3. Answer Questions
 4. Reread the passage
 5. Review Questions
 6. Grade and review the correct answers
 7. Re-read and re-do your notes

IV. **STEP 1 – READ!**

- a. The key to success on Reading Comprehension is **ACTIVE READING!!**
 - i. What is active reading?
 1. Active reading is the process of fully comprehending the meaning and role of every phrase in context to what you have already read.

- a. You do not have to “memorize” the meaning and role for every phrase, but it is essential that you do not move to the next phrase until you have mentally processed these factors.
- b. The difference between active reading and non-active reading is similar to how sometimes we *hear* people talking, but we don’t actually *listen*. If you tune someone out and only catch their last sentence, you may “understand” the last sentence, but you will have no idea what its role is in context to what they were saying.

ii. How do I make sure that I am actively reading?

- 1. As you read, continually ask yourself, “did I take in what I just read?” If the answer is no, then go back to the last spot that you fully understood and re-read it. If at any time, you realize that you “tuned out” for a bit, stop and go back to the last spot before you tuned out.

iii. What about note taking or highlighting?

- 1. Generally, I strongly believe highlighting and note taking to be very distracting from “active reading.” Reading something once, fully, and understanding what you read is by far the most important factor.
 - a. If you are very comfortable and familiar with highlighting, I do not think it is a “bad” thing; however, if it is at all distracting, don’t do it.
- 2. We will focus on tips and tricks that will help identify the correct answers for Step 2—after you finished reading the passage.

V. STEP 2 – TAKE NOTES

- a. Remember, at first you should just read the passage—you should NOT be writing specific notes during Step 1. Rather, after reading any passage, but before answering questions, you should take notes in two different ways:
 - b. First, “outline” the passage
 - i. Write a one-sentence description of the TOPICS and PURPOSE of each paragraph!
 - 1. Do NOT simply create a summary, rather, think about the paragraphs role in the structure of the passage!
 - a. For example, are certain paragraphs evidence? Examples? Counter-points? Raising new questions? Alternative perspectives? These are

all just some of the infinite number of ways to describe a paragraph's role.

- c. Second, create a "question" and "answers" summarizing the passage
- i. First, in the form of a question, create a question that you think the passage was meant to answer.
 - ii. Think of this as the question you could picture was the "essay prompt" for the passage. As if the author was assigned this passage by a professor, editor, boss, etc.
 1. Example: "What makes the filmmaker John Doe unique?"
 - iii. Second, create the various answers to that question! The answers should reflect the different "perspectives" present in the passage, always starting with the author, then moving to any other perspectives mentioned.
- d. COMPARATIVE READINGS:
- i. For the comparative readings (where there is "passage A" and "passage B"), do this for each passage as soon as you finish the passage (so after reading Passage A, you should take notes on Passage A before going into reading Passage B).

VI. STEP 3 – ANSWER QUESTIONS

- a. The main question types on RC are:
- i. Main Point / Primary Purpose
 - ii. Passage References
 - iii. Inferences
 - iv. Strengthen/Weaken
 - v. Agree/Disagree
 - vi. Meaning of Words or Phrases
 - vii. Role of Words or Phrases
 - viii. Organization of the Passage
 - ix. Analogies
 - x. Author's Tone or Attitude
- b. As you'll notice, the questions that you will be asked in RC are very similar to the question types in LR. While their LR counterparts and the general approaches might be the same, there are certain features that we will slightly alter for reading.
- c. **Main Point / Primary Purpose**
- i. Generally → Identify the "reason" the author wrote the passage.
 - ii. Answer → Unlike LR, we will not be pre-answering much.

1. TIP: This will very often test the difference between GENERIC vs BROAD/NARROW!

iii. *Note:* This is almost always the first question.

d. **Passage References**

- i. Generally → The question stem will discuss something specific to the passage and ask you to identify something related to the reference.
- ii. Answer → Before reading the answer choices, identify the sentence(s) where the reference is discussed and *reread everything related to that reference*. This could be the line or two before the specific reference or even another sentence or two after. Make sure to have read it all before going back to the question.
- iii. *Note:* The reference may be as explicit as citing a line, but may be something more general to the situation.
- iv. *Note:* This is not actually a question type, as much as it is a prefix to a question.

e. **Most Support Inferences**

- i. Generally → This is very similar to your Most Support Inference questions in LR, in that you will be asked to identify something that must be true based on the passage.
- ii. Answer → For each of these questions, you MUST be able to find an exact line where you are basing your answer choice on in order to select that answer.
- iii. *TIP:* Similar to inference questions on LR, we can look for answer choices that have “weak” language and shy away from answers with “strong language.”

f. **Agree/Disagree**

- i. Agree/Disagree → The question will ask you to identify a new piece of information that which a particular person from the passage would either agree or disagree.
- ii. Answer → Identify the proper “perspective” to which the question refers and refresh your memory as to their position. Then make sure you can provide a line for your answer choice, just like inference questions.

g. **Strengthen/Weaken**

- i. Generally → The question will ask you to identify a new piece of information that would either strengthen or weaken a particular argument presented in the passage.

- ii. Answer → Similar to Agree/Disagree, first identify the proper “perspective” to which the question refers and refresh your memory as to their position. Then attack the question the same as the LR counterpart.

h. Meaning / Role of Words or Phrases

- i. Generally → The question will identify a particular word or phrase in the passage and ask you to define its meaning/role in context of the passage.
- ii. Answer → Go to the location of the word/phrase and read that sentence *without that word there*. Pick an answer that reflects that sentence without the word. Very often there is an answer choice that “better” reflects the dictionary definition of the word, but is not correct. That is because the “meaning” is not strictly the definition, but rather its contextual meaning.

i. Organization of the Passage

- i. Generally → The question will ask for the overall organization, the method of argument used by the author, or the organizational role of a paragraph.
- ii. Answer → Go back and refresh your memory to the overall theme/role of each paragraph. Then proceed to the answers.

j. Analogies

- i. Generally → The question will ask you to identify an answer choice that is most analogous to—or most “parallels”—a certain reference in the passage.
- ii. Answer → First go to the referenced scenario. Read the sentence before where you think the reference begins and the sentence after where you think the reference ends. Then use your “Parallel” questions skills!

k. Author’s Tone or Attitude

- i. Generally → The question will actually ask you to characterize the author’s tone or attitude regarding the subject matter.
- ii. Answer → The answer is essentially the “extent” to which the author takes his position. Remember, in order to pick a strong tone, it must be very evident that the author is taking that position!

VII. STEP 4 – REREAD

- a. Once you are done with answering the questions, but BEFORE you check any answers, you should go back through the passage and reread the entire thing! While you do not need to change any notes, definitely feel free to if you wish.

VIII. STEP 5 – REDO THE QUESTIONS

- a. Now that you had reread, you should go back through your questions and see if you still like each of the answers you selected. Make note of any changes you made.

IX. STEP 6 – GRADE THE QUESTIONS AND REVIEW ANSWERS

- a. Now is the time you should go check your answers. Just as we do with LR, it is so important that you really understand where each of the correct answers come from and WHY each of the wrong answers are wrong. Getting to that moment of true understanding for each of these questions is how you improve the most!

X. STEP 7 – RE-READ THE PASSAGE AND REDO YOUR NOTES!

- a. Once you've reviewed the correct answers, it is now time to go back to the passage one more time. Reread the passage, then review your notes you took in Step 2 and see how helpful and accurate they were. **Adjust them to better align with the answers!**
- b. You should also make sure that the notes you took were effective. Note taking is the most personal approach, so you should review what worked for you or what didn't (whether it was missing a note that could have helped or taking a note that didn't).

XI. APPLYING IT TO AN EXAMPLE:

- a. June '07 (Free explanation video to follow!)

I. HOMEWORK

The following is the recommended HW to accomplish before going into Lesson 3! HW Explanations will be available as part of the LR + RC Covid-Course Subscription!

READING COMPREHENSION:

a. Do the 7-step drill, by doing all 7 steps for one passage at a time, from the following:

i. J'07, S. 4 + PT 52, s. 4

b. Again the seven steps are:

1. Read! (no notes!)
2. Take Notes
 - a. First, do paragraph summaries of TOPIC and ROLE
 - b. Second, create the "Main Question" and "Answer" for the passage
3. Answer Questions
4. Reread the passage
5. Review Questions
6. Grade and review the correct answers
7. Re-read and Redo the notes!

a. LR QUESTION TYPE DRILLING!

i. For each of the following question types, do the assigned question. After grading, trying to make sure you can explain why the wrong answers are wrong.

1. You can/should use this outline to help break it down!

2. Necessary Assumption:

- a. PT 52, s. 2, q. 10
- b. PT 52, s. 2, q. 25
- c. PT 52, s. 3, q. 7
- d. PT 52, s. 3, q. 9
- e. PT 52, s. 3, q. 13
- f. PT 53, s. 2, q. 9
- g. PT 53, s. 2, q. 13
- h. PT 53, s. 2, q. 15
- i. PT 53, s. 2, q. 23

3. Sufficient Assumption:

- a. PT 52, s. 2, q. 17
- b. PT 52, s. 2, q. 20
- c. PT 52, s. 3, q. 15
- d. PT 53, s. 2, q. 20

4. Justify the Argument:
 - a. PT 52, s. 2, q. 8
 - b. PT 52, s. 2, q. 19
 - c. PT 52, s. 3, q. 1
 - d. PT 52, s. 3, q. 11