

МИНИСТЕРСТВО ОБРАЗОВАНИЯ РЕСПУБЛИКИ БЕЛАРУСЬ

Минский государственный лингвистический университет

Е. Ю. Кирейчук, Е. Н. Радион

# ПРАКТИЧЕСКАЯ РИТОРИКА

## PRACTICAL RHETORIC

*Рекомендовано учебно-методическим объединением  
в сфере высшего образования Республики Беларусь  
по лингвистическому образованию  
в качестве учебного пособия по специальностям  
«Современные иностранные языки (преподавание)»;  
«Современные иностранные языки (с указанием языков)»*

Минск  
МГЛУ  
2024

УДК 808.5:811.111(075.8)  
ББК 80.7+81.432.1-923.137я73  
К 43

**Р е ц е н з е н т ы:** кандидат филологических наук, доцент кафедры романо-германской филологии *А. В. Динькевич* (МГУ им. А. А. Кулешова); кандидат филологических наук, доцент кафедры лексикологии английского языка *И. И. Комаристова* (МГЛУ)

**Кирейчук, Е. Ю.**

К 43      Практическая риторика=Practical Rhetoric : учеб. пособие по специальностям «Современные иностранные языки (преподавание)»; «Современные иностранные языки (с указанием языков)» / Е. Ю. Кирейчук, Е. Н. Радион. – Минск : МГЛУ, 2024. – 316 с.

ISBN 978-985-28-0251-2

Учебное пособие предназначено для организации аудиторной и самостоятельной работы студентов по дисциплине «Практическая риторика» (на английском языке). Нацелено на совершенствование умений иноязычной устной и письменной аргументации и содержит практические задания и методические рекомендации по планированию и проведению занятий. В соответствии с учебной программой издание включает две части. Первая часть посвящена изучению структуры и принципов аргументации и содержит теоретическую информацию и образцы анализа риторических произведений. Во второй части представлены правила создания различных типов аргумента с учетом смысловой, социокультурной, идейно-эстетической и эмоциональной информации, а также учебные материалы для обучения различным видам аргументации (эссе, публичные выступления, дебаты и др.).

Адресуется студентам, обучающимся по специальностям «Современные иностранные языки (преподавание)»; «Современные иностранные языки (с указанием языков)». Может быть использовано в качестве основного или дополнительного учебного материала при изучении риторики, практики устной речи, академического письма и других практических дисциплин на старших курсах языковых учреждений высшего образования.

УДК 808.5:811.111(075.8)  
ББК 80.7+81.432.1-923.137я73



Электронная версия издания  
доступна в электронной библиотеке МГЛУ  
по ссылке [e-lib.mslu.by](http://e-lib.mslu.by) или по QR-коду

ISBN 978-985-28-0251-2

© Кирейчук Е. Ю., Радион Е. Н., 2024  
© Минский государственный  
лингвистический университет, 2024

## CONTENTS

|                                                                                |     |
|--------------------------------------------------------------------------------|-----|
| <b>PREFACE</b> .....                                                           | 5   |
| <b>WHAT IS RHETORIC? AN INTRODUCTION</b> .....                                 | 6   |
| <b>PART I. STRUCTURAL TYPES OF ARGUMENT</b> .....                              | 9   |
| UNIT 1. THE CORE OF THE ARGUMENT: A CLAIM WITH REASONS .....                   | 10  |
| 1.1 THE CLASSICAL STRUCTURE OF AN ARGUMENT AS AN INITIAL GUIDE .....           | 10  |
| 1.2. EXPLORING AND GENERATING IDEAS AS THE FIRST STEP .....                    | 16  |
| 1.2.1. Arguments and Pseudo-arguments.....                                     | 17  |
| 1.3. USING EXPRESSIVE WRITING FOR DISCOVERY AND EXPLORATION.....               | 18  |
| 1.3.1. Initial Brainstorming .....                                             | 18  |
| 1.3.2. Free-writing.....                                                       | 19  |
| 1.3.3. The Believing and Doubting Game.....                                    | 20  |
| 1.3.4. Idea Mapping .....                                                      | 21  |
| 1.4. THE FRAME OF AN ARGUMENT: A CLAIM SUPPORTED WITH REASONS .....            | 23  |
| 1.4.1. Tree Diagram: a Tool of Generating Ideas and Shaping an Argument .....  | 26  |
| UNIT 2. THE RHETORICAL TRIANGLE .....                                          | 30  |
| 2.1. THE RHETORICAL TRIANGLE: LOGOS, ETHOS, PATHOS.....                        | 30  |
| 2.1.1. Logos, Ethos, Pathos, and Kairos as Rhetorical Appeals .....            | 31  |
| UNIT 3. THE LOGICAL STRUCTURE OF THE ARGUMENT .....                            | 34  |
| 3.1 THE ROLE OF ASSUMPTIONS .....                                              | 34  |
| 3.2 THE INITIAL ENTHYMEME (CLAIMS, STATED REASONS, UNSTATED ASSUMPTIONS) ..... | 34  |
| 3.3 THE TOULMIN SCHEME .....                                                   | 36  |
| UNIT 4. USING EVIDENCE IN ARGUMENTS .....                                      | 43  |
| 4.1 EVIDENCE FROM PERSONAL EXPERIENCE .....                                    | 43  |
| 4.2 EVIDENCE FROM INTERVIEWS, SURVEYS AND QUESTIONNAIRES .....                 | 44  |
| 4.3 EVIDENCE FROM NUMERICAL DATA AND STATISTICS.....                           | 46  |
| 4.4. EVIDENCE FROM READING .....                                               | 50  |
| 4.4.1 Reading Strategies: Reading as a Believer and as a Doubter .....         | 51  |
| 4.5. USING EVIDENCE PERSUASIVELY .....                                         | 56  |
| UNIT 5. RESPONDING TO OBJECTIONS AND ALTERNATIVE VIEWS .....                   | 60  |
| 5.1 COUNTERARGUMENT .....                                                      | 60  |
| 5.2 REFUTATION .....                                                           | 61  |
| 5.3 THE TOULMIN SCHEME AS A BASIS TO ORGANIZE A CLASSICAL ARGUMENT .....       | 64  |
| UNIT 6. MOVING YOUR AUDIENCE .....                                             | 69  |
| 6.1 HOW TO CREATE AN EFFECTIVE ETHOS: THE APPEAL TO CREDIBILITY.....           | 69  |
| 6.2 HOW TO CREATE PATHOS: THE APPEAL TO BELIEFS AND EMOTIONS.....              | 70  |
| UNIT 7. STRUCTURAL TYPES OF ARGUMENTS FOR DIFFERENT AUDIENCES .....            | 76  |
| 7.1 AUDIENCE-BASED REASONS.....                                                | 76  |
| 7.2 TREATING DIFFERENT VIEWS .....                                             | 80  |
| 7.2.1. Appealing to a Supportive Audience: the One-Sided Argument.....         | 81  |
| 7.2.2 Appealing to a Resistant Audience: Rogerian Argument.....                | 90  |
| UNIT 8. LOGICAL FALLACIES IN ARGUMENTATION .....                               | 96  |
| 8.1 FALLACIES OF PATHOS .....                                                  | 96  |
| 8.2 FALLACIES OF ETHOS .....                                                   | 98  |
| 8.3 FALLACIES OF LOGOS.....                                                    | 100 |
| UNIT 9. PRACTICING THE STRUCTURAL TYPES OF ARGUMENT .....                      | 110 |
| 9.1. A RHETORICAL ANALYSIS OF ARGUMENTS.....                                   | 110 |
| 9.2. THE FINAL ARGUMENT .....                                                  | 119 |
| <b>PART II. STASIS TYPES OF ARGUMENT</b> .....                                 | 121 |
| UNIT 10. USING CATEGORIES OF CLAIMS TO GENERATE IDEAS.....                     | 122 |
| 10.1. THE STASIS THEORY .....                                                  | 122 |
| 10.2. THE TYPES OF CLAIMS .....                                                | 123 |

|                                                                                |            |
|--------------------------------------------------------------------------------|------------|
| UNIT 11. THE DEFINITION ARGUMENT .....                                         | 131        |
| 11.1. THE NATURE OF THE DEFINITION ARGUMENT .....                              | 131        |
| 11.2. THE CRITERIA-MATCH STRUCTURE OF THE DEFINITION ARGUMENT .....            | 132        |
| 11.2.1. The Criteria Part of a Definition Argument .....                       | 133        |
| 11.2.2. The Match Part of a Definition Argument .....                          | 141        |
| 11.3. WRITING ASSIGNMENT: A DEFINITION ARGUMENT .....                          | 142        |
| UNIT 12. THE CAUSAL ARGUMENT .....                                             | 154        |
| 12.1. THE NATURE OF THE CAUSAL ARGUMENT .....                                  | 154        |
| 12.2. POSSIBLE ORGANIZATIONAL PATTERNS FOR CAUSE/EFFECT ORDER .....            | 155        |
| 12.3. METHODS FOR CAUSAL ARGUMENTATION .....                                   | 157        |
| 12.3.1. Direct Causation .....                                                 | 157        |
| 12.3.2. Inductive Reasoning .....                                              | 158        |
| 12.4. COMMON FALLACIES OF REASONING .....                                      | 160        |
| 12.5. A GLOSSARY OF TERMS ENCOUNTERED IN CAUSAL ARGUMENTS .....                | 163        |
| 12.6. IDEA MAPS EXPLORING CAUSES OR CONSEQUENCES .....                         | 163        |
| 12.7. WRITING ASSIGNMENT: A CAUSAL ARGUMENT .....                              | 165        |
| UNIT 13. THE RESEMBLANCE ARGUMENT .....                                        | 176        |
| 13.1. THE NATURE OF THE RESEMBLANCE ARGUMENT .....                             | 176        |
| 13.2. THE DIFFERENCE BETWEEN THE RESEMBLANCE AND THE DEFINITION ARGUMENT ..... | 176        |
| 13.3. THE ARGUMENT BY ANALOGY .....                                            | 177        |
| 13.4. THE ARGUMENT BY PRECEDENT .....                                          | 180        |
| 13.5. WRITING ASSIGNMENT: A RESEMBLANCE MICRO-ARGUMENT .....                   | 182        |
| UNIT 14. THE EVALUATION ARGUMENT .....                                         | 193        |
| 14.1. THE NATURE OF THE EVALUATION ARGUMENT .....                              | 193        |
| 14.2. CONSTRUCTING A CATEGORICAL EVALUATION ARGUMENT .....                     | 194        |
| 14.2.1. The Criteria-Match Structure of Categorical Evaluation Arguments ..... | 194        |
| 14.2.2. The General Strategy For The Categorical Evaluation Argument .....     | 195        |
| 14.3. CONSTRUCTING AN ETHICAL EVALUATION ARGUMENT .....                        | 197        |
| 14.3.1. An Overview of Ethical Arguments .....                                 | 197        |
| 14.3.2. General Strategies for Ethical Evaluation Arguments .....              | 199        |
| 14.4. COMMON PROBLEMS IN MAKING EVALUATION ARGUMENTS .....                     | 200        |
| 14.5. WRITING ASSIGNMENT: AN EVALUATION ARGUMENT .....                         | 201        |
| UNIT 15. THE PROPOSAL ARGUMENT .....                                           | 213        |
| 15.1. THE NATURE OF THE PROPOSAL ARGUMENT .....                                | 213        |
| 15.2. THE GENERAL STRUCTURE AND STRATEGY OF THE PROPOSAL ARGUMENT .....        | 215        |
| 15.3. HEURISTIC STRATEGIES TO DEVELOP SUPPORTING REASONS .....                 | 216        |
| 15.4. WRITING ASSIGNMENT: A PROPOSAL ARGUMENT .....                            | 220        |
| UNIT 16. PRACTICING THE STASIS TYPES OF ARGUMENT .....                         | 231        |
| 16.1. FEEDBACK ON THE TIME CAPSULE .....                                       | 231        |
| 16.2. THE FINAL ARGUMENT .....                                                 | 231        |
| 16.3. A PEER REVIEW .....                                                      | 231        |
| UNIT 17. RHETORICAL STRATEGIES IN INTERPRETING FICTION .....                   | 232        |
| 17.1. RHETORICAL ANALYSIS OF FICTION .....                                     | 232        |
| 17.2. ANIMAL FARM: DISCUSSION GUIDE .....                                      | 233        |
| 17.3. A GLOSSARY OF USEFUL LITERARY TERMS .....                                | 239        |
| 17.4. A LITERARY ESSAY .....                                                   | 239        |
| <b>PART III. DEBATING .....</b>                                                | <b>241</b> |
| UNIT 18. PRACTICING ARGUMENTATION STRATEGIES IN DEBATE .....                   | 242        |
| 18.1. CONDUCTING A GROUP DEBATE .....                                          | 242        |
| 18.2. CONDUCTING A COURSE DEBATE .....                                         | 245        |
| 18.3. CONDUCTING A MOCK TRIAL .....                                            | 246        |
| 18.4. CONDUCTING A WRITTEN DEBATE .....                                        | 255        |
| <b>SUPPLEMENT .....</b>                                                        | <b>263</b> |
| <b>GLOSSARY .....</b>                                                          | <b>301</b> |
| <b>INSTRUCTOR'S GUIDE .....</b>                                                | <b>307</b> |
| <b>REFERENCES .....</b>                                                        | <b>314</b> |

## PREFACE

**Wherever there is persuasion, there is rhetoric;  
and wherever there is rhetoric, there is meaning.**

*Kenneth Burke*

Practical Rhetoric is an English-as-a-foreign-language course of advanced Speech Practice. The course caters for non-native upper-intermediate students of English in their transition to the next, advanced level of language competency, and aims at making them perform effectively in a variety of environments.

*Practical Rhetoric* is a course book in argumentation. By focusing on argument as dialogue in search of solutions to problems, *Practical Rhetoric* treats argument as a process of inquiry as well as a means of persuasion. The book is aimed at teaching negotiating, discussing, debating in English freely, fluently, and eloquently; using the foreign language to express points of view in spoken and written form, resorting to a range of persuasive strategies; developing academic literacy skills and tools; expanding vocabulary and understanding cultural connotations.

The course book consists of two parts. Part I focuses on the general structure of an argument, different structural types of argumentation, and their usage depending on the target audience, as well as kinds of rhetorical appeal and their application to increase the effectiveness of argumentation. Part II makes emphasis on the purpose of argumentation, introducing five types of argumentative claims: definition, causal, evaluation, resemblance, and proposal arguments. Each type of claim is thoroughly considered and accompanied with series of assignments for rhetorical analysis, written practice, and peer reviews.

The course book also aims at developing debating skills, providing sets of recommendations and exercises for organizing group debates, and joining individual written debates in the social media. There is a set of instructions for discussing rhetorical strategies in interpreting fiction, with discussion guides, questions for rhetorical analysis, and written assignments.

We have added a supplement which contains additional exercises, tests, examples, and templates for individual and group activities. The course book includes a glossary of rhetorical terms and an instructor's guide with some general recommendations for course instructors.

We hope that our readers will find the book useful, informative, and encouraging.

# WHAT IS RHETORIC? AN INTRODUCTION

**In the present day, the province of rhetoric,  
in the widest acceptance that would reckoned admissible, comprehends all Composition in Prose;  
in the narrowest sense, it would be limited to Persuasive Speaking.**

*Richard Whately*

At the beginning of a book called *Practical Rhetoric*, you might expect to be provided with simple explanations and easy ways to eloquence and persuasiveness. When people come across the word “rhetoric” in the title, a bunch of associations immediately spring up in their heads. To avoid false expectations and further disappointment and give you a certain idea about the contents, we would like to consider the main misconceptions about rhetoric and argumentation.

The first misconception has its origin in the widely spread definition of rhetoric which says: “Rhetoric is an art of speaking”. This is a good and relevant definition, but it sounds a bit misleading for those who rise to the challenge and aim at developing their rhetorical skills, as this definition focuses on an idealistic result and narrows rhetoric to the idea of speaking.

It may come as a complete surprise that this book mainly puts forward the development of writing skills and considers reading as a basic rhetorical process. It does not mean that we exclude speaking from the rhetorical context. It only means that we make emphasis on the painful and tiresome preparation effort rather than the demonstration of impressive and extraordinary results, as if you are looking at a masterpiece and see not just a wonderful painting, but years of the artist’s training, suffering, self-reflection, and meditation that led to the creation of a modest small framed canvas.

The most brilliant historical public speeches were not a spontaneous stream of consciousness. They were thoroughly prepared, every subtlety, every word and gesture were paid attention to, not mentioning the fact that it took time and effort to learn them by heart and to repeat them hundreds of times in front of friends, professional trainers, and a mirror. What we are trying to say is that before we pronounce an argument, we first generate it, formulate it in our mind and then we write it down to make sure that it has the right structure and logic.

Therefore, the first false expectation we would like to avoid is that learning rhetoric goes around discussions and easy talking. Be prepared to do a lot of writing and make sure that you have enough paper to spend on drafts and sketches.

A second misconception comes from the association of rhetoric with eloquence. Again, the association itself is completely relevant. However, eloquence is not the subject when it comes to teaching and learning rhetoric. People often expect that they take a book in rhetoric, do the exercises, and all of a sudden eloquence will strike them as a bolt of lightning. If you expect this kind of immediate result, it will be easier for you to travel to Blarney Castle in Ireland and kiss the Blarney Stone. According to legend, kissing the stone endows the kisser with the gift of the gab (great eloquence or skill at flattery). But if you don’t believe in legends, you can’t expect eloquence to be taught and explained to you.

Manuals and books provide strategies, recommendations, exercises, practical directions, and rules. In short, they just explain how to structure your speech or a piece of writing, to make it more logical or expressive. Nevertheless, none of the books will explain to you what to say to sound eloquent. In other words, there is a huge difference between “how to say” and “what to say”. You may know how to say something, but if you have nothing to say, this is your own failure. A manual in rhetoric is supposed to provide you with tools of formulating ideas, but not with thoughts and opinions. Thoughts should belong to you. Do not mix up rhetoric with propaganda. So, be prepared to generate your own ideas.

A third misconception is connected with persuasion and truth seeking. The association of rhetoric with truth seeking dates back to the times of Socrates, who valued truth seeking over persuasion and believed that truth could be discovered through philosophic inquiry. His opponents, the Sophists, were professional rhetoricians who specialized in training orators to win arguments, neglected the issue of truth. Socrates distrusted rhetoricians because they were interested only in the temporal power and wealth that came from persuading audiences to the orator's views.

If you expect that we should take sides in this ancient disagreement, this may become one more disappointment. The matter is that our modern world is pluralistic and multicultural; our assumptions and beliefs are routed into different cultures creating multiple visions of truth and making universal truth seeking impossible and irrelevant.

However, winning an argument is not always the aim. In the modern context, we rather consider the best solution to a problem while observing all available evidence, listening with an open mind to the views of all stakeholders, clarifying and attempting to justify your own values and assumptions, and taking responsibility for your argument. Consequently, it often means acknowledging the pressure of alternative views and being able to change one's mind.

Therefore, we focus on the development of critical thinking and the ability to support one's own ideas logically and clearly more than on the straightforward desire to prove something to somebody.

So, be prepared to broaden your own assumptions and to acknowledge alternative views, because rhetoric is very often more about changing your own mind first rather than changing other minds.

There is no shortcut to becoming an eloquent and successful speaker. But if you are ready to sweat a bit, to do piles of reading and writing, to make your brain work towards generating ideas of your own, and to be flexible enough when it comes to changing your mind, then we have a self-flattering belief that we may be of some help to you. We will not help you master oratory eloquence or find universal truth, but if you follow the instructions in this book, we can help enhance your powers in critical thinking, structuring your ideas logically and coherently, expressing your emotions adequately in writing and speaking, backing up your values reasonably without getting involved into nasty quarrel and name-calling.

So, what is rhetoric? There is no easy definition of rhetoric, but we can start with the general statement that it is a discovery of available arguments in a particular context. Thus, we place argument in the center of rhetorical context. The notion of context is important because any argumentation will be relevant only under particular circumstances. As all two-parent children know, what works with one parent, does not work with the other.

What is argument as the central term of our attention? This is neither debate, nor quarrel. Argument doesn't necessarily imply angry shouting or political disputes. In our understanding, this is a creative and productive activity (process) which engages us at high levels of inquiry, critical thinking, and conversation with people we respect.

On the other hand, an argument is also a product. In an informal discussion, these products are usually short, whatever time a person uses during their turns in the conversation. Under more formal settings, an orally delivered product might be a short, impromptu speech or a longer, carefully prepared formal speech. Roughly equivalent to a formal speech would be a formal written argument which may take the form of an academic argument; an online blog posting; a guest column for a section of a newspaper, popular magazine, or professional journal. In each of these instances, a written argument (a product) enters a conversation (a process), in this case, a conversation of readers, many of whom will carry on the conversation by writing their own responses or by discussing the writer's views with others. The goal of writers and readers is to find the best solution to the problem or issue under discussion.

## INTRODUCTORY ACTIVITIES

### 1. Start-of-the-Course Questionnaire

Fill in **the Start-of-the-Course Questionnaire** (see the **Supplement** for the *Start-of-the-Course Questionnaire* template). Do not give it much thinking. Write the things that first come to your mind. This set of preliminary questions will help you shape your ideas, expectations, and thoughts about the course, will give you a hint about the skills that might be required or helpful and concentrate on the practical goals you have in mind now.

### 2. Time Capsule

Write a short opinion paper providing as much argumentation to your point of view as you can. As you have not started the course yet, this piece of writing will help you sum up your starting point knowledge and skills at the beginning of the course. You hand in the papers to your instructor who keeps them without checking until the end of the course.

The task reminds of a time capsule because at the end of the course you can take your paper to check on your own progress in mastering rhetorical argumentation. The instructor will also ask you to analyze your Time Capsule paper (see the **Supplement** for the *Self-Editing Worksheet* template) or rewrite it according to the current standards of the course.

**Instructions: Do you agree or disagree with the following? Choose 1 item and write an opinion paper (5 short paragraphs, or approximately 300-350 words).**

1. Swearing in public places is a crime.
2. Swearing in public places is not a crime.
3. Surrogate mothers are real mothers.
4. Surrogate mothers are not real mothers.
5. Violent video games cause criminal behavior.
6. Violent video games have nothing to do with criminal behavior.
7. Feminism causes families to collapse.
8. Feminism is not a reason for the increase in the divorce rate.
9. Standardized testing is like a lottery.
10. Standardized testing is like a detailed blood test.
11. Cloning people is like stealing personal data / identity.
12. Cloning people is like giving them a second birth.
13. Globalization is beneficial and progressive.
14. Globalization is dangerous and oppressive.
15. Vegetarianism is good for children.
16. Vegetarianism is impermissible for children.
17. Dress codes in school should be kept up.
18. Dress codes in school should be abolished.
19. Internet censorship should be introduced.
20. Internet censorship should not be introduced.



## **PART I. STRUCTURAL TYPES OF ARGUMENT**

**The two best rules for a system of rhetoric are: first, have something to say; and next, say it.**  
*George Emmons*

## UNIT 1. THE CORE OF THE ARGUMENT: A CLAIM WITH REASONS

**The duty of rhetoric is to deal with such matters as we deliberate upon  
without arts or systems to guide us, in the hearing of persons  
who cannot take in at a glance a complicated argument or follow a long chain of reasoning.**  
*Aristotle*

### 1.1. THE CLASSICAL STRUCTURE OF AN ARGUMENT AS AN INITIAL GUIDE

Imagine that you would like to prepare for a public presentation with a speech. It can be either a TED-talk or a public speaking competition. It can be something less formal, a part of your everyday routine and family life, when you want to get ready for a tense conversation with your parents or teachers. What are you supposed to start with?

Even those people who have a very scant understanding of public speeches feel intuitively that it is always better to write your speech down, or at least to make a structural outline with notes and comments not to forget anything.

Professional public speakers, politicians, and lecturers whose job is to speak persuasively and eloquently never rely on their gift of eloquence. All the famous public speeches that we admire (Martin Luther's *I have a dream* or Emmeline Pankhurst's *Freedom or Death*) were far from spontaneous declarations, they were written and rewritten to achieve the perfection of structure, and then rehearsed many times before presenting them to actual audiences.

Therefore, we believe that the discussion of spoken argument starts with planning and writing it afterwards. That is why, starting from this point and further on, our emphasis will be made on writing arguments rather than on their eloquent performance and extra-linguistic means of presentation such as gestures and postures. Our position is that any speaker is a writer in first turn.

So, do not be confused here when we refer to people who want to master rhetorical skills as writers. This is not a slip of the tongue, but a strong belief in the importance of preliminary preparation and organizational process of any argumentative product.

Anyway, when we are planning a speech or a written paper, it may be helpful to turn to the notion of classical argument, which is shaped according to the speeches of ancient Greek and Roman orators. You may be unaware of the notion itself, but starting from school years, every pupil is familiar with the structural elements of a good opinion paper that includes introduction, body, and conclusion. Speaking about the traditional classical argument in more elaborated terms, we can refer to the terms used by ancient rhetoricians.

In the traditional Latin terminology, a classical argument has the following parts:

- *exordium* (in which the speaker gets the audience's attention);
- *narratio* (which provides the needed background);
- *propositio* (the speaker's proposition or thesis);
- *partitio* (a forecast of the main parts of the speech);
- *confirmatio* (speaker's arguments in favor of the proposition);
- *confutatio* (a refutation of opposing views);
- *peroratio* (a conclusion that sums up the argument, calls for action, and leaves a strong impression).

Definitely, you are not expected to remember these complicated Latin words. We mention them here just to demonstrate that in preparing a classical argument either for a public speech or for an extended essay, you are joining a very old and revered tradition that dates back to the ancient times.

In modern terms, we usually speak about a representative organizational structure which shows these typical sections:

**1) Introduction.** Writers of classical arguments typically begin by establishing the timeliness of the issue at stake and connecting the audience to the issue with a current event, memorable scene, illustrative story, or startling statistic – something that grabs the audience’s attention. They continue the introduction by focusing the issue – often by stating it directly as a question or by briefly summarizing opposing views – and providing the needed background and context. They conclude the introduction by presenting their claim (thesis statement) and forecasting the argument’s structure.

**2) Presentation of the writer’s position.** The presentation of the writer’s position is usually the longest part of a classical argument. Here writers present the reasons and evidence supporting their claims typically choosing reasons that tie into their audience’s values, beliefs, and assumptions. Usually each reason is developed in its own paragraph or sequence of paragraphs.

**3) Summary and critique of alternative views.** When summarizing and responding to opposing views, writers have several options. If there are several opposing arguments, writers may summarize all of them together and then compose a single response, or they may summarize and respond to each argument in turn.

**4) Conclusion.** Finally, in their conclusion, writers sum up their argument, often calling for some kind of action, thereby creating a sense of closure and leaving a strong final impression.

The structure of a classical argument can be described with the help of the following plan.

#### An Organization Plan for an Argument with a Classical Structure

|                                                       |                                                                                                                                                                                                                                         |
|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ➤ <b>Introduction<br/>(one or several paragraphs)</b> | <ul style="list-style-type: none"> <li>• Attention grabber (often a memorable scene)</li> <li>• Explanation of issue or needed background</li> <li>• Writer’s thesis</li> <li>• Forecasting passage</li> </ul>                          |
| ➤ <b>Presentation of writer’s position</b>            | <ul style="list-style-type: none"> <li>• Main body of essay</li> <li>• Presents and supports each reason in turn</li> <li>• Each reason is tied to a value or belief held by the audience</li> </ul>                                    |
| ➤ <b>Summary of opposing views</b>                    | <ul style="list-style-type: none"> <li>• Summary of views different from writer’s (should be fair and complete)</li> </ul>                                                                                                              |
| ➤ <b>Response to opposing views</b>                   | <ul style="list-style-type: none"> <li>• Refutes or concedes to opposing views</li> <li>• Shows weaknesses in opposing views</li> <li>• May concede to some strengths</li> </ul>                                                        |
| ➤ <b>Conclusion</b>                                   | <ul style="list-style-type: none"> <li>• Brings essay to closure</li> <li>• Often sums up argument</li> <li>• Leaves strong last impression</li> <li>• Often calls for action or relates topic to a larger context of issues</li> </ul> |

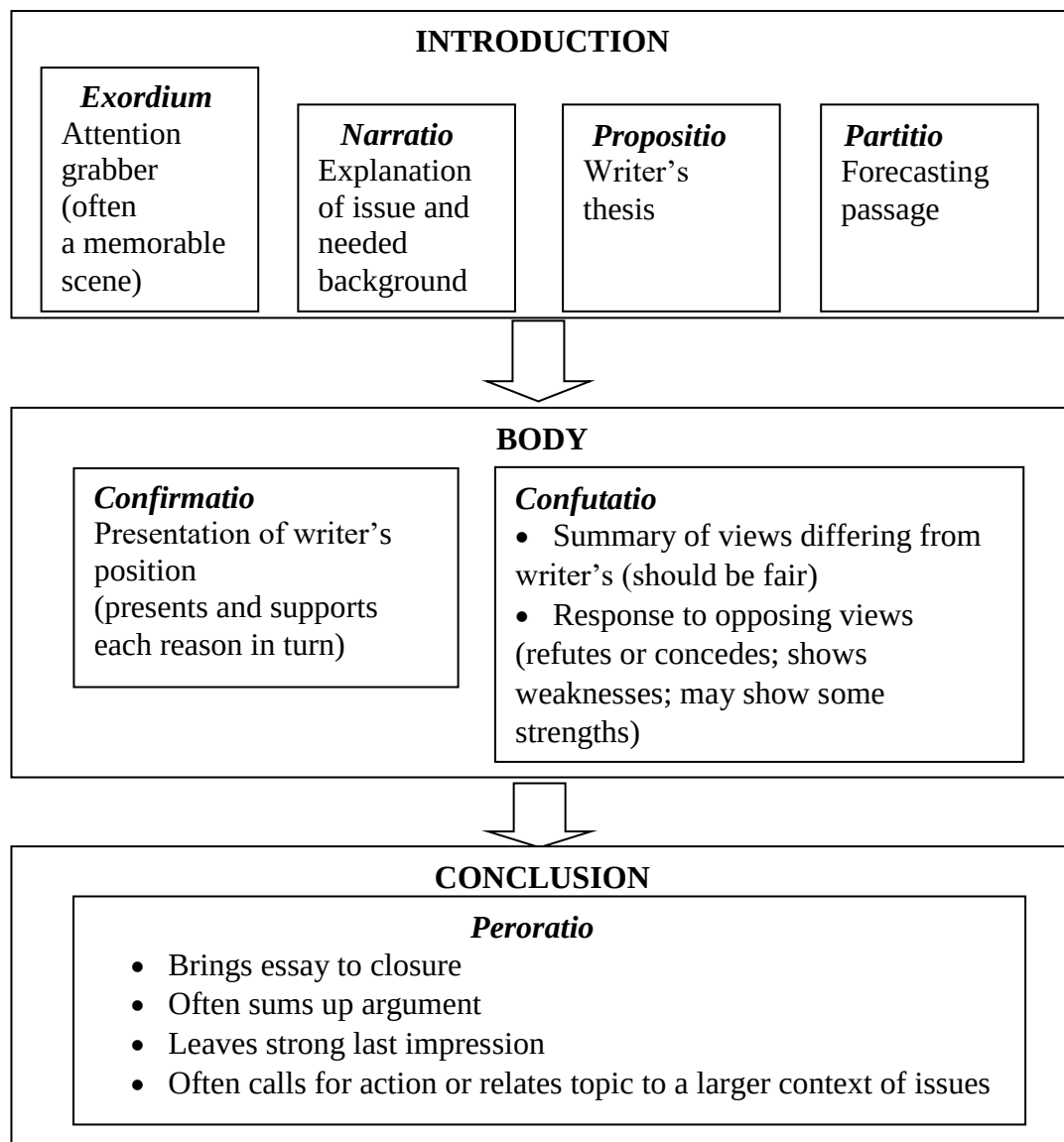
Let us look more closely at this structure, this time using English vernacular rather than Latin. The classical argument typically begins with an **attention grabber**, which may be a startling or a dramatic fact, a real or hypothetical story or example. The attention grabber is usually followed by a section that focuses the issue (often by stating it directly and briefly summarizing alternative views) and provides needed background (perhaps historical information about the origins of the controversy, reference to the immediate context, a definition of a key term, and so forth). The introduction typically ends with the presentation of the writer’s **thesis**, usually accompanied by some forecasting of the structure to follow.

The next major part of a classical argument – usually the longest part – presents the writer’s **reasons and evidence in support of the thesis**. Typically, each reason is developed in its own separate section. Each section opens with a statement of the reason, which is then supported with evidence or chains of other reasons. As the writer switches from one reason to the next, he or she guides the reader with an appropriate transition.

Next, the writer typically summarizes and responds to **opposing or alternative views**. (Sometimes writers choose to place this section earlier in the argument *before* presenting their own position.) If the opposing arguments consist of several parts, the writer has two options for organizing this section: to summarize all of the opposing arguments before moving to the response, or to summarize and respond to one part at a time. Typically, the writer responds to opposing views either by refuting them or by conceding to their strengths and shifting to a different field of values.

Finally, the **conclusion** of a classical argument creates a sense of closure. It sums up the previous argument and tries to make a strong final impression, often calling for action. The classical argument can be represented in the form of a scheme:

### THE CLASSICAL ARGUMENT



The classical argument, as we have described it here, is not always effective as a final product. In some cases, it is more persuasive to delay your thesis until the end or use other strategies for appealing to certain kinds of audiences. Even in these cases, however, the classical argument is useful for planning an initial draft. By inquiring a thesis statement and a forecasting statement in the introduction, it encourages you to articulate your thesis and supporting reasons, thereby helping you see the whole of your argument in miniature. By further requiring you to summarize and refute (*or concede to*) opposing views, the classical argument encourages you to understand and consider alternative positions. In many contexts, the classical structure is also a powerful way to organize your final product, especially when you address a neutral or undecided audience. Even in cases where it is less effective such as in addressing hostile audiences, knowing the classical argument structure can help you generate and develop initial ideas at the rough draft stage.

## **FOLLOW UP**

**1. Consider the initial paragraphs of newspaper articles as attempts to get the reader's attention or provide the background needed for the exploration of the issue.**

### **A) Why Robots will not Decimate Human Jobs**

By Bob Gordon

Slow economic growth is the mantra of political campaigns and economic angst. Growth in economic output per hour ("labor productivity") achieved an annual pace of 3 percent for a full half-century between 1920 and 1970. Since 1970 that rate has slowed to about 1.5 percent, and in the last six years productivity growth has slowed further to a lamentable 0.5 percent annual rate.

The book *The Rise and Fall of American Growth* attributes this enormous contrast between rapid growth in 1920-70 and slow growth after 1970 to the basic nature of inventions. Growth in the middle of the 20th century was propelled by the invention in the late 19th century of electricity, the internal combustion engine, the telephone, chemicals and plastics, and the diffusion to every urban household of clear running water and waste removal. America made a transition from 50 percent of the working population on farms to a largely urban nation, and the drudgery of household work – carrying water in and out, doing laundry on a scrub board – made a transition to modern bathrooms and kitchens by the 1950s.

### **B) Why English Speakers Worry about Slipping up**

By James Harbeck

The English language is confusing, inconsistent and easy to muddle. But some pour too much scorn on those who break the rules. Since Jonathan Swift's 1712 *Proposal for Correcting, Improving and Ascertaining the English Tongue*, two centuries of self-appointed correctors and improvers of English usage – such as Robert Lowth, HW Fowler, George Orwell, Kingsley Amis, Simon Heffer, Lynne Truss, and Neville Gwynne – have decried the decadent state of our language and instructed people on how to use it better. But what have they accomplished?

### **C) Why are there Still so Many Jobs?**

By David Autor

Here's a startling fact: in the 45 years since the introduction of the automated teller machine, those vending machines that dispense cash, the number of human bank tellers employed in the United States has roughly doubled, from about a quarter of a million to a half a million. A quarter of a million in 1970 to about a half a million today, with 100,000 added since the year 2000.

These facts, revealed in a recent book by Boston University economist James Bessen, raise an intriguing question: what are all those tellers doing, and why hasn't automation eliminated their employment by now? If you think about it, many of the great inventions of the last 200

years were designed to replace human labor. Tractors were developed to substitute mechanical power for human physical toil. Assembly lines were engineered to replace inconsistent human handiwork with machine perfection. Computers were programmed to swap out error-prone, inconsistent human calculation with digital perfection. These inventions have worked. We no longer dig ditches by hand, pound tools out of wrought iron or do bookkeeping using actual books. And yet, the fraction of US adults employed in the labor market is higher now in 2016 than it was 125 years ago, in 1890, and it's risen in just about every decade in the intervening 125 years.

#### **D) 12 Things Every 'Type A' Person Wants You to Know**

By Lennox Morrison

Robert Frost once said, "The brain is a wonderful organ; it starts working the moment you get up in the morning and does not stop until you get into the office." He certainly wasn't thinking about Type A people when he said that. They barrel into the office like they're racing for a pot of gold, and they never seem to lose momentum. It's as if they're driven by a motor that never shuts off.

#### **E) The Strange Case of the Phantom Pokemon**

By Matthew Tompkins

In Moscow this past summer, a woman drifted-off to sleep after playing Pokemon Go on her smartphone. Later that night, she was awoken by a crushing pressure. She opened her eyes and reportedly saw that she was being assaulted by a real-life Pokemon character. Not a person in a Pokemon outfit, but an actual Pokemon. Panicking, but unable to speak, she struggled with the creature while her boyfriend slumbered ignorantly beside her. Eventually, she was able to rise, and the Pokemon vanished. After a brief search of her home, the woman proceeded to report the assault the police.

#### **F) How "Collective Narcissism" is Directing World Politics**

By Christian Jarrett

How do you feel about your nation? Does it make you angry when others criticize your country? Do you feel the world would be a better place if your country had more of a say? Do you wish other countries would more quickly recognize your country's authority?

Anyone who answered "yes" to these questions would be showing signs of "collective narcissism" at the level of their nationality – at least according to social psychologists. The questions are adapted from a nine-item Collective Narcissism Scale used in research.

A lot of us are familiar with the psychological construct of narcissism as applied to an individual: someone who is grandiose and overconfident on the outside, but needy and vulnerable underneath. But collective narcissism is something different: it is when someone exhibits an exaggerated belief in the superiority of their in-group, be that a gang, religion, or nation, but deep down feels doubtful about their group's prestige and therefore craves its recognition by others. This 'fragility' makes it different from simply having pride in one's country – in much the same way that a narcissist is quite different from an individual with healthy self-esteem.

#### **G) What Overusing Exclamation Marks Says about You?**

By Philip Cowell

There is really only one rule when it comes to the exclamation mark: do not use it. This is an exaggeration of course! In fact, rare usage is the point: the Chicago Manual of Style says the exclamation mark "should be used sparingly to be effective."

The 45th president of the United States does not use the exclamation mark sparingly. In the Oval Office, exclamation points (the US term) are being issued more frequently than Executive Orders. According to the Trump Twitter Archive, in 2016 alone the @realDonaldTrump posted 2,251 tweets using exclamation marks. The ‘alternative facts’ are there for all to see: of 100 tweets, he used exclamation marks in all but 32 of them. That is a 68% likelihood of signing off a tweet with a shriek! Donald Trump’s tweets have a nearly 70% likelihood of being signed off with a shriek (Credit: Twitter)

#### **H) A Five-Step Guide to not Being Stupid**

By David Robson

If you ever doubt the idea that the very clever can also be very silly, just remember the time the smartest man in America tried to electrocute a turkey. Benjamin Franklin had been attempting to capture “electrical fire” in glass jars as a primitive battery. Having succeeded, he thought it’d be impressive to use the discharge to kill and roast his dinner. Soon it became a regular party trick, as he wowed guests with his magical ability to command this strange force.

#### **I) The “Untranslatable” Emotions You Never Knew You Had**

By David Robson

Have you ever felt a little mbuki-mvuki – the irresistible urge to “shuck off your clothes as you dance”? Perhaps a little kilig – the jittery fluttering feeling as you talk to someone you fancy? How about uitwaaien – which encapsulates the revitalizing effects of taking a walk in the wind? These words – taken from Bantu, Tagalog, and Dutch – have no direct English equivalent, but they represent very precise emotional experiences that are neglected in our language. And if Tim Lomas at the University of East London has his way, they might soon become much more familiar.

#### **J) 4 Reasons Leaders are Readers**

By Jeremy Kingsley

*“The man who does not read has no advantage over the man who cannot read.” – Mark Twain*

You’ve probably heard the phrase “Readers are leaders.” If you’ve taken the time to do research on the Internet about the habits of leaders, you’ll see that most lists have at least one fact in common: reading. They make time for it in their busy schedules. Why do leaders feel this is so important?

#### **K) Why are People so Incredibly Gullible?**

By David Robson

If you ever need proof of human gullibility, cast your mind back to the attack of the flesh-eating bananas. In January 2000, a series of chain emails began reporting that imported bananas were infecting people with “necrotizing fasciitis” – a rare disease in which the skin erupts into livid purple boils before disintegrating and peeling away from muscle and bone. According to the email chain, the FDA was trying to cover up the epidemic to avoid panic. Faced with the threat, readers were encouraged to spread the word to their friends and family.

The threat was pure nonsense, of course. But by 28 January, the concern was great enough for the US Centers for Disease Control and Prevention to issue a statement decrying the rumor. But rather than quelling the rumor, they had only poured fuel on its flames. Within weeks, the CDC was hearing from so many distressed callers it had to set up a banana hotline. The facts became so distorted that people eventually started to quote the CDC as the source of the rumor. Even today, new variants of the myth have occasionally reignited those old fears. The banana apocalypse may seem comical in hindsight, but the same cracks in our rational thinking can have serious, even dangerous, consequences.

**2. Choose a topic from the list below and find 2 pieces of information to be used as 1) an attention grabber and 2) to throw some light upon social / cultural / historical / political background for the issue under study. Indicate the sources you've used.**

|                           |                                 |
|---------------------------|---------------------------------|
| Abortion                  | Lookism                         |
| Addiction/substance abuse | Nuclear power                   |
| Animal experimentation    | Patriotism                      |
| Capital punishment        | Plastic surgery                 |
| Dieting                   | Plastic Pollution of the Oceans |
| Distance learning         | Population control              |
| Drug legalization         | Sex education                   |
| Eating disorders          | Smoking laws                    |
| Higher education          | Teenage pregnancy               |
| Euthanasia                | The childfree ideology          |
| Gay marriage              | Vegetarianism/veganism          |
| Global climate change     | Violence in the media           |
| Globalization             | Zoos and circuses               |

### **EXPLORING AND GENERATING IDEAS AS THE FIRST STEP**

At the heart of any argument, there is an issue which can be defined as a controversial topic area that gives rise to different points of view and conflicting claims. Of course, not all questions are issue questions that can be answered reasonably in two or more differing ways; thus, not all questions can lead to effective argument essays. Rhetoricians have traditionally distinguished between *explication*, which is writing that sets out to inform or explain, and *argumentation*, which sets out to change a reader's mind. On the surface, at least, this seems like a useful distinction. If a reader is interested in a writer's question mainly to gain new knowledge about a subject, then the writer's essay could be considered explication rather than argument. According to this view, the following questions about abortion might be called information questions rather than issue questions:

How does the abortion rate in Belarus compare with the rate in European countries? If the rates are different, why?

Although both questions seem to call for information rather than for argument, we believe the latter one would be an issue question if reasonable people disagreed on the answer. Thus, two writers might agree that abortion rates differ significantly, but they might disagree in their explanations of why.

### **FOLLOW UP**

**Working as a class or in small groups, try to decide which of the following questions are information questions and which are issue questions. Many of them could be either, depending on the rhetorical context. For such questions, create hypothetical contexts to show your reasoning.**

1. What percentage of single-parent families receive welfare support?
2. What is the cause for the recent dramatic increase in the number of out-of-wedlock births?
3. What are the main reasons for the increasing growth of divorce rate in our country?
4. What percentage of TV shows during prime-time hours depict violence?
5. What is the effect of violent TV shows on children?



## Arguments and Pseudo-arguments

We have said that the heart of an argument is an issue question that invites two or more alternative answers. This does not mean, however, that every disagreement between people can lead to a rational argument. Rational arguments depend also on two additional factors: (1) reasonable participants, that is, participants who agree to operate within the conventions of reasonable behavior, and (2) potentially shareable assumptions that can serve as a starting place or foundation for the argument. You should learn to recognize the difference between genuine arguments, which proceed reasonably, and pseudo-arguments, which generate a lot of heat but are as irresolvable as a game of chess in which the players do not agree on how the pieces move.

As you know, many arguments that at first seem like reasonable disputes are really shouting matches masquerading as arguments. Without really listening to each other, these disputants carry on into the night asserting as facts statements they are unsure of, citing vague authorities, moving illogically into tangential issues, and trying, in general, to rationalize a position based more on feeling and opinion than on careful thought. Often such disputants belong to one of two classes, Fanatics and Skeptics. Fanatics are people who believe their claims are true because they say so, period. Oh, they may assure us that their claims rest on some authoritative text – the Bible, some Ph.D.’s new self-help book, or child-raising guide. In the end, it is their narrow and quirky reading of the text or their faith (which others might not share) in the authority of the writer that underlies their argument. The Skeptic, on the other hand, dismisses the possibility that anything could be proven right. Because the sun has risen every day in recorded history is inadequate reason for the Skeptic to claim that it will rise tomorrow. Short of absolute proof, which never exists, Skeptics accept no proof. In the presence of Fanatics or Skeptics, then, genuine argument becomes impossible and turns into a pseudo-argument.

A reasonable argument is difficult to conduct unless the participants share common assumptions on which the argument can be grounded. These assumptions are like axioms in geometry – starting points or foundations for the argument. Consider the following conversation in which Randall refuses to accept Rhonda’s assumptions.

RHONDA: Smoking is bad because it causes cancer. *(Rhonda assumes that Randall will agree with her that cancer is bad. This is the assumption that lets her say that smoking is bad.)*

RANDALL: I agree that smoking causes cancer, but what’s so bad about that? I like cancer. *(Rhonda looks at him in amazement.)*

RHONDA: Come on, Randy! Cancer is bad because it causes suffering and death. *(Now she hopes Randall will accept her new assumption that suffering and death are bad)*

RANDALL: What’s so bad about suffering and death?

RHONDA: Suffering reduces pleasure, while death is a total absence of being. That’s awful!

RANDALL: No way. I am a masochist, so I like suffering. And if you don’t have any being, you can’t feel anything anyway.

RHONDA: O.K., wise guy. Let’s assume that instead of absence of being you are dropped head-first into an everlasting lake of boiling oil where you must stay for eternity.

RANDALL: Hey, I said I was a masochist.

As you can see, the conversation becomes ludicrous because Randall refuses to share Rhonda’s assumptions. Rhonda’s self-evident “truths” (cancer is bad, suffering is bad, an everlasting lake of boiling oil is bad) seem to have no force for Randall. Without assumptions

held in common, an argument degenerates into an endless regress of reasons that are based on more reasons that are based on still more reasons, and so forth. Randall's technique here is a bit like Callicles' rebuttals of Socrates – a refusal to accept the starting points of Socrates' argument. Attacking an argument's assumptions is, in fact, a legitimate way of deepening and complicating our understanding of an issue. But taken to an extreme, this technique makes argument impossible.

Perhaps you think this argument about smoking is a cornball case that would never crop in real situations. In fact, however, a slight variation of it is extremely common. We encounter the problem every time we argue about purely personal opinions: opera is boring, pizza tastes better than nachos. The problem with these disputes is that they rest on personal preferences rather than on shared assumptions. In other words, there are no common criteria for "boring" or "tastes better" that writer and reader can share.

### **FOLLOW UP**

**The following questions can all be answered in alternative ways. However, not all of them will lead to reasonable arguments. Try to decide which questions will lead to reasonable arguments and which will lead only to pseudo-arguments:**

1. Is Quentin Tarantino a good film director?
2. Are science fiction films better than westerns?
3. Is football a fun sport to play?
4. Does extrasensory perception (ESP) exist?
5. Which are better, detective stories or science fiction?
6. Is cookery art? (Or just an experience?)

**Working in pairs or small groups share your reasoning about these questions. Think about your own examples of issue questions and information questions. Give your own examples of questions that might lead to 1) reasonable arguments, 2) pseudo-arguments. Give your own ideas about how the questions leading to pseudo-arguments can be changed into issue questions leading to reasonable arguments.**

### **1.3. USING EXPRESSIVE WRITING FOR DISCOVERY AND EXPLORATION**

As we have mentioned, this is not our job to provide you with ideas for your own argumentative issues. Therefore, before you even think about a proper structure for your argument, you will have to come up with ideas worth writing about.

What follows is a compendium of strategies to help you discover and explore ideas. Some of these strategies may not work very well for you, but many of them might work and all of them are worth trying. Each of them takes practice before you become good at it, so don't give up too soon if the strategy doesn't seem to work for you when you first try it.

#### **1.3.1. Initial Brainstorming**

As a first step, make an inventory of issues that interest you. We call it an **Ideas Inventory**. Many of the ideas you develop may become subject matter for arguments that you will write later in this course. Once you've made a list, add to it as new ideas strike you and return to it each time you are given a new argumentative assignment.

| What you can do                                                                                                                                                                                                                                                                                               | How it works                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Make an inventory of the communities to which you belong. Consider classroom communities; clubs and organizations; residence hall, apartment, neighborhood, or family communities; church or work communities; communities related to your hobbies; your city, state, region, nation, and world communities.  | Because arguments arise out of disagreements within communities, you can often think of issues for argument by beginning with a list of the communities to which you belong                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Identify controversies within those communities. Think both big and small: <ul style="list-style-type: none"> <li>• Big issue in world community: What is the best way to prevent destruction of rain forests?</li> <li>• Small issue in residence hall community: Should quiet hours be enforced?</li> </ul> | To stimulate thinking, use prompts such as: <ul style="list-style-type: none"> <li>• People in this community frequently disagree about ____.</li> <li>• Within my work community, Person X believes ____; however, this view troubles me because ____.</li> </ul>                                                                                                                                                                                                                                                                                                                                                 |
| Narrow your list to a handful of problematic issues for which you don't have a position; share it with classmates. Identify a few issues that you would like to explore more deeply. When you share with classmates, add their issues to yours.                                                               | Sharing your list with classmates stimulates more thinking and encourages conversations. The more you explore your views with others, the more ideas you will develop. Good writing grows out of good talking.                                                                                                                                                                                                                                                                                                                                                                                                     |
| Brainstorm a network of related issues. Any given issue is always embedded in a network of other issues. To see how open-ended and fluid an argumentative conversation can be, try connecting one of your issues to a network of other issues including sub-issues and side issues.                           | Brainstorm questions that compel you to look at an issue in a variety of ways. For example, if you explored the controversy over whether toys with phthalates should be banned, you might generate questions such as these about related issues: <ul style="list-style-type: none"> <li>• How dangerous are phthalates?</li> <li>• Is the testing that has been done on rats adequate or accurate for determining the effects on humans?</li> <li>• To what extent are controversies over phthalates similar to controversies over steroids, genetically modified foods, or mercury in dental fillings?</li> </ul> |

Be open to the world around you. We are surrounded by argumentative issues. You will be invited into argumentative conversations by posters, bumper stickers, blog sites, newspaper editorial pages, magazine articles, movie reviews, song lyrics, class discussions, and so forth. When you read or listen, watch for “hot spots” – passages or moments that evoke strong agreement, disagreement, or confusion.

### 1.3.2. Free-writing

**Free-writing** is an idea-generating activity useful at almost any stage of the writing process. When you free-write, you put pen to paper and write rapidly nonstop, usually ten to fifteen minutes at a stretch. Don't worry about grammar, spelling, organization, transitions, or other features of edited writing. The object is to think of as many ideas as possible. If you can't think of anything to say, write “relax” over and over (or “this is stupid,” or “I'm stuck,” or whatever) until new ideas emerge.

Don't feel embarrassed if your free-write is fragmentary or disjointed. Free-writes are not supposed to be finished products; their sole purpose is to generate a flow of thought. The more you practice the technique, the better you will become.

## **FOLLOW UP**

**1. Choose one of the following controversial claims (or another chosen by your instructor) and free-write your response to it for ten to fifteen minutes.**

1. Recycling cans, bottles, plastics, and paper does little to help the environment.
2. Spanking children should be considered child abuse.
3. State governments should legalize hard drugs.
4. Violent video games should be made illegal.
5. Rich people are morally obligated to give part of their wealth to the poor.
6. Euthanasia should be legalized.
7. Death punishment should be banned.

**2. Working in pairs or in small groups, share your free-write with the others.**

### **1.3.3. The Believing and Doubting Game**

To argue effectively, you must appreciate that positions different from your own can be reasonably defended. An excellent way to imagine alternative views is to play the **Believing and Doubting Game**. When you play the believing side of this game, you try to become sympathetic to an idea or point of view; you listen carefully to it, opening yourself up to the possibility of its being true. You try to appreciate why the idea has force for so many people; you try to accept the idea by discovering as many reasons as you can for believing it. It is easy to play the believing game with the ideas you already believe in, but the game becomes more difficult, sometimes even frightening and dangerous, when you try believing ideas that seem untrue or disturbing to you.

The doubting game is the opposite of the believing game. It calls for you to be judgmental and critical, to find faults with an idea rather than to accept it. When you doubt a new idea, you try your best to falsify it, to find counterexample to disprove it, to find flaws in its logic. Again, it is easy to play the doubting game with ideas you don't like, but it too can be threatening when you try to doubt ideas that are dear to your heart or central to your own world view.

Here is an example of believing and doubting game with the assertion "Pornography serves a useful function in society."

#### **DOUBT:**

Pornography is smutty, indecent, outlandish usage of the human body. People who look at that have to be indecent non-moralistic sexists with nothing better to do. Pornography uses the human body to gain pleasure when the human body is supposed to be like a temple that you take care of. I feel very strongly against pornography especially when they use it with young children and pets, etc. I just don't understand how people can get such a big kick out of it. It really surprised me how Dr. Jones [a guest speaker in this student's psychology course] admitted that he had bought pornographic materials, etc. I would think that it would be something that someone wouldn't readily admit to. It seems socially unacceptable to me.

#### **BELIEVE:**

Pornography is something that people look at when they are feeling sexually frustrated or lonely. It is a form of escape that everyone needs at one time or another. There is always a time where one is unhappy with their sexual relationships and looking at pornography helps. Pornography is an art form. The human body is a beautiful thing and these pictures are for everyone to see the beauty of it all. People should not be afraid to be open about sex and their bodies. Everyone feels the same things. Why not share the experience with others? There is nothing dirty or smutty about being open. It is so individualistic, another way of getting out of the rut of conformity. Sex is beautiful and pornography helps share it with others that aren't quite so lucky to share these moments. (I feel this doubting game with this topic for me opens no new ideas because my mind is so set against pornography but I guess it is good to open up the new avenues of thinking.)

It is easy to see from this entry how the believing game threatens this student's moral views. Yet she does a good job of starting to get inside the head of someone who believes that pornography serves a useful purpose. Although she denies at the end of her entry that playing this game opened up new ideas, the game certainly helped her to see what the issue is and to appreciate that not all people share her values.

When you play the believing and doubting game with an assertion, simply write two different chunks; one chunk arguing for the assertion (the believing game) and one chunk opposing it (the doubting game). Free-write both chunks, letting your ideas flow without censoring. Or, alternatively, make an idea map with believing and doubting branches.

### **FOLLOW UP**

**1. Individually, make an inventory of issues that interest you (about 20 ideas that can be formulated in the form of either issue questions or just one-word themes. Use the hints for initial brainstorming). Then, in groups or in pairs, exchange your inventories and in case there are different controversial ideas, share your opinions about their relevance as genuine arguments.**

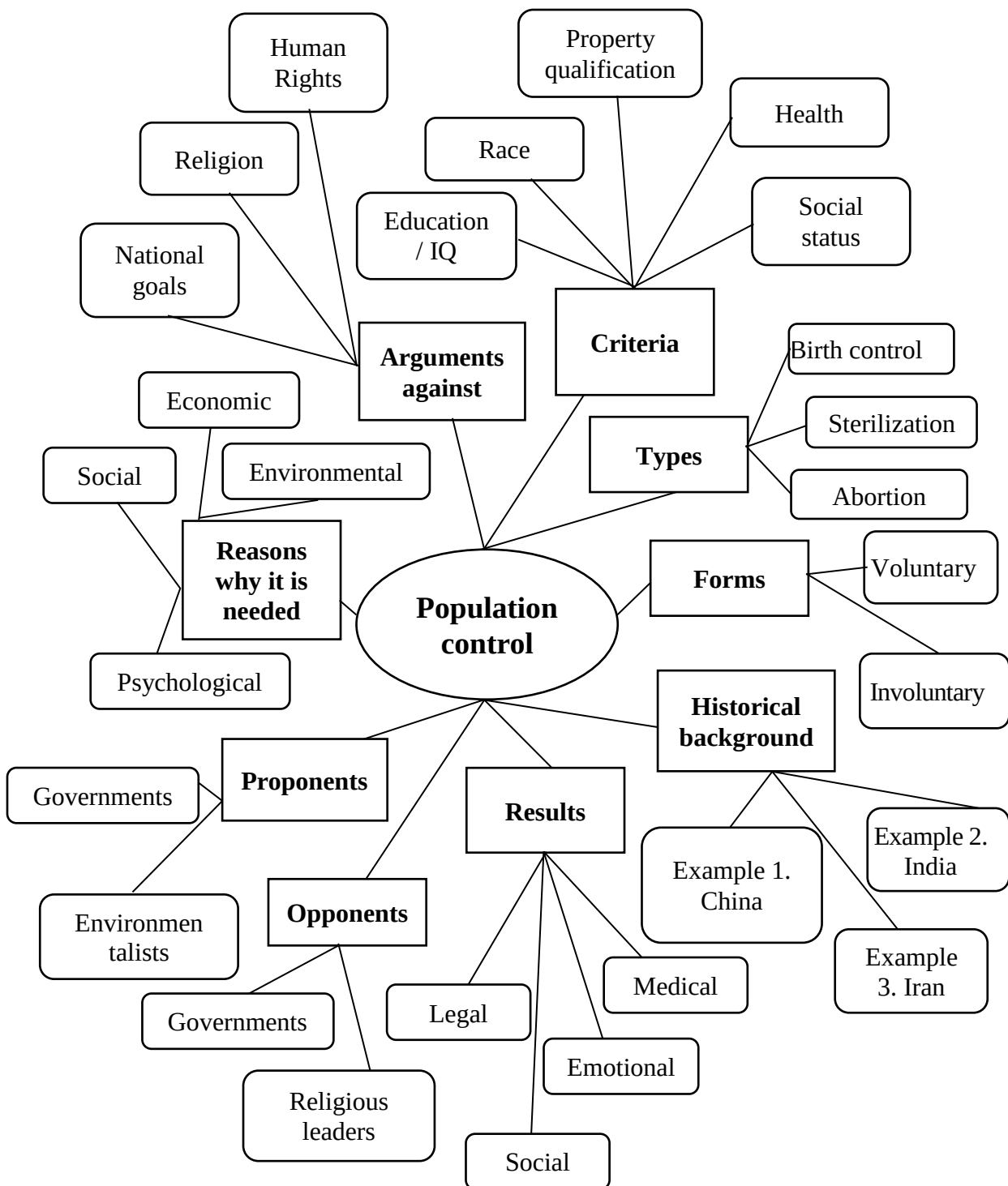
**2. Choose one (or several) of the issues from your personal inventory and practice free-writing / believing or doubting game.**

#### **1.3.4. Idea Mapping**

Another good technique for exploring ideas is **Idea Mapping**, which is more visual than freewriting and causes you to generate ideas in a different way. When you make an idea map, you draw a circle in the center of the page and write some trigger idea (usually a broad topic area, a question, or your working thesis statement) in the center of the circle. Then you record your ideas on branches and sub-branches that extend from the center circle. As long as you pursue one train of thought, you keep recording your ideas on sub-branches off the main branch. But as soon as that chain of ideas runs dry, you go back and start a new branch. Often your thoughts jump back and forth between one branch and another. That's a major advantage of "picturing" your thoughts. You can see them as part of an emerging design rather than as strings of unrelated ideas.

An idea map usually records more ideas than a free-write, but these ideas are not so fully developed. Writers who practice both techniques report that they think of ideas in quite different ways, depending on which strategy they are using. A broad topic area leads to narrower issues called controlling ideas. The connection between a broader issue and a controlling idea can be formulated as the writer's point of view, or thesis.

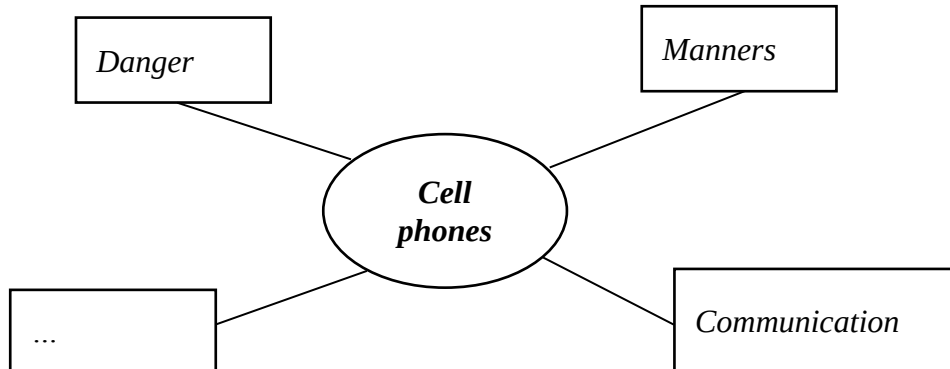
## A SAMPLE IDEA MAP (Singling out Controlling Ideas)



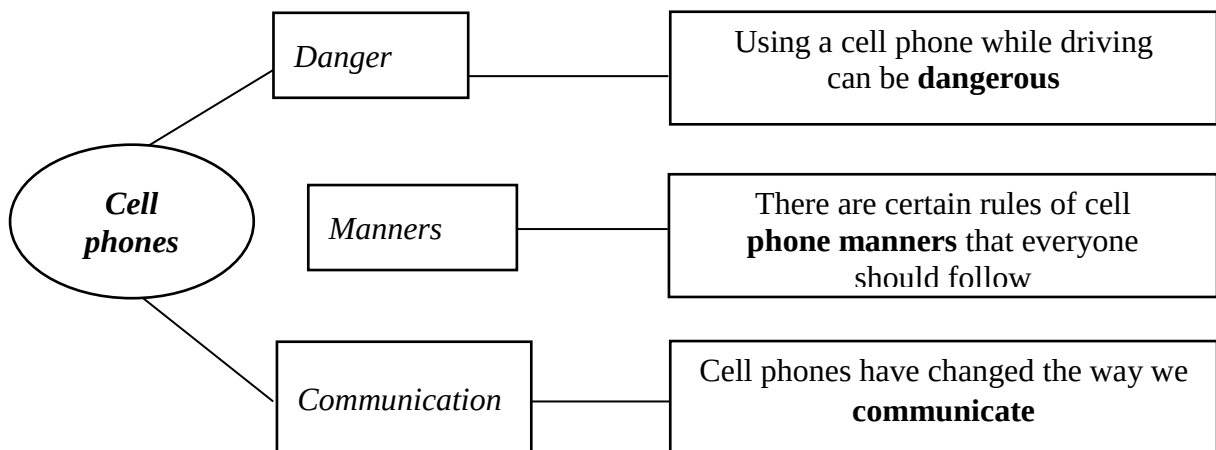
## FOLLOW UP

In groups, agree on a topic, make a map of controlling ideas (see Figure 1), and formulate your point of view on how a broader idea is connected with one of its branches and sub-branches.

### A. Single out controlling ideas using the idea-mapping technique, e.g.:



### B. Write a one-sentence point of view based on the controlling ideas you have found, e.g.:



## 1.4. THE FRAME OF AN ARGUMENT: A CLAIM SUPPORTED WITH REASONS

As soon as you have done enough of the exploration and brainstorming and you feel that you are ready to take a firm stand on a particular issue, you have to be able to shape your point of view and to support it with reasons. In the terms of classical argument the writer's point of view, a certain opinion is called a thesis. In rhetoric, thesis statements are usually referred to as claims. The claim of your essay is the position you want your audience to accept. In other words, claims supported with reasons are your thesis statements, one-sentence summaries that express your point of view.

When we generate ideas using brainstorming, freewriting and the other strategies mentioned above, as a result we usually come up with interesting, but more general and abstract topics, themes or subjects for discussion. Therefore, there is one more step ahead for a writer to get a nice and adequately formulated thesis statement: narrowing topics or subjects to a viewpoint with supporting statements.

When you write an argument, your task is to take a position on the issue and to support it with reasons and evidence. We have already mentioned that the thesis of your essay is the expression of your point of view. We suggest using the following rhetorical terms to describe *the frame of your argument*:

1) a **claim** is the position you want your audience to accept. To put it another way, your claim is your essay's thesis statement, a one-sentence summary answer to your question.

2) a **reason** (also called a **premise**) is a claim used to support another claim. In speaking or writing, a reason is usually linked to the claim with such connecting words as *because, since, for, so, thus, consequently, and therefore*, indicating that the claim follows logically from the reason.

Let's take an example of a controversial issue – the debate over keeping large sea mammals such as dolphins and orcas (killer whales) in captivity in marine parks. This issue has many aspects, including concerns for animals, moral, legal, economic, and social concerns. Below there is an example of different positions that can be developed on this issue:

### **One Point of View**

**CLAIM: The public should not support marine parks.**

REASON 1: Marine parks separate dolphin and orcas from their natural environment.

REASON 2: The education these parks claim to offer about animals is just a series of stupid tricks.

REASON 3: The main motive behind these parks is big business profit.

REASON 4: Marine parks encourage inhumane hunts and captures.

REASON 5: Marine parks promote an attitude of human dominance over animals.

### **An Alternative View**

**CLAIM: The public should continue to enjoy marine parks.**

REASON 1: These parks observe accreditation standards for animal welfare, health, and nutrition.

REASON 2: These marine parks enable scientists and vets to study animal behavior in the ways not possible with field studies.

REASON 3: Marine parks provide environmental education and entertainment.

REASON 4: Marine parks use a substantial part of their profit on marine research, conservation, and rehabilitation programs for animals.

REASON 5: Marine parks promote beneficial bonding of animals with humans.

Formulating a list of reasons in this way breaks your argumentative task into a series of subtasks. It gives you a frame for building your argument in parts. A writer might use all five reasons or select only two or three, depending on which reasons would most persuade the intended audience. Each line of reasoning would be developed in its own separate section of the argument.

The writer would proceed the same way for each separate section of the argument. Each section would open with a clear statement of the reason to be developed. The writer would then support each reason with evidence or chains of other reasons. Additionally, if needed for the intended audience, the writer would support any underlying assumptions on which the reason depends.



To summarize our point, **the frame of an argument consists of a claim supported by one or more reasons which are in turn supported by evidence or chains of further reasons.**

Even though logical relationships can be stated in various ways, writing out one or more *because* clauses seems to be the most succinct and manageable way to clarify an argument for oneself. We therefore suggest that sometime in the writing process you create a working **thesis statement** that summarizes your main reasons as *because* clauses attached to your claim. Just when you compose your own working thesis statement depends largely on your writing process. Some writers like to plan out their whole argument from the start and often compose their working thesis statements with *because* clauses before they write their rough drafts. Others discover their arguments as they write. And sometimes it is a combination of both. For these writers, an extended working thesis statement is something they might write halfway through the composing process as a way of ordering their argument when various branches seem to be growing out of control. Or they might compose a working thesis statement at the very end as a way of checking the unity of the final product.

Whenever you write your extended thesis statement, the act of doing so can be simultaneously frustrating and thought provoking. Composing *because* clauses can be a powerful discovery tool, causing you to think of many different kinds of arguments to support your claim. But it is often difficult to wrestle your ideas into the *because* clause shape, which sometimes seems to be overly tidy for the complex network of ideas you are trying to work with. Nevertheless, trying to summarize your argument as a single claim with reasons should help you see more clearly what you have to do.

### **FOLLOW UP**

**1. Narrow the following topics, formulate a thesis, add reasons, and then write a clear worded thesis statement for each.**

**E.g.:**

**Topic:** Travel

**Controlling idea:** traveling alone rather than with a group

**Thesis:** traveling alone rather than with a group can offer benefits to the traveler

**Reasons:** can help the traveler meet more local people, give the traveler a better understanding of the area being explored, and can result in the traveler having a new sense of confidence.

**Final thesis statement:** Traveling alone rather than with a group can help the traveler meet more local people, get a better understanding of the area, and feel more confident about being independent.

|           |                               |
|-----------|-------------------------------|
| Pets      | Studying in a foreign country |
| Marriage  | Families                      |
| Politics  | Environment                   |
| Parenting | Social Problems               |
| Money     | Employment                    |
| Fast food | Education                     |
| Health    | Food disorders                |

**2. Try this exercise to help you see how writing because clauses can be a discovery procedure.** Divide into small groups. Each group member should contribute an issue that he or she might like to explore. Discussing one person's issue at a time, help each member develop a claim supported by several reasons. Express each reason as a because clause. Then write out the working thesis statement for each person's argument by attaching the because clauses to the claim. Finally, try to create because clauses in support of an alternative claim for each issue. Recorders should select two or three working thesis statements from the group to present to the others as a whole.

**3. Decide on an issue and a claim for a classical argument that you would like to write.** Create a one-sentence question that summarizes the controversial issue that your claim addresses. Then draft a working thesis statement for your proposed argument. Organize the thesis as a claim using bulleted *because* clauses for reasons. You should have at least two reasons, but it is okay to have three or four. Also include an "opposing thesis statement" – a claim with *because* clauses for an alternative position on your issue.

*E.g.:*

**Issue Question:** Should girls be encouraged to play first-person shooter video games?

**MY CLAIM:** First-person shooter (FPS) video games are great activities for girls

- because beating guys at their own game is empowering for girls
- because being skilled at FPS games frees girls from feminine stereotypes
- because they give girls a different way of bonding with males
- because they give girls new insights into a male subculture

**OPPOSING CLAIM:** First-person shooter games are a bad activity for anyone, especially girls

- because they promote antisocial values like indiscriminate killing
- because they amplify the bad macho side of male stereotypes
- because they waste valuable time that could have been spent on something constructive
- because FPS games could encourage women to see themselves as objects

#### **1.4.1. Tree Diagram: a Tool of Generating Ideas and Shaping an Argument**

Knowing the shape of a classical argument helps you envision an effective structure, but it doesn't, in itself, help you wrestle with your own subject matter. It is one thing to know that you need one or more reasons to support your thesis. It is quite another thing to figure out what your reasons are, to articulate them clearly, and to decide what evidence supports them. The traditional tool for helping you plan a structure is the outline. For many writers, an even more powerful tool is the **Tree Diagram**. In it, the writer's introduction is represented by the inverted triangle at the top of the tree above the claim. The main reasons appear on branches beneath the claim, and the supporting evidence and argumentation for each reason are displayed vertically underneath each reason.

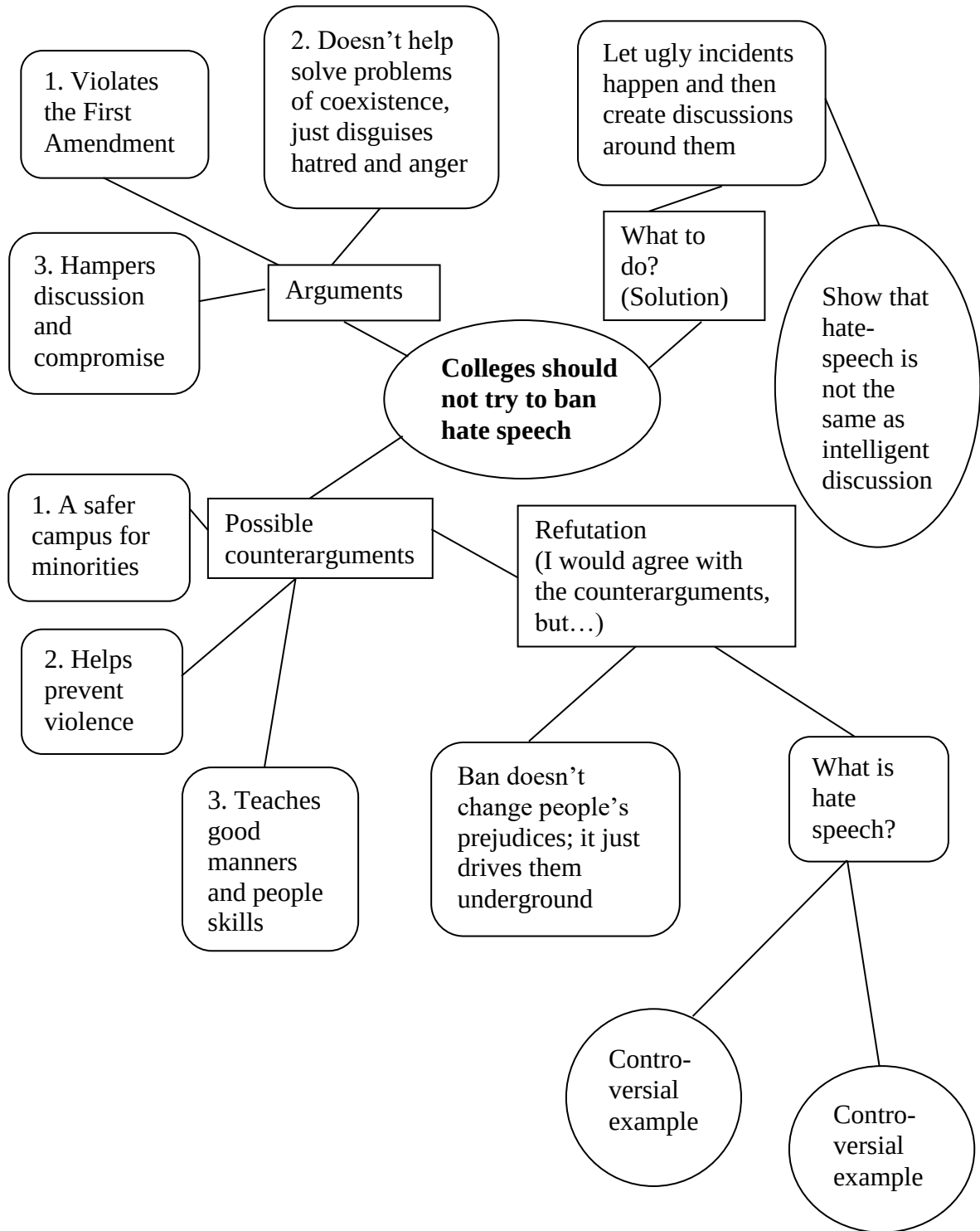
**Mark the difference between idea mapping (A) and tree diagramming (B). Do you see any?**

Topic: *Hate speech*

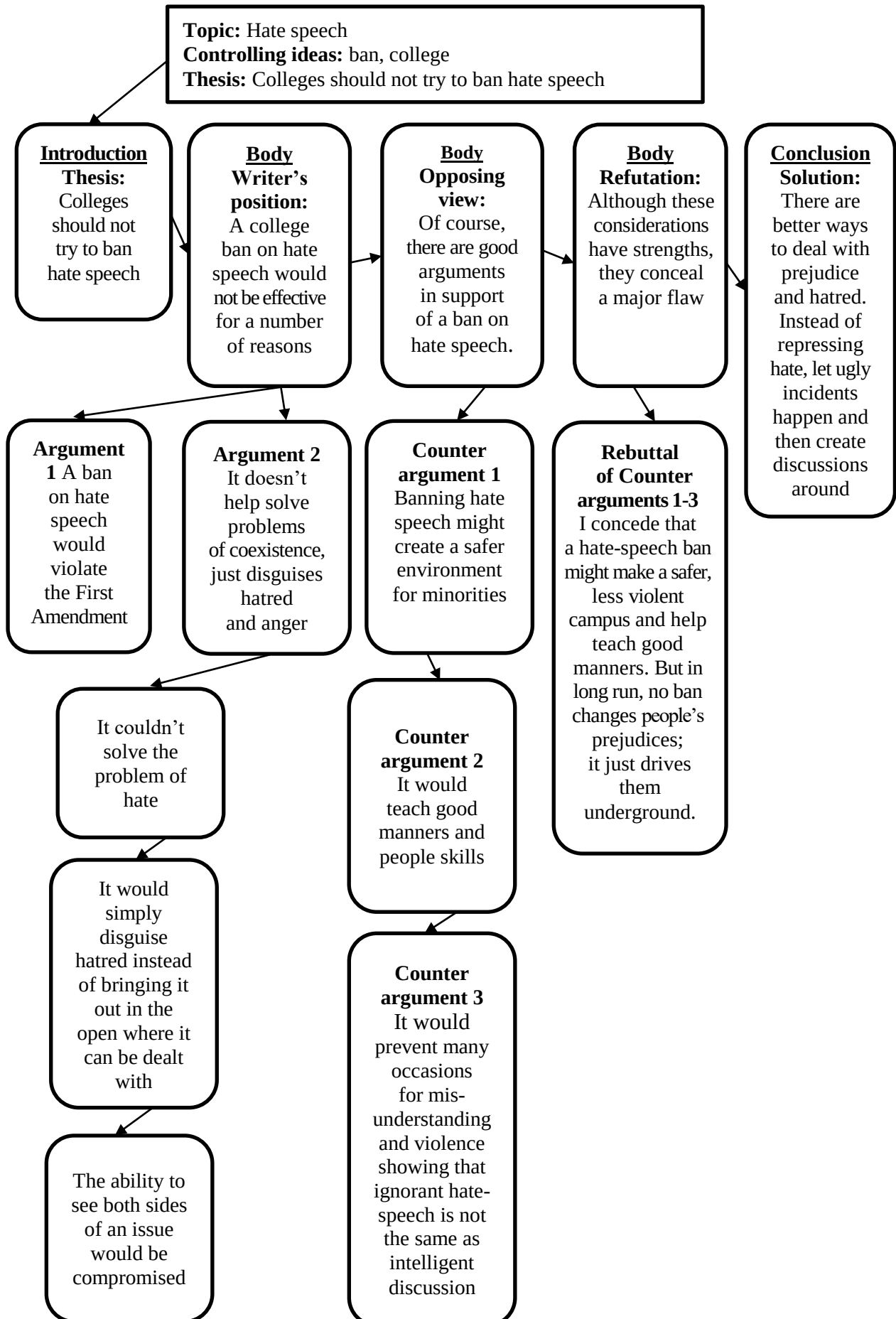
Controlling ideas: *Ban; College*

Thesis: *Colleges should not try to ban hate speech.*

## A) Idea Map



## B) Tree Diagram



The same argument displayed in the classical argument form would look like this:

I strongly believe **colleges should not try to ban hate speech** for a number of reasons. Apart from that a ban on hate speech would violate the First Amendment, it couldn't solve the problem of hate. It wouldn't allow people to understand and hear each other's anger but simply disguise hatred instead of bringing it out in the open where it can be dealt with. The ability to see both sides of an issue would be compromised. Of course, there are good arguments in support of a ban on hate speech. Banning hate speech might create a safer environment for minorities and prevent many occasions for misunderstanding and violence. It would teach good manners and people skills showing that ignorant hate-speech is not the same as intelligent discussion. Still, although these considerations have strengths, they conceal a major flaw. I concede that a hate-speech ban might make a safer, less violent campus and help teach good manners. But in long run, no ban changes people's prejudices; it just drives them underground. There are better ways to deal with prejudice and hatred. Instead of repressing hate, let ugly incidents happen and then create discussions around them.

(195 words)

### **FOLLOW UP**

**Working independently, choose one topic from your ideas inventory and brainstorm it for controlling ideas. Formulate the thesis. Do research if necessary and make up a tree diagram (see the Supplement for the *Tree Diagram* template).**

## UNIT 2. THE RHETORICAL TRIANGLE

**Of the modes of persuasion furnished by the spoken word, there are three kinds.**

**The first kind depends on the personal character of the speaker;  
the second on putting the audience into a certain frame of mind; the third on the proof  
(provided by the words) of the speech (itself)**

*Aristotle*

### 2.1. THE RHETORICAL TRIANGLE: LOGOS, ETHOS, PATHOS

Before looking at the way arguments are structured, we should recognize that arguments occur within a social context. They are produced by writers or speakers who are addressing an audience – a relationship that can be visualized as a triangle with points labeled message, writer, and audience. In composing an effective argument, writers must concern themselves with all three elements of this “rhetorical triangle.” As we will see later, when you alter one point of the triangle (for example, you change the audience for whom you are writing or you reimagine the role you want to take as a writer – switching, say, from sarcasm to sympathy), then you may also need to restructure the message itself.

The rhetorical triangle’s focus on message, writer, and audience relates also to the three kinds of persuasive appeals identified by classical rhetoricians: logos, ethos, and pathos.

**Logos** (Greek for “word”) refers to the internal consistency of the message – the clarity of its claim, the logic of its reasons, and the effectiveness of its supporting evidence. The impact of logos on an audience is sometimes called the argument’s logical appeal.

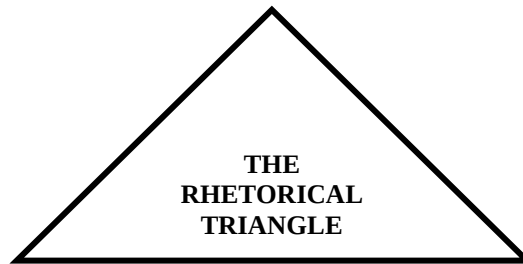
**Ethos** (Greek for “character”) refers to the trustworthiness or credibility of the writer or speaker. Ethos is often conveyed through the tone and style of the message and through the way the writer or speaker refers to differing views. It can also be affected by the writer’s reputation, as it exists independently from the message – his or her expertise in the field and previous record of integrity. The impact of ethos is often called the argument’s “ethical appeal” or the “appeal from credibility.”

Our third term, **pathos** (Greek for “suffering” or “experience”), is often associated with emotional appeal. But a better equivalent might be “appeal to the audience’s sympathies and imagination.” An appeal to pathos causes an audience not just to respond emotionally, but to identify with the writer’s point of view – to feel what he or she feels. In this sense, pathos evokes a meaning implicit in the verb to “suffer” – to feel pain imaginatively, as in “I suffer whenever I think about the homeless.” Perhaps the most common way of conveying a pathetic appeal is through narrative or story, which can turn the abstractions of logic into something palpable and present. The values, beliefs, and understandings of the writer are implicit in the story and conveyed imaginatively to the reader. Pathos thus refers to both the emotional and the imaginative impact of the message on an audience, the power with which the rhetor’s message moves the audience to decision or action.

Using the rhetorical triangle, we can create a checklist of questions that can help to write a plan, draft, and revise an argument. As the checklist suggests, writers should consider ways to make their messages as logically sound and developed as possible, but they should also take care to link their arguments to the values and beliefs of the audience and to convey an image of themselves as credible and trustworthy.

(**Message:** How can I make the argument internally consistent and logical?  
How can I find the best reasons and support them with the best evidence?)

**LOGOS**



**PATHOS**

(**Audience:** How can I make the reader open to my message? How can I best appeal to my readers' values and interests? How can I engage my reader emotionally and imaginatively?)

**ETHOS**

(**Writer or Speaker:** How can I present myself effectively? How can I enhance my credibility and trustworthiness?)

A related rhetorical concept, connected to appeals of logos, ethos, and pathos, is that of **kairos**, from the Greek word for “right time”. This concept suggests that for an argument to be persuasive its timing must be effectively chosen and its tone and structure in right proportion or measure. You may have had an experience of composing an argumentative email and then hesitating before clicking the send-button. Is this the right moment for this message? This attentiveness to the unfolding of time is what is called kairos.

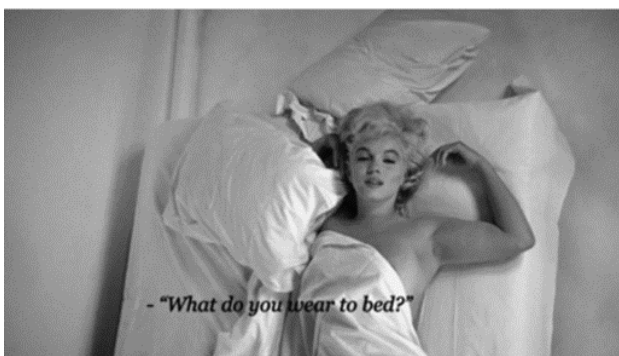
### **2.1.1. Logos, Ethos, Pathos, and Kairos as Rhetorical Appeals**

One of the most powerful ways to appeal to your audience is to use photos or images. When images are used well, they create powerful appeal, that's why they are widely used in advertising. Depending on the intended audience, ads can have the prevailing kind of appeal: logical, pathetic, or ethical.

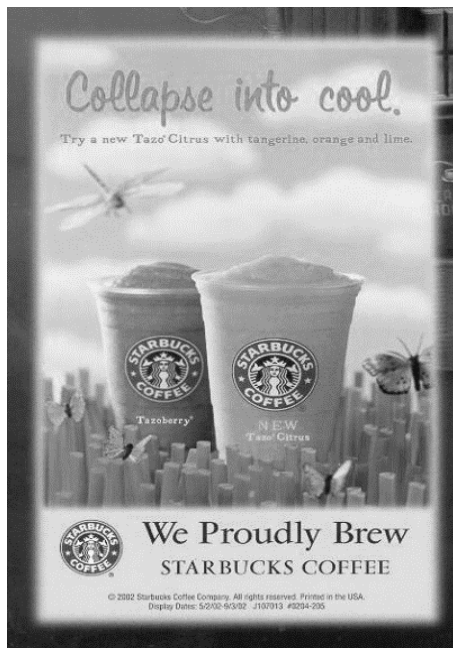
#### **FOLLOW UP**

**In groups or in pairs, consider the following examples of commercial advertising posters. Discuss the questions:**

1. Which appeal is stronger in each of the ads: appeal to logos, ethos, or pathos? Why do you think so? Explain your point of view.
2. Analyze each ad in more detail in terms of logos, ethos, and pathos. Answer the following questions about each ad. In your opinion, is this ad successful from the commercial point of view? Does it sell? Which type of appeal contributes to its success? Or is it a commercial failure? Why? If there is something wrong about this ad, what is it? Which kind of appeal didn't succeed – logos, ethos, or pathos? If you doubt your conclusions, you can refer to the reference note about these ads.
3. Account for the intended audience of these ads. How does the balance between logos, ethos, and pathos refer to a particular audience?
4. Find your own examples of successful ads and failure ads and explain the correlation between logos, ethos, and pathos in them.







### Reference note for the ads:

1. German skincare brand Nivea created an advert for its invisible deodorant range in 2007. But then they had to remove the ad and apologize. Why?
2. Burger King is trying to sell its new “Super Seven Incher” in this ad, however the design of this could be called into question. Is it a successful ad?
3. Actress Angelina Jolie used to be the official face of U.S. luxury knitwear maker St. John, but the company decided to break this contract. Can you think why?
4. Screen icon Marilyn Monroe famously said in an interview in 1952 that she wore “five drops of Chanel No. 5” and nothing else in bed. This quote was used to advertise this perfume. Is it a smart move to use the image of a non-living person in advertising?
5. David Beckham has stripped to his underwear for Giorgio Armani’s international billboard campaign. Who is the intended target audience?
6. In India, a shop-owner decided to give the name of Hitler to his brand. He explained later on that he didn’t know who Hitler was, mentioning that this was his Grandpa’s nickname. Didn’t he really know anything about Hitler?
7. “I’d Hit It!” means to have sex with a girl (in teenage slang). Can you guess what reaction from the teenage audience this ad of a cheeseburger invoked?
8. The ad says: “Be caught dead in Superette”. This campaign for high fashion store Superette raises questions: is it provoking or stupid?
9. In 2002, Starbucks released this ad. What about kairos? Many people associated this ad with the 9/11 catastrophe, because of the 1) two cups, 2) zooming dragonfly, and 3) ad copy “Collapse into Cool”. Was Starbucks poking fun? (or just really that ignorant?)
10. H&M introduced an ad that featured a black child donning a sweatshirt with the words “coolest monkey in the jungle” in 2018. What was the company’s motivation?

## UNIT 3. THE LOGICAL STRUCTURE OF THE ARGUMENT

**First, use your logic, and then your rhetoric;  
rhetoric without logic is like a tree with leaves and blossoms, but no root.**

*John Selden*

### 3.1 THE ROLE OF ASSUMPTIONS

As you will recall from our discussion of the rhetorical triangle, *logos* refers to the strength of an argument's support and its internal consistency. *Logos* is the argument's logical structure. But what do we mean by "logical structure" of an argument? First of all, what we don't mean by logical structure is the kind of precise certainty you get in a philosophy class in formal logic. Logic classes deal with symbolic assertions that are universal and unchanging, such as "If all *ps* are *qs*, and if *r* is a *p*, then *r* is a *q*."

Real-world arguments are not grounded in abstract, universal statements. Rather, as we shall see, they must be grounded in beliefs, assumptions, or values granted by the audience. A second important difference is that in real-world arguments, these beliefs, assumptions, or values are often unstated. So long as writer and audience share the same assumptions, it's fine to leave them unstated. But if these underlying assumptions aren't shared, the writer has a problem. To illustrate the nature of this problem, consider one of the arguments we introduced previously: The public should not support marine parks because they stressfully separate dolphins and orcas from their natural habitat.

On the face of it, this is a plausible argument. But the argument is persuasive only if the audience agrees with the writer's assumption that it is wrong to separate wild animals from their natural habitats. What if you believed that confinement of wild animals is not always harmful or stressful to the animals, that the knowledge derived from the capture of wild animals enables humans to preserve the natural environment for these animals, and that the benefits to be gained from the captivity of a small number of wild animals outweigh the animals' loss of freedom? If this were the case, you might believe that marine parks have positive consequences so long as they strive to provide humane conditions for the animals, with minimal stress. If these were your beliefs, the argument wouldn't work for you because you would reject the underlying assumption. To persuade you with this line of reasoning, the writer would have to defend this assumption, showing why it is unwise or unethical to remove animals from their free and wild conditions.

### 3.2 THE INITIAL ENTHYMEME (CLAIMS, STATED REASONS, UNSTATED ASSUMPTIONS)

The previous core argument ("The public should not support marine parks because they stressfully separate dolphins and orcas from their natural habitat") is what the Greek philosopher Aristotle would call an enthymeme.

An **enthymeme** is an incomplete logical structure that depends, for its completeness, on one or more unstated assumptions (values, beliefs, principles) that serve as the starting point of the argument. The successful arguer, said Aristotle, is the person who knows how to formulate and develop enthymemes so that the argument is rooted in the audience's values and beliefs. The word enthymeme comes from the Greek *en* (meaning "in") and *thumos* (meaning "mind"). Listeners or readers must have in mind an assumption, belief, or value that lets them willingly supply the missing premise. If the audience is unwilling to supply the missing premise, then the argument fails. Our point is that successful arguments depend both on what the arguer says and on what the audience already has "in mind."

To clarify the concept of enthymeme, let us go over this same territory again more slowly, examining what we mean by "incomplete logical structure." The sentence "The public should not support marine parks because they stressfully separate dolphins and orcas from their natural

habitat” is an enthymeme. It combines a claim (The public should not support marine parks) with a reason expressed as a because-clause (because they stressfully separate dolphins and orcas from their natural habitat). To render this enthymeme logically complete, you must supply an unstated assumption – in this case, that it is wrong to separate wild animals from their natural environments. If your audience accepts this assumption, then you have a starting place on which to build an effective argument. If your audience doesn’t accept this assumption, then you must supply another argument to support it, and so on until you find common ground with your audience.

To sum up:

1. When you write an argument, your task is to take a position on the issue and to support it with reasons and evidence. The claim of your essay is the position you want your audience to accept. To put it another way, your claim is your essay’s thesis statement, a one-sentence summary answer to your issue question. Your task, then, is to make a claim and support it with reasons.

2. A because clause attached to a claim is an incomplete logical structure called an enthymeme. To create a complete logical structure from an enthymeme, the unstated assumption (or assumptions) must be articulated.

3. To serve as an effective starting point for the argument, this unstated assumption should be a belief, value, or principle that the audience grants.

Let us illustrate this structure by putting the previous example into schematic form.

TOPIC: Marine parks

CLAIM: The public should not support marine parks

REASON: because they stressfully separate dolphins and orcas from their natural habitat.

INITIAL ENTHYMEME: The public should not support marine parks because they stressfully separate dolphins and orcas from their natural habitat.

UNSTATED ASSUMPTION: It is wrong to separate animals from their natural habitats.

## **FOLLOW UP**

**1. Develop the claims to complete enthymemic arguments. Make your unstated assumptions explicit.**

*E.g.:*

CLAIM: We shouldn’t elect Joe as committee chair.

STATED REASON: because he is too bossy.

INITIAL ENTHYMEME: We shouldn’t elect Joe as committee chair because he is too bossy.

UNSTATED ASSUMPTION: People who are too bossy make poor committee chairs.

CLAIM: Rabbits make good pets.

STATED REASON: because they are gentle.

INITIAL ENTHYMEME: Rabbits make good pets because they are gentle.

UNSTATED ASSUMPTION: Gentle animals make good pets.

1. Rabbits make bad pets.
2. Karate class is good for children.
3. Karate class is bad for children.
4. Airport screeners should use racial profiling.
5. Racial profiling should not be used by airport screeners.
6. Welfare benefits for long families should be eliminated.
7. Welfare benefits for long families should not be eliminated.
8. Modelling is a good career for men.
9. Modelling is not a good career for men.
10. Drinking coffee is a good habit.
11. Drinking coffee is a bad habit.
12. Veganism can do you good.
13. Veganism can harm your health.
14. Plus size models are ridiculous.

15. Plus size models are inspiring.
16. Beauty contests are a positive thing.
17. Beauty contests are a negative thing.
18. Equal representation of genders in political office is important.
19. Equal representation of genders in political office is unimportant.
20. The minimum wage should be raised.
21. The minimum wage should be lowered.
22. The Olympic Games is a waste of money.
23. The Olympic Games is not a waste of money.
24. Standardized testing is effective.
25. Standardized testing is not effective.
26. Recycling should be mandatory.
27. Recycling should not be mandatory.
28. The rights of artists and writers must be protected on the Internet.
29. Creative content must be free on the Internet.
30. Home schooling is an alternative.
31. Home schooling is not good for children.

### 3.3 THE TOULMIN SCHEME

Understanding a new field usually requires us to learn a new vocabulary. Luckily, the field of argument requires us to learn a mere handful of new terms. A particularly useful set of argument terms comes from philosopher Stephen Toulmin. In the 1950s, Toulmin rejected the prevailing models of argument. The system we use for analyzing arguments combines Toulmin's terminology with Aristotle's concept of the enthymeme. We simply need to add a few key terms from Toulmin.

The first term is **warrant**, the name we will now use for the underlying assumption that turns an enthymeme into a complete, logical structure. Toulmin derives his term warrant from the concept of "warranty" or "guarantee." The warrant is the value, belief, or principle that the audience has to hold if the soundness of the argument is to be guaranteed or warranted. Thus the warrant – once accepted by the audience – "guarantees" the soundness of the argument.

But arguments need more than claims, reasons, and warrants. These are simply one-sentence statements – the frame of an argument, not a developed argument. To give body and weight to our arguments and make them convincing, we need what Toulmin calls grounds and backing. Grounds are the supporting evidence that causes an audience to accept your reason. Grounds are facts, data, statistics, causal links, testimony, examples, anecdotes – the blood and muscle that flesh out the skeletal frame of your enthymeme.

Let's refer to the example from the previous section:

CLAIM: The public should not support marine parks

REASON: because they stressfully separate dolphins and orcas from their natural habitat.

The WARRANT here is our unstated assumption: It is wrong to separate wild animals from their habitat.

The GROUNDS that support the reasons will be represented by the evidence showing stressful difference between dolphin and orca behavior in the wild and in captivity:

- In the wild, dolphins and orcas swim in pods, dolphins around forty miles a day, and orcas around sixty miles a day, in the open ocean whereas marine park tanks provide only a tiny fraction of that space.
- Evidence that separation from their family members and pods in their natural habitats creates emotional distress that can't be remedied by the presence of randomly selected other dolphins and orcas in these marine parks.
- Statistics that the stress caused by confinement and the echoes and noise of concrete pools, audiences, and music often results in the animals needing medication.
- Statistics that show that dolphins and orcas don't live as long in captivity as in their natural habitat.

Backing is the argument that supports the warrant. It may require no more than one or two sentences or as much as a major section in your argument. Its goal is to persuade the audience to accept the warrant. In our example, the backing that supports the warrant: “It is wrong to separate wild animals from their natural habitats” will be the following:

BACKING: Arguments showing why it is unwise, unethical, or otherwise wrong to separate wild animals from their natural environments:

- Examples of wild animals (those in aquariums and zoos) that do not thrive in artificially constructed environments, that don’t live long, or that suffer psychological stress from confinement.
- An ecological argument about the beauty of animals in the wild and of the complexity of the natural webs of which animals are a part.
- A philosophical argument that humans shouldn’t treat animals as instruments for their own enjoyment or profit.

Toulmin’s system next asks us to imagine how a resistant audience would try to refute our argument. Specifically, the adversarial audience might challenge our reason and grounds by arguing that dolphins in captivity are not as stressed as we claim (evidence provided by veterinarians, caretakers, or animal trainers verifying that most dolphins in captivity are in good health). Or the adversary might attack our warrant and backing by showing how the captivity of some wild animal might save the species from extinction or how animals are often saved from illness and predators by caring humans. An adversary might attack our philosophical or spiritual arguments by saying that the same reasoning, taken to its logical conclusion, would eliminate zoos and require all humans to become vegetarians or vegans. An adversary might even argue that dolphins enjoy being with humans and have the same capacity to be animal companions as dogs or cats. In the case of the argument opposing dolphins in captivity, an adversary might offer one or more of the following rebuttals.

POSSIBLE CONDITIONS OF REBUTTAL (A skeptic can attack the reason and the grounds):

- Argument that these programs must observe strict accreditation standards for animal welfare, health, and education.
- Marine parks exercise dolphins’ and orcas’ intelligence and abilities, and build on their natural behaviors.
- Many dolphins and orcas have been bred in captivity, so they aren’t “wild.”
- The education and entertainment provided by marine parks promote public concern for dolphins and orcas.

POSSIBLE CONDITIONS OF RUBBUTAL (a skeptic can attack the warrant and the backing):

- The natural habitat is not always the best environment for wild animals.
- Captivity may actually preserve some species.
- Scientists have been able to conduct valuable studies of dolphins and learn more about orcas in captivity, which would have been impossible in the wild.

Toulmin’s final term, used to limit the force of a claim and indicate the degree of its probable truth, is **qualifier**. The qualifier reminds us that real-world arguments almost never prove a claim. We may say things such as *very likely*, *probably*, or *maybe* to indicate the strength of the claim we are willing to draw from our grounds and warrant. For example, you might say, “Except for limited cases of scientific research, dolphins and orcas should not be held in captivity.”

To sum it up:

Toulmin Argumentation is a model of argument which suggests six parts in any argumentative text. The first triad of his model consists of three basic elements:

1. The **claim** is the proposition or assertion an arguer wants another to accept. There are three basic types of claims:

- *fact*: claims which focus on empirically verifiable phenomena
- *judgment / value*: claims involving opinions, attitudes, and subjective evaluations of things
- *policy*: claims advocating courses of action that should be undertaken

2. **Grounds** refers to the proof or evidence an arguer offers. Grounds can be based on:

- *evidence*: facts, statistics, reports, or physical proof,
- *source credibility*: authorities, experts, celebrity endorsers, a close friend, or someone's say-so
- *analysis and reasoning*: reasons may be offered as proof

3. The **warrant** is the inferential leap that connects the claim with the grounds.

The warrant is typically implicit (unstated) and requires the listener to recognize the underlying reasoning that makes sense of the claim in light of the grounds. The warrant performs a “linking” function by establishing a mental connection between the grounds and the claim. Warrants can be based on:

- *ethos*: source credibility, authority
- *logos*: reason-giving, induction, deduction
- *pathos*: emotional or motivational appeals
- *shared values*: free speech, right to know, fairness, etc.

(Note: these categories are not mutually exclusive, there is considerable overlap among the three)

Toulmin says that the weakest part of any argument is its weakest warrant. Remember that the warrant is the link between the grounds and the claim. If the warrant isn't valid, the argument collapses. Therefore, it is important to have strong, valid warrants.

The second triad of the Toulmin model involves three additional elements:

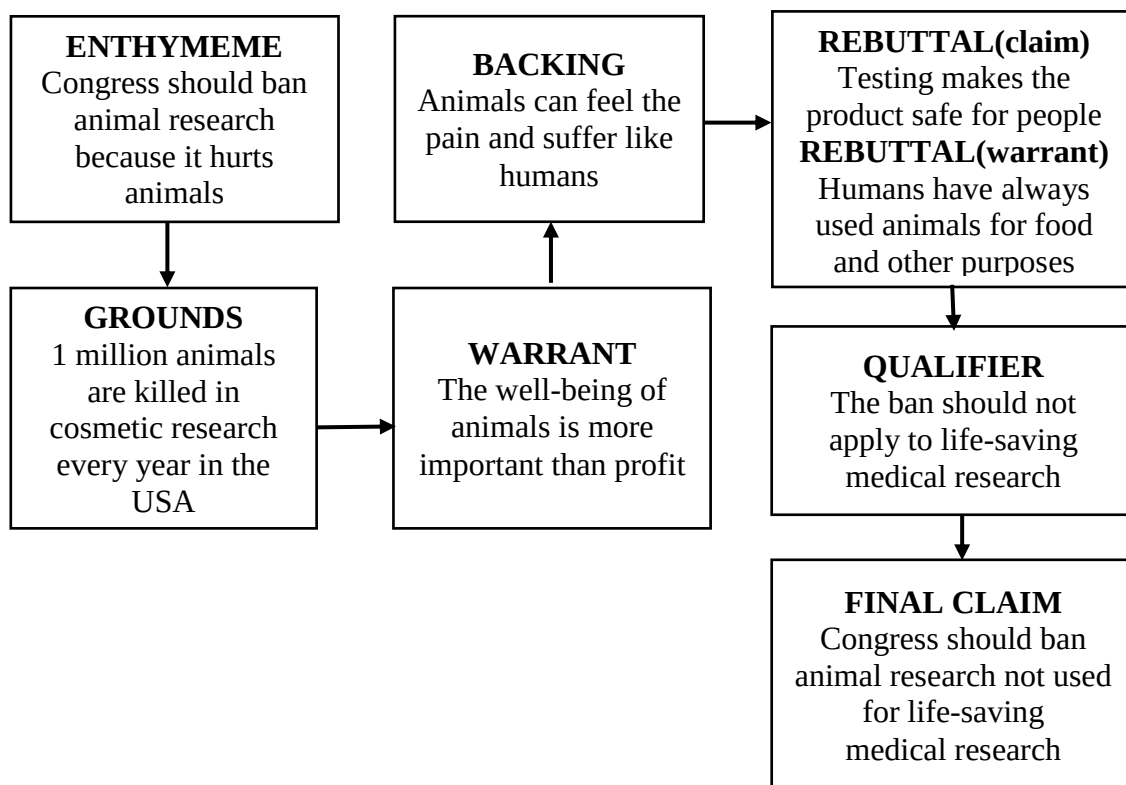
4. **Backing** provides additional justification for the warrant. It usually consists of evidence to support the type of reasoning employed by the warrant.

5. The **qualifier** states the degree of force or probability attached to the claim. It shows how sure the arguer is about their claim.

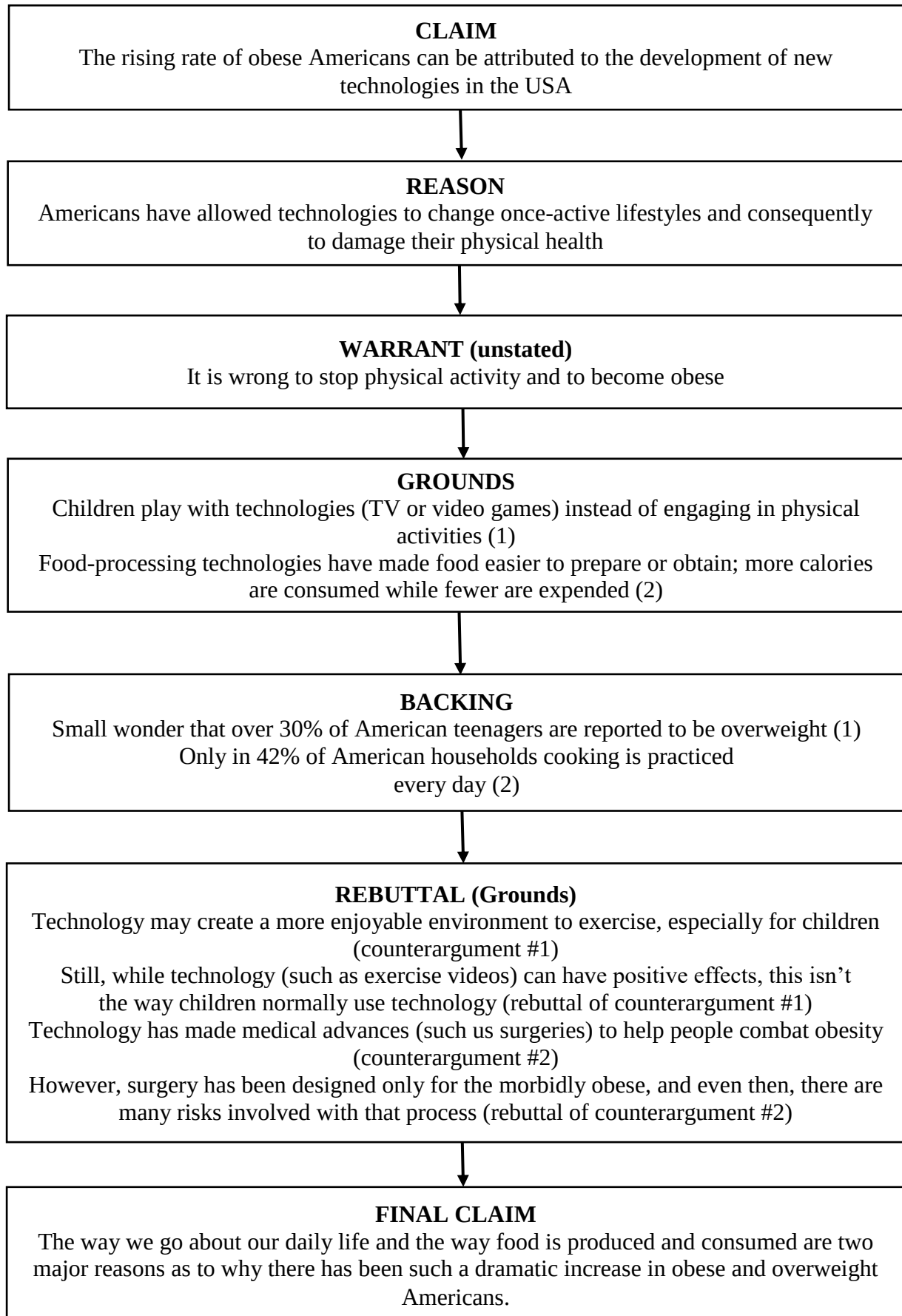
6. The **rebuttal** acknowledges exceptions or limitations to the argument. It admits to those circumstances or situations where the argument would not hold.

**How does it work in the context? Consider the following samples.**

1.



2.



## **FOLLOW UP**

**1. The passage below is a short piece arguing in support of a US “junk food tax.” Read it carefully and identify the different parts of the Toulmin model.**

### **The Junk Food Tax Should Be Introduced**

With the alarming rise in obesity rates among Americans in the past few decades, numerous debates have arisen over how (or if) public policy should be changed to help improve this trend. One promising strategy, already adopted by seven states, has been to try and deter consumers from purchasing unhealthy foods through a tax on soda, or sugary drinks, and junk food (Lohman, 2002). These taxes address the issue that Americans today are consuming almost 20% more calories than they did in the early 1980's, and those calories are coming from increasingly less-healthy sources, mainly high-fat and high-sugar processed foods (USDA, 2002). Furthermore, processed foods and drinks are increasingly more affordable than the fruits, vegetables, and whole grains needed to sustain a healthy diet (Marsh, 2011). Assuming that cost is a more pertinent factor of food choice than personal taste, increasing the price of soda and junk food through taxes, while using that revenue to subsidize unprocessed fruits and vegetables would entice consumers to choose healthier products as they become more affordable than their unhealthy counterparts.

There is evidence to suggest that cost, more so than preference, influences purchasing choices. A year after New York increased cigarette taxes from \$1.25 to \$2.75, smoking rates dropped by 12% to a historic low (Harutyunyan, 2009). Although some might argue that smoking is more of a lifestyle choice than eating, it is rather the choice of what foods to eat which will hopefully be affected in the long run. Additionally, this tax might hurt those in areas with little access to fresh produce and whole grains, such as in low-income urban areas; therefore the “junk food tax” would only work if healthy food choices are made not only affordable but easily available to low-income consumers through the use of subsidies (Marsh, 2011). However, if precautions are taken to ensure equal access to healthy food among all citizens, then using the “carrot” of subsidized healthy food and nutrition education along with the “stick” of a food tax, the typical American diet can – and should – be changed for the better.

#### **References:**

1. Harutyunyan, R. (June 6, 2009). “Cigarette Tax Increase Lowered NY Smoking Rates.” *EmaxHealth*. Retrieved from <http://www.emaxhealth.com/2/58/31581/cigarette-tax-increase-lowered-ny-smoking-rates.html>
2. Lohman, J. (2002). Taxes on junk food. Washington DC: Office of Legislative Research. <http://www.cga.ct.gov/2002/olrdata/fin/rpt/2002-r-1004.htm>
3. Marsh, B. (July 23, 2011). “Bad Food? Tax It, and Subsidize Vegetables.” *The New York Times*. Retrieved from <http://www.nytimes.com/2011/07/24/opinion/sunday/24bittman.html?pagewanted=all>
4. US Department of Agriculture (2002). Profiling food consumption in America. In *Agriculture Factbook: 2001-2002*. Retrieved from <http://www.usda.gov/factbook/chapter2.htm>

- 1) What is the author’s claim in this piece?
- 2) Where does the author present evidence in this piece?
- 3) What is the warrant in this piece? Is it stated explicitly?
- 4) Where does the author present backing for her warrant?
- 5) Does the author rebut possible counterarguments?
- 6) How does the author qualify her claim?
- 7) How would you judge the quality of this argument? Do you think that the author provided strong evidence which is supported by the warrant and backing? How well did the author address possible counterarguments and qualify her claim?

**2. The paragraphs below have been scrambled. Decide which element of the Toulmin model these sentences could be.**

**Claim:**

**Ground:**

**Warrant:**

**Backing:**

**Rebuttal:**

**Qualifier:**

**Conclusion (reiteration of claim):**



**A)**

1. Time mismanagement is the root of poor academic performance at college.
2. So, time mismanagement is the root of freshmen's poor academic performance at college.
3. It took me almost 2 hours to write this assignment. I ate, used Facebook, and talked to my roommate while writing this. If I had finished earlier, I would have more time for other homework.
4. Freshmen are not used to live by themselves and have too many distractions on campus.
5. Of course, there could be other reasons for poor academic performance such as lack of motivation or part-time jobs. But (1) lack of motivation seems to go hand in hand with time mismanagement, and (2) I personally know only 2 students working part-time, and they both perform relatively well.
6. Mostly true for freshmen
7. Many freshmen are not used to managing time well and end up wasting too much time on less important activities.

**B)**

1. Because pregnant athletes have an unfair advantage.
2. All athletes should have equal conditions.
3. Secretion of the hormone progesterone in the third month of pregnancy increases the heartbeat and the aerobic capacity causing the natural doping effect. The International Athletic Code prohibits the use of doping.
4. Pregnant athletes should not participate in competitions.
5. Of course, pregnancy is a natural condition and has nothing to do with artificial chemical stimulants. But planning a pregnancy exceptionally to have a competitive advantage hurts the physical health and morale of a sportswoman.
6. So, pregnant athletes should not participate in competitions beginning with the third month.
7. This is true for the second trimester

**C)**

1. Teachers in schools are among the lowest earners, yet they perform a vital service.
2. Teachers' salaries should be raised commensurate with their skill and qualification.
3. Surveys place teacher salaries near the bottom of all white-collar professions, and a salary comparison shows that teachers earn less than most city employees.
4. Many teachers fail to meet basic educational standards.
5. Secondary school teachers' salaries should be increased at least by 30 %.
6. Teachers that do not foster students' success should not be paid more.
7. Those performing vital social services like teachers or paramedics or firefighters should be paid reasonably.

**3. Now, try a bit more complicated sample:**

**Claim:**

**Ground 1:**

**Warrant 1:**

**Ground 2:**

**Warrant 2:**

**Ground 3:**

**Warrant 3:**

**Counterclaim:**

**Rebuttal:**

1. Because cars are the largest source of private, as opposed to industry produced, air pollution switching to hybrid cars should have an impact on fighting pollution.
2. Cars generally have a long lifespan, meaning that a decision to switch to a hybrid car will make a long-term impact on pollution levels.
3. Hybrid cars combine a gasoline engine with a battery-powered electric motor.

4. This combination of technologies means that less pollution is produced. According to ineedtoknow.org, “the hybrid engine of the Prius, made by Toyota, produces 90 percent fewer harmful emissions than a comparable gasoline engine.”

5. Instead of focusing on cars, which still encourages a culture of driving even if it cuts down on pollution, nations should focus on building and encouraging use of mass transit systems.

6. Hybrid cars are an effective strategy to fight pollution.

7. Driving a private car is a typical citizen’s most air polluting activity.

8. While mass transit is an environmentally sound idea that should be encouraged, it is not feasible in many rural and suburban areas, or for people who must commute to work; thus hybrid cars are a better solution for much of the nation’s population.

9. Each vehicle produced is going to stay on the road for roughly 12 to 15 years.

**4. Working individually, develop 1 of the following topics into a claim of your own with stated reasons to complete enthymemic arguments. Write a micro-Toulmin on the basis of your enthymeme, following the algorithm below.**

|                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Claim</b> (thesis, assertion, position) + <b>reasons</b> | Time mismanagement is the root of poor academic performance at university because freshmen are not used to living by themselves and have so many distractions.                                                                                                                                                                                                                                                                        |
| <b>Grounds</b> (support)                                    | 1) Examples of how life on one’s own is different from living with parents (parents manage their children’s time, they wake them up, remind them about their plans), 2) examples of distractions of students’ life (even if students continue living with parents, still there are so many new activities, new friends, new places, part-time jobs...)                                                                                |
| <b>Warrant</b> (major assumption, values, beliefs)          | When you are a student, academic performance is your top priority and the main merit of your success.                                                                                                                                                                                                                                                                                                                                 |
| <b>Backing</b> (facts, statistics, expertise, etc.)         | Examples proving that academic success and ability to manage time are connected with future life and career.                                                                                                                                                                                                                                                                                                                          |
| <b>Counterarguments and Rebuttal</b>                        | <b>Rebuttal (claim):</b> There could be other reasons for poor academic performance such as lack of motivation. But (1) lack of motivation seems to go hand in hand with time mismanagement.<br><b>Rebuttal (warrant):</b> good marks and strict organization are not always important, there are examples of bad achievers who managed to become successful later. But (2) these are few examples which don’t apply to the majority. |
| <b>Qualifier</b> (limitations)                              | Mostly true for freshmen who start living on their own.                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Conclusion (reiteration of claim)</b>                    | So, time mismanagement is the root of freshmen’s poor academic performance at university.                                                                                                                                                                                                                                                                                                                                             |

1. Mobile phone and gargets at school: should they be banned or not?

2. School uniform: restriction of self-expression or a part of social unity?

3. Higher education as it is: is it really a must nowadays?

4. Should dog owners face severe legal action if their dog bites someone?

5. Job and career: long hours and more money or fixed hours with less money but more time to spend on your family and hobbies?

6. Smoking in public places: is there anything wrong with smoking wherever I want?

7. Cohabitation instead of official marriage: what’s in it for a girl?

8. English as a world language: cultural imperialism or everybody’s convenience?

9. ...

## UNIT 4. USING EVIDENCE IN ARGUMENTS

**The design of rhetoric is to remove those prejudices that lie in the way of truth;  
to reduce the passions to the government of reasons;  
to place our subject in a right light, and excite our hearers to a due consideration of it.**

*Mary Astell*

Evidence is all the verifiable data and information a writer might use to support their argument. In Toulmin's terms, evidence is a part of the grounds and backing of an argument in support of reasons and warrants. Writers have numerous options for the kinds of evidence they can use in an argument, including personal experience, observations, interviews, questionnaires, research findings from primary or secondary sources found in libraries, databases, or the Internet. We focus on four categories of evidence:

1. data from **personal experience** – either from memory or from observation;
2. data from **interviews, surveys, and questionnaires**;
3. **numerical or statistical** data;
4. data from **reading and research**.

### 4.1 EVIDENCE FROM PERSONAL EXPERIENCE

Your own life can be the source of supporting evidence in many arguments. Personal narratives can illustrate important points or underscore the human significance of your issue. Such stories build bridges to readers, who often find personal experience more engaging and immediate than dry lists of facts or statistics. Moreover, when readers sense a writer's personal connection to an issue, they are more likely to find the writer's position credible.

#### **Using Personal Experience Data Collected from Memory**

Many arguments can be supported extensively, even exclusively, by data recalled from memory. Here, for example, is how a student from a small Montana town used her memories to support the claim "Small rural schools provide a quality education for children."

An advantage of small rural schools is the way they create in students a sense of identity with their communities and a sense of community pride. When children see the active support of the community toward the school, they want to return this support with their best efforts. I remember our Fergus Grade School Christmas programs. Sure, every grade school in Montana has a Christmas program, but ours seemed to be small productions. We started work on our play and songs immediately after Thanksgiving. The Fergus Community Women's Club decorated the hall a few days before the program. When the big night arrived, the whole community turned out, even Mr. and Mrs. Schoenberger, an elderly couple. I and the eleven other students were properly nervous as we performed our play, "A Charlie Brown Christmas." As a finale, the whole community sang carols and exchanged gifts. One of the fathers even dressed up as Santa Claus. Everyone involved had a warm feeling down inside when they went home.

The community bonding described in this paragraph – the father playing Santa Claus, the attendance of the elderly couple, the communal singing of Christmas carols – supports the writer's stated reason that small rural schools help students feel an identity with their communities.

#### **Using Personal Experience Data Collected from Observations**

For other arguments, you can gather evidence through personal observations. For example, suppose you favored installing a traffic light at a dangerous pedestrian crossing. You might give an account of a near miss you had at the crossing. Better yet, you could spend a couple of afternoons at the intersection counting cars, observing pedestrian behavior, taking note of dangerous situations, timing how long it takes to cross the street, and so forth. These could then become persuasive data for an argument like the one that follows.

The intersection at 5th and Montgomery is particularly dangerous. Traffic volume on Montgomery is so heavy that pedestrians almost never find a comfortable break in the flow of cars. On April 29, I watched fifty-seven pedestrians cross this intersection. Not once did cars stop in both directions before the pedestrian stepped off the sidewalk onto the street. Typically, the pedestrian had to move into the street, start tentatively to cross, and wait until a car finally stopped. On fifteen occasions, pedestrians had to stop halfway across the street, with cars speeding by in both directions, waiting for cars in the far lanes to stop before they could complete their crossing.

### **FOLLOW UP**

**Give a piece of advice in the form of an micro-argument based on your own experience (180-200 words).** Most of your micro-theme should be devoted to use of personal experience to support the stated reason. However, also include a brief passage supporting the implied warrant for your chosen enthymeme. The opening sentence of your micro-theme should be an initial enthymeme which you formulate by adding a reason to a claim and which serves as the thesis statement for your argument. Support the stated reason with examples, and the warrant, with argumentation. Give a counterclaim(s) and rebuttal(s) if necessary.

*E.g.:* Take some money with you, for you never know when you may need it.

#### **CLAIM**

#### **REASON**

1. You should always have a bit of cash on you, not only plastic cards
2. Whenever you buy something, take the sales check and keep it for some time
3. You should always carry about your passport
4. While choosing a future career, you should take into consideration that job satisfaction is more important than money.
5. First impressions are often deceptive.
6. Life success is more about hard work than talent.
7. A friend in need is a friend indeed.
8. Social media have become a part of young people's identity nowadays.
9. Computer games make young people antisocial and isolated.
10. Try not to put decisions off until very much later
11. *Your own piece of advice*

## **4.2 EVIDENCE FROM INTERVIEWS, SURVEYS AND QUESTIONNAIRES**

### **Conducting Interviews**

Interviewing people is a useful way not only to gather expert testimony and important data, but also to learn about alternative views. To conduct an effective interview, you must first have a clear sense of purpose: Why are you interviewing the person, and what information is he or she uniquely able to provide? In turn, you need to be professional and courteous.

It's crucial that you write out all questions you intend to ask beforehand, making sure that every question is related to the purpose of your interview. (Of course, be ready to move in unexpected directions if the interview opens up new territory.) Find out as much as possible about the interviewee before the interview. Your knowledge of his or her background will help establish your credibility and build a bridge between you and your source. Be punctual and respectful of your interviewee's time.

In most cases, it is best to present yourself as a listener seeking clarity on an issue rather than as an advocate of a particular position. Except in rare cases, it is a mistake to enter into argument with your interviewee, or to indicate through body language or tone of voice an antagonism toward his or her position. During the interview, play the believing role. Save the doubting role for later, when you are looking over your notes. While conducting the interview, plan either to record it (in which case you must ask the interviewee's permission) or to take good notes. Immediately after the interview, while your memory is fresh, rewrite your notes more fully and completely.

Here is how one student used interview data to support an argument against carpeting dorm rooms.

Finally, university-provided carpets will be too expensive. According to Robert Bothell, Assistant Director of Housing Services, the cost will be \$300 per room for the carpet and installation. The university would also have to purchase more vacuum cleaners for the students to use. Altogether, Bothell estimated the cost of carpets to be close to \$100,000 for the whole campus. [Here the student writer uses interview data from Robert Bothell as evidence that university-provided carpets will be too expensive. As Assistant Director of Housing Services, Bothell has the credentials to be an authoritative source on these costs.]

### **Using Surveys or Questionnaires**

Still another form of field research data can come from surveys or questionnaires. Sometimes an informal poll of your classmates can supply evidence persuasive to a reader. A student, in an argument supporting public transportation, asked every rider on her bus one morning the following two questions:

Do you enjoy riding the bus more than commuting by car? If so, why?

She was able to use her data in the following paragraph:

Last week I polled forty-eight people riding the bus between Bellevue and Seattle. Eighty percent said they enjoyed riding the bus more than commuting by car, while 20 percent preferred the car. Those who enjoyed the bus cited the following reasons in this order of preference: It saved them the hassle of driving in traffic; it gave them time to relax and unwind; it was cheaper than paying for gas and parking; it saved them time.

More formal research can be done through developing and distributing questionnaires. Developing a good questionnaire is a task of sufficient complexity that academic disciplines devote whole courses to the topic. In general, problems with questionnaires arise when the questions are confusing or when response categories don't allow the respondent enough flexibility of choices. If you are writing an argument that depends on an elaborate questionnaire, consider checking out the book from your library on questionnaire design. A simple questionnaire, however, can be designed without formal training. Type it neatly so that it looks clean, uncluttered, and easy to complete. At the head of the questionnaire you should explain its purpose. Your tone should be courteous and, if possible, you should offer the reader some motivation to complete the questionnaire.

### **Ineffective Explanation for Questionnaire**

The following questionnaire is very important for my research. I need it back by Tuesday, January 19, so please fill it out as soon as you get it. Thanks [doesn't explain purpose; reasons for questionnaire are stated in terms of writer's needs, not audience's need].

### **More Effective Explanation**

This questionnaire is aimed at improving the quality of Dickenson Library for students and staff. It should take no more than three or four minutes of your time and gives you an opportunity to say what you presently like and don't like about the library. Of course, your responses will be kept anonymous. To enable a timely report to the library staff, please return the questionnaire by Tuesday, January 19. Thank you very much [purpose is clear; respondents see how filling out questionnaire may benefit them].

When you pass out questionnaires, you should seek a random distribution so that any person in your target population has an equal chance of being selected. Surveys lose their persuasiveness if the respondents are unrepresentative of the total population you intended to survey. For example, if your library questionnaire went only to dorm residents, then you wouldn't know how commuting students feel about the library.

### **FOLLOW UP**

- 1. Accomplish the Questionnaire on Perceptual Learning Styles (see the Supplement).**
- 2. Working in a group, analyze the results of the questionnaire and submit them in writing / present them to the audience indicating the following:**

- How many people of which background participated;
- How many respondents demonstrated adherence to each perceptual learning style (PLS);
- If there were anyone with more than one major PLS;
- If there were anyone with no major PLS at all;
- How many respondents rely on minor PLS;
- Which PLS seem(s) to be the most common in the group;
- Which PLS seem(s) to be neglected in the group;
- Whether the results may seem predictable;
- How many of those inquired can agree with their result;
- How many of those inquired can disagree with their result;
- Whatever else (information, consideration, conclusion) that may present interest from your point of view.

### **4.3 EVIDENCE FROM NUMERICAL DATA AND STATISTICS**

In this section, we explain basic forms of graphic representations – tables, line graphs, bar graphs, and pie charts – and then examine ways to use numerical data both responsibly and persuasively.

#### **Representing Numbers in Tables, Graphs, and Charts**

One of the simplest means for presenting numerical data to your audience is in a table. Halfway between a picture and a list, a table presents numerical data in columns (vertical groupings) and rows (horizontal groupings), thereby allowing us to see relationships relatively quickly.

When you read a table, avoid the temptation simply to plunge into all the numbers. After you’ve read the title and headings to make basic sense of what the table is telling you, try randomly selecting several numbers in the table and saying aloud what those numbers “mean” to be sure you understand what the table is really about.

#### **Line Graphs**

At first glance, line graphs seem significantly simpler to read than tables. A line graph achieves this simplicity by converting numerical data into a series of points on an imaginary grid created by horizontal and vertical axes, and then by connecting those points. The resulting line gives us a picture of the relationship between whatever is represented on the horizontal (X) axis and whatever is represented on the vertical (Y) axis. Although they are extremely economical, graphs can’t convey the same richness of information that tables can. They are most useful when your focus is on a single relationship.

One important advantage of expressing this relationship graphically is that you can see it dynamically, changing at different rates over time. Expressing that same relationship as a numerical average might lead you to distort it. The graph not only shows the relationship between two variables up to a given point, it can also indicate the probable future direction of that relationship.

#### **Bar Graphs**

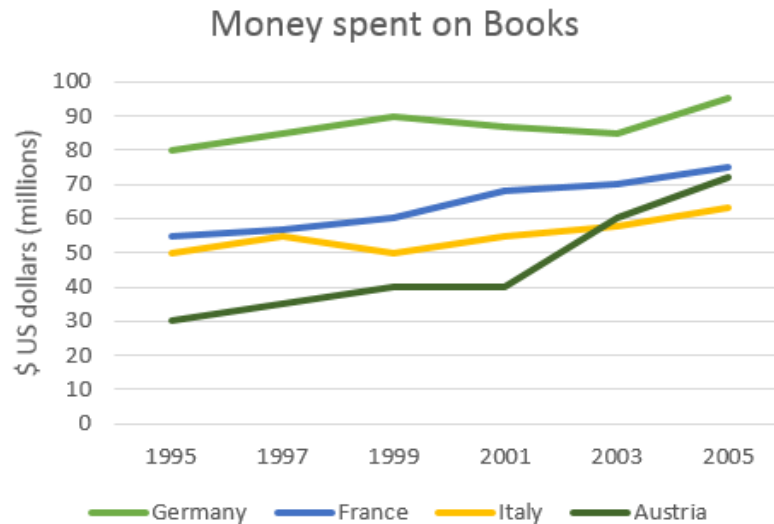
Bar graphs use bars of varying length and width, extending either horizontally or vertically, to contrast two or more quantities. As with any graphic presentation, you should read from the top down, being especially careful to note the graph’s title. Most bar graphs also have legends, or explanations of how to read the graph. Bars are typically shaded in various hues, crosshatched, left clear, or filled in with slanting lines, to differentiate among the quantities or items being compared. The legend identifies what quantity or item each bar represents.

#### **Pie Charts**

Pie charts, as their name suggests, depict different percentages of a total (the pie) in the form of slices. If your main point is to demonstrate a particular portion of a whole is disproportionately large, the pie chart can demonstrate that at a glance. Conversely, of course, it can also demonstrate that some other part of the whole is undersized relative to other shares.

## FOLLOW UP

1. The graph shows the amount of money spent on books in Germany, France, Italy, and Austria between 1995 and 2005.

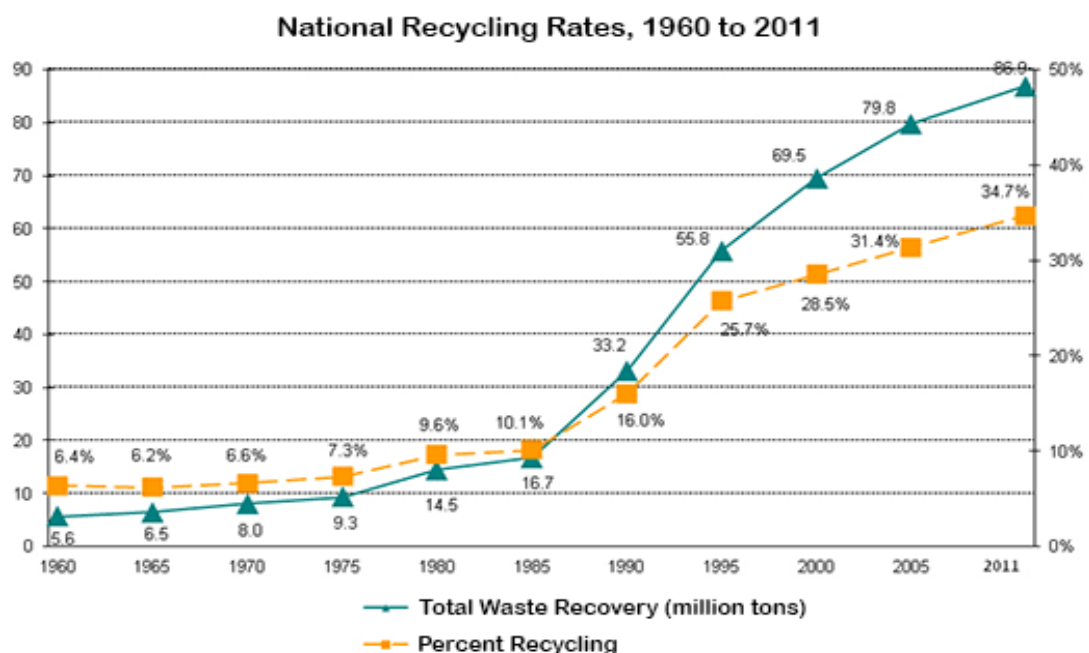


Consider the chart, read the following sample answer, and complete it by filling the gaps with the words below.

*biggest sharp least dramatically much less more three times*

The line graph compares the amount of money spent on buying books in Germany, France, Italy, and Austria over a period of ten years between 1995 and 2005. In 1995, Austria spent the ..... amount of money on books, while Italy and France spent about as ..... as each other. However, by 2001, the gap in spending between these two countries had widened and considerably ..... money was spent in France than in Italy. As can be seen from the graph, the amount of money spent increased in all four countries but rose the most ..... in Austria. The period between 2000 and 2005 saw a ..... growth and in 2005 the Austrians spent ..... as much money as they did in 1995. However, during this ten-year period, Germany remained the ..... spenders on book, with all three other countries spending much ..... on them.

2. The graph shows waste recycling rates in the U.S. from 1960 to 2011.

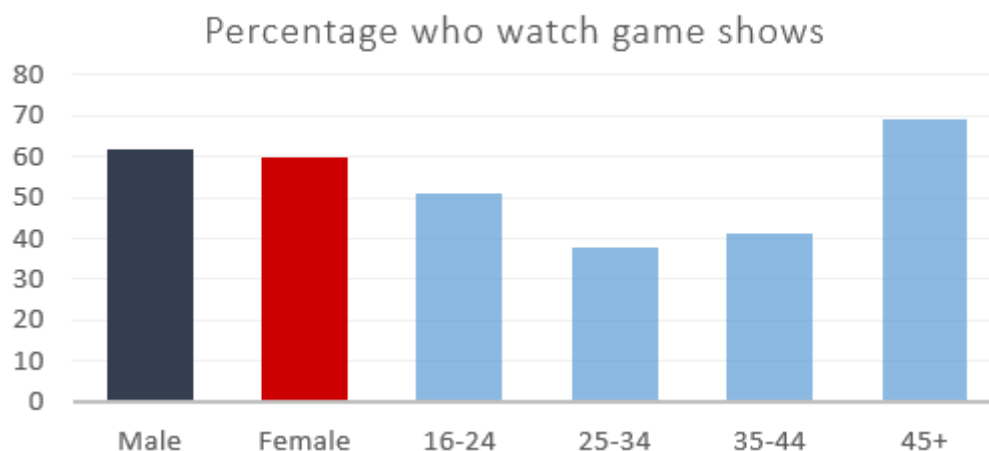
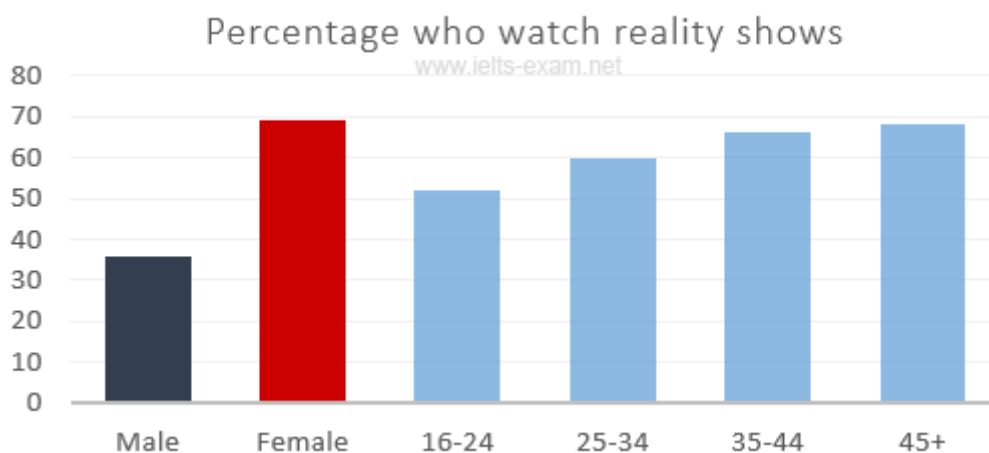


Consider the chart, read the following sample answer, and complete it by filling the gaps with the correct form of the words below. Some of the words can be used more than once.

*sharp      triple      peak      reach      steady      from      rise      compare*  
*significant*

The graph depicts waste recycling rates in the U.S. .... 1960 to 2011, in both percentage and tons. Between 1960 and 1970, the percentage of garbage being recycled annually remained relatively..... at just over 6%. It then ..... slightly over the next 15 years to 10.1% in 1985. On the other hand, the amount of garbage being recycled ..... during the same period, from 5.6 million tons in 1960 to 16.7 million tons in 1985. Following this ..... increase, the amount of waste material being recycled has risen ..... between 1985 and 2011 when it ..... at 86.9 million tons. Similarly, the recycling rate continued to grow ..... from 1985 to 1995, and then at a slower rate over the next 15 years until it ..... a peak of 34.7% in 2011. However, this figure is still disappointing ..... to the total amount of waste being recycled each year.

3. The charts give information about two genres of TV programs watched by men and women and four different age groups in Australia.

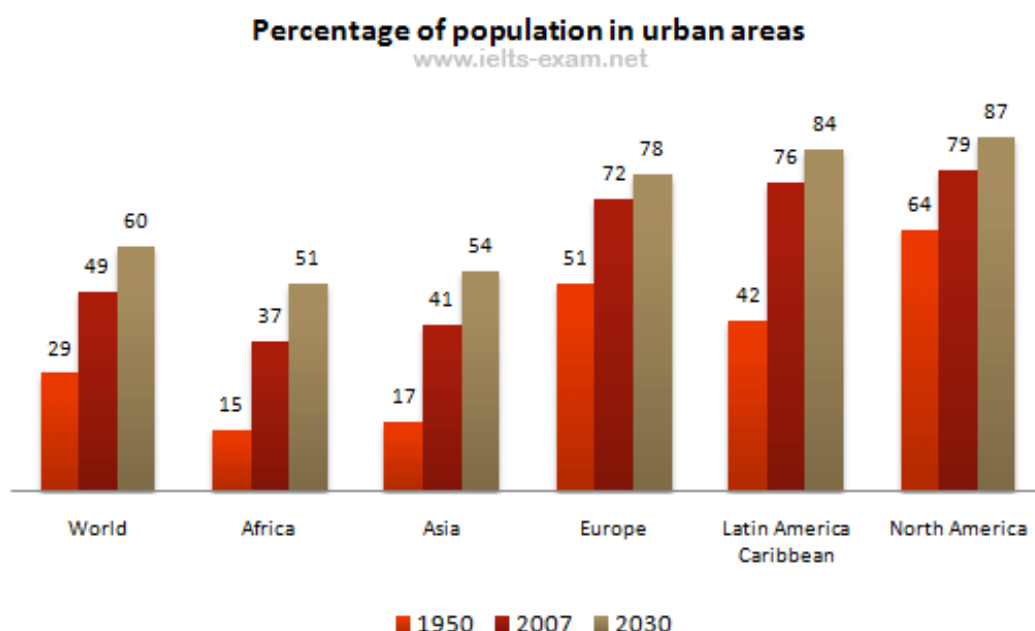




**Consider the charts and fill in the gaps in the model answer.**

The charts give information about the genres of TV programs that Australian men and women and different age groups watch. It is clear from the charts that women tend to watch .....television than men overall, although they watch slightly ..... game shows. The people who watch the ..... television are in the 45+ age group. Nearly 70% of women watch reality shows, which is almost ..... as many as the percentage of men who choose this genre of program. Nevertheless, most age groups watch ..... reality shows than game shows revealing that game shows are generally ..... popular than reality shows. The percentage of people watching reality shows increases steadily from ages 16 to 45 with the..... percentage of viewers, at just over 50% of the age group 16-24 and the ..... percentage, at 68% of the over-45s. However, the pattern is different for game shows. The number of programs watched by 25- to 44-year-olds is ..... lower than the number watched by 16- to 24-year-olds and those over 45. Just over 50% of 16- to 24-year-olds watch game shows, but this share is not ..... high as the share of people aged 45 and over watching game shows, at nearly 70%. Only 41% of 35- to 44-year-olds watch game shows, and the share of 24- to 34-year-olds is ..... lower at 38%.

**4. The bar chart below gives information about the percentage of the population living in urban areas in the world and in different continents.**



**Read the following sample answer and complete it by filling the gaps with the words below.**

*by contrast    in spite of    compares    smaller    shows    marked    double  
highest*

The bar chart ..... the urbanization percentage of the world in 1950 and ..... this with the percentage in 2007 and the projected percentage for 2030. Between 1950 and 2030, the proportion of the world's population residing in cities is expected to....., growing from 29% to 60%. However, this rate is less ..... in some continents than others. For example, 64% of the population of North America was urban in 1950, increasing to 79% by 2007. ...., just 15% of the African population was urban in 1950, but this rose to 37% by 2007. This represents one of the ..... urbanization rates in the world, even though the percentage of Africans in urban areas is still ..... than the world average. It is also clear from the graph that, urbanization in Latin America is projected to be higher than Europe in 2030, ..... being lower in 1950.

**5. Describe a chart / pie graph /bar graph provided by your instructor in a paragraph of 120-180 words (see the Supplement for samples of graphs).**

#### **4.4. EVIDENCE FROM READING**

Although you can base some arguments on evidence from personal experience or from questionnaires and interviews, most arguments require research evidence gleaned from reading: books, magazines, journals, newspapers, government documents, computerized data banks, Internet sources, chat groups, specialized encyclopedias and almanacs, corporate bulletins, and so forth.

When you use research data from reading, it often takes one or more of the following forms: facts and examples, summaries of research studies, and testimony.

##### **Facts and Examples**

A common way to incorporate evidence from reading is to cite facts and examples. Here is how one student writer argues that plastic food packaging and styrofoam cups are not necessarily damaging to the environment:

It is politically correct today to scorn plastic food wrapping and styrofoam cups. But in the long run these containers may actually help the environment. According to Tierney (1996), a typical household in countries that do not use plastic food wrapping produces one-third more garbage from food spoilage than do U.S. households. Those plastic wrappers on foods allow us to buy foods in small quantities and keep them sterile until use. Tierney also claims that plastic packaging requires far less energy to produce than does paper or cardboard, and is lighter to transport (27). Similarly, he claims that the energy costs of producing a ceramic coffee mug and of washing it after each use make it less environmentally friendly than throwaway styrofoam cups (44).

Knowing that experts can disagree about what is a “fact,” this writer attributes her evidence to Tierney (“Tierney claims...”) rather than stating Tierney’s claims baldly as facts and simply citing him in parentheses. (She will later provide complete bibliographic information about the Tierney source in her “Works Cited” list).

##### **Summaries and Research**

An argument can often be supported by summarizing or quoting summary statements from research studies. Here is how a student writer used a summary statement to support his opposition to mandatory helmet laws for motorcycle riders:

However, a helmet won’t protect against head injury when one is traveling at normal traffic speeds. According to a U.S. Department of Transportation study, “There is no evidence that any helmet thus far, regardless of cost or design, is capable of rejecting impact stress above 13 mph” (“Head Injuries” 8).

##### **Testimony**

Research data can also take the form of testimony, an expert’s opinion that you cite to help bolster your case. Testimony, which we might call secondhand evidence, is often blended with other kinds of data. Using testimony is particularly common wherever laypersons cannot be expected to be experts; thus, you might cite an authority on the technical feasibility of cold fusion, the effects of alcohol on fetal tissue development, or the causes of a recent airplane crash. Here is how a student writer used testimony to bolster an argument on global warming:

We can’t afford to wait any longer before taking action against global warming. At a recent Senate hearing of the Subcommittee on Environmental Pollution, Senator Chafee warned: “There is a very real possibility that man – through ignorance or indifference or both – is irreversibly altering the ability of our atmosphere to support life” (qtd. in Begley 64). At this same hearing, Robert Watson of the National Aeronautics and Space Administration (which monitors the upper atmosphere) claimed: “Global warming is inevitable – it’s only a question of magnitude and time” (qtd. in Begley 66).

Here the writer uses no factual or statistical data that global warming is occurring; rather, she cites the testimony of experts.

#### 4.4.1 Reading Strategies: Reading as a Believer and as a Doubter

When we surf through different sources of information, the most difficult task for a reader is to guard against coloring the author's ideas with our own biases and beliefs. Therefore, the first step is to learn how to read texts as believers trying to avoid skepticism and criticism. But reading as a believer is only half of being a powerful reader. You must also read as a doubter by raising objections, asking questions, expressing skepticism, and withholding assent. You add a new layer of notations demanding more proof, doubting evidence, and challenging the author's assumptions.

#### **FOLLOW UP**

**Read the article from the Guardian by Micah White as a believer first and then as a doubter. Make your notes in the form of questions, critical remarks or reaction. Follow the guide after the article.**

#### **AN ALTERNATIVE TO THE NEW WAVE OF ECOFASCISM**

By Micah White

It is time to acknowledge that mainstream environmentalism has failed to prevent climate catastrophe. Its refusal to call for an immediate consumption reduction has backfired, and its demise has opened the way for a wave of fascist environmentalists who reject democratic freedom.

One well-known example of the authoritarian turn in environmentalism is James Lovelock, the first scientist to discover the presence of ozone-depleting chlorofluorocarbons in the atmosphere. Earlier this year, he told the Guardian that democracies are incapable of adequately addressing climate change. "I have a feeling," Lovelock said, "that climate change may be an issue as severe as a war. It may be necessary to put democracy on hold for a while." His words may be disturbing, but other ecologists have gone much further.

Take for example Pentti Linkola, a Finnish fisherman and ecological philosopher. Whereas Lovelock puts his faith in advanced technology, Linkola proposes a turn to fascistic primitivism. Their only point of agreement is on the need to suspend democracy. Linkola has built an environmentalist following by calling for an authoritarian, ecological regime that ruthlessly suppresses consumers. Largely unknown outside of Finland until the first English translation of his work was published last year, Linkola represents environmentalism pushed to its totalitarian extreme. "An ecocatastrophe is taking place on earth," he writes concluding several pages later that "discipline, prohibition, enforcement, and oppression" are the only solution.

Linkola has a cunning ability to blend reasonable ecological precepts with shocking authoritarian solutions. His bold political programme includes ending the freedom to procreate, abolishing fossil fuels, revoking all international trade agreements, banning air traffic, demolishing the suburbs, and reforesting parking lots. As for those "most responsible for the present economic growth and competition", Linkola explains that they will be sent to the mountains for "re-education" in eco-gulags: "the sole glimmer of hope," he declares, "lies in a centralized government and the tireless control of citizens."

Environmentalism is currently marketed as a luxury brand for guilty consumers. The prevailing assumption is that a fundamental lifestyle change is unnecessary: being green means paying extra for organic produce and driving a hybrid. The incumbent political regime remains in power and the same corporations provide new "green" goods; the underlying consumerist ideology is unquestioned. This brand of environmentalism only emboldens ecofascists who rightly claim that shopping green can never stop the ecological crisis. And yet, ecofascists are wrong to suggest that the suspension of democracy is the only alternative.

Humanity can avert climate catastrophe without accepting ecological tyranny. However, this will take an immediate, drastic reduction of our consumption. This requires the trust that the majority of people would voluntarily reduce their standard of living once the forces that induce consumerism are overcome.

The future of environmentalism is in liberating humanity from the compulsion to consume. Rampant, earth-destroying consumption is the norm in the west largely because our imaginations are pillaged by any corporation with an advertising budget. From birth, we are assaulted by thousands of commercial messages each day whose single mantra is “buy”. Silencing this refrain is the revolutionary alternative to ecological fascism. It is a revolution which is already budding and is marked by three synergetic campaigns: the criminalisation of advertising, the revocation of corporate power, and the downshifting of the global economy.

In São Paulo, the seventh largest city in the world, outdoor advertising has been banned. Meanwhile, artists in New York City and Toronto are launching blitzkrieg attacks on billboards, replacing commercials with art. Their efforts have put one visual polluter out of business. Grassroots organizers in the US are pushing for an amendment to the constitution that will end corporate personhood while others are fighting to revive the possibility of death penalties for corporations. The second international conference on degrowth economics met recently in Barcelona. In Ithaca, New York, a local, time-based currency is thriving. *Buy Nothing Day* campaign is celebrated in dozens of nations, and now *Adbusters* is upping the ante with a call for seven days of carnivalesque rebellion against consumerism this November. And, most important of all, across the world everyday people are silently, unceremoniously and intentionally spending less and living more.

Authoritarian environmentalists fail to imagine a world without advertising, so they dream of putting democracy “on hold”. In Linkola’s dystopian vision, the resources of the state are mobilized to clamp down on individual liberty. But there is no need to suspend democracy if it is returned to the people. Democratic, anti-fascist environmentalism means marshalling the strength of humanity to suppress corporations. Only by silencing the consumerist forces will both climate catastrophe and ecological tyranny be averted. Yes, western consumption will be substantially reduced. But it will be done voluntarily and joyously.

### **Reading as a believer**

When you read as a believer, you practice what psychologist Carl Rogers calls empathic listening, in which you mentally walk in the author’s shoes, trying to join the author’s culture and to see the world through the author’s eyes. Reading as a believer helps you guard against coloring the author’s ideas with your own biases and beliefs.

A **summary** (also called an **abstract** or a **precis**) condenses the original by eliminating supporting data and leaving only the major points. Summaries can vary in length from one sentence to several pages (if, say, you are summarizing a book). Summaries of articles typically range from a single paragraph (containing from 100 to 250 words) to several paragraphs that reduce the original to about one-third its original length.

### **FOLLOW UP**

- a) Sum up the article *An Alternative to the New Wave of Ecofascism* in 1 sentence.**
- b) Sum up the article *An Alternative to the New Wave of Ecofascism* in 100 words.**

### **Reading as a doubter**

We ask you to return to the same article and read it skeptically. Raise questions, offer objections, express all your doubts. Then, working as a whole class make a list of problems you find with this argument.

Reading as a doubter, you may need more background information, definitions, expert opinions, statistics, etc. Surf the Internet for the notions of ecofascism, degrowth economics, the conference on degrowth in Barcelona, etc. So do your research if necessary, e.g.:

- What is degrowth?

Degrowth is a political, economic, and social movement based on ecological economics and anti-consumerist and anti-capitalist ideas. Degrowth thinkers and activists advocate for the downscaling of production and consumption – the contraction of economies – arguing that overconsumption lies at the root of long-term environmental issues and social inequalities. Key to the concept of degrowth is that reducing consumption does not require individual martyring or a decrease in well-being. Rather, ‘degrowthists’ aim to maximize happiness and well-being through non-consumptive means – sharing work, consuming less, while devoting more time to art, family, culture, and community. (Wikipedia, the free encyclopedia)

- Short history

“Degrowth” has emerged over the last 10 years. This “bomb word” has been used to open in-depth debates on whether infinite growth in a finite world is desirable or even possible. Degrowth first deconstructs the myth that growth is the central solution for the dead end our capitalist, productivist, and consumerist societies have led us to. Our society’s “more and more” attitude and the push towards increased production and consumption is not sustainable as we are now facing global warming, biodiversity loss, and the end of cheap and easy extraction and production of raw materials such as fossil energies and metals. Our model of development has not been able to respond to rising inequalities and unemployment. So degrowth warns about a potential crisis of civilization and answers this by exploring alternative and coherent solutions. ([http://budapest.degrowth.org/?page\\_id=18](http://budapest.degrowth.org/?page_id=18))

- Generally, degrowth challenges the hegemony of growth and calls for a democratically led redistributive downscaling of production and consumption in industrialized countries as a means to achieve environmental sustainability, social justice, and well-being. Although integrating bio-economics and ecological macroeconomics, degrowth is a non-economic concept. On the one hand, degrowth is the reduction of energy and material throughput, needed in order to face the existing biophysical constraints (in terms of natural resources and ecosystem’s assimilative capacity). On the other, degrowth is an attempt to challenge the omnipresence of market-based relations in society and the growth-based roots of the social imaginary replacing them by the idea of frugal abundance. It is also a call for deeper democracy, applied to issues that lie outside the mainstream democratic domain, like technology. Finally, degrowth implies an equitable redistribution of wealth within and across the Global North and South, as well as between present and future generations.

(From Demaria, F., Schneider, F., Sekulova, F., Martinez-Alier, J. 2013. *What is Degrowth? From an Activist Slogan to a Social Movement*. Environmental Values 22 (2013): 191–215.)

- Budapest Degrowth Conference: Creating New Visions

More than 600 people from all around the world participated in the 5th International Degrowth Conference in Budapest. The Budapest Degrowth Week gathered thousands of people in various partner locations throughout the city. Tours, artistic performances, workshops, panel discussions, and concerts were organized based on the logic of dialogue where the Degrowth community could connect with partners and friends.

DEGROWTH  
CONFERENCE  
BUDAPEST 2016



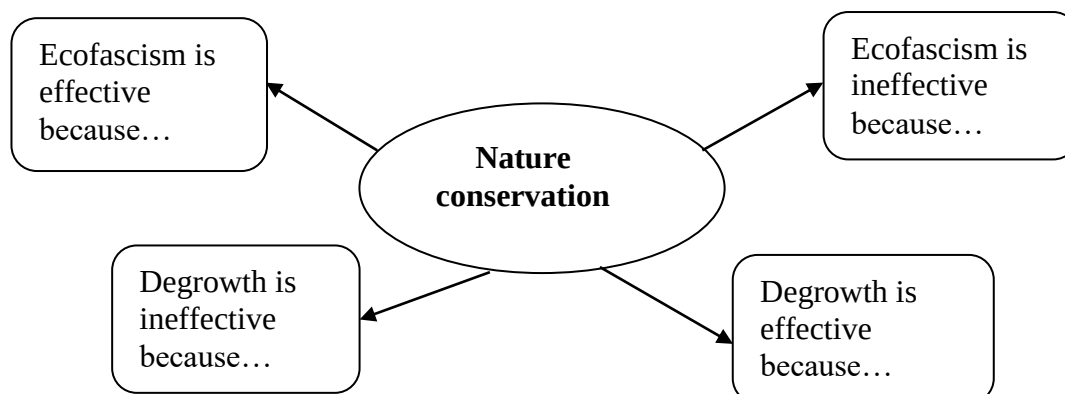
WALKING THE MEANINGFUL  
GREAT TRANSFORMATIONS?  
30 AUGUST – 3 SEPTEMBER 2016

These events have been organized according to Degrowth principles: cooperation with local food and beverage producers, non-violent communication, transparency and direct democracy, involvement of a wide diversity of partners, organizers and participants, and alliances and dialogue between different actors across various spectrums.

Through its organization and also during the entire week, Degrowth has experimented and experienced connecting the theory to the practice. Several questions have been raised: is Degrowth a movement, a network? What are future possibilities for interactions between the local and the global? How can more functional alliances be created? What will become the governing narrative for Degrowth? (<http://budapest.degrowth.org/>)

## FOLLOW UP

1. Reading critically, you may feel that there exists a plurality of opinions in the public discussion of the subject, which can be schematically represented as follows:



Working in groups, choose a point of view to agree / disagree with, brainstorm it for 3-5 reasons to support your choice, formulate your argument and present it.

*E.g.:* We strongly believe that *ecofascism* / *degrowth* policy may be effective because...

- 1)...
- 2)...
- 3)...
- 4)...
- 5)...

We strongly believe that *ecofascism* / *degrowth* policy may be ineffective because...

- 1)...
- 2)...
- 3)...
- 4)...
- 5)...

2. Write a letter of response to Micah White's article (200 words) expressing your agreement or disagreement on the issues of ecofascism and degrowth economy. Try to incorporate a summary of the article in your letter and elaborate your letter with your own point of view concerning the author's ideas and on the issues under consideration.

3. Read the article from [www.education.com](http://www.education.com) by Jasmine Evans and formulate the message of the article in a few sentences.

## PROBLEMS WITH STANDARDIZED TESTING

By Jasmine Evans

Standardized testing is a cornerstone of education today. Tests, administered by state education departments, are also at the center of controversy for many teachers and education reformers. Standardized testing in the United States ramped up in 2002 due to the adoption of the No Child Left Behind Act. The act aimed to hold all public schools to a high standard of education, measured by their students' scores in state wide standardized tests. But for over a decade, many educators and parents have rallied to fix what they see as problems with standardized testing. According to these objectors, standardized testing in its current forms is a bad idea for the following reasons.

Under the No Child Left Behind Act, test scores impact how much funding a school gets from the government, as well as how much autonomy a school has. Low-performing districts run the risk of state officials taking over operations and leaving them with little freedom to make

independent decisions. Schools with low scores are required to make “Adequate Yearly Progress,” a specific measure of improvement year to year. Critics of the No Child Left Behind Act say that there is immense pressure on school officials, teachers, students, and parents. That pressure to succeed creates a poor environment for learning – an environment of fear, rather than discovery.

In a 2018 speech to the American Educational Research Association, Secretary of Education Arne Duncan said that much of the criticism of standardized testing is warranted. “State assessments in mathematics and English often fail to capture the full spectrum of what students know and can do,” he said. “Students, parents, and educators know there is much more to a sound education than picking the right answer on a multiple-choice question.” Standardized tests, by virtue of being multiple-choice, don’t allow for students to express themselves. Many critics advocate for assessments that are open-ended.

A study by the National Center for Research on Evaluation, Standards and Student Testing found that teachers have started planning their curricula around state tests. This phenomenon is called “teaching to the test,” which can entail teaching only material that will be seen on tests or simply teaching test-taking skills. Opponents of high-stakes testing claim that with tests at the center of a year’s curriculum, teachers lose some of the dynamism and creativity that makes school effective and enjoyable – that there is no value placed on concepts and hands-on projects that require a greater challenge than what can be tested in a multiple-choice format.

Former Texas State Senator Ted Lyon found that high school students in Texas spend between 29 and 45 days a year taking tests. In Tennessee, students spend six weeks in testing a year, and California’s students spend four, according to PolicyMic.com. These numbers don’t include the weeks and months spent on test preparation classes and benchmark practice exams. Schools are forced to make tough choices about course offerings to accommodate time spent preparing for standardized tests. Subjects such as art, music, and certain physical sciences aren’t tested, and therefore administrators often eliminate them from their schools. When New York City’s scores dropped in 2010, many schools added two-and-a-half-hour test preparation sessions daily and additional test practice over holiday vacations, according to local papers. Decisions like this risk compromising the quality of public education, especially in high-need areas.

The largest cheating scandal in recent history was discovered in Atlanta during the 2012-2013 school year. Over the past decade, students in Atlanta had shown more highly improved test scores than in any other district. But evidence of a wide cheating conspiracy invalidated those scores and left administrators with little idea about how effective instruction had been over those ten years. In 2013, education research organization FairTest published a list of confirmed cases of state test score manipulation in at least 37 states and Washington, D.C. Critics of standardized tests say that in addition to being tempted to cheat, school administrators may also be tempted to push low-performing students into special education, so their performance won’t impact schools’ and districts’ cumulative scores. FairTest found that high-stakes testing may push administrators to arrange for low-scoring students to be absent on test day or leave the school completely.

Studies published by *The Harvard Education Review* and RethinkingSchools.org have highlighted the problem of cultural bias in standardized tests. The main argument fueling the debate is that standardized tests ask students to draw on knowledge that they are unlikely to obtain in school. W. James Popham, an expert on educational assessment, says that students draw from three sources when taking standardized tests: their natural intellectual ability, what they learn in school, and what they learn outside of school. For the test to be fair, Popham asserts, the first two should be the only factors that contribute to a student’s score. “If children come from advantaged families and stimulus-rich environments, then they are more apt to succeed on items in standardized achievement test items than will other children whose environments don’t mesh as well with what the tests measure,” he writes. Critics contend that outside knowledge consistently comes into play, making standardized tests unfair.

U.S. Secretary of Education Arne Duncan and other critics of standardized tests, say that their results don't help address student needs. "Results come back months later, usually after the end of the school year, when their instructional usefulness has expired," Duncan said. Fourth grade students, for example, are tested on their knowledge at the end of fourth grade, and by the time schools receive the data, those students are already in fifth grade, preparing for fifth grade exams. This does not allow teachers to adjust their teaching style or make adjustments for individual students.

Standardized tests place a heavy weight on students that can lead to anxiety. For students who have to pass a standardized test in order to advance to the next grade or to obtain a diploma, test anxiety can soar. Because anxiety can be so paralyzing, students may forget facts they had memorized or how to perform simple mathematical operations. In this way, the pressure placed on students to perform well ends up impeding the very thing standardized tests are designed to assess: how much students know.

**1) Sum up the article in 1 or 2 sentences.**

**2) There exists a plurality of opinions as to whether Standardized Testing should be substituted by traditional speaking and writing exams. Choose a point of view, brainstorm it for reasons to back it up (you may also use freewriting or idea-mapping), and formulate 3-5 *because* clauses to support your choice.**

*E.g.:* I strongly believe that Standardized Testing **should be / should not be** substituted by traditional speaking and writing exams

- Because \_\_\_\_\_
- Because \_\_\_\_\_
- because \_\_\_\_\_
- because \_\_\_\_\_

#### **4.5. USING EVIDENCE PERSUASIVELY**

Once you have arrived at a position on an issue, often after having written a draft that enables you to explore and clarify your own views, you need to select the best evidence possible and to use it persuasively. Whether your evidence comes from research or from personal experience, the following guidelines may be helpful.

**1. When Possible, Select Your Data from Sources Your Reader Trusts**

Other things being equal, choose data from sources you think your reader will trust. After immersing yourself in an issue, you will get a sense of who the participants in a conversation are and what their reputations tend to be. One needs to know the political biases of sources and the extent to which a source has an investment in the outcome of a controversy.

**2. Increase Persuasiveness of Factual Data by Ensuring Sufficiency, Typicality, Accuracy, and Relevance**

- It is important that you be able to recognize valid logical and / or factual evidence. The STAR criteria – sufficiency, typicality, accuracy, and relevance – are an effective means of evaluating content and deciding if it is logically valid. Choose data that are sufficient, typical, accurate, and relevant. The more your data meet these criteria, the more persuasive they are.

- **Sufficiency:** One of the most common reasoning fallacies, called hasty generalization, occurs when a person leaps to a sweeping generalization based on only one or two instances. The criterion of sufficiency (which means having enough examples to justify your point) helps you guard against hasty generalization. The key here is not to cite every possible example, but to convince your audience that the examples you have cited do not exhaust your whole supply. In our experience, lack of sufficiency occurs frequently in personal experience arguments. The student praised earlier for her personal experience data in an argument about rural schools suffers from this problem in the following paragraph:



My primary reason for supporting the small, rural grade schools over the larger urban schools is the amount of learning that occurs. I am my own proof. I was the only member of my grade from the third to the eighth grade at Fergus Grade School. I relished the privilege of being able to work on two chapters of math, instead of one, especially if I enjoyed the subject. Upon graduation from the eighth grade, I attended a large high school and discovered that I had a better background than students from larger grade schools. I got straight A's.

The problem here is that the writer's one example – herself – is not sufficient for supporting the claim that rural schools provide quality learning. To support that claim, she would need either more examples or statistical data about the later achievements of students who attended rural grade schools.

*Questions to ask about evidence:* Is there enough evidence? Are there any obvious facts, ideas, or concepts that are missing? Will the audience need further validation of the facts to feel convinced? How much background will the audience need?

- **Typicality:** Supporting examples are more persuasive when the audience believes they are typical examples instead of extreme cases or rare occurrences. Many arguments against pornography, for example, use violent pornography or child pornography as evidence, even though these are extreme cases quite different from the erotica associated, say, with Playboy. These non-representative examples are ineffective if one's purpose is to include such publications as Playboy in the category of pornography. Assuring representativeness is an especially important concern of statisticians, who seek random samples to avoid bias toward one point of view. Seeking representative examples helps you guard against selective use of data – starting with a claim and then choosing only those data that support it, instead of letting the claim grow out of a careful consideration of all the data.

*Questions to ask about evidence:* Is the content typical for what you have come to expect on the topic? Logos-heavy content should be easy to verify: if you have some doubt about the presentation of facts and you cannot say that they are typical in the domain of the content, there could be problems with the validity of the information.

- **Accuracy:** Although some timeless issues do not depend on recent evidence, most issues, especially those related to science and technology to current political and economic issues, depend on up-to-date information. Make sure your supporting evidence is the most accurate, actual, and recent you can find.

*Questions to ask about evidence:* Is the content accurate? Is it outdated or current? This can be hard to figure out if you aren't a domain expert, but you can use context clues to determine the accuracy of a text. Are there obvious mistakes or errors? Is there anything in the text, even something minor, that you know is factually incorrect?

- **Relevance:** A speaker / writer may supply lots of evidence, but the evidence may support something different from what the person is actually claiming. If the evidence is not relevant to the claim, they may need to modify or qualify the claim – or even to acknowledge that the claim is indefensible.

*Questions to ask about evidence:* Is the content relevant to your purpose? Is it logical that the content would be used with your purpose? Under what circumstances would it not be relevant? What objections might the audience have in mind?

### **3. In Citing Evidence, Distinguish Fact from Inference or Opinion**

In citing research data, you should be careful to distinguish facts from inferences or opinions. A fact is a noncontroversial piece of data that is verifiable through observation or through appeal to communally accepted authorities. Although the distinction between a fact and an inference is a fuzzy one philosophically, at a pragmatic level all of the following can loosely be classified as **facts**:

The Declaration of Independence was signed in 1776.

An earthquake took place in San Francisco on the opening day of the World Series in 1989.

The amount of carbon dioxide in the atmosphere has increased by 7 percent since 1955.

An **inference**, on the other hand, is an interpretation or explanation of the facts that may be reasonably doubted. This distinction is important because, when reading as a doubter, you often call into question a writer's inferences. If you treat these inferences as facts, you are apt to cite them as facts in your own arguments, thereby opening yourself up to easy rebuttal. For the most part, inferences should be handled as testimony rather than as fact.

WEAK: Dr. Flohn informs us that the warming of the atmosphere will lead to damaging droughts by the year 2035. [treats Dr. Flohn's inference as a fact about global warming]

BETTER: Dr. Flohn interprets the data pessimistically. He believes that the warming of the atmosphere will lead to damaging droughts by the year 2035. [makes it clear that Dr. Flohn's view is an inference, not a fact]

#### 4. To Use Evidence Persuasively, Position it Effectively

Whenever possible, place evidence favorable to your point in rhetorically strong positions in your essay; tuck opposing evidence into rhetorically inconspicuous places. Consider the case of Professor Nutt, who was asked to write a letter of recommendation for Elliot Weasel for a management trainee position at a bank. Professor Nutt remembered Weasel with mixed emotions. On the one hand, Weasel was the most brilliant student Nutt had ever had in class – with an excellent mathematical mind, creative imagination, and strong writing skills. On the other hand, Weasel was slovenly, rude, irresponsible, and moody. In the first case below, Nutt decides to give Weasel a positive recommendation. In the next case, Nutt's recommendation is negative.

| POSITIVE RECOMMENDATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | NEGATIVE RECOMMENDATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Although Elliot Weasel was somewhat temperamental in my class and occasionally lacked people skills, these problems were the result of brilliance. I am convinced that Weasel is one of the most highly intelligent students I have ever encountered. In fact, in one of my business management classes, he wrote the best term paper I have ever received in five years of teaching management. I gave him an A+ and even learned some new insights from his paper. If he could learn to interact more effectively with others, he would become a superb manager. In sum, I give him a quite high recommendation.</p> | <p>Although Elliott Weasel is one of the most intelligent students I have ever encountered, he was somewhat temperamental in my class and occasionally lacked people skills. He would come to class dressed sloppily with unkempt hair and dirty-looking clothes. He also seemed like a loner, was frequently moody, and once refused to participate in a group project. Thus, my recommendation of him is mixed. He is highly intelligent and an excellent writer, but I found him rude and hard to like.</p> |

Let us analyze the difference between these versions. In the first version, Nutt places the negative data in subordinate clauses and phrases and places the positive data in main slots, particularly the main clause of the first sentence, the effect is to highlight Weasel's strong points. Because the opening sentence ends with an emphasis on Weasel's brilliance, Nutt brings in additional data to back up the assertion that Weasel is brilliant.

In the second version, Nutt reverses this procedure by putting positive data in subordinate positions and highlighting the negative data in main clauses. Because the opening sentence ends with an emphasis on Weasel's moodiness and lack of people skills, Nutt brings in additional data to back up these points. Thus through selection of data (deciding which facts to put in and which ones to leave out) and through loading of data into main or subordinate slots in the paragraph, Nutt creates a positive impression in the first version and a negative impression in the second. Although neither version could be regarded as untruthful, neither version tells the "whole truth" either, because **the necessity to interpret the data means commitment toward some sort of claim, which necessarily shapes the selection and placement of evidence.**

### **FOLLOW UP**

**1. Suppose that you developed a questionnaire to ascertain students' satisfaction with your university library as a place to study. Suppose further that you got the following responses to one of your questions (numbers indicate percentage of total respondents who checked each response):**

The library provides a quiet place to study.

- Strongly agree – 10%
- Agree – 40%
- Undecided – 5%
- Disagree – 35%
- Strongly disagree – 10%

**Without telling any lies of fact, you can report these data so that they place the current library atmosphere in either favorable or unfavorable light. Working individually or in small groups, use the data provided to express (dis)satisfaction with the library as a place to study.**

**2. A recent proposal to build a new stadium yielded a wide range of statistical arguments. All of the following statements are reasonably faithful to the same facts:**

- The stadium would be paid for by raising the sales tax in the area from 8.2 percent to 8.3 percent over a twenty-year period.
- The sales tax increase is one-tenth of 1 percent.
- This increase represents an average of \$7.50 per person per year about the price of a movie ticket.
- This increase represents \$750 per five-person family over the twenty-year period of the tax.
- For a family building a new home, this tax will increase building costs by \$200.
- This is a \$250 million tax increase for the residents of the area.

**How would you describe the costs of the proposed stadium if you opposed the proposal?**

**How would you describe the costs if you supported the proposal?**

## UNIT 5. RESPONDING TO OBJECTIONS AND ALTERNATIVE VIEWS

**It is the mark of an educated mind to be able to entertain a thought without accepting it.**  
*Aristotle*

### 5.1 COUNTERARGUMENT

When you write an essay, you make an argument: you propose a thesis and offer some reasoning, using evidence that suggests why the thesis is true. When you counter-argue, you consider a possible argument *against* your thesis or some aspect of your reasoning. This is a good way to test your ideas when drafting, while you still have time to revise them. And in the finished essay, it can be a persuasive and disarming tactic. It allows you to anticipate doubts and pre-empt objections that a skeptical audience might have; it presents you as the kind of person who weighs alternatives before arguing for one, who confronts difficulties instead of sweeping them under the rug, who is more interested in discovering the truth than winning a point.

Not every objection is worth entertaining, of course, and you shouldn't include one just to include one. But some imagining of other views, or of resistance to one's own, occurs in most good essays. And instructors are glad to encounter counterargument in student papers, even if they haven't specifically asked for it.

Counterargument in an essay has two stages: (1) you turn against your argument to challenge it, and then (2) you turn back to re-affirm it.

#### 1. The Turn against Counterargument in Pre-Writing and Revising

Good thinking constantly questions itself, as Socrates observed long ago. As you consider possible theses and begin to work on your draft, ask yourself how an intelligent person might plausibly disagree with you or see matters differently. When you can imagine an intelligent disagreement, you have an arguable idea.

If, as you're starting work on an essay, you ask a few people around you what *they* think of topic X (or of your idea about X) and keep alert for uncongenial remarks in class discussion and in assigned readings, you'll encounter a useful disagreement somewhere. Awareness of this disagreement, however you use it in your essay, will force you to sharpen your own thinking as you compose.

You may imagine a skeptical reader, or cite an actual source, who might resist your argument by pointing out

- a problem with your demonstration, e.g., that a different conclusion could be drawn from the same facts, a key assumption is unwarranted, a key term is used unfairly, certain evidence is ignored or played down;

- one or more disadvantages or practical drawbacks to what you propose;

- an alternative explanation or proposal that makes more sense.

You introduce this turn against with a phrase like *One might object here that...* / *It might seem that...* / *It's true that...* / *Admittedly,...* / *Of course,...* or with an anticipated challenging question: *But how...?* / *But why...?* / *But isn't this just...?* / *But if this is so, what about...?* Then you state the case against yourself as briefly but as clearly and forcefully as you can, pointing to evidence where possible (an obviously feeble or perfunctory counterargument does more harm than good).

But watch that you don't overdo it. A turn into counterargument here and there will sharpen and energize your essay, but too many such turns will have the reverse effect by obscuring your main idea or suggesting that you're ambivalent.

## 2. The Turn Back

The term **refutation (rebuttal)** denotes that part of an argument that disproves the opposing arguments (opinion, testimony, doctrine or theory) through contradicting evidence. In a persuasive paper, it is always necessary to refute or answer those arguments. In the exploration of the issues connected with your subject, you may have encountered possible opposing viewpoints in discussions with classmates or friends. In the refutation, you refute those arguments by proving the opposing basic proposition untrue or showing the reasons to be invalid.

An important distinction to be appreciated is that of between refutation and counter-argument. In the case of counter-argument, the writer acknowledges that there is substance in the contradicting argument yet he provides evidence for his alleged stance. On the other hand, refutation goes a bit further by presenting evidence that in turn negates the opposing arguments.

The tool of refutation has a crucial significance in writing. It is important in determining whether the speaker or writer has successfully persuaded their readers or not. Mostly, the device of refutation is employed when one is dealing with a controversial topic. It allows the reader to prefer one argument over another.

### Strategies of Refutation

Your return to your own argument – which you announce with a *but*, *yet*, *however*, *nevertheless*, or *still* – must likewise involve careful reasoning, not a flippant (or nervous) dismissal. In reasoning about the proposed counterargument, you may:

- refute it, showing why it is mistaken – an apparent but not real problem;
- acknowledge its validity or plausibility, but suggest why on balance it's relatively less important or less likely than what you propose, and thus doesn't overturn it;
- concede its force and complicate your idea accordingly – restate your thesis in a more exact, qualified, or nuanced way that takes account of the objection, or start a new section in which you consider your topic in light of it. This will work if the counterargument concerns only an aspect of your argument; if it undermines your whole case, you need a new thesis.

### Where to Put a Counterargument

Counterargument can appear anywhere in the essay, but in the Toulmin type of argument, it most commonly appears as a section or paragraph just before the conclusion of your essay, in which you imagine what someone might object to what you have argued.

## 5.2 REFUTATION

The term refutation denotes that part of an argument where a writer encounters contradicting points of view. Alternatively, refutation can be described as the negation of an argument, opinion, testimony, doctrine, or theory through contradicting evidence. It normally constitutes a part of an essay that disproves the opposing arguments.

An important distinction to be appreciated is that of between refutation and counter-argument. In the case of counter-argument, the writer acknowledges that there is substance in the contradicting argument yet he provides evidence for his alleged stance. On the other hand, refutation goes a bit further by presenting evidence that in turn negates the opposing arguments.

In the circumstances where the writer happens to agree with certain aspects of the opposing argument, he makes a concession in the shape of a qualifier(s).

## **Types of Refutation**

There are various ways through which the tool of refutation can be employed. The three most common modes used for the purpose of incorporating the device of refutation in an argument are refutation through evidence, refutation through logic, and refutation through exposing the discrepancies of opposing argument.

- **Refutation through Evidence**

For an argument to be counted as one of the valid examples of refutation through evidence, it needs to be an argument backed up by some form of evidence. In the absence of clear bases or justification it cannot be declared valid. Therefore, a writer can refute a contradicting argument if he can provide evidence that conclusively negates it or by presenting more recent or credible evidence.

- **Refutation through Logic**

Refutation examples through logic are quite tricky to construct. It involves deconstructing the opposing argument and presenting it in such a way as to highlight the discrepancies present within the argument. Most skilled writers check the validity of their arguments before publishing them. This makes refutation through logic all the more difficult. There is no denying the fact then that refutation through logic constitutes a difficult task. However, writers have employed this tool in their respective writings.

- **Refutation through Exposing Discrepancies**

The method involves showing that one of the contradicting arguments lacks the core ingredient of centrality to the issue as the opposition had intended to project. Also, the writer can logically present his argument as being superior to the one presented by the opposition by showing that the opposition's argument lacks the crucial link to the topic. Further, the writer can highlight the insignificance of the opposition's argument by exposing the deficiencies found within the opposing argument.

## **Functions of Refutation**

The tool of refutation has a crucial significance in writing. It is important in determining whether the speaker or writer has successfully persuaded his readers or not. Mostly, the device of refutation is employed when one is dealing with a controversial topic. It allows the reader to prefer one argument over another. The use of the device is frequently witnessed in intricate arguments.

**I. There are many different ways that you can rebut someone's argument. Analyze the simple example below.**

If a child's argument was: "We should get a cat" and the parents' counterargument was: "But your sister Susie is allergic to cats", here are some rebuttal strategies he could use:

**1) Point out the flaws [errors] in the counterargument**

Well, I heard you say that Susie is allergic, but there is actually a problem with that because she was around a dog yesterday and was fine.

**2) Agree with the counterargument but give a new point/fact that haven't been taken into consideration**

I agree that Susie is allergic to cats, but there are some breed of cats that are hypo-allergenic and won't cause people's allergies to act up.

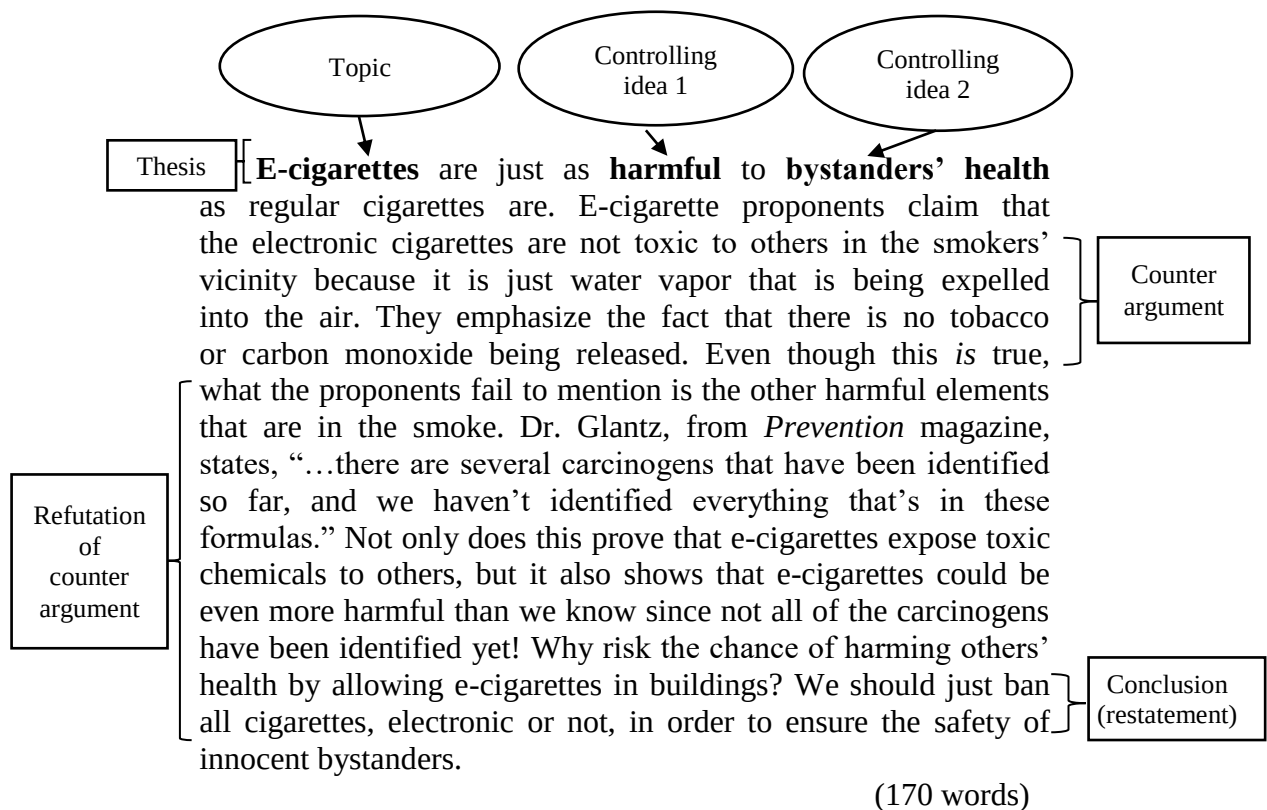
**3) Agree with the other side's support but twist the facts to suit his argument**

I know that you said Susie is allergic, but couldn't owning a pet also build up her tolerance?

**4) Make an emotional plea that outweighs the argument (This should be the LAST resort)**

Well you said that we can't have a pet because of Susie, but are Susie's allergies really as important as rescuing that cat at the shelter who is trapped in the cage and will be killed if he doesn't find someone to adopt him?

## II. Now, analyze a more serious example:



### FOLLOW UP

**1. Working in groups, practice finding counterarguments and rebutting them.**  
**You may choose from the following list of topics or suggest your options:**

- Nursing homes for the aged  
 Nursing homes for the aged is a good idea  
 Nursing homes for the aged is a shame
- Lab animals  
 Using lab animals for testing is necessary  
 Using lab animals for testing must be stopped
- The childfree  
 The childfree are individualistic and egocentric  
 The childfree are thoughtful and responsible
- Intercultural marriages  
 Intercultural marriages are absolutely acceptable in today's multicultural society  
 Intercultural marriages are too much of a challenge for both partners
- Overvalued or overpaid professions  
 Sportsmen (actors, etc.) are overpaid  
 Sportsmen (actors, etc.) are not overpaid
- Free city transportation for students  
 City transportation should be free for students  
 City transportation should not be free for anyone
- Working mothers  
 Mothers should combine career making and child rearing  
 Mothers should not work until the youngest child is 18
- ...

## 2. “Devil’s advocate”

**Add grounds to one claim to get an initial enthymeme and defend the point of view even if you *do not* share it.**

1. Classical literature should not be studied at school.
2. Students should not be allowed to retake credits and exams.
3. Animal hoarding is not an OCD – it is care and compassion. No one should limit the number of pets living in people’s private homes.
4. So far, recycling is not worth the energy it takes. This is just a way to steal or launder the state’s money.
5. The Internet should be more state-controlled in our country (like the Great Firewall in China).
6. Capitalism does as little to ensure an individual’s happiness and well-being as does socialism.
7. Prostitution cannot be eradicated, so it should be legalized.
8. Isolationism is good.
9. Globalization is wrong.
10. Political correctness is sham and pretense and just a corrupt political technology intended for brainwashing and atomization of society.
11. Space exploration is taxpayers’ money waste.
12. Theatre is dead. Who needs it in the age of the www and 3-d cinema?
13. Marriage is dead. Today, it is no more than a cultural lag.
14. In the ageing world, pensioners are an economic burden. Pensions should be eliminated.

## 5.3 THE TOULMIN SCHEME AS A BASIS TO ORGANIZE A CLASSICAL ARGUMENT

In April 2015, the Texas House of Representatives passed a bill banning “sexually suggestive” cheerleading. In the following example, a student who had earned a high school varsity letter in competitive cheerleading defended the bill by contending that provocative dance moves hurt the athletic image of cheerleading. The argument is based on the following **enthymeme**:

**The bill banning suggestive dancing for high school cheerleaders is a good law because it promotes a view of female cheerleaders as athletes rather than exotic dancers.**

**Enthymeme (claim + reason):** The bill banning suggestive dancing is a good law because it promotes a view of female cheerleaders as athletes.

**Grounds:** First, I’ve got to use evidence to show that cheerleaders are athletes.

- Cheerleaders at my high school are carefully chosen for their stamina and skill after exhausting two-week tryouts.
- We begin all practices with a mile run and an hour of warm-up exercises. We are also expected to work out on our own for at least an hour on weekends and on days without practice.
- We learned competitive routines and stunts consisting of lifts, tosses, flips, catches, and gymnastic moves. This requires athletic ability! We’d practice these stunts for hours each week.
- Throughout the year cheerleaders have to attend practices, camps, and workshops to learn new routines and stunts.
- Our squad competed in competitions around the state.
- Competitive cheerleading is a growing movement across the country – University of Maryland has made it a varsity sport for women.
- Skimpy uniforms and suggestive dance moves destroy this image by making women eye-candy like the Dallas Cowboys cheerleaders.

**Warrant:** It is a good thing to view female cheerleaders as athletes.



**Backing:** Now I need to make the case that it is good to see cheerleaders as athletes, rather than as eye candy.

- Athletic competition builds self-esteem, independence, a powerful sense of achievement – it contributes to health, strength, conditioning.
- Competitive cheerleading is one of the few sports where teams are made up of both men and women. (Why is this good? Should I use this?)
- The suggestive dance moves turn women into sex objects whose function is to be gazed at by men, which suggests that women's value is based on their beauty and sex appeal.
- We are talking about HIGH SCHOOL cheerleading – it is a very bad early influence on girls to model themselves on Dallas Cowboys cheerleaders or sexy MTV videos of rock stars.
- Junior high girls want to do what senior high girls do – suggestive dance moves promote sexuality way too early.

**Conditions of Rebuttal:** Would anybody try to rebut my reasons and grounds that cheerleading is an athletic activity?

- No. I think it is obvious that cheerleading is an athletic activity once they see my evidence.
- However, they might not think of cheerleading as a sport. They might say that the University of Maryland just declared it a sport as a cheap way to meet Title IX federal rules to have more women's sports. I'll have to make sure that I show this is really a sport.
- They also might say that competitive cheerleading shouldn't be encouraged because it is too dangerous – lots of serious injuries including paralysis have been caused by mistakes in doing flips, lifts, and tosses. If I include this, maybe I could say that other sports are dangerous also – and it is in fact danger that makes this sport so exciting. Would anyone doubt my warrant and backing that it is good to see female cheerleaders as athletes?
- Yes, all those people who laughed at the Texas legislature think that people are being too prudish and that banning suggestive dance moves violates free expression. I'll need to make my case that it is bad for young girls to see themselves as sex objects too early.

## Analyzing a Rhetorical Argument

Read and analyze the student's essay below answering the questions after the text.

|                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>§1.Introduction</b></p> <ul style="list-style-type: none"> <li>➤ Introduces issue</li> <li>➤ Provides needed background</li> <li>➤ Shows that this argument is based on a real problem</li> <li>➤ Ends with claim</li> </ul> | <p>In April 2015, the Texas house of representatives passed a bill banning “sexually suggestive” cheerleading. Across the nation, evening television show comedians made fun of the bill, while newspaper editorialists debated its wisdom and constitutionality. However disputable the Texas legislature's desire to ban “suggestive” dance moves from cheerleading routines may seem, <b>I applaud this bill because it promotes a healthy view of female cheerleaders as athletes rather than showgirls.</b></p>                        |
| <p><b>BODY</b></p> <p><b>§2.Arguments in support of claim</b></p> <ul style="list-style-type: none"> <li>➤ Provides grounds</li> <li>➤ For grounds, uses personal experience</li> </ul>                                            | <p>I was lucky enough to attend a high school where cheerleading is a sport, and I earned a varsity letter as a cheerleader. To get on my high school's cheerleading squad, students have to go through an exhausting two-week tryout of workouts and instruction in the basic routines; then they are chosen based on their stamina and skill. Once on the squad, cheerleaders begin all practices with a mile run and an hour of grueling warmup exercises and are expected to exercise on their own on weekends. As a result of this</p> |

|                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                            | <p>regimen, cheerleaders achieve and maintain a top level of physical fitness. In addition, to get on the squad, students must be able to do handstands, cartwheels, handsprings, high jumps, and the splits. Each year the squad builds up to its complex routines and stunts consisting of lifts, tosses, flips, catches, and gymnastic moves that only trained athletes can do. In tough competitions at the regional and state levels, the cheerleading squad demonstrates its athletic talent.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>§3.</b></p> <ul style="list-style-type: none"> <li>➤ Provides more grounds</li> <li>➤ For grounds, uses facts, details, statistics</li> </ul>                                        | <p>This view of cheerleading as a competitive sport is also spreading to colleges. As reported recently in a number of newspapers, the University of Maryland has made cheerleading a varsity sport, and many other universities are following suit. Athletic performance of this caliber is a far cry from the sexy dancing that many high school girls often associate with cheerleading. By banning suggestive dancing in cheerleading routines, the Texas legislature creates an opportunity for schools to emphasize the athleticism of cheerleading.</p>                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>§4.</b></p> <ul style="list-style-type: none"> <li>➤ Supplies warrant</li> <li>➤ Supplies backing: shows benefits that come from seeing cheerleaders as athletes</li> </ul>          | <p><b>This emphasis on cheerleaders as athletes rather than sexy dancers is good for girls.</b> The erotic dance moves that many high school cheerleaders now incorporate into their routines show that they are emulating the Dallas Cowboys cheerleaders or pop stars on MTV. Our already sexually saturated culture (think of the suggestive clothing marketed to little girls) pushes girls and women to measure their value by their beauty and sex appeal. It would be far healthier, both physically and psychologically, if high school cheerleaders were identified as athletes. For women and men both, competitive cheerleading can build self-esteem, pride in teamwork, and a powerful sense of achievement, as well as promote health, strength, and fitness.</p>                                                                                                                                                            |
| <p><b>§5. Counterarguments and Refutation</b></p> <ul style="list-style-type: none"> <li>➤ Anticipates an objection</li> <li>➤ Responds to objection by supplying more evidence</li> </ul> | <p>Some people might object to competitive cheerleading by saying that cheerleading isn't really a sport. Some have accused the University of Maryland of making cheerleading a varsity sport only as a cheap way of meeting Title IX requirements. But anyone who has watched competitive cheerleading and imagined what it would be like to be thrown high into the air knows instinctively that this is a sport indeed. In fact, other persons might object to competitive cheerleading because it is too dangerous, with potential for very severe injuries, including paralysis. Obviously the sport is dangerous – but so are many sports, including football, gymnastics, diving, and trampoline. The danger and difficulty of the sport is part of its appeal. Part of what can make cheerleaders as athletes better role models for girls than cheerleaders as erotic dancers is the courage and training needed for success.</p> |
| <p><b>§6. Conclusion</b></p> <ul style="list-style-type: none"> <li>➤ Sums up by returning to claim</li> </ul>                                                                             | <p>Of course, the Texas legislators might not have had athleticism in mind when they banned suggestive dancing. They might only have been promoting their vision of morality. But at stake are the role models we set for young girls. I'll pick an athlete over a Dallas Cowboys cheerleader every time.</p> <p style="text-align: right;">(624 words)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

## Tips for Writing Your Toulmin Argument

✓ First, understand your topic. Key to this is carefully researching background information relevant to the subject of your essay or position paper. For example, if your chosen topic is the legalization of euthanasia, research on the historical development of euthanasia as a medical practice, the implications of euthanasia from legal and moral perspectives, relevant statistics concerning the rate of euthanasia practiced across the United States, and existing alternatives to euthanasia, to name a few.

✓ Including a well-thought-out warrant is essential to writing a good argumentative essay or paper. If you present data to your audience without explaining how it supports your thesis your readers may not make a connection between the two or they may draw different conclusions. Now that you have researched information most relevant to your topic and identified the issue, the next step is to categorize your researched information according to the following elements of a Toulmin argument: *grounds, claim, warrants, qualifiers, rebuttals, and backing statements*.

✓ After categorizing your researched information according to their appropriate categories in a Toulmin argument, structure your essay or position paper according to the order of decreasing strength of arguments. Place your strongest arguments on the first few body paragraphs of your essay. Consequently, put your least strong arguments on the latter body paragraphs. Use a topic sentence in starting your paragraphs so that you can keep track of the flow of your arguments.

✓ Don't avoid the opposing side of an argument. Instead, include the opposing side as a counterclaim. Find out what the other side may be saying and respond to it within your own argument. This is important so that the audience is not swayed by weak, but unrefuted, arguments. Including counterclaims allows you to find common ground with more of your readers. It also makes you look more credible because you appear to be knowledgeable about the entirety of the debate rather than just being biased or uninformed. You may want to include several counterclaims to show that you have thoroughly researched the topic.

✓ Provide a conclusion that restates your position on the issue. You may summarize your key points or reiterate your main arguments in support of your position. You may also provide a challenge to your readers, such as writing the negative consequences if your position on the issue is not accepted.

✓ Keep in mind a few things:

- Use more of the logos than ethos. That is, use more appeal to reason than appeal to emotion.

- Another reminder is to be as specific as possible in mentioning your statistics or numbers. Use credible sources and cite them appropriately. This will give more authority to the points you raise.

- Effective rebuttals are those which recognize the strength of the objections but overturn them by showing their negative effects when accepted.

- A secret to writing an effective Toulmin argument is having as many sources of information as possible.

## **FOLLOW UP**

**Choose a topic and write a 550-to-650-word-long Toulmin argument.**

1. Should reality TV shows have regulations?
2. Is video gaming good or bad?
3. Are beauty contests a positive thing for young girls?
4. Are overbearing sports parents helpful or harmful?
5. Should children have scheduled activities or be left more time for free play?
6. What is the cause of the increase in child obesity?
7. Why do so many celebrities have terrible life problems?
8. Should media coverage be regulated?
9. How can human trafficking be stopped?
10. How can the rights of artists and writers be protected on the Internet?
11. Why should you pay for your music?
12. Should the minimum wage be raised or lowered?
13. How should the country's school system be reformed?
14. What causes students to graduate from high school without basic skills?
15. What role should technology play in education?
16. What causes people to immigrate illegally?
17. How can legal immigration be streamlined?
18. Who should be allowed to immigrate? Who should not?
19. What is the value of knowing your racial and cultural heritage?
20. Should schools be required to teach multiculturalism?
21. ...

## UNIT 6. MOVING YOUR AUDIENCE

**Rhetoric falls into three divisions, determined by the three classes of listeners to speeches.**

**For of the three elements in speech making – speaker, subject, and person addressed – it is the last one, the hearer, that determines the speech’s end and object.**

*Aristotle*

Aristotle’s “ingredients for persuasion” – otherwise known as “appeals” – are known by the names of ethos, pathos, and logos. They are all means of persuading others to take a particular point of view.

Ethos, pathos and logos each have a different meaning:

- Ethos is an appeal to ethics, and it is a means of convincing someone of the character or credibility of the persuader.
- Pathos is an appeal to emotion, and it is a way of convincing an audience of an argument by creating an emotional response.
- Logos is an appeal to logic, and it is a way of persuading an audience by reason.

We’ve been discussing the structure of arguments for some time as the representation of logos in the rhetorical triangle (see Unit 2). There are two more rhetorical components that help shape the argument. Now we consider strategies of creating effective ethical and pathological means of persuasion.

### 6.1 HOW TO CREATE AN EFFECTIVE ETHOS: THE APPEAL TO CREDIBILITY

Classical rhetoricians of ancient Greece and Rome recognized that an argument would be more persuasive if the audience trusted the speaker. Aristotle argued that such trust resides within the speech itself, not in the prior reputation of the speaker. In the speaker’s manner and delivery, in his tone, word choice and arrangement of reasons, in the sympathy with which he treats alternative views, a speaker creates a trustworthy persona. Aristotle called the impact of the speaker’s credibility the appeal from **ethos**. How does a writer create credibility? We will suggest three ways.

**1. Be Knowledgeable about Your Issue.** The first way to gain credibility is to be credible; that is, to argue from a strong base of knowledge, to have at hand the examples, personal experiences, statistics, and other empirical data needed to make a sound case. If you have done your homework (people who “do their homework” are highly respected in business, government, and academe), you will command the attention of most audiences.

**2. Be Fair.** Besides being knowledgeable about your issue, you need to demonstrate fairness and courtesy to alternative views. Because true argument can occur only where persons may reasonably disagree with one another, your ethos will be strengthened if you demonstrate that you understand and empathize with other points of view. There are times, of course, when you may appropriately scorn an opposite view. But these times are rare, and they mostly occur when you address audiences predisposed to your view. Demonstrating empathy to alternative views is generally the best strategy.

**3. Build a Bridge to Your Audience.** A third means of establishing credibility – building a bridge to your audience through audience-based reasons. By grounding your argument in shared values and assumptions, you demonstrate your goodwill and enhance your image as a trustworthy person respectful of your audience’s views. We mention audience-based reasons here to show how this aspect of logos – finding the reasons that are most rooted in the audience’s values – also affects your ethos as a person respectful of your readers’ views.

## 6.2 HOW TO CREATE PATHOS: THE APPEAL TO BELIEFS AND EMOTIONS

Although commonly defined as an “appeal to the emotions,” **pathos** evokes effects that are subtler and more complex than the word “emotions” suggests. Because our understanding of something is a matter of feeling as well as perceiving, pathos can evoke non-logical, but not necessarily non-rational, ways of knowing. When used effectively, pathetic appeals reveal the fullest human meaning of an issue, touching the heart and mind simultaneously.

Although it is difficult to classify all the ways that writers can create appeals from pathos, we will focus on four strategies: concrete language; specific examples and illustrations; narratives; connotations of words, metaphors, and analogies.

### 1. Use Concrete Language

Concrete language one of the chief ways that writers achieve voice – can increase the liveliness, interest level, and personality of a writer’s prose. When used in argument, concrete language typically heightens pathos. For example, consider the differences between the first and second drafts of the following student argument:

*First draft:* People who prefer driving a car to taking a bus think that taking the bus will increase the stress of the daily commute. Just the opposite is true. Not being able to find a parking spot when in a hurry to work or school can cause a person stress. Taking the bus gives a person time to read or sleep, etc. It could be used as a mental break.

*Second draft:* Taking the bus can be more relaxing than driving a car. Having someone else behind the wheel gives people time to chat with friends or cram for an exam. They can balance their checkbooks, do homework, doze off, read the daily newspaper, or get lost in a novel rather than foaming at the mouth looking for a parking space.

In this revision, specific details enliven the prose by creating images that trigger positive feelings – who wouldn’t want some free time to doze off or to get lost in a novel?

### 2. Use Specific Examples and Illustrations

Specific examples and illustrations serve two purposes in an argument: They provide evidence that supports your reasons; simultaneously, they give your argument presence and emotional resonance. Note the flatness of the following draft arguing for the value of multicultural studies in a university core curriculum:

*Early draft:* Another advantage of a multicultural education is that it will help us see our own culture in a broader perspective. If all we know is our own heritage, we might not be inclined to see anything bad about this heritage because we won’t know anything else. But if we study other heritages, we can see the costs and benefits of our own heritage.

Now note the increase in “presence” when the writer adds a specific example.

*Revised draft:* Another advantage of multicultural education is that it raises questions about traditional Western values. For example, owning private property (such as buying your own home) is part of the American dream and is a basic right guaranteed in our Constitution. However, in studying the beliefs of American Indians, students are confronted with a very different view of private property. When the U.S. Government sought to buy land in the Pacific Northwest from Chief Sealth, he replied: The president in Washington sends words that he wishes to buy our land. But how can you buy or sell the sky? The land? The idea is strange to us. If we do not own the freshness of the air and the sparkle of the water, how can you buy them? We are part of the earth and it is part of us... This we know: the earth does not belong to man, man belongs to the earth. Our class was shocked by the contrast between traditional Western views of property and Chief Sealth’s views. One of our best class discussions was initiated by this quotation from Chief Sealth. Had we not been exposed to a view from another culture, we would have never been led to question the “rightness” of Western values.

The writer begins his revision by evoking a traditional Western view of private property, which he then questions by shifting to the natives’ vision of land as open, endless, and unobtainable as the sky. Through the use of a specific example, the writer brings to life his previously abstract point about the benefit of multicultural education.

### 3. Use Narratives

A particularly powerful way to evoke pathos is to tell a story that embodies your thesis implicitly and appeals directly to the reader's feelings and imagination. Brief narratives – whether real or hypothetical – are particularly effective as opening attention grabbers for an argument. To illustrate how an introductory narrative (either a story or a brief scene) can create pathetic appeals, consider the following vignettes from two different arguments about the homeless. The first argument, in support of legislation to help the poor, aims to create sympathy for homeless people. It opens this way:

It hurts the most when you come home from the theater on a cold January night. As you pull your scarf tighter around your neck and push your gloved hands deeper into the pockets of your wool overcoat, you notice the man huddled over the sewer grate, his feet wrapped in newspapers. He blows on his hands, then tucks them under his armpits, and lies down on the sidewalk with his shoulders over the grate, his bed for the night. There are hundreds like him downtown, and their numbers are growing. How can we help?

The second argument, supporting an anti-loitering law to keep the homeless out of posh shopping areas, aims to create sympathy not for the homeless but for the shoppers. It opens like this:

Panhandlers used to sit on corners with tin cups that they rattled politely. Not any longer. Today we are besieged by ratty woe mongers who scuttle up behind you, clutching bottles of Mad Dog 20/20 in a sack, breathe their foul fumes down your neck, tap your arm or grab your sleeve, and demand your money. If you ignore them, they try to embarrass or threaten you.

Each of these brief narratives makes a case for a particular point of view toward the homeless. They help us see a problem through the eyes of the person making the argument. Although each makes a powerful appeal to pathos, both can face resistance in some quarters. The first narrative may strike others as sentimental; the second may strike others as flippant and callous. The emotional charge set by an introductory narrative can sometimes work against you as well as for you. If you have doubts about an opening narrative, test it out on other leaders before using it in your final draft.

### 4. Choose Words, Metaphors, and Analogies with Appropriate Connotations

Another way of appealing to pathos is to select words, metaphors, or analogies with connotations that match your aim. Thus, a rapidly made decision by a city council might be called *haughty and autocratic* or *bold and decisive*, depending on whether you oppose or support the council. Similarly, writers can use favorable or unfavorable metaphors and analogies to evoke different imaginative or emotional responses. Thus, a tax bill might be viewed as a *potentially fatal poison pill* or as *unpleasant but necessary economic medicine*.

The writer's control over word selection raises the problem of slant or bias. Some writers choose slanted words that evoke emotional responses favorable to the arguer's aims but that distort the truth. The line between responsible and distortive use of language is not easily drawn. Some contemporary philosophers argue that the notion of bias-free, perfectly transparent language is an impossible ideal; all language is a lens. Thus, when we choose word A rather than word B, when we put this sentence in the passive voice rather than the active, when we select this detail and omit that detail, we create bias.

Let us illustrate. When you see an unshaven man sitting on a city sidewalk with his back up against a doorway, wearing old, slovenly clothes, and drinking from a bottle hidden in a sack, what is the objective, "true" word for this person?

|                      |                    |               |
|----------------------|--------------------|---------------|
| a person on welfare? | a welfare leech?   | a beggar?     |
| a panhandler?        | a bum?             | a hobo?       |
| a wino?              | a drunk?           | an alcoholic? |
| a crazy guy?         | a homeless person? | a transient?  |

None of these words can be called “true” or perfectly objective because each creates its own slant. Each word causes us to view the person through that word’s lens. If we call the person *beggar*, for example, we evoke connotations of helpless poverty and of the biblical call to give alms to the poor. *Beggar*, then, is slightly more favorable than *panhandler*, which conjures up the image of someone pestering you for money. Calling the person *homeless*, on the other hand, shifts the focus away from the person’s behavior and onto a faulty economic system that fails to provide sufficient housing. The word *wino*, meanwhile, identifies a different cause for the person’s condition – alcoholism rather than economics.

Writers face decisions about word choices all the time. If you are supporting the cause of labor unions against big corporations, you might choose to call their top officers *corporate tycoons*, *country club elite*, or even *fat cat executives*. If you supported the corporations, however, you might choose *chief executive officers* or *top-level corporation heads*. Or in either case you might choose the most neutral term possible – perhaps *corporation leaders*.

Our point is that a purely objective language may be impossible. But the absence of pure objectivity doesn’t mean that all language is equally slanted or that truth can never be discerned. Readers can recognize degrees of bias in someone’s language and distinguish between a reasonably trustworthy passage and a highly distortive one. By being on the lookout for slanted language – without claiming that language can be totally objective – we can defend ourselves from distortive appeals to pathos while recognizing that responsible use of connotation can give powerful presence to an argument.

## **FOLLOW UP**

**1. Analyze the texts below for their leading drivers of persuasion. Comment on the differences.**

### **Logos: An appeal to logic.**

When a writer today employs logos, they might draw upon statistics, credible sources, arguments premised on reason and the inherent logic of a situation.

The information about the risks of eating pork rinds comes from no fewer than seven scientific studies published in respected journals. Each study was reviewed by a panel of readers who did not know the authors. The journals receive no outside funding except from their subscribers. Based on these factors, one must conclude that unless other studies come forward, pork-rind consumption poses health risks.

**Pathos: Appeals to emotion are common in non-academic writing but tend to distort factual evidence.**

When you see someone reaching for the pork rinds in the supermarket, you should slap it out of their hands and tell them the terrible story of these crunchy death-bags full of poison. Oh, consider the children who will grow up addicted to these vile things, unless we all act now!

**Ethos: Can rely on reputation or experiences to prove a point.** Credibility is key to winning an audience’s belief and support for one’s argument.

Darleen Diggler of Greasy Bottom, VA, was the first to testify at the Congressional hearing on pork rinds. Ms. Diggler, who had suffered four heart attacks, needed assistance getting into the chair provided her by the Congressmen. As she testified, “see what a pound of rinds a day will do to you! I’ve been eating them for thirty years! Now it is too late.” She broke down, sobbing, at this point. Ms. Diggler’s testimony was followed by Dr. I.M. Smarte, an award-winning cardiologist from the Medical College of Virginia. Dr. Smarte presented evidence from his four decades of practice, and he noted the high levels of saturated fat, trans-fat, and cholesterol found in pork rinds and urged Congress to pass the legislation outlawing the snack.

Both Ms. Diggler and Dr. Smarte use ethos to make their claims; Smarte also employs logos (the claims about what the rinds contain). Diggler’s plea could be seen as employing pathos to sway the lawmakers.



## 2. Decide with what kind of appeal you are dealing:

*E.g.:*

- As a doctor, I am qualified to tell you that this course of treatment will likely generate the best results – **Ethos**

- I'm not just invested in this community – I love every building, every business, every hard-working member of this town – **Pathos**

- The data is perfectly clear: this investment has consistently turned a profit year-over-year, even in spite of market declines in other areas – **Logos**

1. My three decades of experience in public service, my tireless commitment to the people of this community, and my willingness to reach across the aisle and cooperate with the opposition, make me the ideal candidate for your mayor.

2. You'll make the right decision because you have something that not many people do: you have heart.

3. If my age doesn't convince you that my opinion matters, at least consider that I am your grandfather and I love you dearly.

4. Ladies and gentlemen of the jury: we have not only the fingerprints, the lack of an alibi, a clear motive, and an expressed desire to commit the robbery... We also have video of the suspect breaking in. The case could not be more open and shut.

5. Where would we be without this tradition? Ever since our forefathers landed at Plymouth Rock, we've celebrated Thanksgiving without fail, making more than cherished recipes. We've made memories.

6. He has a track record of success with this company, culminating in some of our most acclaimed architecture to date and earning us Firm of the Year nine times in a row.

7. The veterinarian says that an Australian shepherd will be the perfect match for our active lifestyle.

8. If his years as a Marine taught him anything, it's that caution is the best policy in this sort of situation.

9. Better men than us have fought and died to preserve this great nation. Now is our turn to return the favor. For God and country, gentlemen!

10. Based on the dozens of archaeological expeditions I've made all over the world, I am confident that those potsherds are Mesopotamian in origin.

11. Doctors all over the world recommend this type of treatment.

12. If you're still unsure, please consider that my advanced degree and field work speak for themselves.

13. Private demand for the product has tapered off for the past three years, and this year's sales figures are at an all-time low. It's time to research other options.

14. There's no price that can be placed on peace of mind. Our advanced security systems will protect the well-being of your family so that you can sleep soundly at night.

15. They've worked against everything we've worked so hard to build, and they don't care who gets hurt in the process. Make no mistake, they're the enemy, and they won't stop until we're all destroyed.

16. More than one hundred peer-reviewed studies have been conducted over the past decade, and none of them suggests that this is an effective treatment for hair loss.

17. Don't be the last person on the block to have their lawn treated – you don't want to be the laughing stock of your community!

18. Research compiled by analysts from NASA, as well as organizations from five other nations with space programs, suggests that a moon colony is viable with international support.

19. You will never be satisfied in life if you don't seize this opportunity. Do you want to live the rest of your years yearning to know what would have happened if you just jumped when you had the chance?

20. You know me – I've taught Sunday School at your church for years, babysat your children, and served as a playground director for many summers.

21. He is a forensics and ballistics expert for the federal government – if anyone's qualified to determine the murder weapon, it's him.

22. It's a matter of common sense that people deserve to be treated equally. The Constitution calls it 'self-evident.' Why, then, should I have been denied a seat because of my disability?

23. History has shown time and again that absolute power corrupts absolutely.

24. After years of this type of disrespect from your boss, countless hours wasted, birthdays missed... it's time that you took a stand.

25. The algorithms have been run in a thousand different ways, and the math continues to check out.

26. In 25 years of driving the same route, I haven't seen a single deer.

27. You should consider another route. I heard that that street is far more dangerous and ominous at night than during the daytime.

28. You don't need to jump off a bridge to know that it's a bad idea. Why then would you need to try drugs to know if they're damaging? That's plain nonsense.

29. Our expertise in roofing contracting is evidenced not only by our 100 years in the business and our staff of qualified technicians, but in the decades of satisfied customers who have come to expect nothing but the best.

### **3. Find 2 different advertisements / posters in magazines and analyze them for the types of appeal.**

Who is the audience the poster is attempting to reach (age, gender, status)?

What is the text / image emphasizing?

What reaction does the ad elicit from you?

What role does historical context play in this image?

What rhetorical appeals are more prominent in this image?

### **4. Read the initial paragraph of articles coming from different sources and analyze for the leading drivers of persuasion.**

#### **A) More Women in Leadership Needed Now More than Ever**

By Judith Rodin

Last week we got closer than ever before to electing the first woman President, and millions of young girls across the country have been emboldened to dream even bigger and see no role as out of their reach. Despite the progress made by Hillary Clinton's historic candidacy, the campaign has forced us to reckon with issues of gender bias that emerged in the national dialogue – from tone of voice, to stamina, to what a leader "looks" like, to how the media covers gender. The sadness, anger, and motivation that women across the country are now dealing with are familiar, as we have been experiencing these systemic challenges in corporate America for decades. Women are still underpaid and underrepresented in the leadership of every sector. Yet women today make up half of the workforce in the U.S. – and drive 70 to 80 percent of all consumer spending. We can't afford to keep women out of leadership positions, or we will miss huge social and business opportunities.

#### **B) Important Things Effective Leaders Do Every Day**

By Vaibhav Kanjariya

Every once in a while, I run across someone who doesn't want to change. How do I motivate them to change when they don't want to? What do I do to convince them that the change is good for them? Nothing! Have you ever tried to change the behavior of an adult who had absolutely no interest in changing? How much luck did you have with your attempts at this "religious conversion"? Have you ever tried to change the behavior of a spouse, partner, or parent who had no interest in changing? How did that work out for you? My guess is that if you have ever tried to change someone else's behavior, and that person did not want to change, you have been consistently unsuccessful in changing their behavior. You may have even alienated the person you were trying to enlighten. If they don't care, don't waste your time.

Your time is very limited. The time you waste coaching people who do not care is time stolen from people who want to change. As an example, back in Valley Station, Kentucky, my mother was an outstanding first grade school teacher. In Mom's mind, I was always in the first grade, my Dad was in the first grade, and all of our relatives were in the first grade. She was always correcting everybody. My Dad's name was Bill. Mom was always scolding "Bill! Bill!" when he did something wrong. We bought a talking bird. In a remarkably short period of time the bird started screeching "Bill! Bill!" Now Dad was being corrected by a bird. Years passed. When Mom corrected his faulty grammar for the thousandth time, Dad sighed, "Honey, I am 70 years old. Let it go."

If you are still trying to change people who have no interest in changing, take Dad's advice. Let it go.

### **C) Native English Speakers are the World's Worst Communicators**

By Lennox Morrison

It was just one word in one email, but it triggered huge financial losses for a multinational company. The message, written in English, was sent by a native speaker to a colleague for whom English was a second language. Unsure of the word, the recipient found two contradictory meanings in his dictionary. He acted on the wrong one. Months later, senior management investigated why the project had flopped, costing hundreds of thousands of dollars. "It all traced back to this one word," says Chia Suan Chong, a UK-based communications skills and intercultural trainer. "Things spiraled out of control because both parties were thinking the opposite." When such misunderstandings happen, it's usually the native speakers who are to blame. Ironically, they are worse at delivering their message than people who speak English as a second or third language. "A lot of native speakers are happy that English has become the world's global language. They feel they don't have to spend time learning another language," says Chong. "But... often you have a boardroom full of people from different countries communicating in English and all understanding each other and then suddenly an American or Brit walks into the room and nobody can understand them."

### **D) A Vast New Tomb for the Most Dangerous Waste in the World**

By Christian Borys

World leaders jostle with global executives and anonymous men dressed in full camouflage as platters of shrimp, foie gras, and cheesecake are passed around by white-gloved staff. It would all seem quite normal were it not for the fact that we're just 100m (330ft) away from the site of the worst nuclear disaster in history. A hospitality tent has been erected just inside the gates of the Chernobyl nuclear power plant near Pripyat in Ukraine. The tent has many windows, to ensure everyone gets a good view of what's about to happen. These guests are here to witness the final stage of a 30-year clean-up job that has been underway, on and off, since one of the plant's reactors exploded in 1986. The Chernobyl disaster still casts a pall over nuclear power. And other serious accidents, such as that at Fukushima in Japan in 2012 – the only other incident to score a maximum of 'seven' in the International Nuclear Event Scale – are weighed against it.

## **5. Writing paragraphs with different types of appeal.**

**Choose a topic and write an introductory paragraph using pathos or/ and ethos as the leading strategy:**

1. Junk food has to be banned from school and University canteens and cafeterias.
2. Cars have to be confiscated for drunk driving.
3. Obligatory military service has to be abolished.
4. The use of animals for commercial entertainment (zoos, circuses, etc.) has to be stopped.
5. Barbie has to be banned.

## UNIT 7. STRUCTURAL TYPES OF ARGUMENTS FOR DIFFERENT AUDIENCES

**Rhetoric is the process of adjusting ideas to people and people to ideas.**

*Donald C. Bryant*

### 7.1 AUDIENCE-BASED REASONS

In terms of the rhetorical triangle introduced earlier, we turn to the power of ethos (the appeal to credibility) and pathos (the appeal to an audience's sympathies) as further means of making your arguments more effective.

Whenever you ask if a given piece of writing is persuasive, the immediate rejoinder should always be, "Persuasive to whom?" What seems a good reason to you may not be a good reason to others. The force of a logical argument, as Aristotle showed in his explanation of enthymemes, depends on the audience's acceptance of underlying assumptions, values, or beliefs. Finding audience-based reasons means discovering enthymemes that are effectively rooted in your audience's values.

To illustrate the difference between writer- and audience-based reasons, consider the following hypothetical case. Suppose you believed that the government should build a dam on the nearby Rapid River – a project bitterly opposed by several environmental groups.

Which of the following two arguments might you use to address environmentalists?

1. The government should build a dam on the Rapid River because the only alternative power sources are coal-fired or nuclear plants, both of which pose greater risk to the environment than a hydroelectric dam.

2. The government should build a hydroelectric dam on the Rapid River because this area needs cheap power to attract heavy industry.

Clearly, the warrant of Argument 1 (choosing the source of power that poses least risk to the environment) is rooted in the values and beliefs of environmentalists, whereas the warrant of Argument 2 (growth of industry is good) is likely to make them wince. To environmentalists, new industry means more congestion, more smokestacks, and more pollution. However, Argument 2 may appeal to out-of-work laborers or to the business community, to whom the new industry means more jobs and a booming economy.

### FOLLOW UP

**Working in groups, decide which of the two reasons offered in each instance would be more persuasive to the specified audience. Be prepared to explain your reasoning to the class. Write out the implied warrant for each because clause and decide whether the specific audience would likely grant it.**

1. Audience: a beleaguered parent

a. I should be allowed to stay out until 2 a.m. because all my friends do.

b. I should be allowed to stay out until 2 a.m. because only if I'm free to make my own decisions will I mature.

2. Audience: a prospective employer

a. I would be a good candidate for a summer job at the Happy Trails Dude Ranch because I have always wanted to spend a summer in the mountains and because I like to ride horses.

b. I would be a good candidate for a summer job at the Happy Trails Dude Ranch because I am a hard worker, because I have had considerable experience serving others in my volunteer work and because know how to make guests feel welcome and relaxed.

3. Audience: people who oppose the present grading system on the grounds that it is too competitive
  - a. We should keep the present grading system because it prepares people for the dog-eat-dog pressures of the business world.
  - b. We should keep the present grading system because it tells students that certain standards of excellence must be met if individuals are to reach their full potential.
4. Audience: young people aged fifteen to twenty-five
  - a. You should become a vegetarian because an all-vegetable diet is better for your heart than a meaty diet.
  - b. You should become a vegetarian because that will help eliminate the suffering of animals raised in factory farms.

### **Finding Audience-Based Reasons: Asking Questions about Your Audience**

Reasons are most persuasive when linked to your audience's values. This principle seems simple enough, yet it is easy to forget. For example, employers frequently complain about job interviewers whose first concern is what the company will do for them, not what they might do for the company. Conversely, job search experts agree that most successful job candidates do extensive background research on a prospective company so that in an interview they can relate their own skills to the company's problems and needs. Successful arguments typically grow out of similar attention to audience needs. To find out all you can about an audience, we recommend that you explore the following questions:

1. Who is your audience? What information do you have regarding the demographic makeup of your audience (age, gender, education level, ethnicity), and how might you use that information to develop and shape your speech or report? Are there any cultural considerations that may influence how your audience responds to the speech or report?
2. How much does your audience know or care about your issue? Are they currently part of the conversation on this issue, or do they need considerable background information? Are they currently aware of the problem or issue you are addressing, and do they care about it? If not, how can you get their attention?
3. What is your audience's current attitude toward your issue? Are they supportive of your position on the issue? neutral or undecided? skeptical? strongly opposed? What other points of view besides your own will your audience be weighing?
4. What objections are your audience likely to make to your argument? What weaknesses will they find? What aspects of your position will be most threatening for them and why? How are your basic assumptions, values, or beliefs different from your audience's?
5. Will your audience expect to be entertained as well as informed? In general, will your audience have an interest in your subject, or will you have to generate that interest? What expectations will your audience have regarding the length of your speech or report? What expectations will your audience have regarding the format of your speech or report? What tone or general attitude do you want to convey to your audience – objective? authoritative? collaborative? supportive?
6. Finally, what values, beliefs, or assumptions about the world do you and your audience share? Despite differences of view on this issue, where can you find common links with your audience? How might you use these links to build bridges to your audience? What do you want your audience to know or be able to do as a result of listening to your speech or reading your report?

Values and beliefs vary within cultures, but as a whole, cultural groups tend to hold a set of values and beliefs that are passed from generation to generation. Children learn the values of their culture both from the words and the actions of their parents.

Often values and assumptions we make about the world are implicit (not revealed, expressed, or developed). We may not even know we hold these values until we meet someone who has values that are different from ours. When we disapprove of the behavior of people who

are acting on a value that is opposed to one of ours, we become aware that that value is important to us. The result of these differing values is a difference in behavior and a difference in beliefs about what is considered good and bad behavior.

You need to be aware of the values and assumptions of English speakers and how they compare with your values and assumptions. This is especially true when you are trying to convince an English-speaking audience that your arguments about a controversial subject are valid. As you present your arguments, you have to emphasize common values and deemphasize those values and assumptions that you and your audience do not share.

The next few exercises are designed to help you think about your own values and beliefs and begin to examine the values and beliefs of the audiences for whom you choose to write.

## **FOLLOW UP**

### **1. Values Expressed in English Proverbs**

Proverbs are expressions of culture that are passed from generation to generation. They are the words of wisdom of a culture – lessons that the people of that culture want their children to learn and to live by – lessons that reflect the people’s attitudes toward life.

Below, you will find a list of expressions from the English-speaking world. Discuss the meaning of each expression with your groupmates. Then, explain what you think each expression means.

**E.g.:**     **Time is money.**  
**Expression**

**Time has value and can be measured.**  
**Meaning**

1. Where there is a will, there is a way.
2. It’s the squeaky wheel that gets the oil.
3. He travels the fastest who travels alone.
4. You have to blow your own horn.
5. You’ve made your bed, now sleep in it.
6. A stitch in time saves nine.
7. It’s not whether you win or lose, it’s how you play the game.
8. If a man does not keep pace with his companions, perhaps it is because he hears a different drummer.
9. God helps those who help themselves.
10. You can lead a horse to water, but you can’t make him drink.

The expressions above illustrate several important American values: individualism, the importance of acting, assertiveness, accepting responsibility, good sportsmanship, and independence. Look at each expression again and label it according to the value expressed. In addition to the values mentioned, Americans also value directness, youth, a democratic approach to authority, mobility, informality, and private ownership.

Some of the values and beliefs that influence most Americans, but that they may not even think about, are listed next.

1. Competition and free enterprise are good.
2. The future is more important than the past.
3. Action is good.
4. Informality is better than formality.
5. Something that is practical is good.
6. Events can be explained using cause and effect logic.
7. Material comfort is good.
8. Things do not happen because of fate; people control their lives and their environment.
9. Change is not only inevitable, it is good.

Each culture has its values and beliefs, both known and unknown. You need to know the difference between your own cultural assumptions and those of your audience in order to communicate effectively with that audience.

## 2. Values Reflected in Proverbs from Other Cultures

Below is a list of proverbs from a variety of different cultures.

In the space provided, write the meaning of each proverb, as you understand it and label it according to the value being expressed. Discuss your answers with your groupmates.

| Proverb                                                                                   | Meaning | Value |
|-------------------------------------------------------------------------------------------|---------|-------|
| 1. The nail that sticks up is hammered down (Japanese)                                    |         |       |
| 2. Men count up the faults of those who keep them waiting (French)                        |         |       |
| 3. Who knows most speaks least (Spanish)                                                  |         |       |
| 4. A burn from drinking hot milk makes one careful even when drinking cold water (Indian) |         |       |
| 5. A chicken's head is better than a dragon's tail (Korean)                               |         |       |
| 6. Many people want to hug mountains, but their arms won't reach (Indonesian)             |         |       |
| 7. Truth and oil always come to the surface (Spanish)                                     |         |       |
| 8. No smoke, no fire (Korean)                                                             |         |       |
| 9. It doesn't matter how slowly you go as long as you do not stop (Japanese)              |         |       |
| 10. To begin is easy, to persist is an art (German)                                       |         |       |

## 3. Finding Contrasting Values

Discuss the meanings of each of the following American and Arab proverbs. What values does each represent? Compare the American proverbs with the Arab proverbs to find similarities and contrasts. Which proverbs reflect similar values? Which proverbs seem to contrast with each other?

### *American Proverbs*

Jack of all trades, master of none.  
 God helps those who help themselves.  
 The apple does not fall far from the tree.  
 Blood is thicker than water.  
 He travels fastest who travels alone.

### *Arab Proverbs*

The young goose is a good swimmer.  
 One hand does not clap alone.  
 Seven trades, but no luck.  
 The eye cannot rise above the eyebrow.  
 The knife of the family does not cut.

To convince your audience, you need to keep your values and theirs in mind as you plan your argument. You can avoid conflict by supporting your points using values that you and your audience have in common or by showing your audience how your ideas satisfy your audience's values, whether these are your values or not.

#### 4. Learning more about American values: What do the proverbs mean? Do you agree?

Why / why not?

- A stitch in time saves nine.
- Don't cry over spilt milk.
- Never look a gift horse in the mouth.
- Time is money.
- A rolling stone gathers no moss.

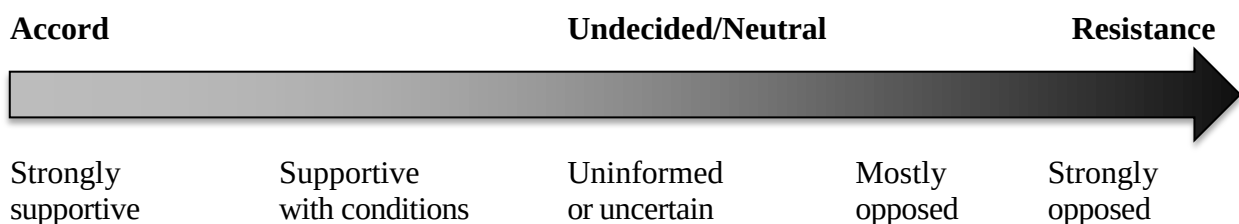
5. Working in a group, brainstorm 10 proverbs of your own culture, find English equivalents for them or translate them loosely into English, and identify the values they express.

- (A foreign proverb) \_\_\_\_\_  
reflects one of my own values
- (A proverb from your culture) \_\_\_\_\_  
reflects a value I have
- (A foreign proverb) \_\_\_\_\_  
reflects a value I do not think important
- (A proverb from your culture) \_\_\_\_\_  
reflects a value I disagree with even if it is a value of my culture
- A value that is one of the most important to me is \_\_\_\_\_  
This value is reflected in the following proverb from my culture \_\_\_\_\_

## 7.2 TREATING DIFFERENT VIEWS

An **audience-based strategy** for increasing the power of your arguments is to adapt the structure and tone of your essay to your audience, based on the degree of their resistance to your own views. One way to imagine your relationship to your audience on any given issue is to place them on a scale of resistance from strong support of your position to strong opposition. At the accord end of this scale are likeminded people who basically agree with your position on the issue. At the resistance end are those who strongly disagree with you, perhaps unconditionally, because their values, beliefs, or assumptions sharply differ from your own. In between the accord and resistance ends of the scale lies a range of opinions. Close to your position will be those leaning in your direction but with less conviction than you. Close to the resistance position will be those basically opposed to your view but willing to listen to your argument and perhaps willing to acknowledge some of its strengths. In the middle are those undecided people who are still sorting out their feelings, seeking additional information, and weighing the strengths and weaknesses of alternative views.

### SCALE OF RESISTANCE



You need a stable vision of your audience before you can determine an effective content, structure, and tone for your argument. An effective content derives from your choosing audience-based reasons that appeal to your audience's values, assumptions, and beliefs. An effective structure and tone are often a function of where your audience falls on the scale



of resistance. You have to adjust your **arguing strategy** depending on whether your audience is supportive, neutral, or hostile and opt for accommodating an audience's views on issue – by omitting them, refuting them, conceding to them, or incorporating them through compromise and conciliation:

- appealing to a neutral or undecided audience: **Classical Argument (Toulmin's)**
- appealing to a supportive audience: **One-Sided Argument**
- appealing to a resistant audience: **Delayed Thesis, or Rogerian Argument**

### 7.2.1. Appealing to a Supportive Audience: the One-Sided Argument

Typically, appeals to a supportive audience are structured as one-sided arguments that either ignore opposing views or reduce them to “enemy” stereotypes. Filled with motivational language, these arguments list the benefits that will ensue from your donations to the cause and the horrors just around the corner if the other side wins.

This is a passage from a fund-raising letter from an environmental lobbying group declaring:

It's crunch time for the polluters and their pals in the government. The corporate polluters and anti-environment politicians have stepped up efforts to roll back our environmental protections – relying on large campaign contributions, slick PR firms, and well-heeled lobbyists to get the job done before the election.

Or, we may quote a passage from the article *Every Little Girl Wants to Be a Princess, Right?* on children's beauty pageants which makes an emphasis on pathetic appeal to the audience:

Many of these girls on the TV show are referred to as sexy. Since when is it okay to refer to 4- and 5-year-old girls as sexy? All this does is open the door for pedophiles and other creeps out in the world. Paisley Dickens' mom has chosen many scandalous costumes for her to dress up in such as Julia Roberts' character in *Pretty Woman* when she was a prostitute. And still all the pageant people “Ooohh” and “Awww” at the girl's costumes. These girls are hardly wearing anything up on stage; this shouldn't be celebrated at all.

These make the reader feel part of an in-group of good guys fighting the big business polluters or showbiz. Issues are not examined from a different perspective, no alternative view is given. Since the intended audience already believes in the cause, readers are not invited to consider the issues more logically. Rather, the goal is to solidify support, increase the fervor of belief, and inspire action.

### FOLLOW UP

**As an introduction to these concerns, consider the following case.**

***Should team writing be required in a first-year composition course?***

A heated controversy recently occurred in the composition program at University X. As an experiment, instructors asked their students to write a group proposal argument (written by five-person teams) that offered a solution for a campus problem chosen by each team. Each student's grade for the project was based on the quality of the final team product adjusted upward or downward according to each student's individual contributions to the team effort. Several teachers in the experiment, enthusiastic about the success of this assignment, proposed to the Composition Committee that a similar team-writing experience be required in all sections of first-year composition. To no one's surprise, this proposal evoked controversy with both students and instructors writing letters to the committee supporting or opposing the proposal.

Read the following two versions of a professor's letter to the Composition Committee supporting the team-writing proposal. **Which of the two versions of the letter do you think is more effective?**

## **VERSION 1**

I urge the Composition Committee to approve the proposal that team writing be required in first-year composition courses. As an instructor in the experimental program, I have required a team-writing assignment for the last three semesters with very positive results. Let me highlight briefly my reasons for supporting this proposal.

First, the team writing assignment promotes true active learning. I was impressed by my students' ability to identify and analyze a problem on campus, imagine alternative solution, and then propose and justify their chosen solution to the problem. The group discussions revealed high level of critical thinking and creativity.

The group work also taught students excellent revising skills. Acting alternately as drafters and revisers, the students had to make all the parts of the proposal fit together with unified structure and consistent voice and style. Largely because the process was effective, the final products were excellent. Some of their proposals were so good that I have urged the groups to submit them to appropriate university offices. Additionally, team writing simulates the kind of writing students will do in professional life. Team writing has long been common in science and engineering and is increasingly common in the business world, where reports and proposals are typically written by teams. By teaching students to function in a group environment, the team-writing experience imparts an essential career skill.

Finally, from a teacher's perspective, the team-writing assignment gives instructors a breathing space in the semester when they can schedule more student conferences and provide more individual help. Relieved from a heavy paper-grading load during the team-writing unit, I worked with students on revisions of earlier assignments and gave other kinds of individualized help.

For these reasons, I strongly urge you to make a team-writing experience a required part of our first-year composition courses. If you would like to discuss these ideas with me personally or would like to see examples of work produced by my student groups, please contact me at xxxx.

Sincerely yours, Professor Jones.

## **VERSION 2**

Despite real difficulties associated with team-writing assignments, I urge the composition committee to approve the proposal that team writing be required in first year composition courses. As an instructor in the program, I have required a team-writing assignment for the last three semesters. Although I have had my share of difficulties in requiring team writing, the positive benefits of the assignment outweigh the costs.

Let me begin, though, by acknowledging the problem areas. Teachers and students who dislike team writing point with justification to such problems as dysfunctional groups, unequal sharing of work, group difficulties in scheduling out-of-class meetings, personality conflicts, willingness of weak writers to let the good writers do the work, and the very knotty problem of assigning grades equitably. I know these problems well. Last semester one of my students became so angry with her group that she stormed out of the classroom, telling me in the hall that she would drop the class before she would return to her group. Students are so used to working individually rather than together that the strain on the teacher of trying to help them function as a team can be overwhelming.

Despite these problems, I still enthusiastically support a required team-writing experience for first-year students. Here are my reasons.

First, the team-writing assignment promotes true active learning. I was impressed by my students' ability to identify and analyze a problem on campus, imagine alternative solutions and then propose and justify their chosen solution to the problem. With only a few exceptions, the group conversations during this project – even among groups that didn't seem to be working well together – showed a high level of critical thinking and creativity.

The group work also taught students excellent revising skills. Acting alternately as drafters and revisers, the students had to make all the parts of the proposal fit together with unified structure and consistent voice and style. Largely because the process was effective, the results were excellent. Some of their proposals were so good that I have urged the groups to submit them to appropriate university offices.

Additionally, team writing simulate the kind of writing students will do in professional life. Team writing has long been common in science and engineering and is increasingly common in the business world where reports and proposals are written by teams. Even the dysfunctional groups benefit from this aspect of team writing. They learn – perhaps the hard way – that professional working groups, unlike friendship groups, require goal orientation, dutiful work habits, and effective cooperation. By teaching students how to work productively in groups we are imparting an essential career skill.

Finally, from a teacher's perspective, the team-writing assignment gives instructors a breathing space in the semester when they can schedule more student conferences and provide more individual help. Relieved from a heavy paper-grading load, I worked with students on revisions of earlier assignments and gave other kinds of individualized help that would otherwise be impossible.

For these reasons, I strongly urge you to make a team-writing experience a required part of our first-year composition courses. If you would like to discuss these ideas with me personally or would like to see examples of work produced by my student groups, please contact me at xxxx.

Sincerely, Professor Jones.

### **Analyzing Rhetorical Arguments**

**Read and analyze the articles below answering the questions after the texts.**

**A)**

#### **BEHIND THE CROWN**

By Robin Nielsen

Beauty pageants have become a staple in American culture. Winners of pageants such as Miss America are icons, representations of the ideal woman, and positive role models for young girls. So society says. More recently, however, a new type of pageant has increased in popularity to the point of being considered a national phenomenon. These pageants are just as glitzy, and the competition is just as fierce; the only difference is that these contestants are the miniature model. They are child beauty queens. The world of child beauty pageants has become a source of fascination, as well as contention, in our society. Networks such as TLC and WE TV have produced hit reality shows featuring the munchkin-sized divas because it sells, but one cannot help but wonder, how can parading children about on stage like show ponies be a positive thing? The truth is it is not. Beauty pageants are not a healthy activity for children because they force young girls to act like little adults, exhibit age-inappropriate sexuality, and have negative body image and mental health problems later in their lives. Children are the future of society, and even those who do not have children should be concerned about the direction of the culture they have to live in. Just because child beauty pageants are socially acceptable does not mean they should be. Our culture needs to eliminate child beauty pageants, at least in their current form.

While beauty pageants for kids have been around for a long time, their huge popularity is relatively recent. America's first televised child beauty pageant was held in 1960 in Miami, Florida, and it only aired on a local television station [4, 2]. Today, the "mini" beauty pageant industry is a multi-billion dollar a year endeavor [3, 31]. Little girls compete in categories such as swimwear, beauty, talent, modeling, and glamour. They have spray tans, false eyelashes, flippers for their teeth, pounds of make-up, and dresses that cost hundreds of dollars each. Author Henry Giroux did extensive research on the child beauty pageant circuit for his article *Child Beauty Pageants and the Politics of Innocence*. He then made this observation when describing the differences in the original beauty pageants and what we see now: "the children in the 1977 pageants wore little-girl dresses and ribbons in their hair; they embodied a child-like innocence in their appearance as they displayed their little girl talents-singing, tap dancing, and baton twirling. Not so with recent pageant shots" [3, 43].

That kind of simplicity does not exist in today's pageant world. Instead, it is a fierce competition for monetary prizes and the "grand supreme" title. This is the world we are putting our toddlers into while instructing them to "strut their stuff." The hit television shows are another new aspect of the pageant life that has contributed to the explosion of controversy. Shows like WE's *Little Miss Perfect* and TLC's *Toddlers and Tiaras* follow families in the child pageant circuit. Their cameras capture all the drama, makeovers, tantrums, and meltdowns that are a regular part of the important national pageants. TLC's network website describes the show: "once at the pageant, it's all up to the judges and the drama ensues when every parent wants to prove that their child is beautiful" [TLC 2009]. That quote alone is enough to shine a small light on the darker side of the glamorous exterior of pageants. The networks defend their shows, saying they are just documentaries of the life that thousands of children lead and that viewers must make their own judgments. Clearly, pushy parents are a part of the morbid attraction that those TV shows have for the masses, but with the video footage from these shows, it is hard to deny that these children are being exploited.

One way that pageants exploit children is in a sexual manner. The majority of participants are young enough that they should still be playing with baby dolls and jump ropes, yet they are performing routines that involve a lot of hip shaking and kissy faces. Combine those factors with the skimpy outfits, and many fittingly question how these pageant displays are any different than child pornography. Mark Davidson provides commentary in his 1997 article for USA Today Magazine entitled *Is the Media to Blame for Child Sex Victims?* He writes, "these pageants commercially flaunt kids' bodies, often converting preteen and preschool girls into sex puppets adorned with lipstick, mascara, false eyelashes, bleached hair, high heels, and satin-and-rhinestone gowns, and professionally coached in showgirl postures and movements" [1, 1]. Little girls like to play dress up, but there is no doubt that the way they are dressed for the competitions is catering to an adult preference. Sadly, their parents are the adults responsible for dressing these babies as Vegas showgirls and belly dancers. These children are not dressed to please a child's tastes; they are dressed to please adults, and adults have a sexualized view of what is beautiful. Sexualizing children and preteens is wrong because it puts them at risk for more serious physical harm. The sexual aspect of pageants caters to a world bordering that of pedophiles and kiddy porn. Giroux argued that "the popular literature that supports the pageant culture fails to acknowledge that 'sexualized images of little girls may have dangerous implications in a world where 450,000 American children were reported as victims of sexual abuse in 1993'" [3, 40]. While pageants themselves are not sexual abuse, they can contribute to situations that result in the sexual abuse of children. Parents should be aware of this danger when they place their children in pageants. While parents are the ultimate decision makers for their minor children, there should be a line where society says "enough".

The famous case of JonBenet Ramsey's murder played a big role in bringing out the sexual aspect of the child beauty queen controversies. The six-year old pageant royalty was found dead in her basement on December 26, 1997. She had been sexually assaulted and then strangled and bludgeoned to death. The media went wild. Henry Giroux also studied the JonBenet case for his article, and he described the media attention like this: "major media networks, newspapers, and tabloids besieged the public with photographs and television footage of JonBenet, dubbed as the slain beauty queen, posing coquettishly in a tight dress, wearing bright red lipstick, her hair bleached blonde" [3, 35]. Many began to wonder whether or not her participation in beauty pageants had contributed to her untimely death, but no one knew who had killed her. Regardless, people were spooked, and beauty pageant entries dropped dramatically for a period of time. Although the facts of who killed her and why remain inconclusive to this day, the fact of the matter is, JonBenet was a young child forced to live an adult lifestyle. Her tragic death made the sexual aspect of pageants a point of national concern.

Child beauty pageants are also harmful to the participants' self-esteem and mental health later on in life. The University of Minnesota conducted a study in 2005 on the relationship between beauty pageant participation as children and eating disorders and poor body image. While a relationship between pageants and eating disorders could not be nailed down, poor self-esteem and negative body image were apparent. Those two things are known to be symptoms of eating disorders, so a correlation between pageants and eating disorders does exist in an indirect way. The results stated, "women who participated in childhood beauty pageants scored significantly higher on measures of body dissatisfaction, interpersonal distrust, and impulse dysregulation, than women who did not..." [5, 297]. Essentially, the women who were mini beauty queens grew up to hate their bodies, missed out on meaningful relationships, and struggled with self-control. Pageants teach young girls that they are only beautiful when they have unnatural amounts of makeup on. It also teaches them that they need to compare themselves to other girls, and if they do not compare favorably then they have failed. It teaches them to expect perfection of themselves, but perfection does not exist in our world. Therefore, pageants are setting them up to fail in their own minds and in their future social endeavors.

With all these apparent consequences of placing children in pageants, one has to ask oneself, "What are their parents thinking?" Pageant parents and other advocates of child pageants argue that these pageants are a way for their children to get ahead in life. They say that pageants are a great way for their children to pursue modeling careers or win money for college [3, 41]. Reporter Lise Hilboldt-Stolley wrote an article entitled *Pretty Babies* from the viewpoint of a pageant mom. She shared the pro-pageant views of one of the pageant grandmothers with this statement, "they have good manners and high self-esteem and they know how to act in public. You can go into a restaurant and see a table of pageant kids eating quietly, surrounded by rowdy, badly behaved kids all over the place" [4, 3].

But even with these supposed benefits, one has got to continue wondering if it is worth all the harm. It is possible to obtain these benefits from other activities or with different kinds of competitions. Young children, boys and girls, should be able to compete in activities that involve talent and educational leadership. These activities would help reap the benefits pageant parents say they see. The difference is that moving away from the make-up and adult clothing would encourage children to be children and cut down on the negative side effects of pageants as they currently exist. In order to solve the problem of children, especially little girls, being exploited through pageants, society needs to see these pageants for what they are and make them unacceptable in their current forms. Although there are arguably some benefits to pageants, they do not outweigh the cons, and these benefits can be achieved in more constructive ways.

Instead of relying on pageants to teach kids manners and poise, perhaps the parents should take responsibility for instilling those characteristics into their children without taking away their childhood. They should teach their children that hard work and a strong character will lead to success, rather teaching them to exploit their sexuality to get ahead. Though pageants probably cannot be stopped altogether, there should be mandatory regulations that forbid the ridiculous getups and seductive dancing, and if little girls still want to play dress up, they can easily do it at home like millions of little girls have done for hundreds of years. Exploiting children cannot be justified. It is the responsibility of the adults in society to take care of the kids and protect the well-being of those who cannot yet take care of themselves. Society should not be endorsing an unhealthy activity such as pageants for children. The glitz and glamour of pageant life that appeals to parents should not be worth the emotional and physical health of their offspring. Children should be taught to love and respect themselves as individuals, and that is what society and the media should be endorsing. It is time to call for an end to beauty pageants for children and find healthier ways for children to be competitive.

### Works Cited

1. Davidson, Mark. "Is the media to blame for child sex victims?" USA Today Magazine Sept. 1997: 60. Academic Search Premier. EBSCO. Web. 18 Mar. 2010
2. Early, Gerald. "Life with Daughters: Watching the Miss America Pageant." Kenyon Review 12.4 (1990): 132-145. Academic Search Premier. EBSCO. Web. 18 Mar. 2010.
3. Giroux, Henry A. "Nymphet Fantasies Child Beauty Pageants and the Politics of Innocence." Social Text 16.4 (1998): 31. Academic Search Premier. EBSCO. Web. 18 Mar. 2010.
4. Hilboldt-Stolley, Lise. "Pretty babies." Good Housekeeping 228.2 (1999): 102. Academic Search Premier. EBSCO. Web. 22 Mar. 2010. Most Famous Pageant." Journal of American History 93.2 (2006): 589-590. Academic Search Premier. EBSCO. Web. 19 Mar. 2010.
5. Wonderlich, Anna, Diann Ackard, and Judith Henderson. "Childhood Beauty Pageant Contestants: Associations with Adult Disordered Eating and Mental Health." Eating Disorders 13.3 (2005): 291-301. Academic Search Premier. EBSCO. Web. 18 Mar. 2010.

### Thinking Rhetorically about a Text

1. Sum up the article in 1 or 2 sentences.
2. Single out the claim.
3. Find or infer the warrant.
4. Find the thesis. How soon in the text is it exposed (# of the paragraph from the beginning)?
5. What are the strategies of support chosen by the writer?
6. How many grounds have been given? What are they?
7. How many counterarguments have been given? How many of them have been refuted?
8. Are there any qualifiers suggested by the author?
9. How is logos created in the text?
10. How is ethos created in the text?
11. How is pathos created in the text?
12. Which strategy of persuasion seems the leading one in the article?

### B)

#### EVERY LITTLE GIRL WANTS TO BE A PRINCESS, RIGHT?

By Mariah Jackson

Picture yourself in ballroom that has an extravagant stage set up towards the front. Now imagine that stage decorated in a beachy theme with leis, inflatable pools, palm trees, and beach balls everywhere. It sounds kind of fun, doesn't it? Now that this picture is in your head imagine a cramped hotel room filled with 6-7 people frantically running around like the world is ending. One is trying to find mascara, another is trying to curl a little girl's hair, and still another is finishing up the last minute touches on the child's ball gown. Meanwhile the child is screaming and bawling because she is being poked and prodded from all angles. Her hair is being pulled, she's getting poked in the eye, her eyebrows are being plucked, and she's getting yelled at for being moody. If all that was happening to you, wouldn't you be in a bad mood too? Not to mention all this is happening at somewhere around 6 o'clock in the morning, where no one would be happy to be awake let alone ready to be tortured first thing after waking up. This second scene doesn't sit as well with you as the first one, does it? No, that's what I thought. The evils of pageantry all happen behind the scenes. Thanks to TLC's show *Toddlers and Tiaras* we now have the privilege to see firsthand what goes on behind the stage. I bet you are wondering to yourself now about what actually takes place behind the closed doors of pageants. What horrors do these moms make their daughters go through before they deem them "pageant ready"?

A lot of money, time, effort, and money goes into getting the girls pageant ready. Did I mention money? In order to be a true competitor in a glitz pageant everything has to be big, sparkly, and perfect. The first thing that is necessary when competing in glitz pageants is having a good coach [4]. A top coach can cost anywhere from \$75-\$100 an hour. A few practices over a couple of weeks gets pricy very quickly. The next thing that you must have is a wig, a wiglet, a fall, or a mini fall. Falls are clip-on-hair pieces that can be used to add more volume to the hair.

You can buy a good used one on eBay, but you must make sure that wherever you end up buying it from that it is made out of real human hair. This way you can style it any way that you want. Also, make sure your makeup person washes the hair before your daughter wears it. Next, you must have the perfect dress. Dark tones tend not to look good on little girls so make sure you choose a tone that compliments her skin tone. It is going to need to be covered in crystals and be short with a full cupcake skirt. A good used dress can be anywhere from \$500 to \$1000, and a custom or new dress would be significantly more [4]. You also have the option to rent a good pageant dress, these can normally be found for less than \$100. If your daughter is younger and is losing teeth, make sure you buy her a flipper. A flipper is sort of like a bridge, and it fills in the missing spots in her teeth so they appear perfect. This is normally around \$300 [4], and it has to be fit to ensure that it will not fall out during the pageant. The girls need to wear plain white matte Mary Jane's shoes with frilly socks. Getting a hair and makeup artist is a must if you are trying to compete. You wouldn't want to mess up on the day of the pageant! If your daughter is light skinned, make sure she gets a spray tan before the pageant so that the pageant spot lights don't wash her out. Make sure your daughter has all of these things if she even wants a chance to compete among the best of the best. The pageant moms make the pageants hostile and unfriendly situations. I suggest taking a test run or two in smaller pageants before jumping in with the big fish to see if this is what you really want to do.

The pageant world is not suitable for little girls to grow up in. It is unforgiving and teaches them evil lessons such as beauty is only skin deep and who you are on the inside doesn't matter. No, it is not because there is competition, if anything that brings about a positive aspect of pageants. However the good does not over shadow the evils, not even a little bit. What good does it do to have a baby up on stage all made up? The child doesn't know what is going on; they just sit in their holders' arms while balling their eyes out. I don't know about you, but that doesn't seem to me like the child is having a good time. Many parents force their children to endure the unethical practices of pageantry. However, by being forced to grow up in that environment the baby is brainwashed into thinking that pageantry and how everyone there acts is completely normal. These girls grow up focusing so much on looks that girls as young as five are asking their mothers if they can get Botox injections because they think they have wrinkles. Society is molding the young girls of today to be conceded little brats.

The problems are endless when it comes to pageants. They can range anywhere from things as simple as getting their nails done to more serious things such as injecting little girls with Botox. 8-year-old Britney was injected with Botox by her mom [5]. Her mom claimed that Britney asked for it to fix the wrinkles she has on her face. Now there are many things wrong with this picture. Firstly, 8 year olds don't have wrinkles; they have enough collagen and elastin in their skin to keep it looking young for many, many years beyond the age of 8. Secondly, why was her mom injecting her with the Botox? How could this possibly be safe? A doctor was interviewed and was saying how only a professional doctor should administer Botox [5]. He went on to say that any doctor that gives Botox to a young child should have their license revoked. It is unethical and not safe for the child. Also, if Botox is used, it can change the structure of the child's face. Botox paralyzes the muscles and keeps them from moving. When you are growing up, your muscles work together with your bones to shape your face. However, with the muscle being paralyzed, this can't properly happen causing your face to be misshapen [5]. This is mutilating the young girl's body! Social services is stepping in and deciding whether or not the mother in this case is responsible enough to raise her child. I among others see this as child abuse and feel like the child would do better off pulled from this household. It obviously is not a safe environment. Not only can this affect the young girl physically but it can also affect her psychologically. If a girl of 8 years old is already fretting over wrinkles, imagine how she will be by the time she hits high school. You can almost guarantee that she will have an eating disorder of some sort, and she might even have body dimorphic disorder. Body dimorphic disorder, or BDD, is a disorder in which you only see flaws in yourself. People who suffer from BDD view their bodies as if they are looking into a clown mirror, everything on them looks

distorted. The chances of her getting multiple plastic surgery operations also increase. Some of you might argue with this point and say that this is just an extreme case and shouldn't reflect on the pageant industry as a whole. However, Britney's mother said that she got the idea of Botox from other pageant mothers. She went on to say how this is a normal occurrence among all pageant moms. Furthermore, she said that there are still far worse things that go on behind the scene of pageants [5].

"Go-Go Juice" is also a very controversial issue when the talk of pageants comes up [3]. "Go-Go Juice" as it has been termed is a mixture of Red Bull and Mountain Dew [3]. This has been used to keep their DD (*darling daughter*; what pageant moms refer to their daughters as) energized and "happy" [3]. The amount of caffeine in this concoction has enough power to amp up a large adult let alone a little girl. Pageant moms try to justify themselves by saying that they could be doing much worse things such as giving alcohol to their child [3]. This in itself should be a red flag. When you make the jump from giving a young child an energizing drink to giving them alcohol, something's wrong. The two shouldn't even come up in the same thought process. Moms may not opt for "Go-Go Juice" yet they use pixie stixs and other candies. They also call the pixie stixs pageant crack [6]. Why *would* you associate something that you are giving your daughter with such a strong narcotic? This amount of sugar simply is not healthy and can be deadly to a small child. It is shown to cause severe neurological and cardiovascular problems [3]. Wouldn't you think that parents would stop "doping" their children after they have figured this out? All the parents on this show only care about one thing, and that is winning. The moms are just trying to live their lives through their daughters. They will do whatever it takes to make sure that their princess receives the crown and prize money that they deserve. Four of the parents from the show were chosen to go on the Anderson Cooper show and dress up just like their little girls when they are performing on stage [1]. Oddly enough, the moms weren't phased by having to dress up in those ridiculous outfits. This just goes to show how messed up in the head some people in this country can be. All this does is teach the young girls that beauty really is only skin deep. Who cares about personality as long as you're pretty?

Many of these girls on the TV show are referred to as sexy [2]. Since when is it okay to refer to 4- and 5-year-old girls as sexy? All this does is open the door for pedophiles and other creeps out in the world. Paisley Dickens' mom has chosen many scandalous costumes for her to dress up in such as Julia Roberts' character in *Pretty Woman* when she was a prostitute [2]. And still all the pageant people "Ooohh" and "Awww" at the girl's costumes. These girls are hardly wearing anything up on stage; this shouldn't be celebrated at all.

In the end, the pageant world is full of mothers trying to live through their daughters accomplishments. What the mothers don't realize though is that they are destroying their daughter's health, and they are setting them up to be the conceded people on this planet. Everything will have to be about them all the time; you can't have a good relationship with someone if all the focus always has to be on you. That in no way is a healthy relationship. After viewing many episodes of the show I have seen maybe 1 or 2 decent looking pageant moms out of the couple of dozen that were shown. All of them are unsightly and overweight and seemingly uneducated. Many of them are stereotypical redneck moms.

Millions of people all over the country watch weekly and are horrified by the things that take place on the show, but instead of doing something about it they sit at home and blog about it. Something that you can do to help the situation is to stop watching the show. Stop supporting it in every way that you can. The only reason that the show is doing so good is because of the millions of people that watch it every week give it good ratings. If the people who disagreed with the show stopped watching it, the ratings would go down and in turn the show would go off the air. This is a simple solution to a problem that seriously needs to be fixed. So think twice next time before you flip over to an episode of *Toddlers and Tiaras*.



### Works Cited

1. Emery, Debbie. "You Look Just like Momma! Toddlers & Tiaras Stars Get Matching Pageant Outfits." *Radar Online*. 16 Feb. 2012. Web. 20 Mar. 2012. <<http://www.radaronline.com/exclusives/2012/02/toddlers-tiaras-stars-matching-pageant-outfits-honey-boo-boo-child>>.
2. Goodhand, Amber. "Toddlers and Tiaras Tot Princess." *Radar*. Web. 15 Mar. 2012. <<http://www.radaronline.com/exclusives/2012/03/toddlers-tiaras-princess-leia-paisley-dickey-controversial-pageant-outfit>>.
3. Giarrusso, Theresa W. "Toddlers and Tiaras: Kids Using a Go-Go Juice and a Pageant Crack to Help Compete." *'Toddlers and Tiaras': Kids Using 'Go-Go Juice' and 'Pageant Crack' to Help Compete*. 8 Feb. 2012. Web. 20 Mar. 2012. <<http://blogs.ajc.com/momania/2012/02/08/toddlers-and-tiaras-kids-using-go-go-juice-and-pageant-crack-to-help-compete/>>.
4. Habee. "Kids' Beauty Pageants: What You'll Need to Be Competitive." *HubPages*. Web. 20 Mar. 2012. <<http://habee.hubpages.com/hub/Kids-Beauty-Pageants-What-Youll-Need-to-be-Competitive>>.
5. HAGAN, KELLY, and SARAH KUNIN AND SABINA GHEBREMEDHIN. "Mom Gives Botox to 8-Year-Old Daughter: How Young Is Too Young?" *ABC News*. ABC News Network, 12 May 2011. Web. 20 Mar. 2012. <<http://abcnews.go.com/Health/mom-year-daughter-botox-young-young/story?id=13580804>>.
6. Kass, Jackie. "Did John Ramsey Send a Warning to Moms from 'Toddlers & Tiaras'?" *Examiner.com*. 14 Mar. 2012. Web. 20 Mar. 2012. <<http://www.examiner.com/tv-in-national/did-john-ramsey-send-a-warning-to-moms-from-toddlers-tiaras>>.
7. "The Tragedy Behind Child Pageants | Momaroo." *Momaroo*. Web. 20 Mar. 2012. <<http://www.momaroo.com/738853530/the-tragedy-behind-child-pageants/>>.

### ***Thinking Rhetorically about a Text***

1. Sum up the article in 1 or 2 sentences.
2. Single out the claim.
3. Find or infer the warrant.
4. Find the thesis. How soon in the text is it exposed (# of the paragraph from the beginning)?
5. What are the strategies of support chosen by the writer?
6. How many grounds have been given? What are they?
7. How many counterarguments have been given? How many of them have been refuted?
8. Are there any qualifiers suggested by the author?
9. How is logos created in the text?
10. How is ethos created in the text?
11. How is pathos created in the text?
12. Which strategy of persuasion seems the leading one in the article?

### **C) Compare the two pieces.**

1. Present (read aloud) the summaries.
2. How similar or different do the claims seem to you?
3. How similar or different are the warrants?
4. How soon are the theses exposed (# of the paragraph from the beginning)? Does the placement of the thesis matter for making the reader impressed?
5. How similar or different are the strategies of support chosen by the writers?
6. How many grounds have been given in either case? Are they the same?
7. Comment on the counterarguments and their rebuttal.
8. Comment on the qualification suggested by the authors.
9. How is logos created in either case?
10. How is ethos created in either case?
11. How is pathos created in either case?
12. Which strategy of persuasion prevails in article 1? And in article 2? How different is the effect produced on the reader depending on the strategies chosen?
13. Which text did you like more? Why?

### 7.2.2 Appealing to a Resistant Audience: Rogerian Argument

Whereas classical argument is effective for neutral or undecided audiences, it is often less effective for audiences strongly opposed to the writer's position. Because resisting audiences often hold values, assumptions, or beliefs widely different from the writer's, they are unswayed by classical argument, which attacks their world view too directly. On many values-laden issues such as abortion, capital punishment, obligatory military service, and education reform the distance between a writer and a resisting audience can be so great that dialogue hardly seems possible.

Because of these wide differences in basic beliefs and values, a writer's goal is seldom to convert resistant readers to the writer's position. The best that the writer can hope for is to reduce somewhat the level of resistance, perhaps by opening up a channel of conversation, increasing the reader's willingness to listen, and preparing the way for future dialogue.

**If you can get a resistant audience to say, "Well, I still don't agree with you at all but I now understand you better and respect your views a bit more," you will have been highly successful.**

#### **Rogerian argument**

A powerful strategy for addressing resistant audiences is a conciliatory strategy often called Rogerian argument, named after psychologist Carl Rogers, who used this strategy to help people resolve differences. Rogerian argument emphasizes "empathic listening," which Rogers defined as the ability to see an issue sympathetically from another person's perspective. He trained people to withhold judgment of another person's ideas until after they listened attentively to the other person, understood that person's reasoning, appreciated that person's values, respected that person's humanity – in short, walked in that person's shoes. Before disagreeing with another person, Rogers would tell his clients, you must be able to summarize that person's argument so accurately that he or she will say, "Yes, you understand my position."

What Carl Rogers understood is that traditional methods of argumentation are threatening. When you try to persuade people to change their minds on an issue, Rogers claimed, you are actually demanding a change in their worldview – to get other people, in a sense, to quit being their kind of person and start being your kind of person. Research psychologists have shown that persons are often not swayed by a logical argument if it somehow threatens their own view of the world. Carl Rogers was therefore interested in finding ways to make arguments less threatening. In Rogerian argument, the writer typically waits until the end of the essay to present his position, and that position is often a compromise between the writer's original views and those of the resisting audience. Because Rogerian argument stresses the psychological as well as logical dimensions of argument, and because it emphasizes reducing threat and building bridges rather than winning an argument, it is particularly effective when dealing with emotionally laden issues.

Under Rogerian strategy, the writer reduces the sense of threat in their argument by showing that both writer and resistant audience share many basic values. Instead of attacking the audience as wrongheaded, the Rogerian writer respects their audience's intelligence and humanity and demonstrates an understanding of the audience's position before presenting their own position. Finally, the Rogerian writer never asks the audience to capitulate entirely to the writer's side – just to shift somewhat toward the writer's views. By acknowledging that he or she has already shifted toward the audience's views, the writer makes it easier for the audience to accept compromise. All of this negotiation ideally leads to a compromise between – or better, a synthesis of – the opposing positions.

The key to successful Rogerian argument, besides the art of listening, is the ability to point out areas of agreement between the writer's and reader's positions. For example, if you support a woman's right to choose abortion and you are arguing with someone completely opposed to abortion, you are unlikely to convert your reader, but you might reduce the level of resistance. You begin this process by summarizing your reader's position sympathetically, stressing your

shared values. You might say, for example, that you also value babies; that you also are appalled by people who treat abortion as a form of birth control; that you also worry that the easy acceptance of abortion diminishes the value society places on human life; and that you also agree that accepting abortion lightly can lead to lack of sexual responsibility. Building bridges like these between you and your readers makes it more likely that they will listen to you when you present your own position.

Writers who have a distrust of classical argumentation often find Rogerian argument appealing because it stresses self-examination, clarification, and accommodation rather than refutation. Rogerian argument is more in tune with win-win negotiation than with win-lose debate.

### **Tips for writing your Rogerian argument**

When constructing a Rogerian argument essay, in which you explore the common ground between two opposing points of view, you must remember that the goal is to achieve a mutually satisfactory solution through communication – not to overpower your opponent with wit, sarcasm, insults, or threats.

- **Know your audience.** The more you know about your audience, the more you can tailor your essay to draw participants' attention. Having information about your audience will also provide you with a better understanding of the problem and how it is affecting their lives.

- **Avoid negative language.** Focus on the positive aspects of your opponent's stance. For example, if your opponent is against the teaching of evolution in schools, acknowledge and honor their commitment to the education of their children.

- **Avoid controversial side topics.** If you know that discussion of other related beliefs and practices would elicit a negative reaction from your audience, then don't go there. Steer away from additional controversial topics and focus on the matter at hand.

- **Maintain a neutral tone when stating your viewpoint.** The final stage of the argument is for persuading. When stating your point, state it simply without misleading terms or flowery speech. For example, change "I have an easy-to-use niche product that will revolutionize your household chores, saving you hours" to "My product will simplify cleaning chores, such as vacuuming and dishes."

This letter may serve as an example:

Dear PTA,

My name is Mrs. Maples and I am the lead Special Education teacher at George Washington Elementary School. I attended your last round-table discussion and have been thinking about the difficulties you are having with securing volunteers for the upcoming book sale. I may have a solution that will help us both.

From the explanation Mrs. Reed gave at the meeting, the primary problem is finding a consistent group of volunteers – you train five or six new helpers every month and lose 10, which could mean cutting future events. I know our students love the book sale and winter carnival. The staff does, too. We would all hate to lose these annual joys.

I may have a source of steady volunteers that can help with this problem. My fifth grade Special Education teacher, Ms. Evans, has informed me that her class is available to serve as student helpers at the next book sale. These children are passionate learners and eager assistants. They are currently volunteering in the library and cafeteria – so they are no stranger to a bit of hard work!

I understand that working with special needs students may seem like a challenge, and it is, but the rewards for both you and the students would be great. With nearly 25 students, the class would more than satisfy your volunteer quotas, and Ms. Evans and myself will also attend to delegate duties and assist with supervision. But most importantly, the students would be learning a valuable lesson about the operation of this enormous event. They would all have a deeper appreciation for the books sale, understanding all of the work that goes into making these little miracles happen at George Washington.

I will be available from 9 am-6 pm, Monday through Thursday, if you would like to discuss the potential for a partnership between the fifth graders and the PTA. I hope that we can establish a bond that will last for many years to come.

Sincerely,  
Mrs. Evelyn Maples

### **Analyzing Rhetorical Arguments**

Unlike a classical argument, a Rogerian argument assumes an exploratory approach to a subject. Instead of declaring a claim and reasons early in the argument, you may work your way slowly to your claim, devoting a large part of the argument to examining different views and re-creating your own inquiry into the subject.

For illustration, consider a real-life Facebook post as a Rogerian micro-argument and answer the questions after the text.

#### **Sophie Theallet, November 17, 2016**

As an independent fashion brand, we consider it our voice an expression of our artistic and philosophical ideas.

The Sophie Theallet brand stands against all discrimination and prejudice. Our runway shows, ad campaigns, and celebrity dressing have always been a celebration of diversity and a reflection of the world we live in.

I am well aware it is not wise to get involved in politics. That said, as a family-owned company, our bottom line is not just about money. We value our artistic freedom and always humbly seek to contribute to a more humane, conscious, and ethical way to create in this world.

As an immigrant myself in this country, I have been blessed with the opportunity to pursue my dreams in the USA. Dressing the First Lady Michelle Obama for the past 8 years has been a highlight and an honor. She has contributed to having our name recognized and respected worldwide.

Her values, activities, and grace have always resonated deeply with me.

As one who celebrates and strives for diversity, individual freedom, and respect for all lifestyles, I will not participate in dressing or associating in any way with the next First Lady. The rhetoric of racism, sexism, and xenophobia unleashed by her husband's presidential campaign are incompatible with the shared values we live by.

I encourage my fellow designers to do the same.

Integrity is our only true currency.

Sophie Theallet.

### ***Thinking Rhetorically about a Text***

1. Find the warrant.
2. Find the claim. How soon in the text is it exposed (# of the paragraph from the beginning)?
3. How many grounds have been given? What are they?
4. Have any counterarguments been considered?
5. How are logos, ethos, and pathos created in the text?
6. Which strategy of support seems the leading one in the text?
7. Describe and explain the effect this post produced on you.

Let's now look at a full-size Rogerian argument, examining its form and emotional impact. The following piece by syndicated columnist Ross Douthat appeared in the New York Times during the public debates about the building of a Muslim community center near Ground Zero in lower Manhattan. Note how Douthat takes a nonthreatening tone and pulls readers into his exploration of the issue.

## ISLAM IN TWO AMERICAS

By Ross Douthat

|                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>§1. Writer frames the controversy as a conflict of American identities, two divergent ways that the country thinks of itself</b></p>                                                                                                    | <p>There's an America where it doesn't matter what language you speak, what god you worship, or how deep your New World roots run. An America where allegiance to the Constitution trumps ethnic differences, language barriers, and religious divides. An America where the newest arrival to our shores is no less American than the ever-so-great granddaughter of the Pilgrims.</p> <p>But there's another America as well, one that understands itself as a distinctive culture, rather than just a set of political propositions. This America speaks English, not Spanish or Chinese or Arabic. It looks back to a particular religious heritage: Protestantism originally, and then a Judeo-Christian consensus that accommodated Jews and Catholics as well.</p>                                                                                                                                                                                                                                                                                        |
| <p><b>§2. Writer establishes problem but doesn't indicate stand.</b></p>                                                                                                                                                                      | <p>These two understandings of America, one constitutional and one cultural, have been in tension throughout our history. They're in tension in the controversy over the Islamic mosque and cultural center scheduled to go up two blocks from ground zero.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>§3. Writer explores both perspectives: inclusive constitutional America, which defends the right of all religious groups to worship as they please, and the melting pot America, which emphasizes its Judeo-Christian heritage.</b></p> | <p>The first America views the project as the consummate expression of our nation's high ideals. "This is America," President Barack Obama intoned last week, "and our commitment to religious freedom must be unshakeable." The construction of the mosque, Mayor Michael Bloomberg told New Yorkers, is as important a test of the principle of religious freedom "as we may see in our lifetimes." The second America begs to differ. It sees the project as an affront to the memory of 9/11, and a sign of disrespect for the values of a country where Islam has only recently become part of the public consciousness. And beneath these concerns lurks the darker suspicion that Islam in any form may be incompatible with the American way of life.</p> <p>Both understandings of this country have wisdom to offer, and both have been necessary to the American experiment's success. During the great waves of 19th-century immigration, the insistence that new arrivals adapt to Anglo-Saxon culture was crucial to their swift assimilation.</p> |
| <p><b>§4. Writer keeps the problem open as he examines how these two identities functioned in American history</b></p>                                                                                                                        | <p>The same was true in religion. The steady pressure to conform to American norms eventually persuaded the Mormons to abandon polygamy, smoothing their assimilation into the American mainstream. Nativist concerns about Catholicism's illiberal tendencies inspired American Catholics to prod their church toward a recognition of the virtues of democracy, making it possible for generations of immigrants to feel unambiguously Catholic and American. So it is today with Islam. The first America is correct to insist on Muslims' absolute right to build and worship where they wish.</p> <p>But the second America is right to press for something more from Muslim Americans – particularly from figures like Feisal Abdul Rauf, the imam behind the mosque – than simple protestations of good faith.</p>                                                                                                                                                                                                                                        |
| <p><b>§4. Writer applies this analysis to Islam and begins foreshadowing his thesis.</b></p>                                                                                                                                                  | <p>Too often, American Muslim institutions have turned out to be entangled with ideas and groups that most Americans rightly consider beyond the pale. Too often, American Muslim leaders strike ambiguous notes when asked to disassociate themselves completely from illiberal causes.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>§5. Writer reveals his thesis: American Muslims would best signal their dissociation from Islamic terrorist groups and their respect for melting pot America by not building the mosque close to Ground Zero.</b></p>                   | <p>For Muslim Americans to integrate fully into our national life, they'll need leaders who don't describe America as "an accessory to the crime" of 9/11 (as Rauf did shortly after the 2001 attacks), or duck questions about whether groups like Hamas count as terrorist organizations (as Rauf did in June). They'll need leaders whose antennas are sensitive enough to recognize that the quest for inter-religious dialogue is ill served by throwing up a high-profile mosque two blocks from the site of a mass murder committed in the name of Islam. They'll need leaders, in other words, who understand that while the ideals of the first America protect the <i>e pluribus</i>, it's the demands the second America makes of new arrivals that help create the <i>unum</i>.</p> <p style="text-align: right;">(599 words)</p>                                                                                                                                                                                                                    |

## FOLLOW UP

1. Read and analyze the following argument for its structural parts and components filling in the left-hand column of the chart.

### HELMETS: LIFE OR LIBERTY?

By Michael Saxon

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>Snow boarding and snow skiing are two of the most enjoyed recreational sports in the world today. They give a unique sense of freedom and satisfaction that is unlike any other sport can offer. The freedom to carve down an entire mountain as fast or as slowly as desired, to drop off a twenty-foot cliff into five feet of fluff or to float down a steep face with bottomless powder are just a few reasons so many people are determined to make it to the mountains every year in search of a supreme rush. Snow sports provide an outlet for people to express themselves in unconventional ways by taking risks they normally would not take.</p>                                                                                                                                                                                                                                                                                                                                                    |
|  | <p>Snow sports are becoming more popular than ever before. They are prevalent in movies such as <i>Extreme Days</i>, <i>Out Cold</i>, several James Bond films, just to name a few. Now we see the X Games on television and snow sports in the Olympics. Not only are snow sports becoming exceeding popular in the media, more and more newcomers are picking up a board or a set of skis every day of the winter season. Along with all of this new popularity and thousands of new partakers in these sports, head injuries are becoming an increasing element of the equation. Although the percentage of head injuries due to snow sports is fairly low, about 0.3-0.5 skiers or snowboarders per thousand a day, a lot of people are affected when you consider how many thousands of people might be skiing or snowboarding in the entire world on any given day. These numbers have raised a question: should ski resorts intrude on their guests' individual liberties by implementing helmet rules?</p> |
|  | <p>Helmets do have several distinct drawbacks, despite their many benefits. Though opinions are starting to change, helmets are sometimes viewed as uncool or "nerdy". These ideas are similar to those people used to have about motorcycle helmets, car seat belts, bicycle helmets, and skating elbow- and kneepads. Initially, it seems, any form of safety equipment gets a bad rap, especially from a young crowd that has no real concern for bodily harm.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|  | <p>A more credible drawback to wearing helmets that has been presented is vision impairment, along with the lack of comfort helmets have been known to cause in the past. "I wore one when I raced downhill, and it restricted visibility. It has to do with how comfortable I feel and having a feel for the mountain with peripheral vision. Helmets are constricting," argues former world champion snowboarder Amy Howat (Johnston). It seems that many skiers and riders feel the same way that Amy does about helmets. Many snowboarders contend that they will not wear a helmet because they need to be able to hear the sound their board is making on the snow in order to help adjust their speed and to feel comfortable on their boards.</p>                                                                                                                                                                                                                                                          |
|  | <p>Although these arguments do bear some merit, might many serious head injuries be avoided at the expense of some of these comforts? As a former Park City Mountain Resort lift operator during the previous year's season, I had the chance to witness firsthand a couple of these injuries. One, coincidentally, was very inexperienced snowboarder who was trying to push his limits and succeeded in doing so. He was venturing down a run that was well beyond his riding ability. Towards the top of the run, he lost control of his board and ran head-on into a tree that was located on the side of the slope. It was a very gruesome sight; there were actually pieces of his brain in the snow around his head. The young snowboarder is now a complete vegetable due to brain damage sustained in this accident.</p>                                                                                                                                                                                  |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>The concept of helmets for the purpose of resort skiing and boarding is increasingly gaining popularity. Helmets are beginning to lose the “nerdy” reputation they once had. The Snow Sports Industries Association of America reported that in the winter of 2006-07, sales of snow sports helmets tripled from 80,537 helmets to an astonishing 242,632 helmets (Johnston). This increase has resulted for several reasons. People are starting to realize the inherent risk involved in these sports. Many have had the unfortunate opportunity of witnessing the consequences of not wearing appropriate head gear on the mountain and have thus been motivated to start wearing it.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|  | <p>It has been argued that helmets can be very cumbersome, uncomfortable, and restrictive to visibility, when in fact, quite the opposite is becoming the case. While it is true that a few years ago helmets were very bulky and inhibiting, today’s helmet designs are quite sleek-fitting and lightweight, while visibility is restricted no more than by normal goggles. Helmets are more correctly fitted to the shape of the rider’s head, offering more comfort, and they provide an extra barrier of protection from those frigid winter days, while at the same time including closable ventilation for spring blue bird days. Helmets are also becoming more stylish than before. Every year companies like Boeri and ProTec are introducing more attractive and comfortable helmet designs.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|  | <p>The benefits of wearing head protection while resort skiing or snowboarding greatly outweigh the disadvantages, so such protective headgear should be required by all ski resorts. With the improvements being made in the comfort, stylishness, and effectiveness of helmets in the industry, there are no excuses left for skiers or boarders not to be wearing them. These types of resort rules could save countless lives as well as possibly saving innumerable tax dollars that are spent on the medical costs of people who receive brain damage as result of snow sport-induced head trauma. Such rules would also serve to lower lift ticket prices, as less money would be spent by resorts to defend against lawsuits brought on by head trauma victims. It would be to the benefit of everyone in the snow sports community if such regulations were to be put into place. I hope that they will indeed be applied in the near future, further insuring many more years of safe and exhilarating snow sporting.</p> <p style="text-align: right;">(1031 words)</p> <p style="text-align: center;"><b>Works Cited</b></p> <p style="text-align: center;">1. “<a href="https://www.nytimes.com/2010/08/16/opinion/16douthat.html">https://www.nytimes.com/2010/08/16/opinion/16douthat.html</a>”</p> |

**2. Write a Rogerian micro-argument of 200-250 words addressing a resisting audience on an issue below or on your choice.**

1. Legal drinking age should be lowered to sixteen.
2. Legal drinking age should be raised to twenty-one.
3. Marketing to children is morally wrong.
4. Three-child policy should be kept up.
5. Three-child policy should not be kept up.
6. Voting age should be lowered to sixteen.
7. Voting age should be raised to twenty-one.
8. The cameras enforced by law invade privacy.
9. A stay-at-home dad (a father to raise his children full-time) works out well for a family.
10. Video-games are good for youngsters.
11. ...

## UNIT 8. LOGICAL FALLACIES IN ARGUMENTATION

**Rhetoric, which is the use of language to inform or persuade, is very important in shaping public opinion. We are very easily fooled by language and how it is used by others.**

*Ray Comfort*

In logic and rhetoric, a **fallacy** is a misconception resulting from incorrect reasoning in argumentation. By accident or design, fallacies may exploit emotional triggers in the listener or interlocutor (e.g., appeal to emotion), or take advantage of social relationships between people (e.g., argument from authority). Fallacious arguments are often structured using rhetorical patterns that obscure the logical argument, making fallacies more difficult to diagnose.

In arranging the fallacies we have, for convenience, put them into three categories derived from classical rhetoric: pathos, ethos, and logos. Fallacies of pathos rest on a flawed relationship between what is argued and the audience for the argument. Fallacies of ethos rest on a flawed relationship between the argument and the character of those involved in the argument. Fallacies of logos rest on flaws in the relationship among statements of an argument.

### 8.1 FALLACIES OF PATHOS

#### **Argument to the People (Appeal to stirring symbols)**

This is perhaps the most generic possible example of a pathos fallacy. Argument to the people appeals to the fundamental beliefs, biases, and prejudices of the audience in order to sway opinion through a feeling of solidarity among those of the group. For example, when a politician says, “My fellow Americans, I stand here, draped in this flag from head to foot, to indicate my fundamental dedication to the values and principles of these sovereign United States,” he’s redirecting to his own person our allegiance to nationalistic values by linking himself with the prime symbol of those values, the flag. The linkage is not rational, it’s associative. It’s also extremely powerful – which is why arguments to the people crop up so frequently.

Appeal to symbols usually involves using a visual symbol (the national and religious symbols, pictures of babies, etc.) of something that much of the public finds hard to reject but that has little logical relevance to the argument. The speaker builds up an associative chain: a symbol – the values (associated with this symbol) – the personality of the speaker. So, it becomes difficult to rebut the speaker’s claim, because you immediately feel that you are criticizing the values you actually support.

More examples:

1. I am true Christian, as a sign of my faith and dedication to God I wear this gold cross necklace that was given to me by my mother. I can’t tell lies to you!
2. Look, I am holding this white dove as a symbol of peace. If you don’t support me, it means that you don’t support the values of peace and social justice that our grandfathers sacrificed their lives for.

#### **Appeal to Ignorance (Presenting evidence the audience can’t examine)**

Those who commit this fallacy present assumptions, assertions, or evidence that the audience is incapable of judging or examining. If, for example, a critic were to praise the novel *Clarissa* for its dullness on the grounds that this dullness was the intentional effect of the author, we would be unable to respond because we have no idea what was in the author’s mind when he created the work.

Sometimes this fallacy is called “burden of proof”, when the speaker insists that he or she is right because there is no evidence to prove that he is wrong, thus passing the responsibility of evidence search to the opponent: “You don’t have any evidence to prove that you are right, so I assume that you are wrong”.



More examples:

1. She didn't say that I couldn't borrow her car, so I figured it was fine if I borrowed it for the weekend.
2. People have been trying to prove that God doesn't exist for years, but no one yet has been able to prove it. That's why God exists.
3. We assume that you've broken the law. If you don't prove the opposite, we will declare you guilty.

### **Appeal to Irrational Premises (Appealing to reasons that may have no basis in logic)**

This mode of short-circuiting reason may take one of three forms:

1. Appeal to common practice. (It's all right to do X because everyone else does it.)
2. Appeal to traditional wisdom. (It's all right because we've always done it this way.)
3. Appeal to popularity – the bandwagon appeal. (It's all right because lots of people like it.)

In all three cases, we've moved from saying something is popular, common, or persistent to saying it is right, good, or necessary. You have a better chance of rocketing across the Grand Canyon on a motorcycle than you have of going from "is" to "ought" on a because clause. Some examples of this fallacy would include (1) "Of course I borrowed money from the company slush fund. Everyone on this floor has done the same in the last eighteen months"; (2) "We've got to require everyone to read Hamlet because we've always required everyone to read it"; and (3) "You should buy a Ford Escort because it's the best-selling car in the world."

### **Provincialism (Appealing to the belief that the known is always better than the unknown)**

Here is an example from the 1960s: "You can't sell small cars in America. In American culture, automobiles symbolize prestige and personal freedom. Those cramped little Japanese tin boxes will never win the hearts of American consumers." Although we may inevitably feel more comfortable with familiar things, ideas, and beliefs, we are not necessarily better off for sticking with them.

Provincialism as a fallacy assumes what is familiar is the best. This is the failure to see that other people are likely to see the world differently than you, that the world is changing, and that the premises for different arguments can change, too. Provincialism is displayed when the arguer appears culturally or socially, politically or religiously myopic.

More examples:

1. Of course, you will take my last name! Wives also do! Otherwise the institution of marriage as a sacred bond will be undermined!
2. We've always celebrated Christmas with the extended family. This is our family tradition. And now you are saying you want to go skiing with your boyfriend for the holidays?! You don't respect your family!
3. Mr. Lloyd has been the Head of the Local Charity Committee for years. He has done so much for the local community of Scarborough area. How can our neighbors say that he should leave this position?

### **Red Herring (Shifting the audience's attention from a crucial issue to an irrelevant one)**

The phrase "red herring" comes from a 19th-century story about using the smell of a herring to distract dogs from chasing a rabbit. Today, the literary and rhetorical device called a red herring refers to distracting a reader or listener from a main issue by focusing on with a seemingly (but not actually) relevant argument, for example: "Sure, we haven't given raises in over five years to our employees. You know, we work really hard to make a good product. We try to ensure the best customer service, too."

More examples:

1. Daughter: "I'm so hurt that Todd broke up with me, Mom." Mother: "Just think of all the starving children in Africa, honey. Your problems will seem pretty insignificant then."
2. Motorist: "Why are you pulling me over for speeding? Shouldn't you be out catching real criminals? Someone could be robbing a bank as we speak!"

3. Student: “The opinions of the students are completely ignored in the process of determining both curricular changes and social programs. The students should have a much greater voice in campus governance, because we have a very great stake in this institution, and we think that we have a positive contribution to make.” Professor: “The faculty are the ones who need a greater voice. Professors can be fired without explanation, and they have no control over who is promoted or given tenure. Why aren’t you concerned about the injustice the faculty is experiencing?”

## 8.2 FALLACIES OF ETHOS

### **Appeal to False Authority (Appealing to the authority of a popular person rather than a knowledgeable one)**

Appeals to false authority involve relying on testimony given by a person incompetent in the field from which the claims under question emerge. Most commercial advertisements are based on this fallacy. Cultural heroes are paid generously to associate themselves with a product without demonstrating any real expertise in evaluating that product. What is our advice to consumers? “Buyers, beware, because even though sellers can’t legally lie, they can legally use fallacious arguments – all the more reason to know your fallacies”.



Keep in mind, however, appeals to authority are legitimate when the authority knows the field and when her motive is to inform others rather than profit herself.

More examples:

1. Many respected people, such as Brad Pitt for example, have supported the movement against gun ownership.
2. Leo Tolstoy and Albert Einstein were vegetarians. It proves that we should follow a vegetarian diet.

### **Appeal to the Person / Ad Hominem (Attacking the character of the arguer rather than the argument itself)**

Literally, *ad hominem* means “to the man, or person.” Any argument that focuses on the character of the person making the argument rather than the quality of the reasoning qualifies as an ad hominem argument. Ideally, arguments are supposed to be *ad rem*, or “to the thing,” that is, addressed to the specifics of the case itself. Thus an ad rem critique of a politician would focus on his voting record, the consistency and cogency of his public statements, his responsiveness to constituents, and so forth. An ad hominem argument would shift attention from his record to irrelevant features of his personality or personal life. Perhaps an ad hominem argument would suggest that he had a less than stellar undergraduate academic record.

But not all ad hominem arguments are ad hominem fallacies. It’s not always fallacious to address your argument to the arguer. There are indeed times when the credibility of the person making an opposing argument is at issue. Lawyers, for example, when questioning expert witnesses who give damaging testimony, will often make an issue of their credibility, and rightfully so. And certainly it’s not that clear, for instance, that an all-male research team of social scientists would observe and interpret data in the same way as a mixed-gender research group. An ad hominem attack on an opponent’s argument is not fallacious so long as (1) personal authority is what gives the opposing argument much of its weight, and (2) the critique of the person’s credibility is fairly presented.

An interesting example of an ad hominem argument occurred in the 1980s in context of the Star Wars debate. Many important physicists around the country signed a statement in which they declared their opposition to Star Wars research. Another group of physicists supportive of that research condemned them on the grounds that none of the protesting physicists stood to get any Star Wars research funds anyway.

This attack shifted attention away from the reasons given by the protesting physicists for their convictions and put it instead on the physicists' motives. To some extent, of course, credibility is an issue here, because many of the key issues raised in the debate required some degree of expertise to resolve. Hence, the charges meet the first test for non-fallacious reasoning directed to the arguer.

But we must also ask ourselves if the charges being made are fair. If you'll recall from earlier discussions of fairness, we said that fairness requires similar treatment of similar classes of things. Applying this rule to this situation, we can simply reverse the charge being levied against the anti-Star Wars group and say of its supporters: "Because you stand to gain a good deal of research money from this project, we can't take your support of the Star Wars initiatives seriously." The Star Wars supporters would thus become victims of their own logic. Ad hominem attacks are often of this nature: the charges are perfectly reversible, e.g., "Of course you support abortion; all your friends are feminists" or "Of course you oppose abortion; you've been a Catholic all your life." Ad hominem debates resemble nothing much as mental quick-draw contests. Whoever shoots first wins because the first accuser puts the burden of proof on the opposition.

It's important to see here that an ad hominem argument, even if not fallacious, can never be definitive. Like analogies, they are simply suggestive; they raise doubts and focus our attention. Catholic writers can produce reasonable arguments against abortion, and feminists can produce reasonable ones for it. Ad hominem attacks don't allow us to discount arguments; but they do alert us to possible biases, possible ways the reasoned arguments themselves are vulnerable.

Several subcategories of the ad hominem argument that are almost never persuasive include:

1. Name-calling (referring to a disputant by unsavory names).
2. Appeal to prejudice (applying ethnic, racial, gender, or religious slurs to an opponent).
3. Guilt by association (linking the opposition to extremely unpopular groups or causes).

Name-calling is found far more often in transcripts of oral encounters than in books or essays. In the heat of the moment, speakers are more likely to lapse into verbal abuse than are writers who have time to contemplate their words. The Congressional Record is a rich source for name-calling. Here, for example, one finds a duly elected representative referring to another duly elected representative as "a pimp for the Eastern establishment environmentalists." One of the biggest problems with such a charge is that it's unlikely to beget much in the way of reasoned response. It's far easier to respond in kind than it is to persuade people rationally that one is not a jackass of that particular sort.

When name-calling is "elevated" to include slighting reference to the opponent's religion, gender, race, or ethnic background, we have encountered an appeal to prejudice. When it involves lumping an opponent with unsavory, terminally dumb or extremely unpopular causes and characters, it constitutes guilt by association.

More examples:

1. Boris Johnson called the Extinction Rebellion campaigners "uncooperative crusties in their hemp smelling bivouacs".
2. Hitler was a vegetarian. Bob is a vegetarian. I wouldn't trust Bob...
3. Mr. Johnson can't be a child molester. He is a Sunday school teacher!
4. Of course, you vote for a female candidate. You are a woman!

**Straw-person (Greatly oversimplifying an opponent's argument to make it easier to refute or ridicule)**

Although typically less inflammatory than the preceding sorts of ethos fallacies, the straw-person fallacy changes the character of the opposition in order to suit the arguer's own needs. In committing a straw-person fallacy, you basically make up the argument you wish your opponents had made and attribute it to them because it's so much easier to refute than

the argument they actually made. Some political debates consist almost entirely of straw-person exchanges such as: “You may think that levying confiscatory taxes on homeless people’s cardboard dwellings is the surest way out of recession, but I don’t.” Or: “While my opponent would like to empty our prisons of serial killers and coddle kidnappers, I hold to the sacred principles of compensatory justice.”

This fallacy occurs when, in attempting to refute another person’s argument, you address only a weak or distorted version of it. Straw person is the misrepresentation of an opponent’s position or a competitor’s product to advertise one’s own argument or product as superior. This fallacy occurs when the weakest version of an argument is attacked while stronger ones are ignored.

More examples:

1. Student: “Can you allow time for more class discussion?” Prof. Schwartz: “I don’t want to give the entire class period over to some aimless bull session”.

2. Senator Jackson is anti-woman. After all, he voted against anti-pornography legislation, so he is in favor of the sexual and violent exploitation of women.

3. Smith: “We must have equal consideration for same sex couples as we do for heterosexual couples. It is unconstitutional to deny rights to these Americans”. Jones: “If you want men to be able to wear wedding dresses that’s fine, but I don’t want my tax dollars going to some ridiculous liberal idea”.

4. Debra: “There is no logical or moral justification for the killing of animals for food. Animals are sentient creatures that deserve the same consideration as humans”. Joe: “Look, if you want to eat grass like a cow, Bon Appetite! Just let me have my hamburger”.

5. Immanuel: “When people are happy, they are more inclined to obey the moral law. Knowing this, we can see that we all have an indirect moral obligation to be happy”. John: “Sure, sure. Let’s encourage people to pursue happiness at any price, is that it? But what you don’t seem to understand is that one person’s unrestrained pursuit of personal happiness can wreak havoc on the personal happiness of others”.

### 8.3 FALLACIES OF LOGOS

Logos fallacies comprise flaws in the relationships among the statements of an argument. Thus, to borrow momentarily from the language of the Toulmin scheme discussed earlier, you can think of logos fallacies as breakdowns between arguments, warrants, and their claims, between their warrants and their backing, or between their claims and their reasons and grounds.

#### **Begging the Question (Supporting a claim with a reason that is really a restatement of the claim in different words)**

Question begging is probably the most obvious example of a logos fallacy in that it involves stating a claim as though it warranted itself. For example, the statement “Abortion is murder because it involves the intentional killing of an unborn human being” is tantamount to saying “Abortion is murder because it’s murder.” The warrant “If something is the intentional killing of a human life, it is murder” simply repeats the claim; murder is by definition the intentional killing of another human being. Logically, the statement is akin to a statement like “That fellow is fat because he’s considerably overweight.” The crucial issue in the abortion debate is whether or not a fetus is a human being in the legal sense; this crucial issue is avoided in the Argument, which begins by assuming that the fetus is a legal human being. Hence the argument goes in an endless circle from claim to warrant and back again.

More examples:

1. Erica: “How do you know that the bible is divinely inspired?” Pedro: “Because it says right in the third chapter of II Timothy that all scripture is given by divine inspiration of God.”

2. Celibacy is an unnatural and unhealthy practice, since it is neither natural nor healthy to exclude sexual activity from one’s life.

3. John: “Why didn’t you include Lorena’s poetry in the student publication?” Anne: “Because it was judged as not sufficiently worthy of publication.”

**Complex Question or Loaded Question (Confronting the opponent with a question that will put them in a bad light no matter how they respond)**

A complex question is one that requires, in legal terms, a self-incriminating response. For example, the question “When did you stop abusing alcohol?” requires the admission of alcohol abuse. Hence, the claim that a person has abused alcohol is silently turned into an assumption.

More examples:

1. Prosecutor to defendant: “So how did you feel when you killed your wife?”
2. So, you are going to vote for an incompetent candidate?
3. Did you enjoy telling lies to your grandmother?
4. Did you cheat on other exams in the past?

**False Dilemma (Oversimplifying a complex issue so that only two choices appear possible)**

A good extended analysis of this fallacy is found in sociologist Kai Erickson’s analysis of President Truman’s decision to drop the A-bomb on Hiroshima. His analysis suggests that the Truman administration prematurely reduced numerous options to just two: either drop the bomb on a major city or sustain unacceptable losses in a land invasion of Japan. Erickson, however, shows there were other alternatives. Typically, we encounter false dilemma arguments when people are trying to justify a questionable action by creating a false sense of necessity, forcing us to choose between two options, one of which is clearly unacceptable. Hence, when someone orders us to do it “My way or hit the highway,” it’s probably in response to some criticism we made about the “way” we’re supposed to do it or the “it” we’re supposed to love.

More examples:

1. America: love it or leave it.
2. Death is nothing to fear. It is either annihilation or migration.
3. Be my friend or be my enemy.
4. Are you a Republican or a Democrat?
5. Are you with us or against us?
6. Since there is nothing good on TV tonight, I will just have to get drunk.

**Equivocation (Using to your advantage at least two different definitions of the same term in the same argument)**

For example, if we’re told that people can’t “flourish” unless they are culturally literate, we must know which of the several possible senses of flourish are being used before we can test the persuasiveness of the claim. If by flourishing the author means acquiring great wealth, we’ll look at a different set of grounds than if flourishing is synonymous with moral probity, recognition in a profession, or simple contentment. To the extent that we’re not told what it means to flourish, the relationship between the claim and the grounds and between the claim and the warrant remains ambiguous and unassailable.

The fallacy of equivocation occurs when a key term or phrase in an argument is used in an ambiguous way, with one meaning in one portion of the argument and then another meaning in another portion of the argument.

More examples:

1. God: “One million years to me is a second.” Man: “What about one million dollars, my Lord?” God: “A penny.” Man: “May my Lord give me a penny?” God: “No problem, just a second.”
2. Noisy children are a real headache. Two aspirins will make a headache go away. Therefore, two aspirins will make noisy children go away.
3. Sure philosophy helps you argue better, but do we really need to encourage people to argue? There’s enough hostility in this world.

## **Two Wrongs Make a Right**

If you try to justify an act / belief by pointing out in others a similar act / belief, you are committing the fallacy of “two wrongs make a right.” This fallacy can occur by suggesting “if others are doing it, I can, too” (common practice). Another form of the fallacy occurs when you dismiss a criticism of your action/belief, because your critic is acting / believing in a similar way (you do it, too).

More examples:

1. You tell me it's unpatriotic to cheat on federal income tax reports. Well, you should know. You've never once listed your gargantuan bonuses.
2. Why are my parents on my back about smoking pot? They are out every night getting drunk.
3. Why shouldn't I gossip about Laura Jane? You know she talks about us every chance she gets.
4. John: “Go easy on the scotch; you've had three shots already now.” Jeff: “Oh sure, I'll put down my scotch when you put down that tequila.”

## **Confusing Correlation for Cause, or, Post Hoc, Ergo Propter Hoc (After this, therefore because of this / Assuming that event X causes event Y because event X preceded event Y)**

Here are two examples in which this fallacy may be at work:

“Cramming for a test really helps. Last week I crammed for a psychology test and I got an A on it.”

“I'm allergic to the sound of a lawn mower because every time I mow the lawn I start to sneeze.”

This fallacy occurs when a sequential relationship is mistaken for a causal relationship. To be sure, when two events occur frequently in conjunction with each other in a particular sequence, we've got a good case for a causal relationship. But until we can show how one causes the other, we cannot be certain that a causal relationship is occurring. The conjunction may simply be a matter of chance, or it may be attributable to some as-yet-unrecognized other factor. For example, your A on the psych test may be caused by something other than your cramming. Maybe the exam was easier, or perhaps you were luckier or more mentally alert.

Just when an erroneous causal argument becomes an example of the post hoc fallacy, however, is not cut and dried. Many reasonable arguments of causality later turn out to have been mistaken. We are guilty of the post hoc fallacy only when our claim of causality seems naively arrived at, without reflection or consideration of alternative hypotheses. Thus in our lawn mower argument, it is probably not the sound that creates the speaker's sneezing, but all the pollen stirred up by the spinning blades.

We arrived at this more likely argument by applying a tool known as Occam's Razor – the principle stating that “what can be explained on fewer principles is explained needlessly by more,” or “between two hypotheses, both of which will account for a given fact, prefer the simpler.” If we speculate that sound is the cause of our sneezing, all sorts of intermediate causes are going to have to be fetched from afar to make the explanation persuasive. But the blades stirring up the pollen will cause the sneezing more directly. So, until science connects lawn mower noises to human eardrums to sneezing, the simpler explanation is preferred.

More examples:

1. After my last dentist appointment I broke my leg. I will never go to the dentist again!
2. The city suffers an economic decline. It all started when many immigrants started to arrive. The immigrants' arrival caused the economic decline.
3. I failed the test because I was not wearing my lucky socks.

### **Slippery Slope**

The slippery slope fallacy is based on the fear that once we take a first step in a direction we don't like we will have to keep going.

"We don't dare send weapons to Eastern Europe. If we do so, we will next send in military advisers, then a special forces battalion, and then large numbers of troops. Finally, we will be in all-out war."

"Look, Mr. Blotnik, no one feels worse about your need for open-heart surgery than I do. But I still can't let you turn this paper in late. If I were to let you do it, then I'd have to let everyone turn in papers late."

We run into slippery slope arguments all the time, especially when person A opposes person B's proposal. Those opposed to a particular proposal will often foresee an inevitable and catastrophic chain of events that would follow from taking a first, apparently harmless step. In other words, once we put a foot on that slippery slope, we're doomed to slide right out of sight. Often, such arguments are fallacious insofar as what is seen as an inevitable effect is in fact dependent on some intervening cause or chain of causes to bring it about. Will smoking cigarettes lead inevitably to heroin addiction? Overwhelming statistical evidence would suggest that it doesn't. A slippery slope argument would, however, lovingly trace a teenager's inevitable descent from a clandestine puff on the school ground through the smoking of various controlled substances to a degenerate end in some Needle Park somewhere. The power of the slippery slope argument lies as much as anything in its compelling narrative structure. It pulls us along irresistibly from one plausible event to the next, making us forget that it's a long jump from plausibility to necessity.

One other common place to find slippery slope arguments is in confrontations between individuals and bureaucracies or other systems of rules and laws. Whenever individuals ask to have some sort of exception made for them, they risk the slippery slope reply. "Sorry, Mr. Jones, if we rush your order, then we will have to rush everyone else's order also."

The problem, of course, is that not every slippery slope argument is an instance of the slippery slope fallacy. We all know that some slopes are slippery and that we sometimes have to draw the line, saying "to here, but no farther." And it is true also that making exceptions to rules is dangerous; the exceptions soon get established as regular procedures. The slippery slope becomes a fallacy, however, when we forget that some slopes don't have to be slippery unless we let them be slippery. Often we do better to imagine a staircase with stopping places all along the way. The assumption that we have no control over our descent once we take the first step makes us unnecessarily rigid.

More examples:

1. We can't permit the sale of marijuana by doctor's prescription, because that will lead people to believe it's an acceptable drug; this will open the floodgates to the complete legalization of the drug for use by every pothead in the country.

2. Today late for ten minutes, tomorrow late for an hour, and then someday you will simply cease to show up.

3. "Oh! Here is a man who is scratching his head in public. He is so rude! Next he will pick his nose. Then when he gets on the bus, he will put his germs on the handrail. The next moment an inadvertent child's mouth will touch it. And then the child will get sick. Then, his whole family will get sick as well. There will be an outbreak of disease in the city!"

### **Hasty Generalization (Making a broad generalization on the basis of too little evidence)**

Typically, a hasty generalization occurs when someone reaches a conclusion on the basis of insufficient evidence. But what constitutes "sufficient" evidence? No generalization arrived at through empirical evidence would meet a logician's strict standard of certainty, and generally acceptable standards of proof in any given field are difficult to determine.

Examples of hasty generalization may include the following: “When I was young, my dad and brothers never helped with the household chores. All men are useless in the house”? or “My child’s classmates in preschool bullied him. All children are terrorizing bullies”. In the first instance, the person making the statement had the experience of a father and brothers who did not help with the chores in their home. Based on a very small sample of just the men in her own family, she then jumped to the conclusion that no men know how to help in the house. In the second instance, the speaker’s child was bullied in preschool – by several students, as evidenced by the plural form “classmates.” That means the sample size may be two or more students. But it’s still a very small sample size to declare that *all* children are terrorizing bullies.

A couple of variants of hasty generalization that deserve mention are:

1. *Pars pro toto* / Mistaking the part for the whole (assuming that what is true for a part will be true for the whole). *Pars pro toto* arguments often appear in the critiques of the status quo. This is the fallacy of using the actions or results of a few specific cases and applying them to a larger group. Most readily seen by the vilification of the world’s Muslim population as a result of extremist terrorists.

2. Suppressed evidence (withholding contradictory or unsupportive evidence so that only favorable evidence is presented to an audience). Perhaps the most common use of the fallacy of Suppressed Evidence is in advertising. Most marketing campaigns will present great information about a product, but will also ignore problematic or bad information. For example: “When you get digital cable, you can watch different channels on every set in the house without purchasing expensive extra equipment. But with satellite TV, you have to buy an extra piece of equipment to each set. Therefore, digital cable is a better value”. All of the above premises are true and do lead to the conclusion, but what they fail to note is the fact that if you are a single person, there is little or no need to have independent cable on more than one TV. Because this information is ignored, the above argument commits the fallacy of Suppressed Evidence.

More examples:

1. My experience with my ex-wife was such a bad one that I have no intention of ever marrying again. In fact, I would not recommend marriage to anyone.
2. Bald men are smart. You see, my brother is bald, and he is a genius.
3. I ate in three restaurants in Bangkok and didn’t like the experience. There are no good restaurants in Bangkok.

### **Faulty Analogy (Claiming that because X resembles Y in one regard, X will resemble Y in all regards)**

Faulty analogies occur whenever a relationship of resemblance is turned into a relationship of identity. For example, the psychologist Carl Rogers uses a questionable analogy in his argument that political leaders should make use of discoveries about human communication derived from research in the social sciences. “During the war when a test-tube solution was found to the problem of synthetic rubber, millions of dollars, and an army of talent was turned loose on the problem of using that finding... But in the social science realm, if a way is found of facilitating communication and mutual understanding in small groups, there is no guarantee that the finding will be utilized.”

Although Rogers is undoubtedly right that we need to listen more carefully to social scientists, his analogy between the movement from scientific discovery to product development and the movement from insights into small group functioning to political change is strained. The laws of cause and effect at work in a test tube are much more reliable and generalizable than the laws of cause and effect observed in small human groups. Whereas lab results can be readily replicated in different times and places, small group dynamics are altered by a whole host of factors, including the cultural background, gender, age of participants, and so forth. The warrant that licenses you to move from grounds to claim in the realm of science runs up against a statute of limitation when it tries to include the realm of social science.



Examples:

1. Medical Student: “No one objects to a physician looking up a difficult case in medical books. Why, then, shouldn’t students taking a difficult examination be permitted to use their textbooks?”
2. People who have to have a cup of coffee every morning before they can function have no less a problem than alcoholics who have to have their alcohol each day to sustain them.

**Non Sequitur (Making a claim that doesn’t follow logically from the premises, or supporting a claim with irrelevant premises)**

The *non sequitur* fallacy (literally, “it does not follow”) is a miscellaneous category that includes any claim that doesn’t follow logically from its premises or that is supported with irrelevant premises. In effect, any fallacy is a kind of non sequitur because what makes all fallacies fallacious is the absence of a logical connection between claim and premises. But in practice the term non sequitur tends to be restricted to problems like the following:

1. A completely illogical leap: “Clambake University has one of the best faculties in the United States because a Nobel Prize winner used to teach there.” (How does the fact that a Nobel Prize winner used to teach at Clambake University make its present faculty one of the best in the United States?)
2. A clear gap in the chain of reasoning: “People who wear nose rings are disgusting. There ought to be a law against wearing nose rings in public.” (This is a non sequitur unless the arguer is willing to state and defend the missing premise: “There ought to be a law against anything that I find disgusting.”)
3. Use of irrelevant reasons to support a claim: “I should not receive a C in this course because I have received Bs or As in all my other courses (here is my transcript for evidence) and because I worked exceptionally hard in this course (here is my log of hours worked).” (Even though the arguer has solid evidence to support each premise, the premises themselves are irrelevant to the claim. Course grades should be based on actual performance in the class, not on performance in other classes or on amount of effort devoted to the material.)

**FOLLOW UP**

1. **Try to see what is wrong with these arguments:**
2. You can pretty well ignore the speed limit. Everyone else does.
3. Sure, I’m going to keep those tools I borrowed from Harold. Hell, he’d do the same thing in my position.
4. Communism will replace capitalism because private ownership of the means of production is obsolete.
5. Living together before marriage is the right thing to do because most couples are now doing it.
6. Not believing in the literal resurrection of Jesus because the Bible has errors and contradictions is like denying that the Titanic sank because eye-witnesses did not agree if the ship broke in half before or after it sank.
7. It’s ok to cheat on your taxes. I saw a survey that showed more than half of all taxpayers lie about something on their returns.
8. Let them eat cake.
9. This country was founded on Christian values! Christianity is as American as apple pie! So how can you think that the huge display of the 10 commandments at the county court house is a violation of the separation of church and state?
10. Making people register their own guns is like the Nazis making the Jews register with their government. This policy is crazy.
11. Andy: “Hey, what’s with all this junk food you bought? You’re always railing at me about eating healthy.” Aunt Bea: “Don’t fuss – it was on sale.”

12. The drunk scientist conducts an experiment to see why he gets hangovers. He decides to keep a diary. Monday night, scotch and soda; Tuesday morning, hangover. Tuesday night, gin and soda; Wednesday morning, hangover. Wednesday night, vodka and soda; Thursday morning, hangover. Thursday night, rum and soda; Friday morning, hangover. On Friday night before going out for a drink, the drunk scientist has an epiphany. "Aha!" he says to himself, "I've got it! Soda causes hangovers!"

13. I'm going to cut the jerk ahead of me off, the same way he just cut me off!

14. Oh yeah, prison reform sounds great – until you realize that the man proposing it is himself an ex-con.

15. You can't possibly accept the findings of that study on smoking – it was paid for by the tobacco industry.

16. It's ok to copy someone else's homework. Everyone does it once in a while.

17. How can you make a decision about someone having marital problems if you've never been married yourself?

18. Reporter: "It seems to me that if you were elected president, the Congress with which you would have to work would not be very cooperative at all. How could you, as president, bring about any reform or help enact any beneficial legislation with a Congress that was almost totally opposed to your programs?" Ross Perot: "Well, if I were elected, about half the members of Congress would drop dead of heart attacks, and half of my problem would be solved from the outset."

19. We should not build bike lanes because cyclists run red lights and endanger pedestrians.

20. This is a female issue. As a man, how can you have an opinion about this?

21. Your father: "Did you enjoy spoiling the dinner for everyone else?"

22. Evolution says you are descended from a monkey. Do you want to be descended from a monkey?

23. Good students will study and learn without the threat of an exam, and bad students won't study and learn even with the threat of an exam. So, exams serve no purpose.

24. A warm beer is better than a cold beer. After all, nothing is better than a cold beer, and a warm beer is better than nothing.

25. The only reason you could possibly be in favor of this is because you are not being honest about your own sexuality.

26. To say humans are immortal is like saying a car can run forever.

27. The rooster crows before sunrise, therefore the crowing rooster causes the Sun to rise.

28. The laws imply lawgivers. There are laws in nature. Therefore there must be a cosmic lawgiver.

29. We can't permit the sale of marijuana by doctor's prescription, because that will lead people to believe it's an acceptable drug; this will open the floodgates to the complete legalization of the drug for use by every pothead in the country.

30. Alison always wins whenever she wears her lucky headband.

31. If Texas adopts a personal income tax, I'm moving away. An income tax at the state level is just a first step to communism.

32. Investing in the stock market is really no different from buying a lottery ticket or playing a slot machine at the casino. You're just gambling your money on some random choice, hoping to hit it big.

33. I don't think it's a good idea to lower the drinking age. Next thing we know kids will get to drive at age ten and vote at fifteen. Let kids be kids and adults be adults.

34. As I drove to school this morning, not one car which was turning had its turn signal on. Thus, I conclude that drivers in South Carolina are not trained to drive very well.

35. Just as in time the gentle rain can wear down the tallest mountain, so, in human life, all problems can be solved by patience and quiet persistence.

36. Your mother: "Well, I hope you enjoyed making a fool of me in front of all my friends."

37. People who buy stocks are no different from people who bet on horse racing. They both risk their money with little chance of making a big profit.

38. “Be bloody, bold, and resolute; laugh to scorn the power of man, for none of woman born shall harm Macbeth.” (Macbeth; Act 4, Scene 1)

39. Using hairspray is like launching nuclear weapons in the atmosphere. First, we loosen up the laws against abortion. Next, mark my words, we’ll take seriously the option of infanticide in certain severe cases. And this will lead us to look with favor on euthanasia for those we deem social deviants.

40. A college has no right to fire a popular teacher. To do so is like throwing out of office a public official who has just been reelected by the majority of the voters.

## **2. Try to see what is wrong with these arguments:**

1. The acceptance of abortion does not end with the killing of unborn human life. It continues on to affect our attitude toward all aspects of human life. This is most obvious in how quickly, following the acceptance of abortion, comes the acceptance of infanticide – the killing of babies who after birth do not come up to someone’s standard of life worthy to be lived – and then on to euthanasia of the aged. If human life can be taken before birth, there is no logical reason why human life cannot be taken after birth.

Source: Francis A. Schaeffer, “It is Your Life that is Involved”, *Who is For Life?* (1984), p. 39.

2. The sharp-tongued Benjamin Disraeli, so the story goes, was ordered to withdraw his declaration that half the Cabinet were asses. “Mr. Speaker, I withdraw,” was Disraeli’s response. “Half the Cabinet are not asses.”

Source: Sarah Lyall, “The World; The Right Hon. Twerp Debates the Windbag”, *New York Times*, 2/26/1995

3. Three distinguished psychiatrists, Drs. Marmor, Bernard, and Ottenberg, have observed: “The reactions of some of these individuals [who criticize psychiatry or psychiatrists] seem to reflect a fear that any psychiatric insights may expose their own underlying mental instability, much as a patient who fears that he has cancer of the lung may be terrified of a chest X-ray.”

Source: Morris Kominsky, *The Hoaxers* (Branden Press: 1970), p. 111.

4. Hate based on skin color and / or ethnic and cultural differences still festers among us. It’s an aggressive monster that actively seeks putrefaction like itself so it may commune and spawn. It spreads like a fungus, seeking to multiply. The Internet has been a fertile ground for groups to plant evil seeds. As ways to interact on the Internet have grown, so grow the hate groups. Online communities, which so innocently attempt to bring like-minded individuals together for virtual socializing, created a nice breeding ground for venom.

Source: “Google Should Act”, *Contra Costa Times*, 3/10/2005

5. We hated the war, but we loved it too. Vietnam made us special, a generation with a mission. Vietnam gave the semblance of moral shape to what was actually a formless hatred of “the system.” The war justified every excess, every violent thought and deed. Heaving a rock at some corporation’s window, we banished guilt by the thought: This is for the Vietnamese. Trying to set fire to a university library, we said to ourselves: This is for the Vietnamese. If the war gave us license, it also gave us an addictive sense of moral superiority: we were better than the circumstances in which we were forced to live. If we committed small misdemeanors of indecency, they were in the long run justified by the much larger and more obscene crime in Southeast Asia.

Source: Peter Collier, “Something Happened to Me Yesterday”, (Summit Books, 1989), p. 264.

6. Instead of beating your chest over the current political-contribution system, why don’t you advocate a solution? The last thing our political system needs is Time magazine sermonizing about “how the little guy gets hurt.” I’m sure there are a lot of “little guys” in the magazine business that have been flattened by Time’s fat feet too.

Source: Rob Windoffer, Chicago, “Letters”, *Time*, February 28, 2000.

7. There are very few general laws of social science, but we can offer one that has a deserved claim: the restriction of the concept of humanity in any sphere never enhances a respect for human life. It did not enhance the rights of slaves, prisoners of wars, criminals, traitors, women, children, Jews, blacks, heretics, workers, capitalists, Slavs, or Gypsies. The restriction of the concept of personhood in regard to the fetus will not do so either.

Source: Phillip Abbott, quoted by Helen M. Alvaré in "Abortion is Immoral", *The Abortion Controversy*, Greenhaven, 1995, p. 25.

8. [The Mayor] said the biggest problem for the city administration has been fighting people who have protested such things as industrial development. "We've had people fight highways, the school corporation, and county zoning," he said. "I didn't notice any of these people coming up here on horses and donkeys. They all drove cars up here, spewing hydrocarbons all over the place."

Source: *Terre Haute Tribune-Star*

9. Quebec environment minister Lise Bacon pledged the PCBs would be moved out and broken down somehow within 18 months. She also said that PCBs couldn't be all that dangerous because her father had washed his hands in PCBs but lived to an old age.

Source: Merritt Clifton, "PCB Homecoming", *Greenpeace*, November/December, 1989, p. 21.

10. To cast abortion as a solely private moral question is to lose touch with common sense. How human beings treat one another is practically the definition of a public moral matter. Of course, there are many private aspects of human relations, but the question whether one human being should be allowed fatally to harm another is not one of them. Abortion is an inescapably public matter.

Source: Helen M. Alvaré, *The Abortion Controversy*, Greenhaven, 1995, p. 23.

11. Margaret Mitchell enhanced the *Gone With the Wind* mystique by never publishing another novel. But who would be so churlish as to want more? Read it. Ten million (and counting) Americans can't be wrong, can they?

Source: John Sutherland, *How to be Well Read*. Random House, 2014

12. A lesbian couple in Missoula, Montana, awoke one night to find that their house was on fire. The fire, which authorities quickly announced was set deliberately and was investigated as an attempted murder, shocked Missoula. The fire appears to have been set in retaliation for their filing a discrimination lawsuit against the University of Montana. "My thought was it had to come from outside our community," says Christopher Peterson, then a senior at Montana and the openly gay president of the student senate. "It just wouldn't happen here."

Source: *The Chronicle of Higher Education*, 6 Dec. 2002

13. On 60 Minutes on 12 May 1996, Lesley Stahl asked, regarding the effects of UN sanctions against Iraq: "We have heard that a half million children have died. I mean, that is more children than died in Hiroshima. And, you know, is the price worth it?" Madeleine Albright (U.S. Ambassador to the U.N.): "I think that is a very hard choice, but the price, we think, the price is worth it."

14. Malaria was for centuries a baffling plague. It was observed that persons who went out at night often developed the malady. So, night air was assumed to be the cause of malaria, and elaborate precautions were taken to shut it out of sleeping quarters. Some scientists, however, were skeptical of this theory. A long series of experiments eventually proved that malaria was caused by the bite of the anopheles mosquito. Night air entered the picture only because mosquitoes preferred to attack in the dark.

Source: Stuart Chase, *Guides to Straight Thinking*. Harper, 1956

15. The Urban Institute, a research organization based in Washington, has released an interesting report that suggests that the proliferation of iPods helps account for the nationwide rise in violent crime in 2005 and 2006. The report suggests that "the rise in violent offending and the explosion in the sales of iPods and other portable media devices is more than coincidental,"

and asks, rather provocatively, “Is there an iCrime wave?” The report notes that nationally, violent crime fell every year from 1993 to 2004, before rising in 2005 and 2006, just as “America’s streets filled with millions of people visibly wearing, and being distracted by, expensive electronic gear.”

Source: Sewell Chan, “Are iPods to Blame for Rising Crime?” *The New York Times*, September 27, 2007

16. “We realize that it would be in the best interest of the community and our children to address the issue expeditiously. In order to make this happen, I respectfully request an eight-month payment delay calling for payment of the \$10 million obligation on August 31, 2015.” [Savannah City Manager Stephanie Cutter in a letter to the city’s superintendent of schools.]

Source: Savannah Morning News, April 3, 2014)

17. Warming was caused by sunspots, fluctuations in the Earth’s orbit, or volcanic eruptions. Therefore it cannot be caused by mankind.

Source: John Llewellyn, “In a Confusing Climate.” *The Observer*, September 2, 2007

18. “You couldn’t have it if you didn’t want it,” the Queen said. “The rule is jam tomorrow and jam yesterday, but never jam today.” “It must come to jam today,” Alice objected. “No, it can’t,” said the Queen. “It’s jam every other day: today isn’t any other day, you know.”

Source: Lewis Carroll, *Through the Looking Glass*

19. In Romania, abortion was illegal under two decades of rule by the communist dictator Nicolae Ceausescu, and the country enjoyed one of the lowest breast cancer rates in the entire world during that time, far lower than comparable Western countries.

Source: Andrew Schlafly

20. Today, women want the vote. Tomorrow, they’ll want to be doctors and lawyers, and then combat soldiers. Give them that, and before long, they’ll insist on taking the initiative in sex. If you want to protect the very meaning of masculinity, you must deny them suffrage.

Source: <http://www.txstate.edu/philosophy/resources/fallacy-definitions.html>

21. The following argument is raised to oppose the view that boys have greater inherent mathematical ability. “When I was four, my father taught me the beauty of numbers, and I have excelled in mathematics ever since. My conclusion? The males who grew up with a high aptitude for math are not spending enough time with their daughters.”

Source: Nancy Whelan Reese, “Letters,” *Time*, (Vol. 117, No. 1), 6.

22. The induction problem forever haunts us. How many instances of a class must be observed before one can be really sure? Having experience two uncoordinated women-drivers, am I justified in making a generalization about woman-drivers? (For too many men, a sampling of two seems to justify such a generalization. Women, of course, never make this sort of error.)

Source: James L. Christian, *Philosophy* (HBJ College, 1998).

23. Detroit Mayor Dennis Archer on why he accepted Louis Farrakhan’s call to African-American men to take part in the 1996 Million Man March on Washington, D.C.: “If somebody has a cure for cancer, would you reject it because it was somebody you may not like who came up with it?”

Source: <https://www.coursehero.com/file/p6bd5c3-Detroit-Mayor-Dennis-Archer-on-why-he-accepted-Louis-Farrakhans-call-to/>

24. I’m a strong believer in freedom of speech and think artists should never be censored. However, when musicians like Marilyn Manson influence the youth, you have to draw a line and say no more.

Source: <https://www.coursehero.com/file/p6bd5c3-Detroit-Mayor-Dennis-Archer-on-why-he-accepted-Louis-Farrakhans-call-to/>

25. During the Cold War, Congressman Charles Rose (Democrat, North Carolina) answered the arguments of those opposed to government-sponsored research to develop “remote-viewing”(the ability to see a distant place telepathically) by stating, “It seems to me that it would be a hell of a cheap radar system. This country wasn’t afraid to look into the strange physics behind lasers and semiconductors, and I don’t think we should be afraid to look into this.”

Source: [www.txstate.edu/.../resources/fallacy](http://www.txstate.edu/.../resources/fallacy)

## UNIT 9. PRACTICING THE STRUCTURAL TYPES OF ARGUMENT

**The duty of rhetoric is to bring together action and understanding into a whole that is greater than scientific perception.**

*Richard M. Weaver*

### 9.1. A RHETORICAL ANALYSIS OF ARGUMENTS

In Part I of this course book, we explained thinking and writing strategies for composing your own arguments. Your rhetorical knowledge may also be used to conduct in-depth analyses of other people's arguments. To analyze an argument rhetorically means to examine closely how it is composed and what makes it an effective or ineffective piece of persuasion. A rhetorical analysis identifies the text under scrutiny, summarizes its main ideas, presents some key points about the text's rhetorical strategies for persuading its audience, and elaborates on these points.

Analyzing arguments rhetorically will provide multiple payoffs for you. Rhetorical analysis will help you develop your ability to read complex texts critically; speak back to texts from your own insights; apply the strategies of effective argumentation to your own arguments; and prepare you as a citizen to distinguish sound, ethical arguments from manipulative, unreasonable ones. By themselves, rhetorical analyses are common assignments in courses in critical thinking and argument. Additionally, thinking rhetorically about texts is crucial for writing the research assignments across a range of disciplines. Rhetorical analysis also plays a major role in constructing your own arguments, namely, in summarizing and responding to opposing views and determining what will be persuasive in every situation.

Conducting a rhetorical analysis asks you to analyze a writer's motivation, purpose, and rhetorical choices for persuading a targeted audience by bringing to bear on an argument your knowledge of argument and your repertoire of reading strategies.

The questions in the following table can help you examine an argument in depth. They draw primarily on rhetorical concepts with which you are already familiar: audience-based reasons, the STAR criteria for evidence, kairos, and the classical appeals of logos, ethos, and pathos. Although a rhetorical analysis may not always include answers to all these questions, using some of them in your thinking stages can give you a thorough understanding of the argument while helping you generate insights for your own rhetorical analysis essay.

#### Questions for Rhetorical Analysis

| What to Focus On                                            | Questions to Ask                                                                                                                                                                                                                        | Applying the Questions                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>The kairotic moment and writer's motivating occasion</b> | What motivated the writer to produce this piece?<br>What social, cultural, political, legal, or economic conversations does this argument join?                                                                                         | Is the writer responding to a bill suggested by the government, a recent speech by a political leader, a newspaper editorial, or a local event that provoked controversy?<br>Is the writer addressing cultural trends such as the impact of science or technology on values? |
| <b>Rhetorical context: Writer's purpose and audience</b>    | What is the writer's purpose?<br>Who is the intended audience?<br>What assumptions, values, or beliefs would readers have to hold to find this argument persuasive?<br>How well does the text suit its particular audience and purpose? | Is the writer trying to change readers' views by offering a new interpretation of a phenomenon, calling readers to action, trying to muster votes, or inspiring further investigations?<br>Does the audience share a political or religious orientation with the writer?     |

|                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Rhetorical context: Writer's identity and angle of vision</b> | <p>Who is the writer and what is his or her profession, background, and expertise?</p> <p>How does the writer's personal history, education, gender, ethnicity, age, class, sexual orientation, and political leaning influence the angle of vision?</p> <p>What is emphasized and what is omitted in this text?</p> <p>How much does the writer's angle of vision dominate the text?</p>                      | <p>Is the writer a scholar, researcher, scientist, policymaker, politician, professional journalist, or citizen blogger?</p> <p>Is the writer affiliated with conservative or liberal, religious or lay publications?</p> <p>Is the writer advocating a stance or adopting a more inquiry-based mode?</p> <p>What points of view and pieces of evidence are "not seen" by this writer?</p> |
| <b>Rhetorical context: Genre</b>                                 | <p>What is the argument's original genre (personal correspondence; letter to the editor; newspaper editorial; blog and posting to a chat rooms; article in a scholarly journal; legal brief and court decision; advocacy web site; speech; visual argument)?</p> <p>What is the original medium of publication? How do the genre and its place of publication influence its content, structure, and style?</p> | <p>How popular or scholarly, informal or formal is this genre?</p> <p>Does the genre allow for in-depth or only sketchy coverage of an issue?</p>                                                                                                                                                                                                                                          |
| <b>Logos of the argument</b>                                     | <p>What is the argument's claim, either explicitly stated or implied?</p> <p>What are the main reasons in support of the claim? Are the reasons audience-based?</p> <p>How effective is the writer's use of evidence? How is the argument supported and developed?</p> <p>How well has the argument recognized and responded to alternative views?</p>                                                         | <p>Is the core of the argument clear and soundly developed? Or do readers have to unearth or reconstruct the argument?</p> <p>Is the argument one-sided, Toulmin, or Rogerian? Does the argument depend on assumptions the audience may not share?</p> <p>What evidence does the writer employ? Does this evidence meet the STAR criteria?</p>                                             |
| <b>Ethos of the argument</b>                                     | <p>What ethos does the writer project?</p> <p>How does the writer try to seem credible and trustworthy to the intended audience?</p> <p>How knowledgeable does the writer seem in recognizing opposing or alternative views, and how fairly does the writer respond to them?</p>                                                                                                                               | <p>If you are impressed or won over by this writer, what has earned your respect?</p> <p>If you are filled with doubts or skepticism, what has caused you to question this writer?</p> <p>How important is the character of the writer in this argument?</p>                                                                                                                               |
| <b>Pathos of the argument</b>                                    | <p>How does the writer use concrete language, word choice, narrative, example, and analogies to tap readers' emotions, values, and imaginations?</p> <p>How effective is the writer in using audience-based reasons?</p>                                                                                                                                                                                       | <p>What examples, connotative language, and uses of narrative or analogy stand out for you in this argument?</p> <p>Does this argument rely heavily on appeals to pathos? Or is this argument more brainy and logical?</p>                                                                                                                                                                 |

|                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Writer's style</b>                         | How do the writer's language choices and sentence length and complexity contribute to the impact of the argument?<br>How well does the writer's tone (attitude toward the subject) suit the argument?<br>How readable is this argument?                                                                                                                                                                                                                                                   | Is the argument formal, scholarly, journalistic, informal, or casual?<br>Is the tone serious, mocking, humorous, exhortational, confessional, urgent, or something else?                                                                                                                                                                                                                          |
| <b>Overall persuasiveness of the argument</b> | What features of this argument contribute most to making it persuasive or not persuasive for its target audience and for you yourself?<br>How would this argument be received by different audiences?<br>What features contribute to the rhetorical complexity of this argument?<br>What is particularly memorable, disturbing, or problematic about this argument?<br>What does this argument contribute to its kairotic moment and the argumentative controversy of which it is a part? | Are appeals to pathos legitimate and suitable? Does the quality and quantity of the evidence help to build a strong case or fall short?<br>What specifically would count as a strength for the target audience?<br>If you differ from the target audience, how do you differ and where does the argument derail for you?<br>What gaps, contradictions, or unanswered questions are you left with? |

**As part of the routine of drafting and writing your final argument, read and analyze the following model arguments using the Questions for Rhetorical Analysis above.**

### 1) A Classical Argument

#### **SHOULD MOTHERS WORK?**

By Bonnie Fellhoelter & Paola Brown

*"Are you hot?  
 Are you cold?  
 Are you wearing that?  
 Where's your books and your lunch and your homework at?  
 Grab your coat and your gloves and your scarf and hat.  
 Don't forget; you got to feed the cat!" [1]*

Anita Renfroe wrote these catchy words for the song *Momisms*, sung to the familiar tune of the *William Tell Overture*. Her words best describe a typical day of mayhem through the eyes of a mother. Mothers who stay at home know that at times, their lives can be discombobulating. Despite the chaos, stay-at-home mothers get the tremendous responsibility of only having one chance of raising their children in such a way that makes a difference in their children's lives and in society.

Throughout history, society has looked upon the male as the breadwinner: the one expected to work and support the family. The mother has been viewed as the nurturer: the one to stay home and raise the children. During the 1960s, women wanted more rights, power, and the ability to get higher paying jobs. Women were given this right so they expressed this newly found freedom by going to work outside of the home. As women sought employment, their children were left to the care of babysitters and day care workers. Because society has redefined the role of a mother to be one who is an important element in the workforce, the loss of the



mother in the home has led to the decline of the family unit, and thus, to society. This forfeiture has created a generation for whom social morals and values are not as important as they once were. Perhaps this is due to a working mother being absent from the home where she is unable to personally instill these ethical standards in her children, thus leaving her children to receive their value system from strangers. “Society truly does begin at home”, asserts Sibyl Niemann, so, in order to return to a culture with better morals and values, the importance of the role of the stay at home mother should be restored. [2] In this way, stay-at-home mothers can improve society.

It is disappointing when mothers are devalued for staying at home to raise their children. Richard Lowry states, “There is something valuable in a mother’s caring for her own child.” [3] In general, no one can take care of your child in the same way his or her mother would. A mother’s care is usually superior to daycare since she naturally wants what is best for her child. “According to a non-partisan Public Agenda survey in 2000, roughly 80 percent of parents with children five and younger say a stay-at-home parent is best able to give children the ‘affection and attention they need.’” [3]

A mother’s individual care can also curb the aggression that is evident in day care centers. “A study done by the National Institute of Child Health and Human Development (NICHD), reports that kids in non-maternal care tend to be associated with qualities such as ‘gets in lots of fights,’ ‘cruelty,’ ‘explosive behavior,’ ‘talking too much,’ ‘argues a lot,’ and ‘demands a lot of attention.’” [3] Teachers who work in a preschool environment, like my daughter, are frustrated with how badly the children usually behave. Workers in day care are governed by strict rules that prevent disciplining children the way one can do at home. This causes a disregard and loss of respect for others because many children grow up thinking they can do what they want. Today, many of the younger generation act like they are owed something. In the workplace, it is shocking to see the way they treat others with their degrading manners and think there is nothing wrong with their behavior. They also tend to have lazy work ethics and “cop an attitude” when asked to do anything extra. This makes it difficult for many employers to find hard working and respectful employees.

It is important to note that not all children in daycare grow up to be aggressive and unproductive adults. Even though many women in the work force find raising children to be a very difficult task that leaves them feeling lonely and bored, they do a fine job of balancing their jobs with raising successful children. These women enjoy being able to show their children the advantages of working outside of the home. They are able to “teach their children how to be independent, inquisitive, and ambitious”, as well as “learn the value of personal fulfillment and goal setting.” [4] Reed Karaim also proclaims that, “successful working mothers give their children one of the best gifts any parent can: the example of a life lived to its potential.” [4] I think that all of these examples are helpful in raising successful children, however, I believe a stay-at-home mom can also teach these same qualities in the home. I know this to be true because I was fortunate to remain at home and raise my children. I was the one who was the nurturer and demonstrated love and compassion to my children by hugging, cuddling, and kissing them. I was personally involved in teaching them throughout all the stages of development and shared in the joy of my children’s accomplishments. There is something special about hearing your child’s first word and watching them take their first step as they giggle with glee. I was able to mold my children’s character by instilling good values and morals that taught them to be independent and set goals for themselves, such as being on time for work and appointments. These attributes have helped to contribute to society in a positive way and leave me feeling as if I have done a good job.

Despite the seemingly successful results of a stay-at-home mom’s efforts, “our culture no longer values the household supported by a sole breadwinner.” [2] This is demonstrated by the many women who currently do work outside of the home because they feel the need to contribute to their families’ well-being. According to Niemann, “everything – from buying a house to applying for a college loan for one’s son or daughter – seems structured around the two income family.” [2] A household that has a dual income helps “boost many families into middle class.”, says Karaim. [4] This allows their children to experience the comforts, options for education, and opportunities that they might otherwise not have had.

As tempting as this extra income may be, couples should be careful that this does not impact their relationship as husband and wife. When spouses compete for power in the workforce and then return home too tired to deal with the many needs of their children, the harmony of the family unit can suffer. This is because husbands often feel threatened by the success of their wives. Steven Rhoads claims that “men are more likely to divorce women who are ambitious.” [5] Lowry explains that “just the specter of divorce creates a kind of intra-marital arms race. The wife works to hedge against getting abandoned, but her very act of working, research shows, makes it more likely that the marriage will fail – a dismaying downward spiral.” [3] Since divorces negatively impact society, we should refocus on preserving marriage and on strengthening the family unit. When men and women are happy and comfortable in their roles as the father-breadwinner and mother-caregiver, marriages can thrive.

Women who do remain at home should not hide behind their children or husbands but instead should be proud of their role. They should be vocal about how productive they are with their children and family. This allows working women and men to see and appreciate the importance of the role of a stay at home mom. Perhaps they will see for themselves the advantages of remaining at home and raising their children. According to Lowry, “most women would like to stay home and care for their children, but society pressures them into believing that a career is more important than family.” [3] Unless some changes are made, the family unit will continue to decline. Less time spent with children increases the risk for disregarding and disrespecting others. The current attitudes of “you owe me”, “I deserve it”, as well as “it is all about me,” will probably continue to get worse.

Even though being a stay-at-home mom may have periods of loneliness, boredom, frustration, and feelings of futility, the rewards of being personally involved with raising one’s own children greatly outweigh the negatives. One of the greatest accomplishments in life is being a stay-at-home mom where one can teach and model good behavior and moral fortitude. By emulating these morals and values, children enter into adulthood with the necessary tools needed to produce a successful society. As tough as this unpaid task may be, this self-sacrifice of staying at home to raise ones’ children can be the most society enhancing job a woman can do.

(1486 words)

#### **Works Cited**

1. Renfroe, Anita. “Momisms.” 2007
2. Niemann, Sibyl. “Women Should be Encouraged to be Stay-at-Home Mothers.” *Opposing Viewpoints: Male/Female Roles*. Ed. Auriana Ojeda. San Diego: Greenhaven Press, 2005. *Opposing Viewpoints Resource Center*. Gale. Maricopa County Community College. 26 February 2008 .
3. Lowry, Richard. “Working Mothers Are Harming the Family.” *Opposing Viewpoints: The Family*. Ed. Auriana Ojeda. San Diego: Greenhaven Press 2003. *Opposing Viewpoints Resource Center*. Gale. Maricopa County Community College. 28 February 2008 .
4. Karaim, Reed. “Women Should Not Be Encouraged to Be Stay-at-Home Mothers.” *Opposing Viewpoints: Male/Female Roles*. Ed. Auriana Ojeda. San Diego: Greenhaven Press, 2005. *Opposing Viewpoints Resource Center*. Gale. Maricopa County Community College. 28 February 2008 .
5. Rhoads, Steven E. “Traditional Marriage Roles Would Improve Male/Female Relations.” *Opposing Viewpoints: Male/Female Roles*. Ed. Auriana Ojeda. San Diego: Greenhaven Press, 2005. *Opposing Viewpoints Resource Center*. Gale. Maricopa County Community College. 28 February 2008 .

## **2) A One-Sided Argument**

### **FOUR ARGUMENTS FOR THE ELIMINATION OF TELEVISION**

By Simon Schuster

Television technology has been a controversial issue since its debut in the early 1940s. In order to fully understand any controversial issue, one must be presented with both the pro and the con sides of the issue. Being a member of the pro-technological society, one is well educated on the pro side of this issue, such as television’s entertainment value, the ability to get “up to the minute” news coverage from around the world and the use of television as an educational tool. In order to understand the con side of this issue, one can look at the work *Four Arguments for*

*the Elimination of Television*, by Jerry Mander, once a member of a large advertising firm in San Francisco. This work provides four strong arguments against the television technology and gives reasons why the technology should be eradicated. Through the study of this work, one can become better equipped to argue the con side of the issue, thus becoming a well-educated member of society, conscious of the effects that television has on him or her.

In his book, Mander suggests that television is created for one thing, the distribution of advertising for the corporate world, and is therefore an unreformable, unchangeable medium of commercialism. Thus, he starts it with these famous words: “To speak of television as ‘neutral’ and therefore subject to change is as absurd as speaking of the reform of a technology such as guns.” (Mander, 47)

The first argument found in this text is entitled *The Mediation of Experience*. In this argument, Mander analyses how the people in society have migrated from being surrounded by the natural environment to an artificial one (an urban society). He argues that people today have numbed their senses of the natural environment by building artificial ones where humans control the environmental changes, or lack thereof. The consequences of drifting away from nature are that people lose their natural ability to learn what is good and what is bad; that is, which plants are okay to eat, their medical value, and which plants are poisonous. Society compensates for this loss by substituting artificial “book” knowledge to actual experience knowledge.

This leads to Mander’s second point, that humans have replaced common sense with scientific facts. For example, in 1973 The New York Times spent \$50,000 to discover the best bait for mice is cheese. Another study found that a mother’s milk is better for infants than commercial formulas, goat milk, or cow milk. A third study found that walking is healthier than riding in a car or that fresh orange juice is more nutritional than canned orange juice. These studies support that society is doubting their own common sense, thus they need to reinforce their beliefs with scientific facts. By becoming dependent on scientific facts only, society is creating a generation of mindless drones which believes what science tells them without skepticism. If this trend were to continue, the effects would be detrimental; politicians, corporate giants, anyone can use scientific facts to prove themselves right and “good”. Thus, propaganda will run rampant, uncontrolled, and unquestioned.

Mander’s second argument, *The Colonization of Experience*, speaks of television’s ultimate reason for being – advertising. Mander explains: “Advertising exists only to purvey what people don’t need. Whatever people do need they will find without advertising if it is available.” (Mander, 126) Actual needs that human beings require to live, such as food, shelter, clothing, peace, love, safety, companionship, intimacy, and a sense of fulfillment, can be acquired without the aid of advertising. Advertising separates people from their actual “needs” and urges that they can find satisfaction in acquiring the product they advertise. Advertising, therefore, creates an artificial sense of fulfillment, which will subdue very quickly causing the people to acquire more “needs”. Mander strongly believes that there is a corporate conspiracy to brainwash the more developed western societies. He believes that television technology gives a small group of people the ability to influence the general population in a short time.

The third argument Mander poses is the effects of television on the human being. In this argument, Mander discusses the physiological, psychological, and emotional effects that television has on humans. Many studies have been conducted to determine the damaging effects which television has on the human body. Currently, it has been proven that television causes low amounts of radiation which may cause cancer during long term exposure. Similarly, television is also known to cause damage to the retina and erratic heart rates due to television content. Mander explains: “Television technology produces neuro-physiological responses in the people who watch it. It may create illness, it certainly produces confusion and submission to external imagery.” (Mander, 155). A television image is a concatenation of many tiny lights that produce three different colors (red, green, and blue), these tiny flickering lights are said to have a hypnotic effect on the human mind, which slows down the neurons in human brains. Thus, when a person is “spoon-fed” a large dose of television every day since childhood, one’s mental pathways are retarded.

Psychologically, television causes people, especially young children, to become passive, incommunicative, paranoid, and have low self-esteem. Many people believe that the act of watching television is a relaxing activity which helps them “forget about the world”. In reality, television constantly “pours” images into people’s minds, always having it filled with obsessive thoughts. Worst of all, this inhibits one’s ability to think by exhausting one’s mind with someone else’s obsessive thoughts. Television content also manipulates your emotions, thus over stimulating them. Television programs have the ability to activate strong and volatile emotions within the viewer. Emotions such as sadness, joy, anger, fear, sympathy, and passion are common emotions that are brought up when watching a dramatic television program. By going on this emotional “roller-coaster” ride, where the fore mentioned emotions are activated one after the other in less than one hour, television severely hinders one’s mental stability.

Mander’s fourth argument, *The Inherent Bias of Television*, speaks about the predetermined limits of television. Mander states the following: “The technology of television predetermines the boundaries of its content. Some information can be conveyed completely, some partially, some not at all. The most effective telecommunications are the gross, simplified linear messages and programs which conveniently fit the purposes of the medium’s commercial controllers. Television’s highest potential is advertising. This cannot be changed. Therefore the bias is inherent in the technology.” (Mander, 261) One of the “inherent biases” of television is that it must get and keep the attention of the viewer. Because television is a passive activity, people tend to lose interest in sitting idly and watching a glowing box. Thus, television content must obtain and keep its viewers in order to fulfill its corporate responsibilities. To do this, producers of television programs use the L.O.P. (Least Objectionable Programming) method to produce their programs. L.O.P. is the theory that people are addicted to television, therefore they will watch whatever is least objectionable. Thus, television producers no longer need to focus on specific interests that people may have. Instead, they can create mediocre programs that are least objectionable to the general audience. This method produces cheap, poorly written, poorly cast programs that make lots of money. The quality of the information suffers because of this.

As one can see, the argument against television is as strong, if not stronger, than the arguments for television. As a result, one can now more fully understand both sides of this controversial issue and is conscious to the many manipulations of television, advertising, and corporations. Being aware of these factors, one is now better equipped to ask themselves, “why do I do the things I do?”

(1278 words)

#### **Works Cited**

Mander, Jerry. *Four Arguments for the Elimination of Television*. New York: Quill, 1978.

### **3) A Rogerian Argument**

## **THE DEBATE ABOUT HOMESCHOOLING**

By Charles St. Martin

Over 20,000 Oregonian students attend school at home (Hovde, 2013), and according to Martin-Chang et al. (2011), the national number of homeschoolers was close to 1.5 million children in 2008. Hovde estimated that the numbers account for about 2.9% of the total school-age population in the United States, a significant statistical proportion. She noted that while homeschooling has become a “fashionable choice” for young urban professionals who want the best education for their children, including many in the Pacific Northwest, the subject is still fraught with controversies about cognitive and social development, governmental involvement,

standards, and safety. Opponents of homeschooling believe too much is often left up to parents, who can teach their kids anything they desire and limit contact with other perspectives and environments. Homeschooling is often associated with extremism, and potentially abusive situations are harder to identify when the victims are isolated. Additionally, opponents fear that some parents choose homeschooling reactively out of fear or displeasure, rather than making a thoughtful choice based on their child's needs. Proponents of homeschooling believe homeschooled children are healthy and advanced learners because they receive one-on-one attention and often have some degree of control over their own learning. They believe parents can make the best choices for their children. Research and anecdotal evidence demonstrate that these positive claims are true in safe situations but are lost in extreme cases. Ensuring safety and educational support for all homeschooling students should be a top priority as the state works to ensure parents who want to still have an opportunity to homeschool their children.

Plenty of information exists to validate the concerns of the opposition of homeschooling. In many cases, parents do have total control over the homeschooling environment. Oregon, for example, monitors homeschoolers by requiring children to take standardized tests in "grades three, five, eight, and ten" (Hovde, 2013). This requirement is the only major assessment. According to Joyce, many states require even less from families who choose to homeschool: 26 states do not require any testing, and 11 states do not ask for any kind of notification from homeschooling parents. In these locations, parental discretion becomes the law in place of any formal guidelines. Perhaps in most cases such parental freedom benefits the children, but in others, as opponents note, the children lose out.

In her article *The Homeschool Apostates*, Joyce tells the stories of several former homeschoolers whose educational experiences were dangerous and harmful because of their parents' fundamentalist stance. One woman explained, "I was basically raised by someone with a mental disorder and told you have to obey her or God's going to send you to hell. Her anxiety disorder meant that she had to control every little thing, and homeschooling and her religious beliefs gave her the justification for it" (Joyce, 2013, para. 6). In this same example, the parents also failed to take an active interest in teaching their children, choosing instead to simply hand out schoolbooks and require their pre-teens to self-teach. Joyce argued that this type of situation is not anomalous and cited websites such as Homeschoolers Anonymous and No Longer Quivering where hundreds of others have shared similar accounts of their homeschooling experiences. These students are in situations that are detrimental to their emotional, intellectual, social, and sometimes physical health, but little is done to protect them.

Questionable outcomes are not just limited to abusive situations. Sometimes, homeschoolers struggle to achieve on the same level as their peers despite their parents' best intentions. According to Martin-Chang, children whose parents chose "unstructured" homeschooling do not achieve academically on the same level as their peers, falling behind students who participated in structured homeschooling and traditional schooling (p. 200). In the unstructured form of homeschooling, the learning process is entirely determined by the child, whereas in "structured" forms, "the parents [view] themselves as important contributors to their children's education (p. 197-198). Structured homeschooling may still focus on a child's individual interests, but the parents create lesson plans or otherwise guide the child's learning (Concordia University, 2012). In an interview for Concordia University, Martin-Chang acknowledged that the results of the study might have been different if student achievement had been measured using a different tool – the results here were garnered from a standardized test with no connection to either the public school curriculum or homeschool groups – or if the children had been older than ten years old at the time of the test. Despite these qualifiers, Martin-Chang felt the study's initial findings were in keeping with other research that suggests parental engagement with the child's learning is a good indicator of academic success. In some forms of homeschooling, it appears that there is a lack of this essential involvement.

On the other hand, homeschooled students whose parents instituted some structure scored higher on the independently implemented test than both the traditional students and the unstructured learners (Martin-Chang et al., 2011, p. 199). This result supports earlier, although potentially flawed, research indicating the high achievements of homeschoolers (p. 195-196). Additionally, such findings underscore the claims of those who believe that homeschooling can have big benefits for children. Many believe that the big reason for homeschool success is parental investment. Martin-Chang hypothesized, “This advantage may be explained by several factors including smaller class sizes, more individualized instruction, or more academic time spent on core subjects such as reading and writing” (p. 200). The flexibility of the homeschool environment allows parents to tailor the material and the schedule to the needs of their child, who, ideally, they know well and love tremendously. Public school teachers cannot currently devote the same time to each child because they have full classrooms and additional demands on their attention from administrators and political figures.

Clearly, both opponents and proponents of homeschooling have well-supported arguments for their positions. Homeschooling is an option that often leads to high achievement and personal satisfaction for students. However, some situations are unhealthy and potentially harmful to a child’s development. The solution to the homeschool controversy is a balanced approach that upholds the benefits of homeschooling while accounting for dangers. While, as Hovde noted, abuse can occur in any educational setting, Joyce thoroughly demonstrated that abused homeschoolers have a harder time finding access to help, emphasizing that in the past “homeschooling families had to look for help through an informal grapevine of survivors” (para. 44). Now, those survivors are pushing for legal reforms that assess state policies for protecting homeschoolers. In order for homeschooling to remain a safe and rewarding option for parents and students, these extreme cases need to be taken seriously. Resources need to be readily available, and anyone found to have abused a child should be held accountable. Those who support homeschooling should also support reforms that make homeschooling safer for everyone.

In addition, more research needs to be done on unstructured homeschooling, perhaps using a more holistic measuring tool since standardized tests are known to be problematic. Parents who are deciding how to educate their children should have access to accurate information about child development and learning. If total freedom is not the best option for children, parents should be encouraged to seek alternative methods of homeschooling. The bottom line is that parents have a great deal of influence on their children’s learning, whether that learning is done in a traditional school or at home. Hovde said, “Better scores should be expected when parents are so involved in a child’s education. I’d argue that parent involvement is the primary factor for student success in any educational venue” (para. 15). In her interview with Concordia University, Martin-Chang went even further, suggesting that public school teachers and parents can create the same benefits as homeschooling in traditional classrooms by investing time in individual students and creating choice in the classroom. True changes to public school classrooms will likely require other educational reforms, but the point is that the learning environment is more important than the actual venue. Still, as public schools work and sometimes struggle to meet the needs of individual children, ensuring quality homeschooling experiences should be a priority in the state of Oregon and elsewhere.

#### **Works Cited**

1. Concordia University. (2012, November 6). Are home-schooled children smarter? [Video]. YouTube. <https://www.youtube.com/watch?v=AGp4KFLuQNC>
2. Hovde, E. (2013, January 5). Sorting out the truth and myth in home schooling. The Oregonian. [https://www.oregonlive.com/hovde/2013/01/elizabeth\\_hovde\\_sorting\\_out\\_th.html](https://www.oregonlive.com/hovde/2013/01/elizabeth_hovde_sorting_out_th.html)
3. Joyce, K. (2013). The homeschool apostates. The American Prospect Longform. <http://prospect.org/article/homeschool-apostates>
4. Martin-Chang, S., Gould, O. N., and Meuse, R. E. (2011). The impact of schooling on academic achievement: Evidence from homeschooled and traditionally schooled students. Canadian Journal of Behavioural Science, 43(3), 195–202. <http://doi.org/10.1037/a0022697>

## 9.2. THE FINAL ARGUMENT

Now that you are through with the structural types of rhetorical argument, you are to submit a paper that will demonstrate your understanding of their peculiarities and skills of using different strategies of persuasion depending on the hypothetical audience. One of the main challenges of this task is choosing a topic for your own written argument. Concentrate on the ideas inventory you filed up at the beginning of the course. You can also make use of the topics listed below. Another challenge is to narrow the chosen topic to an adequate thesis statement and provide the sufficient reasoning with evidence. Also, don't forget to take into account the hypothetical audience (supportive, neutral, or resisting), because it predetermines the choice of the structural type of your argument.

The structural type of argument can be either your own choice or the choice of your instructor. The instructor may assign a certain structural type to you depending on your performance or may offer you to draw lots (see the **Supplement** for the *Structural Type Lots* template). The options are as follows:

### 1. A Toulmin Argument: Appealing to a Neutral Audience

Write a Toulmin argument. In essence, this essay combines the two or more reasons with the summary and refutation assignment. A Toulmin argument has a self-announcing structure. Your introduction will present your issue, provide needed background, and announce your thesis. It may also provide a brief forecasting passage to help the reader anticipate the shape of your essay. In the body of your essay, you summarize and refute opposing views as well as present your own reasons and evidence in support of your position. Generally, try to end your essay with your strongest arguments. It is more typical to summarize and refute opposing views after you have made your own case. Finally, your last section should provide a conclusion.

### 2. A One-Sided Argument: Appealing to a Supportive Audience

This assignment asks you to practice the summary and argumentation section of a standard classical argument. It calls for a self-announcing structure and asks you to adopt a pathos of confident self-assurance about the correctness and righteousness of your own position. Choose an issue where there is a clear problem to deal with. The purpose of this assignment is to make the reader feel part of an in-group fighting for a cause.

Write a multi-paragraph essay in which you summarize a position and then show the strength of this position. Your essay should have three main sections. The opening section should introduce your issue, give its presence and indicate your own position on the issue. It may also contain a so-called "hook" to "catch" the audience emotionally, for instance, a historical precedent, an anecdote, or a reference to some extreme or shocking (even if not frequent or typical) manifestation of the issue in question. Your second section should contain as many arguments to back up your position as possible. Each of the reasons supporting the view should be clearly highlighted. All of them should preferably be presented in the descending order of enumeration – from the largest / most important to the smallest / least important. As the intended audience is already supportive, the issue is not examined from an alternative perspective, no possible counterarguments are given or refuted. Opposing views are ignored or may even be reduced to "enemy" stereotypes. Bear in mind that here pathos is the leading tool of argumentation and, to evoke an emotional response, one-sided arguments are normally filled with motivational language. Finally, your last section should provide a conclusion. Remember that your task in this case is to increase the audience's involvement and call them for action or predict horrifying consequences if the other side wins.

### 3. The Rogerian Strategy: Appealing to a Resisting Audience

This assignment asks you to practice a Rogerian strategy aimed at reducing the psychological distance between you and a strongly resisting audience. Choose a topic in which you address an audience that has psychological or emotional resistance to your position.

Write a multi-paragraph essay that refrains from presenting your position until the conclusion. The opening section introduces the issue and provides background. The second section sympathetically summarizes the resistant view. The third section creates a bridge between the writer and their resistant audience by pointing out major areas of agreement. After examining this common ground, the third section then points out areas of disagreement but stresses that these are minor compared with the major areas of agreement already discussed. Finally, the last section presents the writer's position, which, if possible, should be a compromise or synthesis indicating that the writer has shifted their original position (or at least their sympathies) toward the resistant view and is now asking the opposition to make a similar shift toward the writer's new position. Your goal here, through tone, arrangement, and examination of common values, is to reduce the threat of your argument in the eyes of your audience. Before drafting this essay, reread the section discussing Rogerian argument.

Also, see the **Supplement** for *An Overview of Structural Types of Argument*.

**Write a 650-to-850-word argument of the structural type chosen or assigned to you.**

|                                        |                              |
|----------------------------------------|------------------------------|
| 1. Academic grading                    | 16. Internet addiction       |
| 2. Adoption                            | 17. Job satisfaction         |
| 3. Alternative medicine                | 18. Lab animals              |
| 4. Anorexia                            | 19. Losing weight            |
| 5. Beauty contests                     | 20. Online dating            |
| 6. Copyright on the Internet           | 21. Online friendship        |
| 7. Dieting                             | 22. People on welfare        |
| 8. Designer babies                     | 23. Reborn dolls             |
| 9. Elective courses                    | 24. Second language          |
| 10. Electric vehicles                  | 25. Siblings                 |
| 11. Energetic drinks                   | 26. TV reality shows         |
| 12. Favourite character in a book/film | 27. Technology and education |
| 13. Global warming                     | 28. Traditional family       |
| 14. Graffiti                           | 29. Vegetarianism            |
| 15. Influencers                        | 30. Veganism                 |

### 9.3. A PEER REVIEW

**Using the Peer Review worksheet, analyze a groupmate's final argument** (see the **Supplement** for the *Peer Review Worksheet* template).



## **PART II. STASIS TYPES OF ARGUMENT**

**Concerning the utility of Rhetoric, it is to be observed that it divides itself into two;  
first, whether oratorical skill be, on the whole, a public benefit, or evil;  
and secondly, whether any artificial system of rules is conducive to the attainment of that  
skill.**

*Richard Whately*

## UNIT 10. USING CATEGORIES OF CLAIMS TO GENERATE IDEAS

**Histories make men wise; poets, witty; mathematics, subtle; natural philosophy, deep; moral, grave; logic and rhetoric, able to contend.**

*Francis Bacon*

In Part I of the course book, we showed how argument entails both inquiry and persuasion. We explained strategies for creating a compelling **structure** of reasons and **evidence** for your arguments (logos), for linking your arguments to the beliefs and values of your audience (pathos), and for establishing your credibility and trustfulness (ethos). We also showed you how to think about arguments rhetorically and how to use different rhetoric strategies depending on the type of listener.

Now, in Part II, we examine arguments in depth by explaining five types of claims. Each type has its own characteristic patterns of development and support. Because almost all arguments use one or more of these types of claims as “moves” or building blocks, knowing how to develop each claim type will advance your skills in argument. The claims we examine in Part II are related to an ancient rhetorical concept called **stasis**, from a Greek term meaning “stand,” as in “to take a stand on something.” There are many competing theories of stasis, so no two rhetoricians discuss stasis in exactly the same way.

In our course book, we apply a general rhetorical method for classifying arguments based on **the theory of stasis**, the essence of which is to identify and clarify the **key issues of argumentation** (the central issues of dispute), as well as to further search for adequate arguments for the purpose of a constructive exchange of views.

### 10.1. THE STASIS THEORY

For the first time, the concept of stasis was proposed by the ancient Greek rhetorician and rhetoric teacher Hermagoras of Temnos, who described stasis (literally “stopping point”) as a procedure for establishing and clarifying a thesis (subject of dispute), consisting of four questions that identify various types of stasis:

1. *conjectio* (assumption). It is necessary to establish the very fact of the existence of the problem;

2. *definitio* (definition). It is necessary to define, classify the problem, find analogies or precedents;

3. *qualificatio* (quality). It is necessary to characterize the problem (right or wrong, good or bad), taking into account all the accompanying circumstances and motives;

4. *translatio / jurisdictio* (policy, competence). It is necessary to decide what should be done about the problem and whether the solution of this problem is within our competence.

Developed more than two thousand years ago in ancient rhetoric, the theory of stasis was literally revived in modern argumentation theory and communication theory due to the growing need to improve the effectiveness of dialogue in various types of discourse and, as a result, interest in classical rhetorical tools that promote understanding in the multicultural world.

In modern rhetoric, stasis is defined as a “point of disagreement” (clash area, collision area), while the establishment and clarification of such an area is considered a condition for the success of a debate / dispute / argumentation, since disputing at different levels of stasis simultaneously leads to pseudo-argumentation, when disagreements lead communicants away into argumentative infinity, which the old parable about three blind men and an elephant so accurately reflects. Three blind men who have never come across an elephant before learn and imagine what the elephant is like by touching it. Each blind man feels a different part of the elephant’s body, but only one part, such as the leg, the trunk, and the ear. They then

describe the elephant based on their stand as similar to a tree, a snake, and a winnowing basket respectively, and end up in a fight. The moral of the parable is that humans have a tendency to discuss issues from different angles simultaneously, thus, disputing about different points of disagreement, which leads to futility of discussion.

In a supplemented and expanded form, the modern theory of stasis is a heuristic technique, an algorithm of five stages, at each of which disagreements are clarified and discussed in the search for common approaches and opinions. These five stages are:

1. Fact stasis. Is there a problem / Is what happened really worth discussing / Does the problem exist?

2. Definition stasis. How are we to determine what happened? Are there any analogies or precedents?

3. Causal stasis. What caused the incident? What consequences can this lead to? What were the motives?

4. Evaluation stasis. Is it good or bad what happened? How do circumstances affect our assessment of what happened?

5. Policy / proposal stasis. What should be done about what happened?

Here we suggest applying the stasis theory 1) as a method of classifying arguments into stasis types, each of them representing key issues of argumentation, and 2) as a heuristic technique or algorithm that helps develop logical and consistent argumentation strategies.

## 10.2. THE TYPES OF CLAIMS

In order to understand what a study of claims presuppose, imagine an arguments, in which the question at issue keeps shifting. Suppose you are discussing the use of steroids and one of the people participating in discussion says: “Hold it for a moment, what are we arguing about? Are we discussing whether steroids are a health risk or whether steroids should be banned from sports? These are two different issues! We can’t debate both at once!” This is an example of how different stasis (types of claims) helps us get the argument focused.

On the basis of the above mentioned theory of stasis we identify five stasis types of claims, each type originating in a different kind of question. Pay attention to the following peculiarities of our classification:

**1. The stasis of fact is not represented in our classification.** We believe that as soon as the arguer raises the issue, it is taken for granted that the issue exists. If there is a certain disagreement about whether this or that issue is a fact, it has to be narrowed to the definitional stasis anyway.

For example, people have various opinions about sexism. If some people do not feel that sexism exists, we still have to start with answering the question: What is sexism? Are the examples (facts, cases) that we are talking about referred to sexist behavior? Next, you would need to define and discuss what acts make up or constitute sexism (definition). Then, you have to look at the character or nature of the act. Is the issue hurtful or not (quality: right or wrong)? Finally, is there something that should be done about this concern (policy: plan of action)?

**2. One more type of claim is added to our classification: a resemblance argument.** Technically this is a broadened stasis of definition, as we are trying to consider the similar cases and examples and to search for analogies and precedents. We single out resemblance argumentation into a separate stasis question because resemblance based on associations is one of the most typical modes of thinking and can be a very strong means of persuasion providing short and consistent ways of understanding the subject matter.

Here we present a version of stasis theory based on five types of claims depending on the **purpose** of argumentation and hope that studying these claim types will increase your flexibility and sophistication as an arguer.

The chart below gives you a quick overview of these types of claims, each of which is developed in more detail in the subsequent parts.

## Claims about Reality, Truth and the Way Things Are

| Claim Type                                                                               | Examples of Issue Questions                                                                                                   | Stasis for your arguments                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Definition arguments:</b><br>In what category does this thing belong?                 | Is a skilled video game player an athlete?<br>Is pornography art?                                                             | Create a definition that establishes criteria for the category.<br>Use examples how the contested case meets criteria.                                                                                      |
| <b>Causal arguments:</b><br>What are the causes and the consequences of this phenomenon? | What might be the consequences of the global warming?<br>What are the causes for the increasing divorce rates in our country? | Explain the links in a causal chain going from cause to effect or summarize the experimental studies showing cause or consequence.                                                                          |
| <b>Resemblance arguments:</b><br>To what is this thing similar?                          | Is investing in the stock market like gambling?                                                                               | Let the analogy or precedent create the desired rhetorical effect.<br>Elaborate on the relevant similarities between the given case and the analogy or precedent.                                           |
| <b>Evaluation arguments:</b><br>What is the worth or value of this thing?                | Is talk therapy a good approach for treating anxiety?<br>Is it ethical to clone people?                                       | Establish the criteria for a “good” or “ethical” member of this class or category.<br>Use examples of how this case meets the criteria.                                                                     |
| <b>Proposal arguments:</b><br>What action should we take?                                | Should we abolish the standardized testing system in our education?<br>Should smoking laws be more stringent?                 | Make the problem vivid.<br>Explain your solution.<br>Justify your solution by showing how it is motivated by principle, by good consequences, or by resemblance to a previous action the audience approves. |

Thus, there are five stasis types of argument: definition arguments, cause / consequence arguments, analogy / resemblance arguments, evaluation arguments, and proposal arguments. The five-category scheme is not primarily a tool for classifying arguments; rather, it is mainly an invention tool. By understanding how certain categories of claims are typically developed, you can confidently generate reasons and support for your position and evaluate the strengths and weaknesses of alternative views.

Having provided an overview of the types of claims, we now show you some of the benefits of this knowledge.

First of all, understanding claim types will help you focus an argument by asking you to determine what’s at stake between you and your audience. Where do you and your audience agree and disagree?

Secondly, it will help you generate ideas for your argument by suggesting the kinds of reasons, examples, and evidence you’ll need. To illustrate, let’s take the public controversy about e-cigarettes, which use a battery powered heating element to vaporize the liquid in a small cartridge. The user inhales the vapor (an act often called “vaping”). Cartridges can be purchased containing various amounts of nicotine or no nicotine at all; flavored liquids, such as apple cinnamon or peach cobbler, are also available. Although there is debate about whether the vapors

from e-cigarettes are harmful, everyone agrees that the nicotine-laced liquid itself is poisonous if ingested in its liquid form. In many countries, e-cigarettes are often treated exactly as if they were real cigarettes. As a consequence, they are banned from bars, restaurants, and other public places, their sale to minors is forbidden and the ways they can be advertised are restricted. Let's now take the hypothetical case of a city debating a policy on e-cigarettes.

Imagine three different writers. Writer 1 wants to ban e-cigarettes, while Writer 2 wants to promote them as a preferred alternative to real cigarettes. Writer 3, a libertarian, advocates minimal restrictions. Let's consider how familiarity with claim types can help each writer generate ideas for his or her argument.

### **Writer 1: Ban E-Cigarettes**

Writer 1 believes that e-cigarettes are harmful. Her goal is to portray e-cigarettes negatively in order to persuade her audience that e-cigarettes should be banned.

**Definition argument:** Because regular cigarettes are already banned in public places, Writer 1 wants to place e-cigarettes in the same category as real cigarettes. For part of her argument she can use a definitional strategy showing that e-cigarettes and regular cigarettes belong in the same category, in that they both deliver nicotine extracted from tobacco leaves. She can argue that the differences between e-cigarettes and regular cigarettes, such as one producing smoke and the other vapor, are superficial. What makes them the same is the delivery of nicotine.

**Resemblance argument:** Using a resemblance strategy, Writer 1 can also show how e-cigarettes are designed to look like regular cigarettes and make smoking look cool again. You can blow "smoke" rings with the exhaled vapor, just as you can with real tobacco smoke.

**Causal argument:** To increase her negative portrayal of e-cigarettes, Writer 1 can also use a causal strategy. She can argue that e-cigarettes will hook children and teenagers on real cigarettes. She can show how the creation of flavored vapors such as "bubble gum" or "pancake" seem marketed to children and how the availability of cartridges that combine flavored vapors with nicotine give the brand a new way to create the next generation of nicotine addicts.

**Evaluation argument:** Here Writer 1 will have to summarize and rebut counterviews that e-cigarettes are a good replacement for regular cigarettes. Supporters will say the e-cigarettes are better than regular cigarettes because they produce fewer carcinogens and are thus safer. Writer 1 will need to argue that the negative aspects of e-cigarettes – nicotine addiction and the enticement of children toward smoking – outweigh the increased safety. She can also argue that the propellant ingredients in the cartridges haven't yet been proven safe and can refer to research showing the liquid itself is extremely poisonous if ingested directly.

**Proposal argument:** The city council should ban e-cigarettes.

### **Writer 2: Promote E-Cigarettes as a Preferred Alternative to Real Cigarettes**

Writer 2 shares with his audience a belief that cigarettes are harmful and that smoking should be banned. However, he wants to emphasize the benefits of e-cigarettes to people who already smoke. Like Writer 1, he can use the five claim types to generate strategies for his argument.

**Definition argument:** To portray e-cigarettes more positively, Writer 2 can make the definitional claim that e-cigarettes are *not* the same as real cigarettes and thus belong in a different category. He can argue that the essential trait of real cigarettes is cancer-causing tar derived from the combustion of tobacco leaves. It is the danger of the tar, not the nicotine, that caused the anti-smoking movement in the first place, especially the danger of secondhand smoke to others. By arguing that the delivery of nicotine is a superficial rather than essential criterion for defining cigarettes, he can show that the absence of tar and secondhand smoke makes e-cigarettes essentially different from real cigarettes.

**Resemblance argument:** Using this strategy, Writer 2 can show that although e-cigarettes are essentially different from real cigarettes, the two have pleasing similarities. Vaping provides the same physical and social pleasures as does smoking, but without the harm to self and others.

**Causal argument:** Writer 2 can also portray e-cigarettes positively through the causal argument that they can save the lives of current smokers by converting them from the dangerous to less dangerous way of getting nicotine. Without condoning nicotine addiction, Writer 2 can point to the positive health consequences of getting a nicotine hit without the carcinogens. Writer 2 can also argue that e-cigarettes can help people stop smoking because they can gradually reduce the nicotine content in the cartridges they purchase.

**Evaluation argument:** Here Writer 2 can claim that e-cigarettes are better than real cigarettes by arguing that the health benefits of no smoke and tar outweigh the addiction to nicotine, which in itself causes little health risk.

**Proposal argument:** E-cigarettes should be promoted as a safe alternative to real cigarettes.

### **Writer 3: Place No Restrictions on E-Cigarettes**

Writer 3 is a libertarian who dislikes nanny-state restrictions on our individual freedoms. She wants to argue that the only restrictions on e-cigarettes should be mandated childproofing of the cartridges, truth-in-labeling about what is contained in the cartridges, and prevention of sales of nicotine-containing cartridges to minors.

**Definition argument:** Writer 3, like Writer 2, can argue that e-cigarettes are in a different category from regular cigarettes. They present no proven dangers either to self or to others through secondhand smoke.

**Resemblance argument:** To celebrate the libertarian endorsement of individual freedom, Writer 3 can show the resemblance between taking a pleasurable hit on an e-cigarette with other pleasures frowned on by the nanny state – drinking sugary sodas, buying a big Mac, or owning a muscle car.

**Causal argument:** Whereas Writer 2 argues that e-cigarettes are safer than regular cigarettes, Writer 3 can argue that no one has demonstrated any firsthand or secondhand health hazards for e-cigarettes. She can make the additional causal argument that government wants to treat e-cigarettes like regular cigarettes so that they can tax them heavily to produce sin-tax revenue. She can also argue that nanny-state regulations lead to increased loss of personal freedoms and the shutting down of markets for free enterprise.

**Evaluation argument:** Writer 3 can argue that people should be free to make their own evaluations of e-cigarettes.

**Proposal argument:** For consenting adults, the city should place no restriction on e-cigarettes.

### **FOLLOW-UP**

**1. State which stasis (definition, consequence, or resemblance) is predominant in the following examples:**

#### **Case 1**

Economist Isabella Sawhill believes that the current distinctions among *poor*, *middle income*, and *rich* don't help us understand the real problem of poverty in America. She proposes a new term *underclass*. The defining characteristic of the underclass is "dysfunctional behavior," which means failure to follow four major norms of middle-class society: (1) children are supposed to study hard in school; (2) no one is supposed to become a parent until able to afford a child; (3) adults are supposed to hold regular jobs; and (4) everyone is supposed to obey laws. If we use this definition instead of income level, a rich drug dealer may be a member of the underclass while a poor widow might not be. Sawhill believes society can improve the lives of the underclass by changing these dysfunctional characteristics rather than by relieving poverty directly.

## Case 2

Many U.S. citizens wonder why it is so difficult to stop illegal immigration into the United States from Mexico. They want more intensive patrolling of the borders, and some have even advocated building a wall along the entire Mexican-American border. A number of economists, however, have shown that manufacturing companies and agribusinesses profit from illegal immigration, which supplies cheap, mobile, non-union labor. While taking a public stand against illegal immigration – thus winning lots of votes – many legislators and government officials are beholden to under-the-table corporate interests that want illegal immigration to continue. “Illegal immigration,” says analyst Wade Gordon, “is only epiphenomenally a law-enforcement issue; it is at root a labor-market event.”

## Case 3

In May 1987, a controversy arose between Israeli and West German historians over the reinterpretation of the Holocaust, the Nazi attempt to destroy the Jews. According to one West German historian, the Nazi annihilation of the Jews was comparable to Stalin’s massacre of the Russian peasants and Pol Pot’s murder of his opponents in Cambodia. The effect of this comparison, in the eyes of many Israeli historians, was to diminish the horror of the Holocaust by denying its uniqueness. Israeli historian Shaul Friedlander responded that while the scale and criminality of the murders might be compared, “there is no other example to my knowledge of a government deciding that an entire race of millions of people spread all over a continent is to be brought together by all means at the disposal of the state and eliminated.”

**2. Working individually or in small groups, use the strategies of definition, consequence, and resemblance to create because clauses that support each of the following claims. Try to have at least one because clause from each of the strategies, but generate as many reasons as possible. Don’t worry about whether any individual reason exactly fits the strategy. The purpose is to stimulate thinking, not to fill in the slots.**

*E. g.:*

|              |                                                                                                          |
|--------------|----------------------------------------------------------------------------------------------------------|
| CLAIM:       | Pit bulls make bad pets                                                                                  |
| DEFINITION:  | because they are a fighting breed                                                                        |
| CONSEQUENCE: | because owning a pit bull leads to conflicts with neighbors                                              |
| RESEMBLANCE: | because owning a pit bull is like having a shell-shocked roommate<br>– they can turn violent if startled |

1. Smoking should be banned.
2. People over 18 years old should not live with their parents.
3. People should use public transport instead of cars.
4. Couples should live together before they marry.
5. University graduates should be placed on a job.
6. Belarus should not have a nuclear power station on its territory.
7. Belarus should end its energy dependence on other countries.
8. Death penalty should be abolished.
9. Women make good teachers.
10. Reading stimulates thinking abilities.
11. ...

**3. Repeat the exercise, taking a different position on each issue. You might try beginning with the claim: *Pit bulls make good pets.***

**4. Working in class or in small groups read the following questions and decide which claim type is represented by each. Sometimes there can be several different ways to classify a claim.**

1. What would be the economic consequences of a carbon tax aimed at reducing carbon emissions?
2. Should gadgets be banned at schools?
3. Should e-cigarettes be banned in public places?
4. Are GM foods good for health?
5. Should GMOs be banned?
6. Is higher education important to succeed in life?
7. Is it ethical to impose birth control laws to avoid overpopulation?
8. Is using steroids to increase athletic performances like eating a ton of candy for a race?
9. Is eating at fast-food restaurants is like giving vacuum water?
10. What are the consequences of playing violent computer games?

**5. Working with hybrid claims. The following example show how the combinations of claim types can play out in actual arguments. We see how low-order claims about truth and reality can support higher-order claims about values:**

Evaluation argument: Shooter video games are bad for kids

- a) because they are socially toxic (definition claim)
- b) because they have been shown to promote violence (causal claim)
- c) because they desensitize users to violence in the same way that army training games do (resemblance argument)

**Choose one of the following issues and write your own exploratory ideas for how you might use several of claim types to develop your argument.**

1. Diet: you want your groupmates to adopt a vegetarian diet.
2. Environment: you want to motivate your groupmates to stop using plastic bags.
3. Parenting: you want to persuade your groupmates to read more books.
4. Languages: you want to persuade your groupmates to learn the Chinese language.
5. Carbon footprint: you want to persuade your groupmates to stop flying planes.

#### **Analyzing a Rhetorical Argument**

As the previous examples illustrate, different claim types often serve as building blocks for larger arguments. We ask you now to consider the following **extended hybrid argument** aimed at enthusiasts of outdoor sports such as hiking, mountain climbing, skiing, biking, and distance running, who are often health-conscious consumers of multivitamins and other diet supplements ranging from fish oil capsules to energy drinks. In this article, the writer uses recent scientific studies to make the evaluation claim that these supplements are either “useless” or “worse than useless.” Notice how this overall evaluation claim is supported by claims from definition, resemblance, and cause.



## YOUR DAILY MULTIVITAMIN MAYBE HURTING YOU

By Alex Hutchinson

|                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>INTRODUCTION</b></p> <ul style="list-style-type: none"> <li>➤ Introduces the <b>evaluation</b> issue: “Are supplements good / bad?”</li> <li>➤ Restates <b>evaluation</b> issue with implied claim: “Supplements are either useless or worse than useless.”</li> </ul>                            | <p>In June, at this year’s European College of Sport Science conference in Barcelona, Mari Carmen Gomez-Cabrera, a physiologist at the University of Valencia and one of the world’s leading experts on antioxidants, was debating the merits of supplements with two top researchers. For more than 90 minutes they went back and forth, parsing the accumulated evidence in front of a packed auditorium. Finally, Gomez-Cabrera landed on a provocative question that summarized her position.</p> <p>The debate, she explained, isn’t whether supplements are good or bad for athletes. Rather, it’s “are they useless, or are they worse than useless?”</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>BODY</b></p> <ul style="list-style-type: none"> <li>➤ Further develops <b>evaluation claim</b>: “Supplements are bad because they make unproven claims and because they may come with hazardous side effects.”</li> <li>➤ Uses <b>causal arguments</b> to illustrate bad side effects.</li> </ul> | <p>The question may come as a shock to the more than half of Americans who take some sort of dietary supplement – a vast catchall term that includes everything from vitamins and minerals to herbal remedies to exotic performance boosters like deer-antler spray and glutamine. It’s no surprise that the purported muscle-building supplements make unproven claims and may come with hazardous side effects. But in the past few years, Gomez-Cabrera and a growing number of researchers have come to believe that even respectable mainstream supplements like vitamins C and E suffer from the same basic flaw: few apparent benefits and increasing evidence of negative effects. For example, in July’s issue of the Journal of Physiology, researchers discovered that resveratrol, an antioxidant in red wine, actually limited the positive effects of cardiovascular exercise – like an increased VO2 max – when taken daily in high concentrations. In July, scientists at the Fred Hutchinson Cancer Research Center found that men with high levels of the omega-3 fatty acid DHA in their blood, often from fish-oil supplements, had a significantly greater risk of prostate cancer.</p> |
| <ul style="list-style-type: none"> <li>➤ Adds a <b>definition claim</b>: “Supplements belong to one of two categories: (1) are safe but don’t work or (2) work but have bad side effects.”</li> </ul>                                                                                                   | <p>According to Pieter Cohen, a professor at Harvard Medical School, there are really only two types of sports supplements: those that are safe but don’t work, and those that might work but have side effects, especially at higher than normal levels. “If any supplement, no matter how beneficial, has a pharmaceutical effect, it’s also got a downside,” he says. “There’s no way to get around that basic principle.”</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>➤ Develops <b>definition</b> argument by showing how supplements meet criteria of being safe but useless or having bad side effects.</li> </ul>                                                                                                                  | <p>Most supplements stay firmly in the first category. Taking a daily multivitamin, Cohen emphasizes, won’t harm you, but it usually won’t help either, which is why major health organizations like the American Heart Association and the American College of Sports Medicine don’t recommend supplements to healthy people.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

|                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>➤ Adds <b>causal</b> argument showing bad side effects</p>                                                                                                                                                                                                                                                   | <p>It's not that vitamins and minerals aren't important. If you don't get enough vitamin C, you can get scurvy; without enough iron, you can become anemic; and if you live far enough north to see Russia from your backyard, you may need some extra vitamin D. But all three of these substances have also been linked to negative effects at high doses. Same goes for prolonged use of other common supplements like vitamin E and calcium. In short, unless tests have shown that you're low in a particular vitamin or mineral, there's no evidence to suggest that you should take a daily supplement.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>➤ Adds <b>causal</b> argument showing still more bad side effects</p>                                                                                                                                                                                                                                        | <p>That rule also applies if you're an athlete who takes supplements because, say, you assume your training requires an anti-oxidant boost to speed recovery. Gomez-Cabrera and her colleagues at the University of Valencia have shown that antioxidant supplements suppress the oxidative stress that signals your body to adapt and get stronger. The result: regular use of something seemingly innocuous like vitamin C can actually block gains in endurance-boosting mitochondria.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>➤ Adds <b>causal</b> argument from psychology showing different bad effect:<br/>"People who take supplements feel they are healthier and thus actually act in less healthy ways."</p> <p>➤ Adds brief <b>resemblance</b> argument:<br/>"Taking a vitamin is NOT like eating spinach or going to the gym"</p> | <p>The balance between risk and return also works in subtler ways, as Wen-Bin Chiou, a psychologist at National Sun Yatsen University in Taiwan, has shown in a series of experiments on a phenomenon called the licensing effect. As part of a battery of tests, subjects were asked to take a pill; half were told the pill was a multivitamin, while the other half were told it was a placebo. In truth, they were all placebos.</p> <p>In subsequent tests, the subjects who thought they'd taken a vitamin consistently behaved in less healthy ways. When asked to try out a pedometer, they were more likely to choose a shorter walking route; at lunch, they chose less healthy food. In follow-up studies, Chiou has also discovered that smokers who think they've been given a vitamin smoke more, and people who are given a weight-loss supplement are less likely to stick to their diet. The same thing happens when you go to the gym or eat a plate of spinach. The difference is that exercise and vegetables have real benefits, so you've still got a chance to come out ahead. If you take a pill with no benefits, the best you can do is break even.</p> |
| <p><b>CONCLUSION</b></p> <p>➤ Restates the evaluation claim</p>                                                                                                                                                                                                                                                 | <p>Which brings us back to Gomez-Cabrera in Barcelona. She, of all people, has enormous respect for the powers of micronutrients like antioxidants – she has devoted her life to studying them. "But if you eat enough fruits and vegetables, five servings a day," she says, "I don't think you need anything else." And if you're not eating like that, then taking a pill isn't a solution. In fact, it may be part of the problem.</p> <p style="text-align: right;">(839 words)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

As this editorial demonstrates, awareness of different kinds of claims can help you increase your flexibility and effectiveness as an arguer. In the following units of Part II, we discuss each of the claim types in more detail, showing how they work and how you can develop skills and strategies for supporting each type of claim.

## UNIT 11.THE DEFINITION ARGUMENT

**Rhetoric may be defined as the faculty of observing in any given case the available means of persuasion. This is not a function of any other art.**

*Aristotle*

### 11.1. THE NATURE OF THE DEFINITION ARGUMENT

There are five different stasis categories of argument: **definition arguments**, cause / consequence arguments, analogy / resemblance arguments, evaluation arguments, and proposal arguments. An argument from definition is an approach to developing a value argument in which you argue that something or doing something is right / wrong according to some value, assumption, principle, or belief that you share with your audience. Definition arguments occur whenever a community disagrees about the category a particular person, thing, act, or phenomenon should be placed in or identified with. They are among the most common argument types you will encounter.

**Consider the following cases from real life involving categories, cases and definitions:**

#### **Case 1**

In 1989, the city of Seattle passed the Family Leave Ordinance, which allowed city employees to use their sick leave to care for a “domestic partner” who is ill. To be eligible for domestic partnership, a couple, whether heterosexual or homosexual, had to file affidavits declaring that they share the same home with their partner, are each other’s sole partners and are responsible for each other’s common welfare. For purposes of sick and bereavement leave, domestic partnership was synonymous with marriage. Supporters of this ordinance argued that if sick and bereavement leave is given to married workers, then those in domestic partnerships equivalent to marriage ought to have the same privilege. Opponents of the ordinance argued that domestic partnerships are not marriages and shouldn’t be treated as such.

**Are domestic partnerships marriages? Explain your point of view. Give your definition of marriage. Why can the definition of marriage be controversial?**

#### **Case 2**

In a famous Los Angeles criminal case, black motorist Rodney King was stopped for erratic driving after a high-speed chase. According to the arresting officers, King then became verbally abusive, threatened the officers, and violently resisted arrest. The subsequent events were captured on a seventeen-minute video made by an amateur filmmaker. The video showed numerous officers with nightsticks and “stun guns” beating and stunning King until he was lying on the ground and then continuing the beating for several more minutes. The key point in the trial and subsequent retrial of the officers was whether they had used “reasonable force” in subduing a suspect who was resisting arrest.

**Clearly, the police must protect themselves and use sufficient force to put a suspect under their control, but at what point does reasonable force cross the line and become itself criminal violence?**

#### **Case 3**

An infertile couple conceived several embryos in a tube and then froze the fertilized embryos for future use. During the couple’s divorce, they disagreed about the disposition of the embryos. The woman wanted to use the frozen embryos to try to get pregnant, and the man wanted to destroy them. When the courts were asked to decide what should be done with the embryos, several questions of definition arose: Should the frozen embryos be categorized as “persons”, thus becoming analogous to children in custody disputes? Or should they be divided up as property, with the man getting half and the woman getting the other half? Or should a new legal category be created for them that regards them as more than property but less than actual

persons? The judge decided that frozen embryos “are not, strictly speaking, either ‘persons’ or ‘property’, but occupy an interim category that entitles them to special respect because of their potential for human life”.

**Do you agree with the judge’s decision? Why, or why not?**

**Why are dictionary definitions not always enough to tackle these cases?**

## 11.2. THE CRITERIA-MATCH STRUCTURE OF THE DEFINITION ARGUMENT

Many arguments require a definition of key terms. If you are arguing, for example, that after-school jobs are harmful to teenagers because they promote materialism, you will have to define *materialism* somewhere in your argument. Writers regularly define words for their readers either by providing synonyms, by citing a dictionary definition, by stipulating a special definition (“Ordinarily word X means such and so, but in this essay I am using word X to mean this”), or by giving an extended definition in which the writer defines the term and then illustrates the definition with several clarifying examples. However, this unit does not focus primarily on writing occasional definitions within arguments. Rather, its purpose is to describe how an entire argument can be devoted to a definitional issue.

Definition arguments take the form “X (case) is / is not a Y (category).” This claim can be restated in various ways: “X is / is not a case of Y,” “X is / is not an instance of Y,” “X does / does not belong to the category of Y,” and so forth. The Y term is most often a noun phrase (“Writing graffiti on walls is *vandalism*”).

Definition arguments tend to have a **two-part structure**:

1) a part that establishes the boundaries of the category by setting forth the criteria that must be met to be considered a representative of this category – a **criteria part**;

2) a part that argues whether a given case meets these criteria – a **match part**.

To describe this structure, we use the term **criteria-match**. Here are two examples:

A) Definition issue: In a divorce proceeding, is a frozen embryo a “person” rather than “property”?

Criteria part: What criteria must be met for something to be a “person”?

Match part: Does a frozen embryo meet these criteria?

B) Definition issue: Is astrology a science?

Criteria part: What criteria have to be met for a field of knowledge to be called a true science?

Match part: Does astrology meet these criteria?

To show how a definition issue can be developed into a claim with supporting reasons, let’s look more closely at a third example:

Definition issue: For purposes of my feeling good about buying my next pair of running shoes, is the Hercules Shoe Company a socially responsible company?

Criteria part: What criteria must be met for a company to be deemed “socially responsible”?

Match part: Does the Hercules Shoe Company meet these criteria?

Let’s suppose you work for a consumer information group that wishes to encourage patronage of socially responsible companies while boycotting irresponsible ones. Your group’s first task is to define *socially responsible company*. After much discussion and research, your group establishes three criteria that a company must meet to be considered socially responsible:

*Your definition:* A company is socially responsible if it (1) avoids polluting the environment, (2) sells goods or services that contribute to the well-being of the community, and (3) treats its workers justly.

The criteria section of your argument would explain and illustrate these criteria. The match part of the argument would then try to persuade readers that a specific company does or does not meet the criteria. A typical thesis statement might be as follows:

*Your claim:* Although the Hercules Shoe Company may be nonpolluting and providing a socially useful product, it is not a socially responsible company because it manufactures its shoes in East Asian sweatshops.

## **FOLLOW UP**

**Consider the definition issues below. Working individually or in small groups, identify the criteria issue and the match issue for each of the following and make up one-sentence claims:**

1. Is a sign language a “foreign language” for purposes of a college graduation requirement?
2. Is the violence in *Grand Theft Auto* constitutionally protected free speech?
3. Is a skilled video game player an athlete?
4. Is pole dancing a sport?
5. Is astrology / psychology / chiromancy / homeopathy a science / pseudo-science?
6. Is capital punishment murder?
7. Is a single person a family?
8. Is a child-free couple a family?
9. Is draft evasion cowardice?
10. Is jealousy a manifestation of love?

### **11.2.1. The Criteria Part of a Definition Argument**

#### **1. Conceptual Problems of Definition**

When you prepare to develop and write a definitional argument, you need first to determine the criteria for a category. In some arguments, the criteria part – that is, determining the defining characteristics of the category the case under study presumably belongs to – is challenging and may take up the most of your time.

Before moving on to discuss ways of developing the criteria part in a definitional argument, we need to discuss some of the conceptual difficulties of definition. Language, as you quickly discover when you try to analyze it, is a slippery subject. Definitions aren’t as easy to make, or as certain, as a handy pocket dictionary might lead you to believe.

#### **2. Why Can’t We Just Look in the Dictionary?**

“What’s so hard about defining?” you might ask. Why not just look in a dictionary? To get a sense of the complexity of defining something, consider the word *red*. What does it mean? Although you might agree with us that *red* is difficult to define in words, you could argue that you can escape the problem simply by pointing to something red. Maybe. Even when we can point to an object in reality, then, there is possibility for confusion. Think how these difficulties multiply as we move on to words standing for things that can’t be pointed toward, words like *love* and *freedom* and *cruelty to animals*.

But let’s go back to dictionaries and their limitations in resolving definitional disputes. Say you wanted to resolve the debate over whether or not cheerleaders are athletes by turning to your dictionary. An athlete, according to our dictionary, is “one who is trained to compete in exercises, sports, or games requiring physical strength, agility, or skill.” So, are cheerleaders athletes? They do train, and the activity itself of leading cheers would appear to require “strength, agility, and skill.” But is it a form of “competition”? Do they “compete” against the rival cheerleaders? And is cheerleading “exercise, sport, or game”? Well, you are going to have to keep looking in your dictionary before you can even begin to address these questions.

Dictionaries usually cannot resolve real definitional disputes because their function is to tell us the commonly held meanings of words. That is, their purpose is to tell us what words mean in general usage, without getting into the shades and nuances of meaning that are at the heart of most definitional disputes. Moreover, dictionary definitions rarely tell us such things as *to what degree* a given condition must be met before it qualifies for class membership. How much do you need to train to qualify as an athlete? *To what extent* must you compete? How strong or agile does an athlete have to be? On all such critical matters, dictionaries are too often silent to settle definitional disputes.

Let’s take a slightly less complex problem of definitional justice. If your landlord decides to institute a “no pets” rule, then the rule of justice requires that all pets have to go – not just your neighbor’s barking dog, but also Mrs. Brown’s cat, the kids’ hamster downstairs, and your

own pet tarantula. In order to keep your friendly spider, though, mightn't you argue that your pet tarantula isn't really a "pet"? Because the rule of justice demands that all pets must be treated equally, the only fair way to save your spider is to get it removed from the class "pets." The rule of justice thus forces the question "How much can any given X vary before it is no longer a Y?"

This rule of justice becomes even harder to apply when we consider cases that grow, evolve, or otherwise change through time. At what point does a child become an adult? When does a fetus become a human person? When does quoting or research become plagiarism? When does a social drinker become an alcoholic?

## **FOLLOW UP**

### **Applying the Rule of Justice (Things in the same category should be treated the same way)**

Working in small groups or as a whole class, consider the example about the pet eviction above. Define pets by establishing the criteria an animal would have to meet to be included in the category "pets." Consider your landlord's "no pets" rule as the cultural context for your definition.

Based on your criteria, which of the following animals is definitely a pet that would have to be removed from the apartment? Based on your criteria, which animals could you exclude from the "no pets" rule? How would you make your argument to your landlord?

- a German shepherd
- a small housecat
- a tiny, well-trained lapdog
- a gerbil in a cage
- a canary
- a tank of tropical fish
- a budgie
- a snake in a terrarium
- a tarantula

**Make your conclusion about the role of the rhetorical context in developing criteria for a category. How do such factors as your audience, your purpose, and circumstances influence the choice of criteria?**

## **3. Assessing Definitions**

When making an argument from definition, it is obviously very important to begin with a good definition. In some cases, providing such a definition will involve settling a conceptual dispute. Resolving such a dispute involves, in part, showing that your definition of the concept is superior to the competition and that it is at least an adequate definition.

An acceptable definition must be clear, plausible, and internally consistent. It must also either be in correspondence with our intuitions or be supported by arguments that show our intuitions are mistaken. Of course, people differ in their intuitions about meanings so this can be somewhat problematic. When in doubt about whether a definition is intuitively plausible or not, it is preferable to argue in support of the definition. A definition that fails to meet these conditions is defective.

An acceptable definition must avoid being circular, too narrow, too broad, or too vague. Definitions that fail to avoid these problems are defective.

A **circular** definition merely restates the term being defined and thus provides no progress in the understanding of the term. For example, defining "goodness" as "the quality of being good" would be circular. As another example, defining "a work of art" as "a product of the fine arts" would also be circular. While these are rather blatant examples of circularity, it can also be more subtle.

A definition that is too **narrow** is one that excludes things that should be included – it leaves out too much. For example, defining "art" as "paintings and sculptures" would be too narrow since there are other things that certainly seem to be art, such as music and movies,



which are excluded by this definition. As another example, defining “stealing” as “taking physical property away from another person” is also too narrow. After all, there seem to be types of theft, such as stealing ideas, that do not involve taking physical property. There are also types of theft that do not involve stealing from a person – one could steal from a non-person. Naturally enough, there can be extensive debate over whether a definition is too narrow or not. For example, a definition of “person” that excludes human fetuses might be regarded as too narrow by someone who is opposed to abortion while a pro-choice person might find such a definition acceptable. Such disputes would need to be resolved by argumentation.

A definition that is too **broad** is one that includes things that should not be included – it allows for the term to cover too much. For example, defining “stealing” as “taking something you do not legally own” would be too broad. A person fishing in international waters does not legally own the fish but catching them would not be stealing. As another example, defining “art” as “anything that creates or influences the emotions” would be too broad. Hitting someone in the face with a brick would influence his emotions but would not be a work of art. As with definitions that are too narrow, there can be significant debate over whether a definition is too broad or not. For example, a definition of “person” that includes apes and whales might be taken by some as too broad. In such cases, the conflict would need to be resolved by arguments.

While it might seem odd, a definition can be too broad and too narrow at the same time. For example, defining “gun” as “a projectile weapon” would leave out non-projectile guns, such as laser guns, while allowing non-gun projectile weapons, such as crossbows.

Definitions can also be too **vague**. A vague definition is one that is not precise enough for the task at hand. Not surprisingly, vague definitions will also tend to be too broad since their vagueness will generally allow in too many things that do not really belong. For instance, defining “person” as “a being with some kind of mental activity” would be vague and also too broad.

Thus, unless your Y term is easy to define, you will have to present an extended definition in which you gradually bring your reader step by step toward understanding your criteria. Below, we discuss two types of definition – **formal (found in sources)** and **operational (created independently)**.

#### 4. Using Formal Definitions

For formal definitions, you turn to standard or specialized dictionaries, judicial opinions, or expert testimony. Other sources of specialized definitions are court decisions, legislative and administrative statutes, and scholarly articles examining a given definition conflict. When you take this approach, you search for authoritative definitions based on the authority of others and acceptable to your audience yet favorable to your case.

The formal definitional strategy regularly used in dictionaries is also known as *Aristotelian*. It defines a term by placing it within the next larger class or category and then showing the specific attributes that distinguish the term from other terms within the same category. For example, a *pencil* is a “writing implement” that differs from other writing implements in that it makes marks with lead or graphite rather than ink. You could elaborate this definition by saying “usually the lead or graphite is a long, thin column embedded in a slightly thicker column of wood with an eraser on one end and a sharpened point, exposing the graphite, on the other.” You could even distinguish a wooden pencil from a mechanical pencil, thereby indicating again that the crucial identifying attribute is the graphite, not the wooden column. Or, according to a legal dictionary, *robbery* can be defined as “the felonious taking of property” (next larger category) that differs from other acts of theft because it seizes property “through violence or intimidation.” Legal dictionaries often provide specific examples to show the boundaries of the term, e.g., “There is no robbery unless force or fear is used to overcome resistance. Thus, surreptitiously picking a man’s pocket or snatching something from him without resistance on his part is *larceny*, but not robbery.” As you can see, an Aristotelian definition of a Y term, or category, creates specific criteria that enable you to distinguish it from the next larger class.

## 5. Creating Operational Definitions

In constructing criteria to define your contested term, you can research how others have defined it. Often, however, you need to create your own definition of the contested term. Whereas our example of a pencil is relatively easy, most criteria arguments are more complex and controversial, requiring you not just to work out and state your own criteria but also to argue for them. Most of the space in the criteria section of your essay would then be spent justifying the criteria you have chosen, usually through examples, contrastive examples, and refutation of opposing criteria. You can appreciate how these concepts can help you carry on a definition argument with more precision.

Thus, the strategy is to use your own critical thinking to make your own definition, thereby defining the contested term yourself. This section explains two possible approaches to creating operational definitions in more detail.

### 1) Creating your own definition: accidental, necessary, and sufficient criteria

When creating your own criteria for a category, you can often follow the Aristotelian pattern of definition. The concepts of accidental, necessary, and sufficient criteria may help us understand and explain the different kinds of connections between concepts in constructing definitions, and how different states of affairs are related to each other.

An **accidental criterion** is a usual but not essential feature of a concept. For example, armed robbers frequently wear masks, but wearing a mask is an accidental criterion because it has no bearing on the definition of *robbery*. In our example about socially responsible companies, making regular contributions to charities might be an accidental criterion; most socially responsible companies contribute to charities, but some do not. And many socially irresponsible companies also contribute to charities often as a public relations ploy.

A **necessary criterion** is an attribute that *must* be present for something to belong to the category being defined. To be guilty of robbery rather than larceny, a thief must have used direct force or intimidation. The use of force is thus a necessary criterion for robbery. However, for a robbery to occur another criterion must also be met: the robber must also take property from the victim. Here are some more examples:

- Having four sides is necessary for being a square.
- Being brave is a necessary condition for being a good soldier.
- Not being divisible by four is essential for being a prime number.

To show that an attribute is not a necessary criterion for a category, we simply find a situation where the category is present but the attribute is not, e.g.:

- Being rich is not necessary for being happy, since a poor person can be happy too.
- Being Chinese is not necessary for being a Hong Kong permanent resident, since a non-Chinese can become a permanent resident if he or she has lived in Hong Kong for seven years.

We invoke the notion of a necessary criterion very often in our daily life, even though we might be using different terms. For example, when we say things like “life requires oxygen”, this is equivalent to saying that the presence of oxygen is a necessary condition for the existence of life. A certain state of affairs might have more than one necessary criterion. For example, to be a good concert pianist, having good finger techniques is a necessary criterion. But this is not enough. Another necessary condition is being good at interpreting piano pieces.

**Sufficient criteria** are all the criteria that must be present for something to belong to the category being defined, for instance, together the use of force plus the taking of property are *sufficient criteria* for an act to be classified as robbery. To say that an attribute is *sufficient* for a category is to say that the presence of the attribute guarantees the presence of the category. Again, some examples:

- Being a square is sufficient for having four sides.
- Being divisible by 4 is sufficient for being an even number.

To show that an attribute is not sufficient for a category, we come up with cases where the attribute is present but the category is not, e.g.:

- Loving someone is not sufficient for being loved. A person who loves someone might not be loved by anyone perhaps because he or she is a very nasty person.
- Loyalty is not sufficient for honesty because one might have to lie in order to protect the person one is loyal to.



Some state of affairs can have more than one sufficient criterion. Being blue is sufficient for being colored, but of course being green or red are also sufficient for being colored.

Given two conditions X and Y, there are four ways in which they might be related to each other:

1. X is necessary but not sufficient for Y.
2. X is sufficient but not necessary for Y.
3. X is both necessary and sufficient for Y.
4. X is neither necessary nor sufficient for Y.

This classification is very useful in when we want to clarify how two concepts are related to each other. Here are some examples:

- Having four sides is necessary but not sufficient for being a square (since a rectangle has four sides but it is not a square).

- Having a son is sufficient but not necessary for being a parent (a parent can have a daughter).
- Being an unmarried man is both necessary and sufficient for being a bachelor.
- Being a tall person is neither necessary nor sufficient for being a successful person.

Consider again our defining criteria for a socially responsible company: (1) the company must avoid polluting the environment; (2) the company must create goods or services that contribute to the well-being of the community; *and* (3) the company must treat its workers justly. In this definition, each criterion is necessary, but none of the criteria alone is sufficient. In other words, to be defined as socially responsible, a company must meet all three criteria at once, as the word *and* signals. It is not enough for a company to be non-polluting (a necessary but not sufficient criterion); if that company makes a potentially harmful product (e.g., alcohol or cigarettes) or treats its workers unjustly, it fails to meet the other necessary criteria and can't be deemed socially responsible. Because no one criterion by itself is sufficient, all three criteria together must be met before a company can be deemed socially responsible.

In contrast, consider the following definition of *sexual harassment* as established by the U.S. Equal Employment Opportunity Commission in its 1980 guidelines: "Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, *or* (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment." Here each of these criteria is sufficient, but none is necessary. In other words, an act constitutes sexual harassment if any one of the three criteria is satisfied, as the word *or* indicates.

## FOLLOW UP

### 1. Discuss how these conditions are related to each other and explain your answers:

| Concept to be defined                             | Criterion                                              |
|---------------------------------------------------|--------------------------------------------------------|
| Blond                                             | having fair hair (applied to person)                   |
| American citizen                                  | born inside the United States                          |
| Senior citizen                                    | over sixty-five                                        |
| Meets foreign language requirement for graduation | knows several programming languages for computers      |
| Poem                                              | line endings form a rhyming pattern                    |
| College professor                                 | teaches classes at a college                           |
| Vegetarian                                        | eats no meat                                           |
| Murderer                                          | kills another human being                              |
| Divisible by 2                                    | even number                                            |
| Human                                             | mammal                                                 |
| Mammal                                            | human                                                  |
| Male sibling                                      | brother                                                |
| Corruption                                        | giving money to another person in exchange for a favor |

## **2. Analyze the criteria part in the following definition mini-arguments:**

### **Feminist**

Most people might think that a feminist is just a man hater with short spiky hair that goes through the streets protesting every insignificant instance of possible sexism or misconduct. However, a more accepted version of feminism is simply any person, man or woman, who believes that women have the right to be equal with men. If this were better understood amongst the general population, more women would undoubtedly embrace this controversial term. To be a feminist means to not be a second class citizen, and to be an intellectual equal on par with the rest of humankind...

### **Intelligence**

The word intelligence brings visions of Albert Einstein or other smart men or women of science. However, I would more readily argue that intelligence should be measured in different areas and ways. It is not only important to be the smartest kid in class. It's also important to have common sense as well as street smarts and social skills together with book intelligence. All of these key areas affect everyone's life. Therefore, I would argue that schools and universities should not only be developing their students' minds intellectually, but they should be building it within all of these other important spheres...

**Summarize the criteria for the given notions. Do you agree with them? Think about the rhetorical context that might be suitable for the given definitions.**

**3. Choose a notion, which might contain a certain controversy in its definition and, using a free-writing strategy, spend 5-10 minutes on writing your version of the definition. Pay attention to the criteria you place at the core of your definition.** For example, you can reconsider the issues from the case studies and examples above: define marriage, reasonable police force during arrest, a human embryo (as person, property, or something else), a feminist, intelligence, etc.

## **2) Creating your own extended definition: borderline case heuristics**

An effective strategy of creating your own extended definition is to establish initial criteria for your contested term by thinking of hypothetical cases that obviously fit the category you are trying to define and then by altering one or more variables until the hypothetical case obviously fits the category. You can then test and refine your criteria by applying them to borderline cases.

The borderline case heuristics may be a tool for generating your own definitions of controversial issues. After you have brainstormed for various cases, develop your criteria by determining what features the "clearly representative" examples have in common and what features the "clearly non-representative" examples lack. Then refine your criteria by deciding on what grounds you might include or eliminate your borderline cases. In other words, you would use examples to show your reader first rough criteria and then increasingly refined criteria derived from consideration of borderline cases.

Suppose, for example, you wanted to argue the claim "Accounting is / is not a creative profession." Your first goal is to establish criteria for a creative profession. Using this heuristic, you would begin by thinking of examples of obvious creative behaviors, then of contrastive behaviors that seem similar to the previous behaviors but yet are clearly not creative, and then finally of borderline behaviors that may or may not be creative. Your list might look like this:

| Examples of creative behaviors                                                                                                                                                                                                                                                                                                                                                                 | Contrastive examples of noncreative behaviors                                                                                                                                                                                                                                                                                                                                                  | Examples of borderline cases                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Beethoven composes a symphony.</li> <li>• An architect designs a house.</li> <li>• Edison invents the light bulb.</li> <li>• An engineer designs a machine that will make widgets in a new way.</li> <li>• A poet writes a poem (later revised to “A poet writes a poem that poetry experts say is beautiful” – see following discussion).</li> </ul> | <ul style="list-style-type: none"> <li>• A conductor transposes Beethoven’s symphony into a different key.</li> <li>• A carpenter builds a house from the architect’s plan.</li> <li>• I change a lightbulb in my house.</li> <li>• A factory worker uses the new machine to stamp out widgets.</li> <li>• A graduate student writes stupid “love / dove” poems for birthday cards.</li> </ul> | <ul style="list-style-type: none"> <li>• A woman gives birth to a child.</li> <li>• An accountant figures out your income tax.</li> <li>• A musician plays Beethoven’s symphony with great skill.</li> <li>• A monkey paints an oil painting by smearing paint on canvas: a group of art critics, not knowing a monkey was the artist, call the painting beautiful.</li> </ul> |

After you have brainstormed for your various cases, develop your criteria by determining what features the “clearly creative” examples have in common and what features the “clearly noncreative” examples lack. Then refine your criteria by deciding on what grounds you might include or eliminate your borderline cases from the category “creative.” For example, you might begin with the following criterion:

**Definition: A First Try**

***For an act to be creative, it must result in an end product that is significantly different from other products.***

But then, by looking at some of the examples in your creative and noncreative columns, you decide that just producing a different end product isn’t enough. A bad poem might be different from other poems, but you don’t want to call a bad poet creative. So you refine your criteria.

**Definition: A Second Try**

***For an act to be creative, it must result in an end product that is significantly different from other products and is yet useful or beautiful.***

This definition would allow you to include all the acts in your creative column but eliminate the acts in the noncreative column.

Your next step is to refine your criteria by deciding whether to include or reject items in your borderline list. You decide to reject the childbirth case by arguing that creativity must be a mental or intellectual activity, not a natural process. You reject the monkey as painter example on similar grounds, arguing that although the end product may be both original and beautiful, it is not creative because it is not a product of the monkey’s intellect. Finally, you reject the example of the musician playing Beethoven’s symphony. Like the carpenter who builds the house, the musician possesses great skill but doesn’t design a new product; rather, he or she follows the instructions of the designer. (A music major in your group reacts bitterly, arguing that musicians “interpret” music and that such behavior is creative. Your group, however, can’t figure out a way to reword the definition to include performance rather than production. If you call performing musicians creative, the rest of the group argues, then the rule of justice forces you to call carpenters creative also, because both kinds of crafts people reproduce the creative intentions of others. Once we call performers creative, they argue, the concept of creativity will get so broad that it will no longer be useful.) Your group’s final definition, then, looks like this (with the music major dissenting):

**Definition: A Third Try**

***For an act to be creative, it must be produced by intellectual design, and it must result in an end product that is significantly different from other products and is yet useful or beautiful.***

Having established these criteria, you are ready for your final borderline case, your original issue of whether or not accounting is a creative profession. Based on your criteria, you might decide that accounting is not generally a creative profession because the final products are not significantly new or different. For the most part, accountants do elaborately complex

calculations, but they generally follow established procedures in doing so. However, the profession can sometimes offer creative opportunities when an accountant, for example, develops a new kind of computer program or develops new, improved procedures for handling routine business (accounting majors may argue that accounting is creative in other ways).

The strategy we have demonstrated developing criteria by imagining hypothetical cases that clearly do and do not belong to the contested category gives you a systematic procedure for developing your own definition for your argument. Moreover, it provides an organizational strategy for writing the criteria part of your argument because one good way to conduct a definitional argument is to take your reader step by step through the process of establishing your criteria.

### **FOLLOW UP**

**1. Working in groups, try to give a heuristic definition of courage considering and grouping the examples below:**

| <b>Examples of courage</b> | <b>Contrastive examples (not courage)</b> | <b>Examples of borderline cases</b> |
|----------------------------|-------------------------------------------|-------------------------------------|
| 1) ...                     | 1) ...                                    | 1) ...                              |
| 2) ...                     | 2) ...                                    | 2) ...                              |
| 3) ...                     | 3) ...                                    | 3) ...                              |

a. A neighbor rushes into a burning house to rescue a child from certain death and emerges, coughing and choking, with the child in his arms. Is the neighbor courageous?

b. A fireman rushes into a burning house to rescue a child from certain death and emerges with the child in his arms. The fireman is wearing protective clothing and a gas mask. When a newspaper reporter calls him courageous, he says, "Hey, this is my job." Is the fireman courageous?

c. A teenager rushes into a burning house to recover a memento given to him by his girlfriend, the first love of his life. Is the teenager courageous?

d. A parent rushes into a burning house to save a trapped child. Was the parent courageous?

e. Are mountain climbers and parachutists courageous in scaling rock precipices or jumping out of airplanes during their leisure hours?

f. Is a robber courageous in performing a daring bank robbery?

g. Mutt and Jeff are standing on a cliff high above a lake. Mutt dares Jeff to dive into the water. Jeff refuses, saying it is too dangerous. Mutt double dares Jeff, who still refuses. So Mutt dives into the water and, on surfacing, yells up to Jeff, calling him a coward and taunting him to dive. Jeff starts to dive, but then backs off and takes the trail down to the lake, feeling ashamed and silly. Was Mutt courageous? Was Jeff courageous?

**As you make your decisions on each of these cases, create and refine the criteria you use. Once you have analyzed the examples, create a one-sentence definition.**

**Courage is** \_\_\_\_\_

**Working in twos or threes, try the definitional heuristics on a topic:**

1. An act of love
2. Being normal
3. Child abuse
4. Cruelty to animals
5. Defamation
6. Discrimination at work place
7. Domestic violence
8. Extremism
9. Family
10. Free speech
11. Loneliness
12. Racism
13. Real sport
14. Sexism
15. True athlete
16. ...

Fill in the chart making three lists:

| Obvious examples | Contrastive examples | Borderline cases |
|------------------|----------------------|------------------|
| 1)...            | 1)...                | 1)...            |
| 2)...            | 2)...                | 2)...            |
| 3)...            | 3)...                | 3)...            |
| 4)...            | 4)...                | 4)...            |
| 5)...            | 5)...                | 5)...            |

Once you have created your list of cases, create a one-sentence definition of the chosen issue.

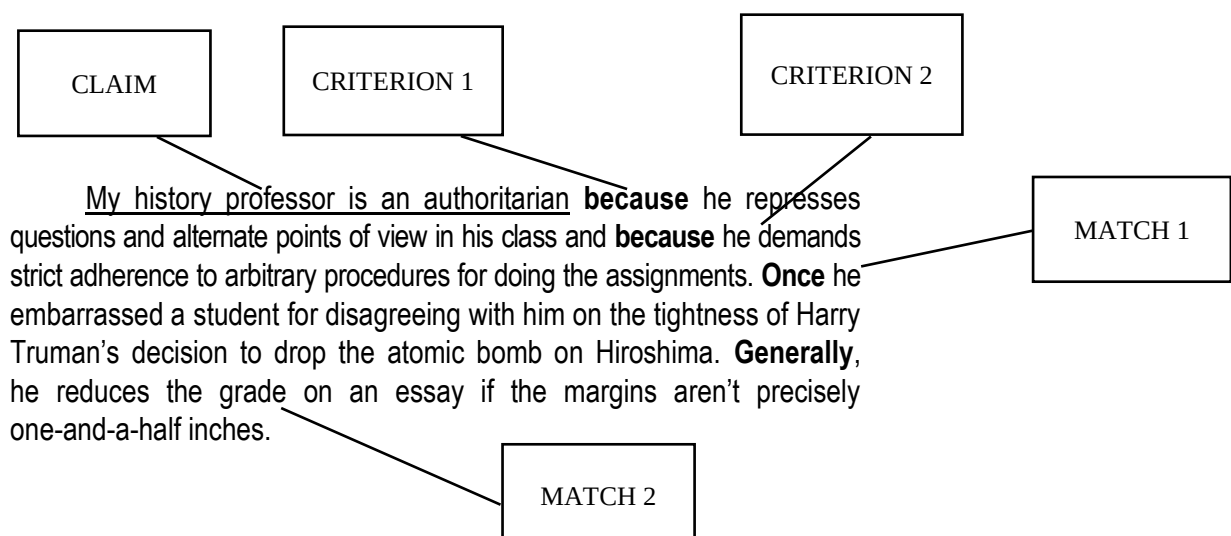
### 11.2.2. The Match Part of a Definition Argument

In conducting a match, you need to supply examples and other evidence showing that your contested case does / does not meet the criteria you established in your definition. The match section may also summarize and respond to opposing views.

Suppose you wanted to argue that your history teacher was an “authoritarian.” Since he is in some ways rather lax – for example, he doesn’t count off for late papers and he doesn’t require class attendance – some of your classmates say he isn’t authoritarian at all. They are in effect saying that harsh treatment for late papers and absences is a necessary condition for calling a teacher “authoritarian.” Consequently, you establish the following criteria for “authoritarian”: repression of alternative points of view and strict adherence to certain arbitrary procedures. You now need to show that your history teacher meets these criteria. You write the following enthymeme to serve as the core of your argument:

***My history professor is an authoritarian because he represses questions and alternate points of view in his class and demands strict adherence to arbitrary procedures for doing the assignments.***

To support this argument, you would give various examples of his meeting these two criteria. To show his repression of alternative points of view, you might cite, among other examples, the time he humiliated a student for disagreeing with him during a class; and to show his adherence to arbitrary procedures, you could, among other things, mention how he lowers grades on papers if the margins aren’t conventional.



In other kinds of arguments, you may have to analyze the features of your case rather than just cite examples. For instance, if you argue that one *necessary* criterion for “police brutality” is “intention” – that is, the police officer must intend the harm – then you will need to analyze a borderline case(s) to see if a police officer intentionally (as opposed to accidentally) harmed the victim. If the harm was accidental, then you could relieve the officer of the charge “police brutality.” Thus through the power of example or analysis you show that the case under study possesses the attributes of the category you believe it to belong to.

### **FOLLOW UP**

**Consider the following notions. Working as individuals or in small groups, identify 1) the criteria issue and 2) the match issue for each of the following claims:**

**1. Give a brief definition (1 sentence) to a notion(s) on your choice identifying the criteria part. You may use a formal definition (if possible) or conduct a definition heuristic:**

1. Vandalism
2. A language
3. Sexism
4. Child abuse
5. Courage
6. A true science
7. A creative profession
8. A true mother
9. Murder
10. A hero

**2. Now, try the matching part of the definition argument (1 paragraph):**

1. Writing graffiti on subways is / is not vandalism.
2. The language “spoken” by whales and dolphins is / is not true language.
3. Beauty contests are / are not sexist events.
4. Spanking is / is not child abuse.
5. Bungee jumping from a crane is / is not an act of courage.
6. Astrology is / is not a true science.
7. Designing advertisements for television is / is not a creative activity.
8. A surrogate mother is / is not the true mother of the child.
9. Abortion is / is not murder.
10. An astronaut is / is not a hero.

### **11.3. WRITING ASSIGNMENT: A DEFINITION ARGUMENT**

The final assignment for this unit focuses on definition disputes about categories. You are to write a paper in which you argue that a borderline or contested case fits or does not fit within a given category. Your work will involve a number of tasks: first, drafting your definition argument, then, analyzing a sample definition argument, and, finally, writing a definition argument as a major compulsory task and submitting a written debate and / or a peer review as minor optional tasks (depending on your own or your instructor’s choice).

#### **I. DRAFTING YOUR DEFINITION ARGUMENT**

##### **Exploring Ideas**

Ideally, in writing this argument you will join an ongoing conversation about a definition issue that interests you. What cultural and social issues that concern you involve disputed definitions? In the public arena, you are likely to find numerous examples simply by looking through news stories – for example, the disputes about the definition of “torture”

in interrogating terrorist suspects or about “freedom of religion” in debates about religious organizations having to pay for contraception in employees’ health insurance. Often you can frame your own definition issues even if they aren’t currently in the news. Is unauthorized downloading from the Internet a form of theft? Is flag burning protected free speech? Is solitary confinement a torture? Is McDonald’s a socially responsible company? Is airport racial profiling racist?

If you have trouble discovering a local or national issue that interests you, you can create fascinating definition controversies among your peers by asking whether certain borderline cases are “true” or “real” examples of some category: Are highly skilled video game players (race car drivers, synchronized swimmers, billiards players) true athletes? Is a gourmet chef (skilled furniture maker, tagger) a true artist? Is a chiropractor (acupuncturist, naturopathic physician) a “real doctor”? Working as a whole class or in small groups inside or outside class, create an argumentative discussion on one or more of these issues. Listen to the various voices in the controversy, and then write out your own argument.

You can also stimulate definition controversies by brainstorming borderline cases for such terms as *courage* (Is mountain climbing an act of courage?), *cruelty to animals* (Are rodeos [zoos, catch-and-release trout fishing, use of animals for medical research] guilty of cruelty to animals?), or *war crimes* (Was the American firebombing of Tokyo in World War II a war crime?). As you explore your definition issue, try to determine how others have defined your category.

Create your own definition by deciding what criteria must be met for a contested case to fit within your category. Once you have determined your criteria, free-write for five or ten minutes, exploring whether your contested case meets each of the criteria.

### **Identifying Your Audience and Determining What’s at Stake**

Before drafting your argument, identify your targeted audience and determine what’s at stake. Consider your responses to the following questions:

- What audience are you targeting? What background do they need to understand your issue? How much do they already care about it?
- Before they read your argument, what stance on your issue do you imagine them holding? What change do you want to bring about in their views?
- What will they find new or surprising about your argument?
- What objections might they raise? What counterarguments or alternative points of view will you need to address? Why does your argument matter? Who might be threatened or made uncomfortable by your views? What is at stake?

### **A Possible Organizational Structure for Your Definition Argument**

With this background, you are now ready to write your discovery draft. At this stage, it may be helpful to look at typical organizational structures for an extended definition / borderline case essay. In the opening of your essay, introduce the borderline case you will examine and pose your definition question. In the first part of your argument, define the boundaries of your category (criteria) by reporting a definition used by others or by developing your own extended definition. In the second part of your argument (the match), show how your borderline case meets, or doesn’t meet, your definition criteria.

There are two basic approaches, as shown in Organization Plans 1 and 2. You can either discuss the criteria and the match separately presenting all the criteria for the category before moving to the match argument, or interweave the discussion proceeding one criterion at a time by first describing the criterion, arguing that the case under study meets it, and then getting down to the next criterion).

### Organization Plan 1: A Definition Argument with the Criteria and Match in Separate Sections

|                                                    |                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Introduce the issue and state your claim</b> | <ul style="list-style-type: none"><li>• Engage reader's interest in your definition issue and show why it is controversial or problematic.</li><li>• Show what's at stake.</li><li>• Provide background information needed by your audience.</li><li>• State your claim.</li></ul>                                                                     |
| <b>2. Present your criteria</b>                    | <ul style="list-style-type: none"><li>• State and develop criterion 1.</li><li>• State and develop criterion 2.</li><li>• Continue with the rest of your criteria.</li><li>• Anticipate and respond to possible objections to the criteria.</li></ul>                                                                                                  |
| <b>3. Present your match part</b>                  | <ul style="list-style-type: none"><li>• Consider restating your claim for clarity.</li><li>• Argue that your case meets (does not meet) criterion 1.</li><li>• Argue that your case meets (does not meet) criterion 2.</li><li>• Continue with the rest of your match.</li><li>• Anticipate and respond to possible objections to the match.</li></ul> |
| <b>4. Conclude</b>                                 | <ul style="list-style-type: none"><li>• Perhaps sum up your argument.</li><li>• Help reader return to the "big picture" of what's at stake.</li><li>• End with something memorable.</li></ul>                                                                                                                                                          |

### Organization Plan 2: A Definition Argument with the Criteria and Match Interwoven

|                                                           |                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Introduce the issue and state your claim</b>        | <ul style="list-style-type: none"><li>• Engage reader's interest in your definition issue and show why it is problematic or controversial.</li><li>• Show what's at stake.</li><li>• Provide background information needed by your audience.</li><li>• State your claim.</li></ul>                                     |
| <b>2. Present series of criterion-match sections</b>      | <ul style="list-style-type: none"><li>• State and develop criterion 1 and argue that your case meets (does not meet) the criterion.</li><li>• State and develop criterion 2 and argue that your case meets (does not meet) the criterion.</li><li>• Continue with the rest of your criterion-match sections.</li></ul> |
| <b>3. Respond to possible objections to your argument</b> | <ul style="list-style-type: none"><li>• Anticipate and summarize possible objections.</li><li>• Respond to the objections through rebuttal or concession.</li></ul>                                                                                                                                                    |
| <b>4. Conclude</b>                                        | <ul style="list-style-type: none"><li>• Perhaps sum up your argument.</li><li>• Help reader return to the "big picture" of what's at stake.</li><li>• End with something memorable.</li></ul>                                                                                                                          |

### Conditions for Rebuttal: Testing a Definition Argument

By imagining how your argument can be rebutted, you will see ways to strengthen your draft. In refuting a definitional argument, you need to appreciate its criteria-match structure. Your refutation can attack either the argument's criteria or its match, or both.

#### Attacking the Criteria

✓ *Might an opponent claim that your criteria are not the right ones?* This is the most common way to attack a definitional argument. Opponents might say that A, B, and C are only accidental criteria for Y, not necessary and sufficient criteria. Or they might say that A, B, and C



are necessary but not sufficient and that you don't have a real Y until you have a feature D. For example, you might argue that an action is courageous so long as the doer risks something of value, which you might define as "reputation," "family honor," and so forth. But an opponent might say that an action is truly courageous only if a person risks life and limb. The argument will turn, then, on how much is risked.

✓ *Might an opponent find counterexamples – things that possess features A, B, and C but may not be a Y?* If you say that cruelty to animals occurs any time a human being intentionally causes an animal to suffer, an opponent might call this criterion into question by bringing up the case of animal research in medicine. Opponents might argue that causing an animal to suffer intentionally is not cruelty to animals so long as the suffering serves a sufficient human good.

✓ *Might an opponent cite extraordinary circumstances that weaken your criteria?* An opponent may also find that the criteria you have developed are perfectly acceptable in ordinary circumstances but are rendered unacceptable by extraordinary circumstances. If you say that anyone killing a human being is a criminal, an opponent might challenge you by asking, "What about necessary self-defense?" By invoking extraordinary circumstances, an opponent can force us to look at questions of degree – How far are we willing to stretch our criteria?

✓ *Might an opponent object to your criteria on the basis of "purpose"?* We have seen how definitional arguments occur in context. If your criteria for "sexual harassment" are based on a male view of the world, with the intention of protecting males from being sued for ogling women, might not your criteria be challenged from a woman's perspective?

### **Attacking the Match**

A match argument usually uses examples to show that X indeed possesses characteristics A, B, and C and thus qualifies as a Y.

✓ *Might an opponent claim that your examples are too narrow and unrepresentative?* The most common way to refute a match argument is to show that the examples are too narrow and unrepresentative. In arguing that children's beauty contests may lead to sexual victimization of minors, you may have cited as an example the murder of JonBenet Ramsey, a 6-year-old beauty queen. Your opponents may disagree that one example, though shocking and emotionally arresting, can illustrate the phenomenon as a tendency.

✓ *Will your opponent accuse you of using extreme examples?* For example, if you are arguing that pornography is degrading to humans, you may well have turned to extreme instances of child pornography. But might your opponent point out that most pornography is different? Your opponent might simply say, "OK, granted explicit sexual material involving children is degrading to humans. But everything else, so long as it involves consenting adults, is OK."

✓ *Might an opponent claim that your examples are not accurate?* In the previous illustration, an opponent might point out that not everyone exchanging nude photos on the Net is a law-offender and the definitions of sexting and child pornography should be separated.

## **II. ANALYZING A DEFINITION ARGUMENT**

**Read the argument, consider its structure and analyze the writer's motivation, purpose, and rhetorical choices. Working in a group or as an individual, answer the questions after the text.**

## A PIRATE BUT NOT A THIEF: WHAT DOES “STEALING” MEAN IN A DIGITAL ENVIRONMENT?

By Alex Mullen

|                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>INTRODUCTION</b></p> <ul style="list-style-type: none"> <li>➤ Introduces the definition issue and shows why it is problematic or controversial</li> <li>➤ Shows what’s at stake (that this argument is based on a real problem)</li> <li>➤ Provides needed background</li> <li>➤ Ends with a claim of the category <i>X is / is not Y</i></li> </ul> | <p>I am a pirate. In the eyes of the law, I could face serious punishment in fines, up to thousands of dollars, or jail time for my crime. Legally, it matters very little that my crime is one perpetrated by millions of people every year (you yourself may be guilty of it), or that there are far worse offenders out there. But before we get out the noose and head for the yardarm, I think I ought to describe my crime. In my History of Film class, we were asked to watch Jean Renoir’s <i>La Grande Illusion</i>. Now, if you’ve spent any time searching for 1930s foreign films you will undoubtedly know what a pain it is to find them, and of the twenty or so films we watched for my class a grand total of three were available on streaming sites such as Netflix, Hulu, and YouTube. While there were several copies of this particular film at my University Library, all had been checked out. I planned to make a journey to the fabled Scarecrow Video (one of the largest rental libraries in the United States), but time was running low at this point. Finally, I broke down and used a person-to-person torrent site to download the film illegally. In the end, all the trouble was worthwhile, as <i>La Grande Illusion</i> remains one of the greatest films I have ever seen. After watching it several times and writing a brief paper, I deleted the film from my computer. Although I feel that my action was justifiable, many people think what I did was no better than shoplifting and that I am guilty of theft. As a film lover and aspiring filmmaker, I am conflicted on the issue of online piracy. <b>Nevertheless, I contend that what I did wasn’t stealing because I deprived no one of either property or profit.</b></p> |
| <p><b>BODY</b></p> <p><b>Criteria Part</b></p> <ul style="list-style-type: none"> <li>➤ Presents an extended definition of the category by establishing its necessary and sufficient criteria</li> <li>➤ Illustrates the criteria with examples</li> <li>➤ Uses contrastive examples to show when something does not meet the criteria</li> </ul>          | <p>Let’s take a step back from online piracy and focus simply on what stealing is in its most basic form. In my mind, stealing is the unlawful taking of another’s property or profits without permission. The underlying assumption that makes stealing wrong needs to be considered. In the case of property, stealing is wrong not because the thief has the property but because the original owner has been deprived of it. The owner’s loss causes the wrong, not the thief’s gain. To give an example in very simple terms, if you have a phone case and I make a copy of that case (as is quite possible with a 3D printer), you still possess the original case, so no harm has been done to you the owner. However, suppose that you made your living by selling these phone cases. If I made exact duplicates with my 3-D printer and then sold these cases to others, then you could be deprived of profits that might otherwise have been received. Again, the wrong comes from the creator’s loss and not the thief’s gain.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Match Part</b></p> <ul style="list-style-type: none"> <li>➤ Shows that X meets / does not meet the criteria for Y</li> <li>➤ Usually addresses each of the criteria previously established</li> </ul>                                                                                                                                                | <p>Now let’s focus on my particular example of online piracy. While I concede that piracy has the distinct potential to be stealing, I reject the accusation that all piracy is stealing. Based on the first part of my definition of stealing, my downloading <i>La Grande Illusion</i> deprived no consumer or creator of his or her copy of the film. This is why accusations that compare online piracy to shoplifting are false. In the case of shoplifting the owner / creator has one fewer piece of merchandise to make a profit on; with online piracy such loss does not occur because the original copy still exists.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

|                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                | <p>However, the second part of my definition, which focuses on profits, still remains to be examined. Perhaps by downloading the film I have deprived the creators / owners of profits they would normally receive. Let me begin by saying that I never intended to purchase <i>La Grande Illusion</i>. While intention does not often register in legal matters, it does have a bearing on the type and degree of wrongdoing. Film industry lawyers often argue that every time a film is pirated the rightful owner is deprived of money because the pirate would have otherwise purchased the film. This claim, however, is fallacious because there is no way to show that these potential consumers would have purchased the film (I certainly wouldn't have). So while we may agree that some of these people would have purchased the film, it would be inaccurate to claim that in all cases piracy directly deprives creators of profit. I argue that what I did in the case of <i>La Grande Illusion</i> was more like borrowing than theft. Borrowing a film from a library (or renting it from a video store) has the same basic effect on the owner / creator as online piracy. That is, a library or video store purchases a copy and then loans it or rents to others. Thus, many persons may not purchase a copy from the owner / creator because they can use this single public or commercial copy. Yet, we do not consider borrowing or renting stealing even though it can have the same economic ramification as piracy. To go a step further, any time I borrow a film from a friend, I cause the same outcome found so reprehensible in online piracy. In my case, instead of borrowing <i>La Grande Illusion</i> from an institution or business, I borrowed it from another individual via the Internet.</p> |
| <p><b>REFUTATION</b></p> <p>➤ Anticipates and responds to possible objections and opposing views at the match level</p>                                                                                                                        | <p>There is, of course, the counterargument that I could have rented the film from Scarecrow and thus stole profit from this film rental store much loved by film buffs. While it is true that I did not benefit Scarecrow with my patronage (a fact that I partially regret because I do try to support Scarecrow as often as possible), it would be inaccurate to say that I stole from Scarecrow. I am under no obligation to supply them with profits. When I pay money to a rental organization I am not paying for the film; I am paying for the service of being able to use their copy of the film for 24 hours. Had I purchased the film directly from the filmmaker, I would do the same harm to Scarecrow. Thus, my not utilizing Scarecrow to obtain <i>La Grande Illusion</i> is not theft.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>CONCLUSION</b></p> <p>➤ Sums up the argument by asserting that X is / is not a Y</p> <p>➤ Help readers return to the "big picture" of what's at stake</p> <p>➤ Adds whatever else is necessary to bring the argument to a conclusion</p> | <p>While I understand why the film industry (and also the music industry) views downloading from file-sharing torrent sites as piracy, their motives focus on preserving profits and blur the distinctions among "buying," "renting," and "borrowing." If I owned a DVD version of a movie and loaned it to a friend, no one would object. But if I make the same movie available to a friend via a torrent or file-sharing site, I become a pirate subject to huge fines. The intention is the same, only the format changes. The problem stems from the hazy concept of "ownership" in a digital environment where physical copies are replaced by digital copies. Certainly, we pay to possess digital copies of films, music, and video games, but is this really the same as physical ownership? After all I can lend, rent, or even sell a physical DVD, but such actions are impossible with digital copies without committing piracy. Our consumption of media is evolving rapidly, and while undoubtedly there will always be those who exploit these changes for personal gain, I feel we need to realize that our understanding of ownership, stealing, and illegal use must evolve along with these changes.</p> <p>(1236 words)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

### ***Thinking Rhetorically about a Text***

1. Does the writer demonstrate that a problem exists? What strategies does the writer use to demonstrate the problem?
2. Identify the following features of the essay: (1) the definition of “stealing”; (2) the examples to illustrate the definition; (3) the “match” part showing whether downloading of the film fits each of the criteria; and (4) the summary of and responses to objections and opposing views. What strategies of persuasion does the writer employ?
3. How many the criteria does the writer use to define “stealing”? Is the definition formal or operational?
4. Do you agree with the writer’s contention that his downloading the film was an act of “borrowing” rather than “stealing”?
5. What do you see as the major strengths and weaknesses of the argument?
6. Do you think that the laws about online piracy should be changed? At what point does online piracy clearly become “stealing”?
7. What audience is the writer targeting? What quick background does you sketch to help them understand his issue? What change does he want to bring about in their view?
8. How would you characterize the author’s ethos? Does he seem fair to stakeholders in this controversy? What are author’s values and warrant(s)?
9. How does the author anticipate objections? Do you find the rebuttal persuasive? Which of his refutations is weakest?
10. How would *you* try to refute each of the writer’s arguments?
11. How does the writer’s angle of vision operates in the selection and framing of evidence?
12. Choose an additional focus from the **Questions for Rhetorical Analysis** (see Unit 9) to apply to this argument. How does this question affect your perspective of the argument?

### **III. PRACTICING YOUR DEFINITION ARGUMENT**

#### **A) A WRITTEN DEBATE**

#### **What is a Written Debate?**

Argument as a social phenomenon grows out of people’s search for the best answers to questions, the best choices among alternative courses of actions. Part of the social nature of argumentation is the requirement to read arguments as well as write them. In fact, it is often helpful to think of reading as a conversation. We like to tell students that a college library is not so much a repository of information as a discussion frozen in time until you as reader bring it to life. Those books and articles, stacked neatly on library shelves, are arguing with each other, carrying on a great extended conversation. **As you read, you bring those conversations to life. And when you write, you enter those conversations.**

So not only speaking, but also careful reading, listening, and writing are obligatory elements of the arguing process. To enter a written debate, you first listen to a speech (a statement, a comment) or read a text (an editorial, an article, a post, a letter, etc.) that initiates a discussion or controversy, and then answer in writing expressing your agreement or disagreement. Irrespective of your position, listen or read carefully playing the **Believing and Doubting Game** (see Unit 1). Reading as a believer is assuming a sympathetic or appreciative attitude to an idea or point of view; reading as a doubter means questioning an idea by raising objections, expressing skepticism, and withholding assent. Our point is that you should practice “doubting” an argument as well as “believing” it. Both skills are essential. Whereas believing helps you expand your view of the world or modify your arguments and beliefs in response to others, doubting helps protect you from becoming overpowered by others’ arguments and teaches you to stand back, consider, and weigh carefully.

**Read the article from the Guardian by Michael Rosen who addressed the former Minister of Education in the UK, starting a public debate on the reform of the primary school curriculum. Summarize the message and answer the questions after the article.**

**DEAR GAVIN WILLIAMSON, COULD YOU TELL PARENTS  
WHAT A FRONTED ADVERBIAL IS?**

By Michael Rosen

How are you getting on with fronted adverbials? I only ask because my timeline on social media is suddenly full of parents telling me that they don't know what these are and they don't know why their children need to know them. Now their children are schooling from home, the idiosyncrasies of the primary grammar curriculum are confronting them.

Perhaps, as a parent, you are in the same shoes. I've noticed that education ministers do not always do well when they are asked the same questions ministers say children should be asked. You will remember, perhaps, the everlasting Nick Gibb struggling on the radio with conjunctions and prepositions meant to be understood by an 11-year-old. They defeated him. It was painful listening. But as you will surely know, thanks to your predecessors, and after the Bew report of 2011, the primary curriculum now includes all this so-called grammar, which to many of us is a package of outdated, rigid, misleading, prescriptive, disputed terms, all based on the false assumption that "grammar" is either right or wrong.

Jeremy Williams is one of many parents now seeing the full horrors of this. "Yep, it's taken homeschool for me to become aware of this joyless obsession with the mechanics of language," he wrote on Twitter. "I write for a living and had to ask my nine-year-old what a fronted adverbial is, so I'm not convinced it's necessary."

Another parent, Dr. Carolyn Jess-Cook, wrote: "Anyone struggling with homeschooling should know that, despite having a PhD in literature and having published 12 books, I only learned what a fronted adverbial was when my eight-year-old's teacher said he doesn't use enough of them in his written work."

I heard on the grapevine that the fronted adverbial was something of an afterthought on the grammar pile, and that even the linguist who suggested it now regrets the idea. If teaching this stuff to your children is bugging you as it is bugging many other parents, you could perhaps get some relief by cornering your predecessor, Michael Gove, on Zoom and asking him why he insisted that primary schoolchildren should have to spot a subjunctive – especially as linguists are not agreed that there really is a "subjunctive" in English in the way there is in French, say.

Somewhere along the line – have you noticed? – these grammatical features turned into instructions to children on how to write. So now, I gather, they have to create sentences using fronted adverbials, relative clauses, and expanded noun phrases – preferably after a preposition. It is writing by numbers.

I know this complicates things for politicians who like simple answers, but there are people in society who write. We are writers. One way of working out how to help primary schoolchildren to write may have been to get writers to explain how we do it. I have interviewed quite a few writers, and I've learned that we do it in many different ways. There is a plurality and flexibility. We avoid the rigid, prescriptive, formulaic approach being demanded in the primary school curriculum.

Just last week I was privileged to record a radio program about writing with one of the great modern writers, Hilary Mantel. We talked about the sound and rhythm of sentences, the struggle to find the right word, the shaping of a paragraph so that it sets a scene before introducing a character, and much more. We talked for nearly an hour and we did not mention a fronted adverbial once.

In fact, you must reflect occasionally on the miracle that is yourself: how you have reached the career heights without perhaps even knowing what a fronted adverbial is. (Have you, by the way, paused to wonder why no one mentions rear or middle adverbials? What is so special about being fronted?) Your main route to running education seems to have been through selling fireplaces, while the doughty schools minister, Nick Gibb, came to his position through accountancy.

Accountancy maybe, but clearly not accountability. Last summer, you and Mr. Gibb toured media studios telling us that the GCSE and A-levels exam algorithm was robust... until it wasn't. More bust than robust, I think. The same goes for schools being safe, until they were unsafe, or that everyone can learn online... except for those who are not online.

I see a pattern: you both U-turn so often you spin on the spot. That must be why you never move on.

Yours, Michael Rosen  
(741 words)

### ***Thinking Rhetorically about a Text***

1. Does the writer demonstrate that a problem exists? What strategies does the writer use to demonstrate the problem?
2. What motivating occasion prompted the writing (a current event, a crisis, pending legislation, a recently published alternative view, or another ongoing problem)?
3. What is the author's purpose in writing the argument (the purpose could range from strong advocacy to inquiring truth seeking)?
4. Who is the audience that the writer addresses in this argument? How large is it?
5. How does this argument reflect the writer's values?
6. How does the writer use appeals to pathos, logos, and ethos? How persuasive do you find these appeals? Which appeal seems to you most effective in the given rhetorical context?
7. To what extent did the writer respond persuasively to objections? Which of his refutations is weakest? What are the chief objections that might be made to this proposal?
8. Is there anything to strike you as problematic, memorable, or disturbing in this argument?

Because argument begins in disagreements within a social community, we suggest that you examine any argument as if it were only one voice in a larger conversation – a debate. A debate does not only take place in the class- or courtroom. A fruitful exchange of opinions is possible under various conditions and circumstances and may take a diversity of forms, oral and written.

For practicing written debate, we recommend the following steps in sequence:

- ✓ Read a text provided by your instructor (editorial, article, post, letter, etc.) as a believer.
  - ✓ Reread it as a doubter: raise questions, offer objections, express all your doubts.
- You may analyze it using the **Questions for Rhetorical Analysis** (See the **Supplement**).
- ✓ Seek out alternative views and analyze sources of disagreement to clarify why participants in the conversation are disagreeing with each other.
  - ✓ Evaluate the possible positions on the issue.
  - ✓ Choose the structural type of written argument and the means of persuasion that you believe the best to address the potential audience.
  - ✓ Write an argument expressing your agreement or disagreement with the point of view in the initial text.

Now, read the article below, answer the questions after the text, and try your own hand with a 250-to-300-word letter to the author / editor expressing and explaining your point of view on the issue.

## GRAMMAR STICKLERS MAY HAVE OCD

By Dennis Baron

It used to be we thought that people who went around correcting other people's grammar were just plain annoying. Now there's evidence they are actually ill, suffering from a type of obsessive-compulsive disorder / oppositional defiant disorder (OCD / ODD). Researchers are calling it Grammatical Pedantry Syndrome, or GPS.

Maybe you've heard of the grammar gene – its technical name is the FOXP2 gene – which may be responsible for a variety of grammatical ills, such as the inability to construct compound / complex sentences or to effectively deploy the passive voice. Now there's evidence that a variant of that gene, FOXP2.1, may actually cause us to obsessively correct other people's grammar, or should that be, *to correct their grammar obsessively*? The discovery of this gene, alongside new evidence from fMRI scans of brains exposed to real-time grammatical errors, has led some scientists to predict that soon we may be able to find a cure for GPS, for many sufferers a debilitating, off-putting, sociopathic syndrome.

At least that's the conclusion of two researchers writing in the current issue of the Journal of Syntactic Cognition. A team led by L. Malevich and H. D. Lo studied the fMRIs of self-identified grammar sticklers as they were exposed to a variety of solecisms ranging from split infinitives and sentence-final prepositions to phrases like *between you and I* and *apple's \$2.49 a bag*.

The fMRIs of the language purists showed markers of brain activity also commonly observed in OCD / ODD patients, along with several surprises: Wernicke's and Broca's areas, the parts of the brain associated with language, were actually smaller, or exhibited reduced activity, in grammar sticklers and language purists than in normal subjects. DNA analysis showed they also had a higher likelihood of having the FOXP2.1 gene than the general population (Len Malevich, Hi Ding Lo, *et al.*, *Correlation of instances of grammatical pedantry with the expression and suppression of an underlying FOXP2.1 gene*, JSynCog 34.3: 1135-39).

Malevich and Lo found, paradoxically, that compulsive correctors of other people's grammar had smaller Broca's and Wernicke's areas, or their brain language centers exhibited reduced activity when shown grammatical errors, compared with a control group having a more relaxed attitude toward language correctness. In contrast, non-purists, lacking FOXP2.1, showed increased activity in those same cerebro-cortical regions, and a significant number of control-group participants showed particularly strong fMRI evidence of language activity when texting. "We expected just the opposite," Malevich told reporters at last month's annual Symposium on Syntactic Therapy in Toronto. "After all, texting is usually seen as signaling decreased morphosyntactic competence. We don't know what this data means." And then he added, "or is it, *what these data mean?*"

According to Malevich, identification of an underlying physiological basis for this alienating disorder could eventually lead to curative stem-cell treatment plus, in the near term, the development of pharmacological palliatives. There is even a push to add GPS to the DSM-5, the latest edition of the standard catalogue of psychological disorders, scheduled for publication in 2013.

Malevich and Lo, as well as other cognitive syntacticians, are convinced that classifying linguistic purists and grammatical pedants as obsessive-compulsive could go a long way toward explaining why a group of people so convinced that they are right can be regarded by the rest of us as, well, a bit off. Interpreting the data, Malevich concludes, "grammar rules feed the desire of OCD sufferers to impose normative order on language that seems to them to be out



of control,” and those exhibiting oppositional defiant disorder “revel in their ability to flout social conventions and correct other people’s language even when it is perceived to be rude or insensitive to do so.” “Or,” he asked, “are they *flaunting* those conventions?”

On a more positive note, the authors suggest that strict adherence to grammar rules is a safety valve for GPS sufferers, helping them avoid full-blown OCD / ODD episodes: “If you mark out sentence-final prepositions with a red pen and regularly change the passive voice to active, that’s more socially acceptable than repetitive hand washing, the incessant touching of doorknobs and parking meters, or refusing to step on sidewalk cracks.”

Pathologizing correctness in grammar may not win over all of those who are symptomatic. After all, the purists are convinced that they’re the ones rooting out the language ills of others. Bob Lowth, founder and president of the Society for the Propagation of Pure English (SPoPE), strongly objects to this kind of medicalization of grammatical correction. “It’s bad English that’s sick, not correcting it,” Lowth complained. “I suppose the next thing is that workers will want health insurance coverage for their misplaced modifiers.”

But with the shuttering in recent years of many of our mental health facilities and an increased focus on patients’ rights, more and more compulsive grammar correctors are roaming our streets unchecked. GPS goes a long way towards finding, explaining, and helping us deal with their obsession with enforcing on the hapless public an idiosyncratic and often undertheorized idea of what’s right or wrong in speech and writing. If defining this kind of intrusive purism as a psychological syndrome helps us find a cure, then ultimately both society, and language itself, stands to benefit. Or is it that they *stand to benefit*?

### ***Thinking Rhetorically about a Text***

1. The writer explores some of the criteria that have been posited for an OCD. What position does he take on the issue of defining grammatical pedantry as a deviation? Under what circumstances might it be important to have accepted criteria for what constitutes a deviation?

2. Identify the following features of the essay: (1) criteria part; (2) application of each criterion within the definition to the issue; (3) summary of opposing views; and (4) response to these opposing views.

3. To what extent do you agree with labeling grammatical pedantry an OCD? Point out possible good or bad consequences of accepting this definition.

4. How would you characterize the author’s ethos? Does he seem knowledgeable and credible? Does he seem fair to opponents in this controversy? How does this argument reflect the writer’s values?

5. How does the author appeal to logos? What facts, data, and other evidence does this author use and what are the sources of these data? How does the given evidence expand your understanding of the argument?

6. What appeals to pathos does the author make in this argument? How well do these combine the scientific backing of the argument?

7. If you find the argument persuasive, which parts were particularly influential or effective? If you are not persuaded, which parts of the argument do you find weak or ineffective?

8. Is there anything that strikes you as problematic, memorable, or disturbing in this argument?

9. What is the author’s purpose in writing the argument (the purpose could range from strong advocacy to inquiring truth seeking)? Who is the audience that the writer addresses in this argument?

10. What is the writer’s angle of vision? By angle of vision, we mean the filter, lens, or selective seeing through which the writer is approaching the issue. What is left out from this argument? What does this author not see?

11. Choose an additional focus from the **Questions for Rhetorical Analysis** to apply to this argument. How does this question affect your perspective of the argument?



## **B) A DEFINITION ARGUMENT**

**Choose a topic and write a 550-to-650-word definition argument of the structural type on your choice (Toulmin / Rogerian / One-sided).**

1. Do whales belong in the category of “protected species” or “renewable food resource”?
2. Are race-car drivers “athletes”?
3. Is it permissible for a person protecting his or her home to shoot an intruder in “self-defense,” or does such an act constitute “excessive force”?
4. Does psychological child abuse really exist?
5. Is alcoholism a “disease,” a “disorder,” a “condition,” or none of the above?
6. Should pornography be constitutionally protected as “free speech”?
7. Are we excessively materialistic today?
8. Is capital punishment “cruel and unusual punishment,” or is it a justifiable response to a heinous crime?
9. Is abortion “murder” or “a woman’s right to choose”?
10. Do steroids constitute an “unfair advantage” in athletic competition, or are they merely another “scientific advance” like better training methods or improved nutrition?
11. What are “family values,” and is it desirable to preserve, maintain, or resurrect those values?
12. People recognize a difference between children and adults. What events (experiences or ceremonies) make a person an adult?
13. Many people have a close relationship with their pets. These people treat their dogs, birds, cats, or other animals as members of their family. In your opinion, are such relationships healthy?
14. Is nicotine a dangerous drug?
15. X is / is not Y.

**Present your argument in class.**

## **C) A PEER REVIEW**

**Using the Definition Argument Peer Review worksheet, analyze a groupmate’s definition argument (see the Supplement for the *Definition Argument Peer Review Worksheet* template).**

## UNIT 12. THE CAUSAL ARGUMENT

**Rhetoric is nothing but reason well dressed and argument put in order.**

*Jeremy Collier*

### 12.1. THE NATURE OF THE CAUSAL ARGUMENT

There are five stasis categories of argument: definition arguments, **cause/ consequence arguments**, analogy / resemblance arguments, evaluation arguments, and proposal arguments.

We encounter causal issues all the time. A causal claim is one that asserts that there is a relationship between two events such that one is the effect of the other. Typically, a causal claim takes the form of “X causes Y,” with X referring to the cause and Y referring to the effect. A causal argument provides the premises to support a conclusion about a cause and effect relationship.

Some arguments are devoted entirely to causal issues; just as frequently, in addition to asking causal questions, we pose consequence questions as well. Often, arguments about causes and consequences have important stakes because they shape our view of reality and influence government policies and individual decisions.

#### Case 1

Crucial transformations lie at the heart of the ongoing environmental harm done by dams. Rivers are rivers because they flow, and the nature of their flows defines much of their character. When dams alter flows, they alter the essence of rivers. Consider the erstwhile river behind Lower Granite (a dam on Idaho’s Snake River). Although I was there in the springtime, when I looked at the water it was moving too slowly to merit the word “flow”. In the past, spring snowmelt sent powerful currents down the Snake during April and May. Nowadays hydropower operators of the Snake systems store the runoff behind the dams and release it during the winter, when demand – and the price – for electricity rises. Over the ages, however, many populations of salmon have adapted to the spring surge. The smolts (newly hatched, young salmon) used the strong flows to migrate, drifting downstream with the current. During the journey smolts’ bodies undergo physiological changes that require them to reach salt water quickly. Before dams backed up the Snake, smolts coming down from Idaho got to the sea in six to twenty days; now it takes from sixty to ninety days, and few of the young salmon reach salt water in time. The emasculated current is the single largest reason that the number of wild adult salmon migrating up the Snake each year has crashed from predevelopment runs of 100,000-200,000 to what was projected to be 150-750 this year.

**How effective is the writer’s argument that dams are the primary cause of the extinction of salmon? Were the data backing up the claim gathered or interpreted scientifically? How are the links in a causal chain explained?**

#### Case 2

A lot of people suffer from shyness currently or at some point in their lives. It is not surprising that social scientists have already found at least its two major causes: biological and environmental factors. Firstly, some people are born shy. For instance, researchers have identified psychological differences between sociable and shy babies that show up as early as two months. Further evidence of the genetic basis of shyness is the fact that parents and grandparents of shy children often say that they were shy as children. Secondly, children may become shy because of environmental reasons of different nature: family, cultural, or technological. In the single-parent type of family, for example, or in homes in which both parents work full-time, children may not have enough of socializing experience. Because of their lack of social skills, they may begin to feel shy. The cultural cause of shyness may be

statistically supported. In a large study conducted in several nations, 40 per cent of U.S. participants rated themselves as shy, compared to 57 per cent in Japan, 55 per cent in Taiwan, and only 31 per cent in Israel. In addition to family and culture, technology may play a role as well. Watching television, playing video games, and surfing the Net, people become more isolated as a result of technology. They have less opportunity to socialize in person, become increasingly awkward at it, and eventually become shy. To sum up, shyness has both genetic and environmental causes. Some people come into the world shy, while others become shy as a result of their life experience. Unfortunately, the number of shy people is on the increase worldwide.

**Would you agree with the writer's speculation about the causes of shyness? Should the causes be arranged in a different order of importance? Could you think of alternative explanations or phenomena as the real cause(s) of shyness? Why, or why not? Explain.**

### Case 3

Some scientists warn that the gradual warming of the earth's atmosphere, known as the greenhouse effect, will cause dramatic changes in the world as we know it. First of all, because of the increase in temperature of up to 10 degrees F by the end of the century, there will be changes in existing patterns of agriculture. Such fertile areas as the US Great Plains may become deserts, while the now arid lands in Saudi Arabia may become grain-producing farmland. Secondly, since rainfall patterns will change, water supplies in some areas will diminish. Experts predict, for instance, that rice fields in Southeast Asia will someday require irrigation to sustain crops. Changes in water levels will also be responsible for altered living patterns. Coastal areas, such as Florida and the Netherlands, will experience such a dramatic rise in water levels that they will fall below sea level and become uninhabitable. In other areas, like the Great Lakes, water levels will fall; consequently, they will no longer be able to support industry with energy supplies and a ready means of transportation. Since most experts on the greenhouse effect are convinced that it is irreversible, they advise us to plan now for how best to cope with the changing world.

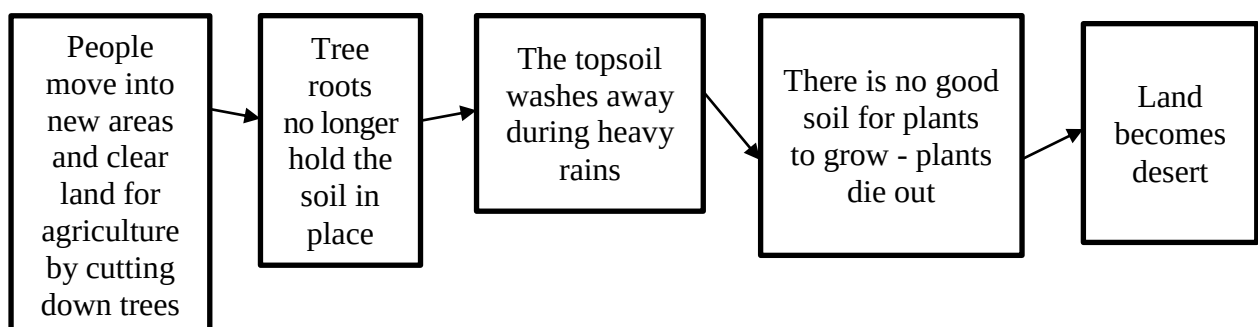
**How many possible consequences of the greenhouse effect has the writer considered? Does the writer show convincingly that the consequences are detrimental? Does the writer offer evidence that the predicted consequences will in fact come? What reasoning does the writer offer in support of the legitimacy of his view?**

## 12.2. POSSIBLE ORGANIZATIONAL PATTERNS FOR CAUSE/EFFECT ORDER

### 1. An Argument Describing a Causal Chain

An organizational pattern you can use to write about causation is chain organization. In it, causes and effects are linked to each other in a chain: one event causes a second event, which in turn causes a third event, and so forth. Notice the pattern in the following diagram:

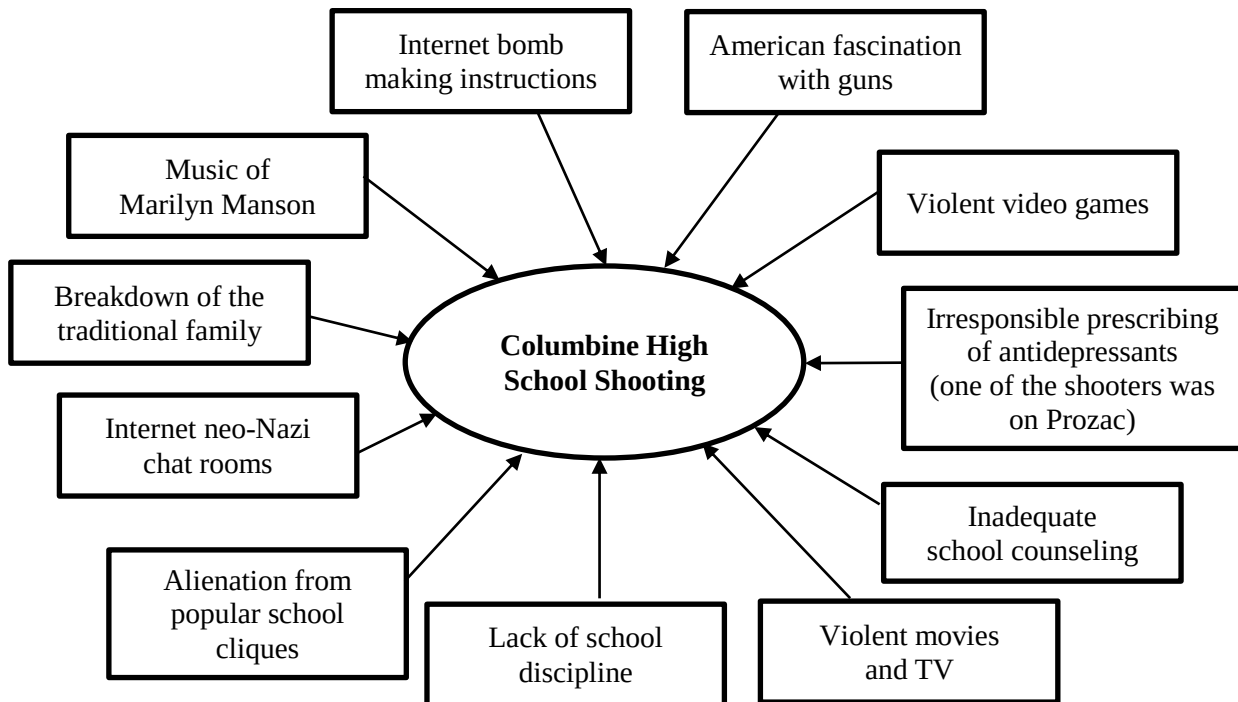
#### *How Fertile Land Becomes Desert*



### An Argument with a Focus on Cause

Another organizational pattern to write about cause / effect development is a focus on cause. This means that your backing becomes a list of causes (reasons or explanations why something is the way it is or why it happened the way it did). Notice the pattern in the following diagram:

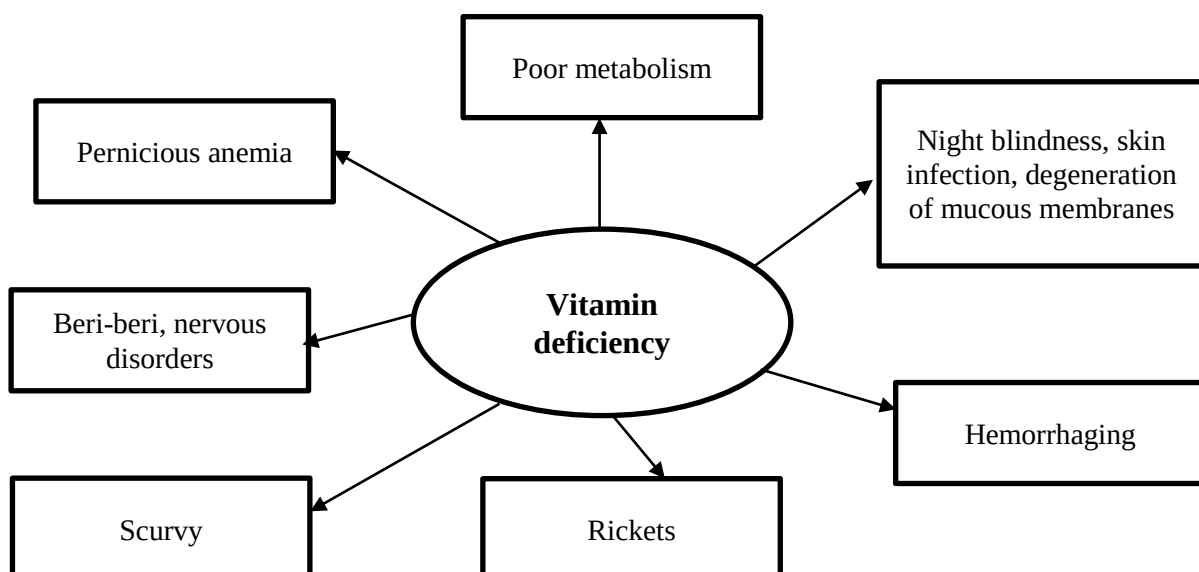
*What Caused Columbine High School Shooting*



### 2. An Argument with a Focus on Effect

One more pattern to organize a causal argument is a focus on effect, in which case your backing becomes a list of effects (what a certain situation has led to or resulted in). Notice the pattern in the following diagram:

*Results of Vitamin Deficiency*



The type of cause / effect organization depends on the topic. A chain pattern is usually easier if the causes and effects are very closely interrelated and easy to point out and follow. The other patterns are more effective for larger, more complex issues. Sometimes you will want to use a combination of cause and effect focuses or add them to the chain development.

### **12.3. METHODS FOR CAUSAL ARGUMENTATION**

One of the first things you need to do when preparing a causal argument is to note just what sort of causal relationship you are dealing with. Are you concerned with the causes of a specific event or phenomenon such as the Chernobyl disaster in 1986, the collapse of the Soviet Union, the increase in the number of working mothers, or the breakdown in communication between you and your father? Or are you planning to write about the cause of some recurring phenomenon such as cancer, home violence, math anxiety among females, or teen suicide?

With recurring phenomena, you are able to study multiple cases over long periods of time and establishing correlations between suspected causal factors and effects. In some cases, you can even intervene in the process and test for yourself whether diminishing a suspected causal factor results in a lessening of the effect or whether increasing the causal factor results in a corresponding increase in the effect. Additionally, you can explore how the mechanics of causation might work.

But with a one-time occurrence your focus is on the details of the event and specific causal chains that may have contributed to the event. Sometimes evidence has disappeared or changed its nature. You often end up in the position more of a detective than of a scientific researcher, and your conclusion will have to be more tentative as a result.

Having briefly stated these words of caution, let us turn now to the various ways you can argue that one event causes another.

#### **12.3.1. Direct Causation**

The most convincing kind of causal argument identifies every link in the causal chain, showing how X causes A, which causes B, which in turn causes C, which finally causes Y. In some cases, all you have to do is fill in the missing links; in other cases – when your assumptions about causality may seem questionable to your audience – you have to argue for the causal connection with more vigor.

##### ***E.g.:***

Cutting down of forests leads to fewer plants on Earth's land surface, which in turn leads to more carbon dioxide in the atmosphere. Burning of fossil fuels also produces carbon dioxide which builds up in the atmosphere. As carbon dioxide absorbs infrared radiation, more carbon dioxide in the atmosphere reduces the amount of infrared light radiated into the space. Consequently, the Earth heats up because Earth stays cool by reflecting heat back into space through infrared radiation. Heat evokes changes in precipitation patterns causing droughts and melting glacial ice. As a result, land will become parched; seas will rise. Parched farmland and rising seas will cause social and economic upheaval. So, nations should initiate worldwide efforts to find alternative energy sources because the continued burning of fossil fuels will lead to a global catastrophe.

### **FOLLOW UP**

**1. Working individually or in small groups, create a causal chain to show how the first-mentioned item could help lead to the last one. For each of your causal chains, compose a claim with an attached *because* clause summarizing one or two key links in the causal chain.**

**E.g.:** Millennials' desire for an urban lifestyle → redesign of cities:

*Millennials' desire for an urban lifestyle is spurring the redesign of cities because Millennials' car-free habits are prompting developers to build new high-density urban communities that are close to work and play.*

- invention of the automobile → changes in women rights
- invention of the telephone → loss of a sense of community in neighborhoods
- development of ways to prevent rejections in transplant operations → liberalization of euthanasia laws
- poor eating habits → obesity
- overpopulation → hunger in poor regions
- media coverage → anorexia
- human rights violation → illegal immigration
- online dating → poor communication
- overuse of social media → 3 minute attention span
- credit culture → dependence

## **2. Complete the logical chains and give your reasoning:**

- urbanization → ... → stress.
- gun abuse → ... → crimes are seen as fast routes to fame.
- music downloading → ... → higher prices on DVDs.
- globalization → ... → higher competition.
- information revolution → ... → e-waste(discarded electrical or electronic devices)
- e-waste → ... → more inventions needed.
- cheating at exams → ... → unemployment.
- microclimate in class → ... →improved performance.
- stress → ... → overweight → ....
- No Child Left Behind → ... → stress in students.

### **12.3.2. Inductive Reasoning**

If we can't explain a causal link directly, we often employ a reasoning strategy called **induction**. Through induction we infer a general conclusion based on a limited number of specific cases. For example, if on several occasions you got a headache after drinking red wine but not after drinking white wine, you would be likely to conclude inductively that red wine causes you to get headaches, although you can't explain directly how it does so. However, because there are almost always numerous variables involved, inductive reasoning gives only probable truths, not certain ones.

#### **Three ways of thinking inductively**

When your brain thinks inductively, it sorts through data looking for patterns of similarity and difference. There are three ways of thinking inductively: looking for a common element, looking for a single difference, and looking for correlations.

**1. Look for a common element.** One kind of inductive thinking places you on a search for a common element that can explain recurrences of the same phenomenon. For example, psychologists attempting to understand the causes of anorexia have discovered that many anorexics (but not all) come from perfectionist, highly work-oriented homes that emphasize duty and responsibility. This common element is thus a suspected causal factor leading to anorexia.

**2. Look for a single difference.** Another approach is to look for a single difference that may explain the appearance of a new phenomenon. When infant death rates in the state of Washington shot up in July and August 1986, one event making these two months different stood out: increased radioactive fallout over Washington from the April Chernobyl nuclear meltdown in Ukraine. This single difference led some researchers to suspect radiation as a possible cause of the increase in infant deaths.

**3. Look for correlations.** Still another method of induction is correlation, which means that two events or phenomena tend to occur together but this doesn't imply that one causes the other. For example, there is a correlation between nearsightedness and intelligence. (That is, in a given sample of nearsighted people and people with normal eyesight, the nearsighted group will have a somewhat higher mean IQ score.) But the direction of causality isn't clear. It could be that high intelligence causes people to read more, thus ruining their eyes (high intelligence causes nearsightedness). Or it could be that nearsightedness causes people to read more, thus raising their intelligence (nearsightedness causes high intelligence). Or it could be that some unknown phenomenon, perhaps a gene, is related to both nearsightedness and intelligence. So keep in mind that correlation is not causation – it simply suggests possible causation.

### **FOLLOW UP**

**1. Read the pieces below and explain in detail why the method of support in each case can be regarded as correlation, not direct causation.**

A) Beginning in the 1990s, the crime rate in the United States dropped precipitously. For example, the number of murders in New York City decreased from 2,245 in 1990 to 494 in 2007. Similar reductions for all kinds of crime, ranging from murders to assaults to auto thefts, were reported across the nation. What caused this sudden and unexpected decline? Many causal theories were debated in social science journals and the popular media. Among the proposed causes were innovative policing strategies, increased incarceration of criminals, an aging population, tougher gun control laws, a strong economy, and more police officers. However, economist Steven Levitt proposed that the primary cause was the 1973 Supreme Court decision that legalized abortion. According to Levitt's controversial theory, the crime rate began dropping because the greatest source of criminals unwanted children entering their teens and twenties were largely absent from the cohort of young people coming of age in the 1990s and 2000s; they had been aborted rather than brought up in the crime-producing conditions of unstable families, poverty, and neglect.

B) During July and August 1986, the death rate for infants rose an unexplained 235 percent in the state of Washington. A medical school professor at the University of Pittsburgh attributed the increase to radioactive fallout from the Chernobyl nuclear meltdown accident in Ukraine. Using weather reports and empirical evidence gathered in Washington State, he documented the increased radiation received on the northwestern coast of the United States. He used this evidence to bolster his argument that low levels of radiation are more dangerous than the scientific community currently believes. Opponents of the professor's hypothesis urged the public to view his argument with caution. They said that other factors might explain the increase in infant mortality.

C) Although the United States still has the highest rate of teen pregnancies among developed countries, studies show a decline in teen pregnancies since the early 1990s. What has caused this decline? Some economists point to the recession, claiming that teens are afraid of not being able to get jobs if encumbered with babies. Other sources credit the role of parents in cautioning teens about irresponsible sexual choices. A quite different explanation comes from a recent study analyzing the impact of media images on viewers. This study has found a correlation between the decline in teen pregnancies and the popularity of the MTV docudrama *16 and Pregnant* (premiered in 2009) and its spinoff *Teen Moms*. While some critics argue that these shows sensationalize and glamorize the lives of the teen moms, researchers, using Nielsen ratings and geographic data on viewership and data from Google Trends and Twitter, found that watching these shows "led to more searches and tweets regarding birth control and abortion, and ultimately led to a 5.7 percent reduction in teen births in the eighteen months" after *16 and Pregnant* first aired.



D) In one of the largest studies to date on the issue, researchers found that perfectionism appears to increase the risk of developing eating disorders, but not other psychiatric problems, such as depression, alcoholism, anxiety disorder, or phobias. “Until recently, it hasn’t been clear whether the link between perfectionism and eating disorders is unique, or if perfectionism is also associated with the development of other psychiatric problems, such as anxiety disorders, depression, and substance abuse,” says researcher Cynthia M. Bulik of the Virginia Institute for Psychiatric and Behavioral Genetics. “These findings tell us that there may be something unique about perfectionism that sets up a person for being at risk for anorexia and bulimia nervosa”. The study, published in the February issue of the *American Journal of Psychiatry*, involved more than 1,000 female twins aged 25-65 and used standardized tests and interviews to evaluate links between perfectionist traits and psychological problems. Researchers say perfectionism is a personality style in which a person is overly critical of his or her own performance. Perfectionists also tend to have an excessive need for approval and are greatly concerned about making mistakes. They differ from high achievers who are driven by a goal to achieve, whereas perfectionists are driven by a fear of failure. The study found that negative reactions to mistakes and the tendency to view mistakes as personal failures were the perfectionist traits most significantly associated with anorexia and bulimia among the women, and were the only aspects of perfectionism not linked to other mental disorders.

**2. Working individually or in small groups, develop plausible causal chains that might explain the correlations between the following pairs of phenomena.**

1. A person registers low stress level on electrochemical stress meter / Does daily exercise
2. American / Doesn’t speak a foreign language
3. Swiss / Speaks two or three languages
4. Person regularly consumes frozen dinners / Votes for improved rapid transit
5. High achiever / Is first-born child
6. The larger a child’s shoe size / The better his handwriting
7. Single woman / Is a pet cat owner
8. Virgos and Librans / Show better academic performance at primary school
9. Sleeping with one’s shoes on / Waking up with a headache
10. High IQ / High life expectancy
11. A person who grew up in a house with two bathrooms / Has higher SAT scores than a person who grew up in a one-bathroom home
12. A person who buys lots of ashtrays / Develops lung cancer
13. A binge drinker at college parties / Becomes a perpetrator or victim of sexual violence

**12.4. COMMON FALLACIES OF REASONING**

Largely because of its power, the process of induction often can lead you to wrong conclusions. You should be aware of the common fallacies of inductive reasoning that can tempt you into erroneous assumptions about causality:

**1. Post hoc, ergo propter hoc.** The Latin name of this fallacy means “after this, therefore because of this.” The fallacy occurs when a sequential relationship is mistaken for a causal relationship. For example, you may commit this fallacy if you say, “One month before I met my significant one, I saw a shooting star, and I wished that I would find my soulmate. The legend is really true!”

When two events occur frequently in conjunction with each other, we’ve got a good case for a causal relationship. But until we can show how one causes the other, and until we have ruled out other causes, we cannot be certain that a causal relationship is occurring. It is often difficult to tell when a *post hoc* fallacy occurs. In an example above, when the New York police department changed its policing tactics in the early 1990s, the crime rate plummeted. But did



the new policing tactics cause the drop in the crime rate? Many experts suggested other causes, including economist Steven Levitt, who attributes the declining crime rate to the legalization of abortion in the 1970s (and hence to a decline in unwanted children who might grow up to be criminals).

Our point is that precedence alone is no proof of causality and that we are guilty of this fallacy whenever we are swayed to believe that event X causes event Y just because event X precedes event Y. We can guard against this fallacy by seeking plausible link-by-link connections showing how X causes Y.

**2. Hasty generalization.** This fallacy occurs when you make a generalization based on too few cases or too little consideration of alternative explanations: you flip the switch, but the light bulb doesn't go on. You conclude – too hastily – that the power has gone off. (Perhaps the light bulb has burned out or the switch is broken.). This fallacy is also known as *argument from small numbers*, *hasty induction*, or *inductive generalization*.

If someone says, “Some teenagers in our community recently vandalized the park downtown. Teenagers are so irresponsible and destructive!” he is making a claim that all teenagers are bad based on the evidence of one incident. Even with the evidence of ten incidences, we couldn't make the claim that all teenagers are problems. Or, someone else states, “Four out of five dentists recommend Happy Glossy Smiley toothpaste brand. Therefore, it must be great”. But it turns out that only five dentists were actually asked. When a random sampling of 1000 dentists was polled, only 20% actually recommended the brand. The four out of five result was not necessarily a dishonest survey, it just happened to be a statistical anomaly common among small samples.

In these instances, the fallacy seems clear, but this kind of fallacious thinking is quite common. People will make claims about all kinds of things based on one or two pieces of evidence, which is not only wrong but can be dangerous. It's really easy to fall into this kind of thinking, but we must work to avoid it. We must hold ourselves to higher standards when we are making arguments.

**3. Oversimplified cause.** This fallacy is also known as *fallacy of the single cause*. One of the greatest temptations when establishing causal relationships is to fall into the habit of looking for just one cause of something. Most phenomena, especially the ones we argue about, will have multiple causes. For example, scientists know that a number of different causes must work together to create a disease such as cancer. But though we know all this, we still long to make the world less complex by attributing a single cause to puzzling effects, e.g.: “Smoking has been empirically proven to cause lung cancer. Therefore, if we eradicate smoking, we will eradicate lung cancer.” Though it is reasonable to consider smoking a “cause” of lung cancer versus a “contributing factor” to lung cancer, assuming it is the *only* cause is fallacious.

Another example might include someone stating, “Lead poisoning can contribute to violent behavior. Many inner city children have dangerous levels of lead in their blood. Therefore, violent crime in the inner city can be solved by curing the lead problem.” Well, even though lead poisoning *can* contribute to violent behavior, the speaker is taking an unreasonable leap in suggesting that violent crime can be solved by curing the lead problem (apart from one more fallacious assumption that violent behavior leads to violent crime). At best, we can conclude that the problem of violent crime can be mitigated by curing the lead problem.

Oversimplification takes place when a contributing factor is assumed to be the cause, or when a complex array of causal factors is reduced to a single cause. It is a form of simplistic thinking that implies something is either a cause, or it is not. It overlooks the important fact that, especially when referring to human behavior, causes are very complex and multi-dimensional.

Establishing causality is extremely tricky. Unless you are stating an established fact, start using more probabilistic language such as “contributes to,” “leads to,” “has been known to reduce the effects of,” or similar language.

## **FOLLOW UP**

### **Try to see what is wrong with these arguments:**

1. We should not build bike lanes because cyclists run red lights and endanger pedestrians.
2. School violence has gone up and academic performance has gone down ever since racial segregation was banned. Therefore, segregation should be reintroduced, resulting in school improvement.
3. Most divorced couples go to see a therapist before they separate. Therefore going to see a therapist will increase the chances that you will get a divorce.
4. I had been doing pretty poorly this season. Then my girlfriend gave me these neon laces for my sneakers, and I won my next three races. The laces must be good luck... if I keep on wearing them, I can't help but win!
5. As ice cream sales increase, the rate of drowning deaths increases sharply. Therefore, ice cream consumption causes drowning.
6. My grandparents do not know how to use a computer. I think all older people are computer illiterate.
7. Ever since organized prayer in public schools was outlawed, violence in schools has gone up and grades have gone down.
8. My father smoked four packs of cigarettes a day since age fourteen and lived until age sixty-nine. Therefore, smoking really can't be that bad for you.
9. Alissa has a class with a football player who is a class clown. He disrupts the class and is failing. Alissa decides all football players are not serious students.
10. The nation's current lack of moral standards was caused by the poor example set by Bill Clinton when he was president.
11. The temperature has dropped this morning, and I also have a headache. Therefore, the cold weather must be causing my headache.
12. Ice storm rolls from Texas to Tennessee – I'm in Los Angeles, and it's freezing. Global warming is a total, and very expensive, hoax!
13. I just arrived in this country and the first two local people I met were so rude. Everyone in this country must be unfriendly!
14. A sedentary lifestyle contributes to obesity. People have become more sedentary in the last few decades. Therefore, the rise in obesity can be fixed by people getting more exercise.
15. Our exercise program helped several people to lose weight while building more muscle. Therefore, this program will be effective for everyone.
16. Education today isn't as good as it used to be. Obviously, our teachers are not doing their jobs.
17. Since the new president took office, the economy has been improving. Obviously, he is doing a good job and is an asset to the nation.
18. Did you see that woman just run a red light? Women are awful drivers.

## 12.5. A GLOSSARY OF TERMS ENCOUNTERED IN CAUSAL ARGUMENTS

Because causal arguments are often easier to conduct if writer and reader share a few specialized terms, we offer the following glossary for your convenience.

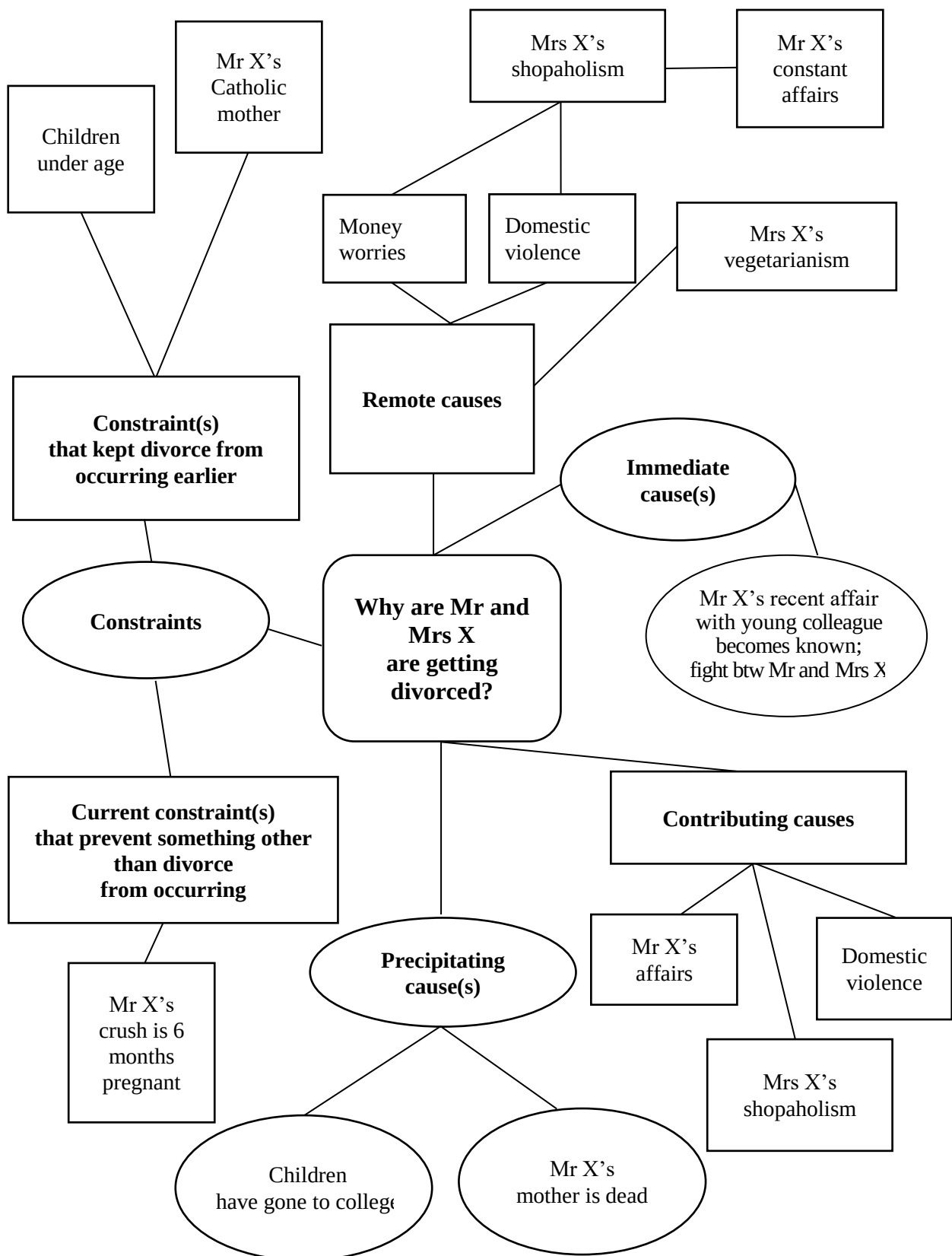
**Immediate Causes vs Remote Causes:** Every causal chain links backward indefinitely into the past. An immediate cause is the closest in time to the event being examined. If a normally passive man goes on a killing rampage, the immediate cause may be a brain tumor or a recent argument with his wife that was the “last straw” in a long chain of events. A number of earlier events may have led up to the present – failure to get medical attention for headaches or failure to get counseling when a marriage began to disintegrate. Such causes going further back into the past are considered remote causes. It is sometimes difficult to determine the relative significance of remote causes insofar as immediate causes are so obviously linked to the event whereas remote causes often have to be dug out or inferred. It is difficult to know, for example, just how seriously to take a serial murderer’s defense that he was “traumatized” at age twelve by the discovery that he was adopted. How big a role is it possible to grant a causal factor so remote in time and so apparently minor in relation to the murder of thirty-five young women?

**Precipitating Causes vs Contributing Causes:** These terms are similar to *immediate* and *remote* causes but do not designate a temporal linking going into the past. Rather, they refer to a main cause emerging out of a background of subsidiary causes. The contributing causes are a set of conditions that give rise to the precipitating cause, which triggers the effect. If, for example, a husband and wife decide to separate, the precipitating cause may be a stormy fight over money, which itself is a symptom of their inability to communicate with each other any longer. All the factors that contribute to that inability to communicate – preoccupation with their respective careers, anxieties about money, in-law problems – may be considered contributing causes. Note that the contributing causes and precipitating cause all coexist simultaneously in time – none is temporally more remote than another. But the marriage might have continued had the contributing causes not finally resulted in frequent angry fighting, which doomed the marriage.

**Constraints:** Sometimes an effect occurs, not because X happened, but because another factor – a constraint – was removed. At other times, a possible effect will not occur because a given constraint prevents it from happening. A constraint is a kind of negative cause that limits choices and possibilities. As soon as the constraint is removed, a given effect may occur. For example, in the marriage we have been discussing, the presence of children in the home might have been a constraint against divorce; as soon as the children graduate from high school and leave home, the marriage may well dissolve.

## 12.6. IDEA MAPS EXPLORING CAUSES OR CONSEQUENCES

What follows are some suggestions that may help you produce an effective causal argument. The terms in the preceding glossary can be used as an effective heuristic for thinking of possible causes of an event. Brainstorming possible causes for phenomena under study, try to find as many as you can by making idea maps with branches labeled *immediate cause*, *remote cause*, *precipitating cause*, *contributing cause*, and *constraint*.



Another fruitful area for idea-maps is to explore possible consequences of real or hypothetical events. What might be the consequences, for example, of some of the following: a cure for cancer, total prevention of illegal immigration, the legalization of same-sex marriage, a heavy tax on families having more than two children, a four-day workweek, 65+-pension age?

### **FOLLOW UP**

**1. Working as a group, make a map** (see the **Supplement** for the *Causal Idea Map* template) **identifying causes for one of the following:**

- why women's fashion and beauty magazines are the most frequently purchased magazines
- why the majority of teenagers don't listen to classical music
- why teenagers fail to use birth control
- how optimism boosts immunity
- why home computer industry is growing steadily
- why singers with bisexual identities gain popularity
- why "home birthing" methods become more and more popular
- why *The Game of Thrones* enjoys tremendous popularity
- why there has been such a dramatic increase in the number of divorces in the last 30 years
- what causes bullying in schools
- how music affects athletes' performance
- why lotteries are popular
- why people watch professional wrestling
- ...

## **12.7. WRITING ASSIGNMENT: A CAUSAL ARGUMENT**

The final assignment for this unit focuses on causes or consequences of a trend, event, or other phenomenon. You are to write a paper that persuades an audience to accept your explanation of the causes or consequences of your chosen phenomenon. Your work will involve a number of tasks: first, drafting your causal argument, then, analyzing a sample causal argument, and, finally, writing a causal argument as a major compulsory task and submitting a written debate and / or a peer review as minor optional tasks (depending on your own or your instructor's choice).

### **I. DRAFTING YOUR CAUSAL ARGUMENT**

#### **Exploring Ideas**

Arguments about causes and consequences abound in public, professional, or personal life, so you shouldn't have difficulty finding a causal issue worth investigating and arguing. If you have trouble finding a causal issue to write about, you can often create provocative controversies among your peers through the following strategies:

- **Make a list of unusual likes and dislikes.** Think about unusual things that people like or dislike. You could summarize the conventional explanations that people give for an unusual pleasure or aversion and then argue for a surprising or unexpected cause. What attracts people to extreme sports? How do you explain the popularity of the paleo diet or of *The Games of Thrones*?

- **Make a list of puzzling events or trends.** Another strategy is to make a list of puzzling phenomena and then try to explain their causes. Start with onetime events (a curriculum change at your school, the sudden popularity of a new app). Then list puzzling recurring events (failure of knowledgeable teenagers to practice safe sex, increases in diagnosis of autism or eating disorders). Finally, list some recent trends (growth of naturopathic medicine, increased interest in tattoos, declining audience for TV news). Engage groupmates in discussions of one or more of the items on your list. Look for places of disagreement as entry points into the conversation.

- **Brainstorm consequences of a recent or proposed action.** Arguments about consequences are among the most interesting and important of causal disputes. If you can argue for an unanticipated consequence of a real or proposed action, whether good or bad, you can contribute importantly to the conversation. What might be the consequences, for example, of depleting the world's oil supply, of legalizing marijuana, of banning abortion, or of requiring national public service for all young adults?

### **Identifying Your Audience and Determining What's at Stake**

Before drafting your argument, identify your targeted audience and determine what's at stake. Consider your responses to the following questions:

- What audience are you targeting? What background do they need to understand your issue? How much do they already care about it?
- Before they read your argument, what stance on your issue do you imagine them holding? What change do you want to bring about in their views?
- What will they find new or surprising about your argument?
- What objections might they raise? What counterarguments or alternative points of view will you need to address?
- Why does your argument matter? Who might be threatened or made uncomfortable by your views? What is at stake?

### **A Possible Organizational Structure for Your Causal Argument**

Your goal at the discovery draft stage is to get your developing argument onto paper. At this stage, it is useful to know some of the standard ways that a causal argument can be organized. Later, you may decide on a quite different organizational pattern, but these standard ways will help you get started.

#### **Organization Plan 1:**

When your purpose is to describe and explain all the links in a causal chain, introduce phenomenon to be explained and show why it is problematical, present your thesis in summary form, and then describe and explain each link in the causal chain.

### **An Argument Explaining Links in a Causal Chain**

|                                                                     |                                                                                                                                                                                                                  |
|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Introduce the issue and state your claim</b>                  | <ul style="list-style-type: none"> <li>• Engage reader's interest in your causal issue and show why it is controversial or problematic.</li> <li>• Show what's at stake.</li> <li>• State your claim.</li> </ul> |
| <b>2. Explain the links in the chain going from cause to effect</b> | <ul style="list-style-type: none"> <li>• Explain the links and their connections in order.</li> <li>• Anticipate and respond to possible objections if needed.</li> </ul>                                        |
| <b>3. Conclude</b>                                                  | <ul style="list-style-type: none"> <li>• Perhaps sum up your argument.</li> <li>• Return to the "big picture" of what's at stake.</li> <li>• End with something memorable.</li> </ul>                            |

#### **Organization Plan 2:**

When your purpose is to explore the relative contribution of all causes to a phenomenon or to explore all possible consequences of a phenomenon, introduce the phenomenon to be explained and suggest how or why it is controversial. Devote one section to each possible cause / effect and decide whether it is necessary, sufficient, contributing, remote, and so forth. Arrange sections so that those causes most familiar to the audience come first and the most surprising ones come last.

## An Argument Proposing Causes or Consequences of a Phenomenon

|                                                                                                                               |                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Introduce the issue and state your claim</b>                                                                            | <ul style="list-style-type: none"><li>• Engage reader's interest in your causal issue and show why it is problematic or controversial.</li><li>• Show what's at stake.</li><li>• State your claim.</li></ul>                                                                                           |
| <b>2. Propose relative contributions of different causes of a phenomenon or relative importance of different consequences</b> | <ul style="list-style-type: none"><li>• Describe the first possible cause or consequence and explain your reasoning.</li><li>• Continue with the rest of your causes or consequences.</li><li>• Arrange causes or consequences in increasing order of importance, significance, or surprise.</li></ul> |
| <b>3. Respond to possible objections to your argument (if needed)</b>                                                         | <ul style="list-style-type: none"><li>• Anticipate and summarize possible objections.</li><li>• Respond through rebuttal or concession.</li></ul>                                                                                                                                                      |
| <b>4. Conclude</b>                                                                                                            | <ul style="list-style-type: none"><li>• Perhaps sum up your argument.</li><li>• Return to the "big picture" of what's at stake.</li><li>• End with something memorable.</li></ul>                                                                                                                      |

### Conditions for Rebuttal: Testing a Causal Argument

Knowing how to question and analyze a causal argument will help you anticipate opposing views in order to strengthen your own. It will also help you rebut another person's causal argument. Here are some useful questions to ask:

✓ When you explain the links in a causal chain, can a skeptic point out weaknesses in any of the links?

✓ If you speculate about the causes of a phenomenon, could a skeptic argue for different causes or arrange your causes in a different order of importance?

✓ If you argue for a surprising cause or a surprising consequence of a phenomenon, could a skeptic point out alternative explanations that would undercut your argument? If your argument depends on inferences from data, could a skeptic question the way the data were gathered or interpreted? Could a skeptic claim that the data weren't relevant (for example, research done with lab animals might not apply to humans)?

✓ If your causal argument depends on a correlation between one phenomenon and another, could a skeptic argue that the direction of causality should be reversed, or that an unidentified, third phenomenon is the real cause?

## II. ANALYZING CAUSAL ARGUMENTS

**Read the arguments, consider their structure, and analyze the writers' motivation, purpose, and rhetorical choices. Working in a group or as an individual, answer the questions after the texts.**

## A) An Argument Explaining Links in a Causal Chain

### THE WARMING OF THE WORLD

By Carl Sagan

|                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>INTRODUCTION</b> <ul style="list-style-type: none"><li>➤ Introduces the causal issue and shows why it is problematic or controversial</li><li>➤ Shows what's at stake (that this argument is based on a real problem)</li><li>➤ Ends with a claim of the category<br/><i>X causes / does not cause Y</i></li></ul> | <p>When humans first evolved – in the savannahs of East Africa a few million years ago – our numbers were few and our powers feeble. We knew almost nothing about controlling our environment – even clothing had yet to be invented. We were creatures of the climate, utterly dependent upon it. Lately – within the last century or so – humans have acquired, in more ways than one, the ability to make major changes in that climate upon which we are so dependent. The Nuclear Winter findings are one dramatic indication that we can change the climate – in this case, in the spasm of nuclear war. But I wish here to describe a different kind of climatic danger, this one slower, more subtle, and arising from intentions that are wholly benign.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>BODY</b> <ul style="list-style-type: none"><li>➤ Provides needed background</li><li>➤ Explains the links in the chain going from cause to effect in order.</li></ul>                                                                                                                                               | <p>There is very little CO<sub>2</sub> in the Earth's atmosphere – only 0.03 percent. But that small amount is necessary to make the Earth's atmosphere warm. CO<sub>2</sub> and H<sub>2</sub>O are the reason the global temperature is not well below freezing. We owe our comfort – indeed, our very existence – to the fact that these gases are present. Our lives depend on a delicate balance of invisible gases. Too much blanket, or too little, and we are in trouble.</p> <p>The property of many gases to heat their surroundings is called the “greenhouse effect.” This phrase is widely used and has an instructive ring to it, reminding us that we live in a planetary-scale greenhouse and recalling the admonition about living in glass houses and throwing stones.</p> <p>When humans burn wood or “fossil fuels” (coal, oil, natural gas, etc.), they put carbon dioxide into the air. One carbon atom (C) combines with a molecule of oxygen (O<sub>2</sub>) to produce CO<sub>2</sub>. The development of agriculture, the conversion of dense forest to comparatively sparsely vegetated farms, has moved carbon atoms from plants on the ground to carbon dioxide in the air. About half of this new CO<sub>2</sub> is removed by plants or by the layering down of carbonates in the oceans. On human time-scales, these changes are irreversible: Once the CO<sub>2</sub> is in the atmosphere, human technology is helpless to remove it. So the overall amount of CO<sub>2</sub> in the air has been growing – at least since the industrial revolution. If no other factors operate, and if enough CO<sub>2</sub> is put into the atmosphere, eventually the average surface temperature will increase perceptibly. How long, at the present rates of burning wood and fossil fuels, before the global climate becomes significantly warmer? And what would the consequences be?</p> <p>The National Academy of Sciences estimates that the present atmospheric abundance of CO<sub>2</sub> is likely to double by the year 2065, although experts at the academy predict a one-in-20 chance that it will double before 2035. Such a doubling would warm the air near the surface of the Earth by 2° or 3° C.</p> |



|                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                        | <p>There would be precipitation changes. The annual discharge of rivers would be altered. Some scientists believe that central North America – including much of the area that is now the breadbasket of the world – would be parched in summer if the global temperature increases by a few degrees. If the present CO<sub>2</sub> injection into the atmosphere continued over a few centuries, the warming would be greater than from all other causes over the last 100,000 years.</p> <p>As the climate warms, glacial ice melts. Over the last 100 years, the level of the world's oceans has risen by 15 centimeters. A global warming of 3° or 4° C over the next century is likely to bring a further rise in the average sea level of about 70 centimeters. An increase of this magnitude could produce major damage to ports all over the world and induce fundamental change in the patterns of land development. A serious speculation is that greenhouse temperature increases of 3° or 4° C could, in addition, trigger the disintegration of the West Antarctic Ice Sheet, with huge quantities of polar ice falling into the ocean. This would raise sea level by some 6 meters over a period of centuries, with the eventual inundation of all coastal cities on the planet.</p> <p>There are many other possibilities that are poorly understood, including the release of other greenhouse gases (for example, methane from peat bogs) accelerated by the warming climate. The circulation of the oceans might be an important aspect of the problem. The scientific community is attempting to make an environmental-impact statement for the entire planet on the consequences of continued burning of fossil fuels. Despite the uncertainties, a kind of consensus is in: Over the next century or more, with projected rates of burning coal, oil, and gas, there is trouble ahead.</p> |
| <p><b>REFUTATION</b></p> <ul style="list-style-type: none"> <li>➤ Summarizes opposing views</li> </ul>                                                                                                 | <p>Fortunately, we have a little time. A great deal can be done in decades. Some argue that government subsidies lower the price of fossil fuels, inviting waste; more efficient usage, besides its economic advantage, could greatly ameliorate the CO<sub>2</sub> greenhouse problem. Parts of the solution might involve alternative energy sources, where appropriate: solar power, for example, or safer nuclear fission reactors, which, whatever their other dangers, produce no greenhouse gases of importance. Conceivably, the long-awaited advent of commercial nuclear fusion power might happen before the middle of the century.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>CONCLUSION</b></p> <ul style="list-style-type: none"> <li>➤ Sums up the argument</li> <li>➤ Returns to the “big picture” of what’s at stake</li> <li>➤ Offers a solution / prediction</li> </ul> | <p>The present world order is, unfortunately, not designed to deal with global-scale dangers. Nations tend to be concerned about themselves, not about the planet; they tend to have short-term rather than long-term objectives. In problems such as the increasing greenhouse effect, one nation or region might benefit while another suffers. In other global environmental issues, such as nuclear war, all nations lose. The problems are connected – constructive international efforts to understand and resolve one will benefit the others. The solution to these problems requires a perspective that embraces the planet and the future. We are all in this greenhouse together.</p> <p style="text-align: right;">(961 words)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

### ***Thinking Rhetorically about a Text***

1. Summarize the phenomenon the writer addresses. How many reasons for it does he point out? What does the author hold as immediate and remote causes? Which of them can be regarded as precipitating or contributing? Does the writer mention any constraints (negative causes that limit choices and possibilities)?

2. Does the argument depend on a causation or correlation between the phenomena indicated? Are the links in a causal chain carefully explained, or can a skeptic point out weaknesses in any of the links? Could a skeptic claim that the data aren't relevant or that the argument depends on inferences from data?

3. Does the writer show convincingly that the tendency under analysis is alarming? How would you characterize the writer's position in the climate change controversy? What are the criteria the writer uses to argue that consequences would be negative? What are author's values and warrant(s)?

4. How does the author appeal to logos? What does he use for evidence?

5. What appeals to pathos does the author make in this argument? How well are these suited to the conventions of the scientific style of writing?

6. How would you characterize the author's ethos as a scientist in this piece? Does her ethos help convince you that his argument is sound? Explain.

7. What motivating occasion prompted the writing?

8. What is the author's purpose in writing the argument?

9. What audience is the writer targeting? How much must they care about the issue? What stance on the issue does he imagine them holding? What change does he want to bring about in their view?

10. Does the writer handle opposing views in his argument?

11. Do you regard the argument as a valuable contribution to the controversy over the reasons for the climate change? Why, or why not?

12. Choose an additional focus from the **Questions for Rhetorical Analysis** to apply to this argument. How does this question affect your perspective of the argument?

**B)**

**C) An Argument Focusing on Causes and / or Consequences of a Phenomenon**

## **34 MILLION SARDINES IN A CAN**

By Melissa Tarlow

|                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>INTRODUCTION</b><br>➤ Introduces the causal issue and shows why it is problematic or controversial<br>➤ Shows what's at stake (that this argument is based on a real problem)<br>➤ Ends with a claim of the category <i>X causes / does not cause Y</i> | Is there anything more frustrating than sitting in rush hour traffic, day after day, knowing that it will never get better? How does standing in line at a grocery store, spending a full day at a crowded shopping mall, or having to squeeze into a packed elevator? These are but a few minor, yet inconvenient, effects of the population explosion we Californians are facing. Our geographical space is not getting any larger, but our population is. The 2000 census showed California's population increased by 13.6% over 1990 census figures to 33,871,648 people. California adds over 550,000 people annually, which is roughly equivalent to adding the entire population of the state of Vermont every year. Why is California so overcrowded and what are the potential long-term effects of this overcrowding? |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>BODY</b></p> <p>➤ Describes the first possible cause and explains reasoning</p> <p>➤ Provides needed background</p> | <p>First of all, let's look at some of the reasons why California is so overcrowded. Probably the biggest single reason people live in California is the weather. California is, meteorologically speaking, a very desirable place to live. There is a wide variety of weather from the snow-capped mountains of Northern California to the valleys and deserts of Southern California. Between the two, there is the lush, rainy wine country of Sonoma County, the breezy coastal beach cities of Orange County, and the sweltering desert communities of San Diego and Riverside Counties. Together, these places offer atmospheric conditions for almost everyone's taste.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>➤ Describes the second possible cause and explains reasoning</p> <p>➤ Provides needed background</p>                   | <p>Other reasons people reside in California are the different forms of entertainment that are available. From skiing in the mountains to surfing at the beaches, there is always some form of physical activity in which to engage during most of the year. Other entertainment options include a wide variety of amusement parks, sporting events, the television and the motion picture industry, museums, fine dining establishments, and more shopping venues than could be visited in a year. These events might seem like a luxury to some, or perhaps a "must do" to others, but either way, they are definitely a magnet to those who do not consider themselves a "couch potato."</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>➤ Describes the third possible cause and explains reasoning</p> <p>➤ Provides needed background</p>                    | <p>Our strong job market has been the "dangling carrot" for many over the years. The aerospace boom of the 1990's, for example, saw thousands of jobs created when large government contracts were signed. If California were a nation all to itself, it would boast the 6<sup>th</sup> largest economy in the world. Unfortunately, this strong job market has bolstered the problem of illegal immigration. Refugees from neighboring countries enter the United States illegally with the hope of finding work and being able to send money back to their families in their home country. This illegal border crossing is exacerbated by California's liberal immigration policy. Governor Gray Davis and other state officials have increased the number of aliens it will let in on student and work visas. Statistics from the Census Bureau show many of these people stay in the state illegally after the expiration of their respective visas. If the alien has a child, who is born on U.S. soil, the child is automatically a U.S. citizen, thus making it very easy for the parents to qualify for citizenship. A comparison shows one out of four of California's residents were born outside of the United States, while the national average is one out of ten born outside the U.S.</p> |
| <p>➤ Describes the first possible consequence and explains reasoning</p> <p>➤ Provides needed background</p>              | <p>Now that we have looked at reasons why California is so overcrowded, let's examine some of the short and long term effects of this problem. In the August 2001 edition of the Negative Population Growth (NPG) online journal, California Historian Kevin Starr wrote: "The key challenge facing this state for the next century will be growth. California's staggering population growth is diminishing quality of life in the state. Continued growth will produce additional strains on the state's physical and environmental infrastructure, including demands on the energy sector, transportation system, parks, and water delivery system."</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>➤ Describes the second possible consequence and explains reasoning</li> <li>➤ Provides needed background</li> </ul>                                                                                                                 | <p>The NPG goes on to talk about how as the population increases, habitats of species are destroyed to create room for housing and roads. Less than 1/10<sup>th</sup> of the state's original wetlands are still around. One hundred and ten animal species and one hundred and seventy nine plant species are endangered or threatened as a result of construction demands. There are over 100,000 new students added annually to California schools, which are already the most overcrowded in the nation. Estimates from the State Department of Education show that sixteen new classrooms will need to be built every day, seven days a week, for the next five years to accommodate the ever-growing population. California averages 217 people per square mile in the state, which is nearly triple the national average of 79.6 people per square mile. San Francisco has an average density of 16,526 people per square mile. This overcrowding has resulted in high housing prices and apartment shortages, which force some people to live many miles from work. This increased distance means more time spent commuting and adds to the congestion on the roadways.</p> |
| <p><b>CONCLUSION</b></p> <ul style="list-style-type: none"> <li>➤ Anticipates possible objections</li> <li>➤ Responds through concession</li> <li>➤ Sums up the argument</li> <li>➤ Returns to the "big picture" of what's at stake</li> <li>➤ Calls for action</li> </ul> | <p>The United States will likely never institute a law like the Chinese government has which limits the number of children a family can have. We as citizens of this country are guaranteed life, liberty, and the pursuit of happiness by the Bill of Rights. However, as a group, we must recognize our population problem now before it becomes uncontrollable. We must find alternative energy and food sources, plan for a shortage in housing, look for advances in medicine to cure sicknesses, and strive to protect our environment. We are a guest on this beautiful planet and have selfishly let our own desires get in the way of common sense. The answer is not a simple one, nor will it likely be one dimensional. It took many years for us to get to this point, and will take many more for us to find a viable solution.</p> <p style="text-align: right;">(970 words)</p> <p><b>Work Cited</b><br/> <i>Negative Population Growth</i>. Population report for the State of California. Aug. 2001. &lt;<a href="http://www.npg.org/states/ca.htm">http://www.npg.org/states/ca.htm</a>&gt;.</p>                                                                 |

### ***Thinking Rhetorically about a Text***

1. In your own words, summarize briefly the phenomenon the writer addresses. Does the argument depend on a causation or correlation between the phenomena indicated?

2. How many reasons for it does she point out? What does the author hold as immediate and remote causes? Which of them can be regarded as precipitating or contributing? Does the writer mention any constraints?

3. How many possible consequences has the writer considered? Have the consequences been presented impressively? Does the writer offer evidence that the predicted consequences will in fact come?

4. Does the writer show convincingly that the tendency under analysis is alarming? What are the criteria the writer uses to argue that consequences would be negative? What are author's values and warrant(s)?

5. How persuasive do you find the writer's argument? How would you analyze this argument from the perspectives of logos, ethos, pathos, and kairos?

6. What motivating occasion prompted the writing?

7. What is the author's purpose in writing the argument?
8. What audience is the writer targeting? How much might they care about the issue? What stance on the issue does she imagine them holding? What change does she want to bring about in their view?
9. Who might be threatened or made uncomfortable by the author's views?
10. What objections does the writer address? How well does she refute these opposing views?
11. Choose an additional focus from the **Questions for Rhetorical Analysis** to apply to this argument. How does this question affect your perspective of the argument?

### III. PRACTICING YOUR CAUSAL ARGUMENT

#### A) A WRITTEN DEBATE

**Read the article, answer the questions after the text, and write a 250-to-300-word letter to the author / editor expressing and explaining your point of view on the issue.**

#### **WHY ARE ADOPTION NUMBERS FALLING, WHEN THERE ARE SO MANY CHILDREN IN NEED?**

By Margaret Reynolds

I adopted my daughter when she was six years old. She had been in the care of a local authority pretty much since birth. Now 18, she and I both worry about the current predicament for many children in the UK who grow up with a local authority as their corporate parent, a situation exacerbated by the pandemic as lockdown puts families under pressure. "How can we change things?" my daughter asked me as we completed my book about adopting, *The Wild Track*, together. "Who will really listen?"

Government statistics show that, in England as of 31 March 2020, there were 80,080 children in care. In that same period, only 3,440 children were adopted. But in 2015, the number of adoptions in England had risen to 5,360. Why this rise? And why the subsequent fall?

In 2005, a review of the adoption system introduced amendments, including support for adopters and – reflecting changing attitudes – broadening the field of prospective adopters to include single parents and the LGBTQ+ community. In 2011, a significant adoption reform program followed on from a report by Martin Narey, a government adviser on children's social care, initiated by Tim Loughton, then parliamentary undersecretary for children and families, and Edward Timpson, who took over that post in 2012 – and supported by Michael Gove, then education secretary. The latter two had a personal investment: Timpson, the son of John (of the shoe repair chain), grew up with children fostered by his parents; Gove and his sister were adopted as babies.

The plan was to make faster decisions on release for adoption, to speed up court procedure, to find more prospective adoptive parents, and to relax strictures on matching and the search for "perfect" homes. As Gove put it at the time: "We can't afford to ration love."

But then came some important legal rulings. In one case from 2013, the judges declared that adoption was only appropriate "where nothing else will do". Also that year, a survey of case law concluded that "the severance of family ties inherent in an adoption without parental consent is an extremely draconian step, and one that requires the highest level of evidence". Social workers, while eager to place children at risk, felt constrained and cautious.

At this time, special guardianship orders (SGOs) also came into play. These give approved carers a greater share of parental responsibility (but not complete transfer, as with adoption) and can be delegated to family members other than parents. The rise in adoptions to 2015, and the subsequent fall thereafter, can perhaps be attributed to these various changes and rulings. In the last two years the number of SGOs has risen, overtaking the number of children leaving care through adoption.

Where there is an extended family able to provide stability for a child, this has to be a good thing. But what, then, of the children with no relations who can safely care for them? Link Maker is an online service matching potential parents with those released for adoption. But things aren't always simple for children. A "hard to place" child is: over the age of three,

differently abled, with special needs, a sibling, or from a black and minority-ethnic background. UK fostering agencies are desperate for people willing to look after teenagers and sibling groups. Many children will spend their childhoods in residential homes.

In 1722, Thomas Coram, a successful shipwright walking into London for business, was distressed to see dead and dying children along the way. The children were there for numerous complicated reasons including poverty, distress, and desertion. Coram decided to do something about it. When he could find no influential men to support his plan to establish a safe haven, he turned to eminent women – “ladies of quality and distinction”. His petition for a Royal Charter argued that “no expedient has been found... for suppressing the custom of exposing [infants] to perish in the streets”. The Foundling hospital was eventually established in 1739.

Today, Coram – the children’s charity that takes his name – offers advice, support, legal and counselling services to children as well as providing the adoption services for many local authorities. Their work is vital now, just as it was then. Dr. Carol Homden, CEO of Coram, says that adoption is “first of all a service for the children”. So there is a peculiar mismatch here.

For most people who wish to become parents, the focus is on themselves and their desire to make a family. Couples choose to have birth children. Then, rising success rates for fertility treatment and IVF and the growing acceptance of surrogacy seem to offer new possibilities to those who take this route. Adoption is too often a last resort. Meanwhile, there are thousands of children out there, already in the world, who desperately need secure and loving homes.

In 2011, Gove wrote that being an adoptive parent means that “there is someone... who will wake up every morning for ever in your debt”. I don’t agree. Children owe nothing to anyone except themselves, nor should they. But, as a society, we owe them everything. Each and every one of us is responsible for all children. This is what Thomas Coram knew. This is what we need to remember.

At this moment, an odd combination of a focus on individual fertility, changes in adoption procedure, anxiety about its “draconian” effects resulting in fewer children being released for adoption, and more families being put under intolerable pressure with lockdown, means that more and more children will be stuck in the care system with the risk that they will never form the attachments that help make for a healthy adult life. Not everyone can adopt, but, for the sake of all those children, it needs to be more clearly in our view. There are many children living, day after day, with the sad fact that they have no family who can safely care for them.

On his website, the poet Lemn Sissay – who grew up in a residential home – lists many high-achieving people with a similar experience. In a room at the Foundling Museum, you can see Sissay’s inspiring calligraphic installation citing fictional characters who were orphaned, fostered, or adopted. It’s called *Superman was a Foundling*. And it calls to, and celebrates, all the children who grow up in care, who are adopted or estranged from their birth families, because it recognizes that difficult beginnings do not rule out bright futures.

### ***Thinking Rhetorically about a Text***

1. Is it a causal chain argument? An argument with a focus on cause? An argument with a focus on effect?
2. Does the argument depend on causation or correlation between one phenomenon and another? Could a skeptic argue that some other factors are the real cause(s)?
3. Briefly summarize the problem that the writer dwells on and its presumable reasons. What does she hold as immediate and remote causes for the tendency under analysis? And as precipitating and contributing causes? Does she mention any constraints?
4. How does the author appeal to logos? What does she use for evidence? What appeals to pathos does the author make in this argument? How would you characterize the author’s ethos? Is the kairos of this argument effective and timely?
5. What is her proposed solution? Is there a justification of the solution?

6. What are this author's underlying values, assumptions, and beliefs? What are the criteria the writer uses to argue that adoption is good?

7. Who is the audience that the writer addresses in this argument? What is the main point that the author wishes to drive home to the reader's mind?

8. Does the writer address any possible objections? How well are the opposing views refuted?

9. Suppose you wanted to join this conversation by offering a counterview. What would you emphasize as the reasons for the low numbers of adoption? How would you make your case?

10. How crucial is the issue under discussion? What is at stake? Can this argument be regarded as a valuable contribution to the adoption controversy? Why or why not?

11. Is there anything else in the argument that you may note as striking, effective, or attention-grabbing?

12. Choose an additional focus from the **Questions for Rhetorical Analysis** to apply to this argument. How does this question affect your perspective of the argument?

### **B) A CAUSAL ARGUMENT**

**Choose an issue question about the causes (or consequences) of a trend, event, or other phenomenon. Write a 550-to-650-word argument that persuades an audience to accept your explanation of the causes (or consequences) of your chosen phenomenon.**

1. What causes criminal behavior?
2. Why do good students become truant?
3. What caused the obesity epidemic?
4. Why is unemployment rising?
5. What makes a marriage fail?
6. What events and factors led to women's suffrage?
7. What created Beatlemania (...mania)?
8. Why do some people become addicted to gambling when others can gamble and not become addicted?
9. What causes feeling of romantic attraction to fade?
10. Why do some marriages last for a lifetime?
11. Why do first-born children tend to be achievers?
12. Why do teenagers rebel against their parents?
13. Why do young people start smoking when they know it causes cancer?
14. Why don't teenage relationships / marriages last?
15. Why do teenage girls idolize male celebrities?
16. Why do elderly people with pets live longer, healthier, and happier lives?
17. Why is nature so therapeutic?
18. Why are some Euro countries like Greece in such economic turmoil?
19. Why are more and more people moving to large cities and away from rural areas in RB?
20. Why is English the main language used around the world?
21. What caused Facebook's success?
22. Why don't more people use public transportation?
23. Why has sushi / fast food become so popular in the past several years?
24. What causes crop circles?
25. ...

**Present your argument in class.**

### **C) A PEER REVIEW**

**Using the Causal Argument Peer Review worksheet, analyze a groupmate's causal argument (see the Supplement for the Causal Argument Peer Review Worksheet template).**

## UNIT 13. THE RESEMBLANCE ARGUMENT

**Rhetoric is will doing the work of imagination.**

*William Butler Yeats*

### 13.1. THE NATURE OF THE RESEMBLANCE ARGUMENT

There are five stasis categories of argument: definition arguments, cause / consequence arguments, **analogy / resemblance arguments**, evaluation arguments, and proposal arguments.

Resemblance arguments support a claim by comparing one thing to another with the intention of transferring the audiences understanding of (or feelings about) the second thing back to the first. The persuasive power of resemblance arguments comes from their ability to clarify an audience's conception of contested issues while conveying powerful emotions. The risk of resemblance arguments is that the differences between the two things being compared are often so significant that the argument may collapse under close examination.

**Consider the following analogy-based claims and evaluate how effective you think each analogy might be in establishing the claim. Comment on the strengths and weaknesses of the analogies. Do you get the resemblance, or does it have to be explained further? Do you think everyone would find it obvious and convincing? If not, what audience are the claims targeting? How would you develop the analogies? How would you cast doubt on them?**

#### **Case 1**

Because human bodies become less active as they grow older, and because they eventually die, it is reasonable to expect that political bodies will become less and less active the longer they are in existence, and that they too will eventually die.

#### **Case 2**

If one were to listen to only one kind of music or eat only one kind of food, it would soon become tasteless or boring. Variety makes eating and listening exciting and enriching experiences. So it seems to me that an exclusive sexual relationship with only one partner for the rest of one's life, that is, marriage, does not hold out much hope for very much excitement or enrichment.

#### **Case 3**

As one admires the complex purpose, parts, and motion of a wristwatch, knowing that it is the watchmaker who is responsible for its design, so too we should, when admiring the vastly more complex purpose, parts, and motion of the universe, understand that it too has an intelligent maker.

### 13.2 THE DIFFERENCE BETWEEN THE RESEMBLANCE AND THE DEFINITION ARGUMENT

In some cases it may seem that a resemblance argument (X is like Y) is not very different from a definitional argument (X is Y). For example, if you were to say that the Khrushchev government of the USSR was "like" the Stalin regime that it replaced, you might really be making a definitional argument, claiming that both regimes belong to the same class – say, the class "totalitarian governments" or the class "authoritarian dictatorships." Their similarities would be restricted to the traits of whatever class they are being put into. In fact, the "like" statement is a definitional claim in which both X and Y are said to belong to class Z.

But if you were to draw an analogy between a political situation and, say, a TV sitcom or a sporting event, the argument moves over into the realm of resemblance. There are no preexisting definitional criteria to which the event can be matched. There certainly isn't a *Dictionary of Similar Things* we can use to certify the rightness of our comparison. We have to discover and develop the grounds on which the two terms of our comparison are similar.



When we are developing analogies as opposed to establishing definitions, we must be conscious at all times that the two things being compared are essentially different, not members of the same class. In the end, we may well be left with several important points of comparison that don't lead to a neat category or concept that somehow "sums" up all the points of comparison and ties them all together. **Analogies, in short, reveal different sides of events or things without forcing us to put the things being compared into the same category.**

Two (or more) things may also be compared in a relationship of precedence, which is going to be closer in identity than the terms of an analogy, but still, a precedent doesn't define a term as strictly as does a definition. In a precedent, we are claiming a relationship of resemblance between two actual events. We're saying that this case and that case have sufficient similarities to warrant our drawing similar conclusions from them; we are not saying that the two cases share an identity. The points of comparison between the two may be numerous, but it would be impossible to establish essential conditions that if met would ensure "class membership." Obviously, an argument of resemblance has to be considerably more tentative than an argument of definition.

Suppose, for example, that you wanted to write an argument favoring a balanced state budget. In one section of your argument, you might develop the following claim of resemblance: "Just as a family will go bankrupt if it continually spends more than it makes, so the government will go bankrupt if its expenses exceed its revenues." This claim depends on the resemblance between the fiscal problems of the government and those of a private family. For many audiences, this comparison might be persuasive: it uses an area of experience familiar to almost everyone (the problem of balancing the family budget) to help make sense of a more complex area of experience (the problem of balancing the state budget). At its root is the warrant that what works for the family will work for the government.

Such an argument can be powerful but dangerous, if it ignores important differences ("dis-analogies") between the terms of comparison. One can think, for instance, of many differences between the economics of a family and that of the government. For example, unlike a private family, the government prints its own money and does most of its borrowing from its own members. Perhaps these differences negate the claim that family debt and foreign debt are similar in their effects. So you can see how troublesome it would be to support your warrant that economic laws apply equally to families and governments.

As noted earlier, resemblance arguments require you to compare two or more actual cases as opposed to simply applying a concept to an actual case. Whereas the definition of a concept is limited by certain conventions of usage, the comparison is wide open. You have to undertake a burden of proof since, under the conditions of rebuttal, the possible exceptions to your warrant may be many. It is thus essential that an argument based on resemblance is usually open to refutation if a skeptic points out important dis-analogies.

We now turn to the two types of resemblance arguments: analogy and precedent.

### 13.3. THE ARGUMENT BY ANALOGY

The first class of resemblance arguments is **argument by analogy**. Although it's rare to find an entire argument that rests on an analogy, analogies are used extensively in the service of all the other claim types. The use of analogies can constitute the most imaginative form of argumentation. For instance, if you don't like your new boss, you can say that she is like a Marine drill sergeant, the cowardly captain of a sinking ship, or a mother hen. Each of these analogies suggests a different management style, clarifying the nature of your dislike while conveying an emotional charge. The ubiquity of analogies undoubtedly stems from their power to clarify the writers understanding of an issue through comparisons that grip the audience. Analogies have the power to get an audience's attention like virtually no other persuasive strategy. But seldom are they sufficient in themselves to provide full understanding. They are useful attention-getting devices, but they can conceal and distort as well as clarify. At some point with every analogy, you need to ask yourself, How far can I legitimately go with this? At what point are the similarities between the two things I am comparing going to be overwhelmed by their dissimilarities?

With this caveat, let's look at the uses of both undeveloped and extended analogies. Analogies can be short and suggestive, used as tools for getting an audience's attention and sympathy, or they can be developed at length and used as tools for guiding their understanding.

### **Using Undeveloped Analogies**

Consider the case of an outraged student upset about the quality of food at the uni cafeteria and comparing his lot to that of a prisoner in a Russian prison. His resemblance claim would undoubtedly get some attention, particularly from his fellow-students and the concerned parents.

If you put yourself in this student's shoes, what would you choose to do further? Develop the analogy or let it lie? Our advice would be to get past it as quickly as possible before the dis-analogies come back to haunt you. The analogy may serve briefly to suggest a certain aspect of the case that you want to emphasize – poor quality of food – but if one goes much past those points of comparison, your suffering is going to pale in comparison to that of a prisoner.

Using undeveloped analogies to convey feelings and points of view is common in many arguments. The effect is to bring to your argument about topic X (say, the importance of discipline to freedom) the full weight, emotion, and understanding your audience already has about Y (the importance of staying on the tracks to the progress of a train).

### **Using Extended Analogies**

Instead of using undeveloped analogies, you may choose to extend your comparison, using your readers' greater understanding of the category to illuminate the case. And if your audience is already favorably or unfavorably disposed to the category, then the analogy helps create similar feelings for the case in question. As an example of a claim based on an extended analogy, consider the following excerpt from a professor's argument opposing a proposal to require a writing-proficiency exam for graduation. In the following portion of his argument, the professor compares development of writing skills to the development of physical fitness.

A writing proficiency exam gives the wrong symbolic messages about writing. It suggests that writing is simply a skill, rather than an active way of thinking and learning. It suggests that once a student demonstrates proficiency then he or she doesn't need to do any more writing.

Imagine two universities concerned with the physical fitness of their students. One university requires a junior-level physical fitness exam in which students must run a mile in less than 10 minutes, a fitness level it considers minimally competent. Students at this university see the physical fitness exam as a one-time hurdle. As many as 70 percent of them can pass the exam with no practice; another 10-20 percent need a few months' training; and a few hopeless couch potatoes must go through exhaustive remediation. After passing the exam, any student can settle back into a routine of TV and potato chips having been certified as "physically fit."

The second university, however, believing in true physical fitness for its students, is not interested in minimal competency. Consequently, it creates programs in which its students exercise 30 minutes every day for the entire four years of the undergraduate curriculum. There is little doubt which university will have the most physically fit students. At the second university, fitness becomes a way of life with everyone developing his or her full potential.

If you choose to write an extended analogy such as this, you will focus on the points of comparison that serve your purposes. The writer's purpose in the preceding case is to support the achievement of mastery rather than minimalist standards as the goal of the university's writing program. Whatever other dis-analogous elements are involved (for example, writing requires the use of intellect, which may or may not be strengthened by repetition), the comparison reveals vividly that a commitment to mastery involves more than a minimalist test. The analogy serves primarily to underscore this one crucial point. In reviewing the different groups of students as they "prepare" for the fitness exam, the author makes clear just how irrelevant such an exam is to the whole question of mastery. Typically, then, in developing your analogy you are not developing all possible points of comparison so much as you are bringing out those similarities consistent with the point you are trying to make.

## **FOLLOW UP**

### **1. Analyze the effectiveness of the following analogy-based resemblance arguments**

1. To further her argument against the notion that motherhood is a predestined role for women, a psychiatrist used the following analogy: "Women don't need to be mothers any more than they need spaghetti. But if you're in a world where everyone is eating spaghetti, thinking they need it and want it, you will think so too."

2. When the voting age was reduced from twenty-one to eighteen, many people argued for the lower voting age by saying, "If you are old enough to fight for your country in a war, you are old enough to vote." But author Richard Weaver claimed that this analogy was true "only if you believe that fighting and voting are the same kind of thing which I, for one, do not. Fighting requires strength, muscular coordination, and, in a modern army, instant and automatic response to orders. Voting requires knowledge of men, history, reasoning power; it is essentially a deliberative activity. Army mules and police dogs are used to fight; nobody is interested in giving them the right to vote. This argument rests on a false analogy."

3. In the following example, the author is arguing that it is not unconstitutional to require drug testing of state employees. Within the argument, the author draws an analogy between testing for drugs and checking for weapons or bombs at an airport.

The Constitution does not prohibit all searches and seizures. It makes the people secure in their persons only from "unreasonable" searches and seizures, and there is nothing unreasonable in the president's executive order.

Those who challenge this sensible program [drug testing by urinalysis] ought to get straight on this business of "rights." Like any other employer, the government has a right – within certain well-understood limits – to fix the terms and conditions of employment. The individual's right, if he finds these conditions intolerable, is to seek employment elsewhere. A parallel situation may be observed at every airport in the land. Individuals may have a right to fly, but they have no right to fly without having their persons and baggage inspected for weapons. By the same token, the federal worker who refuses to provide a urine specimen under the president's order can clean out his desk and apply to General Motors or General Electric or Kodak – only to discover that private industry is equally interested in a drug-free work place.

4. In the following passage, former NAACP administrator Jack Greenberg defends affirmative action on the basis of analogy to other cases in the free market in which certain groups are given preferences not related to merit. Is he right that affirmative action to hire more minorities can be justified by comparison to other instances when criteria other than merit affect hiring decisions: tenure, seniority union-membership, veteran status, geographic diversity?

The moral legitimacy of affirmative action and quotas favoring racial minorities must be assessed in a social and historical context, in the light of the many conflicting values that our society holds. There are many examples of instances in which criteria other than merit result in the selection of persons other than those best qualified.

A tenured professor will hold his position in spite of competition from younger, better, more vigorous scholars. Tenure is thought, however, to serve the important societal interest in academic freedom by enabling teachers to take controversial positions without fear and by shielding them against petty politics.

Seniority rights advance individual security, worker satisfaction, and job loyalty by promoting older workers although younger persons may be objectively more qualified, while, paradoxically, compulsory retirement favors younger persons over older, experienced, and perhaps more competent workers.

Similarly, preference is given to veterans or union members even though non-veterans or non-union members might be more highly qualified. Both examples serve larger national interests.

Even the most prestigious schools consider more than marks as criteria for admission – to obtain a geographically and otherwise diverse student body and thereby enhance the educational experience of all.

2. This activity will help you clarify how analogies function in the context of arguments. Working individually or in small groups, think of two analogies for each of the following topics / for any 3 topics. One analogy should urge readers toward a positive view of the topic; the other should urge a negative view. Write each of your analogies in the following one-sentence format:

X is like Y: A, B, C... (in which the first term is the contested topic being discussed; the second term is the analogy; and A, B, and C are the points of comparison).

**E.g.: Topic:** Cramming for an exam

**Negative analogy:** Cramming for an exam is like pumping iron for ten hours straight to prepare for a weight-lifting contest: exhausting and counterproductive.

**Positive analogy:** Cramming for an exam is like carbohydrate loading before a big race: it gives your brain a full supply of facts and concepts, all fresh in your mind.

1. Spanking a child to teach obedience is like...
2. Bringing up a child is like...
3. Checking social media constantly is like...
4. Building low-cost housing for poor people is like...
5. Learning a foreign language without communicating native speakers is like...
6. The use of steroids by athletes is like...
7. Mandatory drug testing for students is like...
8. Sorting out your waste is like...
9. Wearing masks during the pandemic is like...
10. Curfew in dorms is like...
11. Eating fast food on our health is like...
12. The personal gain realized by people who have committed questionable or even illegal acts and then made money by selling book and movie rights is like...
13. Standardized testing is like...
14. IQ testing is like...
15. Developing alternative energy sources is like...
16. Drinking Coca-Cola is like...
17. Following celebs' lives on Instagram is like...
18. Legalizing prostitution is like...
19. Getting artificial tan is like...
20. Raising the pension age is like...
21. X is like...

**Bring your analogies to class and compare them to those of your classmates. Select the best analogies for each of the topics and be ready to say why you think they are good.**

### 13.4. THE ARGUMENT BY PRECEDENT

Another kind of resemblance argument uses precedent for its persuasive force. **Precedent arguments** are like analogy arguments in that they make comparisons between an X and a Y. In precedent arguments, however, the Y term is always a past event, usually an event where some sort of decision was reached, often a moral, legal, or political decision. An argument by precedent tries to show that a current situation is like a past situation, and that therefore a similar action or decision should be taken or reached. You can refute a precedence argument by showing that the present situation differs substantially from the past situation.

Precedence arguments are very common. For example, during the debate about health care reform in the first year of Barack Obama's presidency, supporters of a single-payer, "Medicare-for-all" system pointed to Canada as a successful precedent. Supporters said that since a single-payer system was successful in Canada, it would also be successful in the United States. But opponents also used the Canadian precedent to attack a single-payer system. They pointed to problems in the Canadian system as a reason to reject a Medicare-for-all system in the United States.

As with analogies, we often turn to precedents in the early stages of planning an argument. Whereas analogies stimulate our thinking about alternative ways of describing a situation or solving a problem, precedents offer us advice from the past. And again, the key to a precedent argument is showing that the similarities between X and Y outweigh the dissimilarities.

### **FOLLOW UP**

**1. Consider the following claims of precedent and evaluate how effective you think each precedent might be in establishing the claim. How would you develop the argument? How would you cast doubt on it? Analyze the historical / cultural / legal background for the following precedent-based resemblance arguments.**

1. Women's obsessive dieting in America serves the same harmful function as foot binding in ancient China: both practices keep women submissive, docile, dependent, and unthreatening to men. Women, in attempting to imitate society's image of the perfect woman, damage themselves physically and morally. Just as Chinese women were physically maimed and could hardly walk, American women are psychologically maimed and often weakened by inadequate diet or constant worry about being fat. The ubiquitous propaganda of women's dieting is as repulsive and oppressive as Chinese foot binding making women childlike rather than grown-up: we've all heard men calling beautiful women babes or dolls, and we all know that anorexia stops menstruation. The subordinate position of women evidenced in both foot binding and obsessive concern for losing weight is related to patriarchal construction of women's roles. As a result, women are obsessed with beauty and end up satisfied with less pay and subordinate positions in society as long as they are regarded as feminine and pretty. Whereas social controls in ancient China were overt, the modern practice uses more subtle kinds of social controls, such as the influence of the fashion and beauty industry and peer pressure. But in both cases women feel forced to mold their bodies to a patriarchal standard of beauty one that emphasizes soft curves, tiny waists, and daintiness rather than strength and power.

2. Following the 9/11 terrorist attack on the World Trade Center and the Pentagon, media analysts tried to make sense of the horror by comparing it to different kinds of previous events. Some commentators likened it to Timothy McVeigh's bombing of the Alfred P. Murrah Federal Building in Oklahoma City in 1995, an argument that framed the terrorists as criminals who must be brought to justice. Others compared it to the 1941 Japanese attack on Pearl Harbor, an argument suggesting that the United States should declare war on some as-yet-to-be-defined enemy. Still others likened the event to an earthquake or an epidemic, arguing that terrorists will exist as long as the right conditions breed them, and that it is useless to fight them using the strategies of conventional war. Under this analogy, the war on terror is a metaphorical war like the war on poverty or the war against cancer. Clearly each of these resemblance arguments had high-stakes consequences.

The Bush administration chose the Pearl Harbor argument and went to war. Critics of the war continued to say that war was an inappropriate strategy for fighting the disease of terrorism. Thus, Colin Powell, the then Secretary of State, said on the occasion, "The Roman Empire. I'm familiar with the analogy. The Romans would always go out of their way to make an announcement: 'You are now dealing with the Roman Empire.' So if you pricked a senator in Rome, if you just pricked him through his toga with a pin, then Roman soldiers would seek out the village you came from – wherever it was – anywhere in the empire – however far-flung – and they would kill all your family and burn down your house, they'd slaughter everyone in sight and rape all your daughters, just to make the point, just to put a message across: Don't prick senators. But, sir, we're not Romans. And last time I looked at the constitution, we were still a republic, not an empire."

3. Lawyer Charles Rembar attacked the American Civil Liberties Union (ACLU) for its opposition to the mandatory reporting of AIDS cases. Rembar claimed that the ACLU position didn't take into account the seriousness of the AIDS problem. According to Rembar, the ACLU "clings to once useful concepts that are inappropriate to current problems. Like the French military, which prepared for World War II by building the Maginot Line, which was nicely adapted to the trench warfare of World War I, the ACLU sometimes hauls up legal arguments effective in old libertarian battles but irrelevant to those at hand..."

4. President Lyndon Johnson in the early years of the Vietnam War: “Nor would surrender in Vietnam bring peace because we learned from Hitler at Munich that success only feeds the appetite of aggression. The battle would be renewed in one country and then another country, bringing with it perhaps even larger and crueler conflict, as we have learned from the lessons of history.”

5. There are very few general laws of social science, but we can offer one that has a deserved claim: the restriction of the concept of humanity in any sphere never enhances a respect for human life. It did not enhance the rights of slaves, prisoners of wars, women, children, Jews, blacks, heretics, workers, Slavs, or Gypsies. The restriction of the concept of personhood in regard to the fetus will not do so either.

2. Advocates for right to die legislation legalizing active euthanasia under certain conditions often point to the Netherlands as a country where acceptance of euthanasia works effectively. Assume for the moment that your country has a ballot initiative legalizing euthanasia. Assume further that you have been hired as a lobbyist for (or against) the measure and have been assigned to do research on euthanasia in the Netherlands. **Working in small groups, make a list of research questions you would want to ask. Your long-range rhetorical goal is to use your background research to support (or attack) the ballot initiative by making a precedence argument focusing on the Netherlands. Apart from legalization of euthanasia in the Netherlands, you may consider any of the following:**

1. Abortion ban in Poland
2. Legalization of gay marriage in Great Britain
3. No mandatory military service in China
4. Mandatory military service for women in Israel
5. Surrogate motherhood ban in France
6. Pension age in Japan
7. Pension reform in India
8. Legalization of marijuana in the Netherlands
9. Parental leave for fathers (father’s quota) in Sweden
10. Maternity leave in the USA
11. ...

**Present your findings in class.**

### **13.5. WRITING ASSIGNMENT: A RESEMBLANCE MICRO-ARGUMENT**

The final assignment for this unit focuses on analogy or precedent as means of persuasion. You are to write a paper in which you draw parallels between your issue and an analogy / precedent to transfer the audience’s understanding of the latter to the former. Your work will involve a number of tasks: first, drafting your resemblance argument, then analyzing a sample resemblance argument, and, finally, writing a resemblance micro-argument as a major compulsory task and submitting an independent analysis of a resemblance argument and / or a peer review as minor optional tasks (depending on your own or your instructor’s choice).

#### **I. DRAFTING YOUR RESEMBLANCE ARGUMENT**

##### **Exploring Ideas**

In each case, begin by asking yourself how you feel about the subject. If you have negative feelings about a topic, then begin by calling up negative pictures that express those feelings (or if you have positive feelings, call up positive comparisons). As they emerge, test each one to see if it will work as an analogy. An effective analogy will convey both the feeling you have toward your topic and your understanding of the topic. For instance, the writer in the “cramming for an exam” example obviously believes that pumping iron for 10 hours before a weightlifting

match is stupid. This feeling of stupidity is then transferred to the original topic – cramming for an exam. But the analogy also clarifies understanding. The writer imagines the mind as a muscle (which gets exhausted after too much exercise and which is better developed through some exercise every day rather than a lot all at once) rather than as a large container (into which lots of stuff can be “crammed”). Now, bring your analogies to class and compare them to those of your groupmates. Select best analogies for each of the topics and be ready to say why you think they are good. If you choose, you can then use your analogy as the basis for an extended analogy for the coming writing assignment.

### **Identifying Your Audience and Determining What’s at Stake**

Before drafting your argument, identify your targeted audience and determine what’s at stake. Consider your responses to the following questions:

- What audience are you targeting? What quick background could you sketch to help them understand your issue? How much do they already care about it?
- Before they read your argument, what stance on your issue do you imagine them holding? What change do you want to bring about in their view?
- What will they find new or surprising about your resemblance argument?
- If you are arguing from precedent, will your audience be familiar with the precedent, or will you have to explain it?
- What dissimilarities or dis-analogies might they identify? What clarifications or counterarguments do you need to address to anticipate objections?
- Why does your argument matter? Who might be threatened or made uncomfortable by your views? What is at stake?

### **A Possible Organizational Structure for Your Resemblance Argument**

The most typical way to develop a resemblance argument is shown in the organization plan below. Of course, this structure can be varied in many ways, depending on your issue and rhetorical context. Sometimes writers open an argument with the analogy, which serves as an attention grabber.

#### **An Organization Plan for Resemblance Argument**

|                                                      |                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Introduce the issue and state your claim.</b>  | <ul style="list-style-type: none"> <li>• Engage readers interest in the issue to which you will apply your analogy or precedent.</li> <li>• Show how your issue is controversial or problematic and explain what’s at stake.</li> <li>• State your claim.</li> </ul>                                               |
| <b>2. Develop your analogy or precedent</b>          | <ul style="list-style-type: none"> <li>• Present the analogy or precedent.</li> <li>• Draw the explicit parallels you want to highlight between your issue and the analogy or precedent.</li> <li>• Help reader transfer insights or emotions derived from the analogy or precedent back to your issue.</li> </ul> |
| <b>3. Respond to possible objections (if needed)</b> | <ul style="list-style-type: none"> <li>• Anticipate dis-analogies, counter-arguments, or other objections.</li> <li>• Respond to them as appropriate.</li> </ul>                                                                                                                                                   |
| <b>4. Conclusion</b>                                 | <ul style="list-style-type: none"> <li>• Perhaps sum up your argument.</li> <li>• Help reader return to the big picture of what’s at stake.</li> <li>• End with something memorable.</li> </ul>                                                                                                                    |



### **Conditions for Rebuttal: Testing a Resemblance Argument**

Once you have written a draft, you can test its effectiveness by role-playing a skeptical audience. What follows are some typical questions audiences will raise about arguments of resemblance.

✓ *Will a skeptic say I am putting too much persuasive weight on my analogy or precedent?* The most common mistake people make with resemblance arguments is expecting them to do too much. Too often, an analogy is mistakenly treated as a logical proof rather than a playful figure suggesting tentative but significant insights.

For a good example of an analogy that tries to do too much, consider former President Reagan's attempt to prevent the United States from imposing economic sanctions on South Africa. Reagan wanted to argue that harming South Africa's economy would do as much damage to blacks as to whites. In making this argument, he compared South Africa to a zebra and concluded that one couldn't hurt the white portions of the zebra without also hurting the black. Now, the zebra analogy might work quite well to point up the interrelatedness of whites and blacks in South Africa. But it has no force whatsoever in supporting Reagan's assertion that economic sanctions would hurt blacks as well as whites.

The best way to guard against this charge is to qualify your argument and to find other means of persuasion to supplement an analogy or precedent argument.

✓ *Will a skeptic point out dis-analogies in my resemblance argument?* Arguments of resemblance depend on emphasizing the similarities between X and Y and playing down the dissimilarities. To refute a resemblance argument, one should try to highlight significant differences between the two things being compared rather than similarities. Thus, to refute the zebra analogy, one need only point out the dis-analogies between the zebra stripes and racial groups. (There are, for example, no differences in income, education, and employment between black and white stripes on a zebra.). Although there may be similarities between the two objects compared (as there will be between any two sufficiently complex objects), the differences are overwhelming.

✓ *Will a skeptic propose a counter-analogy?* A final way of testing a resemblance claim is to propose an alternative analogy or precedent that counters the original claim. Suppose you wanted to argue for the teaching of creationism along with evolution in the schools and your opponent said, "Teaching creationism along with evolution is like teaching the stork theory of where babies come from along with the biological theory." After showing the dis-analogies between creationism and the stork theory of reproduction, you could counter with your own analogy: "No, teaching creationism along with evolution is like bilingual education, where you respect the cultural heritage of all peoples." To the extent that your audience values pluralism and the preservation of different beliefs, your analogy may well provide them with a new perspective on the topic, a perspective that allows them to entertain an otherwise alien notion.

## **II. ANALYZING A RESEMBLANCE ARGUMENT**

**Read the argument, consider its structure, and analyze the writer's motivation, purpose, and rhetorical choices. Working in a group or as an individual, answer the questions after the text.**



## GRANTING UNIVERSAL AMNESTY: LIKE GIVING COOKIES TO A BABY

By Anne Roth

|                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>INTRODUCTION</b></p> <ul style="list-style-type: none"> <li>➤ Introduces the issue</li> <li>➤ Shows that the issue is controversial or problematic</li> <li>➤ Provides background needed by the audience</li> <li>➤ Ends with a claim of the category <i>X is / is not like Y</i></li> </ul> | <p>Currently, one of the most controversial issues in our state and nation is that of illegal immigration. Many citizens are concerned about how the estimated 12 million undocumented workers and residents in the U.S. affect the economy and contribute to crime (Thornborough 40, 42). In recent months, there has been talk in Washington of a plan to “unilaterally issue blanket amnesty for millions of illegal immigrants” (“GOP Lawmakers”). I, however, oppose blanket amnesty and believe that granting universal amnesty will only make the illegal immigration problem in our nation worse.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>BODY</b></p> <ul style="list-style-type: none"> <li>➤ Engages readers’ interest in the issue by applying an analogy or precedent</li> </ul>                                                                                                                                                  | <p>Let me use an analogy: I have two daughters. Like most kids, my daughters enjoy sweets. Like most moms, I try to monitor my kids’ consumption of treats in an effort to ensure that they eat a balanced diet. Cookies and other treats are kept out of the kids’ reach and are reserved for after the kids have eaten a good lunch or dinner. But let’s say that one day, when I’m not looking, Elizabeth (my oldest) finds a way to get into the cookie jar. I quickly discover her mischief before she has eaten the entire cookie. What should I do? Should I say, “Oh well, you already have the cookie. You worked hard to get it. Go ahead and eat it.” Or do I take the cookie away and let her know that her actions are unacceptable by issuing some type of consequence? Well, if I condone her behavior and let her keep her booty, I can expect that not only will Elizabeth take more cookies in the future, but Elizabeth’s little sister will want in on the action too. Before I know it, there won’t be any cookies left in the cookie jar.</p> |
| <ul style="list-style-type: none"> <li>➤ Draws and highlights explicit parallels between the issue and the analogy or precedent.</li> <li>➤ Helps readers transfer insights or emotions derived from the analogy or precedent back to the issue</li> </ul>                                         | <p>How does this hypothetical situation relate to illegal immigration and universal amnesty? Well, lawmakers can react to immigrants’ illegal border crossing in one of at least two ways: they can say, “Oh well, you’re already here. You worked hard for it. Go ahead and stay.” Or, they can let the illegal border crossers know that their actions are unacceptable by issuing some type of consequence. If lawmakers choose to condone the illegal behavior and grant the immigrants amnesty, many more aspiring immigrants will take note of our policy and follow the example of the immigrants who did not come here legally. And before we know it, there won’t be any cookies left in our metaphorical cookie jar.</p>                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>➤ <b>REFUTATION</b></li> <li>➤ Anticipates dis-analogies, counter-arguments, or other objections</li> <li>➤ Responds to them as appropriate</li> </ul>                                                                                                      | <p>Some might object because it is unmerciful to take away illegal aliens’ “cookies” after they worked so hard to get them. (After all, they were just hungry.) I concede this argument. Perhaps a more merciful consequence can be found (i.e., more merciful than imprisonment and / or deportation). However, I believe very strongly that there must be a consequence – and a stern one – to prevent further infractions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

|                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>➤ <b>CONCLUSION</b></p> <p>➤ Sums up the argument</p> <p>➤ Helps reader return to the big picture of what's at stake.</p> <p>➤ Ends with a restatement of the analogy or precedent.</p> | <p>In 1986, President Reagan signed into law the Immigration Reform and Control Act, granting amnesty to 2.7 million illegal immigrants. The Center for Immigration Studies (a non-profit, non-partisan think tank) is of the opinion that this piece of amnesty legislation increased the illegal immigration problem (Camarota). One New York Times reader from Rhode Island said it well: "Amnesty didn't work the first time – it encouraged another 12 million more to invade our border – and it won't work now. It is not reasonable to give the impression that once you're here we can't get rid of you" (Readers' Comments) – just like it is not reasonable to give my daughters the impression that once you've taken a cookie, I can't do anything about it.</p> <p style="text-align: right;">(590 words)</p> <p><b>Works Cited</b></p> <ol style="list-style-type: none"> <li>1. Camarota, Steven A. "New INS Report: 1986 Amnesty Increased Illegal Immigration." Center for Immigration Studies. Center for Immigration Studies, 12 Oct. 2000. Web. 4 August 2010.</li> <li>2. "GOP Lawmakers Issue Warn of Administration Plan to Grant Amnesty to Illegal Immigrants." FOX News. Fox News Network, 23 June 2010. Web. 4 Aug. 2010.</li> <li>3. Readers' Comments. "Arizona's Law, Activist Judges and Anchor Babies." New York Times. New York Times Company, 30 July 2010. Web. 4 Aug. 2010.</li> <li>4. Thornburgh, Nathan. "The Battle for Arizona." 14 June 2010.</li> </ol> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### ***Thinking Rhetorically about a Text***

1. In your own words, summarize briefly the problem that the writer addresses, her proposed solution, and her justifying reasons.
2. What motivating occasion prompted the writing?
3. What is the author's purpose in writing the argument? What are the author's underlying values, assumptions, and beliefs?
4. How does this author try to change her audience's view?
5. What is the analogy this argument rests on? How effective is this analogy? Does the analogy succeed in moving the readers toward a positive identification with prevention of illegal immigration and a negative view of universal amnesty to illegal immigrants?
6. What are the dis-analogies between the categories compared (little children and illegal immigrants; cookies and amnesty; stealing cookies and getting privileges unlawfully)?
7. How persuasive do you find the writer's stance? How would you analyze this argument from the perspectives of logos, ethos, pathos, and kairos?
8. What is the argument's intended audience? How effective is the argument for its intended audience? Would it be effective for readers outside the intended audience? Why or why not?
9. What objections does the writer address? How well does she refute these opposing views?
10. What is the writer's angle of vision? By angle of vision, we mean the filter, lens, or selective seeing through which the writer is approaching the issue. What is left out from this argument? Is there anything this author does not see?
11. What do you see as the major strengths and weaknesses of the argument?
12. Choose an additional focus from the **Questions for Rhetorical Analysis** to apply to this argument. How does this question affect your perspective of the argument?

### III. PRACTICING YOUR RESEMBLANCE ARGUMENT

#### A) A WRITTEN DEBATE /ANALYSIS OF A RESEMBLANCE ARGUMENT

**Comment in writing on the strengths and weaknesses of a resemblance argument below (on your choice). Consider the questions after the texts.**

1)

#### THE AMERICAN DREAM

By Hannah Hammond

"You better watch out; you better not cry; better not pout, I'm telling you why... He's making a list, checking it twice; gonna find out who's naughty or nice." Nearly all Americans have heard the lyrics to this song, "Santa Claus is Coming to Town," which is based on a doctrine regarding the fictional man that society has made real to the nation's youth: the portly, jolly Santa Claus who carries a sack bursting with gifts that will be delivered to children on Christmas Eve. This catchy tune suggests that Santa will give presents only to the virtuous children, while the "naughty" kids will receive nothing; thus, it aims to motivate children to follow the necessary principles in order to be rewarded with their greatest desires. This myth places an array of hope into the youth, for it declares that any child has the equal ability to receive whatever they ask for. When Christmas morning arrives, a young, defiant boy born into a family of great wealth, wakes up to a surplus of presents under the tree and spends his morning unwrapping everything he has ever dreamed of. Just a "sleigh ride" away, a little girl kneels at the base of her Christmas tree and sobs at the revelation that Santa didn't bring her one single present, despite her immeasurable efforts to be the best child she could possibly be. It is at that moment, when a praiseworthy child discovers none of the promised rewards, that one may question the existence of Santa Claus. Just as the youth have been convinced to believe that good behavior will ensure Christmas gifts, virtually all Americans have been convinced to believe in the fallacy of meritocracy and the delusion of the American Dream.

These misconceiving ideologies have molded the meaning of a "true U.S citizen" and have been embedded into the people and organizations since the dawn of our nation. Meritocracy is the belief in "a system in which advancement is based on individual ability or achievement," and it supports the American Dream that everyone is equally able to succeed with hard work and perseverance and has the potential to live a happy, successful life ("Meritocracy"). President Obama powerfully reaffirmed the nation's commitment to this notion of equal opportunity when he declared, "We are true to our creed when a little girl born into the bleakest poverty knows that she has the same chance to succeed as anybody else..." (Stiglitz). As enlightening and motivating as this statement is, it is nothing more than a devious falsehood. Hypnotized by the assurance of great prosperity and equal opportunity, people are blind to the ugly truths of this nation and remain victimized by the deceptions of the American Dream.

The myriads of heartwarming "rags to riches" tales that are incessantly dangled in the faces of America have caused the population to be suctioned into the jolly American Ethos. The claim that everyone has the equal opportunity to become and achieve whatever they want has lulled the discontent of those born into the lower classes and has embedded the discernibly false impression that diligence will surely rise one up the social caste. The misapprehension is that every individual in these enchanted stories were only able to progress from the bottom to the top either because of superior natural abilities or extraordinary luck. Horatio Alger published many books based on the central theme of the poor boy that rose from "rags to riches" simply with hard work and resolve. The misconception is that the boy's rise was only enabled by the aid of an immensely wealthy man: a privilege that, surely, not every poor child will receive (Turley). Nevertheless, his books caused a great influence on the aspirations of the American people and left them in a sense of complacency. Unfortunately, the breach between aspiration and reality could hardly be larger. Countless studies have exposed the defenseless claim of this "land of equal opportunity" and have revealed that the equality of the United States currently falls below that of almost any other advanced nation. According to the Pew research, the U.S placed dead

last in a study of six wealthy countries: with just four percent of the people rising from the bottom fifth of to the top fifth of household income (Fahey). This statistic languishes the reality of historian James Adams' depiction of the American Dream: "A social order in which each man and each woman shall be able to attain to the fullest stature of which they are innately capable, and be recognized by others for what they are" (Fahey).

With Bill Clinton's assertion that Americans "who work hard and play by the rules shouldn't be poor," Adam's vision became a magical utopian, and the American Dream evolved into an informal entitlement (Samuelson). The 46 million Americans that remain in poverty are now chastened by this belief, and they are satirized as lazy people that choose to live under such apathetic conditions. One must consider to what extent a child's future in the intellectual world depends on the income and education of his parents. Children of poor families may not receive the foundation and skills that will be critical to thrive in the intellectual world. While children in affluent families are likely to be enriched with quality education, lessons to discover and advance innate skills, as well as better health care and nutrition, they get a substantial head start as the poor are left far behind. A Brookings's Institution study reports that, "only one-third of children born to the poorest fifth of Americans graduate high school with at least a 2.5 grade-point average and without having become a parent or been convicted of a crime." Statistics elucidate this tragedy and reveal that the life forecasts of an American are more dependent on one's family origins than in almost any other advanced country (Samuelson). The U.S claims to preserve equality by using a system of meritocracy, which ensures that jobs are given strictly based on merit rather than a person's characteristics or background. This portrayal is highly misleading, for unmerited discrimination remains tenaciously persistent even in today's society. Still, women are paid less than men, and African Americans and Latinos are paid less than whites (Stiglitz). In addition, African Americans are more likely to be stuck at the bottom and fall from the middle of the economic ladder across a generation, and women remain critically underrepresented in the elite corporate world, with a very few percentage becoming C.E.O.s (Kling). This discrimination subsidizes America's inequality, and it proves that one's status is dependent on much more than just "hard work and playing by the rules."

Beneath the issues of poverty and discrimination lies the broader issue of education: the Scrooge of the American Dream. Economic segregation continually increases along with the escalating gap in educational performance (Stiglitz). Education in the U.S is professed as the engine of opportunity and the gateway to financial success. This generation is raised on the dogma that one must earn a college degree to have any chance at a satisfactory life. Following this doctrine that virtually promises happiness, many students become burdened by substantial student loan debts that are impossible to discharge, weather you complete your degree or not. A study from the Kansas City Federal Reserve reveals that less than sixty percent of students graduate within six years; and student debt now totals around \$1 trillion (Samuelson). While some graduates are able to land a high paying job and pay off their loans, others have no luck and are left jobless and drowning in debt. So, those who come from modest means are faced with the decision either to skip college and be "condemned to a life of poor prospects" or take on the encumbrance of colossal debt. Since society has made the acquisition of a college degree quintessential to the path of prosperity, people are increasingly earning them. As a result, the playing field is leveling out once again and, increasingly, a bachelor's degree is no longer the magical key to success. Now, one often needs a master's or even a Ph.D. degree, as well as several, usually unpaid, internships in order to ascend the corporate ladder. And it is typically the higher class that is granted these opportunities, for they are more likely to have the connections and social capital that will help them reach the top. Ultimately, even though education is accessible to all, the lack of equality is evident; as the quality and quantity of attainable schooling substantially varies between each individual.

There is nothing immoral about reassuring words of encouragement and hope, for it brightens people's lives – causing them to feel happy, optimistic, and motivated by rewarding conduct. Unfortunately, the ideal of the American Dream has become an alternative for

discussing real problems and a “collective act of self-deception” (Samuelson). The belief in Santa brings utter bliss to the nation’s children, as they enjoy imagining all the presents he is going to bring them, visiting him in public places, and even singing the vivacious lyrics of *Santa Claus is Coming to Town*. But, once a child discovers that Santa isn’t real and that they have been lied to their entire life, sorrow sets in and their jubilant spirit crumbles. The little girl remains sobbing beneath the emptiness of her Christmas tree as she comes to the revelation that Santa Claus is a myth. Hearing his daughter’s anguish, her father approaches and embraces her firmly in his arms. With a soft, yet honest and encouraging voice, he begins to enlighten her of the magnificent American Dream. As she listens to such reassuring words, her sob fades and her spirit becomes replenished with optimism and joy. Innocently, the little girl is led from one deception to the next, and it is only a matter of time before she realizes this, too, is merely an exercise of make-believe.

### ***Thinking Rhetorically about a Text***

1. What points of comparison is the author making in the opening discussion of the reality of the American Dream? How does it clarify the author’s understanding of the concept?
2. What motivating occasion prompted the writing?
3. Is this piece based on an undeveloped or an extended analogy? Explain why you think so. Do you find the analogy effective? Does it have a suitable depth and comprehensiveness for its purpose?
4. How does the author appeal to logos? What does she use for evidence? Is sufficient evidence provided to support the ideas and opinions presented?
5. How does this argument reflect the writer’s values? How would you characterize the author’s ethos?
6. What appeals to pathos does the author make in this argument? Go back to the text and support your opinion with examples.
7. What audience is the author targeting? Whose views of the American Dream do you think she wants to change?
8. Does the writer effectively anticipate alternative views? If so, which alternative views does she address?
9. How effective do you find her argument? Why? What do you see as the major strengths and weaknesses of the argument?
10. What is the author’s purpose in writing the argument?
11. Choose an additional focus from the **Questions for Rhetorical Analysis** to apply to this argument. How does this question affect your perspective of the argument?

2)

## **AGAINST OUR WILL – MEN, WOMEN AND RAPE**

By Susan Brownmiller

Pornography has been so thickly glossed over with the patina of chic these days in the name of verbal freedom and sophistication that important distinctions between freedom of political expression (a democratic necessity), honest sex education for children (a societal good), and ugly smut (the deliberate devaluation of the role of women through obscene, distorted depictions) have been hopelessly confused. Part of the problem is that those who traditionally have been the most vigorous opponents of porn are often those same people who shudder at the explicit mention of any sexual subject. Under their watchful, vigilante eyes, frank and free dissemination of educational materials relating to abortion, contraception, the act of birth, the female biology in general is also dangerous, subversive, and dirty. (I am not unmindful that frank and free discussion of rape, “the unspeakable crime,” might well give these righteous vigilantes further cause to shudder.) Because the battle lines were falsely drawn a long time ago,

before there was a vocal women's movement, the anti-pornography forces appear to be, for the most part, religious, Southern, conservative, and right-wing, while the pro-porn forces are identified as Eastern, atheistic, and liberal.

But a woman's perspective demands a totally new alignment, or at least a fresh appraisal. The majority report of the President's Commission on Obscenity and Pornography (1970), a report that argued strongly for the removal of all legal restrictions on pornography, soft and hard, made plain that 90 percent of all pornographic material is geared to the male heterosexual market (the other 10 percent is geared to the male homosexual taste), that buyers of porn are "predominantly white, middle-class, middle-aged married males" and that the graphic depictions, the meat and potatoes of porn, are of the naked female body and of the multiplicity of acts done to that body.

Discussing the content of stag films, "a familiar and firmly established part of the American scene," the commission report dutifully, if foggily, explained, "Because pornography historically has been thought to be primarily a masculine interest, the emphasis in stag films seems to represent the preferences of the middle-class American male."

The commissioners in this instance had merely verified what purveyors of porn have always known: hard-core pornography is not a celebration of sexual freedom; it is a cynical exploitation of female sexual activity through the device of making all such activity, and consequently all females, "dirty." Heterosexual male consumers of pornography are frankly turned on by watching lesbians in action (although never in the final scenes, but always as a curtain raiser); they are turned off with a sudden swiftness of a water faucet by watching naked men act upon each other. One study quoted in the commission report came to the unastounding conclusion that "seeing a stag film in the presence of male peers bolsters masculine esteem." Indeed. The men in groups who watch the films, it is important to note, are *not* naked.

When male response to pornography is compared to female response, a pronounced difference in attitude emerges. According to the commission, "Males report being more highly aroused by depictions of nude females, and show more interest in depictions of nude females than (do) females." Quoting the figures of Alfred Kinsey, the commission noted that a majority of males (77 percent) were "aroused" by visual depictions of explicit sex while a majority of females (68 percent) were not aroused. Further, "females more often than males reported 'disgust' and 'offense.'"

From whence comes this female disgust and offense? Are females sexually backward or more conservative by nature? The gut distaste that a majority of women feel when we look at pornography, a distaste that, incredibly, it is no longer fashionable to admit, comes, I think, from the gut knowledge that we and our bodies are being stripped, exposed, and contorted for the purpose of ridicule to bolster that "masculine esteem" which gets its kick and sense of power from viewing females as anonymous, panting playthings, adult toys, dehumanized objects to be used, abused, broken, and discarded.

This, of course, is also the philosophy of rape. It is no accident (for what else could be its purpose?) that females in the pornographic genre are depicted in two cleanly delineated roles: as virgins who are caught and "banged," or as nymphomaniacs who are never sated. The most popular and prevalent pornographic fantasy combines the two: an innocent, untutored female is raped and "subjected to unnatural practices" that turn her into a raving, slobbering nymphomaniac, a dependent sexual slave who can never get enough of the male.

There can be no "equality" in porn, no female equivalent, no turning of the tables in the name of bawdy fun. Pornography, like rape, is a male invention, designed to dehumanize women, to reduce the female to an object of sexual access, not to free sensuality from moralistic or parental inhibition. The staple of porn will always be the naked female body, breasts and genitals exposed, because as man devised it, her naked body is the female's "shame," her private parts the private property of man, while his are the ancient, holy, universal, patriarchal instrument of his power, his rule by force over *her*.

Pornography is the undiluted essence of anti-female propaganda. Yet the very same liberals who were so quick to understand the method and purpose behind the mighty propaganda machine of Hitler's Third Reich, the consciously spewed-out anti-Semitic caricatures and obscenities that gave an ideological base to the Holocaust and the Final Solution, the very same liberals who, enlightened by blacks, searched their own conscience and came to understand that their tolerance of "nigger" jokes and portrayals of shuffling, rolling-eyed servants in movies perpetuated the degrading myths of black inferiority and gave an ideological base to the continuation of black oppression – these very same liberals now fervidly maintain that the hatred and contempt for women that find expression in four-letter words used as expletives and in what are quaintly called "adult" or "erotic" books and movies are a valid extension of freedom of speech that must be preserved as a Constitutional right.

To defend the right of a lone, crazed American Nazi to grind out propaganda calling for the extermination of all Jews, as the American Civil Liberties Union (ACLU) has done in the name of free speech, is, after all, a self-righteous and not particularly courageous stand, for American Jewry is not currently threatened by storm troopers, concentration camps, and imminent extermination, but I wonder if the ACLU's position might change if, come tomorrow morning, the bookstores and movie theaters lining Forty-second Street in New York City were devoted not to the humiliation of women by rape and torture, as they currently are, but to a systematized commercially successful propaganda machine depicting the sadistic pleasures of gassing Jews or lynching blacks?

Is this analogy extreme? Not if you are a woman who is conscious of the ever-present threat of rape and the proliferation of a cultural ideology that makes it sound like "liberated" fun. The majority report of the President's Commission on Obscenity and Pornography tried to pooh-pooh the opinion of law enforcement agencies around the country that claimed their own concrete experience with offenders who were caught with the stuff led them to conclude that pornographic material is a causative factor in crimes of sexual violence. The commission maintained that it was not possible at this time to scientifically prove or disprove such a connection.

But does one need scientific methodology in order to conclude that the anti-female propaganda that permeates our nation's cultural output promotes a climate in which acts of sexual hostility directed against women are not only tolerated but ideologically encouraged? A similar debate has raged for many years over whether or not the extensive glorification of violence (the gangster as hero; the loving treatment accorded bloody shoot-'em-ups in movies, books, and on TV) has a causal effect, a direct relationship to the rising rate of crime, particularly among youth. Interestingly enough, in this area – nonsexual and not specifically related to abuses against women – public opinion seems to be swinging to the position that explicit violence in the entertainment media does have a deleterious effect; it makes violence commonplace, numbingly routine and no longer morally shocking.

More to the point, those who call for a curtailment of scenes of violence in movies and on television in the name of sensitivity, good taste, and what's best for our children are not accused of being pro-censorship or against freedom of speech. Similarly, minority group organizations, black, Hispanic, Japanese, Italian, Jewish, or American Indian, that campaign against ethnic slurs and demeaning portrayals in movies, on television shows, and in commercials are perceived as waging a just political fight, for if a minority group claims to be offended by a specific portrayal and relates it to a history of ridicule and oppression, few liberals would dare to trot out a Constitutional argument in theoretical opposition, not if they wish to maintain their liberal credentials. Yet when it comes to the treatment of women, the liberal consciousness remains fiercely obdurate, refusing to be budged, for the sin of appearing square or prissy in the age of the so-called sexual revolution has become the worst offense of all.



### ***Thinking Rhetorically about a Text***

1. Summarize the argument in your own words.
2. The writer states that pornography degrades and humiliates women the same way that anti-Semitic literature degrades and humiliates Jews, or that myths of black inferiority degrade and humiliate blacks. According to the writer, how does pornography degrade and humiliate women?
3. What dis-analogies might a skeptic point out between pornography and racist propaganda?
4. What is the main point the writer wishes to drive home by arguing from precedent? Are you familiar with the precedent or do you have to be explained / do research about it?
5. Analyze the writer's rhetorical appeals to logos, ethos, and pathos. Which strategy of persuasion is the leading one?
6. What audience is the writer addressing? Who might support her views? Who might be threatened or made uncomfortable by her views?
7. How does the writer's angle of vision operate in the selection and framing of evidence? What is the writer's bias? What are the writer's underlying values, assumptions, and beliefs?
8. What are the chief objections (if any) that you might make to this proposal? What possible objections does the writer address? How well does she refute them?
9. What do you see as the major strengths of the argument? How about weaknesses?
10. What is thought provoking about this argument? How does it cause you to view the issue differently?
11. Choose an additional focus from the **Questions for Rhetorical Analysis** to apply to this argument. How does this question affect your perspective of the argument?

### **B) A RESEMBLANCE MICRO-ARGUMENT**

The micro-theme assignments for this unit will not require as extensive a process as that required for a full-scale argument. Because few arguments are devoted entirely to a resemblance claim, and because many arguments from resemblance are used in service of other claims, this assignment asks you simply to write a piece of an argument 250-300 words long.

#### **OPTION 1: *An Analogy Micro-argument***

Imagine that you are writing a longer argument for or against an X of your choice. As part of your argument, you want to influence your reader's emotional or intellectual understanding of X, in either a positive or a negative direction, by comparing it to a more familiar Y. Write the portion of your argument that develops the extended analogy. **You may dwell on any one of your analogy claims you wrote previously or any other topic you care to provide.**

**Present your micro-argument in class.**

#### **OPTION 2: *A Precedence Micro-argument***

Imagine that you are writing a proposal argument of the kind "We should / should not do X" and that one of your reasons will develop a precedence argument as follows: "We should / should not do X because doing X will lead to the same good / bad consequences that we experienced when we did Y". Write the portion of your argument that develops this precedence claim. **You may dwell on any one of your precedent claims you wrote previously or any other topic you care to provide.**

**Present your micro-argument in class.**

### **C) A PEER REVIEW**

Using the **Resemblance Argument Peer Review worksheet**, analyze a groupmate's **resemblance micro-argument** (see the **Supplement** for the *Resemblance Argument Peer Review Worksheet* template).



## UNIT 14. THE EVALUATION ARGUMENT

**Of all the talents bestowed upon men, none is so precious as the gift of oratory.  
He who enjoys it wields a power more durable than that of a great king.  
He is an independent force in the world. Abandoned by his party, betrayed by his friends,  
stripped of his offices, whoever can command his power is still formidable.**

*Winston Churchill*

### 14.1. THE NATURE OF THE EVALUATION ARGUMENT

There are five stasis categories of argument: definition arguments, cause / consequence arguments, analogy / resemblance arguments, **evaluation arguments**, and proposal arguments.

In our roles as citizens and professionals, we are continually expected to make difficult evaluations, to defend them, and even to persuade others to accept them. Often we will defend our judgments orally – in committees making hiring and promotion decisions, in management groups deciding which of several marketing plans to adopt, or at parent advisory meetings evaluating the success of school policies. Sometimes, too, we will be expected to put our arguments in writing.

Practice in thinking systematically about the process of evaluation, then, is valuable experience. In this unit, we focus on evaluation arguments of the type “X is / is not a good Y” and “X is good / bad” and the strategy needed for conducting such arguments. Analyze the following micro-arguments:

#### **Case 1**

Barack Obama’s impact on world history is mixed. While Obama campaigned to withdraw troops from Iraq and Afghanistan, he was unable to completely achieve this objective. This is an obvious negative for his impact on the world. However, as the first black man to lead one of the most powerful nations on earth, he will forever be remembered as a living milestone for civil rights and progress.

**Within which categories does the writer evaluate Barack Obama? What are the criteria the writer uses to evaluate his contributions? Would you accept these criteria? Can you think of a good politician that does *not* meet the suggested criteria? What other criteria might an arguer offer to evaluate a politician?**

#### **Case 2**

When former tennis star Margaret Court argued that Martina Navratilova’s admitted homosexuality kept her from being a proper role model for young tennis players, sports writer Steve Kelley disagreed: “Navratilova is one of the best female tennis players of all time, and, in fact, an excellent role model. She is self-made. She didn’t learn the game playing with the privileged classes. She is honest and well-spoken in interviews. She doesn’t kiss off questions with stock clichés... Navratilova is a voracious reader, fluent in four languages. She belongs to the Sierra Club, reads several newspapers a day. Navratilova is a political junkie who has the courage of her convictions... and integrity in openly acknowledging her homosexuality, an admission that has her cost millions in endorsements.”

**What criteria for a role model for young tennis players does S. Kelley use? How does he argue that the person in question *does* meet the criteria? How subjective are they? What are his opponent’s probable counterarguments? What are the speakers’ underlying values, assumptions, and beliefs?**

#### **Case 3**

The ideal research and composition class offers students the opportunity to learn about different research methods, practice properly citing sources according to their chosen or assigned style guide, and perfect their writing skills with a variety of different essay and paper types.

However, the best research and composition courses also include an emphasis on revision and giving and receiving feedback about written work. To do this, the instructor must foster a supportive and emotionally safe classroom environment for students to share their work with one another. English 101 at Northwestern Michigan Community College meets many of the criteria to be considered an excellent research and composition course at the community college level.

**What are the criteria the writer uses to argue that attending English 101 course would be good? Who is the audience that the writer addresses in this argument? What is the author's claim and purpose?**

### **An Overview of Categorical and Ethical Evaluation Arguments**

In this unit, we explain strategies for conducting two different kinds of evaluation arguments.

First, we examine categorical evaluations of the kind “Is this thing a good member of its class?” (Was Donald Trump a good leader?) In such an evaluation, the writer determines the extent to which a given something possesses the qualities or standards of its category or class. What are the traits of good leaders? Does Donald Trump possess these traits?

Second, we examine ethical arguments of the kind “Is this action right / wrong?” (Was it right or wrong to drop atomic bombs on Hiroshima and Nagasaki in World War II?) In these arguments, the writer evaluates a given act from the perspective of some system of morality or ethics.

To see the difference between the two kinds of evaluations, consider the case of terrorists. From a non-ethical standpoint, you could make a categorical evaluation by saying that certain people are “good terrorists” in that they fully realize the purpose of the class “terrorist”: they cause great anguish and damage with a minimum of resources, and they bring much attention to their cause. In other words, they are good at what they do – terrorism. However, if we want to condemn terrorism on ethical grounds, we have to construct an ethical argument that terrorism is wrong. The ethical question is not whether a person fulfills the purposes of the class “terrorist,” but whether it is wrong for such a class to exist. In the rest of this unit, we will explain categorical evaluations and ethical evaluations in more detail.

## **14.2. CONSTRUCTING A CATEGORICAL EVALUATION ARGUMENT**

### **14.2.1. The Criteria-Match Structure of Categorical Evaluation Arguments**

A categorical evaluation “X is / is not a good Y” uses a criteria-match structure similar to the structure we examined in **definition arguments** (see Unit 11). A typical claim-with-reasons frame for an evaluation argument takes the following shape: This thing / phenomenon is / is not a good member of its class because it meets / fails to meet criteria A, B, and C. In addition to the term *good*, a number of other evaluative terms involve the same kind of thinking – *effective*, *successful*, *workable*, *excellent*, *valuable*, and so forth.

The main conceptual difference between an evaluation argument and a definition argument is the nature of the contested category. In a definition argument, one argues whether a particular thing belongs within a certain category (e.g., Is abortion a *murder*?). In an evaluation argument, we know what category a particular thing belongs to, but we don't know whether it is a good or bad instance of that class (e.g., Is Computer-Aided Instruction an *effective* teaching method?). As in definition arguments, warrants specify the criteria to be used for the evaluation, whereas the stated reasons and grounds assert that the case meets these criteria.

To illustrate the criteria-match structure of an evaluation argument, let's look at an example that, for the sake of simplicity, asserts just one criterion (most arguments will, of course, develop several criteria):

**Enthymeme:** Computer-aided instruction (CAI) is an effective teaching method because it encourages self-paced learning.

**Claim:** Computer-aided instruction is an effective teaching method.

**Stated Reason:** Computer-aided instruction encourages self-paced learning.

**Warrant (Criterion):** Only those teaching methods that encourage self-paced learning can be called effective.

To develop this argument, the writer would have to defend both the criterion (warrant) and the match (stated reason). Somewhere in the essay, the writer would have to argue that an effective teaching method is one that allows students to work at their own pace; he would also have to argue that CAI instruction actually meets this criterion. (Of course, if self-paced instruction is the only criterion for effectiveness that the writer is proposing, he will have to justify the great weight he is giving to that criterion, which most readers would not believe is a necessary criterion for effectiveness, much less a sufficient one.)

#### **14.2.2. The General Strategy For The Categorical Evaluation Argument**

The general strategy for categorical evaluation arguments is 1) to establish criteria for the category, and then 2) to argue that the case meets or does not meet the criteria. In writing your argument, you have to decide whether your audience is apt to accept your criteria or not. If you want to argue, for example, that pit bulls do not make good pets because they are potentially vicious, you can assume that most readers will share your assumption that viciousness is bad. Likewise, if you want to praise the new tax bill because it cuts out tax cheating, you can probably assume readers agree that tax cheating is bad.

##### **1. Developing Your Criteria**

How do you go about finding the criteria you'll need for distinguishing a good teacher from a poor teacher, a good movie from a bad movie, a successful manager from an unsuccessful manager, a healthy diet from an unhealthy diet and so forth? To help you develop your criteria, we suggest a three-step thinking process:

1. Place the thing you are evaluating in the smallest relevant category.
2. Develop criteria for your evaluation based on the purpose or function of this category.
3. Determine the relative weight of your criteria.

Let's look at each of these steps in turn.

##### **Step 1: Place the thing you are evaluating in the smallest relevant category**

In determining the quality or value of any given case, you must first figure out what your standard of comparison is. Placing your contested thing in the smallest category is a crucial first step. Suppose, for example, that you want a professor to write you a letter of recommendation for a summer job. The professor will need to know what kind of summer job it is. Are you applying to become a camp counselor, a law office intern, a retail sales clerk or a tour guide at a wild animal park? Each of these jobs has different criteria for excellence. Or, suppose that you want to evaluate e-mail as a medium of correspondence. To create a stable context for your evaluation, you need to place e-mail in its smallest relevant category. You may choose to evaluate e-mail as a medium for business communication (by contrasting e-mail with direct personal contact, phone conversations or postal mail), as a medium for staying in touch with high school friends (in contrast, say, to text messaging or Facebook), or as a medium for carrying on a long-distance romance (in contrast, say, to old-fashioned "love letters"). Again, criteria will vary across these different categories.

By placing your contested thing in the smallest relevant class, you avoid the apples-and-oranges problem. That is, to give a fair evaluation of a perfectly good apple, you need to judge it under the class "apple" and not under the next larger class, "fruit," or a neighboring class such as "orange." And to be even more precise, you may wish to evaluate your apple in the class "eating apple" as opposed to "pie apple" because the latter class is supposed to be tarter and the former class juicier and sweeter.

##### **Step 2: Develop criteria for your evaluation based on the purpose or functions of this category**

Once you have located your contested thing in its appropriate class, you should next determine what the purpose or function of this class is. Let's suppose that the summer job you are applying for is tour guide at a wild animal park. The functions of a tour guide are to drive

the tour buses, make people feel welcome, give them interesting information about the wild animals in the park, make their visit pleasant, and so forth. Criteria for a good tour guide would thus include reliability and responsibility, a friendly demeanor, good speaking skills, and knowledge of the kinds of animals in the wild animal park. Consequently, you wouldn't want your professor's evaluation to praise your term paper on Napoleon Bonaparte or your successful synthesis of some compound in your chemistry lab. Rather, the professor should highlight your dependability, your neat appearance, your good speaking skills, and your ability to work with groups. On the other hand, if you were applying for graduate school, then your term paper on Bonaparte or your chem lab wizardry would be relevant. In other words, the professor has to evaluate you according to the class "tour guide," not "graduate student," and the criteria for each class derive from the purpose or function of the class.

In our e-mail example, suppose that you want to evaluate e-mail as a medium for business communication. The purpose of this class is to provide a quick and reliable means of communication that increases efficiency, minimizes misunderstandings, protects the confidentiality of internal communications, and so forth. Based on these purposes, you might establish the following criteria:

A good medium for business communication:

- is easy to use, quick, and reliable;
- increases employee efficiency;
- prevents misunderstandings;
- maintains confidentiality where needed.

### **Step 3: Determine the relative weight of your criteria**

Even though you have established criteria, you must still decide which of the criteria are most important. In some evaluations, all the criteria are equally important. However, sometimes a phenomenon to be evaluated is strong in one criterion but weak in another – a situation that forces the evaluator to decide which criterion takes precedence. For example, the supervisor interviewing candidates for tour guide at the wild animal park may find one candidate who is very knowledgeable about the wildlife but doesn't have good speaking skills. The supervisor would need to decide which of these two criteria gets more weight. These sorts of questions are at the heart of many evaluative controversies. Thus, a justification for your weighting of criteria may well be an important part of your argument.

## **2. Making Your Match**

Once you've established and weighed your criteria, you've got to figure out how well your contested thing meets them. You proceed by gathering examples and other evidence to show that the thing being evaluated meets or does not meet the criteria. For example, your professor could argue that you would be a good wildlife park tour guide because you have strong interpersonal skills (based on your work on a college orientation committee), that you have good speaking skills (based on a speech you gave in the professor's class), and that you have quite a bit of knowledge about animals and ecology (based on your major in environmental science).

In our e-mail example, you might establish the following working claim:

Despite its being easy to learn, quick, and reliable, e-mail is often not an effective medium for business communication because it reduces worker efficiency, leads to frequent misunderstandings, and often lacks confidentiality.

You could develop your last three points as follows:

- **E-mail reduces worker efficiency.** You can use personal anecdotes and research data to show how checking e-mail is addictive and how it eats into worker time (one research article says that the average worker devotes ten minutes of every working hour to reading and responding to e-mail).

- **E-mail leads to misunderstandings.** Because an e-mail message is often composed rapidly without revision, e-mail can cause people to state ideas imprecisely, to write something they would never say face-to-face, or to convey an unintended tone. You could give a personal example of a high-consequence misunderstanding caused by e-mail.

- **E-mail often lacks confidentiality.** You could provide anecdotal or research evidence of cases in which a person clicked on the “reply to all” button rather than the “reply” button, sending a message intended for one person to a whole group of people. Also, people sometimes forward e-mails without the sender’s permission. Finally, e-mail messages are archived forever, so messages that you thought were deleted may show up years later in a lawsuit. As these examples illustrate, the key to a successful match argument is to use sufficient examples and other evidence to show how your contested phenomenon meets or does not meet each of your criteria.

## **FOLLOW UP**

**The following small-group exercise gives you a good model of the process you will need to go through in order to write your own evaluation essay. Working in small groups, evaluate a controversial member of one of the following classes:**

- a celebrity / political figure / athlete, etc.
- any of the social media: a newspaper / website / public / hosting, etc.
- a university / work policy
- a book / song / film, etc.
- a restaurant / college hangout, etc.
- an X of your choice

1. Choose a controversial member within one of these classes as the specific person, thing, or event you are going to evaluate (Kim Kardashian / Hamburger Haven / smoke-free zoning, and so forth).

2. Place your controversial person or thing within the smallest relevant class, thus providing a rhetorical context for your argument and showing what is at stake (from “celebrity” to “actor”, from “college hangout” to “late-night study places”). Do you want to evaluate Hamburger Haven in the broad category of *restaurants*, in the narrow category of *hamburger joints*, or in a different narrow category such as *late-night study places*?

3. Make a list of the purposes or functions of that class and then list the criteria that a good member of that class would have to have in order to accomplish the purposes. (What is the purpose or function of a college hangout versus a late-night study place? What criteria for excellence can you derive from these purposes or functions?)

4. If necessary, rank order your criteria from most to least important. (For a late-night study place, what is more important: good ambience, Wi-Fi availability, good coffee, or convenient location?)

5. Evaluate your contested thing by matching it to each of the criteria. Provide examples and other evidence to show how your contested something matches or does not match each of your criteria. (As a late-night study place, Coffee Closet beats out Hamburger Haven. Although Hamburger Haven has the most convenient location, Coffee Closet has Wi-Fi, an ambience conducive to studying, and excellent coffee.)

**6. Write an enthymeme and develop it into a micro-argument of 200-250 words.**

## **14.3. CONSTRUCTING AN ETHICAL EVALUATION ARGUMENT**

### **14.3.1. An Overview of Ethical Arguments**

A second kind of evaluation argument focuses on moral or ethical issues, which can often merge or overlap with categorical evaluations. Many apparently straightforward categorical evaluations can turn out to have an ethical dimension. For example, let’s consider criteria for buying a car. Most people would base their evaluations on cost, safety, comfort, and so forth. But some people may feel morally obligated to buy the most fuel-efficient car, or to buy a car from a national manufacturer, or to not buy from a manufacturer whose labor policies they find morally repugnant. Depending on how large a role ethical considerations play in the evaluation, we may choose to call this an ethical argument based on moral considerations rather than a categorical evaluation based on the purposes of a class or category.



It is uncertainty about purpose that makes ethical evaluations particularly complex. In making a categorical evaluation, we assume that every class or category of being has a purpose, that the purpose should be defined as narrowly as possible, and that the criteria for judgment derive directly from that purpose. For example, the purpose of a computer repairperson is to analyze the problem with my computer, to fix it, and to do so in a timely and cost-efficient manner. Once I formulate this purpose, it is easy for me to define criteria for a good computer repairperson. In ethical evaluations, however, the place of purpose is much fuzzier. In making ethical evaluations, we don't always analyze the function of the class manager or judge or computer repairperson. Who people are or what their social function is may make no difference to our ethical assessment of their actions or traits of character. A morally bad person may be a good judge, and a morally good person may be terrible at repairing computers and even worse at being a manager.

As the discussion so far has suggested, disagreements about an ethical issue often stem from different systems of values that make the issue irresolvable. It is precisely this problem the lack of shared assumptions about value that makes it so important to confront issues of ethics with rational deliberation. The arguments you produce may not persuade others to your view, but they should make others think seriously about it, and they should help you work out more clearly the reasons and warrants for your own beliefs. By writing about ethical issues, you see more clearly what you believe and why you believe it. Although the arguments demanded by ethical issues require rigorous thought, they force us to articulate our most deeply held beliefs and our richest feelings.

When we are faced with an ethical issue, we must move from arguments of good or bad to arguments of right or wrong. The terms *right* and *wrong* are clearly different from the terms *good* and *bad* when the latter terms mean, simply, "effective" (meets purposes of class, as in "This is a good laptop") or "ineffective" (fails to meet purposes of class, as in "This is a bad cookbook"). But *right* and *wrong* often also differ from what seems to be a moral use of the terms *good* and *bad*. We may say, for example, that sunshine is good because it brings pleasure, and that cancer is bad because it brings pain and death, but that is not quite the same thing as saying that sunshine is "right" and cancer is "wrong." It is the problem of "right" and "wrong" that ethical arguments confront.

There are many schools of ethical thought – too many to cover in this brief overview – so we'll limit ourselves to two major systems: arguments from consequences and arguments from principles.

### **Consequences as the Base of Ethics**

Perhaps the best-known example of evaluating acts according to their ethical consequences is utilitarianism, a down-to-earth philosophy that grew out of nineteenth century British philosophers' concern to demystify ethics and make it work in the practical world. Jeremy Bentham, the originator of utilitarianism, developed the goal of the greatest good for the greatest number, or "greatest happiness," by which he meant the most pleasure for the least pain. John Stuart Mill, another British philosopher, built on Bentham's utilitarianism by using predicted consequences to determine the morality of a proposed action. Mill's consequentialist approach allows you readily to assess a wide range of acts. You can apply the principle of utility – which says that an action is morally right if it produces a greater net value (benefits minus costs) than any available alternative action – in virtually any situation, and it will help you reach a decision. Obviously, however, it's not always easy to make the calculations called for by this approach because, like any prediction of the future, an estimate of consequences is conjectural. In particular, it's often very hard to assess the long-term consequences of any action. Too often, utilitarianism seduces us into a short-term analysis of a moral problem simply because long-term consequences are difficult to predict.

### **Principles as the Base of Ethics**

Any ethical system based on principles will ultimately rest on moral tenets that we are duty bound to uphold, no matter what the consequences. Sometimes the moral tenets come from religious faith – for example, the Ten Commandments. At other times, however, the principles are derived from philosophical reasoning, as in the case of German philosopher Immanuel Kant. Kant

held that no one should ever use another person as a means to his own ends, and that everyone should always act as if his acts are the basis of universal law. In other words, Kant held that we are duty bound to respect other people's sanctity and to act in the same way that we would want all other people to act. The great advantage of such a system is its clarity and precision. We are never overwhelmed by a multiplicity of contradictory and difficult-to-quantify consequences; we simply make sure we are following (or not violating) the principles of our ethical system and proceed accordingly.

### **14.3.2. General Strategies for Ethical Evaluation Arguments**

To show you how to conduct an ethical argument, let's now apply these two strategies to an example. In general, you can conduct an ethical evaluation by using the frame for either a principles-based argument or a consequences-based argument or a combination of both.

*Principles-Based Frame:* An act is right (wrong) because it follows (violates) principles A, B, and C.

*Consequences-Based Frame:* An act is right (wrong) because it will lead to consequences A, B, and C, which are good (bad).

To illustrate how these frames might help you develop an ethical argument, let's use them to develop arguments for or against capital punishment.

#### **Constructing a Principles-Based Argument**

A principles-based argument looks at capital punishment through the lens of one or more guiding principles. Kant's principle that we are duty bound not to violate the sanctity of other human lives could lead to arguments opposing capital punishment. One might argue as follows:

*Principles-based argument opposing capital punishment:* The death penalty is wrong because it violates the principle of the sanctity of human life.

You could support this principle either by summarizing Kant's argument that one should not violate the selfhood of another person or by pointing to certain religious systems such as Judeo-Christian ethics, where one is told, "Vengeance is mine, saith the Lord" or "Thou shalt not kill." To develop this argument further, you might examine two exceptions in which principles-based ethicists may allow killing – self-defense and war – and show how capital punishment does not fall into either category.

Principles-based arguments can also be developed to support capital punishment. You may be surprised to learn that Kant himself – despite his arguments for the sanctity of life – supported capital punishment. To make such an argument, Kant evoked a different principle about the suitability of the punishment to the crime: There is no sameness of kind between death and remaining alive even under the most miserable conditions, and consequently there is no equality between the crime and the retribution unless the criminal is judicially condemned and put to death.

Stated as an enthymeme, Kant's argument is as follows:

*Principles-based argument supporting capital punishment:* Capital punishment is right because it follows the principle that punishments should be proportionate to the crime.

In developing this argument, Kant's burden would be to show why the principle of proportionate retribution outweighs the principle of the supreme worth of the individual. Our point is that a principles-based argument can be made both for and against capital punishment. The arguer's duty is to make clear what principle is being evoked and then to show why this principle is more important than opposing principles.

#### **Constructing a Consequences-Based Argument**

Unlike a principles-based argument, which appeals to certain guiding maxims or rules, a consequences-based argument looks at the consequences of a decision and measures the positive benefits against the negative costs. Here is the frame that an arguer might use to oppose capital punishment on the basis of negative consequences:

**Consequences-based argument opposing capital punishment:** *Capital punishment is wrong because it leads to the following negative consequences:*

- the possibility of executing an innocent person;
- the possibility that a murderer who may repent and be redeemed is denied that chance;
- the excessive legal and political costs of trials and appeals;
- the unfair distribution of executions so that one's chances of being put to death are much greater if one is a minority or is poor.

To develop this argument, the reader would need to provide facts, statistics, and other evidence to support each of the stated reasons.

A different arguer might use a consequences-based approach to support capital punishment:

**Consequences-based argument supporting capital punishment:** *Capital punishment is right because it leads to the following positive consequences:*

- it may deter violent crime and slow down the rate of murder;
- it saves the cost of lifelong imprisonment;
- it stops criminals who are menaces to society from committing more murders;
- it helps grieving families reach closure and sends a message to victim's families that society recognizes their pain.

It should be evident, then, that adopting an ethical system doesn't lead to automatic answers to one's ethical dilemmas. A system offers a way of proceeding a way of conducting an argument but it doesn't relieve you of personal responsibility for thinking through your values and taking a stand. When you face an ethical dilemma, we encourage you to consider both the relevant principles and the possible consequences the dilemma entails.

In many arguments, you can use both principles-based and consequences-based reasoning as long as irreconcilable contradictions don't present themselves.

## **FOLLOW UP**

**Working as individuals or in small groups, use the previous examples on capital punishment as a model and develop a frame for an ethical argument (based on principles, consequences or both) for or against any two of the following actions:**

1. Eating meat
2. Legalizing assisted suicide for the terminally ill
3. Legalizing prostitution
4. Cloning people
5. Selling organs
6. Generating state revenue through lotteries
7. Using public transportation instead of owning a car
8. Buying a hybrid car
9. Giving license to bear arms to civilians
10. Introducing population control
11. ...

**Share your arguments with your group mates.**

## **14.4. COMMON PROBLEMS IN MAKING EVALUATION ARGUMENTS**

When conducting evaluation arguments, writers can bump up against recurring problems that are unique to evaluation. In some cases, these problems complicate the establishment of criteria; in other cases, they complicate the match part of the argument. Let's look briefly at some of these common problems.



### **The problem of standards – *what is commonplace vs what is ideal***

In various forms, we experience the dilemma of the commonplace versus the ideal all the time. Is it fair to get a ticket for going seventy miles per hour on a sixty-five-mile per-hour freeway when most of the drivers go seventy miles per hour or faster? Does what is *commonplace* (going seventy) override what is *ideal* (obeying the law)? Is it better for high schools to pass out free contraceptives to students because students are having sex anyway (what's *commonplace*), or is it better not to pass them out in order to support abstinence (what's *ideal*)?

We experience this dilemma in various forms throughout our lives. It is the conflict between absolutes and cultural relativism, between written law and customary practice.

### **The problem of mitigating circumstances**

This problem occurs when an arguer claims that unusual circumstances should alter our usual standards of judgment. Ordinarily, it is fair for a teacher to reduce a grade if you turn in a paper late. But what if you were up all night taking care of a crying baby? Does that count as a *mitigating circumstance* to waive the ordinary criterion? When you argue for mitigating circumstances, you will likely assume an especially heavy burden of proof. People assume the rightness of usual standards of judgment unless there are compelling arguments for abnormal circumstances.

### **The problem of choosing between two goods or two bads**

Not all arguments of value, of course, clearly deal with bad and good, but with choosing between two bads or two goods. Often an evaluation issue forces us between a rock and a hard place. Should we cut pay or cut people? Put our grandparents in a nursing home or let them stay at home where they have become a danger to themselves? In such cases one has to weigh conflicting criteria, knowing that the choices are too much alike – either both bad or both good.

### **The problem of seductive empirical measures**

The need to make distinctions among relative goods or relative bads has led many persons to seek quantifiable criteria that can be weighed mathematically. Thus we use grade point averages to select scholarship winners, student evaluation scores to decide merit pay for teachers, and combined scores of judges to evaluate figure skaters.

In some cases, such empirical measures can be quite acceptable. But they are often dangerous because they may discount important non-quantifiable traits (inadequately measure the value of the people or things they purportedly evaluate). The problem with empirical measures, then, is that they seduce us into believing that complex judgments can be made mathematically, thus rescuing us from the messiness of alternative points of view and conflicting criteria.

### **The problem of cost**

A final problem that can crop up in evaluations is cost. Something may be the best possible member of its class, but if it costs too much, we have to go for second or third best. We can avoid this problem somewhat by placing items into different classes on the basis of cost. For example, a Mercedes will exceed a Kia on almost any criterion, but if we can't afford more than a Kia, the comparison is pointless. It is better to compare a Mercedes to a Lexus and a Kia to an equivalent Ford. Whether costs are expressed in dollars, personal discomfort, moral repugnance, or some other terms, our final evaluation of an item must take cost into account.

## **14.5. WRITING ASSIGNMENT: AN EVALUATION ARGUMENT**

The final assignment for this unit focuses on evaluation disputes about controversial phenomena. You are to write a paper in which you try to change your readers' minds about the value, worth, or ethics of something. Your work will involve a number of tasks: first, drafting your evaluation argument, then, analyzing a sample evaluation argument, and, finally, writing an evaluation review or argument as a major compulsory task and submitting a written debate and / or a peer review as minor optional tasks (depending on your own or your instructor's choice).

## I. DRAFTING YOUR EVALUATION ARGUMENT

### Exploring Ideas

Evaluation issues are all around us. Think of disagreements about the value of a person, thing, action, or phenomenon within the various communities to which you belong – your dorm, home, or apartment community; your school community, including clubs or organizations; your academic community, including classes you are currently taking; your work community; and your city, state, national, and world communities. Once you have settled on a controversial thing to be evaluated, place it in its smallest relevant category, determine the purposes of that category, and develop your criteria.

### Identifying Your Audience and Determining What's at Stake

Before drafting your argument, identify your targeted audience and determine what's at stake. Consider your responses to the following questions:

- What audience are you targeting? What background do they need to understand your issue?
- How much do they already care about it?
- Before they read your evaluation argument, what stance on your issue do you imagine them holding? What change do you want to bring about in their view?
- What will they find new or surprising about your argument?
- What objections might they raise? What counterarguments or alternative points of view will you need to address?
- Why does your evaluation matter? Who might be threatened or made uncomfortable by your views? What is at stake?

### Possible Organizational Structures for Your Evaluation Argument

As you write your discovery draft, you may follow a typical structure for an evaluation argument.

#### Organization Plan 1: The Criteria and Match in Separate Sections

|                                                    |                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Introduce the issue and state your claim</b> | <ul style="list-style-type: none"><li>• Engage reader's interest in your evaluation issue and show why it is controversial or problematic.</li><li>• Show what's at stake.</li><li>• Provide background information needed by your audience.</li><li>• State your claim.</li></ul>                                                                     |
| <b>2. Present your criteria</b>                    | <ul style="list-style-type: none"><li>• State and develop criterion 1.</li><li>• State and develop criterion 2.</li><li>• Continue with the rest of your criteria.</li><li>• Anticipate and respond to possible objections to the criteria.</li></ul>                                                                                                  |
| <b>3. Present your match</b>                       | <ul style="list-style-type: none"><li>• Consider restating your claim for clarity.</li><li>• Argue that your case meets / does not meet criterion 1.</li><li>• Argue that your case meets / does not meet criterion 2.</li><li>• Continue with the rest of your match.</li><li>• Anticipate and respond to possible objections to the match.</li></ul> |
| <b>4. Conclude</b>                                 | <ul style="list-style-type: none"><li>• Perhaps sum up your argument.</li><li>• Help reader return to the "big picture" of what's at stake.</li><li>• End with something memorable.</li></ul>                                                                                                                                                          |

## Organization Plan 2: The Criteria and Match Interwoven

|                                                           |                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Introduce the issue and state your claim</b>        | <ul style="list-style-type: none"> <li>Engage reader's interest in your evaluation issue and show why it is controversial or problematic.</li> <li>Show what's at stake.</li> <li>Provide background information needed by your audience.</li> <li>State your claim.</li> </ul>                                      |
| <b>2. Present series of criterion-match sections</b>      | <ul style="list-style-type: none"> <li>State and develop criterion 1 and argue that your case meets / does not meet the criterion.</li> <li>State and develop criterion 2 and argue that your case meets / does not meet the criterion.</li> <li>Continue with the rest of your criterion-match sections.</li> </ul> |
| <b>3. Respond to possible objections to your argument</b> | <ul style="list-style-type: none"> <li>Anticipate and summarize possible objections.</li> <li>Respond to the objections through rebuttal or concession.</li> </ul>                                                                                                                                                   |
| <b>4. Conclude</b>                                        | <ul style="list-style-type: none"> <li>Perhaps sum up your argument.</li> <li>Help reader return to the "big picture" of what's at stake.</li> <li>End with something memorable.</li> </ul>                                                                                                                          |

### Conditions for Rebuttal: Testing an Evaluation Argument

Here is a list of questions you can use to analyze an evaluation argument:

✓ *Will a skeptic accept my criteria?* Many evaluative arguments are weak because the writers have simply assumed that readers will accept their criteria. Whenever your audience's acceptance of your criteria is in doubt, you will need to argue for your criteria explicitly.

✓ *Will a skeptic accept my general weighting of criteria?* Another vulnerable spot in an evaluation argument is the relative weight of the criteria. How much anyone weights a given criterion is usually a function of his or her own interests relative to your contested something. You should always ask whether some particular group might have good reasons for weighting the criteria differently.

✓ *Will a skeptic accept my criteria but reject my match?* The other major way of testing an evaluation argument is to anticipate how readers may object to your stated reasons and grounds. Will readers challenge you by showing that you have cherry-picked your examples and evidence? Will they provide counterexamples and counterevidence?

✓ *Are my criteria based on the smallest relevant class?* For example, the 1999 film *The Blair Witch Project* will certainly be a failure if you evaluate it in the general class movies, in which it would have to compete with the 1939 *Gone with the Wind* and other great classics. But if you evaluate it as a horror film or a low-budget film, it will have a greater chance for success and hence of yielding an arguable evaluation.

✓ *Will a skeptic question my standard of reference?* In questioning an arguments criteria, a skeptic can also focus on the standard of reference used what's commonplace versus what's ideal. If you have argued that your something is bad because it doesn't live up to what's ideal, you can expect some readers to defend it on the basis of what's commonplace. Similarly, if you argue that your contested thing is good because it is better than its competitors, you can expect some readers to point out how short it falls from what is ideal.

✓ *Will a skeptic criticize my use of empirical measures?* The desire to quantify criteria through empirical measures is always open to criticism. As we have discussed earlier, what's most measurable isn't always significant when it comes to assessing the worth of something. For instance, consider the problems of relying on grade point average as a criterion for employment. Many employers rely heavily on grades when hiring college graduates. But according to every major study of the relationship between grades and work achievement, grades are about as reliable as palm reading when it comes to predicting life success.

Ethical arguments can be critiqued through appeals to principles or consequences.

✓ *What are the costs of adhering to this principle?* If an ethical argument appeals primarily to principles, it can be vulnerable to a simple cost analysis. There will undoubtedly be some costs, or else there would be no real argument.

✓ *Have I calculated the consequences accurately?* If an ethical argument is based on consequences, we should ask whether it violates any rules or principles, particularly such commandments as the Golden Rule – “Do unto others as you would have others do unto you” – which most members of our audience adhere to. Have you considered all of the possible consequences, particularly unintended ones? Do you offer evidence that the predicted consequences will in fact come to pass? Do you show convincingly that the consequences of any given action are a net good or evil?

## II. ANALYZING AN EVALUATION ARGUMENT

**Read the argument, consider its structure, and analyze the writer’s motivation, purpose, and rhetorical choices. Working in a group or as an individual, answer the questions after the text.**

### SCREAM BY EDWARD MUNCH

By Jean MacKenzie

|                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>INTRODUCTION</b></p> <ul style="list-style-type: none"> <li>➤ Introduces an issue</li> <li>➤ Engages readers’ interest in the issue and shows what’s at stake</li> <li>➤ Shows why evaluation of the issue is controversial or problematic</li> </ul>                                        | <p>Visual art as we know it today is completely different from what had been created before the 20th century. Realistic depictions of the surrounding reality has given up its place in favor of attempts to convey the artist’s inner world directly through the diversity of shapes, colors, and means of visual depiction. Hence, a reasonable question arises: how should one evaluate pieces of modern art, given that traditional criteria of assessment do not apply easily in this case? Unlike traditional art, where one can make judgments about the scene, an artist’s skills, and composition, modern art should be evaluated in a slightly different manner.</p>                                                                                                                                                          |
| <p><b>BODY</b></p> <ul style="list-style-type: none"> <li>➤ Provides background information needed by the audience</li> <li>➤ Summarizes and refutes opposing views</li> <li>➤ Presents the claim of the category<br/><i>X is a good Y</i></li> <li>➤ States the criteria of evaluation</li> </ul> | <p>Even though there exist numerous artistic laws and rules, any assessment made about a piece of art remains subjective; I believe that one can easily explain why someone likes a particular piece of art, but will not be able to persuade those who disagree with them or have no artistic taste. Considering this, let us refer to <i>Scream</i> – a famous painting by Edward Munch. Though it was painted more than 120 years ago, it still makes a perfect example of modern art. Personally, I usually evaluate paintings by their lucidity, strength of artistic means (such as composition, coloring, and so on), and the creator’s ability to communicate with the audience through a canvas.</p>                                                                                                                           |
| <ul style="list-style-type: none"> <li>➤ States and develops criterion 1</li> <li>➤ Shows that the case under study meets the criterion</li> </ul>                                                                                                                                                 | <p>Despite its expressionistic distorted shapes and disturbing colors, <i>Scream</i> is still a realistic painting, performed in an expressionist manner. Its scene contains no abstract symbols or figures; its elements are clearly visible and do not require interpreting, which proves that the painting is realistic. Hence, in terms of comprehension, Munch’s <i>Scream</i> can be relatively easily perceived by all people, and thus is open for reasoned debates about its artistic value. It is good for any piece of art, as people should be able to discuss what they perceive; for example, in the case of <i>The Black Square</i> by Malevich (which is also a significant and symbolic painting), it is much more difficult for people to understand the artistic value of what they are shown (RealArtsHistory).</p> |

|                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>➤ States and develops criterion 2</p> <p>➤ Shows that the case under study meets the criterion</p>                                                  | <p>By his painting, Munch completely fulfilled the idea of expressionism: conveying the feelings through the canvas. Compositional means used by the artist create a feeling that a figure in the center is pierced and oppressed by the surrounding nature, and at the same time, the scenery looks unstable. Intersecting diagonal lines of the bridge and the river, as well as the impending skies, create tension; right in its center, a figure screaming in horror looks crushed by the power of nature and uncertainty; even despite that the figure is not alone (the two people standing nearby) the painting is soaked with the feeling of despair and loneliness: due to the use of a slightly distorted perspective, Munch created an unbridgeable distance between the central figure and people who witness this artwork. These impressions are powered up by disturbing colors used by the artist, and curvy lines that make the scene look like a delusion. The picture definitely affects anybody who looks at it.</p> |
| <p>➤ States and develops criterion 3</p> <p>➤ Shows that the case under study meets the criterion</p>                                                  | <p><i>Scream</i> was created in a manner typical for Edward Munch, though some features in this painting were exaggerated. Thin dark figures with sunken eyes, disturbing dim colors, the sensation of loneliness, generalized scenery – these were Munch’s regular artistic techniques, and all of them were embodied in “Scream.” Thus, this painting can be called a complete embodiment of Munch’s creative method; this method, however, was inspired by Munch’s severe psychological disorders. The artist suffered from manic-depressive psychosis, and his paintings are a testament to his psychological condition and show people how deep his sufferings were (AllBios).</p>                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>CONCLUSION</b></p> <p>➤ Sums up evaluation</p> <p>➤ Restates the claim</p> <p>➤ Help readers return to the “big picture” of what’s at stake.</p> | <p><i>Scream</i> by Edward Munch is a perfect example of modern art. Though it had been painted almost a century ago, it still remains modern, both because of the universal character of existential problems raised by it, and by the artistic means used. Munch created an emotionally influential, powerful piece of art; the artistic means he used completely convey the feelings of despair and loneliness, and all of Munch’s tragic personality seems to be expressed in this painting.</p> <p style="text-align: right;">(677 words)</p> <p><b>Works Cited</b></p> <ol style="list-style-type: none"> <li>1. Smart, Lesley. “The Tragic Genius of Edward Munch.” AllBios. N.p., 11 Oct. 2010. Web. 28 Feb. 2014.</li> <li>2. “Real History of Modern Arts.” RealArtsHistory. N.p., 2 June 2009. Web. 27 Feb. 2014.</li> </ol>                                                                                                                                                                                                  |

### ***Thinking Rhetorically about a Text***

1. Is it an ethical or a categorical argument? Or both? What makes you think so?
2. What criteria are used to evaluate the case in question? Does the writer create an argument for the appropriateness of these criteria? If so, how effective is it?
3. How effectively does the case match each of the established criteria?
4. Who is the audience that the writer addresses in this argument? Whose views of modern art do you think the writer wants to change?
5. To what extent does the writer develop audience-based reasons for her audience? Does she try to anticipate and respond to objections her audience might raise?
6. How does this argument reflect the writer’s values? What are they? What is the warrant(s) of the claim?



7. Does the author appeal to logos? What is her main claim and what are her reasons? What does she use for evidence?

8. What appeals to pathos does the author make in this argument? How well are these suited to the conservative reader?

9. How would you characterize the author's ethos? Does she seem knowledgeable and credible? Does she seem fair to stakeholders in this controversy?

10. How persuasive do you find the writer's point of view? How does it expand your understanding of the issue?

11. What do you think may be the author's purpose in writing the argument?

### **III. PRACTICING YOUR EVALUATION ARGUMENT**

#### **A) A WRITTEN DEBATE**

**Read the article, answer the questions after the text, and write a 250-to-300-word letter to the author / editor expressing and explaining your point of view on the issue.**

#### **HOMEWORKING SOUNDS GOOD – UNTIL YOUR JOB TAKES OVER YOUR LIFE**

By John Harris

The supposedly looming return to normality – whatever that is – may have almost squashed the hopes of a more equal, mutual-aiding, communitarian country that briefly flared to life during the first lockdown. But for those lucky enough to have a job that can just about be done without leaving the house, perhaps one alleged source of optimism still burns bright.

Big companies seem more open than ever to the idea of homeworking arrangements staying in place even after the worst of the pandemic is over and restrictions are lifted, and for some people the old grind of commuting and congregating in offices may at least partially be over. What this could mean for the smaller businesses that depend on the presence of large employers is clear from our emptied-out city centers, but “hybrid working” is the season's most fashionable corporate concept, often talked up in the same la-di-da tones as all those lockdown-based articles about Zoom fatigue and the trials of baking bread.

In more sober tones, the Financial Times recently reported that some of Britain's largest employers are in the midst of “reviews of working practices” and that most of the companies its journalists had contacted said they expected to soon introduce employment models split between the office and home. They included the professional services company PricewaterhouseCoopers, NatWest, HSBC (which apparently expects to cut its “property footprint” by 40%), Virgin Media, and the online retail giant Very, whose “chief people officer” sounded less like a bringer of good news than someone cracking the whip: “We want our colleagues to be hyper-productive at home and hyper-collaborative in the office.”

The current push for homeworking is tangled up with such genuinely liberating possibilities as the four-day week, but the differences between them are obvious. Long before the arrival of Covid-19, technology was blurring the distinctions between leisure and work, as demands on people's time poured into their homes via laptops and smartphones, and ambitious twentysomethings were sold a new dream of apartment blocks that come with state-of-the-art workspaces.

In Europe, there is rising noise about the so-called “right to disconnect”, whereby workers can enforce the separation of work and downtime. But the pandemic also seems to have created the perfect pretext for the two becoming fatally blurred: if your home now doubles as your workplace, you should not be surprised if your job seems to have taken over even more of your life.

In September last year, researchers at New York University and Harvard Business School published their analysis of the emails and online meetings of 3.1 million remote workers in such cities as Chicago, New York, London, Tel Aviv, and Brussels, in the very early phases of their

countries' first lockdowns. They found that the length of the average working day had increased by 8.2%, or nearly 50 minutes, "largely due to writing emails and attending meetings beyond office hours".

The researchers acknowledged the possibility that longer days might sometimes be the result of people having "freedom over their own schedule", but also talked about a possible "blurred distinction between work and personal life, in which it becomes easy to overwork due to the lack of clear delineation between the office and home". Here, perhaps, is the key to the widely held belief that homeworking makes people more productive: it may well do, but only because it makes them put in more hours. A subsequent report by the British think-tank Autonomy saw in the research something insidious and perhaps unstoppable, "society's shift away from synchronous to asynchronous work, where hours are put in at any time, and the week expands bit by bit".

If this happens, the negative consequences will snowball. Recent UK reports have found that more than a quarter of people working from home do so from either a sofa or a bedroom, and that more than a third have developed musculoskeletal problems. And what of the psychological effects of technology that enables companies to monitor homeworkers' activity, or the lack of it? Tracking software is becoming a common feature of remote-working setups, and the names of the apps on offer are often less than subtle – one package offering "work time tracking, productivity measurement, all activity tracking, [and] absence monitoring" is called StaffCop.

It is not exactly a revelation that the stresses and pressures of homeworking fall disproportionately on women, who are often faced with an impossible pile-up of childcare, home schooling, and the demand to be constantly on call. Again, research from the US is instructive here, showing that men are far more likely than women to experience homeworking as a boost to their productivity and career prospects (and if you want to instantly understand the gender politics of this crisis, consider that 3 million women have dropped out of the American workforce in the past year). To those privileged and self-confident enough to embrace the idea of a life without them, workplaces might be bywords for tedium and anxiety, but they are also where efforts to tackle inequalities acquire coherent shape. If employees are scattered, these things will often either founder, or not start in the first place.

Clearly, the rising prevalence of working from home also threatens new dimensions to class inequality. The daily commute and eight or so hours spent in a workplace at least denoted some kind of universal experience. Now, we seem to be on the cusp of a new economic model that splits people between those allowed – or positively encouraged – to work from home, and others who simply can't. Moreover, those supposedly able to embrace homeworking will have drastically different experiences according to their domestic environment.

Space and quiet are likely to become new determinants of status, which will surely further increase the disadvantages piled on to the young: there is, after all, a big difference between laboring in a shared house and creating a home office in some expansive residence in the suburbs or countryside. We also need to think about the way that weakened ties to the office might dilute employers' obligations to some of their staff – today's homeworker could easily become tomorrow's freelancer, with the loss of rights that usually implies.

Freedom and flexibility are nice words to put on motivational posters, but no one should overlook the eternal tensions between those old adversaries capital and labor – and how people are likely to accept demands from their employers in the midst of raised unemployment and difficult post-pandemic times. After-hours Zoom sessions and endless emails might eat into time once kept free of work, but if the alternative is either universal credit or the gig economy, will anyone want to complain? This, I fear, is the perfect way to lay a path to a future that would be hellish: phones trilling long into the evening, surveillance software following our every domestic move, and the barrier between work and leisure dissolving into nothing.

### ***Thinking Rhetorically about a Text***

1. Does the writer argue effectively that problem exists? What strategies does the writer use to demonstrate the problem?
2. What motivating occasion prompted the writing (a current event, a crisis, a recently published alternative view, or another ongoing problem)?
3. What is the author's purpose in writing the argument?
4. How does this argument reflect the writer's values?
5. Who is the audience that the writer addresses in this argument? How large is it?
6. How persuasive do you find this argument? How would you analyze it from the perspectives of logos, ethos, pathos, and kairos?
7. What criteria does the writer use to evaluate homeworking as a working practice? Would you accept these criteria? Why, or why not? What other criteria might an arguer offer?
8. What reasoning from principles and consequences does the writer offer in support of the legitimacy of his view? Is it an ethical or a categorical argument? Or both? What makes you think so?
9. Has the writer calculated the consequences accurately? Has the writer considered all of the possible consequences, particularly unintended ones? Does the writer offer evidence that the predicted consequences will in fact come? Does the writer show convincingly that the consequences are good or evil?
10. To what extent did the writer respond persuasively to objections? Which of his refutations is weakest? What are the chief objections that might be made to this proposal?
11. Is there anything to strike you as problematic, memorable, or disturbing in this argument?

### **B) AN EVALUATION ARGUMENT**

#### **OPTION 1. Read and analyze the sample reviews below.**

##### ***A Sample Categorical Review***

With the development and expansion of the Internet, many hobbies and preoccupations of modern people have gained a new dimension. The internet allows enthusiasts to unite to share their excitement about trends, to communicate, and share experiences. Specialized websites provide users with even more information about their subjects of interest and help discover new boundaries of their passions. This refers to movies, arts, modeling, programming, literature, and music as well. One can hardly find a person who would not be listening to music on the way to work, at home, or elsewhere. There are plenty of websites that allow music lovers to stay in touch with the news relating to their hobby.

One such website is Last.fm: a mix of social network and an Internet-radio that tracks down the music its users listen to. This website is of great benefit for music enthusiasts and besides, it has a number of advantages compared to other sources providing similar services.

The availability of multiple functions also speaks in favor of Last.fm. One of its significant advantages over many other musical websites is the function of scrobbling, which means tracking down the music one had been listening to. This technology is convenient and definitely helpful for music lovers. With its aid, Last.fm searches for people with similar musical preferences and shoes one a list of those whose interests match to some extent. These people are called neighbors, and the idea is that they can get acquainted with the fans of their favorite kind of music and, most likely, make new friends. The information about upcoming events nearby, as well as recommendations given about new music that a user might like are also gathered and introduced by means of scrobbling.

At the same time, if you want to use Last.fm for communication, you might find that traditional social networks are more suitable for this purpose. Despite the function of searching for possible friends and a variety of groups uniting around different interests, communicating with the help of Last.fm does not seem convenient. It might be used at first to get acquainted



with a new person, for instance, from the neighbors list, but further communication would be easier if pursued on specialized social networks such as Facebook. However, there are many people who are sure that Last.fm is perfectly suitable for simple communication, not just searching and organizing one's music.

The website Last.fm is a convenient and useful for music lovers. Last.fm possesses many successful features that make it a favorite over many of its competitors. Its simple organization of large amounts of information, a variety of useful functions, such as facts about musicians, a possibility to buy tracks and listen to them for free online, and to search for people with common interests speak in favor of Last.fm. Despite some issues concerning monetary policies and using this website as a social network, Last.fm is still a real gem for those who like to listen to music and are seeking novelties in this sphere.

(500 words)

### ***Thinking Rhetorically about a Text***

1. What genre of argument is this? How do the conventions of that genre help determine the depth, complexity, and even appearance of the argument?
2. Is it an ethical or a categorical argument? What makes you think so?
3. What facts, data, and other evidence does this author use and what are the sources of these data?
4. What are this author's criteria for a good specialized website?
5. Identify the criteria part and the match part within the review.
6. Who is the audience that the writer addresses in this argument? To what extent does the writer develop audience-based reasons for his audience?
7. How does the writer use pathos, ethos, and logos as persuasive appeals? Which is the leading one?
8. What objections does the writer address? How well does he refute these opposing views?
9. What is the author's purpose in writing the argument?

### ***Sample Ethical Reviews***

*Bonnie and Clyde*, the crime film released in 1967, pioneered a new era of filmmaking tearing down barriers in the depiction of violence and sexuality. The movie was based on the Great Depression-era robbery team known as Bonnie and Clyde. Clyde Barrow (played by Warren Beatty) turns a chance encounter with the bored, small-town Bonnie Parker (Faye Dunaway) into the opportunity to launch a notorious crime spree.

*Bonnie and Clyde* glamourized crime in a way that would have been unthinkable under the censorship guidelines known as the Hays Production Code, which had been superseded by a ratings system in 1966. Critics complained that *Bonnie and Clyde* would unleash a tidal wave of cinematic carnage, while its defenders predicted it would free filmmakers from the type of corporate chains that had stifled artistic creativity. What cannot be argued is that the film resonated with the public and became not only a box-office blockbuster but a major contributor to the 1960s pop culture.

The only critic who came up with a positive review from the very beginning was Pauline Kael, who worked for *The New Republic* magazine in those times, but *The New Republic* refused to publish her positive review that contradicted to the mainstream critical perception. The editor of the *New Yorker* read her article and published this review, which played a crucial role in the film's promotion and changing public opinion. **Below, you'll find two reviews. Compare the pieces and analyze them rhetorically answering the after-you-read questions.**

## CAREERS OF MURDERERS PICTURED AS FARCE

By Bosley Crowther (the New York Times)

A raw and unmitigated campaign of sheer press-agentry has been trying to put across the notion that Warner Brothers' *Bonnie and Clyde* is a faithful representation of the desperado careers of Clyde Barrow and Bonnie Parker, a notorious team of bank robbers and killers who roamed Texas and Oklahoma in the post-Depression years.

It is nothing of the sort. It is a cheap piece of bald-faced slapstick comedy that treats the hideous depredations of that sleazy, moronic pair as though they were as full of fun and frolic as the jazz-age cut-ups in *Thoroughly Modern Millie*. And it puts forth Warren Beatty and Faye Dunaway in the leading roles, and Michael J. Pollard as their sidekick, a simpering, nose-picking rube, as though they were striving mightily to be the Beverly Hillbillies of next year.

It has Mr. Beatty clowning broadly as the killer who fondles various types of guns with a much nonchalance and dispassion as he airily twirls a big cigar, and it has Miss Dunaway squirming grossly as his thrill-seeking, sex-starved moll. It is loaded with farcical hold-ups, screaming chases in stolen getaway cars that have the antique appearance and speeded-up movement of the clumsy vehicles of the Key-stone Cops, and the indications of the impotence of Barrow until Bonnie writes a poem about him to extol his prowess, that are as ludicrous as they are crude.

Such ridiculous, camp-tinctured travesties of the kind of people these desperados were and of the way people lived in the dusty Southwest in those barren years might be passed off as candidly commercial movie comedy, nothing more, if the film weren't reddened with blotches of violence of the most grisly sort.

Arthur Penn, the aggressive director, has evidently gone out of his way to splash the comedy hold-ups with smears of vivid blood, as astonished people are machine-gunned. And he has staged the terminal scene of the ambuscading and killing of Barrow and Bonnie by a posse of policemen with as much noise and gore as in the climax of *The St. Valentine's Day Massacre*.

This blending of farce with brutal killing is as pointless as it is lacking in taste, since it makes no valid commentary upon the already travestied truth. And it leaves an astonished critic wondering just what purpose Mr. Penn and Mr. Beatty think they serve with this strangely antique, sentimental clap-trap, which opened yesterday at the Forum and the Murray Hill.

This is the film that opened the Montreal International Festival!

(415 words)

### **"BONNIE AND CLYDE"** **ARTHUR PENN'S ICONIC GANGSTER FILM**

By Pauline Kael (The New Yorker)

How do you make a good movie in this country without being jumped on? *Bonnie and Clyde* is the most excitingly American American movie since *The Manchurian Candidate*. The audience is alive to it. Our experience as we watch it has some connection with the way we reacted to movies in childhood: with how we came to love them and to feel they were ours – not an art that we learned over the years to appreciate but simply and immediately ours. When an American movie is contemporary in feeling, like this one, it makes a different kind of contact with an American audience from the kind that is made by European films, however contemporary. Yet any movie that is contemporary in feeling is likely to go further than other movies – go too far for some tastes – and *Bonnie and Clyde* divides audiences, as *The Manchurian Candidate* did, and it is being jumped on almost as hard. Though we may dismiss the attacks with "What good movie doesn't give some offense?," the fact that it is generally only good movies that provoke attacks by many people suggests that

the innocuousness of most of our movies is accepted with such complacency that when an American movie reaches people, when it makes them react, some of them think there must be something the matter with it – perhaps a law should be passed against it. *Bonnie and Clyde* brings into the almost frighteningly public world of movies things that people have been feeling and saying and writing about. And once something is said or done on the screens of the world, once it has entered mass art, it can never again belong to a minority, never again be the private possession of an educated, or “knowing,” group. But even for that group, there is an excitement in hearing its own private thoughts expressed out loud and in seeing something of its own sensibility become part of our common culture.

Our best movies have always made entertainment out of the anti-heroism of American life; they bring to the surface what, in its newest forms and fashions, is always just below the surface. The romanticism in American movies lies in the cynical tough guy’s independence; the sentimentality lies, traditionally, in the falsified finish when the anti-hero turns hero. In 1967, this kind of sentimentality wouldn’t work with the audience, and *Bonnie and Clyde* substitutes sexual fulfillment for a change of heart. (This doesn’t quite work, either; audiences sophisticated enough to enjoy a movie like this one are too sophisticated for the dramatic uplift of the triumph over impotence.)

(432 words)

### ***Thinking Rhetorically about a Text***

1. What genre of argument are these? How do the conventions of that genre help determine the depth, complexity, and even appearance of the arguments?
2. What is the reputation and bias of the periodicals these pieces appeared in? What information about the publication or source (magazine, newspaper, etc.) helps explain each writer’s perspective or the structure and style of the argument?
3. Who are the authors? What are their credentials and affiliations?
4. What is each writer’s angle of vision? By angle of vision, we mean the filter lens, or selective seeing through which the writer is approaching the issue. How does the writer’s angle of vision operate in the selection and framing of evidence? What is left out from this argument? What does this author not see?
5. What reasoning from principles and consequences does each writer offer in support of the legitimacy of their view? Are these ethical or categorical arguments? What makes you think so?
6. What are each author’s underlying values, assumptions, and beliefs? What is their bias?
7. What audience is each writer addressing? What is their thesis or purpose? How does each author try to change his or her audience’s view?
8. What are the chief objections that you might make to these arguments?
9. How persuasive do you find the writers’ evaluations? How would you analyze this arguments from the perspectives of logos, ethos, pathos, and kairos?
10. What criteria does each writer use to evaluate the film? Do you accept these criteria? What other criteria of evaluation might an arguer offer? Can you think of a good film that doesn’t meet the writers’ criteria?
11. What reasoning from principles and consequences does each writer offer in support of the legitimacy of their views?
12. Which argument do you find the more effective? Why? How has this piece influenced or complicated your own thinking?

**Now, write a categorical or an ethical review of 450 to 550 words evaluating one of the following:**

1. a recent movie / movie remake / movie based on a book / historical movie you've seen
2. a theatre performance you've seen
3. a concert of live-music you've been to
4. a book you've recently read
5. a video game you've played recently
6. a restaurant you've recently eaten at
7. a night club you've attended
8. the smartphone / laptop / desktop computer you are using right now
9. a web browser you are currently using
10. an app on your smartphone and its use in your life
11. a video-on-demand streaming service you use
12. a music streaming service you use
13. an internet-service for distance education you've used
14. a cosmetics product you like
15. an X on your choice

**Present your argument in class.**

**OPTION 2. Write a 550-to-650-word categorical evaluation argument on one of the following topics:**

1. The social media are an effective / ineffective way to build up / destroy social relationships / romantic relationships / human health.
2. A habit X is an effective / ineffective way of keeping up / destroying emotional / physical / psychic health.
3. An eating habit (eating fast food, eating meat, being a vegetarian, etc.) is an effective / ineffective method of nature conservation / keeping fit / saving money, etc.
4. Wearing a mask / vaccination is an effective / ineffective way to prevent the spread of viruses.
5. Capital punishment is an effective / ineffective method of crime prevention.
6. Parents who keep monitoring their kids' social media and internet activities are model / normal / abusive, etc. parents.
7. Recycling / electric cars / responsible consumption / using public transportation instead of owning a car, etc. is an effective / ineffective way to stop global warming.
8. \*Placeholder name\* is a good / bad / model / effective / positive / negative politician / professional / influencer / parent/ role model, etc.
9. A recent real-life case X is a good / bad / model / effective / positive / negative policy / decision / method / scientific break-through, etc.
10. Choose your own topic for evaluation argument and provide your evaluation.

**Present your argument in class.**

**OPTION 3. Develop one of the frames for an ethical argument (based on principles, consequences, or both) you've previously created into a 550-to-650-word ethical evaluation argument.**

**Present your argument in class.**

### **C) A PEER REVIEW**

**Using the Evaluation Argument Peer Review worksheet, analyze a groupmate's evaluation argument** (see the **Supplement** for the *Evaluation Argument Peer Review Worksheet* template).

## UNIT 15. THE PROPOSAL ARGUMENT

**Is there any point in public debate in a society where hardly anyone has been taught how to think, while millions have been taught what to think?**

*Peter Hitchens*

### 15.1. THE NATURE OF THE PROPOSAL ARGUMENT

There are five stasis categories of argument: definition arguments, cause / consequence arguments, analogy / resemblance arguments, evaluation arguments, and **proposal** arguments.

Although proposal, or “should,” arguments are the last type we examine, they are among the most common arguments that you will encounter or be called on to write. Their essence is that they call for action. In reading a proposal, the audience is enjoined to make a decision and then to act upon it – to *do* something. Proposal arguments are sometimes called “should” or “ought” arguments because these helping verbs express the obligation to act: “We should do X” or “We ought to do X.”

**Consider the following micro-proposals and evaluate how effective you think they might be in supporting the claim. What is the problem that each proposal addresses? What is the proposed solution? How does this solution help solve the problem? How does the writer justify his proposal, that is, what reasons are provided to persuade the addressee to act on the proposal? How does the writer give presence to the problem?**

#### Case 1

Paul Smithson, CEO, Stones End Restaurant and Brewery

Dear Mr. Smithson:

Enclosed is a proposal that addresses Stones End corporate policy forbidding hosts from receiving tips from servers. My proposal shows the problems associated with this rule and suggests a workable solution. The enclosed proposal suggests a modest plan for tipping hosts that would make their wages more fair. Currently hosts earn only half as much as servers, and yet are expected not only to work as hard as servers, but also to wear dressy clothes that are quite expensive. Rewarding hosts for their important work in a job that is far from easy should be supported by management and servers, who benefit from hosts who go above and beyond the call of duty.

As a former host at Stones End, I often felt unappreciated by both servers and management. I worked very hard and was not compensated for providing excellent service. I eventually found a different job because I could not afford to work there without the extra compensation of tips. I later discovered that many other restaurants not only tipped their hosts, but also gave them a clothing allowance. I hope my idea is received well and considered as a viable option. A change in corporate policy regarding the tipping of hosts might make Stones End restaurants even more successful than they are now because hosts would feel like appreciated members of the restaurant team.

Thank you for your time.

Sincerely, Laurel Wilson

#### Case 2

To foster an interest in science outside the classroom and introduce students to the wonders and relevance of science in our lives, we propose to set up a Science Club in school. A Science Club will help students overcome their phobias regarding science. It will be instrumental in developing the scientific curiosity of students through its activities and programs. The middle-school activity room will be used as the room for all Science Club meetings and activities. The meetings will take place once a week after school from 2.00 pm till 3.30 pm. Any activities

such as talks by scientists or competitions will take place on Saturdays. Membership of the Science Club will be open to all students from Classes VI to XII. The Club President will be Mr. Sinha, our Senior Physics Teacher. Eight other office bearers will be elected from the members of the Club. Club membership has been fixed at \$ 250 per member per year. The Club will have a range of activities ranging from Science Fairs, robot making, creating slogans and posters, documentaries and so on. We hope that the proposal will be accepted so that the Science Club becomes a reality in the life of the school.

### Case 3

Owner, Bernie's Blintzes Restaurant

1201 10th Avenue

Seattle, Washington 98185

Dear Mr. X:

Enclosed is a proposal that addresses Bernie's Blintzes present economic trouble. It provides an inexpensive alternative to the \$60,000 "makeover" plan proposed by the recently hired restaurant consultant. Having been an employee of Bernie's Blintzes for over three years and having previously been an employee of a catering business, I hope that my observations will be of some interest and help to you.

In brief, my proposal suggests that investing \$60,000 into a complete restaurant upgrade not only exposes you to unnecessary economic risk, but also fails to build on Bernie's Blintzes' strengths and sixteen-year legacy. Instead, I propose that through the production and distribution of Bernie's Blintzes' chocolate chip cookies to area espresso stands and coffee shops, Bernie's Blintzes restaurant can reestablish itself as a viable money making business. Unlike the consultant's proposal, this plan recommends that Bernie's Blintzes build on what it has done well for sixteen years, preserving an important part of Seattle's Jewish culture – something I know that is important to you.

As a member of the Bernie's Blintzes staff, I share your interest in keeping the restaurant economically viable. I hope my thoughts are of some benefit.

Thank you for your consideration.

Sincerely, Jeffrey Cain

### An Overview of Proposal Arguments

For instructional purposes, we will distinguish between two kinds of proposal arguments. The first kind we will call **practical proposals**, which propose an action to solve some kind of local or immediate problem. A student's proposal to change the billing procedures for scholarship students would be an example of a practical proposal. The second kind we will call **policy proposals**, in which the writer offers a broad plan of action to solve major social, economic, or political problems affecting the common good. An argument that the government should adopt a national health insurance plan would be an example of policy proposal.

**The primary difference is the narrowness versus breadth of the concern.** Practical proposals are narrow, local, and concrete. They are often concerned with the precise duties of a new person to be hired, a close estimate of the cost of paint, or computers to be purchased. Policy proposals, on the other hand, are concerned with the broad outline and shape of a course of action, often on a regional, national, or even international issue. What government should do about overcrowding of prisons would be a problem addressed by policy proposals. How to improve the security alarm system for the local jail would be addressed by a practical proposal.

Learning to write both kinds of proposals is valuable. Researching and writing a policy proposal is an excellent way to practice the responsibilities of citizenship, which require the ability to understand complex issues and to weigh positive and negative consequences of policy choices. In your professional life, writing practical proposals may well be among your most important duties on the job. Effective proposal writing is the lifeblood of many companies and also constitutes one of the most powerful ways you can identify and help solve problems.



## 15.2. THE GENERAL STRUCTURE AND STRATEGY OF THE PROPOSAL ARGUMENT

Proposal arguments generally have a three-part structure: (1) description of a problem; (2) proposed solution; and (3) justification for the proposed solution. Luckily, proposal arguments don't require different sorts of argumentative strategies from the ones you have already been using. In the justification section of your proposal argument, you develop *because* clauses of the kinds you have practiced all along throughout this course.

### 1. Description: Convincing Your Readers that a Problem Exists

There is one argumentative strategy generic to all proposal arguments: awakening in the reader a sense of a problem. Typically, the development of a problem occurs in one of two places in a proposal argument – either in the introduction prior to the presentation of the arguer's proposal claim or in the body of the paper as the first main reason justifying the proposal claim. In the second instance, the writer's first *because* clause has the following structure: "We should do X because a problem exists (and X will solve it)."

At this stage of your argument, it's important to give your problem presence. You must get people to see how the problem affects people, perhaps through examples of suffering or other loss, or through persuasive statistics, and so forth. Besides giving presence to the problem, a writer must also gain the readers' intellectual assent to the depth, range, and potential seriousness of the problem.

Here is how one student writer gave presence to a proposal, addressed to the chair of the mathematics department at her school, calling for redesign of the first-year calculus curriculum in order to slow its pace. She wants the chair to see a problem from her perspective.

#### Giving Presence to a Problem (an Example Passage)

For me, who wants to become a high school math teacher, the problem with introductory calculus is not its difficulty but its pace. My own experience in the Calculus 134 and 135 sequence last year showed me that it was not the learning of calculus that was difficult for me. I was able to catch on to the new concepts. My problem was that it went too fast. Just as I was assimilating new concepts and feeling the need to reinforce them, the class was on to a new topic before I had full mastery of the old concept. Part of the reason for the fast pace is that calculus is a feeder course for computer science and engineering. If prospective engineering students can't learn the calculus rapidly, they drop out of the program. The high dropout rate benefits the Engineering School because they use the math course to weed out an overabundance of engineering applicants. Thus, the pace of the calculus course is geared to the needs of the engineering curriculum, not to the needs of someone like me who wants to be a high school mathematics teacher and who believes that my own difficulties with math combined with my love for it might make me an excellent math teacher.

By describing the fast pace of the math curriculum from the perspective of a future math teacher rather than an engineering student, this writer brings visibility to a problem. What before didn't look like a problem (it is good to weed out weak engineering majors) suddenly became a problem (it is bad to weed out future math teachers). Establishing herself as a serious student genuinely interested in learning calculus, she gave presence to the problem by calling attention to it in a new way.

### 2. Solution: Showing the Specifics of Your Proposal

Having decided that there is a problem to be solved, you should lay out your thesis, which is a proposal for solving the problem. Your goal now is to stress the feasibility of your solution, including costs. The art of proposal making is the art of the possible. To be sure, not all proposals require elaborate descriptions of the implementation process. If you are proposing, for example, that a local school should buy new tumbling mats for the junior high gym classes, the procedures for buying the mats will probably be irrelevant. But in many arguments the specifics of your proposal – the actual step-by-step methods of implementing it – may be instrumental in winning your audience's support.

You will also need to show how your proposal will solve the problem either partially or wholly. Sometimes you may first need to convince your reader that the problem is solvable, not something intractably rooted in "the way things are," such as earthquakes or jealousy.

In other words, expect that some members of your audience will be skeptical about the ability of any proposal to solve the problem you are addressing. You may well need, therefore, to “listen” to this point of view in your refutation section and to argue that your problem is at least partially solvable.

In order to persuade your audience that your proposal can work, you can follow any one of several approaches. A typical approach is to lay out a causal argument showing how one consequence will lead to another until your solution is effected. Another approach is to turn to resemblance arguments, either analogy or precedent. You try to show how similar proposals have been successful elsewhere. Or, if similar things have failed in the past, you try to show how the present situation is different.

#### **Justification: Convincing Your Reader that Your Proposal should be Enacted**

This phase of a proposal argument will need extensive development in some arguments and minimal development in others, again depending on your particular problem and the rhetorical context of your proposal. If your audience already acknowledges the seriousness of the problem you are addressing and has simply been waiting for the right solution to come along, then your argument will be successful so long as you can convince your audience that your solution will work and that it won’t cost too much. Such arguments depend on the clarity of your proposal and the feasibility of its being implemented.

But what if the costs are high? Or what if your audience don’t think that the problem you are addressing is particularly serious? What if they don’t appreciate the benefits of solving the problem or the bad consequences of not solving it? In such cases you have to develop persuasive reasons for enacting your proposal. You may also have to determine who has the power to act on your proposal and apply arguments directly to that person’s or agency’s immediate interests. You need to know to whom or to what your power source is beholden or responsive and what values your power source holds that can be appealed to. You’re looking, in short, for the best pressure points. While attempting to get a university to improve wheelchair access to the student union building, one student with multiple sclerosis discovered that the university had recently paid \$100,000 to put oak trim in a new faculty office building. She knew officials were a bit embarrassed by that figure, and it became an effective pressure point for her essay. “The university can afford to pay \$100,000 for oak trim for faculty, but can’t spend one quarter of that amount helping its disabled students get full access to the student union building.” This hard-to-justify discrepancy put considerable pressure on the administration to find money for more wheelchair ramps. The moral here is that it makes good sense to tie one’s proposal as much as possible to the interests of those in power.

Having defined and weighed the problem, having worked out a feasible solution and having motivated your audience to act on your proposal, you may well wish to take your argument a step further. You may thus have to determine who has the power to act on your proposal and apply arguments directly to that person’s or agency’s immediate interests. More than any other form of argument, a proposal argument needs finally to be addressed to those with the power to act on the proposal. You need to know to whom or to what your power source is beholden or responsive and what values your power source holds that can be appealed to.

### **15.3. HEURISTIC STRATEGIES TO DEVELOP SUPPORTING REASONS**

To help you find supporting reasons for your proposal – the pressure points that will move your audience – we offer two heuristic strategies: the “claim types” strategy and the “stock issue” strategy.

#### **1. The “Claim Types” Strategy**

In Unit 10, we explained how proposal claims often depend for their supporting reasons on claims about definition, cause / consequence, or resemblance. This fact leads to a powerful idea-generating strategy based on arguments from definition (particularly from a category of actions that adhere to a certain principle), on arguments from consequences, or on arguments from resemblance, e.g.:



PROPOSAL CLAIM: Couples should live together before getting married

DEFINITION: because living together is a test of commitment in today's climate of divorce.

CAUSE: because living together will lead to a more mature and responsible sense of marriage, fewer divorces, and greater sexual health among young people.

RESEMBLANCE (analogy): because living together before marriage is like a shakedown hike before starting into the wilderness area.

PROPOSAL CLAIM: Our country should end its energy dependence on other nations

DEFINITION: because we are a proud nation that should be self-sufficient.

CONSEQUENCE: because energy independence will lead to reduced foreign trade deficit, greater national security, improvement of the environment from reduced energy consumption, and stimulation of creativity in finding alternatives to petroleum energy.

RESEMBLANCE (analogy): because ending our dependence on others for oil is like a family's owning their own home rather than having to rent.

PROPOSAL CLAIM: Marijuana should not be legalized

DEFINITION: because marijuana is a drug more dangerous than many people realize.

CONSEQUENCE: because legalizing marijuana would increase its use throughout the country, glamorize a drug-dependent way of life, and increase health risks from the known dangers of marijuana.

RESEMBLANCE (precedent): because after legalizing marijuana in X, crime has increased throughout the country.

The Claim Types Strategy for generating ideas is easy to apply in practice. The following chart shows you how you can apply the strategy to your proposal:

| <b>Claim Type</b>                   | <b>Your Thinking Strategy</b>                                                                                                                                                                                                                             | <b>Claim + <i>because</i> clause</b>                                                                                                                                                                                             |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Argument from principle or category | Think of how your proposed action follows a principle valued by your audience or belongs to a category valued by your audience (for example, "doing this action is kind, just, constitutional, appropriately restrained, safe, efficient," and so forth). | We should support genetically modified foods<br>because doing so values scientific reason over emotion<br>[or]<br>because genetically modified foods are safe [ <i>belong to the category of safe things</i> ]                   |
| Argument from consequences          | Brainstorm consequences of your proposal and identify those that the audience will agree are good; show how your proposed action will lead to consequences valued by your audience.                                                                       | We should support genetically modified foods<br>because biotech crops can reduce world hunger<br>[or]<br>because biotech crops can improve the environment by reducing use of pesticides                                         |
| Argument from resemblance           | Find analogies that compare your proposed action to something the audience already values or find previous places or times that your proposed action (or something similar to it) has been done successfully.                                             | We should support genetically modified foods<br>because genetic modification is like natural crossbreeding that has been accelerated<br>[or]<br>because genetic modification of food is like scientific advancements in medicine |

## FOLLOW UP

Working in small groups or as a whole class, use the strategies of definition, consequence, and resemblance to create *because clauses* that support each of the following claims. Try to have at least one because clause from each of the claim types, but generate as many reasons as possible. When you have shared ideas, repeat the exercise taking the opposite position on each issue.

1. Should restaurants be required to post calorie counts for all menu items?
2. Should students be allowed to choose courses in their curriculum?
3. Should same-sex classes be introduced at schools?
4. Should religious studies be a part of the curriculum?
5. Should healthy nutrition basics be taught at schools?
6. Should higher education be free for everyone?
7. Should military service be optional?
8. Should production and sales of tobacco be made illegal?
9. Should capital punishment be activated in every country of the world?
10. Should energetic drinks be banned and made illegal?
11. Should violent video games be prohibited?
12. Should the working day be reduced?
13. Should companies market to children?
14. Should everyone be required to recycle?
15. Should abortion be illegal?
16. Should euthanasia be legal?
17. Should rich people be required to pay more taxes?
18. Should vaccination against major childhood diseases be optional / stopped?
19. Should individual cars be banned in city centers?
20. Should X on your choice be done / stopped?

## 2. The “Stock Issues” Strategy

An effective way to generate ideas for a proposal argument is to ask yourself a series of questions based on the “stock issues” strategy. Suppose, for example, you wanted to develop the following argument: “In order to solve the problem of students who won’t take risks with their writing, the faculty at Weasel College should adopt a pass / fail method of grading in all writing courses.” The stock issues strategy invites the writer to consider “stock” ways (that is, common, usual, frequently repeated ways) that such arguments can be conducted.

**Stock issue 1:** *Is there really a problem here that needs to be solved?* Is it really true that a large number of student writers won’t take risks in their writing? Is this problem more serious than other writing problems such as undeveloped ideas, lack of organization, poor sentence structure, and so forth? This stock issue invites the writer to convince her audience that a true problem exists.

**Stock issue 2:** *Will the proposed solution really solve this problem?* Is it true that a pass / fail grading system will cause students to take more risks with their writing? Will more interesting, surprising, and creative essays result from pass / fail grading? Or will students simply put less effort into their writing? This stock issue prompts a supporter to demonstrate that the proposal will solve the problem; in contrast, it prompts the opponent to show that the proposal won’t work.

**Stock issue 3:** *Can the problem be solved more simply without disturbing the status quo?* An opponent of the proposal might agree that a problem exists and that the proposed solution might solve it. However, the opponent might say, “Are there not less radical ways to solve this problem? If we want more creative and risk-taking student essays, can’t we just change our grading criteria so that we reward risky papers and penalize conventional ones?” This stock issue prompts supporters to show that *only* the proposed solution will solve the problem, and that no minor tinkering with the status quo will be adequate. Conversely, opponents will argue that the problem can be solved without acting on the proposal.

**Stock issue 4:** *Is the proposed solution really practical? Does it stand a chance of actually being enacted?* Here an opponent to the proposal might agree that the proposal would work but that it involves pie-in-the-sky idealism. Nobody will vote to change the existing system so radically; therefore, it is a waste of our time to debate it. Following this prompt, supporters would have to argue that pass / fail grading is workable, and that enough faculty are disposed to it that the proposal is worth debating. Opponents might argue that the faculty at Weasel College are so traditional that pass / fail has utterly no chance of being accepted, despite its merits.

**Stock issue 5:** *What will be the unforeseen positive and negative consequences of the proposal?* Suppose we do adopt a pass / fail system. What positive or negative consequences might occur that are different from what we at first predicted? Using this prompt, an opponent might argue that pass / fail grading will reduce the effort put forth by students, and that the long-range effect will be writing of even lower quality than we have now. Supporters would try to find positive consequences – perhaps a new love of writing for its own sake rather than the sake of a grade.

### **FOLLOW UP**

**The following collaborative task takes you through the process of creating a proposal argument.**

**1) In small groups, identify and list several major problems facing students.**

- A larger bicycle parking infrastructure should be created at our University.
- A smoking area should be created at our University.
- A recreation area for students should be created at our University.
- Photocopy should be free at our University.
- Longer breaks between classes should be introduced at our University.
- More vending machines should be introduced at our University.
- More cafeterias should be introduced at our University.
- Something that shouldn't be done at our University.
- Any other claim addressed to the authorities of our University.

**2) Decide among yourselves which are the most important of these problems and rank them in order of importance.**

**3) Take your group's number one problem and explore answers to the following questions. Group recorders should be prepared to present your group's answers to the class as a whole:**

- a. Why is the problem a problem?
- b. For whom is the problem a problem?
- c. How will these people suffer if the problem is not solved? (*Give specific examples.*)
- d. Who has the power to solve the problem?
- e. Why hasn't the problem been solved up to this point?
- f. How can the problem be solved? (*That is, create a proposal.*) What are the probable benefits of acting on your proposal?
- g. What costs are associated with your proposal?
- h. Who will bear those costs?
- i. Why should this proposal be enacted?
- j. Why is it better than alternative proposals?

**4) As a group, draft an outline for a proposal argument in which you:**

- a. Describe the problem and its significance.
- b. Propose your solution to the problem.
- c. Justify your proposal by showing how the benefits of adopting that proposal outweigh the costs.

**5) Recorders for each group should write their group's outline on the board and be prepared to explain it to the class.**

## 15.4. WRITING ASSIGNMENT: A PROPOSAL ARGUMENT

The final assignment for this unit focuses on urging action on a public issue. You are to write a paper in which you offer a solution to a problem with a description of the problem, proposed measures, and their justification. Your work will involve a number of tasks: first, drafting your proposal argument, then, analyzing a sample proposal argument, and, finally, writing a proposal argument as a major compulsory task and submitting a written debate and / or an independent analysis of a proposal argument and / or a peer review as minor optional tasks (depending on your own or your instructor's choice).

### I. DRAFTING YOUR PROPOSAL ARGUMENT

#### Exploring Ideas

Because *should* or *ought* issues are among the most common sources of arguments, you may already have ideas for proposal issues. To think of ideas for practical proposals, try making an **idea map** of local problems you would like to see solved. For initial spokes, try trigger words such as the following:

- problems at my university (dorms, parking, registration system, financial aid, campus appearance, clubs, curriculum, intramural program, athletic teams);
- problems in my city or town (dangerous intersections, ugly areas, inadequate lighting, parks, police policy, public transportation, schools);
- problems at my place of work (office design, flow of customer traffic, merchandise display, company policies);
- problems related to my future career, hobbies, recreational time, life as a consumer, life as a homeowner.

If you can offer a solution to the problem you identify, you may make a valuable contribution to some phase of public life.

To find a topic for policy proposals, stay in touch with the news, which will keep you aware of current debates on regional and national issues. Also, visit the Web sites of your parliament representatives to see what issues they are currently investigating and debating. You might think of your policy proposal as a white paper for one of your legislators.

Once you have decided on a proposal issue, we recommend you explore it by using the Claim-Types Strategy or the Stock Issues Strategy.

#### Identifying Your Audience and Determining What's at Stake

Before drafting your argument, identify your targeted audience and determine what's at stake. Consider your responses to the following questions:

- What audience are you targeting? What background do they need to understand your problem? How much do they already care about it? How could you motivate them to care?
- After they read your argument, what stance do you imagine them holding? What change do you want to bring about in their view or their behavior?
- What will they find uncomfortable or threatening about your proposal? Particularly, what costs will they incur by acting on your proposal?
- What objections might they raise? What counterarguments or alternative solutions will you need to address?
- Why does your proposal matter? What is at stake?

#### A Possible Organizational Structure for Your Proposal Argument

As you write your discovery draft, you may follow a typical structure for a proposal argument.

## An Organization Plan for a Proposal Argument

|                                                                                 |                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Introduce and develop the problem</b>                                     | <ul style="list-style-type: none"><li>• Engage readers' interest in your problem.</li><li>• Provide background, including previous attempts to solve the problem.</li><li>• Give the problem "presence" by showing who is affected and what is at stake.</li><li>• Argue that the problem is solvable (<i>optional</i>).</li></ul> |
| <b>2. Present your proposed solution to the problem</b>                         | <ul style="list-style-type: none"><li>• First, state your proposal concisely to serve as your claim.</li><li>• Then, explain the specifics of your proposal.</li></ul>                                                                                                                                                             |
| <b>3. Justify your proposed solution through a series of supporting reasons</b> | <ul style="list-style-type: none"><li>• Restate your claim and forecast your supporting reasons.</li><li>• Present and develop reason 1.</li><li>• Present and develop reason 2.</li><li>• Present and develop additional reasons.</li></ul>                                                                                       |
| <b>4. Respond to objections or to alternative proposals</b>                     | <ul style="list-style-type: none"><li>• Anticipate and summarize possible objections or alternative ways to solve the problem.</li><li>• Respond appropriately through rebuttal or concession.</li></ul>                                                                                                                           |
| <b>5. Conclude</b>                                                              | <ul style="list-style-type: none"><li>• Sum up your argument and help readers return to the "big picture" of what's at stake.</li><li>• Call readers to action.</li><li>• End with something memorable.</li></ul>                                                                                                                  |

### Conditions for Rebuttal: Testing a Proposal Argument

As we've suggested, proposal arguments need to overcome the innate conservatism of people, the difficulty of anticipating all the consequences of a proposal, and so forth. What questions, then, can we ask about proposal arguments to help us anticipate these problems?

✓ *Will a skeptic deny that my problem is really a problem?* Be prepared for skeptics who aren't bothered by your problem, who see your problem as limited to a small group of people, or who think you are exaggerating.

✓ *Will a skeptic doubt the effectiveness of my solution?* A skeptic might agree that your problem is indeed important, but will not be convinced that your solution will work. For these skeptics, you'll need to provide evidence that your solution is workable. Also, be prepared for skeptics who focus on the potential negative or unintended consequences of your proposed solution.

✓ *Will a skeptic think my proposal costs too much?* The most commonly asked question of any proposal is simply, "Do the benefits of enacting the proposal outweigh the costs?" Beware of the understandable tendency to underestimate costs and exaggerate the benefits of a proposal. Honesty will enhance your *ethos*.

✓ *Will a skeptic suggest counterproposals?* Once you've convinced readers that a problem exists, they are likely to suggest solutions different from yours. It only makes sense to anticipate alternative solutions and to work out ways to argue why your solution is better. And who knows, you may end up liking the counterproposal better and changing your mind about what to propose!

## II. ANALYZING A PROPOSAL ARGUMENT

**Read the argument, consider its structure, and analyze the writer's motivation, purpose, and rhetorical choices. Working in a group or as an individual, answer the questions after the text.**

|                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>INTRODUCTION</b></p> <ul style="list-style-type: none"> <li>➤ States the problem and gives the problem “presence” by showing who is affected and what is at stake</li> <li>➤ Provides needed background</li> <li>➤ Argues that the problem is solvable</li> <li>➤ Ends with a claim of the category <i>We should do X</i></li> </ul> | <p><i>To: Mark Smith</i><br/> <i>From: Nicole Johnson</i><br/> <i>Date: xxxx</i></p> <p><i>Subject: A proposal to purchase new pencil sharpeners for the classrooms of Green Bay Art School</i></p> <p>I write this letter to propose a solution to a recurring problem at Green Bay Art School. The problem is that the pencil sharpeners in the classrooms are very old and do not work effectively anymore. Students and teachers continually become frustrated because it is difficult to sharpen a pencil with the current sharpeners, and pencils that are sharp are crucial for effective learning.</p> <p>I suggest that we order new pencil sharpeners for each classroom so that the students will have pencils that work well, and will therefore be able to draw without the frustration of worn down pencil points.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>BODY</b></p> <ul style="list-style-type: none"> <li>➤ Shows that this argument is based on a real problem</li> <li>➤ Engages readers’ interest the problem.</li> <li>➤ Provides further background by giving examples, facts, details, etc.</li> </ul>                                                                               | <p>There are 217 students enrolled in Green Bay Art School. These students occupy 12 classrooms each day. None of these classrooms has a pencil sharpener that works well; it takes several minutes to sharpen just one pencil.</p> <p>This means that if all of the students need to sharpen their pencils once a day (depending on how much drawing is being done, a pencil may need sharpened more than once a day), it could take an average of thirty minutes to sharpen them all before the students can sit down to their desks and start performing the day’s tasks. Thirty minutes of time spent sharpening pencils takes away a great deal from instructional time.</p> <p>However, not all the students need to sharpen their pencils at the same time. This need arises at various times throughout the day, often at the beginning of a task or a new class.</p> <p>Because of the length of time it takes to sharpen a pencil, the teachers have continuous interruptions in their lessons throughout the day. Almost everything done in a classroom requires a pencil, and it is difficult to get anything done without this basic tool.</p> <p>The current pencil sharpeners have been in the classrooms as long as Mrs. Morris has taught here, and that is over thirty years. They do not work well because they have been in use for so long. Even after sharpening for several minutes, the pencil points still are not as sharp as they should be, and the points break off easily, causing them to need to be sharpened yet again.</p> |
| <ul style="list-style-type: none"> <li>➤ Proposes a solution</li> <li>➤ Explains the specifics of the proposed solution</li> </ul>                                                                                                                                                                                                         | <p>I propose that we purchase electric pencil sharpeners for each classroom. These work quickly and effectively and take only a few seconds to sharpen a pencil.</p> <p>Office World carries several pencil sharpeners designed specifically for schools and the high volume of use the sharpeners get in classrooms.</p> <p>I propose we purchase 12 of the Used-All-Day Pro Student Electric Pencil Sharpeners. These sharpeners have received strong reviews on the Office World web site. In addition, Sun Valley Art School purchased these for all their classrooms four years ago, and their principal has told me how well they still work.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

|                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ➤ Offers justification for the proposed solution through a series of supporting reasons                                                                              | The Used-All-Day Pro Student Electric Pencil Sharpeners cost \$42.29 each. However, Office World gives a discount if purchasing ten or more, reducing the cost to \$35.29 each. Because we are a member of the Office World Schools frequent shopper program, we will receive 2% of our purchase back at the end of the school year. This makes the total cost of the purchase \$415.01.                                                               |
| <b>REFUTATION</b><br>➤ Anticipates and summarizes possible objections or alternative ways to solve the problem                                                       | Several electric sharpeners exist that cost more and less than this one, but because of the recommendations of others, I believe that purchasing a middle-priced sharpener will be a wise choice for Green Bay Art School. Because Office World offers free shipping for purchases over \$50, we will not have any shipping costs.                                                                                                                     |
| <b>CONCLUSION</b><br>➤ Sums up the argument and help readers return to the “big picture” of what’s at stake<br>➤ Emphasizes the solution<br>➤ Call readers to action | In conclusion, I think purchasing new electric pencil sharpeners for each classroom would be of tremendous benefit to Green Bay Art School. It would put an end to the constant frustration of students never being able to find sharp pencils, and of losing instructional time because of the length of time it takes to use our current sharpeners.<br>Thank you for considering making this purchase for our teachers and students!<br>(671 words) |

### ***Thinking Rhetorically about a Text***

1. In your own words, summarize briefly the problem that the writer addresses, her proposed solution, and her justifying reasons.
2. Who is this author? What are her credentials and affiliations? How reliable and credible is this author?
3. Does the writer demonstrate that a problem exists? What strategies does she use to demonstrate the problem?
4. Does the writer use arguments from definition? from consequence? from resemblance?
5. What facts, data and other evidence does this author use for support? What are the sources of these data?
6. How does the writer justify her proposal? That is, what reasons does she provide to persuade the authorities responsible to act on her proposal?
7. What strategies does the writer use to try to persuade you that the solution will work? How would you analyze this argument from the perspectives of logos, ethos, pathos, and kairos? Is the information current, or at least still relevant, for the writer’s purpose?
8. What audience is the writer addressing? How large is it? What is the genre of this piece?
9. How effective may the argument be for its intended audience? How persuasive do you find the writer’s proposal?
10. Does the writer anticipate alternative views? If so, which alternative views does she address?
11. What values does this argument establish?

## **III. PRACTICING YOUR PROPOSAL ARGUMENT**

### **A) A RHETORICAL ANALYSIS OF ARGUMENTS**

The following proposal arguments illustrate the range of proposal writing. The first argument is a *practical proposal*, the second, a *policy proposal*. Analyze them for their effectiveness, specifically, answer the questions after the texts.



## 1) A PRACTICAL PROPOSAL

### RETHINKING RECYCLING: WHY REUSING NEEDS TO BE USER FRIENDLY

By Emily Hanna

Many people hold on to the belief that recycling is unnecessary, and even among those who believe in reducing waste, some find recycling to be inconvenient. Facilities do not always exist to handle certain materials (such as packaging and batteries), and some towns require residents to go through elaborate sorting processes or transport their recycling to a central location, all of which can seem like extra tasks in a busy world. But recycling is becoming increasingly important. According to Zellar [4], in an article for National Geographic entitled *Recycling: The Big Picture*, “Every shrink-wrapped toy or tool or medical device we buy bears the stamp of its energy-intensive history... A product’s true cost includes greenhouse gases emitted in its creation as well as use, and pollutants that cause acid rain, smog, and fouled waterways”.

Essentially, recycling is necessary because of the amount of resources and energy required to produce new items from scratch. Furthermore, landfills have become too large to accommodate in some areas and they emit unwanted gases that damage the environment [1]. Because of the repercussions of wastefulness, recycling is essential. Thus, it should be universally available and streamlined for maximum benefits.

At Oregon State University, the administration, faculty and students are used to seeing and using recycling containers to pitch water bottles, surplus paper from printers, and cardboard [2]. However, the administration does not systematically implement the recycling services on campus, creating misunderstanding about what can be recycled and where. The types of bins and services available vary by building and department, making it hard for those who live, work, and study on campus to make the most efficient recycling choices. For example, the residence halls have commingled recycling that accommodates some plastic, metal, cartons, and paper, whereas the library has different bins for paper or bottles and cans only. This difference means that, in some campus locations, most waste continues to be sent to landfills. In addition, many of the vendors and departments on campus continue to use products – such as waxed paper cups, coffee-cup lids, and plastic utensils – that cannot be recycled on campus.

To solve these problems, OSU should implement a reorganized system that includes matching bins across campus to accommodate a wider range of items and the systematic replacement of everyday items that cannot be recycled with ecofriendly or recyclable options. Streamlined bins will allow staff, students, and faculty to learn about one recycling system and to use it regularly. If the recycling system in the library matches the system in the residence halls, those on campus will be less likely to toss things into the trash because they are not sure if it is recyclable.

The University of Maryland has worked hard, and had success, with such measures on their campus. The school’s website states that one of the university’s goals was to make steps toward a “zero waste” initiative. Specifically, “These improvements include installing more recycling and compost collection bins, implementing education and outreach activities, eliminating the distribution of condiment packets, and instead creating condiment stations near food courts” [3]. The university also made trash bins harder to access, allotting each faculty member a tiny desk bin that he or she then had to take to a central location. Such initiatives combined with a sleek, well-run recycling system increases recycling participation on campus.

New – and more – bins will require Oregon State to invest in additional education on recycling for members of the community. That is, students, faculty, and staff will need to be taught what can go in each bin and why these measures are so important. Things tend to go awry if new systems are not accompanied by clear instructions. According to Kaufman, such a mishap occurred in Santa Monica, California, when residents mistook compostable cutlery for plastic and put them into the recycling bins. She wrote, “Some students had unwittingly put the plant-based alternatives into cans for recycling, where they had melted and had gummed up the works” [1]. Such problems can be avoided when education is part of the initiative.



The new system and education initiatives should be combined with a movement away from products that are the hardest to dispose of ethically and with concern for the environment. This not only limits waste, but also offsets some of the initial costs of the new endeavors. For example, the University of Maryland began using compostable takeout containers that cost a bit more than the old products [3]. However, they combined the use of these new products with an emphasis on using reusable plates, cups, and silverware. As a result, the food services produced less waste, needed fewer takeout containers, and spent less money.

Critics of recycling initiatives often cite wasted energy during collection, high costs, and poor user-friendliness as reasons that recycling does not work. Zellar made note of some opponents who felt the environmental impact of collecting recyclable waste offsets the benefits of recycling. However, Zellar demonstrated that creating brand new products actually uses significantly more energy than an efficiently run, frequently used recycling system [4].

If members of the OSU community are encouraged to use a simplified system, the environmental impact is much smaller. Similarly, the costs of such a program are mitigated by using fewer disposable items and by a decreased need to haul trash to landfills.

Large institutions have the most potential for affecting change in how waste and recycling are handled. As home base to thousands of employees and students, Oregon State University has the privilege of being an institution that can make a positive impact through education about and implementation of a comprehensive, user-friendly recycling system.

(935 words)

#### **Works Cited**

1. Kaufman, L. (2009, Oct. 19). Nudging recycling from less waste to none. The New York Times. Retrieved from <http://www.nytimes.com/>
2. Oregon State University. (2014). Recycling FAQ. Retrieved from <http://fa.oregonstate.edu/recycling/about-us/recycling-faq>
3. University of Maryland. (2010). Recycling, composting, and waste reduction.
4. Retrieved from <http://www.sustainability.umd.edu/content/campus/recycling.php#SingleStream>
5. Zellar, Jr., T. (2008). Recycling: The big picture. National Geographic. Retrieved from <http://ngm.nationalgeographic.com/>

#### ***Thinking Rhetorically about a Text***

1. In your own words, what is the problem that this proposal addresses?
2. Does the writer use arguments from definition? from consequence? from resemblance?
3. What are the writer's major reasons for implementing a reorganized system of recycling? Which of these reasons do you feel is most persuasive?
4. What are the criteria the writer uses to argue that the suggested improvements / proposal would be good?
5. How does the author appeal to logos? What is her main claim and what are her reasons? What does she use for evidence? How does the evidence expand your understanding of the argument?
6. Why should anyone have objections to reorganizing the system of recycling? Are there any objections that the writer failed to summarize?
7. Who is the audience that the writer addresses in this argument? How large is it?
8. To what extent does the writer develop audience-based reasons for his audience? Does the writer give presence to the problem?
9. How does the writer establish a positive ethos in this argument and a meaningful picture of the problem? What are the writer's underlying values, assumptions, and beliefs?
10. How effectively does she anticipate and respond to objections her audience might raise?
11. What do you find especially persuasive about this argument?

## 2) A POLICY PROPOSAL

### FACEBOOKERS ANONYMOUS

By Jane Doeh & Susan Muecke

Facebook. Twitter. Myspace. Admit it, you know you have one. Chances are you're probably logged on at this very moment, even as you read this paper. Social networking sites such as these have become such a regular part of daily life that they've probably become part of your daily routine: wake up, check Facebook. Shower, check Facebook. Drive to the store, write about it on Twitter. While Facebook and Twitter are easy ways to communicate with friends and family, few stop to consider the implications its usage may have for them in the future, or the hidden dangers of having an account. Besides the total loss of privacy that comes with these networks, they can also affect your eligibility for employment, allow unknown predators access to private information, and impair peoples' ability to handle real-life problems effectively. In addition, studies have shown a negative correlation between Facebook use and college GPA. (Vanden Boogart 57). I am proposing that people delete their Facebooks and their Twitters, take a break from cyber life, and rejoin the land of the living. It's not so bad out here.

First and foremost, let me clear the air of a few things. Please do not feel as though I am attacking Facebook users on any form of personal level. I myself was once a Facebook user, and I understand the ease in which one can spend much more time than planned on the network. With such a dynamic structure and constantly changing status updates, it's easy to get caught up in the constantly changing homepage of 500 friends. I also understand that people are very busy, and that it is next to impossible to keep in touch with everyone between going to work, going to school, studying, cleaning, eating dinner, and sometimes even sleeping. All I am asking is for you to continue to read with an open mind. Take what I say with a grain of salt, and maybe, after hearing what I have to say, you might just change some of your opinions toward social networking sites.

First, how many friends are on your friends list? The average person has about 120 Facebook friends. (Marlow). While this may not seem to be an extreme number, I have known people who have had upwards of 300 or 400 "friends" on their friends list. And when these numbers are compared to the numbers that represent a person's "core support network," the network of people with whom individuals can discuss important matters, the discrepancy becomes clear. The magic number for the composition of a core support network? Three. On average, Americans state that they can confide in and have important conversations with three people. (Marlow). If you can't discuss private matters in person with 120 people, what makes it necessary to share the same information with them online?

Status updates range anywhere from what someone had for lunch to discussing the latest relationship / work / family / health drama. Why is it so important to know that Alice Smith ate a Caesar salad for lunch? Conversely, when you post information that was once considered private, such as the proceedings of the fight you just had with your boyfriend; you let the world into your own personal space. Rather than calling his or her best friend and having a private meaningful conversation, people are not only invading the privacy of others by broadcasting information that involves people other than themselves, but are losing the human connection that can only be gained by real-life contact. As face-to-face contact diminishes, so do the personal relationships that are beneficial to a supportive social circle. Instead of developing close relationships with a few select people, Facebook users tend to place a value of their worth based on how many people they have on their friends list. This leads to superficial relationships and the desire for people to show off their lives in a brighter light to make others jealous of their success. (Fodeman and Monroe).

Another result of the loss of face-to-face interaction is the loss of ability to handle stressful social situations successfully. (Fodeman and Monroe). Online, it is easy to say what you are thinking without worrying much about the consequences. There is not much emotional attachment to the situation, and being in a remote location makes people more likely to do or say things they may not do or say otherwise. However, the same does not hold true for real-life

interactions. In real life, there is eye contact, immediate responses, and emotions and feelings that one must be able to handle. People tend to think more about the consequences of their actions before acting on them, and will have to suffer the consequences immediately. There is no option to “turn off” the other in a personal conversation. There isn’t a protective screen between the two. (Fodeman and Monroe).

Since young children are now participating in the Facebook network, this is an important issue to discuss. People need to learn how to interact with others socially, and this is only done through practice. If this skill is unlearned, it will affect school and job performance later in life. One example of how this has become an issue is through the abundance of people who are now ending relationships with their significant others online. According to The National Association of Independent Schools, “16-year olds say that they would rather break up with their genderfriend by texting, IM-ing, or posting on their Facebook wall than tell them in person. When asked why, they’ll tell you ‘because it’s easier.’” I completely agree with them when they state, “We believe this avoidance will have increasing negative ramifications on their communication skills throughout life.” (Fodeman and Monroe).

Did you know that colleges and employers are now searching Facebook and other social networking sites for information about prospective students and hires? When you apply for Graduate School, the admissions department may very well be viewing your Facebook page to learn a little more about you. Since we’ve seen that having a “private” page is actually very far from having actual “privacy,” many departments are able to view your profile. Nora Barnes and Eric Matteson found that 21% of all college admissions departments in America use social networking sites as an evaluation tool for prospective students. (Barnes and Matteson 5). While this number may not seem very high, keep in mind that only a few years ago, the percentage of colleges using Facebook for this use was 0. (Barnes and Matteson). The number will only continue to grow over time. Would you want to be judged for admission based upon what is on your page? Like it or not, it is happening.

How much can Facebook be blamed for decreased performance of college students? From my own experiences, I have seen Facebook procrastination at its best. My two former roommates were college students, and on numerous occasions were up all night, taking 8 hours to do 2 hours of actual homework. When asked why they took so long, their response would generally be “I got sidetracked on Facebook”. Many people can probably identify with this situation. Whether by becoming distracted in class or at home, Facebook use makes everything take longer than it should.

Facebook users also give up a substantial amount of privacy the minute they sign up for an account. Did you know that by registering for Facebook, you give them the rights to anything you post on the site? Even if someone else posts a picture of you that you may not be proud of, that picture (or video) becomes property of Facebook indefinitely. According to the Facebook Terms of Service: For content that is covered by intellectual property rights, like photos and videos (“IP content”), you specifically give us the following permission, subject to your privacy and application settings: you grant us a non-exclusive, transferable, sub-licensable, royalty-free, worldwide license to use any IP content that you post on or in connection with Facebook. (Statement of Rights and Responsibilities). Basically, they are saying that they own the rights to anything you post online, and can do anything they want with it. Think about this for a minute. They own EVERY picture you have EVER posted. And since it is common knowledge that information remains online even after you “delete” it, there is no way of ever really getting those pictures back. No one can control what other people post online. If someone posts a picture of you, it’s there, whether you like it or not. True, you can untag your name from the picture, but the picture remains nonetheless.

This becomes an issue when you consider that people are able to make judgments on you based on what your friends say on your wall. According to Walther et. al, in *The Role of Friends’ Appearance and Behavior on Evaluations of Individuals on Facebook: Are We Known by the Company We Keep?* people are likely to draw conclusions about the character of Facebook users through the wall posts of their friends: “In a Facebook profile, things that others say about a target may be more compelling than things an individual says about him- or herself. It has more

warrant because it is not as controllable by the target, that is, it is more costly to fake.” (Walther et al 33). In addition, when a Facebook account is “deactivated,” the profile remains online, it is not actually deleted. All of the information remains in cyberspace (Statement of Rights and Responsibilities). And since I have already shown you that your future employers or graduate school admissions officers may be using Facebook to learn more about you, is this loss of privacy and control really worth it?

And do you really know who is connected to your profile? “John Smith has added you as a friend.” Confirm? Whether or not you personally know John Smith, chances are he will end up on your friends list. A computer company called Sophos conducted an experiment in 2009 to see how many people would accept a friend request from a fictional person. The results? 41-46% of users accepted the request from a person whom not only had they never met, but didn’t even exist. (Ducklin). At least half, and often much more, of these same people offered up private information such as hometown, occupation, school, and birth date. They also provided the personal information of their friends and family. While this may not initially seem like a big deal, consider this: “these details make an excellent starting point for scammers and social engineers.” (Ducklin). Paul Ducklin also stated in an interview: “People aren’t just handing over their own life story to criminals. They’re betraying people close to them too, by helping those cybercrooks build up a detailed picture of their life and their milieu. This is an identity scammer’s dream.” (qtd in Noda).

Accepting friend requests from people you don’t know can open the gates that allow all sorts of private information out into the open. And considering that the average person has at least 120 friends, the possibility of an unknown lurker on your profile is pretty feasible. And this isn’t the only way it can happen. Identity theft can also occur through phishing emails, emails that look just like legitimate messages from Facebook or other users. These usually include a link to a false login page, where your username and password are then captured by hackers and identity thefts. (Sullivan). Identity theft doesn’t always only affect the user personally either. Friends and family members are put at risk of being scammed as well. Just last year, Bryan Rutberg and his friends found this out the hard way. (Sullivan). Through what he believes was a phishing email, hackers were able to take over Bryan’s account. After changing his password, they began posting status updates stating that he had been robbed while on vacation in the U.K. and needed money for a flight home. Bryan’s friends learned of his “plight” through Facebook, and with the best intentions, wired money to an account they believed belonged to Bryan. One of Bryan’s friends recounts how he was fooled: “I thought the whole story was weird but given the circumstances my instinct was to help you out,” Rubenstein wrote. “I was afraid it was a scam, but since I transferred using your name and given the emergency situation, I did it.” (Sullivan). The hackers had access to all of Bryan’s personal information, which was all they needed to concoct a truly believable scam that people willingly fell for. This can happen to anyone. Even you.

Along with the increased danger of having your personal information hacked by a third party, Facebook users also risk putting themselves in physical danger as well. I know what you’re thinking, “I’m smart about my computer use. I know how to take care of myself.” Ashleigh Hall most likely said the same thing. However, consider her story: 17 year-old Ashleigh was a Facebook user. She befriended who she believed to be a local teenager named Pete Cartwright, and engaged in conversations with him frequently. Eventually, they arranged to meet, and Ashleigh told her mother that she would be staying at a friend’s house that night. (Carter). “Pete” told Ashleigh that his dad would be picking her up. In actuality, “Pete” was “an emaciated, 33-year-old convicted double rapist, who was almost toothless and living in his car.” (Carter). When Ashleigh allowed him to pick her up, he then raped and murdered her. Ashleigh’s body was found in a field. Her arms were tied together, and she had been suffocated. “Pete” had used the picture of a teenage boy to pose as a teenager on Facebook to lure teenaged girls into befriending him on Facebook. Through Facebook, he was able to victimize Ashleigh, and if he had not turned himself in, probably would have done the same to others. This story goes to show that you never really know who is behind the handsome picture on the profile.

Even if you don't feel that Facebook use can be dangerous, I'm sure that not many will deny that Facebook can be quite addicting. In a study which encompassed 4 large universities, 31.1% of participants reported feeling as though they were "addicted to Facebook." (Vanden Boogart 38). In fact, psychologists have declared that a Facebook addiction does exist, due to its intermittent reinforcement. (Pope). "Intermittent Reinforcement" refers to the "unpredictable high" one receives through "[the] notifications, messages, and invites [on Facebook.]. That anticipation can get dangerously addictive." (Pope). Psychologist Rob Bedi claims that "internet addictions are common on university campuses, often helped by free Internet access, web-based assignments, and unstructured blocks of time." (qtd. in Pope). He continues to say that "there's a difference between procrastination and addiction. If you're losing assignment time to Facebook, though, that's a problem." (qtd. in Pope). Bedi compares Facebook addiction to other types of addiction, such as to alcohol or drugs, and says that internet addiction cannot be quit "cold turkey," but needs to be done over time. (Pope).

As stated earlier, even I understand the time-consuming aspects of Facebook. I have seen first-hand the results of Facebook addiction. If Facebook seems to be cutting into time you need to be spending doing other things, you may be affected. Pope offers these questions for you to consider: Are personal relationships taking a backseat to Facebook? Do you think about Facebook even when you're offline? Do you use Facebook to escape problems or homework? Do you stay on Facebook longer than intended? Have you ever concealed Facebook use? (Carter). If this sounds like you, you may have a touch of Facebook addiction.

Of course, I understand that some people are able to use Facebook responsibly. Many people say that Facebook is just for fun, and that it provides people with an easy way to maintain relationships and meet new people. Some may say that without social networking sites, they would have lost touch with many friends over the years. Others claim that Facebook has brought long-lost friends back together after years of being apart. I remember receiving friend requests from former high school classmates on a regular basis. However, I also remember not really being friends with them in the first place. People can say that Facebook has helped them keep in touch with classmates, but how many of them were you really friends back then? If you weren't friends with them then, are you really friends with them now because of Facebook? Do you have a close, personal relationship with them? Or are they just another name on your friends list, someone whose posts you read but you don't really relate with? Are they just someone else to show off your life to? True, Facebook can be fun in moderation. But so are lunch dates with your best friends. So is taking your dog for a walk. When Facebook usage takes over your free time to the extent that "real life" interactions suffer, where is the fun in that?

So here's my proposal to you, Facebook addicts: Unplug. Turn the computer off, close your laptop and put your phone back in your purse. Start by just going one weekend without logging on to Facebook or Twitter. Use this weekend to see what you can get accomplished. Take the time to study, go for a walk or even watch television. It doesn't matter what you do, just stay off those websites. I'll bet you'll be surprised by what you can accomplish with your new free time. Once you make it through the weekend, try for a week. It gets easier. Just as drug addicts need to detox slowly, Facebook addiction is a sickness best treated over time. If you slip up, that's ok. Just keep trying. It may be hard, it may be frustrating, but I promise you, it's for your own good. Your social skills will sharpen, your personal relationships will strengthen, and your dog will love you for taking him outside. Thank you for your time, and good luck to all of you.

(3011 words)

#### **Works Cited**

1. Barnes, Nora, and Eric Matteson. *The Game Has Changed: College Admissions Outpace Corporations in Embracing Social Media*. n.p. 2007. Web. 14 April 2010.
2. Brinson, Will. "Texas' Buck Burnette Learns Why Racist Obama Facebook Updates are Dumb." *NCAA Football Fanhouse*. NCAA Football Fanhouse. 6 Nov. 2008. Web. 14 April 2010.
3. Carter, Helen. "Facebook Murdered Who Posed as a Teenager to Lure Victim Jailed for Life." *Guardian.Co.Uk*. Guardian News and Media Limited, 8 March 2010. Web. 23 April 2010.

4. Ducklin, Paul. "Sophos Australia Facebook ID Probe 2009." Paul Ducklin's Blog. 2007. Name Sophos Plc. Web. 17 April 2010.
5. Fodeman, Doug, and Marjie Monroe. "The Impact of Facebook on Our Students." National Association of Independent Schools, 12 Jan 2009. Web. 14 April 2010. Foursquare. Foursquare.com, 2010. Web. 23 April 2010.
6. Marlow, Cameron. "Maintained Relationships on Facebook. Overstated, 9 March 2009. Web. 14 April 2010.
7. Noda, Tom S. "Facebook Still a Hotbed of Identity Theft, Study Claims." PC World. PC World Communications, 12 Dec. 2009. Web. 24 April 2010.
8. Pope, Danielle. "Potential Facebook Addiction." AddictionInfo.org, 24 Jan 2008. Web. 15 April 2010. "Statement of Rights and Responsibilities." Facebook. Facebook, 22 April 2010. Web. 24 April 2010.
9. Sullivan, Bob. "Facebook ID Theft Targets 'Friends.'" The Red Tape Chronicles. MSNBC.com, 30 Jan. 2009. Web. 14 April 2010.
10. Vanden Boogart, Matthew Robert. Uncovering the Social Aspects of Facebook on a College Campus. MS Thesis. Kansas State University, 2006. Manhattan: UMI, 2006. Print.
11. Vander Veer, E. A. Facebook: The Missing Manual. Sebastopol: O'Reilly Media Inc., 2010. Print.
12. Vowell, Nicole. Personal Interview. Date Unknown, 2007.
13. West, Andrew. "Facebook Labeled a \$5B Waste of Time." The Sydney Morning Herald, 20 Aug. 2007. Web. 14 April 2010.
14. Walther, Joseph B. et al. "The Role of Friends' Appearance and Behavior on Evaluations of Individuals on Facebook: Are We Known by the Company We Keep?" Human Communication Research 34 (2008): 28-49. Web. 14 April 2010.

### ***Thinking Rhetorically about a Text***

1. Briefly sum up the problem that the writers address.
2. Do the writers use arguments from definition? from consequence? from resemblance?
3. How effective is the writers' use of audience-based reasons? How would you evaluate their overall appeal to logos, ethos, and pathos? What is the leading driver of persuasion?
4. Who is the audience that the writers address in this argument? How large is it? How persuasive do you think the writers' argument is to the varied audiences they address?
5. How do the writers give presence to the problem?
6. What is the proposed solution? How does this solution help solve the problem presented in the introduction?
7. How does this argument reflect the writers' values? What is the warrant(s)?
8. How effective are the authors at moving their proposal from the public arena where reasoned measures can take place into the purely private realm? Whose views of the issue do you think they want to change?
9. What are the chief objections that you might make to this proposal?
10. What do you see as the major strengths of the argument? How about weaknesses? What strikes you as problematic, memorable, or disturbing in this argument?

### **B) A WRITTEN DEBATE**

Read the article *Facebookers Anonymous* by J. Doeh and S. Muecke and write a 250-to-300-word letter to the authors / editor expressing and explaining your point of view on the issue.

### **C) A PROPOSAL ARGUMENT**

Write a proposal argument on a problem (the choice of the issue is entirely yours). You may follow either type of the proposal argument: a practical proposal, for individuals, or a policy proposal, for teams of 3 to 5 students. Recommended length: 550-600 words for individuals; 1200-1800 words for teams.

Present your argument in class.

### **D) A PEER REVIEW**

Using the Proposal Argument Peer Review worksheet, analyze a groupmate's proposal argument (see the Supplement for the Proposal Argument Peer Review Worksheet template).

## UNIT 16. PRACTICING THE STASIS TYPES OF ARGUMENT

**Rhetoric completes the tools of learning.**

**Dialectic zeros in on the logic of things, of particular systems of thought or subjects.  
Rhetoric takes the next grand step and brings all these subjects together into one whole.**

*William Blake*

### 16.1. FEEDBACK ON THE TIME CAPSULE

Go back to your short opinion paper which you wrote at the very beginning of the course. Now that you are through with the course, you can analyze your Time Capsule paper to check on your own progress in mastering rhetorical argumentation. Using the self-editing or the peer-editing worksheet, sum up your knowledge and skills (see the **Supplement** for the *Self-Editing Worksheet* and the *Peer-Editing Worksheet* templates). The instructor may also ask you to rewrite the Time Capsule papers according to the current standards of the course.

### 16.2. THE FINAL ARGUMENT

**Choose a topic from the list given below, make up a claim and write a 1200-to-1500-word final argument.** The structural type (Toulmin / One-sided / Rogerian) and the stasis type (Definition / Causal / Resemblance / Evaluation / Proposal) of your final argument can be either your own choice or that of your instructor. The latter may assign a certain structural and / or stasis type to you depending on your performance or may offer you to draw lots (see the **Supplement** for the *Structural Type Lots* and the *Stasis Type Lots* templates). **Present your argument in class.**

|                                              |                                            |
|----------------------------------------------|--------------------------------------------|
| 1. Alcohol control                           | 26. Long distance relationships            |
| 2. Artificial intelligence                   | 27. Mandatory military service             |
| 3. Body positive                             | 28. Modern art                             |
| 4. Changing gender roles                     | 29. Multicultural families                 |
| 5. Chores in the family                      | 30. Multicultural identity                 |
| 6. Climate change                            | 31. Nanotechnology                         |
| 7. Cloning                                   | 32. Nursing homes                          |
| 8. Communication differences between genders | 33. Online friends                         |
| 9. Cryptocurrencies                          | 34. Online privacy / anonymity             |
| 10. Capital punishment                       | 35. Overpopulation                         |
| 11. Domestic violence                        | 36. Physical education                     |
| 12. Drug use in sports                       | 37. Political correctness                  |
| 13. Expectations raised by romantic movies   | 38. Recycling                              |
| 14. Extreme sports                           | 39. Reliance on technology                 |
| 15. Feminism                                 | 40. Religion and gender discrimination     |
| 16. Free education                           | 41. Same-sex marriages                     |
| 17. Free medical help                        | 42. Social media and intellectual laziness |
| 18. Friend zone                              | 43. Social networks                        |
| 19. Helicopter parents                       | 44. Space exploration                      |
| 20. High heels                               | 45. Sports on television                   |
| 21. Homelessness                             | 46. Stay-at-home dads                      |
| 22. Human chipping                           | 47. Street art                             |
| 23. Increase of the average lifespan         | 48. Terrorism                              |
| 24. Increase of the retirement age           | 49. The only child                         |
| 25. Internet censorship                      | 50. WWII                                   |

### 16.3. A PEER REVIEW

**Using the Final Argument Peer Review worksheet, analyze a groupmate's final argument** (see the **Supplement** for the *Final Argument Peer Review Worksheet* template).

## UNIT 17. RHETORICAL STRATEGIES IN INTERPRETING FICTION

**Fiction is a particular kind of rhetoric, a way of thinking that I think can be useful in your life. It asks you to image the world through someone else's eyes, and it allows you to try to empathize with situations that you haven't actually experienced.**

*Dan Chaon*

Practical Rhetoric, alongside with the main types of social and political discourse, considers fiction for authors' rhetoric as a means of revealing the message. The rhetorical analysis of a literary text differs from classical text interpretation in that it is aimed at the explication of three kinds of persuasive appeals historically known as the Rhetorical Triangle: logos, ethos, and pathos. Logos is seen as the logical consistency of a message; ethos, as the author's / characters' credibility; and pathos, as an appeal to the emotional in the reader. In literature as an art, emotional appeal is unquestionably a primary tool of communicating messages to the reader. That is why the principal element of the rhetorical structure of a literary work is pathos, ethos and logos synergizing and supporting it. A careful rhetorical analysis allows to elucidate the diversity of rhetorical devices in fiction and assess their impact on the reader.

### 17.1. RHETORICAL ANALYSIS OF FICTION

The general strategy for dealing with fiction in the course of Practical Rhetoric generally includes an exposition of the plots' historical and social context, analysis of problem issues in the "intensive reading" mode, and a final presentation of students' findings. Discussions have shown that fiction discourse can be effectively used for scrutiny of various problem issues of rhetoric and argumentation beyond the literary perspective, such as:

- the place of argument in contemporary life;
- strategies for reading arguments (reading as a believer and as a doubter);
- understanding the rhetorical context at the level of diegesis (the level of the characters, their thoughts and actions) and at the level of extradiegesis (the level of the narrative);
- basic concepts of rhetoric (the rhetorical triangle, the enthymeme, the warrant, a genuine argument and a pseudo-argument, etc.);
- means of creating effective pathos and ethos in argumentative discourse;
- audience-based reasoning (appealing to supportive, neutral, or resistant audiences);
- logical fallacies in argumentation.

As a matter of recommendation, we can suggest discussing the following literary works:

- George Orwell, *1984*
- George Orwell, *Animal Farm*
- James Finn Garner, *Politically Correct Bedtime Stories (Modern Tales for Our Life and Times)*
- David Hare, *Staff Happens*

The general approach to the discussion of literary works in the framework of rhetorical analysis is splitting the discussion guide into four logical parts:

**1. Context Discussion.** It is important to provide biographical information about the authors, as well as the historical, societal, and personal factors that influenced the work. It also helps identify the genre, style, tone, and other important literary elements that might turn out important while reading the literary work.

**2. Study Questions.** Discussion guides should come with a handful of questions and answers that demonstrate how to go about analyzing a text. Each question is open for interpretation and argument, but can also be answered by looking directly at the text for details they can combine to produce an answer. In class, teachers can present our study questions to their students and have them write a "devil's advocate" response that differs from the traditional interpretation.



**3. Author's Rhetoric.** This part of literary discussion is focused on sharing points of view on the themes, messages, characters, and the author's literary means that help reveal the ideas. You might find it useful to discuss questions connected with character analysis, symbols and allusions, themes and messages.

**4. Feedback and Follow Up.** Finally, it is important to provide opportunities for individual feedback, when students can summarize their feedback of the literary work in the form of a presentation or a written paper. A preferable way is to give students a chance to choose a question or a problematic, controversial issue based on their own perception of the literary work, but in our discussion guide, we also suggest topics for written and spoken presentations.

Here we provide an example of a discussion guide based on *Animal Farm* by George Orwell, but a similar plan can be used to discuss any literary work with a rhetorical potential.

## **17.2. ANIMAL FARM: DISCUSSION GUIDE**

### **1. Context Discussion**

Context discussion will be more effective, if you accumulate the most important background information about 1) George Orwell's literary career, views and contribution to literary world; 2) the genre of *Animal Farm* and its peculiarities; and 3) the historic context of the novel, which is important for further understanding of the messages.

**Instructions: Use the Internet or library resources to find some information about one of the subjects below and then prepare a presentation of your findings.**

1. G. Orwell's biography (personal life, career, political outlook)
2. G. Orwell's contribution to the fictional world (influence on the language, "newspeak")
3. The fable (Aesop, La Fontaine, Thurber, peculiarities of the genre)
4. Anti-utopia (features, authors, the most famous anti-utopias)
5. J. Stalinism (five-year plans, the purges, the personality cult)
6. L. Trotsky (Trotskism), the Stalin-Trotsky conflict
7. The Russian Revolution of 1905-1907 (The Bloody Sunday, the main consequences)
8. The Russian Revolution of 1917 (the fall of Tsar), the chronology of the events (February Revolution, October Revolution, etc.)
9. World War I (the involvement of Russia)
10. The Russian Civil War (the main results)
11. World War II (the main political powers, the results, the Tehran conference)
12. Totalitarian regimes (in general, characteristics, examples)
13. Socialism (Karl Marx's Communist Manifesto and theoretical basics of communism)
14. Communism and religion (Religion in the USSR)
15. Propaganda and ideology of the USSR media

### **2. Study Questions**

**Instructions: Read chapters 1-5 and answer the following questions.**

#### **Chapter 1.**

1. When and where do the events take place? Does the setting matter for the understanding of the novel?
2. Who is Mr. Jones? What can we say about Mr. Jones as a character and how can we comment on this character from the historical perspective?
3. Who is Old Major? How old is he? What does he call the animals for? What is his allegorical meaning?
4. Focus on Old Major's speech. How is the animals' position at the farm described? Why are the animals miserable? What is his message? How does he define the new morale? Can you notice logical fallacies in arguments against man as the source of evil and for animal revolution: false dilemmas, straw-man (oversimplification), begging the question (circular reasoning)?
5. What event at the end of Chapter 1 can be correlated with the 1905-1907 Revolution? Why?

## **Chapter 2.**

1. Comment on the differences between Old Major's speech and the principles of Animalism as the result of the pigs' explanation. What aspects of Old Major's speech were reduced and not included into Animalism as a complete system of thought? Why does it seem important?

2. Prove that almost all the commandments are based on the binary friend-or-foe opposition? What is wrong with the ideology (ideas that keep people together) which, instead of definition criteria, provides only the rejection of the criteria typical of another ideology?

3. What were the main difficulties with the promotion of animalism among the different animals? Comment on how the different animals were receptive to animalism taking into consideration the historical context and the correlation between different kinds of animals and social classes of people: peasants, working class, intelligentsia, etc.

4. Separately, comment on the allegorical meaning of the tamed raven Moses. Why does Moses disappear after the Rebellion?

5. How is the Rebellion described in the novel? What is the allegorical meaning of the Rebellion? How do the animals behave after the Rebellion? Do they destroy anything?

6. Comment on the episode with milking the cows and the disappearance of the milk. Which of the Seven Commandments is violated and how soon after the Rebellion does it happen?

## **Chapter 3.**

1. How has the life on the farm changed after the Rebellion? What did the different animals do before the Rebellion and what do they do now? Do the cows, the horses, the hens, and other animals work in the same way as they used to work? What about the pigs? What was their function before and what is it now?

2. Is the pigs' contribution adequate? Do they provide effective management of the farm? Prove your point of view.

3. Give examples of the red tape management that was initiated on the farm.

4. What is the pigs' vision of education? Comment on Napoleon's decision to take away the puppies and to bring them up in his own way.

5. Comment on the episode with the windfalls. What is the difference between the previous episode with the milk? What is Squealer's role in it? Explain the allegorical meaning of Squealer as a fable character. Identify the logical fallacies in Squealer's speech legalizing the pigs' possession of the windfalls.

## **Chapter 4.**

1. What is the attitude of the neighboring farm owners towards Animal Farm? What is the allegorical meaning of Mr. Pilkington and Mr. Frederick? How are their farms described? Why were they frightened of the "rumors of a wonderful farm"? Comment on their behavior from the allegorical point of view.

2. What historic event does the Battle of the Cowshed symbolize? How is the Battle of the Cowshed described? Who was "the most terrifying spectacle"?

3. Were there any victims? What was Snowball's role in the battle? How did the animals celebrate their victory?

4. Who was awarded and how after the Battle?

5. By the way, what symbols does the newly created farm have? (the song, the flag, etc.) Why are symbols so important for people, in general, and what role do they play for the animals?

## **Chapter 5.**

1. Comment on the episode with Mollie's disappearance from the farm. What is known about her further whereabouts? What is the allegorical meaning of Mollie's character?

2. Why does the political opposition between Napoleon and Snowball start to grow? How is it correlated with the historic events and the real historic personalities?

3. What were their voting slogans and promises about? How were they planning to achieve them?
4. How is their disagreement about the windmill described? Comment on Napoleon's behavior and attitude to his opponent. How did Napoleon get rid of Snowball?
5. How was it explained to the animals? Comment on Squealer's role in "rewriting history".
6. What was surprising about Napoleon's decisions after Snowball's expulsion? How can you comment on this?

**Instructions: Read chapters 6-10 and answer the following questions.**

#### **Chapter 6.**

1. How is the building of the windmill described? How does the author help us understand that it was extremely difficult for the animals?
2. Why did Animal Farm engage in trade? Why did the animals feel "a vague uneasiness"? How did Squealer explain it to the animals?
3. How did one of the Commandments change after the pigs moved into the house? How did Squealer explain this move to the animals? What logical fallacies can you track in Squealer's speech?
4. By the way, is it possible to change the Constitution? If yes, then under what circumstances and conditions?
5. Why did the windmill fall? Why did Napoleon put the blame on Snowball?

#### **Chapter 7.**

1. Why was it important to conceal the starvation and shortages from the world? What did Napoleon order to do to hide starvation?
2. "Whenever anything went wrong it became usual to attribute it to Snowball". Why?
3. How did the story that Squealer told the animals about Snowball differ from what the animals could remember? Why did it finally seem to the animals that they did remember Squealer's version of the events?
4. What happened on the farm one day, in the late afternoon, which made Boxer say: "I would not have believed that such things could happen on our farm"? What historic events is this episode referred to?
5. Why was the song Beasts of England abolished? How was it explained? What is a more realistic explanation?

#### **Chapter 8.**

1. How was the Sixth Commandment changed? Who is supposed to decide whether the cause is good enough? How is the political system without division into different branches of power called?
2. Give examples of the text to prove the growth of Napoleon's cult in the animal society. What were the consequences for the animals?
3. Why did Napoleon want to sell the pile of timber? To whom was the timber finally sold? Why was it a surprise for the animals? What was Napoleon's secret agreement with Frederick about? What was the end of the story with the timber? What symbolic references does this episode have with historic events?
4. Summarize the information about the Battle of Windmill: the beginning of the battle, the course of the battle, the death toll, the results. Comment on Boxer's words: "What victory?" Why is it difficult to call it a victory?
5. What did the pigs do with the case of whisky found in the farmhouse? Why did they decide to sow the paddock beyond the orchard with barley afterwards? What was the paddock originally intended for? How can you comment on the pigs' decision to change the purpose of the paddock?
6. How was the Fifth Commandment changed? Who did it? How do we know it?

#### **Chapter 9.**

1. What is pension? What was the original concept of pension in the animal society?
2. How did the life on the farm change? Prove that "life was hard". Why did Squealer never call the reduction of rations "readjustment"? Give examples of the growing gap between the pigs and the other animals.

3. Why did the pigs allow Moses the raven come back?
4. What is pension? How was the concept of pension originally formulated in the animal society? Why was Boxer looking forward to his retirement?
5. Under what circumstances do we find out that Benjamin could read? What did he read on the side of the van?
6. How did Squealer explain what happened to Boxer?
7. Where did the pigs “acquire the money to buy themselves a case of whiskey”? Why can the betrayal of Boxer be seen as an alternative climax of this novel?

### **Chapter 10.**

1. Summarize the information about the life on the farm after many years. How did the life of the pigs, dogs and other animals change?
2. How was the First Commandment changed? How does it relate to the pigs walking on two legs and carrying whips?
3. Comment on Mr. Pilkington’s words: “If you have your lower animals to contend with, we have our lower classes!”
4. How is the animal farm called now? Why was the name Animal Farm abolished?
5. Comment on the final sentence of the fable: “The creatures outside looked from pig to man, and from man to pig, and from pig to man again; but already it was impossible to say which was which.” What message does it send?

### **3. Author’s Rhetoric**

**Instructions: Choose one of the items below and use ideas from the text and classroom activities to construct your own presentation.**

1. Discuss important symbols in the novel. Explain what they suggest and comment on their significance.
2. By referring to 3-4 incidents, show how Orwell creates different kinds of atmosphere.
3. Think about some developments in Soviet history before 1945 that have direct parallels in *Animal Farm*.
4. *Animal Farm* is a fable, and therefore its characters represent more general types and specific historical figures. Discuss the most important characters, their individual characteristics, and what they represent.
5. One of Orwell’s central concerns is the way in which language can be manipulated as an instrument of control. Think about the ways in which rhetoric and language can be twisted and manipulated into an instrument of social control. Include examples in your answer.
6. The story is not told from the perspective of any particular character, but from the perspective of the common animals as a whole. Discuss what human qualities enable oppression to flourish according to the author. Support your opinion by going back to the text.
7. Discuss *Animal Farm* as a dystopian novel and a fable.
8. Grotesque melodrama is the heart and soul of *Animal Farm*. Explain this statement and think about the critical comments the author makes. Who receives a sympathetic portrayal in the novel?
9. *Animal Farm* is a miniature nation, surrounded by a county full of farms that parallel the other nations of the world. Discuss the characters of Pilkington, Frederick, Whymper, and what they represent.
10. Napoleon’s psyche is a very important terrain discussed in the novel. Discuss how Napoleon gradually increases his personal power and privileges, while simultaneously tightening the control over the other animals.
11. Snowball is based on the figure of L. Trotsky. Think about the qualities Snowball displays in the novel as well as the ideas he comes up with. Include textual evidence in your answer.
12. Discuss the power struggle between Napoleon and Snowball.
13. Discuss the most important quotes in the novel. Explain what they suggest and comment on their significance.
14. Discuss the most important intertextual links in the novel (mythological archetypes, fairy-tale plots, historical events).
15. Discuss the effects of the open ending. What resolution to the conflict would you suggest now knowing the course history took?

#### **4. Feedback and Follow Up**

**Instructions: As a follow up activity, write a literary essay.**

Pay attention that a literary essay is not a book review: you're not being asked whether or not you liked a book or whether you'd recommend it to another reader. A high school- or college-level literary essay asks, "How does this piece of literature actually work? How does it do what it does? Why might the author have made the choices he or she did?"

Here are seven basic steps to writing a well-constructed literary essay.

##### **1) Ask Questions**

If you are asked to come up with a topic by yourself, though, you might start to feel a little panicked. Maybe you have too many ideas – or none at all. Don't worry. Take a deep breath and start by asking yourself these questions:

**What struck you?** Did a particular image, line, or scene linger in your mind for a long time? If it fascinated you, chances are you can draw on it to write a fascinating essay.

**What confused you?** Maybe you were surprised to see a character act in a certain way, or maybe you didn't understand why the book ended the way it did. Confusing moments in a work of literature are like a loose thread in a sweater: if you pull on it, you can unravel the entire thing. Ask yourself why the author chose to write about that character or scene the way he did and you might tap into some important insights about the work as a whole.

**Did you notice any patterns?** Is there a phrase that the main character uses constantly, or an image that repeats throughout the book? If you can figure out how that pattern weaves through the work and what the significance of that pattern is, you've almost got your entire essay mapped out.

**Did you notice any contradictions or ironies?** Great works of literature are complex; great literary essays recognize and explain those complexities.

##### **2) Collect Evidence**

Once you know what question you want to answer, it's time to scour the book for things that will help you answer the question. Don't worry if you don't know what you want to say yet – right now you're just collecting ideas and material and letting it all percolate. Keep track of passages, symbols, images, or scenes that deal with your topic. Eventually, you'll start making connections between these examples and your thesis will emerge.

##### **3) Construct a Thesis**

When you've examined all the evidence you've collected and know how you want to answer the question, it's time to write your thesis statement. A thesis is a claim about a work of literature that needs to be supported by evidence and arguments. A good thesis must be based on a controversial issue.

##### **4) Develop and Organize Arguments**

The reasons and examples that support your thesis will form the middle paragraphs of your essay. Since you can't really write your thesis statement until you know how you'll structure your argument, you'll probably end up working on steps 3 and 4 at the same time.

There's no single method of argumentation that will work in every context. One essay prompt might ask you to compare and contrast two characters, while another asks you to trace an image through a given work of literature.

##### **5) Write an Introduction**

Your introduction sets up the entire essay. It's where you present your topic and articulate the particular issues and questions you'll be addressing. It's also where you, as the rhetor, introduce yourself to your readers. A persuasive literary essay immediately establishes its contributor as a knowledgeable, authoritative figure (so, think how to enhance your ethos).

An introduction can vary in length depending on the overall length of the essay, but in a traditional five-paragraph essay it should be no longer than one paragraph. However long it is, your introduction needs to:

- provide any necessary context. Your introduction should situate the reader and let him or her know what to expect. What book are you discussing? Which characters? What topic will you be addressing?

- answer the "So what?" question. Why is this topic important, and why is your particular position on the topic noteworthy? Ideally, your introduction should pique the reader's interest by suggesting how your argument is surprising or otherwise counterintuitive. Literary essays make unexpected connections and reveal less-than-obvious truths.

- present your thesis. This usually happens at or very near the end of your introduction.
- indicate the shape of the essay to come. Your reader should finish reading your introduction with a good sense of the scope of your essay as well as the path you'll take toward proving your thesis. You don't need to spell out every step, but you do need to suggest the organizational pattern you'll be using.

Your introduction should not:

- be vague. Beware of the two killer words in literary analysis: interesting and important. Of course the work, question, or example is interesting and important – that's why you're writing about it!

- open with any grandiose assertions.
- wildly praise the work.
- go off-topic.

Keep your introduction streamlined and to the point. Don't feel the need to throw in all kinds of bells and whistles in order to impress your reader – just get to the point as quickly as you can, without skimping on any of the required steps.

## **6) Write Body Paragraphs**

Once you've written your introduction, you'll take the arguments you developed in step 4, and turn them into your body paragraphs. The organization of this middle section of your essay will largely be determined by the argumentative strategy you use, but no matter how you arrange your thoughts, in your body paragraphs you should:

- begin with a strong sentence. Topic sentences are like signs on a highway: they tell the reader where they are and where they're going.
- fully and completely develop a single thought.
- not skip around in your paragraph or try to stuff in too much material. Body paragraphs are like bricks: each individual one needs to be strong and sturdy, or the entire structure will collapse. Make sure you have really proven your point before moving on to the next one.
- use transitions effectively. Good literary essay writers know that each paragraph must be clearly and strongly linked to the material around it. Think of each paragraph as a response to the one that precedes it. Use transition words and phrases such as *however*, *similarly*, *on the contrary*, *therefore*, *furthermore* to indicate what kind of response you're making.

## **7) Write a Conclusion**

Just as you used the introduction to ground your readers in the topic before providing your thesis, you'll use the conclusion to quickly summarize the specifics learned thus far, and then hint at the broader implications of your topic. To write a good conclusion, you should:

- do more than simply restate the thesis.
- synthesize the arguments, not summarize them.
- not repeat the details of your body paragraphs in your conclusion. The reader has already read your essay, and chances are it's not so long that they've forgotten all your points by now.
- revisit the "So what?" question. In your introduction, you made a case for why your topic and position are important. You should close your essay with the same sort of gesture. What do your readers know now that they didn't know before? How will that knowledge help them better appreciate or understand the work overall?
- move from the specific to the general. Your essay has most likely treated a very specific element of the work – a single character, a small set of images and symbols, or a particular passage. In your conclusion, try to show how this narrow discussion has wider implications for the work overall.
- stay relevant. Your conclusion should suggest new directions of thought, but it shouldn't be treated as an opportunity to pad your essay with all the extra, interesting ideas you came up with during your brainstorming sessions but couldn't fit into the essay proper. Don't attempt to stuff in unrelated queries or too many abstract thoughts.
- avoid making overblown closing statements. A conclusion should open up your highly specific, focused discussion, but it should do so without drawing a sweeping lesson about life or human nature. Making such observations may be part of the point of reading, but it's almost always a mistake in essays, where these observations tend to sound overly dramatic or simply silly.

### 17.3. A GLOSSARY OF USEFUL LITERARY TERMS

**Antagonist** – the entity that acts to frustrate the goals of the protagonist. The antagonist is usually another character but may also be a non-human force.

**Antihero / anti-heroine** – a protagonist who is not admirable, or who challenges notions of what should be considered admirable.

**Character** – a person, animal, or any other thing with a personality that appears in a narrative.

**Climax** – the moment of greatest intensity in a text or the major turning point in the plot.

**Conflict** – the central struggle that moves the plot forward. The conflict can be the protagonist's struggle against fate, nature, society, or another person.

**First-person point of view** – a literary style in which the narrator tells the story from his or her own point of view and refers to himself or herself as "I." The narrator may be an active participant in the story or just an observer.

**Hero / heroine** – the principal character in a literary work or narrative.

**Imagery** – language that brings to mind sense-impressions, representing things that can be seen, smelled, heard, tasted, or touched.

**Motif** – a recurring idea, structure, contrast, or device that develops or informs the major themes of a work of literature.

**Narrative** – a story.

**Narrator** – the person (sometimes a character) who tells a story; the voice assumed by the writer. The narrator and the author of the work of literature are not the same person.

**Plot** – the arrangement of the events in a story, including the sequence in which they are told, the relative emphasis they are given, and the causal connections between events.

**Point of view** – the perspective that a narrative takes toward the events it describes.

**Protagonist** – the main character around whom the story revolves.

**Setting** – the location of a narrative in time and space. Settings create the mood, or atmosphere.

**Subplot** – a secondary plot that is of less importance to the overall story but may serve as a point of contrast or comparison to the main plot.

**Symbol** – an object, character, figure, or color that is used to represent an abstract idea or concept. Unlike an emblem, a symbol may have different meanings in different contexts.

**Syntax** – the way the words in a piece of writing are put together to form lines, phrases, or clauses; the basic structure of a piece of writing.

**Theme** – a fundamental and universal idea explored in a literary work.

**Tone** – the author's attitude toward the subject or characters of a story or toward the reader.

**Voice** – an author's individual way of using language to reflect their own personality and attitudes. An author communicates voice through tone, diction, and syntax.

### 17.4. A LITERARY ESSAY

Below you will find a student's literary essay sample. This is not the best example of how a literary essay can be written, but it's a good illustration of how the general step-by-step approach to the essay structure can be put into practice.

#### MAINTENANCE OF THE PIGS' POWER ON ANIMAL FARM

George Orwell's *Animal Farm* examines the insidious ways in which public officials can abuse their power, as it depicts a society in which democracy dissolves into autocracy and finally into totalitarianism. From the Rebellion onward, the pigs of Animal Farm use violence and the threat of violence to control the other animals. However, while the attack dogs keep the other animals in line, physical intimidation doesn't prevent some of them from quietly questioning Napoleon's decisions. To check this threat to the pigs' power, Napoleon relies on rousing slogans, songs, and phrases to instill patriotism and conformity among the animals. On Animal Farm, it quickly becomes clear that language and rhetoric can be much more effective tools of social control than violence.

The pigs rely on slogans, poems, and commandments to both inspire the animals and keep them subservient. Crucially, the pigs understand that their songs and sayings must be easy to memorize and repeat if the other animals are to internalize their precepts. When written commandments prove too difficult for many of the animals, the pigs synthesize them into a single, brief catchphrase: “Four legs good, two legs bad.” The slogan inspires the animals to adore their leaders rather than fear them, and by repeating it they deepen their commitment to the pigs. Boxer, the loyal cart-horse, continuously reaffirms his faith in the pigs’ judgment by repeating the slogan “Napoleon is always right” in addition to his usual mantra, “I will work harder.” The animals eventually use the pigs’ slogans to police themselves, such as when several animals protest Napoleon’s decision to begin trading farm products to humans. Though they are initially silenced by “a tremendous growling from the dogs,” the tension isn’t dissolved until the sheep break into a collective recital of “Four legs good, two legs bad!” In this key scene, Orwell explicitly contrasts brute force and the power of language, demonstrating that while the former may be effective in the short term, the latter has deeper, more lasting effects. The central role of rhetoric in the pigs’ administration is illustrated by the power afforded Squealer, the aptly-named spokes-pig, as well as the presence of a government poet pig, Minimus.

In addition to the songs, slogans, poems, and commandments, Napoleon and the pigs also rewrite the oral and written histories of the farm in order to serve their needs and maintain their authority. When Napoleon violently seizes power, he quickly justifies his takeover by falsely denouncing his former ally and fellow revolutionary, Snowball, as a human-sympathizer and enemy of Animalism. In fact, he continuously retells the story of Snowball’s “treachery” until Snowball’s role in the Rebellion and subsequent founding of Animal Farm has been completely effaced. Despite the fact that many of the animals remember Snowball receiving a medal for his bravery in the Battle of the Cowshed, Squealer convinces them that Snowball had actually fought alongside Mr. Jones against the animals. Loyal Boxer, who has trouble believing the official tale, is convinced otherwise when Squealer tells him that Napoleon knows it to be true. “Ah, that is different,” exclaims Boxer. “If Comrade Napoleon says it, it must be right.” Later, as the pigs move into the farmhouse, Squealer makes more revisions to the official doctrine when he secretly amends the commandment “No animal shall sleep in a bed” to “No animal shall sleep in a bed with sheets,” and revises the rule about drinking to “No animal shall drink alcohol to excess.” The pigs even replace the old mantras with “Four legs good, two legs better,” and ultimately, “All animals are equal, except some are more equal than others.” When the animals actually catch Squealer in the act of rewriting the commandments, they don’t seriously suspect anything, a testament to the power the pigs’ rhetoric and language has over them.

The pigs’ slogans and catchphrases have brainwashed the other animals to such an extent that even when the dogs slaughter dozens of animals for supposedly having colluded with Snowball, they don’t question Napoleon’s leadership. Although unsettled, their misgivings melt away as soon as the sheep chime in with “their usual bleating” of Animal Farm’s primary maxim, “Four legs good, two legs bad,” which they chant for “several minutes” until the possibility of discussion has passed. Of course, not all political rhetoric is categorically bad – we see the rousing affect Old Major’s song *Beasts of England* has on the animals, and how it prompts them to overthrow the tyrant Farmer Jones and create their own government. Orwell argues, however, that language can be used just as effectively for more sinister purposes, as a device of social manipulation and control, and that such rhetoric is often far more powerful than state-sanctioned violence or the threat of physical force.

(800 words)

**Now, write a literary essay of 750-800 words on a topic below or an idea of your own expressing and explaining your point of view.**

1. The problem of rhetoric in *Animal Farm*: language as an instrument of social control and rewriting history
2. The symbolic meaning of a character / event / imagery in the novel
3. Logical fallacies in the pigs’ rhetoric
4. Means of creating effective pathos in the author’s rhetoric
5. Means of creating effective ethos in the author’s rhetoric
6. The importance of the historical context for the understanding of the story

**NB:** Also, see a test on *Animal Farm* in the **Supplement**.



### **PART III. DEBATING**

**Two signs of a learned person are: acceptance of other people's criticism,  
and being knowledgeable about the angles and dimensions of rhetoric and debate.**

*Ibn Shu'ba al-Harrani*

## UNIT 18. PRACTICING ARGUMENTATION STRATEGIES IN DEBATE

**He who cannot put his thoughts on ice should not enter into the heat of dispute.**

*Friedrich Nietzsche*

At the end of each semester, you are going to prepare for and take part in a formal debate(s). A debate is a discussion or structured contest about an issue or a resolution. Debates, in one form or another, are commonly used in democratic societies to explore and resolve issues and problems. Decisions at a board meeting, public hearing, legislative assembly, or local organization are often reached through discussion and debate. Indeed, any discussion of a resolution is a form of debate, which may or may not follow formal rules. A formal debate involves two sides: one supporting a resolution and one opposing it. Such a debate is bound by rules previously agreed upon. Debates may be judged in order to declare a winning side. In the context of a classroom, the topic for debate will be guided by the knowledge, skill, and value outcomes in the curriculum.

### 18.1. CONDUCTING A GROUP DEBATE

A debate is a formal, organized argument. It revolves around a motion (or, resolution), usually given in the affirmative, on which a vote is taken. The debate is organized by time and by a set of procedures. It is conducted by a chairperson (the Chair).

A debate usually involves three groups: one supporting a resolution (the affirmative team), one opposing the resolution (the opposing team), and those who are judging the quality of the evidence and arguments and the performance in the debate. The two opposing parties try to convince a third party (the audience) that each party's argument has more merit than the other's. The affirmative team asks the audience to accept the motion; the opposing team asks the audience to reject it. At the end of the debate, the audience votes for or against the motion.

The affirmative team includes a Proposer, a Secunder, and an Extension(s). The negative team includes an Opposer, a Secunder, and an Extension(s). The affirmative and opposing teams usually consist of three or four members each, with the instructor or a student as the Chair and an audience made up of class members not involved in the formal debate.

**NB:** The language used in a debate is always very formal, e.g.:

The Chair says:

- The subject we're going to debate today is "The present prison system should be abolished."

- I'd like to introduce you to the team which is going to speak in favor of the motion / to oppose the motion. Their names are Ms. X and Mr. Y.

- I would now like to call on Ms. X to present the case for the motion.

- Would anyone in the audience like to ask a question?

- Would members of the audience please raise their hands if they are voting in favor of / against the motion

The Proposer says:

- Before presenting my arguments in favor of the motion, I would like to present important background information.

A member of the audience says:

- Mr. / Madam Chair, I would like to ask the first speaker why...

#### **Debate Preparation**

- Work in groups and choose a different motion for debate.

### A Possible List of Controversial Topics for Debates

|                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Abortion<br>Animal experimentation<br>Capital punishment<br>Censorship<br>Cloning<br>Dress codes in school<br>Eugenics<br>Euthanasia<br>Gay marriage<br>Genetic engineering<br>Globalization<br>Gun control<br>Internet censorship | Nuclear disarmament<br>Pornography debate<br>Privacy and the Internet<br>Smoking laws<br>Standardized testing<br>Surrogate motherhood<br>Teenage pregnancy<br>Terrorism<br>Vegetarianism<br>Video game controversy<br>Violence in the media<br>Women in the military<br>... |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- Develop the resolution to be debated. When a motion is first suggested for debate, it is important that all terms in it are carefully defined by both sides. If this is not done, the debate can become pointless because the two teams have a different understanding of the key terms.

- Organize the teams. Decide who is going to be the team proposing the motion and who is the team opposing it (notice that you do not need to choose according to your conviction – in fact, it can be more interesting for you to argue a point of view you do not actually hold). Put the information down:

|                                                 |                                                                                    |                                                                                |
|-------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <b>Date:</b><br><b>Motion:</b><br><b>Chair:</b> | <b>Affirmative team:</b><br>1. Proposer:...<br>2. Seconder:...<br>3. Extension:... | <b>Opposing team:</b><br>1. Opposer:...<br>2. Seconder:...<br>3. Extension:... |
|-------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|

(See the **Supplement** for the *Team Roster* template).

- Establish the rules of the debate, including timelines.
- Research the topic and prepare logical arguments.
- Gather supporting evidence and examples for position taken.
- Anticipate counter arguments and prepare rebuttals.
- Prepare room for debate. Draw a plan of your classroom showing how you could arrange a debate in it.

The two teams prepare their presentations independently of each other. Both teams should:

- consider the background to the motion (even though it will be for the Proposer of the motion to present this in the debate);
- remember that the essence of debate is finding holes in your opponents' arguments and finding ways of showing that these holes exist;
- predict the arguments that the other team will come up with and be ready with rebuttals;
- decide on the strategy, e.g. will be arguments rebutted before or after they are offered?
- plan how to divide what the team want to say between the Proposer / Opposer and the Seconder.

Participants may use any sources (books, etc.) and gadgets they wish and bring these with them to the debate.

### Conducting a Debate

Debate opens with the affirmative team (the team that supports the resolution) presenting their arguments, followed by a member of the opposing team. This pattern is repeated for the second speaker in each team. Finally, each team gets an opportunity for rebutting the arguments of the opponent and answer the audience's questions. Speakers should speak slowly and clearly. The judges and members of the audience should be taking notes as the debate proceeds. A typical sequence for debate, with suggested timelines, is as follows:

- the Chair announces the motion for the debate, introduces the teams to the audience and explains the procedure (3 minutes)
- the first speaker of the affirmative team (the Proposer) presents arguments in support of the resolution (5 minutes);
- the first speaker of the opposing team (the Opposer) presents arguments opposing the resolution (5 minutes);
- the second speaker (the Seconder) of the affirmative team presents further arguments in support of the resolution, identifies areas of conflict, and answers questions that may have been raised by the opposition speaker (5 minutes);
- the second speaker (the Seconder) of the opposing team presents further arguments against the resolution, identifies further areas of conflict, and answers questions that may have been raised by the previous affirmative speaker (5 minutes);
- the Chair announces a short recess for teams to prepare their rebuttals (5 minutes);
- the rules may include a presentation by the third speaker / participant (the Extension) on each side in a debate. Their role is to “give an extension”, i.e., to add new material to the debate and to highlight the aspects of their arguments that differ from the opening teams (3 minutes each).
- the Chair announces debriefing, during which the teams ask each other previously prepared questions attempting to defend their arguments and to defeat the counter-arguments (15 minutes);
- the Chair announces deliberations, during which the audience ask previously prepared questions to the teams indicating whom their address concerns, and the teams answer the questions from the audience, attempting to defend their arguments and to defeat the counter-arguments (15 minutes);
- the Chair announces the end of the debate, hands out and collects forms for voting, counts the votes, and declares the winner (10 minutes).

There cannot be any interruptions. Speakers must wait their turns. The teacher may need to enforce the rules. (See the **Supplement** for the *Order of Debate* scheme.)

The debate is conducted by the Chair, who is responsible for the smooth running of the debate. The Chair is also responsible for making on-the-spot decisions about any unpredicted problems that arise during the debate. The Chair:

- announces the motion for the debate, introduces the speakers to the audience, and explains the procedure;
- asks the team proposing the motion to define the terms in the motion. The opposing team are asked whether they accept these definitions;
- tells the speakers that they will each have x minutes in which to present their case, and that the Chair will warn them when the time is almost up;
- invites questions from the audience (reminding them that the questions must be put through the Chair, and setting the time-limit);
- invites each team to sum up their arguments (this should be a quick summary of the arguments which the other side has not successfully countered.);
- asks the audience to vote by filling in the forms for voting and counts the vote;
- declares the motion carried or defeated.

### **Voting**

The members of the audience should vote according to their assessment of each team’s performance rather than their personal attitude to the motion. They should use ballots to make their assessment of each speaker (see the **Supplement** for the *Ballot* template). Each feature should be rated from 1 to 10 where 1 = very poor and 10 = excellent.

If the vote is equal for and against the motion, the Chair has the casting vote.

### **Post-Debate Discussion and Assessment**

When the formal debate is finished, it is time for analysis and discussion. Members of the audience ask questions and contribute their own thoughts and opinions on the arguments presented. Members of the teams may also wish to reflect on their performance and seek

feedback from the audience, including the teacher. The speakers may like to state their true position regarding the motion. The evaluations of each speaker may also be discussed. Members of the audience may like to say whether their opinion was changed by the speakers' arguments.

If some form of assessment was part of the debate plan, it would be conducted at this time. Assessment could be conducted by the teacher or the entire class.

## 18.2 CONDUCTING A COURSE DEBATE

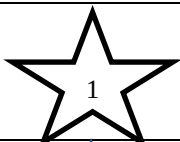
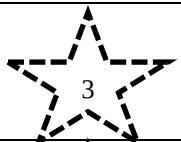
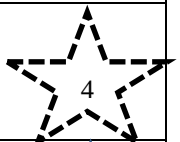
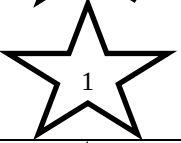
At the end of the course, a course debate competition may be held. Preparation and proceedings for a course debate are basically the same as for a group debate, but if the number of the groups participating exceeds 2, its organization requires more time and coordination of students and instructors' efforts and can take the following pattern:

1. The competition opens up with semifinals; participants of the semi-finals are determined by drawing lots. Two groups meet in each of the semifinals, the other groups acting as the audience; the Chairperson is a student of a group representing the audience in the session. Students of the debating groups not involved in the given session as team-members are present in the audience. They may assist in getting the summary ready and ask questions to both teams during the deliberations, but may not vote. The teams and the Chairperson do not vote.

2. Based on the results of the semifinals, two winning teams and two teams competing for the 3<sup>rd</sup> place are determined. The teams that lost the semi-finals meet in the Play-Off (the third session of a course debate) with the semifinal-winning groups as the audience and a student of a semifinal-winning group as the Chairperson. Students of the debating groups not involved in the given session as team-members are present in the audience. They may assist in getting the summary ready and ask questions to both teams during the deliberations, but may not vote. The teams and the Chairperson do not vote.

3. In the final session of the course debate, the teams that won the semi-finals meet, with the teams now ranking 3<sup>rd</sup> and 4<sup>th</sup> as the audience and a student of a group playing the audience as the Chairperson. Students of the debating groups not involved in the given session as team-members are present in the audience. They may assist in getting the summary ready and ask questions to both teams during the deliberations, but may not vote. The teams and the Chairperson do not vote.

**A Course Debate Tournament Table**

| Debate #       | Teams                                                                               |                                                                                     | Audience                                                                              |                                                                                       |
|----------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| 1. Semifinal 1 |  |  |  |  |
| 2. Semifinal 2 |  |  |  |  |
| 3. Play Off    |  |  |  |  |
| 4. Final       |  |  |  |  |



Winner of semifinals



Second best in semifinals

4. Teams can be expanded to 4 people selected by the students of a group (see the **Supplement** for the *Team Roster* template). The fourth team member does not make a separate speech and does not vote, but participates in the preparation for the debate as well as in the summary, debriefing, and deliberations.

5. The teams that took the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> places in a course debate competition are awarded with certificates of excellence. The other team(s) are awarded with certificates of participation.

6. For participation in the subsequent rounds of a course debate, the initial team rosters may remain unchanged or change at the students' request. All participants irrespective of the stage they took part in are awarded with a certificate at the end of the competition.

7. The date and time of each debate session is appointed depending on the course schedule; to conduct the competition, a technically equipped lecture hall will be required.

8. Motions for debates are developed by students. Each group brainstorm 5 to 10 options and determine one or two issues most relevant for discussion from their point of view. The issues are submitted to the board of instructors, discussed and approved by them, and announced as motions for the debates. The motion for each session is determined by drawing lots.

9. All group members are involved in preparation for the course debate, providing information, organizational, technical, and moral support to their team. Instructors render organizational assistance in preparation for the competition to their students at their request only, without taking part in the selection and structuring of content / material, the choice of means and methods of its presentation, writing texts of speeches, creating ICT presentations, etc.

10. During the debates, the instructors are present in the classroom, take notes, and closely follow the discussion but do not interfere with its course. During the class following each session of debates, the instructors analyze the students' preparation and performance, make comments, and give recommendations.

### 18.3 CONDUCTING A MOCK TRIAL

Mock hearings have proven an effective way to expand instructional interaction in a variety of practical speech courses across the curriculum. As a learning tool, they provide an opportunity for students to develop oral advocacy and inquiry skills, learn critical thinking techniques, work cooperatively, and build up conflict resolution skills.

The mock trial begins where actual trials begin – with a conflict or a dispute that the parties have been unable to resolve on their own. Mock trial formats range from free-wheeling activities where rules are created by the student participants (sometimes on the spot) and no script is used, to serious attempts to simulate the trial process based on simplified rules of evidence and procedure and dramatic reenactments of historical trials in which scripts are heavily relied upon.

Most mock trials use some general rules of evidence and procedure, an explanation of the basic facts, and brief statements for each witness. Mock trials may draw upon **historical events, trials of contemporary interest, school or classroom situations, or hypothetical fact patterns** depending on the objectives of the activity, the time available, and the students' language competence and prior experiences.

#### Sample Mock Trial Case 1

At the age of 19, Doris Drugdealer was arrested for selling \$200 worth of heroin to an undercover police officer in Midway City. She received a 15-year prison sentence for this crime. After serving about 8 months of her sentence, she decided that she could not tolerate prison and with the help of her grandfather, plotted an escape. She used a work pass to walk away from prison. This January, after 34 years, Doris was captured again by detectives who matched fingerprints from her driver's license to her prison records.

Doris said that in those times she was a "stupid little hippie-ish girl...a pothead." During the 34 years that Doris evaded prison, she worried every day that she would be caught. While looking at a sunset, she would marvel at her freedom and wonder if the past would catch up with her. She was very careful to lead the life of a model citizen and even volunteered for Common Cause, an organization that promotes government ethics and accountability. She married and had three children and lived a comfortable life in an upper middle class neighborhood in Gateway City. She never told her family about her past. Her husband of 23 years stated that he loved his wife as much as the day they were married, and that she was a "person

of the highest integrity and compassion” and had dedicated her life to raising her children. She taught her children to be responsible citizens and to avoid drugs. Her husband said that the arrest “was the next worst thing to having a death in the family.” Doris worried about the effect of her arrest on her son, who had just graduated from high school, and her older daughters. A neighbor commented that it would not be useful to society to send Doris back to prison. Undercover drug officers believed that Doris had connections to “higher ups” in the drug world and was the leader in a teenage drug ring. They found \$36000 in her apartment, paraphernalia for cutting heroin, and pictures of her with other drug dealers. Doris described herself as a recent high school graduate who was strapped for cash, working at a minimum wage job and driving a \$900 car. She said that every day of her life she regretted getting herself into this situation.

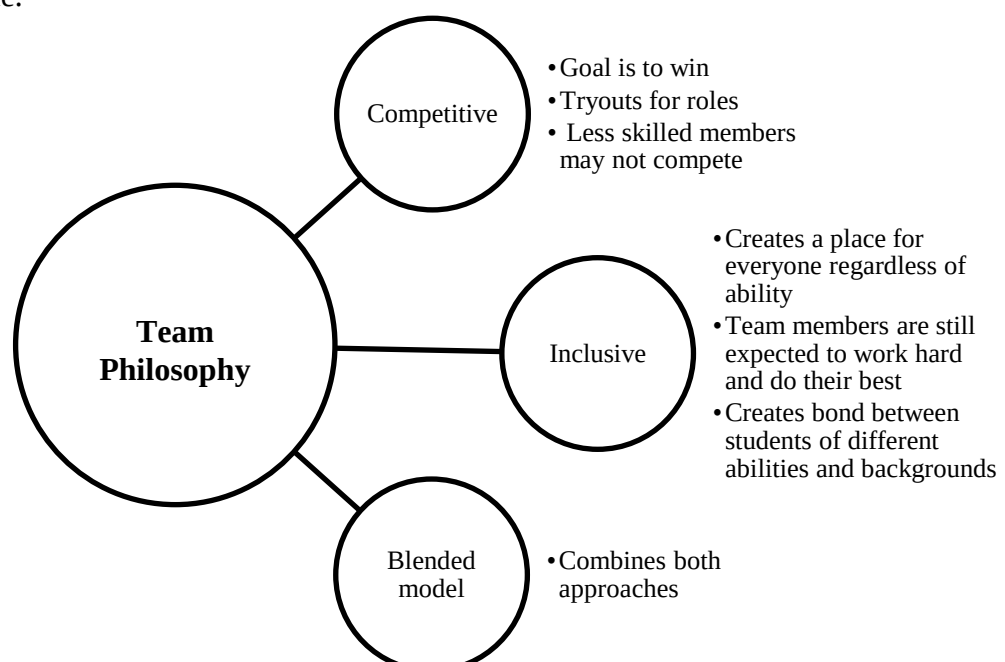
**What should Doris’ sentence be? Should she be extradited back to Midway City to serve her original prison term or even more? Should she be released because of the lapse of time? Should she be pardoned because she has been a model citizen for over 30 years, which proves her correction and conviction to the new values of good citizenship? Should a reduction of sentence or conditional release be implemented?**

### Sample Mock Trial Case 2

Mr. Maurice Mercy was ordered to face a murder trial for the killing of his wife, who was suffering from Lou Gehrig’s disease as well as severe heart disease. As a result of this disease, his wife could not talk or walk and had to be fed through a tube in her abdomen. One day, Mrs. Mercy managed to scrawl a note in which she asked her husband of 48 years to kill her. Mr. Mercy was described as a loving spouse who was devoted to caring for his wife. He gave his wife an injection of ground-up sleeping pills. The wife became unconscious after the sleeping pills were administered, but she did not die. The distraught husband carried his wife to the car, where he attached a vacuum-cleaner hose to the exhaust pipe and ran it into the car. He got into the car, along with the family pets, intending to kill his wife, himself, and the pets. After twelve hours, Mr. Mercy was woken up by a neighbor to find his wife and one of the family pets dead. The level of carbon monoxide in the wife’s blood was not high enough to kill a healthy person but enough to kill his frail wife.

**Mr. Mercy was ordered to stand trial for killing his wife. Is he guilty of murder? Should he go to jail? Was it a crime of “passion and compassion”? Was what he did immoral / illegal? Should laws be changed to allow assisted suicide? Think of Mr. Mercy’s values and point of view. Think of Mrs. Mercy’s values and point of view. Think of the legal, social, and medical issues. If you were a medical doctor, what would you propose? How would this impact society? Think of the commonplace opinions of the Mercys’ relatives, friends, neighbors, of the local SPCA expert, etc.**

**NB:** The facts involved should be known to the entire class. All students should read the case, regardless of the roles they are going to play and the team philosophy the class are going to assume.



### Preparing for a Mock Trial

Generally, the instructor plays the role of the judge in order to ensure proper courtroom procedure, but a trial may also be conducted with a student as a judge.

To prepare for a mock trial, the class should be divided into 3 training groups:

1. **Prosecution team:** Plaintiff; Prosecutor(s), or Plaintiff's Attorney(s); Witnesses for the Prosecution.

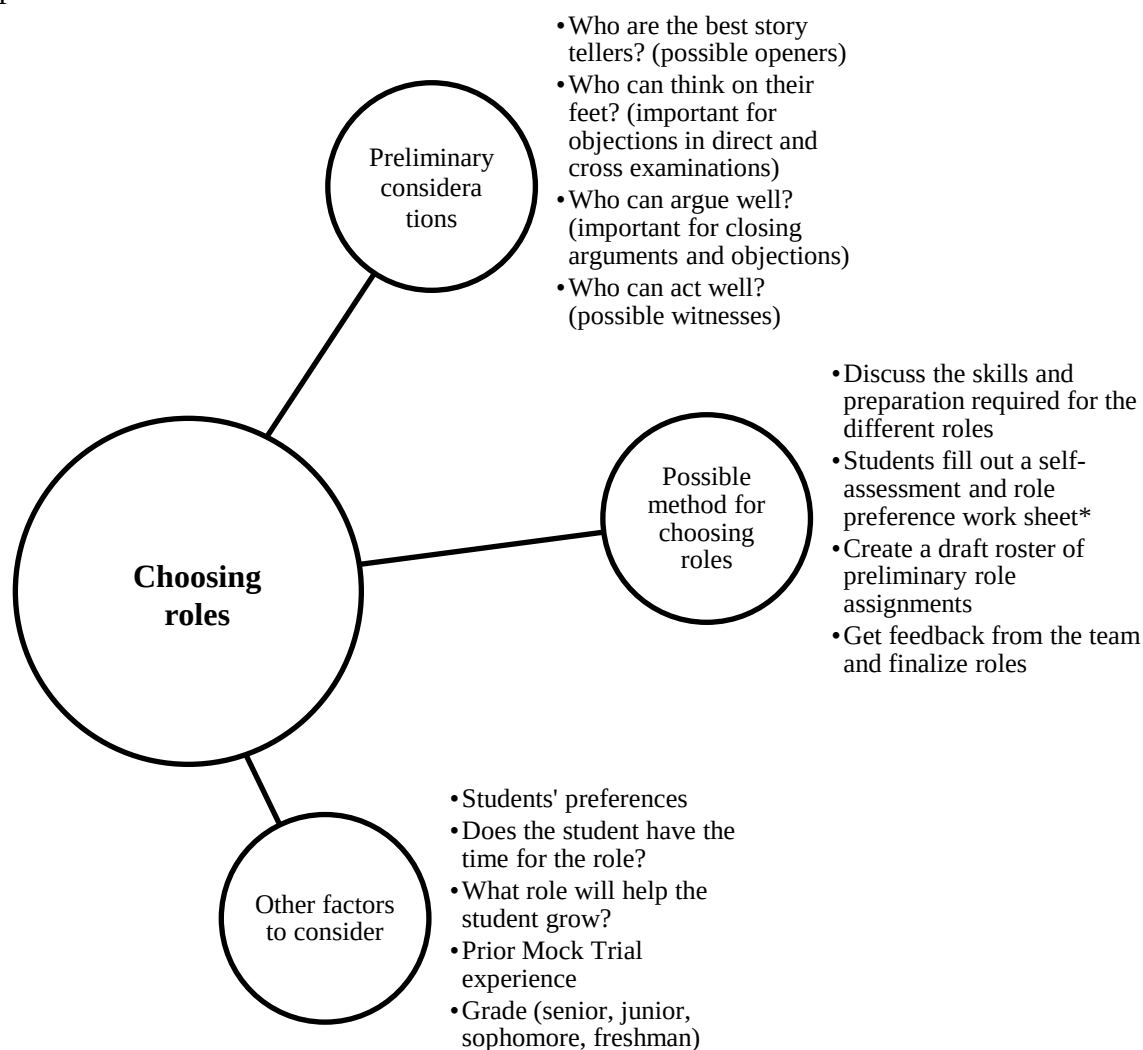
2. **Defense team:** Defendant; Defense Attorney(s); Witnesses for the Defense.

3. **Support role team** [optional]: Judge; Bailiff; Jury, including Jury Foreperson; Reporter(s).

(See the **Supplement** for the *Team Roster* template.)

As can be seen, a case could be started with a minimum of eight students (with no support roles and a teacher as the judge), or could easily involve an entire class or even more. Apart from a plaintiff and a defendant, four students are needed as witnesses; two or three could be assigned as opening, direct / cross, and closing attorneys for each side. In addition, twelve students can serve as the jury. Such a division of tasks directly involves over two dozen students, and the others can be used as a bailiff, a judge, and as possible replacements for participants, especially witnesses, in the event of an unexpected absence. Still other students may serve as radio, television, or newspaper reporters who observe the trial and then “file” their reports by making a presentation to the class in the form of an article or editorial following the trial.

**NB:** Students select roles by themselves; in case a few mock trials are planned, instructors must make certain the roles in each session are distributed evenly and justly so that all students participate and switch roles.



(\*See the **Supplement** for the *Self-Assessment and Role Preference* template.)



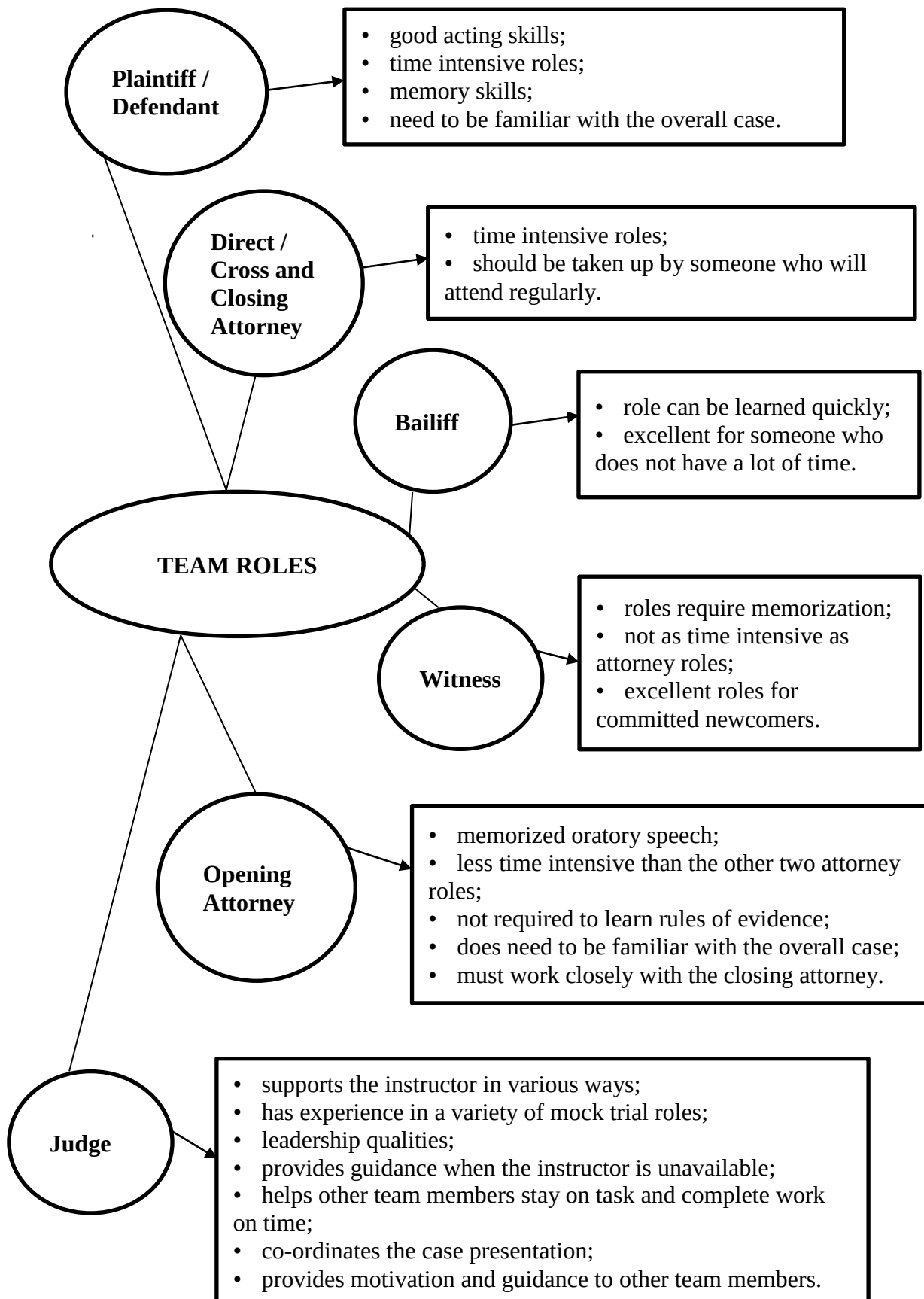
Students work in the above-mentioned task-groups for two weeks independently. During the preparation time, instructors may have students to develop fact patterns and witness statements (e.g., brief summaries of each witness' testimony). Attorneys should use this time to prepare the opening statements they will make. Because these statements focus the attention of the jury on the evidence that will be presented, it will be important for these students to work in close cooperation with all attorneys and witnesses for their side. Attorneys develop direct and cross-examination questions, prepare their clients and witnesses for direct examination and rehearse it with them, and outline closing arguments. Witnesses should become thoroughly familiar with their witness statements so that their testimony on the stand will not be inconsistent with their witness statements. The defendant is assisted to prepare for the final statement.

The support role team, whose functions involve running errands and setting up the courtroom, might explore their respective roles and other topics related to their part in the mock trial.

All participants must be previously informed about the proceedings of mock hearings, about their functions, and rules of evidence.

| <b>Roles</b>                      | <b>Tasks during Mock Trial</b>                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prosecution team                  | <ul style="list-style-type: none"> <li>• have the burden of proof in a trial, i.e., they must show that the defendant really committed the crime they claim the defendant committed by proving each element of charge beyond a reasonable doubt.</li> </ul>                                                                                                                                 |
| Defense team                      | <ul style="list-style-type: none"> <li>• have to show the prosecution did not meet the burden of proof by showing that at least one of its required elements wasn't proven <i>or</i></li> <li>• argue an affirmative defense stating that the defendant's actions are excusable, in which case they must meet the burden of proof.</li> </ul>                                               |
| Attorney                          | <ul style="list-style-type: none"> <li>• presents the opening statement;</li> <li>• presents the closing argument;</li> <li>• directs and crosses the plaintiff, the defendant and the witnesses.</li> </ul>                                                                                                                                                                                |
| Plaintiff<br>Defendant<br>Witness | <ul style="list-style-type: none"> <li>• work with attorneys to create case materials;</li> <li>• portray interesting and dynamic characters that are directed and crossed;</li> <li>• work with attorneys to create the best examinations possible with their answers.</li> </ul>                                                                                                          |
| Judge                             | <ul style="list-style-type: none"> <li>• presides;</li> <li>• rules on objections;</li> <li>• at the end of the trial, summarizes the law and evidence relating to this case;</li> <li>• in a jury trial, instructs the jury who then decides if the accused is guilty or not;</li> <li>• if the defendant is found guilty, decides what the sentence will be [<i>optional</i>].</li> </ul> |
| Bailiff                           | <ul style="list-style-type: none"> <li>• escorts witnesses to the witness stand;</li> <li>• swears in witnesses;</li> <li>• keeps the time notifying attorneys and witnesses of how much time remains, and stopping them when their time runs out;</li> <li>• transports papers and exhibits across the courtroom.</li> </ul>                                                               |
| Jury                              | <ul style="list-style-type: none"> <li>• listen very carefully during the trial to decide if they think the defendant is guilty or not guilty;</li> <li>• at the beginning of deliberations, select a jury foreperson;</li> <li>• deliberate at the end of trial to come to a verdict about the defendant's guilt or innocence by raising their hands.</li> </ul>                           |
| Jury Foreperson                   | <ul style="list-style-type: none"> <li>• during the deliberations, conducts and promotes discussion among the jurors;</li> <li>• after the deliberations, asks the jurors if they think the defendant is guilty or not guilty of the charge by a show of hands;</li> <li>• signs and dates the verdict form;</li> <li>• reads the verdict to the court.</li> </ul>                          |
| Reporters                         | <ul style="list-style-type: none"> <li>• observe the trial;</li> <li>• may interview the participants after the trial;</li> <li>• make a presentation to the class in the form of an article or report following the trial.</li> </ul>                                                                                                                                                      |

**NB:** For students to distribute and perform their roles effectively, they must be conscious of the skills and the preparation time each role would require.



## **Simplified Rules of Evidence**

In courtrooms, elaborate rules regulate the admission of evidence. These rules ensure that both parties receive a fair hearing and exclude evidence that is irrelevant, untrustworthy, or unduly prejudicial. For purposes of a classroom mock trial, the rules of evidence may be greatly simplified. The following rules are those most commonly applied to a classroom mock trial.

### **1. Form of questions:**

- *Leading questions* are permitted during the cross-examination but not during direct examination of a witness. A leading question is one that suggests the answer desired by the person asking the question. For example, “Mr. A, isn’t it true that you were drinking on the night of July 23rd?”

- *Direct questions* are generally phrased to evoke a narrative answer. For example, “Mr. B., can you please tell us what happened to you on the night of July 23rd?”

- *Questions that call for witness’s opinions:* As a general rule, witnesses may not voice their opinions. They should confine their testimony to matters of personal knowledge (i.e., what they did, saw, heard, smelled, etc.). Certain witnesses who have special knowledge or experience in a certain field, however, may be qualified as “expert witnesses.” An expert witness may express an opinion about his or her area of special expertise. For example, an attorney might ask: “Doctor, what medical condition caused the plaintiff to die?” If the doctor is a veterinarian, the question would not be allowed. If the doctor is a medical examiner or forensic pathologist, it likely would be allowed.

- *Questions that call for hearsay:* Hearsay is an out-of-court statement offered to prove the truth of what is asserted in the statement. For example, suppose a witness says, “I heard that Mr. B. has a criminal record.” This is hearsay if offered to prove that Mr. B. has a criminal record. Such statements as “I was told...,” “I heard ...,” “I was informed...,” are other typical examples of hearsay statements. As a general rule, hearsay is not permitted as evidence in a trial.

- *Questions that are irrelevant:* Only relevant testimony may be presented. Irrelevant testimony is that which has nothing to do with the issues in the case. For example, if a lawyer asked, “Mr. A., what is the last good book you read?” that question would not be pertinent to the case.

### **2. Introduction of physical evidence:**

If there is any physical evidence (e.g., documents, photographs, etc.) that either side wishes to have introduced at trial, this may be done by:

- Asking the judge for permission to have an item marked for identification (e.g., “Your Honor, I ask that this letter be marked for identification as Defendant’s Exhibit A.”)

- Showing the item to the attorneys on the other side to give them an opportunity to make any objections.

- Asking the witness on the stand to identify the item (e.g., “Mr. C., this has been marked Defendant’s Exhibit A. Could you please tell us what it is?”)

- Moving the item into evidence (e.g., “Your Honor, I offer this letter for admission into evidence.”)

### **3. Impeachment:**

If a witness’s testimony contradicts the facts as offered in the witness statement or other witness statements, attorneys on the opposing side can impeach the witness on cross-examination. “Impeach” means that the opposing side can point out the contradiction and thereby call into question the truthfulness of the witness. To impeach a witness, the opposing side should:

- show the witness statement to the person on the stand.
- ask, “is this your sworn statement?”
- ask the witness to read the portion of the statement that contradicts his or her testimony.
- point out the contradiction to the court.

In classroom situations, student attorneys may object if the other side introduces evidence that cannot reasonably be deduced from the fact pattern given.

### **Conducting a Mock Trial**

The trial begins with **Opening Proceedings** (administrative and procedural steps that happen before the trial begins). The judge enters the courtroom, briefly gives out the instructions to the jury (about what they are to listen to), and then lets the sides give the **Opening Statement**.

In the opening statement, first the prosecutor, or plaintiff's attorney, and then the defendant's attorney explain what their evidence will be and what they will try to prove. As a rule, the prosecution must meet the burden of proof in order to prevail.

The opening statement is followed by the **Prosecution's Case**, in which witnesses of prosecution are sworn in by the bailiff and called to testify. The prosecution does a direct examination of the witnesses. Once the direct examination is complete, each witness of prosecution is cross-examined (questioned so as to break down the story or be discredited) by the defense. Then, this process is repeated for the defendant's witnesses: in the **Defendant's Case**, defense calls witnesses for direct examination, and the prosecution does cross-examination.

On direct examination (i.e., either the plaintiff's or defendant's attorneys questioning their own witnesses), questions should not be leading – they should not have the answer included as part of the question. Leading questions may, however, be used in cross-examining a witness in order to impeach their credibility in the testimony.

While constructing the questions and testimony for direct examination, the attorneys should be thinking about how they will cross-examine the witnesses for the other side. The purpose of cross-examination is to make the other side's witnesses seem less believable in the eyes of those determining the facts of the case (i.e., the jurors in a jury trial or the judge if no jury is used). During cross-examination, for instance, the attorneys for the plaintiff might try to suggest that the testimony of the defense witnesses is inconsistent. Leading questions, sometimes requiring only a yes or no answer, are permitted during cross-examination. Frequently it is wise to ask relatively few questions on cross-examination so that the witness will not have an opportunity to reemphasize strong points to the jury.

Once all of the witnesses have been examined, the trial moves to closing arguments. In the **Closing Statement**, an attorney for each side reviews the evidence presented and asks for a decision in his or her favor. The closing arguments are rather challenging since they must be flexible presentations, reviewing not only the evidence presented for one's side but also underscoring weaknesses and inconsistencies in the other side's case which arise out of the trial proceedings. After the defense finishes their closing statement, the defendant may make their brief **Final Statement** if there is still time remaining.

In a jury trial, **Jury Instructions** are necessary. Once closing statements have concluded, the judge explains the deliberation guidelines (appropriate rules and regulations to be considered in weighing the evidence) to the jury, and asks the jury to leave the room to deliberate. The role of the jury is often minimized. Students should understand that the jury determines the facts in a case, primarily through their acceptance or rejection of the testimony offered by various witnesses for both sides. The jury is given time for counsel and deliberations. To make the process more organized, one jury member is asked to serve as foreperson. Once the jury have deliberated and come to a judgment or verdict, they return to the room. The jury announce their **Verdict** and the judge pronounces the defendant guilty or not guilty. In a trial without a jury, the judge announces their verdict and pronounces the defendant guilty or not guilty.

The trial is concluded by asking the jury / the judge to explain how they came to their judgment or verdict. Assessments or reflection activities, if any, are administered at this point or during the next class.

### **A Simplified 15-Step Procedure for a Mock Trial**

1. The BAILIFF comes out and calls the case: All rise. Department One of the Superior Court is now in session. Honorable Judge \_\_\_\_\_ presiding.

2. JUDGE: This is the case of **State vs Doris Drugdealer**. As I understand the pleadings, the charge against Doris Drugdealer is that she (...) Are there any opening statements?

PROSECUTOR: Your Honor, in this case we will show that (...) Thank you, your Honor.

3. JUDGE: Does the attorney for Ms. Drugdealer have any opening statement?

DEFENSE ATTORNEY: Your Honor, (...) Thank you, your Honor.

4. JUDGE: Very well. Call the plaintiff.  
PROSECUTOR: I call Ms. A. as the plaintiff.  
JUDGE: Do you swear that the evidence you are about to give is the truth, the whole truth,  
and nothing but the truth?

PLAINTIFF: I do.

PROSECUTOR: Please state your name.

PLAINTIFF: Ms. A.

PROSECUTOR: Ms. A., (...)?

PLAINTIFF 1: (...).

*Repeated as many times as  
necessary*

[DEFENSE ATTORNEY: Your Honor, I object. We all know that (...).

JUDGE: The objection is sustained / overruled. (*Optional*)]

PROSECUTOR: Ms. A., that's all the questions I have for you.

5. JUDGE: Does the attorney for defense have any questions to the plaintiff?

DEFENSE ATTORNEY: Yes, thank you, Your Honor. Ms. A., (...)?

PLAINTIFF: (...).

*Repeated as many times as  
necessary*

[PROSECUTOR: Objection to the form, your Honor. (...).

JUDGE: The objection is sustained / overruled. (*Optional*)]

DEFENSE ATTORNEY: Ms. A., that's all the questions I have for you.

JUDGE: Ms. A., you may step down.

6. PROSECUTOR: Next, I will call Mr. B. as my first witness.

*Repeated as above in steps 3 & 4.*

PROSECUTOR: Thank you, Mr. B. Your Honor, that is all of our evidence.

7. PROSECUTOR: Next, I will call Ms. C. as my second witness.

*Repeated as above in steps 3 & 4.*

PROSECUTOR: Thank you, Ms. C. Your Honor, that is all of our evidence.

8. JUDGE: Very well. We will now hear the defendant's side of the case.

DEFENSE ATTORNEY: Your Honor, as my first witness the defendant. What is your  
name?

DEFENDANT: My name is DD.

DEFENSE ATTORNEY: Ms. D., (...)?

DEFENDANT: (...).

*Repeated as many times as  
necessary*

[PROSECUTOR: Your Honor, I object. It is clear that (...).

JUDGE: The objection is sustained / overruled. (*Optional*)]

DEFENDANT: Thank you, Ms. D. That's all the questions.

9. JUDGE: Does the prosecution have any questions to the defendant?

PROSECUTOR: Yes, thank you, Your Honor. Ms. D., (...)?

DEFENDANT: (...).

*Repeated as many times as  
necessary*

[DEFENSE ATTORNEY: Objection! The defendant is innocent until proven guilty. (...).

JUDGE: The objection is sustained. I direct the jury to disregard the statement (*Optional*)]

PROSECUTOR: Ms. D., that's all the questions I have for you.

JUDGE: Ms. D., you may step down.

10. DEFENSE ATTORNEY: Next, I will call Ms. E. to the stand.

JUDGE: Do you swear that the evidence you are about to give is the truth, the whole truth, and nothing but the truth?

WITNESS FOR THE DEFENSE 1: I do.

DEFENSE ATTORNEY: Please state your name.

WITNESS FOR THE DEFENSE 1: Ms. E.

DEFENSE ATTORNEY: Ms. E., (...)?

WITNESS FOR THE DEFENSE 1: (...).

Repeated as many times as  
necessary

[PROSECUTOR: Your Honor, I object to the relevance of this question (...).

JUDGE: The objection is sustained / overruled. (*Optional*)]

DEFENDANT: Thank you, Ms. E. That's all the questions.

11. JUDGE: Does the prosecution have any questions to Ms. E.?

PROSECUTOR: Yes, thank you, Your Honor. Ms. E., (...)?

WITNESS FOR THE DEFENSE 1: (...).

Repeated as many times as  
necessary

[DEFENSE ATTORNEY: Your Honor, I object. The answer was not responsive (...).

JUDGE: The objection is sustained / overruled. (*Optional*)]

PROSECUTOR: Ms. E., that's all the questions I have for you.

JUDGE: Ms. E., you may step down.

12. DEFENSE ATTORNEY: Next, I will call Mr. F. as my second witness.

*Repeated as above in steps 8 & 9.*

DEFENSE ATTORNEY: Thank you, Mr. F. Your Honor, that is all of our evidence.

13. JUDGE: Are there any summaries?

PROSECUTOR: Your Honor, we have shown that (...).

14. JUDGE: Is there any summary from the defense?

DEFENSE ATTORNEY: Your Honor, we have shown that (...).

15. *In No-Jury Trials*

JUDGE: We now have heard the evidence. Now it is time to decide whether (...). Will the defendant please stand? We have found the defendant guilty / not guilty because (...). Court is adjourned. (***bangs the gavel***)

*In Jury Trials*

JUDGE: We now have heard the evidence. Now it is time for the jury to decide whether (...) Will the Jury Foreperson please stand? Has the jury reached a unanimous verdict?

JURY FOREPERSON: Yes, Your Honor.

JUDGE: Will the defendant please stand? Will the people in the courtroom please stand? You may read the verdict.

JURY FOREPERSON: The jury finds the defendant guilty / not guilty.

JUDGE: The jury is thanked and excused. Court is adjourned. (***Don't forget to BANG the gavel***)

**NB:**

1. Language heard in the courtroom contains many standardized expressions and set phrases which you may need to know to conduct mock trial debates. See the **Supplement** for more *Useful Courtroom Phrases*.

2. Each part of mock trial is under strict time restraints, which are set at to prevent the trials from running too long and to keep rounds of competition running smoothly, with the bailiff as the timekeeper. Time limits are as follows:

| <b>Time Chart for a Mock Trial</b>                                  |                                                                            |                                                           |
|---------------------------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------|
| <b>Opening Proceedings</b>                                          | Call for order                                                             | 1 min                                                     |
|                                                                     | Judge's reading charge, entering pleas, and introducing parties            | 3 mins                                                    |
| <b>Opening Statement</b>                                            | Prosecution's opening arguments                                            | 3 mins                                                    |
|                                                                     | Defense's opening arguments                                                | 3 mins                                                    |
| <b>Prosecution's Case</b>                                           | Prosecution's direct examination of Prosecution witness 1                  | 5 mins                                                    |
|                                                                     | Defense's cross-examination                                                | 5 mins                                                    |
|                                                                     | Prosecution's direct examination of Prosecution witness 2                  | 5 mins                                                    |
|                                                                     | Defense's cross-examination                                                | 5 mins                                                    |
| <b>Defendant's Case</b>                                             | Defense's direct examination of Defense witness 1                          | 5 mins                                                    |
|                                                                     | Prosecution's cross-examination                                            | 5 mins                                                    |
|                                                                     | Defense's direct examination of Defense witness 2                          | 5 mins                                                    |
|                                                                     | Prosecution's cross-examination                                            | 5 mins                                                    |
| <b>Pre-Closing Preparation</b>                                      |                                                                            | 3 mins                                                    |
| <b>Closing Statement</b>                                            | Prosecution's closing arguments                                            | 3 mins                                                    |
|                                                                     | Defense's closing arguments                                                | 3 mins                                                    |
|                                                                     | Defendant's final statement                                                | 1 min                                                     |
| <b>Closing Proceedings</b>                                          | Jury instructions [if there is a jury] / Judge's deliberations and verdict | 2 mins / 5-7 min                                          |
|                                                                     | Jury's deliberations and verdict [if there is a jury]                      | 10 mins                                                   |
| <b>Instructor's feedback</b> [if planned or if enough time is left] |                                                                            | 8-15 mins<br>or<br>Amount of time reserved before closing |
| <b>TOTAL:</b>                                                       |                                                                            | 80 mins                                                   |

### **After a Mock Trial**

When the mock trial is finished, it is time for discussion and assessment. Members of the audience ask questions and contribute their own thoughts and opinions on the arguments presented. The evaluations of each speaker may also be discussed. Members of the audience may like to say whether their opinion was changed by the speakers' arguments. Members of the debate teams may like to state their true position regarding the motion and may also wish to reflect on their performance and seek feedback from the audience, including the teacher. Students should also explore their reactions to playing attorneys, witnesses, jurors, and the judge. If some form of assessment was part of the debate plan, it should be conducted at this time. Assessment could be conducted by the teacher, the jury team, or the entire class.

## **18.4. CONDUCTING A WRITTEN DEBATE**

**For a definition of Written Debate see Unit 11 (11.3). Below, you will find an approximate algorithm of joining a written debate.**

**1. Steve Jobs' inspiring speech for graduates at Stanford in 2005 with the declaration of DWYL (do what you like) principle became a starting point for a heated public debate. Watch Steve Jobs' speech at Stanford and answer the questions below.**

1. What is the purpose of the speech? Does the speaker accommodate to his audience?
2. How would you formulate the claim (in your own words)?



3. In terms of logos, ethos, and pathos, which component is the strongest in the speech?
4. How is ethos created? How does Steve Jobs enhance his credibility? What kind of personality is revealed?
5. How does the speaker use pathos? What emotions does the speaker appeal to?
6. How does the speaker use logos? How would you account for the structure of the speech? Make a short outline of the speech.
7. How do the elements of the rhetorical triangle help connect to the audience?
8. Steve Jobs declares DWYL (do what you like) principle as the decisive factor in choosing a life path. How can you relate this opinion to yourself? Give your reasoning.
9. Summarize Steve Jobs' reasoning to support the idea. Do you agree? Think how you can object to the idea of DWYL?

**2. Miya Tokumitsu, a contributing editor at Jacobin magazine, joined the debate on DWYL. Read the article by Miya Tokumitsu *In the Name of Love* from Jacobin magazine, to see how the debate on this controversial issue continued in mass media.**

### IN THE NAME OF LOVE

By Miya Tokumitsu

**“Do what you love” is the mantra for today’s worker. Why should we assert our class interests if, according to DWYL elites like Steve Jobs, there’s no such thing as work?**

“Do what you love. Love what you do.” The commands are framed and perched in a living room that can only be described as “well-curated.” A picture of this room appeared first on a popular design blog (<http://www.designsponge.com/2013/04/sneak-peek-jessica-walsh.html>), but has been pinned, tumbled, and liked thousands of times by now.

Lovingly lit and photographed, this room is styled to inspire *Sehnsucht*, roughly translatable from German as a pleasurable yearning for some utopian thing or place. Despite the fact that it introduces exhortations to labor into a space of leisure, the “do what you love” living room – where artful tchotchkes abound and work is not drudgery but love – is precisely the place all those pinners and likers long to be. The diptych arrangement suggests a secular version of a medieval house altar.

There’s little doubt that “do what you love” (DWYL) is now the unofficial work mantra for our time. The problem is that it leads not to salvation, but to the devaluation of actual work, including the very work it pretends to elevate – and more importantly, the dehumanization of the vast majority of laborers.

Superficially, DWYL is an uplifting piece of advice, urging us to ponder what it is we most enjoy doing and then turn that activity into a wage-generating enterprise. But why should our pleasure be for profit? Who is the audience for this dictum? Who is not?

By keeping us focused on ourselves and our individual happiness, DWYL distracts us from the working conditions of others while validating our own choices and relieving us from obligations to all who labor, whether or not they love it. It is the secret handshake of the privileged and a worldview that disguises its elitism as noble self-betterment. According to this way of thinking, labor is not something one does for compensation, but an act of self-love. If profit doesn’t happen to follow, it is because the worker’s passion and determination were insufficient. Its real achievement is making workers believe their labor serves the self and not the marketplace.

Aphorisms have numerous origins and incarnations, but the generic and hackneyed nature of DWYL confounds precise attribution. Oxford Reference links the phrase and variants of it to Martina Navratilova and François Rabelais, among others. The internet frequently





attributes it to Confucius, locating it in a misty, Orientalized past. Oprah Winfrey and other peddlers of positivity have included it in their repertoires for decades, but the most important recent evangelist of the DWYL creed is deceased Apple CEO Steve Jobs.

His graduation speech to the Stanford University class of 2005 provides as good an origin myth as any, especially since Jobs had already been beatified as the patron saint of aestheticized work well before his early death. In the speech, Jobs recounts the creation of Apple and inserts this reflection: You've got to find what you love. And that is as true for your work as it is for your lovers. Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do.

In these four sentences, the words "you" and "your" appear eight times. This focus on the individual is hardly surprising coming from Jobs, who cultivated a very specific image of himself as a worker: inspired, casual, passionate – all states agreeable with ideal romantic love. Jobs telegraphed the conflation of his besotted worker-self with his company so effectively that his black turtleneck and blue jeans became metonyms for all of Apple and the labor that maintains it.

But by portraying Apple as a labor of his individual love, Jobs elided the labor of untold thousands in Apple's factories, conveniently hidden from sight on the other side of the planet – the very labor that allowed Jobs to actualize his love.

The violence of this erasure needs to be exposed. While "do what you love" sounds harmless and precious, it is ultimately self-focused to the point of narcissism. Jobs' formulation of "do what you love" is the depressing antithesis to Henry David Thoreau's utopian vision of labor for all. In *Life Without Principle*, Thoreau wrote, it would be good economy for a town to pay its laborers so well that they would not feel that they were working for low ends, as for a livelihood merely, but for scientific, even moral ends. Do not hire a man who does your work for money, but him who does it for the love of it.

Admittedly, Thoreau had little feel for the proletariat (it's hard to imagine someone washing diapers for "scientific, even moral ends," no matter how well-paid). But he nonetheless maintains that society has a stake in making work well-compensated and meaningful. By contrast, the twenty-first-century Jobsian view demands that we all turn inward. It absolves us of any obligation to or acknowledgment of the wider world, underscoring its fundamental betrayal of all workers, whether they consciously embrace it or not.

One consequence of this isolation is the division that DWYL creates among workers, largely along class lines. Work becomes divided into two opposing classes: that which is lovable (creative, intellectual, socially prestigious) and that which is not (repetitive, unintellectual, undistinguished). Those in the lovable work camp are vastly more privileged in terms of wealth, social status, education, society's racial biases, and political clout, while comprising a small minority of the workforce.

For those forced into unlovable work, it's a different story. Under the DWYL credo, labor that is done out of motives or needs other than love (which is, in fact, most labor) is not only demeaned but erased. As in Jobs' Stanford speech, unlovable but socially necessary work is banished from the spectrum of consciousness altogether.

Think of the great variety of work that allowed Jobs to spend even one day as CEO: his food harvested from fields, then transported across great distances. His company's goods assembled, packaged, shipped. Apple advertisements scripted, cast, filmed. Lawsuits processed. Office wastebaskets emptied and ink cartridges filled. Job creation goes both ways. Yet with the vast majority of workers effectively invisible to elites busy in their lovable occupations, how can it be surprising that the heavy strains faced by today's workers (abysmal wages, massive child care costs, etc.) barely register as political issues even among the liberal faction of the ruling class?

In ignoring most work and reclassifying the rest as love, DWYL may be the most elegant anti-worker ideology around. Why should workers assemble and assert their class interests if there's no such thing as work?

"Do what you love" disguises the fact that being able to choose a career primarily for personal reward is an unmerited privilege, a sign of that person's socioeconomic class. Even if a self-employed graphic designer had parents who could pay for art school and cosign a lease for a slick Brooklyn apartment, she can self-righteously bestow DWYL as career advice to those covetous of her success.

If we believe that working as a Silicon Valley entrepreneur or a museum publicist or a think-tank acolyte is essential to being true to ourselves – in fact, to loving ourselves – what do we believe about the inner lives and hopes of those who clean hotel rooms and stock shelves at big-box stores? The answer is: nothing.

Yet arduous, low-wage work is what ever more Americans do and will be doing. According to the US Bureau of Labor Statistics, the two fastest-growing occupations projected until 2020 are "Personal Care Aide" and "Home Care Aide," with average salaries of \$19,640 per year and \$20,560 per year in 2010, respectively. Elevating certain types of professions to something worthy of love necessarily denigrates the labor of those who do unglamorous work that keeps society functioning, especially the crucial work of caregivers.

If DWYL denigrates or makes dangerously invisible vast swaths of labor that allow many of us to live in comfort and to do what we love, it has also caused great damage to the professions it portends to celebrate, especially those jobs existing within institutional structures. Nowhere has the DWYL mantra been more devastating to its adherents than in academia. The average PhD student of the mid 2000s forwent the easy money of finance and law (now slightly less easy) to live on a meager stipend in order to pursue their passion for Norse mythology or the history of Afro-Cuban music.

The reward for answering this higher calling is an academic employment marketplace in which around 41 percent of American faculty are adjunct professors – contract instructors who usually receive low pay, no benefits, no office, no job security, and no long-term stake in the schools where they work.

There are many factors that keep PhDs providing such high-skilled labor for such extremely low wages, including path dependency and the sunk costs of earning a PhD, but one of the strongest is how pervasively the DWYL doctrine is embedded in academia. Few other professions fuse the personal identity of their workers so intimately with the work output. This intense identification partly explains why so many proudly left-leaning faculty remain oddly silent about the working conditions of their peers. Because academic research should be done out of pure love, the actual conditions of and compensation for this labor become afterthoughts, if they are considered at all.

In *Academic Labor, the Aesthetics of Management, and the Promise of Autonomous Work*, Sarah Brouillette writes of academic faculty: "Our faith that our work offers non-material rewards, and is more integral to our identity than a 'regular' job would be, makes us ideal employees when the goal of management is to extract our labor's maximum value at minimum cost."

Many academics like to think they have avoided a corporate work environment and its attendant values, but Marc Bousquet notes in his essay *We Work* that academia may actually provide a model for corporate management: "How to emulate the academic workplace and get people to work at a high level of intellectual and emotional intensity for fifty or sixty hours a week for bartenders' wages or less? Is there any way we can get our employees to swoon over their desks, murmuring 'I love what I do' in response to greater workloads and smaller paychecks? How can we get our workers to be like faculty and deny that they work at all? How can we adjust our corporate culture to resemble campus culture, so that our workforce will fall in love with their work too?"

No one is arguing that enjoyable work should be less so. But emotionally satisfying work is still work, and acknowledging it as such doesn't undermine it in any way. Refusing to acknowledge it, on the other hand, opens the door to the most vicious exploitation and harms all workers.

Ironically, DWYL reinforces exploitation even within the so-called lovable professions where off-the-clock, underpaid, or unpaid labor is the new norm: reporters required to do the work of their laid-off photographers, publicists expected to Pin and Tweet on weekends, the 46 percent of the workforce expected to check their work email on sick days. Nothing makes exploitation go down easier than convincing workers that they are doing what they love.

Instead of crafting a nation of self-fulfilled, happy workers, our DWYL era has seen the rise of the adjunct professor and the unpaid intern – people persuaded to work for cheap or free, or even for a net loss of wealth. This has certainly been the case for all those interns working for college credit or those who actually purchase ultra-desirable fashion-house internships at auction. (Valentino and Balenciaga are among a handful of houses that auctioned off month-long internships. For charity, of course.) The latter is worker exploitation taken to its most extreme, and as an ongoing Pro Publica investigation reveals, the unpaid intern is an ever larger presence in the American workforce.

It should be no surprise that unpaid interns abound in fields that are highly socially desirable, including fashion, media, and the arts. These industries have long been accustomed to masses of employees willing to work for social currency instead of actual wages, all in the name of love. Excluded from these opportunities, of course, is the overwhelming majority of the population: those who need to work for wages. This exclusion not only calcifies economic and professional immobility, but insulates these industries from the full diversity of voices society has to offer.

And it's no coincidence that the industries that rely heavily on interns – fashion, media, and the arts – just happen to be the feminized ones, as Madeleine Schwartz wrote in *Dissent*. Yet another damaging consequence of DWYL is how ruthlessly it works to extract female labor for little or no compensation. Women comprise the majority of the low-wage or unpaid workforce; as care workers, adjunct faculty, and unpaid interns, they outnumber men. What unites all of this work, whether performed by GEDs or PhDs, is the belief that wages shouldn't be the primary motivation for doing it. Women are supposed to do work because they are natural nurturers and are eager to please; after all they've been doing uncompensated childcare, elder care, and housework since time immemorial. And talking money is unladylike anyway.

The DWYL dream is, true to its American mythology, superficially democratic. PhDs can do what they love, making careers that indulge their love of the Victorian novel and writing thoughtful essays in the New York Review of Books. High school grads can also do it, building prepared food empires out of their Aunt Pearl's jam recipe. The hallowed path of the entrepreneur always offers this way out of disadvantaged beginnings, excusing the rest of us for allowing those beginnings to be as miserable as they are. In America, everyone has the opportunity to do what he or she loves and get rich.

*Do what you love and you'll never work a day in your life!* Before succumbing to the intoxicating warmth of that promise, it's critical to ask, "Who, exactly, benefits from making work feel like non-work?" "Why *should* workers feel as if they aren't working when they are?" Historian Mario Liverani reminds us that "ideology has the function of presenting exploitation in a favorable light to the exploited, as advantageous to the disadvantaged."

In masking the very exploitative mechanisms of labor that it fuels, DWYL is, in fact, the most perfect ideological tool of capitalism. It shunts aside the labor of others and disguises our own labor to ourselves. It hides the fact that if we acknowledged all of our work as work, we could set appropriate limits for it, demanding fair compensation and humane schedules that allow for family and leisure time.

And if we did that, more of us could get around to doing what it is we *really* love.

### **Reading as a believer.**

1. Why is the "do what you love" living room mentioned at the beginning called "a secular vision of a medieval altar"?
2. How do you understand the reference to DWYL as "the unofficial work mantra"?
3. What does the DWYL principle urge us to do?

4. Explain the meaning of the quote: “DWYL disguises its elitism as noble self-betterment”.
5. Why is Steve Jobs called “the patron saint of aestheticized work”?
6. How can you explain the following quote: “Jobs telegraphed the conflation of his besotted worker-self with his company so effectively that his black turtleneck and blue jeans became metonyms for all of Apple”?
7. What is the author’s criticism against Steve Jobs’ role in promoting the DWYL principle? How is it connected with class divide?
8. Why is the reference to David Thoreau given in the article? What is the difference between Thoreau’s and Jobs’ understanding of labor? According to the author, what aspect is missing from Jobs’ Stanford speech?
9. Why does the author say that DWYL is “an unmerited privilege”? What example does she give to prove it?
10. How does the author prove that DWYL denigrates the labor of low-wage workers like caregivers?
11. How is the DWYL mantra devastating for the academia, PhD professors in particular?
12. Why does the author call the academia “a model for corporate management”?
13. How is the “exploitation” revealed in the sphere of fashion, media and arts? What examples does the author give to prove her point of view? Why are people ready to work for social currency? How does it influence the development of these industries?
14. Why is the DWYL principle called “the most perfect ideological tool of capitalism”?
15. What is the message of this article? Summarize the article in one or two sentences.

### Reading the text rhetorically.

1. Single out the frame of the author’s argument (claim with reasons). Is there a clear thesis statement?
2. Comment on the structure of the article in terms of classical argument. Can you identify the structural parts (introduction, presentation of the writer’s position, summary of opposing views and response to them, conclusion). Is there an attention grabber? Explanation of background? Support of each of the reasons? As a reminder, use the organization plan of the classical argument:

|                                                 |                                                                                                                                                             |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introduction (one or several paragraphs)</b> | Attention grabber (often a memorable scene)<br>Explanation of issue or needed background<br>Writer’s thesis (claim)<br>Forecasting passage                  |
| <b>Presentation of writer’s position</b>        | Main body of essay<br>Presents and supports each reason in turn<br>Each reason is tied to a value or belief held by the audience                            |
| <b>Summary of opposing views</b>                | Summary of views different from writer’s (should be fair and complete)                                                                                      |
| <b>Response to opposing views</b>               | Refutes or concedes to opposing views<br>Shows weaknesses in opposing views<br>May concede to some strengths                                                |
| <b>Conclusion</b>                               | Brings essay to closure<br>Often sums up argument<br>Leaves strong last impression<br>Often calls for action or relates topic to a larger context of issues |

3. What is the target audience? What is Jacobin magazine? What is there average readership? Does the author accommodate to her readership in any way?
4. Can you find the manifestations of logos, ethos and pathos in this article? Give examples.
5. Which rhetorical component has the strongest persuasive appeal in the article? Prove your opinion with examples from the article.
6. Reread this article as a **doubter** and give objections to the author’s reasoning or find weaknesses in the author’s argumentation.

**3. Read one more article joining the debate on DWYL by Gordon Marino, a professor of philosophy at St. Olaf College and the editor of “The Quotable Kierkegaard”, and practice the same steps of rhetorical analysis. First, read it as a believer and summarize the message. Then, provide the rhetorical analysis, comment on the article from the point of view of its organizational structure and the strategies of rhetorical appeal.**

### **A LIFE BEYOND ‘DO WHAT YOU LOVE’**

By Gordon Marino

Student advisees often come to my office, rubbing their hands together, furrowing their brows and asking me to walk along with them as they ponder life after graduation. Just the other day, a sophomore made an appointment because he was worrying about whether he should become a doctor or a philosophy professor. A few minutes later, he nervously confessed that he had also thought of giving stand-up comedy a whirl.

As an occupational counselor, my kneejerk reaction has always been, “What are you most passionate about?” Sometimes I’d even go into a sermonette about how it is important to distinguish between what we think we are supposed to love and what we really love.

But is “do what you love” wisdom or malarkey?

In a much discussed article in Jacobin magazine early this year, the writer Miya Tokumitsu argued that the “do what you love” ethos so ubiquitous in our culture is in fact elitist because it degrades work that is not done from love. It also ignores the idea that work itself possesses an inherent value, and most importantly, severs the traditional connection between work, talent and duty.

When I am off campus and informally counseling economically challenged kids in Northfield, Minn., a city of about 20,000, the theme is not “do what you love.” Many of them are used to delivering papers at 5 a.m., slinging shingles all day or loading trucks all night. They are accustomed to doing whatever they need to do to help out their families. For them, the notion of doing what you love or find meaningful is not the idea that comes first to mind; nor should it. We put our heads together and consider, “What are you best at doing?” or “What job would most improve your family’s prospects?”

Maybe being licensed as a welder or electrician? Maybe the military? Passion and meaning may enter into the mix of our chats with the understanding that they sharpen your focus and make you more successful.

My father didn’t do what he loved. He labored at a job he detested so that he could send his children to college. Was he just unenlightened and mistaken to put the well-being of others above his own personal interests? It might be argued that his idea of self-fulfillment was taking care of his family, but again, like so many other less than fortunate ones, he hated his work but gritted his teeth and did it well.

It could, I suppose, be argued that my father turned necessity into a virtue, or that taking the best care you can of your family is really a form of self-service. But getting outside yourself enough to put your own passions aside for the benefit of a larger circle, be it family or society, does not come naturally to everyone.

Not all take this path. You may know the tale of Dr. John Kitchin, a.k.a. Slomo, who quit his medical practice for his true passion – skating along the boardwalk of San Diego’s Pacific Beach. But is it ethical for the doctor to put away his stethoscope and lace up his skates?

Thinkers as profound as Kant have grappled with this question. In the old days, before the death of God, the faithful believed that their talents were gifts from on high, which they were duty-bound to use in service to others. In his treatise on ethics, “The Groundwork for the Metaphysics of Morals,” Kant ponders: Suppose a man “finds in himself a talent which might make him a useful man in many respects. But he finds himself in comfortable circumstances and prefers to indulge in pleasure rather than take pains in enlarging his happy natural capacities.” Should he?

Kant huffs, no – one cannot possibly will that letting one’s talents rust for the sake of pleasure should be a universal law of nature. “As a rational being,” he writes, “he necessarily wills that his faculties be developed, since they serve him, and have been given him, for all sorts of purposes.” To Kant, it would be irrational to will a world that abided by the law “do what you love.”

Perhaps, unlike Kant, you do not believe that the universe is swimming with purposes. Then is “do what you love,” or “do what you find most meaningful” the first and last commandment? Not necessarily.

The faith that my likes and dislikes or our sense of meaning alone should decide what I do is part and parcel with the gospel of self-fulfillment. Philosophy has always been right to instruct that we can be as mistaken about our views on happiness as anything else. The same holds for the related notion of self-fulfillment. Suppose that true self-fulfillment comes in the form of developing into “a mature human being.” This is of course not to claim that we ought to avoid work that we love doing just because we love doing it. That would be absurd. For some, a happy harmony exists or develops in which they find pleasure in using their talents in a responsible, other-oriented way.

The universally recognized paragons of humanity – the Nelson Mandelas, Dietrich Bonhoeffers, and Martin Luther Kings – did not organize their lives around self-fulfillment and bucket lists. They, no doubt, found a sense of meaning in their heroic acts of self-sacrifice, but they did not do what they were doing in order to achieve that sense of meaning. They did – like my father and some of those kids from town – what they felt they had to do.

Dr. King taught that every life is marked by dimensions of length, breadth, and height. Length refers to self-love, breadth to the community, and care of others, and height to the transcendent, to something larger than oneself. Most would agree with Dr. King’s prescription that self-fulfillment requires being able to relate yourself to something higher than the self. Traditionally, that something “higher” was code for God, but whatever the transcendent is, it demands obedience and the willingness to submerge and remold our desires.

Perhaps you relish running marathons. Perhaps you even think of your exercise regimen as a form of self-improvement. But if your “something higher” is, say, justice and equality, those ideals might behoove you to delegate some of the many hours spent pounding the track on tutoring kids at the youth center. Our desires should not be the ultimate arbiters of vocation. Sometimes we should do what we hate, or what most needs doing, and do it as best we can.

**4. Watch the video of Paul Griffin, a teacher of rhetoric, that provides a rhetorical analysis of the article by G. Marino. Say what new details of rhetorical analysis it contributes to your own analysis done previously.**

**5. Join the DWYL written debate.**

**Step 1.** Summarize the reasoning for DWYL argument in the form of because-clauses. Then, formulate the opposite point of view (counterclaim) with the corresponding reasoning on the basis of Tokumitsu’s and Marino’s articles.

Topic: Choosing a life path (a future profession)

Steve Jobs. POINT OF VIEW (CLAIM): While choosing a life path (a future profession), we should choose what we love doing, in first turn.

REASON 1: because

REASON 2: because

REASON 3: because

Gordon Marino and Miya Tokumitsu. THE OPPOSITE POINT OF VIEW (COUNTER-CLAIM):

---

REASON 1: because

REASON 2: because

REASON 3: because

**Step 2.** Write a response letter to the editor (250 words) which contains your own point of view on the DWYL issue with your reasoning. But you are expected to use ONE of the articles that we’ve read as a starting point. Remember, that your letter should contain a summary of the point of view you are referring to:

Dear Sir,

Gordon Marino’s article *Life Beyond DWYL* / Miya Tokumitsu’s article *In the Name of Love* raises a profound question about the motivation that stands behind our life choices...

## **SUPPLEMENT**

**What was on the mind of the ancient Romans that they called the arts of speaking  
humanity?  
They judged that, indisputably, by the study of these disciplines not only was the tongue  
refined,  
but also the wildness and barbarity of people's minds was amended.  
*Philipp Melanchthon***

## START-OF-THE-COURSE QUESTIONNAIRE

**First name**

**Surname**

**Group**

**I am in this university because (you can mark more than one)**

- I have always enjoyed the process of language learning
- I want to resemble my teacher who was an inspiration
- The university is prestigious
- I'll need skills in certain subjects taught here for my job
- It was my parents' (someone else's) influence
- I just need a document to confirm higher education
- I am not that interested in humanities, but am much worse at other subjects (maths, etc.)
- Other reasons (please, mention)

**I am more likely to memorize information if (you can mark more than one)**

- I see it written
- I can make notes
- It is repeated to me, I hear it
- I am retelling it to someone else
- I imagine in detail the process it describes
- I create associations with other spheres of knowledge
- Other techniques (describe them)

**What to your mind contributes most to effective learning process (you can mark a few)?**

- Teacher's skills and personality
- Student's wish and determination to master skills
- Inborn abilities
- Professional incentive: perspectives of promotion, pay rise, a trip abroad, etc.
- Good ability to manage one's time
- Good learning conditions (please, specify)
- Control: marks, exams, credits, deadlines, etc.
- Something else (say what)

**How many books a year do you read? (on your own, not something you have to read)**

**What is your favorite reading? (please, underline)**

romance; detective stories; science fiction; fantasy; historical fiction; psychological fiction; philosophical novels; poetry; popular self-help books; popular magazines; newspapers; other (please, mention)

**Have you ever**

- kept a diary,
- taken part in debates,
- contributed to newspapers or magazines,
- kept a blog,
- commented in social networks, news blogs, forums, etc.,
- held public speeches,
- tried to write prose,
- tried to write poetry,
- enjoyed writing long letters,
- practiced any other form of creative writing?



**Why did you choose rhetoric as your 3rd year specialization? Was it your choice or just chance?**

**What are your expectations from the course?**

**Brainstorm the notion of rhetoric and put down your first 5 immediate associations (words or word combinations)**

**What is rhetoric, in your opinion?**

**Which language skills and competencies do you expect to improve?**

- Critical thinking
- Verbal reasoning
- Clarity in expressing thoughts and emotions
- Debate and discussion
- Listening skills and reflection
- Other (please, mention)

**Mark three from below as the most essential ways to develop rhetoric competences**

- Reading periodicals and documentaries
- Writing essays
- Boosting up spoken language skills (pronunciation, presentation, non-verbal behavior)
- Improving grammar
- Studying stylistics
- Developing critical thinking
- Broadening thesaurus (general background knowledge)
- Something else (please, specify)

**How much time does it take you to write an A-4 page-long text?**

**How many pages long was the longest text you ever had to write? How much time did it take you to write?**

**Is it much of a problem for you to prepare and deliver a public speech / presentation, etc. independently?**

**And in a team (putting forward ideas / organizing team work / gathering and selecting information / as a presenter / tech support / other – please, underline or specify)?**

**What type of speaker are you?**

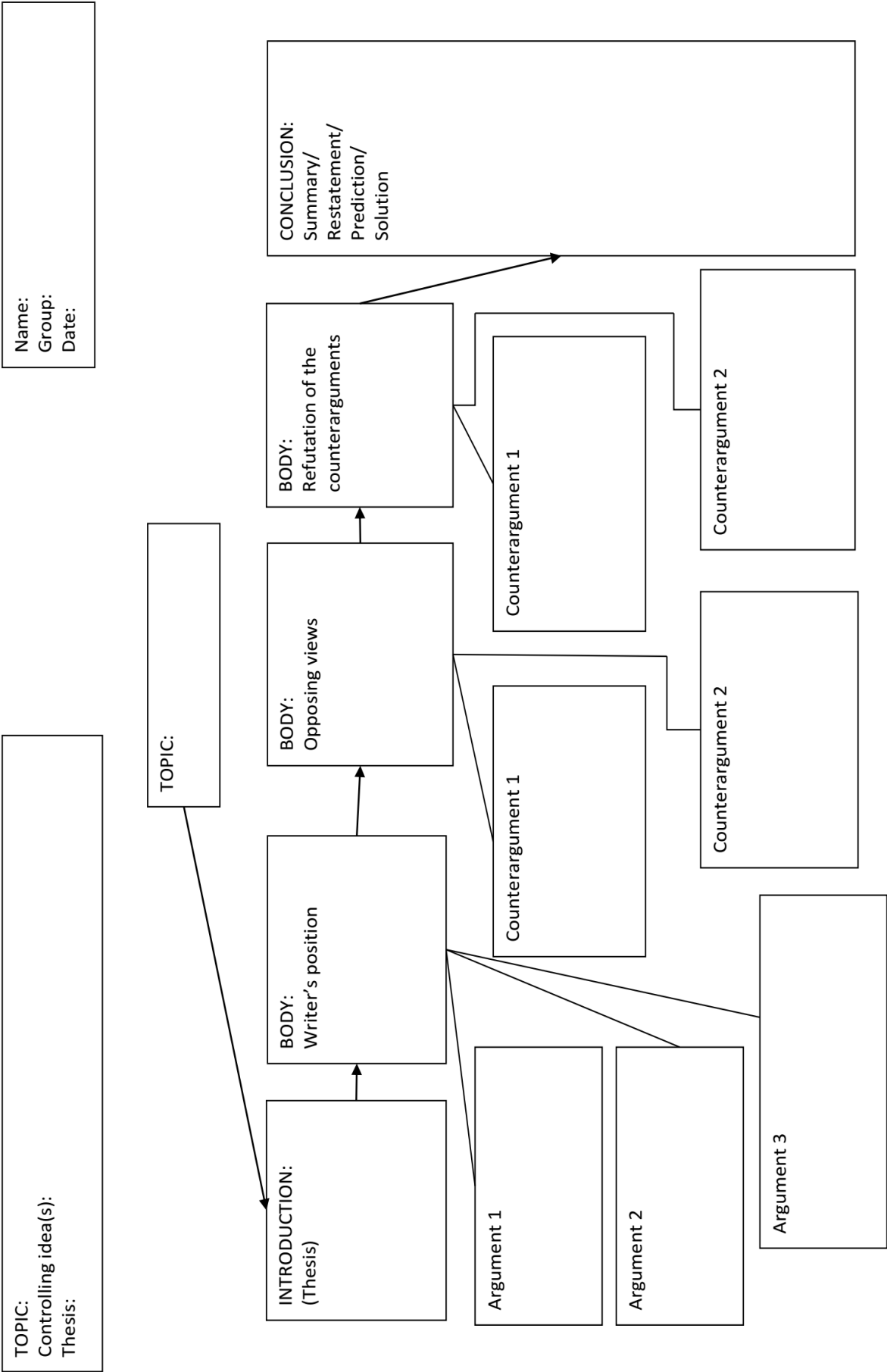
| In one-to-ones              | In small groups             | In formal presentations     |
|-----------------------------|-----------------------------|-----------------------------|
| keen                        | keen                        | keen                        |
| eager                       | eager                       | eager                       |
| shy                         | shy                         | shy                         |
| reluctant                   | reluctant                   | reluctant                   |
| confident                   | confident                   | confident                   |
| enthusiastic                | enthusiastic                | enthusiastic                |
| authoritarian / categorical | authoritarian / categorical | authoritarian / categorical |
| other.....                  | other.....                  | other.....                  |
| .....                       | .....                       | .....                       |

**Which format would you prefer to prepare and deliver a public speech / presentation, etc.?**

- Oral
- Oral with a flip-chart
- Oral with visual aids (pictures, diagrams, illustrations)
- Video
- Slide show / Power Point
- Other (please, mention)

**Out of classroom, in which spheres do you think rhetoric skills might be needed professionally or non-professionally?**

TREE DIAGRAM



Name:  
Group:  
Date:

## PERCEPTUAL LEARNING-STYLE PREFERENCE QUESTIONNAIRE

### Directions

People learn in many different ways. For example, some people learn with their eyes (visual learners) or with the ears (auditory learners); some people prefer to learn by experience and / or by “hands-on” tasks (kinesthetic or tactile learners); some people learn better when they work alone while others prefer to learn in groups.

This questionnaire has been designed to help you identify the way(s) you learn best – the way(s) you *prefer* to learn. Read each statement on the following pages. Please respond to the statements AS THEY APPLY TO YOUR STUDY OF ENGLISH. Decide whether you agree or disagree with each statement. For example, if you strongly agree, mark:

| SA<br>Strongly agree | A<br>Agree | U<br>Undecided | D<br>Disagree | SD<br>Strongly disagree |
|----------------------|------------|----------------|---------------|-------------------------|
| x                    |            |                |               |                         |

Please respond to each statement quickly, without too much thought. Try not to change your responses after you chose them. Please answer all the questions and use a pen to mark your choices.

### Perceptual Learning-style Preference Questionnaire.

| Item                                                                        | SA | A | U | D | SD |
|-----------------------------------------------------------------------------|----|---|---|---|----|
| 1. When the teacher tells me the instructions I understand better.          |    |   |   |   |    |
| 2. I prefer to learn by doing smth in class.                                |    |   |   |   |    |
| 3. I get more work done when I work with others.                            |    |   |   |   |    |
| 4. I learn more when I study with a group.                                  |    |   |   |   |    |
| 5. In class, I learn best when I work with others.                          |    |   |   |   |    |
| 6. I learn better by reading what the teacher writes on the chalkboard.     |    |   |   |   |    |
| 7. When someone tells me how to do smth in class, I learn it better.        |    |   |   |   |    |
| 8. When I do things in class, I learn better.                               |    |   |   |   |    |
| 9. I remember things I have heard in class better than things I have read.  |    |   |   |   |    |
| 10. When I read instructions, I remember them better.                       |    |   |   |   |    |
| 11. I learn more when I can make a model f smth.                            |    |   |   |   |    |
| 12. I understand better when I read instructions.                           |    |   |   |   |    |
| 13. When I study alone, I remember things better.                           |    |   |   |   |    |
| 14. I learn more when I make smth for a class project.                      |    |   |   |   |    |
| 15. I enjoy learning in class by doing experiments.                         |    |   |   |   |    |
| 16. I learn better when I make drawings as I study.                         |    |   |   |   |    |
| 17. I learn better in class when the teacher gives a lecture.               |    |   |   |   |    |
| 18. When I work alone, I learn better.                                      |    |   |   |   |    |
| 19. I understand things better in class when I participate in role-playing. |    |   |   |   |    |
| 20. I learn better in class when I listen to someone.                       |    |   |   |   |    |
| 21. I enjoy working on an assignment with two or three classmates.          |    |   |   |   |    |
| 22. When I build smth, I remember what I have learned better.               |    |   |   |   |    |
| 23. I prefer to study with others.                                          |    |   |   |   |    |
| 24. I learn better by reading than by listening to someone.                 |    |   |   |   |    |
| 25. I enjoy making smth for a class project.                                |    |   |   |   |    |
| 26. I learn best in class when I can participate in related activities.     |    |   |   |   |    |
| 27. In class, I work better when I work alone.                              |    |   |   |   |    |
| 28. I prefer working on projects by myself.                                 |    |   |   |   |    |
| 29. I learn more by reading textbooks than by listening to lectures.        |    |   |   |   |    |
| 30. I prefer to work by myself.                                             |    |   |   |   |    |

## Self-Scoring sheet

### Instructions

There are 5 questions for each learning category in this questionnaire. The questions are grouped below according to each learning style. Each question you answer has a numerical value.

|                             |                   |                       |                      |                                |
|-----------------------------|-------------------|-----------------------|----------------------|--------------------------------|
| <b>SA</b><br>Strongly agree | <b>A</b><br>Agree | <b>U</b><br>Undecided | <b>D</b><br>Disagree | <b>SD</b><br>Strongly disagree |
| <b>5</b>                    | <b>4</b>          | <b>3</b>              | <b>2</b>             | <b>1</b>                       |

Fill in the blanks below with the numerical value of each question. For example, if answered Strongly Agree (SA), write a number 5 (SA) on the blank next to question 6 below:

| <b>Visual</b> |          |
|---------------|----------|
| Question      | Score    |
| 6             | <b>5</b> |

When you have completed all the numerical values for *Visual*, add the numbers. Multiply the answer by 2 and put the total in the appropriate blank.

Follow the process for each of the learning style categories. Then you are finished, look at the scale at the bottom of the page; it will help you determine your major learning style preference(s), your minor learning style preference(s), and those learning style(s) that are negligible. If you need help, ask your teacher.

| <b>Visual</b>   |       | <b>Tactile</b>  |       | <b>Auditory</b> |       |
|-----------------|-------|-----------------|-------|-----------------|-------|
| Question        | Score | Question        | Score | Question        | Score |
| 6               |       | 11              |       | 1               |       |
| 10              |       | 14              |       | 7               |       |
| 12              |       | 16              |       | 9               |       |
| 24              |       | 22              |       | 17              |       |
| 29              |       | 29              |       | 20              |       |
| Total           |       | Total           |       | Total           |       |
| Score=Total x 2 |       | Score=Total x 2 |       | Score=Total x 2 |       |

| <b>Kinesthetic</b> |       | <b>Group</b>    |       | <b>Individual</b> |       |
|--------------------|-------|-----------------|-------|-------------------|-------|
| Question           | Score | Question        | Score | Question          | Score |
| 2                  |       | 3               |       | 13                |       |
| 8                  |       | 4               |       | 18                |       |
| 15                 |       | 5               |       | 27                |       |
| 19                 |       | 21              |       | 28                |       |
| 26                 |       | 23              |       | 30                |       |
| Total              |       | Total           |       | Total             |       |
| Score=Total x 2    |       | Score=Total x 2 |       | Score=Total x 2   |       |

|                                 |              |
|---------------------------------|--------------|
| Major learning style preference | <b>38-50</b> |
| Minor learning style preference | <b>25-37</b> |
| Negligible                      | <b>0-24</b>  |

## Explanation of Learning-Style Preferences

Students learn in many different ways. The questionnaire you have completed and scored showed which ways you prefer to learn English. In many cases, students' learning-style preferences show how well students learn material in different situations. The explanation of major learning-style preferences below describe the characteristics of those learners. The descriptions will give you some information about ways you learn best.

**Visual major learning-style preference.** You learn from *seeing* words in books, in workbooks, on the chalkboard. You remember and understand information better if you read them. You don't need as much oral explanation as an auditory learner, and you can often learn alone, with a book. You should take notes on lectures and oral directions if you want to remember the information.

**Auditory major learning-style preference.** You learn from *hearing* words spoken and from oral explanation. You may remember information by reading aloud or moving your lips as you read, especially when you are learning new material. You benefit from hearing audio tapes, lectures, and class discussions. You benefit from making tapes to listen to, by teaching other students, and by conversing with your teacher.

**Kinesthetic major learning-style preference.** You learn best by experience, by being involved physically in classroom experiences. You remember information well when you actively participate in activities, fieldtrips, and role-playing in the classroom. A combination of stimuli – for example, an audiotape combined with an activity will help you understand new material.

**Tactile major learning-style preference.** You learn best when you have the opportunity to do "hands-on" experiences with materials. That is, working on experiments in a laboratory, handling and building models, and touching and working with materials provide you with the most successful learning situation. Writing notes or instructions can help you remember information, and physical involvement in class related activities may help you understand new information.

**Group major learning-style preference.** You learn more easily when you study with at least one other student, and you will be more successful completing work well when you work with others. You value group interaction and class work with others, and you remember information better when you work with 2 or 3 classmates. The stimulation you receive from group work helps you learn and understand new information.

**Individual major learning-style preference.** You learn best when you work alone. You think better when you study alone, and you remember information you learn by yourself. You understand new material best when you learn it alone, and you make better progress in learning when you work by yourself.

**Minor learning styles.** In most cases, minor learning styles indicate areas where you can function well a learner. Usually, a very successful learner can learn in several different ways.

**Negligible learning styles.** Often, a negligible score indicates that you have difficulty learning that way. One solution may be to direct your learning to your stronger styles. Another solution might be to try to work on some of the skills to strengthen your learning style in the negligible area.

*Photocopiable*

## USING NUMERICAL DATA AND STATISTICS

The Table below shows the results of a survey that asked 6800 Scottish adults (aged 16 years and over) whether they had taken part in different cultural activities in the past 12 months.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

| <b>Participation in cultural activities, by age</b> |              |              |              |                             |
|-----------------------------------------------------|--------------|--------------|--------------|-----------------------------|
|                                                     | <i>16-24</i> | <i>25-44</i> | <i>45-74</i> | <i>All aged 16 and over</i> |
|                                                     | %            | %            | %            | %                           |
| Performance*                                        | <b>35</b>    | <b>22</b>    | <b>17</b>    | <b>22</b>                   |
| Undertaking crafts                                  | <b>11</b>    | <b>17</b>    | <b>22</b>    | <b>19</b>                   |
| Cultural purchases                                  | <b>11</b>    | <b>17</b>    | <b>18</b>    | <b>16</b>                   |
| Visual arts                                         | <b>30</b>    | <b>16</b>    | <b>11</b>    | <b>15</b>                   |
| Writing                                             | <b>17</b>    | <b>6</b>     | <b>5</b>     | <b>7</b>                    |
| Computer based activities                           | <b>10</b>    | <b>9</b>     | <b>5</b>     | <b>6</b>                    |

\* Dancing, singing, playing musical instruments, and acting

## USING NUMERICAL DATA AND STATISTICS

The table below presents the number of children ever born to women aged 40-44 years in Australia for each year the information was collected since 1981. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

| <b>Number of children ever born, Women aged 40–44 years</b> |             |                  |                     |                       |                              |
|-------------------------------------------------------------|-------------|------------------|---------------------|-----------------------|------------------------------|
|                                                             | <i>None</i> | <i>One child</i> | <i>Two children</i> | <i>Three children</i> | <i>Four or more children</i> |
| <i>Year</i>                                                 | %           | %                | %                   | %                     | %                            |
| 2006                                                        | <b>15.9</b> | <b>13.2</b>      | <b>38.3</b>         | <b>21.5</b>           | <b>11.0</b>                  |
| 1996                                                        | <b>12.8</b> | <b>11.3</b>      | <b>38.2</b>         | <b>24.6</b>           | <b>13.1</b>                  |
| 1986                                                        | <b>9.7</b>  | <b>8.7</b>       | <b>35.6</b>         | <b>27.0</b>           | <b>18.9</b>                  |
| 1981                                                        | <b>8.5</b>  | <b>7.6</b>       | <b>29.0</b>         | <b>27.4</b>           | <b>27.6</b>                  |

Source: ABS BirthsAustralia 2001, 2006 (3301.0)

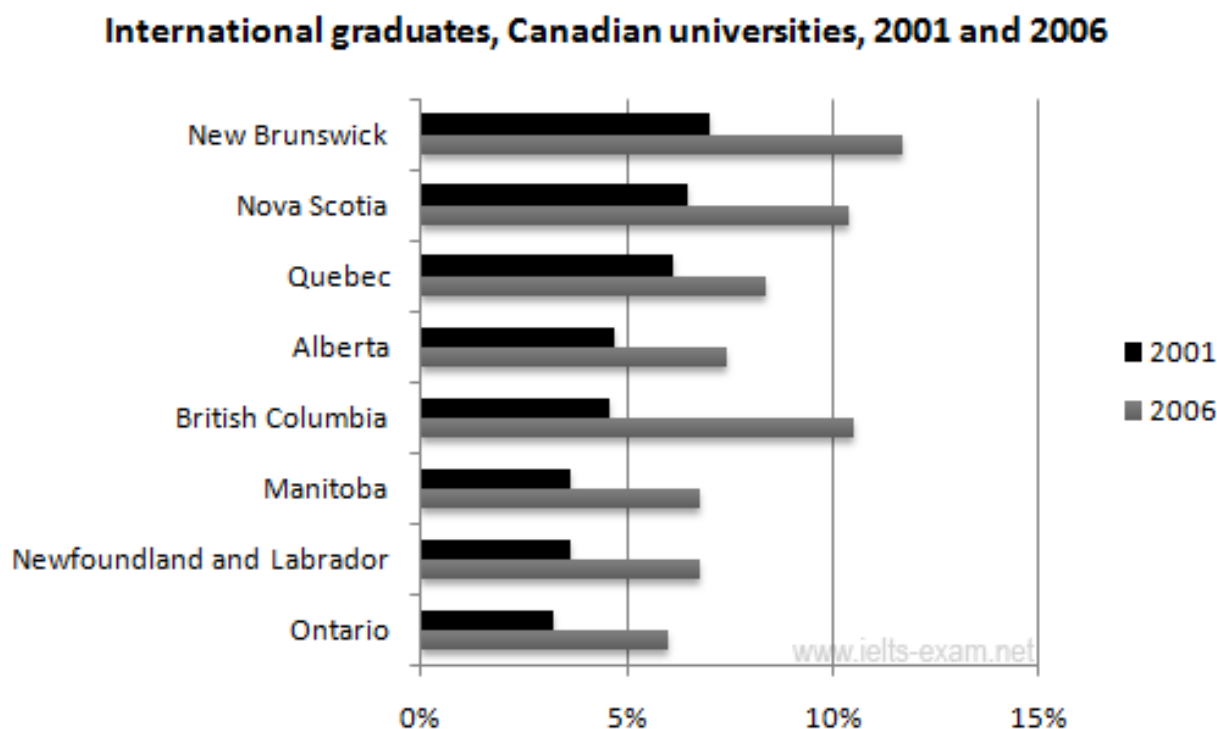
## USING NUMERICAL DATA AND STATISTICS

The table below shows the cinema viewing figures for films by country, in millions. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

| Cinema viewing figures for films by country, in millions |             |             |             |             |        |
|----------------------------------------------------------|-------------|-------------|-------------|-------------|--------|
|                                                          | Action      | Romance     | Comedy      | Horror      | Totals |
| India                                                    | 8           | 7.5         | 6.5         | 2.5         | 24.5   |
| Ireland                                                  | 7.6         | 3.8         | 5.5         | 6.4         | 23.3   |
| New Zealand                                              | 7.2         | 4.5         | 3.9         | 4.7         | 20.3   |
| Japan                                                    | 7.1         | 4.5         | 4           | 2.2         | 17.8   |
| <b>Total</b>                                             | <b>29.9</b> | <b>20.3</b> | <b>19.9</b> | <b>15.8</b> |        |

## USING NUMERICAL DATA AND STATISTICS

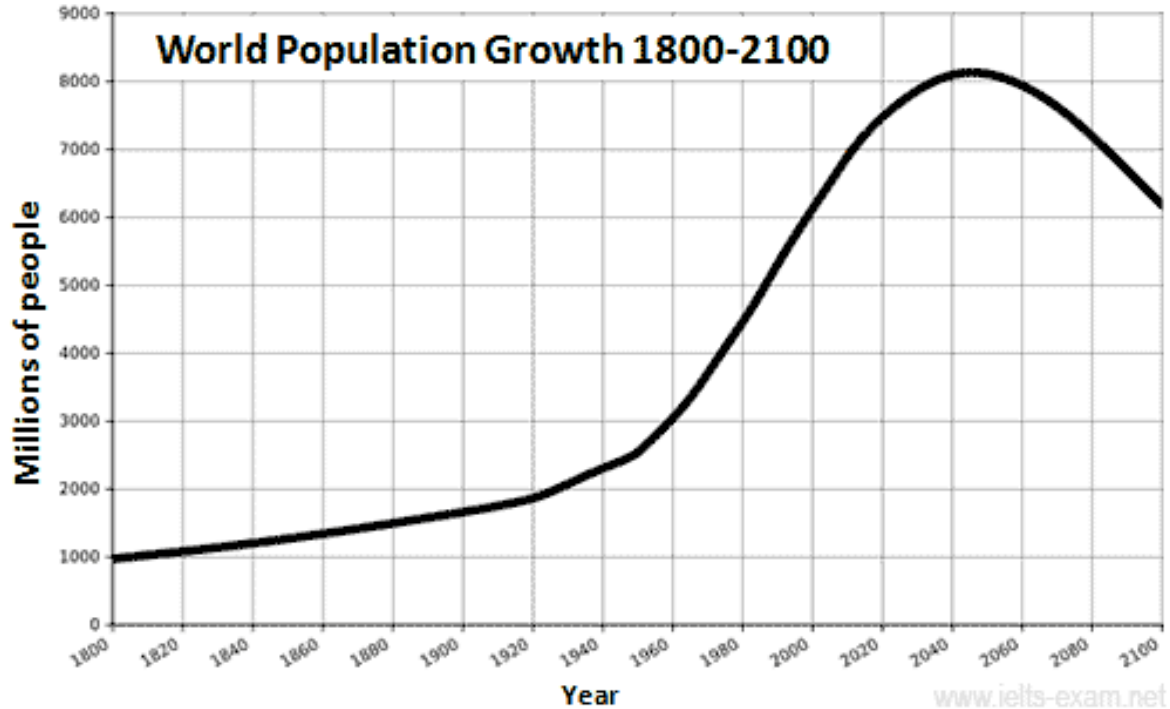
The chart below shows the percentage change in the share of international students among university graduates in different Canadian provinces between 2001 and 2006. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.



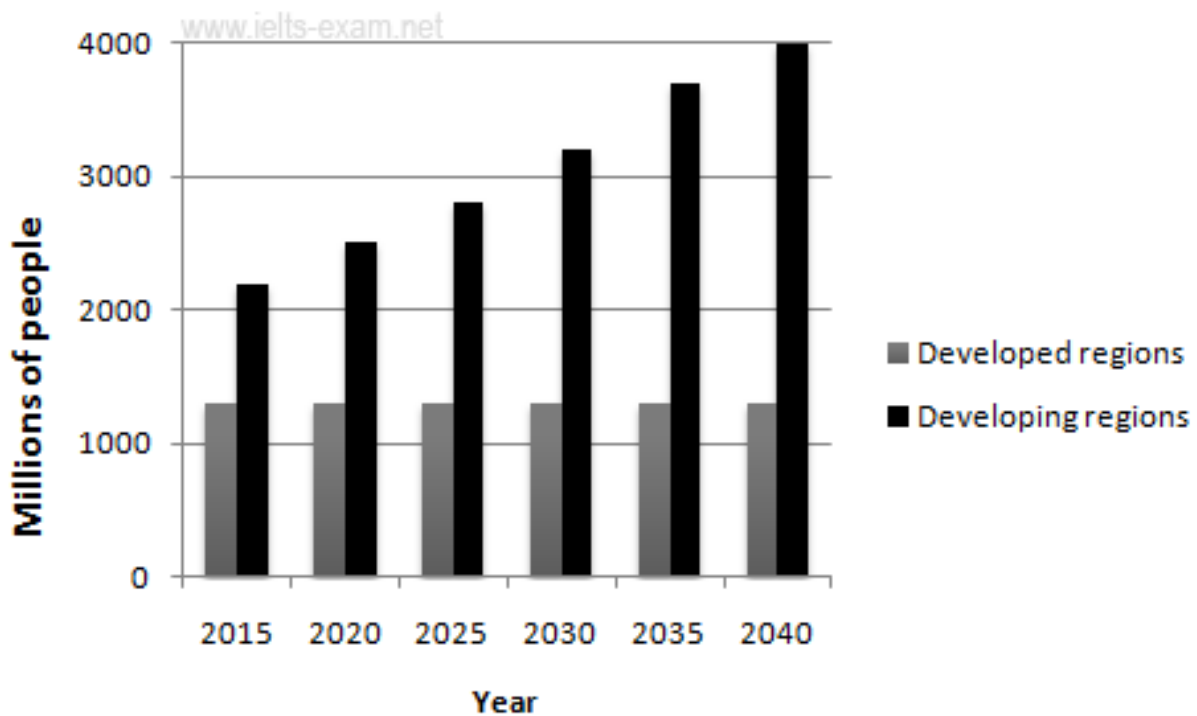
Source: Statistics Canada, Postsecondary Student Information System

## USING NUMERICAL DATA AND STATISTICS

The graphs below provide information on global population figures and figures for urban populations in different world regions. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

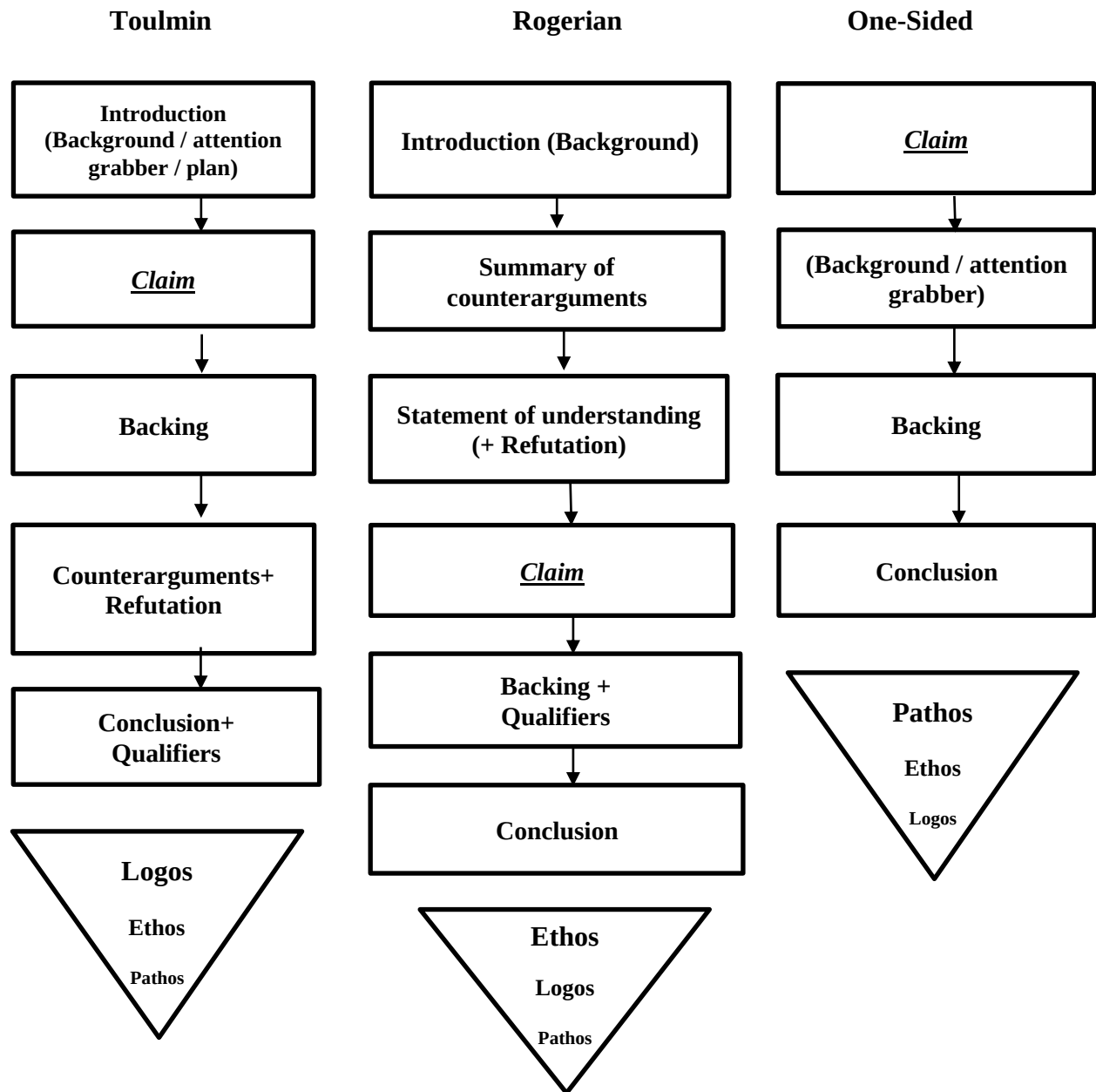


Source: [http://en.wikipedia.org/wiki/World\\_population](http://en.wikipedia.org/wiki/World_population)





## OVERVIEW OF STRUCTURAL TYPES OF ARGUMENT



| STRUCTURAL TYPES OF ARGUMENT |                                                                                                                                                                                   |                                           |                                                                                                                                                                                                                                                                          |                                   |                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Toulmin                      |                                                                                                                                                                                   | Rogerian                                  |                                                                                                                                                                                                                                                                          | One-Sided                         |                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Introduction</b>          | Introduce the issue and create exigence for your claim.<br>Why is this an issue?<br>Why do we need to pay attention?                                                              | <b>Introduction</b>                       | State the problem you hope to resolve. By presenting your issue as a problem, you raise the possibility of positive change. Often opponents will want to solve the same problem.                                                                                         | <b>Introduction + Proposition</b> | Capture the audience's attention (e.g., by giving an extreme example).<br>Introduce the issue.<br><b>State your position (claim/thesis)</b>                                                                                                                                                                                                                                                                                  |
| <b>Background</b>            | Supply the context needed to understand the case you present. What circumstances, occurrences, or conditions do we need to be made aware of?                                      | <b>Summary of opposing views</b>          | As accurately and neutrally as possible, state the views of the people with whom you disagree. By doing this you show that you are capable of listening without judging and have given a fair hearing to people who think differently from you.                          | <b>Background</b>                 | Create exigence for your claim. Supply the context needed to understand the case you present. Why is this an issue? Why do we need to pay attention? What circumstances, occurrences, or conditions do we need to be made aware of?                                                                                                                                                                                          |
| <b>Proposition</b>           | <b>State your position (claim/thesis)</b> , based on the information you have presented, and outline the major points that will follow.                                           | <b>Statement of understanding</b>         | (Also called the statement of validity) Show that you understand that there are situations in which these views are valid. Which parts of the opposing arguments do you concede? Under which conditions might you share these views?                                     | <b>Proof</b>                      | Present your reasons and evidence. Establish inferences between claim and support. Provide additional evidence, where necessary. Explain and justify assumptions                                                                                                                                                                                                                                                             |
| <b>Proof</b>                 | Present your reasons and evidence. Establish inferences between claim and support. Provide additional evidence, where necessary. Explain and justify assumptions.                 | <b>Statement of your position</b>         | Now that readers have seen that you've given full consideration to views other than your own, they should be prepared to listen fairly to your views.<br><b>State your position (claim/thesis).</b>                                                                      | <b>Conclusion</b>                 | Make a final appeal to values, motivations, and feelings that are likely to encourage the audience to identify with your argument. List the benefits that will ensue from your position or the horrible consequences that will follow if the other side wins.                                                                                                                                                                |
| <b>Refutation</b>            | Anticipate and refute opposing arguments. In this section, you demonstrate that you have already considered the issue thoroughly and have reached the only reasonable conclusion. | <b>Statement of contexts (qualifiers)</b> | Describe situations in which you hope your views will be honored. By showing that your position has merit in specific contexts, you recognize that people won't agree with you all of the time. However, opponents are allowed to agree in part and share common ground. | <b>NB!</b>                        | Filled with motivational language, one-sided arguments ignore opposing views or reduce them to "enemy" stereotypes. Issues are not examined from a different perspective, no alternative view is given. Since the intended audience already believes in the cause, readers are not invited to consider the issues more logically. Rather, the goal is to solidify support, increase the fervor of belief, and inspire action |
| <b>Conclusion</b>            | Summarize the most important points. Make a final appeal to values, motivations, and feelings that are likely to encourage the audience to identify with your argument            | <b>Statement of benefits</b>              | Appeal to the self-interest of your opponents by showing how they would benefit from accepting your position; this concludes your essay on a hopeful, positive note.                                                                                                     |                                   |                                                                                                                                                                                                                                                                                                                                                                                                                              |

## GENERAL SELF-EDITING WORKSHEET

Contributor \_\_\_\_\_ Date \_\_\_\_\_

1. What kind of introduction does this argument have? What possible elements of the introduction have I used there? \_\_\_\_\_

How many sentences does it contain? \_\_\_\_\_

Could it capture a reader's interest? \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

Where is the thesis statement / claim placed? \_\_\_\_\_

2. How many paragraphs are there in the body? *Number:* \_\_\_\_\_

The controlling ideas of the body paragraphs are as follows:

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

3. What kind of supporting details and argumentative strategies (logos / pathos / ethos) have I used in each body paragraph?

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

4. Is any sentence unnecessary or "off the topic"?

\_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

If the answer is yes, what is wrong about it (them)?

\_\_\_\_\_

5. Check each paragraph for coherence. Does one flow smoothly from beginning to end?

\_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

What key nouns have I repeated? \_\_\_\_\_

What transition signals have I used? \_\_\_\_\_

\_\_\_\_\_

6. Is there a review of the opposite point of view? \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

If there is one, how many counterarguments have I given? \_\_\_\_\_

Is there a rebuttal of the counterarguments? \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

7. Is there at least one example? \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

Would the reader like more information about anything? \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

If the answer is yes, write down what you would add now.

\_\_\_\_\_

8. What concluding technique(s) have I used? \_\_\_\_\_

Have I made a final comment/restatement? \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

What is it? \_\_\_\_\_

May it seem an effective ending? \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

9. What structural type does the argument take (Toulmin / One-sided / Rogerian)? \_\_\_\_\_

\_\_\_\_\_

10. How varied is my vocabulary? **Very varied** \_\_\_\_\_ **Quite varied** \_\_\_\_\_ **Not really varied** \_\_\_\_\_

11. I have found (*indicate the number*) mistakes:

Lexical: \_\_\_\_\_ Spelling: \_\_\_\_\_ Morphological: \_\_\_\_\_ Syntactical: \_\_\_\_\_

12. I believe the best feature of my argument is \_\_\_\_\_

And my best writing skill is \_\_\_\_\_

## GENERAL PEER-EDITING WORKSHEET

Peer Editor \_\_\_\_\_ Contributor \_\_\_\_\_ Date \_\_\_\_\_

1. What kind of introduction does this argument have? What possible elements of the introduction are to be found there? \_\_\_\_\_

How many sentences does it contain? \_\_\_\_\_

Does it capture your interest? \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

Where is the thesis statement / claim placed? \_\_\_\_\_

2. How many paragraphs are there in the body? Number: \_\_\_\_\_

The controlling ideas of the body paragraphs are as follows:

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

3. What kind of supporting details and argumentative strategies (logos / pathos / ethos) does the writer use in each body paragraph?

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

4. Check each paragraph for unity. Is any sentence unnecessary or "off the topic"? \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**  
If your answer is yes, write a comment about it (them). \_\_\_\_\_

5. Check each paragraph for coherence. Does one flow smoothly from beginning to end?

\_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

What key nouns are repeated? \_\_\_\_\_

What transition signals can you find? \_\_\_\_\_

6. Is there a review of the opposite point of view? \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

If there is one, how many counterarguments were given? \_\_\_\_\_

Is there a rebuttal of the counterarguments? \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

7. Is there at least one example? \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

Would you like more information about anything? \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

If your answer is yes, write down what you would like to know more about. \_\_\_\_\_

8. Identify the concluding technique(s) \_\_\_\_\_

Does the writer make a final comment/restatement? \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

What is it? \_\_\_\_\_

Is an effective ending? \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

9. What structural type does the argument take (Toulmin / One-sided / Rogerian)? \_\_\_\_\_

10. How varied is the vocabulary (from 1 to 10)? \_\_\_\_\_

11. Indicate the number of the mistakes you have found.

Lexical: \_\_\_\_\_ Spelling: \_\_\_\_\_ Morphological: \_\_\_\_\_ Syntactical: \_\_\_\_\_

In your opinion, what is the best feature of this argument? In other words, what is this writer's best writing skill? \_\_\_\_\_

## Definition Argument Peer Review

Writer:

Reviewer:

| Guiding Questions                                                                                                                                                                                                                                                | Reviewer's Response |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| What is the <b>structural type</b> of the argument? Is it effective, or would some other structure work better? Is the claim presented in the right place and the right time according to the chosen structural type of argument?                                |                     |
| Is the <b>claim</b> clearly formulated? How would you change it to make it more specific and focused?                                                                                                                                                            |                     |
| Does the <b>introduction</b> explain and show why the phenomenon under consideration is important, controversial, or problematic? What would you change in the introduction to emphasize the importance of the issues and to explain the essence of the problem? |                     |
| Which type(s) of definition(s) does the argument rest on – formal or operational, or both? How many formal definitions are given, analyzed, and compared? How effective is the operational definition (if any)?                                                  |                     |
| Does the argument have a <b>criteria</b> part? How many criteria has the writer outlined?                                                                                                                                                                        |                     |
| Does the argument have a <b>match</b> part? Has the writer matched the object under analysis with all the criteria indicated in the criteria part?                                                                                                               |                     |
| Which <b>organizational structure</b> does the argument follow – with criteria and match in separate sections, or with criteria and match interwoven?                                                                                                            |                     |
| What can you say about the <b>evidence</b> (examples, facts, statistics, etc.)? What is the strongest evidence chosen to support the claim? What, if any, evidence needs to be strengthened?                                                                     |                     |
| What <b>logical fallacies</b> , if any, do you notice?                                                                                                                                                                                                           |                     |
| Does the argument consider any alternatives or hypothetical objections to the claim? Does it offer <b>refutation</b> for these counterclaims? Where is additional support needed?                                                                                |                     |
| Is it easy to understand the relationships among the claim, supporting reasons, stated or unstated warrant, and evidence? If not, what could be done to make those <b>connections</b> clearer? Are more transitional words and phrases (even paragraphs) needed? |                     |
| Which technique(s) of <b>conclusion</b> is used?                                                                                                                                                                                                                 |                     |
| Which parts (elements) of the argument seem particularly <b>effective</b> , impressive, memorable? Which ones seem <b>weakest</b> ? Suggest how they could be improved.                                                                                          |                     |
| Which rhetorical component ( <b>logos</b> , <b>ethos</b> , and <b>pathos</b> ) seems prevailing in this argument? Give your suggestions to improve logical, ethical, and pathetic appeal of this argument.                                                       |                     |
| Account for the <b>target audience</b> of this argument (supportive, neutral, or resistant). Explain your point of view.                                                                                                                                         |                     |
| Comment on the language correctness, linguistic competence, and style. Are there any <b>errors</b> that spoil the general impression and become an obstacle to understanding?                                                                                    |                     |
| Overall, what other <b>comments</b> do you have for how this argument could be improved?                                                                                                                                                                         |                     |

## Causal Argument Peer Review

Writer:

Reviewer:

| Guiding Questions                                                                                                                                                                                                                                                                                                                                 | Reviewer's Response |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| What is the <b>structural type</b> of the argument? Is it effective, or would some other structure work better? Is the claim presented in the right place and the right time according to the chosen structural type of argument?                                                                                                                 |                     |
| Is the <b>claim</b> clearly formulated? How would you change it to make it more specific and focused?                                                                                                                                                                                                                                             |                     |
| Does <b>the introduction</b> explain and show why the phenomenon under consideration is important, controversial or problematic? What would you change in the introduction to emphasize the importance of the issues and to explain the essence of the problem?                                                                                   |                     |
| Does the argument reveal a causal connection? Explain your opinion. What <b>logical fallacies</b> , if any, do you notice?                                                                                                                                                                                                                        |                     |
| If the argument represents an explanation of the <b>causal mechanism</b> , are all the links explained in the causal chain clearly? What would you change to improve the explanation?                                                                                                                                                             |                     |
| If it is an exploration of the causes (effects), are all the immediate, precipitating, remote, and contributing <b>reasons</b> analyzed adequately and in enough detail? Are the sections arranged in the most efficient way? If not, what can be improved?                                                                                       |                     |
| What can you say about the <b>evidence</b> (examples, facts, statistics, etc.)? What is the strongest evidence chosen to support the claim? What, if any, evidence needs to be strengthened?                                                                                                                                                      |                     |
| Is enough <b>evidence</b> offered that these particular causes are responsible for the effect that has been identified, that these particular effects result from the identified cause, or that a series of causes and effects are linked? If not, what kind of additional evidence is needed? What kinds of sources might provide this evidence? |                     |
| Have the major alternative causes and effects as well as objections to the claim been considered? What support is offered for rejecting these <b>counterclaims</b> ? Where is additional support needed?                                                                                                                                          |                     |
| Is the <b>organization</b> of the essay effective, or would some other structure work better?                                                                                                                                                                                                                                                     |                     |
| Is it easy to understand the relationships among the claims, supporting reasons, stated or unstated warrants, and evidence? If not, what could be done to make those <b>connections</b> clearer? Are more transitional words and phrases (even paragraphs) needed?                                                                                |                     |
| Which technique(s) of <b>conclusion</b> is used?                                                                                                                                                                                                                                                                                                  |                     |
| Which parts (elements) of the argument seem particularly <b>effective</b> , impressive, memorable? Which ones seem <b>weakest</b> ? Suggest how they could be improved.                                                                                                                                                                           |                     |
| Which rhetorical component ( <b>logos</b> , <b>ethos</b> , and <b>pathos</b> ) seems prevailing in this argument? Give your suggestions to improve logical, ethical, and pathetic appeal of this argument.                                                                                                                                        |                     |
| Account for the <b>target audience</b> of this argument (supportive, neutral, or resistant). Explain your point of view.                                                                                                                                                                                                                          |                     |
| Comment on the language correctness, linguistic competence, and style. Are there any <b>errors</b> that spoil the general impression and become an obstacle to understanding?                                                                                                                                                                     |                     |
| Overall, what other <b>comments</b> do you have for how this argument could be improved?                                                                                                                                                                                                                                                          |                     |

### Resemblance Micro-Argument Peer Review

**Writer:**
**Reviewer:**

| Guiding Questions                                                                                                                                                                                                                                                                                                                                                                                  | Reviewer's Response |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| Does the claim presented rest on an <b>analogy</b> or a <b>precedent</b> ?                                                                                                                                                                                                                                                                                                                         |                     |
| Is the phenomenon under consideration presented as important, <b>controversial</b> , or problematical? What would you change to emphasize the importance of the issue?                                                                                                                                                                                                                             |                     |
| Do the issues compared really belong to different, unrelated <b>categories</b> ?                                                                                                                                                                                                                                                                                                                   |                     |
| Is the analogy or precedent effective, impressive, memorable enough to serve as an <b>attention grabber</b> ? Did it make you react emotionally? In what way (smile, be shocked, or amused, etc.)? How could it be improved?                                                                                                                                                                       |                     |
| Is it easy to understand the relationships among the claim, supporting reasons, stated or unstated warrant? If not, what could be done to make those <b>connections</b> clearer? Are more transitional words and phrases needed?                                                                                                                                                                   |                     |
| Does the argument consider any hypothetical objections or counter-arguments? Is <b>refutation</b> offered for these counterclaims?                                                                                                                                                                                                                                                                 |                     |
| Which rhetorical component ( <b>logos</b> , <b>ethos</b> , and <b>pathos</b> ) seems prevailing in this argument? Are there any other than pathetic means of persuasion to supplement the analogy or the precedent? What can you say about the <b>evidence</b> (examples, facts, statistics, etc.)? What is the strongest evidence, if any, chosen to support the claim? Are there any qualifiers? |                     |
| Comment on the language correctness, linguistic competence, and style. Are there any <b>errors</b> that spoil the general impression and become an obstacle to understanding?                                                                                                                                                                                                                      |                     |
| Overall, what other <b>comments</b> do you have for how this argument could be improved?                                                                                                                                                                                                                                                                                                           |                     |
| <b>Role-playing a skeptical audience:</b> point out the dis-analogy in the claim and refute it as a logical fallacy within a <b>150-to-200-word written response</b> highlighting significant differences between the two things being compared rather than similarities.                                                                                                                          |                     |

## Evaluation Argument Peer Review

Writer:

Reviewer:

| Guiding Questions                                                                                                                                                                                                                                                | Reviewer's Response |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| What is the <b>structural type</b> of the argument? Is it effective, or would some other structure work better?<br>Is the claim presented in the right place and the right time according to the chosen structural type of argument?                             |                     |
| Is the <b>claim</b> clearly formulated? How would you change it to make it more specific and focused?                                                                                                                                                            |                     |
| Does the <b>introduction</b> explain and show why the phenomenon under consideration is important, controversial, or problematic? What would you change in the introduction to emphasize the importance of the issues and to explain the essence of the problem? |                     |
| Does the argument have a <b>criteria</b> part? How many criteria has the writer outlined?                                                                                                                                                                        |                     |
| Does the argument have a <b>match</b> part? Has the writer matched the object under analysis with all the criteria indicated in the criteria part?                                                                                                               |                     |
| Which <b>organizational structure</b> does the argument follow – with criteria and match in separate sections, or with criteria and match interwoven?                                                                                                            |                     |
| What can you say about the <b>evidence</b> (examples, facts, statistics, etc.)? What is the strongest evidence chosen to support the claim? What, if any, evidence needs to be strengthened?                                                                     |                     |
| What <b>logical fallacies</b> , if any, do you notice?                                                                                                                                                                                                           |                     |
| Does the argument consider any alternatives or hypothetical objections to the claim? Does it offer <b>refutation</b> for these counterclaims? Where is additional support needed?                                                                                |                     |
| Is it easy to understand the relationships among the claim, supporting reasons, stated or unstated warrant, and evidence? If not, what could be done to make those <b>connections</b> clearer? Are more transitional words and phrases (even paragraphs) needed? |                     |
| Which technique(s) of <b>conclusion</b> is used?                                                                                                                                                                                                                 |                     |
| Which parts (elements) of the argument seem particularly effective, impressive, memorable? Which ones seem <b>weakest</b> ? Suggest how they could be improved.                                                                                                  |                     |
| Which rhetorical component ( <b>logos</b> , <b>ethos</b> , and <b>pathos</b> ) seems prevailing in this argument? Give your suggestions to improve logical, ethical, and pathetic appeal of this argument.                                                       |                     |
| Account for the <b>target audience</b> of this argument (supportive, neutral, or resistant). Explain your point of view.                                                                                                                                         |                     |
| Comment on the language correctness, linguistic competence, and style. Are there any <b>errors</b> that spoil the general impression and become an obstacle to understanding?                                                                                    |                     |
| Overall, what other <b>comments</b> do you have for how this argument could be improved?                                                                                                                                                                         |                     |



## Proposal Argument Peer Review

Writer:

Reviewer:

| Guiding Questions                                                                                                                                                                                                                                                                                                                  | Reviewer's Response |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| What is the <b>structural type</b> of the argument? Is the claim presented in the right place and the right time according to the chosen structural type of argument?                                                                                                                                                              |                     |
| Is the <b>claim</b> clearly formulated? Is it based on argument from definition, from cause / consequence, or from resemblance? How would you change it to make it more specific and focused?                                                                                                                                      |                     |
| Does the <b>introduction</b> explain and show why the phenomenon under consideration is important, controversial, or problematical? What would you change in the introduction to emphasize the importance of the issues and to explain the essence of the problem?                                                                 |                     |
| Does the argument suggest a <b>solution</b> to the problem? Are the specifics of the proposal explained? What would you change to improve the explanation?                                                                                                                                                                         |                     |
| Does the argument provide a <b>justification</b> of the proposed solution? How many supporting reasons are given? Do they seem convincing?                                                                                                                                                                                         |                     |
| Is enough <b>evidence</b> (examples, facts, statistics, etc.) offered that the proposed solution is effective? If not, what kind of additional evidence is needed? What kinds of sources might provide this evidence? What is the strongest evidence chosen to support the claim? What, if any, evidence needs to be strengthened? |                     |
| What <b>logical fallacies</b> , if any, do you notice?                                                                                                                                                                                                                                                                             |                     |
| Does the argument consider any alternative proposals or hypothetical objections to the claim? What support is offered to <b>refute</b> these counterclaims? Where is additional support needed?                                                                                                                                    |                     |
| Is this argument a <b>practical</b> or a <b>policy</b> proposal?                                                                                                                                                                                                                                                                   |                     |
| Is the <b>organization</b> of the essay effective, or would some other structure work better? Are the sections arranged in the most efficient way? If not, what can be improved?                                                                                                                                                   |                     |
| Is it easy to understand the relationships among the claims, supporting reasons, stated or unstated warrants, and evidence? If not, what could be done to make those <b>connections</b> clearer? Are more transitional words and phrases (even paragraphs) needed?                                                                 |                     |
| Which technique(s) of <b>conclusion</b> is used?                                                                                                                                                                                                                                                                                   |                     |
| Which parts (elements) of the argument seem particularly <b>effective</b> , impressive, memorable? Which ones seem <b>weakest</b> ? Suggest how they could be improved.                                                                                                                                                            |                     |
| Which rhetorical component ( <b>logos</b> , <b>ethos</b> , or <b>pathos</b> ) seems prevailing in this argument? Give your suggestions to improve logical, ethical, and pathetic appeal of this argument.                                                                                                                          |                     |
| Account for the <b>target audience</b> of this argument (supportive, neutral, or resistant). Explain your point of view.                                                                                                                                                                                                           |                     |
| Comment on the language correctness, linguistic competence, and style. Are there any <b>errors</b> that spoil the general impression and become an obstacle to understanding?                                                                                                                                                      |                     |
| Overall, what other <b>comments</b> do you have for how this argument could be improved?                                                                                                                                                                                                                                           |                     |

## Final Argument Peer Review

Writer:

Reviewer:

| Guiding Questions                                                                                                                                                                                                                                                                                                  | Reviewer's Response |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| What is the <b>structural type</b> of the argument? Is it effective, or would some other structure work better? Is the claim presented in the right place and the right time according to the chosen structural type of argument?                                                                                  |                     |
| Is the <b>claim</b> clearly formulated? How would you change it to make it more specific and focused?                                                                                                                                                                                                              |                     |
| Does the <b>introduction</b> explain and show why the phenomenon under consideration is important, controversial or problematic? What would you change in the introduction to emphasize the importance of the issues and to explain the essence of the problem?                                                    |                     |
| Is enough <b>evidence</b> (examples, facts, statistics, etc.) offered to support the claim? If not, what kind of additional evidence is needed? What kinds of sources might provide this evidence?<br>What is the strongest evidence chosen to support the claim? What, if any, evidence needs to be strengthened? |                     |
| Is it easy to understand the relationships among the claim, supporting reasons, stated or unstated warrant, and evidence? If not, what could be done to make those <b>connections</b> clearer? Are more transitional words and phrases (even paragraphs) needed?                                                   |                     |
| Does the argument anticipate and summarize alternatives or hypothetical objections to the claim?<br>Does it offer <b>refutation</b> for these counterclaims?<br>Where is additional support needed?                                                                                                                |                     |
| What <b>logical fallacies</b> , if any, do you notice?                                                                                                                                                                                                                                                             |                     |
| Which technique(s) of <b>conclusion</b> is used?                                                                                                                                                                                                                                                                   |                     |
| What is the <b>functional type</b> of the argument? Are there the necessary functional elements (a criteria-match for the definition and the evaluation type; a faulty analogy for the resemblance type; a causal mechanism for the causal type; a solution-justification for the proposal type)?                  |                     |
| Which parts (elements) of the argument seem particularly <b>effective</b> , impressive, memorable?<br>Which ones seem <b>weakest</b> ? Suggest how they could be improved.                                                                                                                                         |                     |
| Which rhetorical component ( <b>logos</b> , <b>ethos</b> , and <b>pathos</b> ) seems prevailing in this argument? How are they created in the text?<br>Give your suggestions to improve logical, ethical, and pathetic appeal of this argument.                                                                    |                     |
| Account for the <b>target audience</b> of this argument (supportive, neutral, or resistant). Explain your point of view.                                                                                                                                                                                           |                     |
| Comment on the language correctness, linguistic competence, and style. Are there any <b>errors</b> that spoil the general impression and become an obstacle to understanding?                                                                                                                                      |                     |
| Overall, what other <b>comments</b> do you have for how this argument could be improved?                                                                                                                                                                                                                           |                     |

## REVISION TEST 1

**I. Match the terms with their definitions:**

|                         |                                                                                                   |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 1. Enthymeme            | a) Concession strategy based on delayed thesis and aimed at resistant audience                    |
| 2. Logos                | b) The writer's position which involves the response to possible objections and alternative views |
| 3. Ethos                | c) Incomplete logical structure                                                                   |
| 4. Pathos               | d) The writer's point of view                                                                     |
| 5. The Toulmin scheme   | e) A claim with reasons                                                                           |
| 6. Qualifier            | f) The rhetorical system used to analyze arguments based on the anticipation of counterarguments  |
| 7. Warrant              | g) Values, beliefs, and principles that the audience holds                                        |
| 8. Claim                | h) Limitations to your claim                                                                      |
| 9. Thesis statement     | i) Appeal to emotions                                                                             |
| 10. Multisided argument | j) Appeal to credibility                                                                          |
| 11. Rogerian argument   | k) Appeal to common sense and reason                                                              |

**II. Write WARRANTS to create complete logical structures out of these claims with reasons:**

a) The public should not support marine parks because marine parks stressfully separate dolphins from their natural habitat.

b) For students Web surfing can be harmful because it causes you to waste so much study time.

c) You should become a vegetarian because doing so will significantly lower your carbon footprint.

d) Recycling is bad policy because it costs more to recycle material than to bury it in a landfill.

e) Part time jobs for students are bad for students because part time jobs influence their academic achievements negatively.

f) Participation of plus-size models in advertising should be limited because plus-size models promote unhealthy way of life among teenage girls.

g) Plus-size modelling is a very positive tendency because it challenges traditional beauty stereotypes.

h) Gadgets in the classroom should be allowed because gadgets help children to stay in touch with their parents 24 hours a day.

i) Gadgets in the classroom should be banned because gadgets distract children from the classroom activities and hamper their academic performance.

j) "Scream" by E. Munch is a perfect piece of art because this painting communicates a clear and understandable message to its audience.

**Now choose one of the enthymemes above and sketch out a complete Toulmin argument frame, including claim, reason, grounds, warrant, backing, conditions of rebuttal, and qualifier for that argument.**

CLAIM:

REASON:

GROUND:

WARRANT:

BACKING:

REBUTTAL:

QUALIFIER:

**III. Give at least two ideas how you can create effective pathos in your rhetorical argument:**

- 1)
- 2)

**IV. Give at least two ideas how to strengthen your ethos in a rhetorical argument:**

- 1)
- 2)

**V. Give at least two ideas how to make your logos more effective in a rhetorical argument:**

- 1)
- 2)

**VI. Imagine that your target audience is your parents. Which rhetorical structure will be more effective to use (one-sided, multisided or dialogical) if you are trying to debate with them on the following issues. Explain your answer.**

a) You want to go to Italy to work as a volunteer at a hospital to help people suffering from coronavirus.

*Your rhetorical structure:*

*Explanation:*

b) You want to drop out of this university, because all of a sudden you realized that this is not your cup of tea and you would like to pursue acting career.

*Your rhetorical structure:*

*Explanation:*

c) You would like to foster a child from an orphanage, as you feel extremely compassionate.

*Your rhetorical structure:*

*Explanation:*

d) You would like to dye your hair green.

*Your rhetorical structure:*

*Explanation:*

**VII. Supposing, you are writing a definition argument “Face reading is not a real science”. Provide an organizational plan for your definition argument:**

- 1)
- 2)
- 3)
- 4)

**VIII. Think about several causes for one of the following choices. Underline your choice and formulate a thesis statement in the form of an enthymeme (a claim with several reasons). Try to make sure that your reasons belong to different types of claims (definition, causal, resemblance or evaluation).**

- a) Your decision to attend this university
- b) Your choice of rhetoric as your major
- c) A personal opinion you hold that is not widely accepted

## REVISION TEST 2

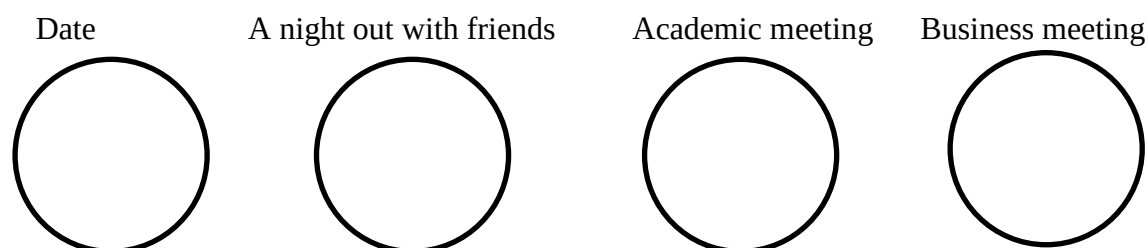
**I. Match the traditional Latin terms for the elements of the classical argument with the functions they perform.**

|                |                                                                                               |
|----------------|-----------------------------------------------------------------------------------------------|
| a) exordium    | 1. the speaker's proposition or thesis                                                        |
| b) narratio    | 2. the speaker's arguments in favor of the proposition                                        |
| c) propositio  | 3. the attention grabber                                                                      |
| d) partitio    | 4. the refutation of opposing views                                                           |
| e) confirmatio | 5. the conclusion that sums up the argument, calls for action, and leaves a strong impression |
| f) confutatio  | 6. the needed background                                                                      |
| g) peroratio   | 7. a forecast of the main parts of the speech                                                 |

**II. Fill in the chart**

| Type of argument | Type of Audience     | Main driver of persuasion |
|------------------|----------------------|---------------------------|
| ...              | Neutral or Undecided | ...                       |
| One-Sided        | ...                  | ...                       |
| ...              | ...                  | Ethos                     |

**III. If the circles below are potential pie charts, please consider how strategies or awareness of ethos, pathos, and logos are distributed within your experience in a social situation. How would you break up the circles in each situation?**



**IV. Decide which driver of persuasion (logos, ethos, or pathos) is leading in the following passages and briefly state your reasons for thinking so.**

1. It's crunch time for the polluters and their pals in the government. The corporate polluters and anti-environment politicians have stepped up efforts to roll back our environmental protections – relying on large campaign contributions, slick PR firms and well-heeled lobbyists to get the job done before the election (a passage from a fund-raising letter from an environmental lobbying group).

---



---



---

2. Finally, university-provided carpets will be too expensive. According to Robert Bothell, Assistant Director of Housing Services, the cost will be \$300 per room for the carpet and installation. The university would also have to purchase more vacuum cleaners for the students to use. Altogether, Bothell estimated the cost of carpets to be close to \$100,000 for the whole campus (a passage from a student-written argument criticizing a university's policy).

---



---



---

3. Many of these girls on the TV show are referred to as sexy. Since when is it okay to refer to 4- and 5-year-old girls as sexy? All this does is open the door for pedophiles and other creeps out in the world. Paisley Dickens' mom has chosen many scandalous costumes for her

to dress up in such as Julia Roberts' character in *Pretty Woman* when she was a prostitute. And still all the pageant people "Ooohh" and "Awww" at the girl's costumes. These girls are hardly wearing anything up on stage; this shouldn't be celebrated at all (a passage from the one-side argument *Every Little Girl Wants to Be a Princess, Right?*)

---

---

---

4. Last week I polled forty-eight people riding the bus between Bellevue and Seattle. Eighty percent said they enjoyed riding the bus more than commuting by car, while 20 percent preferred the car. Those who enjoyed the bus cited the following reasons in this order of preference: It saved them the hassle of driving in traffic; it gave them time to relax and unwind; it was cheaper than paying for gas and parking; it saved them time. (a passage from a student-written argument supporting public transportation).

---

---

---

5. It is politically correct today to scorn plastic food wrapping and styrofoam cups. But in the long run these containers may actually help the environment. According to Tierney (1996), a typical household in countries that do not use plastic food wrapping produces one-third more garbage from food spoilage than do U.S. households. Those plastic wrappers on foods allow us to buy foods in small quantities and keep them sterile until use. Tierney also claims that plastic packaging requires far less energy to produce than does paper or cardboard and is lighter to transport (27). Similarly, he claims that the energy costs of producing a ceramic coffee mug and of washing it after each use make it less environmentally friendly than throwaway styrofoam cups (44) (a passage from a student-written argument on plastic food packaging).

---

---

---

6. It hurts the most when you come home from the theater on a cold January night. As you pull your scarf tighter around your neck and push your gloved hands deeper into the pockets of your wool overcoat, you notice the man huddled over the sewer grate, his feet wrapped in newspapers. He blows on his hands, then tucks them under his armpits and lies down on the sidewalk with his shoulders over the grate, his bed for the night. There are hundreds like him downtown, and their numbers are growing. How can we help? (a passage from a student-written argument on an anti-loitering law).

---

---

---

7. Between 1960 and 1970, the percentage of garbage being recycled annually remained relatively steady at just over 6%. It then rose slightly over the next 15 years to 10.1% in 1985. On the other hand, the amount of garbage being recycled tripled during the same period, from 5.6 million tons in 1960 to 16.7 million tons in 1985. Following this sharp increase, the amount of waste material being recycled has risen significantly between 1985 and 2011 when it peaked at 86.9 million tons. Similarly, the recycling rate continued to grow sharply from 1985 to 1995, and then at a slower rate over the next 15 years until it reached a peak of 34.7% in 2011. However, this figure is still disappointing compared to the total amount of waste being recycled each year (a passage from a student-written argument on waste recycling rates in the U.S.).

---

---

---

8. Panhandlers used to sit on corners with tin cups that they rattled politely. Not any mow. Today we are besieged by ratty woe mongers who scuttle up behind you, clutching bottles of Mad Dog 20/20 in a sack, breathe their foul fumes down your neck, tap your arm or grab your sleeve, and demand your money. If you ignore them, they try to embarrass or threaten you (a passage from a student-written argument on an anti-loitering law).

---

---

---

9. However, a helmet won't protect against head injury when one is traveling at normal traffic speeds. According to a U.S. Department of Transportation study, "There is no evidence that any helmet thus far, regardless of cost or design, is capable of rejecting impact stress above 13 mph" ("Head Injuries" 8) (a passage from a student-written argument on mandatory helmet laws for motorcycle riders).

---

---

---

10. Please accept with no obligation, implied or implicit our best wishes for an environmentally conscious, socially responsible, low stress, non-addictive, gender neutral, celebration of the winter solstice holiday, practiced within the most enjoyable traditions of the religious persuasion of your choice, or secular practices of your choice, with respect for the religious / secular persuasions and / or traditions of others, or their choice not to practice religious or secular traditions at all... and a fiscally successful, personally fulfilling, and medically uncomplicated recognition of the onset of the generally accepted calendar year \_\_\_\_\_, but not without due respect for the calendars of choice of other cultures whose contributions to society have helped make America great, (not to imply that America is necessarily greater than any other country or is the only "AMERICA" in the western hemisphere), and without regard to the race, creed, color, age, physical ability, religious faith, choice of computer platform, or sexual preference of the wishee (politically correct season's greetings).

---

---

---

## V. Spotting Logical Fallacies

### 1. "Give up smoking, or you will die"

- a. cannot be a fallacy, because it is true
- b. can be explained as a false dilemma
- c. can be explained as a non sequitur (red herring)

### 2. "Of course he is attacking affirmative action. Can't you see he is a white male?"

This is best described as a fallacy of:

- a. ad hominem attack
- b. circular argument
- c. appeal to indirect consequences (slippery slope)

3. "I owned a Ford once, and it broke down on me. They are terrible cars, and I will never buy one again." This is best described as a fallacy of:

- a. appeal of common belief
- b. hasty generalization
- c. begging the question

4. "Did you enjoy breaking your grandmother's heart by being late for the ceremony?" is best described as a fallacy of:

- a) false dilemma (either-or fallacy)
- b) appeal to pity (sob story)
- c) loaded question

5. **“Margaret says that all blonds are brilliant, but I wouldn’t listen to her because, even though her hair looks red, her natural color is blond.”** This statement is best described as a fallacy of

- a. a sweeping generalization
- b. an ad hominem attack
- c. begging the question

6. **Which of the following is an example of a fallacious appeal to common belief?**

- a. That must be a good movie. Look at all the people lined up to get in.
- b. Her new novel is very popular. It’s been on the best seller list for weeks.
- c. Violent crime went down in Hollister this year. More than 70% of the people surveyed said there were fewer rapes, robberies, and murders than last year.
- d. Did you see where more people moved out of California last year than moved in? I guess living in California is no longer everyone’s dream.

7. **Which of the following is *not* an example of shifting the burden of proof?**

- a. You were abducted by Martians last night? Prove it!
- b. I’ll continue to believe there was a conspiracy behind the assassination of Dr. King, unless you can prove that James Earl Ray acted alone.
- c. You say I’m missing one assignment, and I tell you I handed in that paper last week. Can you prove I didn’t?
- d. The defendant is obviously guilty. Otherwise, he would be able to explain where he was at the time of the crime.

8. **“I’m against the new law that sends those convicted of a third felony to prison for 25 years. Wouldn’t you prefer that government reward good deeds instead of punishing bad ones?”** This is best described as a fallacy of:

- a) false dilemma
- b) loaded question
- c) non sequitur

9. **Which of the following is *not* an example of post hoc reasoning?**

- a. The problem with the Giants is the Loma Prieta earthquake. They haven’t won a league championship since the earthquake hit during the World Series in 1989.
- b. Bush was responsible for that recession. After all, he was president when it began.
- c. The price of freon has been rising ever since the EPA banned further production of it. So banning freon has made it more valuable.
- d. The city changed its name to San Francisco in 1848, and by the next year, it was famous around the world. That just shows you how important a name is!

10. **“It’s okay to cheat on your taxes. After all, most Americans do that.”** This is best described as a fallacy of:

- a) appeal to common practice
- b) sweeping generalization
- c) non sequitur

11. **“If you don’t study and get your degree, you will end up like your uncle. Do you really want to be a loser like him for the rest of your life?”** This is best described as a fallacy of:

- a) no fallacy
- b) appeal to indirect consequences (slippery slope)
- c) scare tactics (appeal to fear)

12. **“Please don’t give George an F; he put so much effort and sweat into that report.”** This is best described as a fallacy of:

- a) no fallacy
- b) appeal to pity (sob story)
- c) appeal to common practice

13. **“If I let you borrow my class notes this time, you’ll start depending on them, and you’ll never show up for class, and eventually you’ll fail the course. So, for your own good, you can’t have them.”** This is best described as a fallacy of:

- a) no fallacy
- b) appeal to fear
- c) appeal to indirect consequences (slippery slope)

14. **“I can’t believe you still eat red meat! Didn’t you see the newspaper report that said 63% of Americans think eating red meat is unhealthy?”** This is best described as a fallacy of:

- a) no fallacy
- b) appeal to fear (scare tactics)
- c) appeal to common belief



**STRUCTURAL TYPE LOTS**

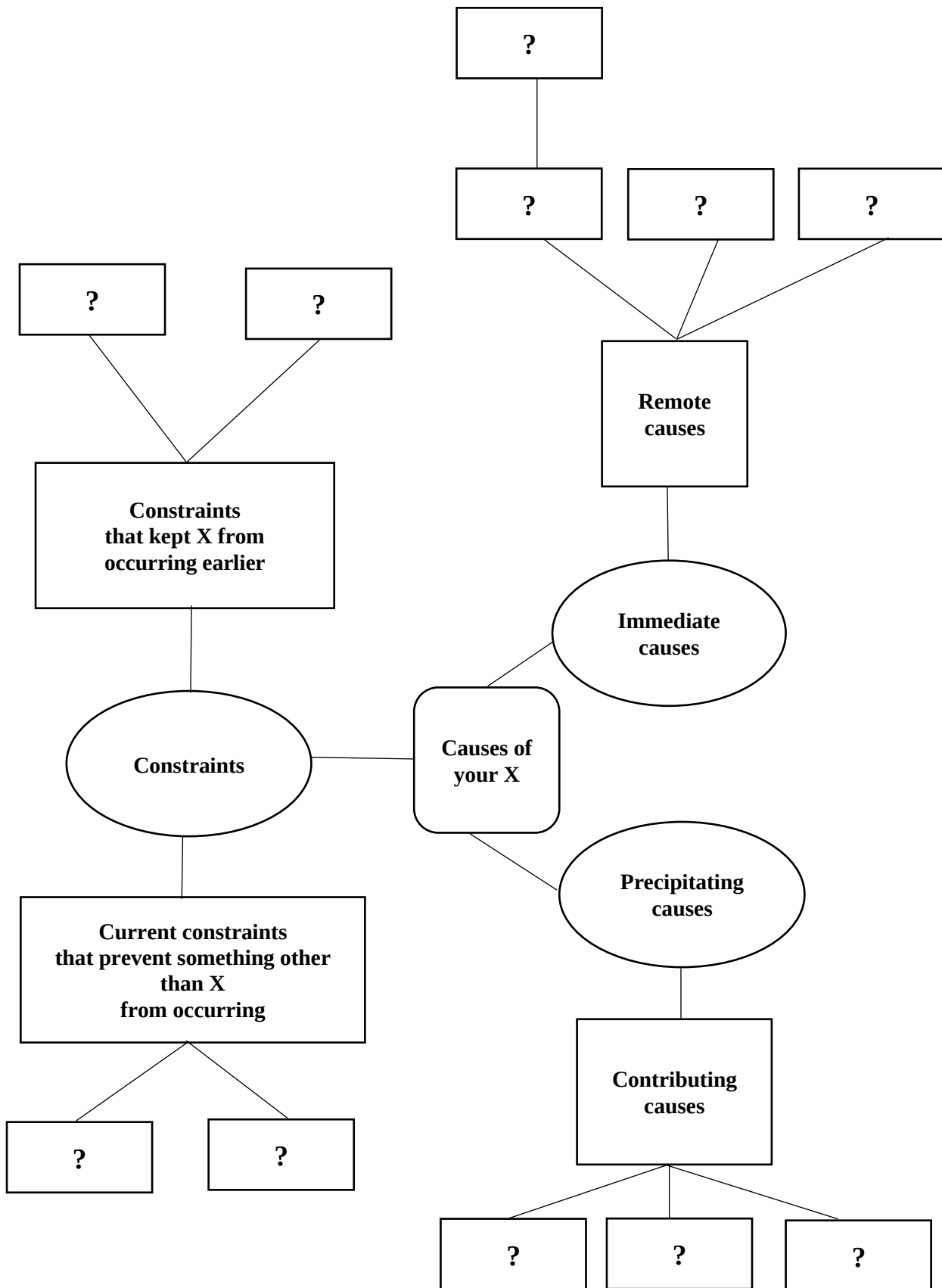
|                 |                |                  |
|-----------------|----------------|------------------|
| <b>ROGERIAN</b> | <b>TOULMIN</b> | <b>ONE-SIDED</b> |
| <b>ROGERIAN</b> | <b>TOULMIN</b> | <b>ONE-SIDED</b> |
| <b>ROGERIAN</b> | <b>TOULMIN</b> | <b>ONE-SIDED</b> |
| <b>ROGERIAN</b> | <b>TOULMIN</b> | <b>ONE-SIDED</b> |
| <b>ROGERIAN</b> | <b>TOULMIN</b> | <b>ONE-SIDED</b> |

---

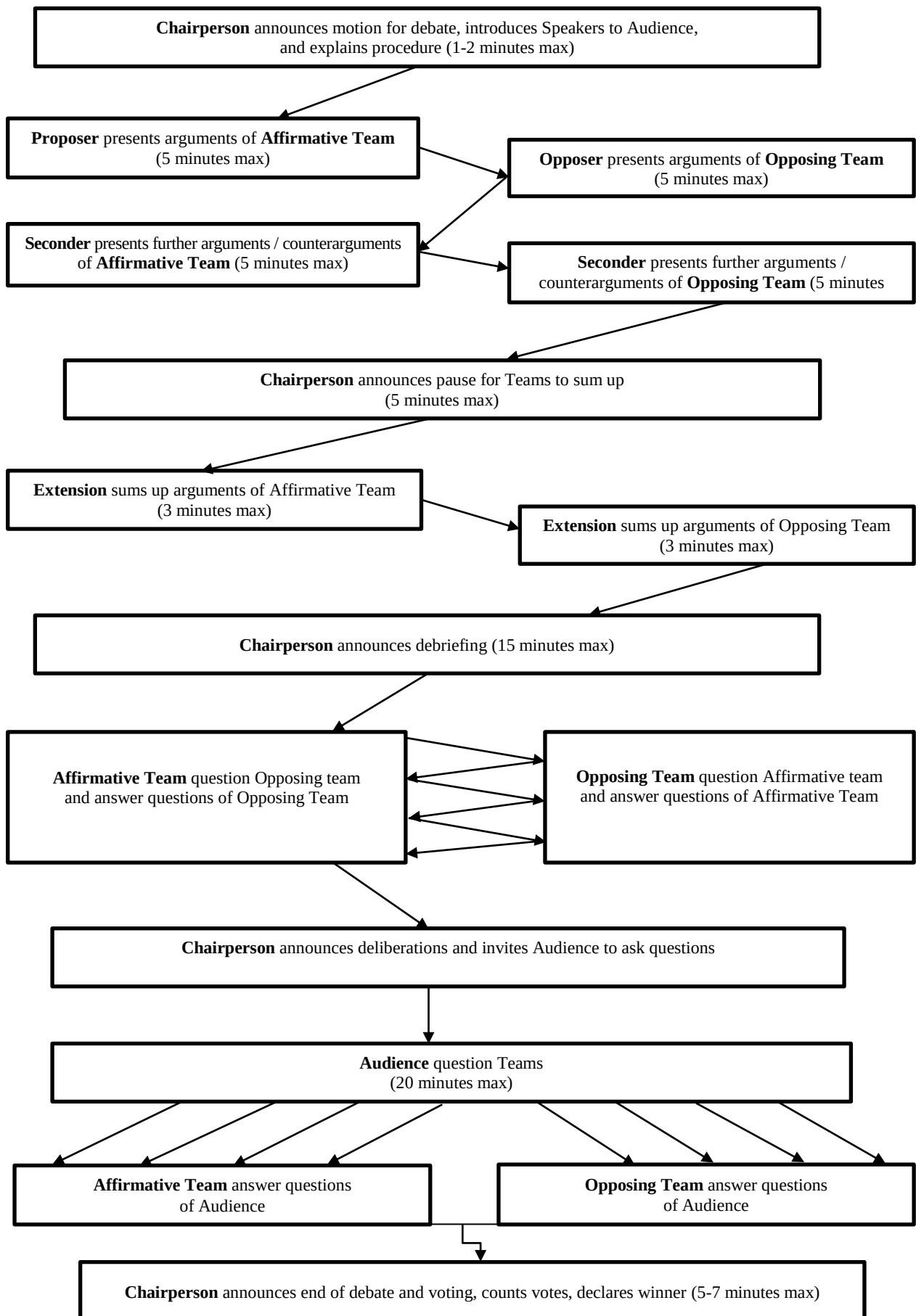
**STASIS TYPE LOTS**

|                    |                    |                    |
|--------------------|--------------------|--------------------|
| <b>DEFINITION</b>  | <b>DEFINITION</b>  | <b>DEFINITION</b>  |
| <b>CAUSAL</b>      | <b>CAUSAL</b>      | <b>CAUSAL</b>      |
| <b>RESEMBLANCE</b> | <b>RESEMBLANCE</b> | <b>RESEMBLANCE</b> |
| <b>EVALUATION</b>  | <b>EVALUATION</b>  | <b>EVALUATION</b>  |
| <b>PROPOSAL</b>    | <b>PROPOSAL</b>    | <b>PROPOSAL</b>    |

## IDEA MAP TO EXPLORE CAUSES



## CONDUCTING A DEBATE



**BALLOT FOR VOTING IN A DEBATE**

Members of the audience should vote according to their assessment of each team's performance, rather than their personal attitude to the motion. Each feature is rated from 1 to 10 where 1 = very poor and 10 = excellent. **Please remember to total up!**

|                                                                             | <b>Affirmative Team</b> | <b>Opposing Team</b> |
|-----------------------------------------------------------------------------|-------------------------|----------------------|
| Persuasiveness of arguments<br>(logic and coherence)                        |                         |                      |
| Impressiveness and sincerity of delivery<br>(pathetic and emotional appeal) |                         |                      |
| Performance during debriefing<br>(reaction to the questions)                |                         |                      |
| Attitude towards debate, bridging the gap<br>with the audience (ethos)      |                         |                      |
| Language competence                                                         |                         |                      |
| <b>Total:</b>                                                               |                         |                      |

Members of the audience should vote according to their assessment of each team's performance, rather than their personal attitude to the motion. Each feature is rated from 1 to 10 where 1 = very poor and 10 = excellent. **Please remember to total up!**

|                                                                             | <b>Affirmative Team</b> | <b>Opposing Team</b> |
|-----------------------------------------------------------------------------|-------------------------|----------------------|
| Persuasiveness of arguments<br>(logic and coherence)                        |                         |                      |
| Impressiveness and sincerity of delivery<br>(pathetic and emotional appeal) |                         |                      |
| Performance during debriefing<br>(reaction to the questions)                |                         |                      |
| Attitude towards debate, bridging the gap<br>with the audience (ethos)      |                         |                      |
| Language competence                                                         |                         |                      |
| <b>Total:</b>                                                               |                         |                      |

Members of the audience should vote according to their assessment of each team's performance, rather than their personal attitude to the motion. Each feature is rated from 1 to 10 where 1 = very poor and 10 = excellent. **Please remember to total up!**

|                                                                             | <b>Affirmative Team</b> | <b>Opposing Team</b> |
|-----------------------------------------------------------------------------|-------------------------|----------------------|
| Persuasiveness of arguments<br>(logic and coherence)                        |                         |                      |
| Impressiveness and sincerity of delivery<br>(pathetic and emotional appeal) |                         |                      |
| Performance during debriefing<br>(reaction to the questions)                |                         |                      |
| Attitude towards debate, bridging the gap<br>with the audience (ethos)      |                         |                      |
| Language competence                                                         |                         |                      |
| <b>Total:</b>                                                               |                         |                      |

**GROUP DEBATE TEAM ROSTER**

Submit copies to each of the instructors in each round and the opposing team in each round. For the benefit of the instructors and the opposing team, please indicate gender by including “Mr.” or “Ms.”

**Debate #...**

|                         |                                                           |
|-------------------------|-----------------------------------------------------------|
| <b>Date</b>             | ...                                                       |
| <b>Room</b>             | ...                                                       |
| <b>Motion</b>           | ...                                                       |
| <b>Chair</b>            | ...                                                       |
| <b>Affirmative team</b> | 1. Proposer: ...<br>2. Secunder: ...<br>3. Extension: ... |
| <b>Opposing team</b>    | 1. Opposer: ...<br>2. Secunder: ...<br>3. Extension: ...  |
| <b>Winner</b>           | ..... team (..... scores)                                 |
| <b>Second best</b>      | ..... team (..... scores)                                 |

**COURSE DEBATE TEAM ROSTER**

Submit copies to each of the instructors in each round and the opposing team in each round. For the benefit of the instructors and the opposing team, please indicate gender by including “Mr.” or “Ms.”

**Debate #...**

|                         |                                                                                   |
|-------------------------|-----------------------------------------------------------------------------------|
| <b>Date</b>             | ...                                                                               |
| <b>Room</b>             | ...                                                                               |
| <b>Motion</b>           | ...                                                                               |
| <b>Chair</b>            | ...                                                                               |
| <b>Audience</b>         | Groups ## ..., ...                                                                |
| <b>Affirmative team</b> | Group #...<br>1. Proposer: ...<br>2. Secunder: ...<br>3. Extension: ...<br>4. ... |
| <b>Opposing team</b>    | Group # ...<br>1. Opposer: ...<br>2. Secunder: ...<br>3. Extension: ...<br>4. ... |
| <b>Winner</b>           | Group # ..... (..... scores)                                                      |
| <b>Second best</b>      | Group # ..... (..... scores)                                                      |

## MOCK TRIAL DEBATE

### Preference and Self-Assessment for Mock Trial Roles

Name \_\_\_\_\_ Group \_\_\_\_\_

Are you able to attend the session on \_\_\_\_\_ (date)? Yes \_\_\_\_\_ No \_\_\_\_\_

Please rate yourself from 1-5 in the following areas, with **1** meaning “this is a challenge for me,” and **5** meaning “I am amazing.”

| Skill                          | 1 | 2 | 3 | 4 | 5 |
|--------------------------------|---|---|---|---|---|
| Listening and recall abilities |   |   |   |   |   |
| Acting                         |   |   |   |   |   |
| Public Speaking                |   |   |   |   |   |
| Assertiveness                  |   |   |   |   |   |
| Memorization                   |   |   |   |   |   |
| Thinking quickly on your feet  |   |   |   |   |   |
| Argumentation                  |   |   |   |   |   |
| Organization                   |   |   |   |   |   |
| Charm and charisma 😊           |   |   |   |   |   |

What may your **top 3 roles** be (prosecution or defense; witness [if a witness, which one?]; attorney [if an attorney, would you like to do opening statement, direct examination, or cross examination?]; bailiff; judge; jury foreperson; juror)?

---

## MOCK TRIAL TEAM ROSTER

Submit copies to each of the instructors in each round and the opposing team in each round. For the benefit of the instructors and the opposing team, please indicate gender by including “Mr.” or “Ms.”

|                                   |                                  |                  |  |
|-----------------------------------|----------------------------------|------------------|--|
| <b>Group(s):</b>                  |                                  | <b>Date:</b>     |  |
| <b>Case:</b>                      |                                  |                  |  |
| <b>Defense team</b>               | Defendant:                       |                  |  |
|                                   | Defense attorney 1:              |                  |  |
|                                   | Defense attorney 2 [optional]:   |                  |  |
|                                   | Witness for the defense 1:       |                  |  |
|                                   | Witness for the defense 2:       |                  |  |
| <b>Prosecution team</b>           | Plaintiff:                       |                  |  |
|                                   | Prosecutor 1:                    |                  |  |
|                                   | Prosecutor 2 [optional]:         |                  |  |
|                                   | Witnesses for the prosecution 1: |                  |  |
|                                   | Witnesses for the prosecution 2: |                  |  |
| <b>Support team</b><br>[optional] | Judge:                           |                  |  |
|                                   | Bailiff:                         |                  |  |
|                                   | Jury:                            | 1. (Foreperson): |  |
|                                   |                                  | 2.:              |  |
|                                   |                                  | 3.:              |  |
|                                   |                                  | 4.:              |  |
|                                   |                                  | 5.:              |  |
| 6.:                               |                                  |                  |  |
| Reporter(s):                      |                                  |                  |  |

## MOCK TRIAL DEBATE

### Courtroom Phrases

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• As jurors, you are not to be swayed by sympathy.</li> <li>• Call your next witness.</li> <li>• Can you tell the jury if...?</li> <li>• Do you recall this question?</li> <li>• Do you recognize that (exhibit, etc.)?</li> <li>• Do you retail making this statement?</li> <li>• Do you solemnly swear that the answers you are about to give, touching upon your qualifications to serve as jurors in this case now before the court, will be the truth, the whole truth and nothing but the truth, so help you God? (oath to prospective jurors)</li> <li>• Do you swear that this is a true and accurate statement?</li> <li>• Do you swear to tell the truth, the whole truth and nothing but the truth, so help you God?</li> <li>• Do you swear to well and truly interpret these proceedings, so help you God?</li> <li>• Do you wish to say anything before sentence is imposed?</li> <li>• Don't discuss the case.</li> <li>• Have you had any involvement with (the criminal justice system, etc.)?</li> <li>• Have you had occasion to be involved with (an investigation, etc.)?</li> <li>• Have you reached a verdict?</li> <li>• I call / Let me call / direct your attention to (the incident, etc.)</li> <li>• I direct the jury to disregard the statement that...</li> <li>• I don't have any objection.</li> <li>• I have no further questions.</li> <li>• I object on the grounds that (the answer was not responsive, etc.)</li> <li>• I object to...</li> <li>• I would ask most respectfully, your Honor, for a ruling.</li> <li>• I'll rephrase the question.</li> <li>• Jurors may be excused.</li> <li>• May I call my first witness?</li> <li>• May I have it?</li> <li>• May I inquire?</li> <li>• Members of the jury, you are instructed to disregard...</li> <li>• Mr. X will reduce the decibel level.</li> <li>• No objection.</li> <li>• Objection.</li> <li>• Objection to the form, your Honor.</li> <li>• Overruled. / The objection is overruled.</li> </ul> | <ul style="list-style-type: none"> <li>• Please raise your right hand.</li> <li>• Please remain standing.</li> <li>• Poll the jury.</li> <li>• Remember, you are (still) under oath.</li> <li>• Rephrase the question.</li> <li>• See if you recognize it.</li> <li>• State your full name for the record.</li> <li>• Sustained. / The objection is sustained.</li> <li>• Sustained; rephrase the question.</li> <li>• The Court is prepared to proceed to sentencing.</li> <li>• The defendant acted knowingly and intentionally.</li> <li>• The defendant admits to...</li> <li>• The defendant denies his involvement in the charge.</li> <li>• The defendant has no history of drug or alcohol abuse.</li> <li>• The defendant has no prior convictions.</li> <li>• The defendant is innocent until proven guilty.</li> <li>• The defendant says that he is sorry and remorseful.</li> <li>• The defense has no objection as to (foundation, etc.).</li> <li>• The defense rests.</li> <li>• The evidence is overwhelming.</li> <li>• The evidence will show that...</li> <li>• The exhibit is accepted into evidence.</li> <li>• The prosecution objects as to (the relevance of this document, etc.).</li> <li>• The witness will resume the stand.</li> <li>• Use your common sense.</li> <li>• Will the people in the courtroom please stand.</li> <li>• Will the jurors please stand.</li> <li>• Would you (briefly) describe...?</li> <li>• Would you indicate / point (someone) out?</li> <li>• Would you state for the record...?</li> <li>• You are excused.</li> <li>• You have exhausted that subject, please move on.</li> <li>• You may answer the question.</li> <li>• You may cross-examine, counsel.</li> <li>• You may inquire, Mr. X.</li> <li>• You may proceed. / Please proceed.</li> <li>• You may resume your seat / be seated. / Please resume your seat.</li> <li>• You may step down.</li> <li>• You testified on direct that / earlier that (the car was yours, etc.)</li> </ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## ANIMAL FARM TEST

### 1. Mark the following statements as True or False.

1. The animals agreed that rats were comrades.
2. Squealer could turn black into white.
3. Benjamin asked the stupidest questions.
4. Mr Jones was a good farmer.
5. The pigs worked hard in the field and supervised the others.
6. By the autumn every animal could read and write.
7. The neighbouring farms were in perfect condition.
8. Building the windmill was a slow, laborious process.
9. The pigs took up their residence in the farmhouse.
10. Snowball was Mr Jones's secret agent.
11. Animal farm was proclaimed a republic.
12. Clover's last words were *Napoleon is always right*.
13. The farm and the common animals grew richer over the course of time.
14. At the end of the novel, Napoleon announced that the name Animal Farm had been abolished.

### 2. Complete each of the following statements with the best response.

1. The Commandments were written
  - a) on the tarred wall.
  - b) on the ground.
  - c) on the door of Mr Jones's house.
  - d) on a scroll of paper.
2. The 12th of October was the anniversary of
  - a) The Rebellion.
  - b) The Battle of the Cowshed.
  - c) Snowball's expulsion.
  - d) Napoleon's wedding.
3. Napoleon was spoken of as
  - a) Mr Napoleon.
  - b) Father of All Pigs.
  - c) Terror of Animal Farm.
  - d) Comrade Napoleon.
4. After Snowball's treachery the windmill was named
  - a) Snowball Mill.
  - b) Napoleon Mill
  - c) Animal Mill.
  - d) Knoll Mill.
5. Moses claimed to know of the existence of a mysterious country called
  - a) Sugar-candy Mountain.
  - b) Sugar land.
  - c) Dreamland.
  - d) Midsummer Mountain.
6. The sheep, hens and ducks
  - a) could read fairly well.
  - b) learnt the whole alphabet.
  - c) could not get beyond the letter D.
  - d) were unable to learn the Commandments by heart.



7. At heart the neighbouring farmers wanted to
  - a) help Jones.
  - b) turn Jones's misfortune to their advantage.
  - c) oust their own animals.
  - d) blow up the farm.

8. After the Battle of the Windmill Napoleon created a new decoration named
  - a) Animal Hero, First Class.
  - b) The Order of the Green Banner.
  - c) Animal Hero, Second Class.
  - d) Protector of All Animals.

9. The fifth Commandment was: *No animal shall drink alcohol*. Later some more words were added:

- a) *to excess*.
- b) *except for the pigs and dogs*.
- c) *on Sundays*.
- d) *at work*.

10. At the end of the novel Mr Pilkington congratulated the pigs on (lower classes lower animals)
  - a) the short working hours.
  - b) the low rations.
  - c) the prosperity of the farm.
  - d) the retirement scheme.

### 3. Identify who said the following.

1. "Napoleon is always right."
2. "Four legs good, two legs bad."
3. "Will there still be sugar after the Rebellion?"
4. "Remove man from the scene, and the root cause of hunger and overwork is abolished forever."
5. "Fools! Do you not see what is written on the side of that van?"
6. "If you have your lower animals to contend with, we have our lower classes."
7. "Never mind the milk, comrades. That will be attended to."
8. "Our leader, comrade Napoleon has stated categorically that Snowball was Jones's agent from the very beginning."
9. "Comrade, those ribbons that you are so devoted to are the badge of slavery."
10. "Tactics, comrades, tactics."

### 4. Match the items on the left with their explanations on the right.

- |                            |                                                                      |
|----------------------------|----------------------------------------------------------------------|
| 1. Beasts of England       | a) This is how many commandments the animals have.                   |
| 2. Seven                   | b) The white goat who could read well.                               |
| 3. Snowball and Napoleon   | c) He refused to grow enthusiastic about the windmill.               |
| 4. Mr Whymp                | d) The object of this was to tame the rats and rabbits.              |
| 5. Boxer                   | e) They were the first animals to be executed.                       |
| 6. Benjamin                | f) The man who acts as a trade agent.                                |
| 7. Muriel                  | g) This is the anthem of the animals.                                |
| 8. The hens                | h) His strength and loyalty enable the early prosperity of the farm. |
| 9. The hoof and the horn   | i) These pigs were by far the most active in the debates.            |
| 10. Re-education committee | k) The green flag was marked with them originally.                   |

## PRACTICAL RHETORIC COURSE EVALUATION SURVEY

Dear student!

Obtaining meaningful feedback from you is essential to us for revising and developing the course. In addition to providing valuable information for improving the structure of the course, study materials, and assignments, a course evaluation offers an opportunity for you to reflect on your own learning, skills, progress, and fails.

| <b>I. Instructor-Specific: Delivery (Teaching Methods, Strategies, Practices, and Clarity)</b>                                         | <b>Yes</b>  | <b>No</b> |
|----------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------|
| 1. The instructor knew and was confident in the material related to this course.                                                       |             |           |
| 2. The instructor was well prepared for class.                                                                                         |             |           |
| 3. The instructor effectively explained and presented course material in a clear manner that facilitated understanding.                |             |           |
| 4. The instructor communicated clearly and was easy to understand.                                                                     |             |           |
| 5. The instructor presented the material in an interesting and engaging way.                                                           |             |           |
| 6. The instructor used class time effectively.                                                                                         |             |           |
| 7. The instructor encouraged student participation in class.                                                                           |             |           |
| 8. The instructor was able to adequately prepare students for assignments (essays, debates, etc.).                                     |             |           |
| 9. The instructor effectively organized and facilitated creative learning activities.                                                  |             |           |
| 10. The instructor effectively utilizes electronic communication (e.g., email, smartboard, etc.).                                      |             |           |
| 11. The instructor returned assignments in a timely manner.                                                                            |             |           |
| 12. The instructor's feedback was useful and improved my understanding of the material.                                                |             |           |
| 13. The instructor stimulated my interest in the subject matter.                                                                       |             |           |
| 14. The instructor's teaching methods aided my learning.                                                                               |             |           |
| 15. The instructor is an effective teacher.                                                                                            |             |           |
| <b>II. Instructor-Specific: Personal (Connection and Encouragement)</b>                                                                | <b>Yes</b>  | <b>No</b> |
| 16. The instructor arrived to class on time.                                                                                           |             |           |
| 17. I was able to access the instructor outside of scheduled class time for additional help.                                           |             |           |
| 18. The instructor was flexible and adapted the learning environment when things did not go according to plan.                         |             |           |
| 19. I felt comfortable asking my instructor questions.                                                                                 |             |           |
| 20. The instructor was willing to answer questions.                                                                                    |             |           |
| 21. The instructor was able to answer questions clearly and completely.                                                                |             |           |
| 22. The instructor was willing to explain grading and evaluation of my work.                                                           |             |           |
| 23. The instructor fostered intellectual communication among my peers, stimulated thought and discussion.                              |             |           |
| 24. The instructor was committed to teaching and aiding students, cared about the students' progress and successful course completion. |             |           |
| 25. The instructor created a welcoming and inclusive learning environment.                                                             |             |           |
| <b>III. Student-Specific: Engagement and Involvement</b>                                                                               | <b>1-10</b> |           |
| 26. I attend classes regularly.                                                                                                        |             |           |
| 27. I consistently prepared for classes.                                                                                               |             |           |
| 28. I did not plagiarize.                                                                                                              |             |           |
| 29. I have put a great deal of effort into advancing my learning in this course.                                                       |             |           |
| 30. In this course, I have been challenged to learn more than I expected.                                                              |             |           |

|                                                                                                                              |             |           |
|------------------------------------------------------------------------------------------------------------------------------|-------------|-----------|
| <b>IV. Course Structure</b>                                                                                                  | <b>1-10</b> |           |
| 31. This course has increased my interest in this field of study.                                                            |             |           |
| 32. This course gave me confidence to do more advanced work in the subject.                                                  |             |           |
| 33. I believe that what I am asked to learn in this course is important.                                                     |             |           |
| 34. The readings were appropriate to the goals of the course.                                                                |             |           |
| 35. The written assignments contributed to my knowledge of the course material and understanding of the subject.             |             |           |
| 36. Expectations for student learning and grading practices were clearly defined.                                            |             |           |
| 37. The tasks / assignments were a fair assessment of my knowledge of the course material.                                   |             |           |
| 38. I had enough feedback from my instructor and peers.                                                                      |             |           |
| 39. The assignments / projects measured my knowledge of the course material.                                                 |             |           |
| 40. This course was challenging.                                                                                             |             |           |
| 41. This course made me think.                                                                                               |             |           |
| <b>V. Student-Specific: Learning and Course Learning Outcomes</b>                                                            | <b>1-10</b> |           |
| 42. This course helped me develop intellectual skills (e.g., critical thinking, inductive reasoning, problem solving, etc.). |             |           |
| 43. This course helped me develop intellectual creative thinking skills.                                                     |             |           |
| 44. This course improved my ability to evaluate arguments.                                                                   |             |           |
| 45. This course helped me argue effectively.                                                                                 |             |           |
| 46. My ability to identify, formulate, and solve problems has increased.                                                     |             |           |
| 47. I am now more capable of locating, evaluating, and using information.                                                    |             |           |
| 48. I am now more confident in my ability to communicate ideas effectively.                                                  |             |           |
| 49. This course helped me analyze relations among individual and civil society.                                              |             |           |
| 50. The course helped me further develop my writing ability.                                                                 |             |           |
| 51. The course improved my verbal communication skills.                                                                      |             |           |
| 52. The course increased my ability to collaborate and work in teams.                                                        |             |           |
| 53. The course increased my intercultural knowledge and awareness to help me become a good citizen.                          |             |           |
| 54. This course enhanced my knowledge of the world (e.g., human cultures, society, etc.).                                    |             |           |
| 55. This course helped me develop computer literacy.                                                                         |             |           |
| 56. This course enhanced my sense of social responsibility.                                                                  |             |           |
| <b>VI. Overall Rating</b>                                                                                                    | <b>Yes</b>  | <b>No</b> |
| 57. I would recommend this course to other students.                                                                         |             |           |
| 58. Overall, this course met my expectations.                                                                                |             |           |
| 59. This course had a high educational impact.                                                                               |             |           |
| 60. This course was useful in progress toward my degree.                                                                     |             |           |
| 61. What are the strengths of this course?                                                                                   |             |           |
| 62. What are one to three specific things about the course that especially helped to support student learning?               |             |           |

|                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 63. What are one to three specific things about the course that could be improved to better support student learning?                                                                                                    |
| 64. What parts of the class aided your learning the most?                                                                                                                                                                |
| 65. What parts of the class were obstacles to your learning?                                                                                                                                                             |
| 66. What changes might improve your learning?                                                                                                                                                                            |
| 67. What are one to three specific things that your instructor does particularly well to support student learning?                                                                                                       |
| 68. What are one to three specific things that you would like to see your instructor improve to better support student learning?                                                                                         |
| 69. Are there distinctive qualities about the instructor that you would like to highlight?                                                                                                                               |
| 70. Any other feedback / specific recommendations you would care to provide about your learning relative to the course's learning outcomes and / or improvement (Please continue on the back of this sheet if necessary) |

## GLOSSARY

**What is called eloquence in the forum is commonly found to be rhetoric in the study.**  
*Henry David Thoreau*

## A COURSE GLOSSARY OF TERMS

**Affirmative team** – the one supporting a resolution in a debate.

**Amphiboly** – a fallacy in which a sentence that may be interpreted in more than one way due to its ambiguous structure.

**Appeal** – a rhetorical device used to enhance the plausibility of one's argument; Aristotle's appeals included ethos, logos, and pathos.

**Appeal to false authority** – a fallacy of appealing to the authority of a popular person rather than a knowledgeable one.

**Appeal to ignorance** – a fallacy of arguing that a conclusion must be true, because there is no evidence against it thus wrongly shifting the burden of proof away from the one making the claim.

**Appeal to irrational premises** – a fallacy of appealing to common practice, to traditional wisdom, or to popularity.

**Argument** – discourse characterized by reasons advanced to support conclusions.

**Argument to the people** – a fallacy of distracting the audience with symbols that are very meaningful to them, with strong associations or connotations.

**Argumentation** – *see* **Rhetorical mode(s)**.

**Argumentum ad baculum** – a fallacy of settling a question by appealing to force.

**Argumentum ad hominem** – a fallacy of rebutting an argument by attacking the character, motive, or other attribute of the person making it rather than the substance of the argument itself.

**Assumption** – a thing that is accepted as true or as certain to happen, without proof.

**Audience** – real, imagined, invoked, or ignored, this concept is at the very center of the intersections of composing and rhetoric. *See also* **Rhetorical audience** and **Universal audience**.

**Axiom** – a principle that is not questioned.

**Backing** (*Stephen Toulmin*) – evidence and facts that help support the warrant.

**Begging the question** – a fallacy of supporting a claim with a reason that is really a restatement of the claim in different words.

**Brainstorm** – to suggest a lot of ideas for a future activity very quickly before considering some of them more carefully.

**Burden of proof** – the obligation of proving a case to the asserting party.

**Buzzword** – a word or phrase used to impress, or one that is fashionable but meaningless.

**Case** – a set of arguments supporting one side of the motion in a debate.

**Causal argument** – a category of claim of the type "X causes / does not cause Y" that focuses specifically on how something has caused, or has led to, some particular problem answering a how or why question.

**Claim** (*Stephen Toulmin*) – a speaker's / writer's point of view they want their audience to accept.

**Classical argument** – the basic form of persuasive argument typically including five logically arranged parts: the introduction, narration, confirmation, refutation, and conclusion.

**Coherence** – a principle demanding that the parts of any composition be arranged so that the meaning of the whole may be immediately clear and intelligible. Words, phrases, clauses within the sentence; and sentences, paragraphs, and chapters in larger pieces of writing are the units that by their progressive and logical arrangement, make for coherence.

**Complex claims** – *see* **Loaded question**.

**Complex question** – *see* **Loaded question**.

**Concession** – acknowledgment of objections to a proposal.

**Confirmatio** – in the classical theory of the production of a speech, the section of a speech that offers evidence supporting the claims given during the statement of facts.

**Confutatio** – in the classical theory of the production of a speech, the section of a speech that offers an analysis of counter-arguments to the claim.

**Conjectio** – in the classical stasis theory, a conclusion drawn from evidence; a fact inferred from the evidence presented. *See also* **Issues of fact**.

**Constraint** – a kind of negative cause that limits choices and possibilities. As soon as the constraint is removed, a given effect may occur.

**Context** – the circumstances surrounding an issue that should be considered during its discussion.

**Contingency** – in rhetoric, it relates to the contextual circumstances that do not allow an issue to be settled with complete certainty.

**Contributing cause** – a condition that gives rise to the precipitating cause, which triggers the effect.

**Controlling idea** – a sub-problem; a narrower aspect of a wider topic.

**Correlation** – any statistical relationship, whether causal or not, between two random variables.

**Counter-argument** – an argument or set of reasons put forward to oppose an idea or theory developed in another argument.

**Data** (*Stephen Toulmin*) – initial evidence supporting a claim.

**Debate** – a formal discussion on a particular matter in a public meeting or legislative assembly, in which opposing arguments are put forward and which usually ends with a vote.

**Debriefing** – discussing the issue in a debate, the teams answering each other's questions.

**Deduction** – moving from an overall hypothesis to infer something specific about that hypothesis.

**Definitio** – in the classical stasis theory, a precise description, purporting to give the full meaning of a term; a stipulative definition. *See also* **Issues of definition**.

**Definition argument** – a category of claim of the type “X is / is not a Y” that focuses on clarifying a definition for a controversial term or concept according to a set of criteria.

**Delayed thesis** – *see* **Rogierian argument**.

**Deliberation** – discussing the issue with the audience in a debate, the teams answering the audience's questions.

**Delivery** – traditionally linked to oral rhetoric, refers to how a speech is given (including tone of voice and nonverbal gestures, among others).

**Description** – *see* **Rhetorical mode(s)**.

**Devil's advocate** – a stance expressing a contentious opinion in order to provoke debate or test the strength of the opposing arguments.

**Dispositio** – in the classical theory of the production of speech, refers to the stage of planning the structure and sequence of ideas.

**Elocutio** – in the classical theory of the production of a speech, refers to the stage of elaborating the wording of a text, using correct grammar and diction.

**Empathic listening** – *see* **Rogierian argument**.

**Enthymeme** – a type of argument that is grounded in assumed commonalities between a rhetor and the audience. (For example: Claim 1: Bob is a person. Therefore, Claim 3: Bob is mortal. Unstated Claim 2 [the assumption]: People are mortal). In Aristotelian rhetoric, an enthymeme is known as a “rhetorical syllogism:” it mirrors the form of a syllogism, but it is based on opinion rather than fact (For example: Claim 1: These clothes are tacky. Claim 2: I am wearing these clothes. Claim 3: Therefore, I am unfashionable).

**Enumeratio** – in the classical theory of the production of speech, making a point more impressive by listing detailed causes or effects; to enumerate: count off or list one by one.

**Equivocation** – a fallacy of using to your advantage at least two different definitions of the same term in the same argument.

**Ethos** – a rhetorical appeal to an audience based on the speaker / writer's credibility. One of Aristotle's three proofs.

**Euphemism** – an innocuous, inoffensive or circumlocutory term or phrase for something unpleasant or obscene.

**Evaluation argument** – a category of claim of the type “X is / is not a good Y” that offers value judgments about a particular subject according to a set of criteria.

**Evidence** – in rhetoric, facts, or testimony used to strengthen a claim.

**Exordium** – in the classical theory of the production of speech, the introductory portion of an oration, an attention grabber (often a memorable scene, an anecdote, a quote, a startling fact, a shocking statement).

**Exposition** (or, **Expository writing**) – *see* **Rhetorical mode(s)**.

**Expression** – applying the correct language to an argument.

**Extension** – the third speaker / participant on each side in a debate. Their role is to “give an extension”, i.e., to add new material to the debate and to highlight the aspects of their arguments that differ from the opening teams.

**Fallacy** – a misconceptions resulting from faulty reasoning, a mistaken belief, especially one based on unsound arguments of ethos, pathos, or logos.

**Fallacy of ethos** – *see* **Fallacy**.

**Fallacy of pathos** – *see* **Fallacy**.

**False dilemma** – a fallacy of oversimplifying a complex issue so that only two choices appear possible.

**Faulty analogy** – a fallacy of claiming that because X resembles Y in one regard, X will resemble Y in all regards.

**Field-dependent** (*Stephen Toulmin*) – standards for assessing arguments that are specific to a certain field.

**Field-invariant** (*Stephen Toulmin*) – standards for assessing arguments that are not determined by the particular field.

**Figure** – unusual arrangement of language that tries to achieve unique meaning for ideas.

**Free-writing** – a pre-writing technique, in which a person writes continuously for a set period of time without worrying about rhetorical concerns or conventions and mechanics. While free writing often produces raw, or even unusable material, it can help writers overcome writing blocks and build confidence by allowing them to practice text-production phases of the writing process without fear of censure.

**Grounds** (*Stephen Toulmin*) – evidence and facts that help support the claim.

**Hasty generalization** – a fallacy of making a broad generalization on the basis of too little evidence.

**Heuristic** – an exploratory problem-solving technique or invention aid that helps generate ideas. Heuristics may also be strategies derived from previous experiences with similar problems.

**Hook** – *see* **Exordium**.

**Hypothesis** – an educated guess; usually a clause claiming “if” something happens, “then” a result will come of it.

**Idea mapping** – a graphical way to represent interconnected ideas and concepts.

**Ignoratio elenchi** – a fallacy of presenting an argument that may in itself be valid, but does not address the issue in question. It is also known as **Irrelevant conclusion** or **Irrelevant thesis**.

**Immediate cause** – the cause closest in time to the event being examined.

**Induction** – a rhetorical method for coming to general conclusions through specific examples.

**Irony** – a deliberate contrast between indirect and direct meaning of expression to draw attention to the opposite.

**Irrelevant conclusion** (or, **Irrelevant thesis**) – *see* **Ignoratio elenchi**.

**Issues of definition** – things related to naming an act. *See also* **Definitio**.

**Issues of fact** – issues related to an act’s occurrence. *See also* **Conjectio**.

**Issues of quality** – issues related to the seriousness of an act. *See also* **Qualificatio**.

**Kairos** – in rhetoric, the right timing or the right circumstances of an argument.

**Loaded question** – a fallacy of confronting the opponent with a question that will put them in a bad light no matter how they respond.

**Logical fallacy** – *see* **Fallacy**.

**Logical proof** – arguments used to persuade the audience.

**Logos** – rhetorical appeals based on logic or reasoning. One of Aristotle’s three proofs.

**Motion** – the topic under dispute in a debate given as a statement that the teams must propose or oppose, e.g., “The monarchy should be abolished”.

**Narratio** – in the classical theory of the production of speech, a presentation of essential facts (issue and needed background).

**Narration** – *see* **Rhetorical mode(s)**.

**Necessary condition** – a condition that must be present for an event to occur.



**Neo-rhetoric** – the practice of persuasive communication to form the basis of rhetorical competence in order to achieve rhetorical ideal seen as “mental sample and the image of a good speech”.

**Non sequitur** – a fallacy of making a claim that doesn’t follow logically from the premises, or supporting a claim with irrelevant premises.

**One-sided argument** – a structural argumentation strategy presenting evidence for only one side of a controversy.

**Opposer** – the first speaker of the Opposing team in a debate.

**Opposing team** – the one opposing a resolution in a debate.

**Partitio** – in the classical theory of the production of speech, the forecasting passage in an argument.

**Pathos** – the emotional appeal to an audience in an argument. One of Aristotle’s three proofs.

**Periphrasis** – the substitution of many or several words where one would suffice; usually to avoid using that particular word.

**Peroratio** – in the classical theory of the production of speech, the last section of an argument that 1. brings it to closure; 2. sums it up; 3. leaves a strong last impression; 4. often calls for action or relates topic to a larger context of issues.

**Plausibility** – rhetoric that is believable right away due to its association with something that the audience already knows or has experienced.

**Polysemy** – the capacity of a word or phrase to render more than one meaning.

**Position** – the stance taken by a rhetor that they are attempting to prove through argumentation.

**Post hoc** – a fallacy of assuming that event X causes event Y because event X preceded event Y.

**Precipitating cause** – a main cause emerging out of a background of subsidiary causes.

**Premise** – a statement or idea taken to be true and on which an argument or reasoning may be based.

**Presumption** – an idea that is reasonable or acceptable only until it is sufficiently challenged.

**Proposal argument** – a category of claim of the type “We should / should not do X” that focuses on presenting a proposal as a solution to a problem, outlining the details of the proposal, and providing good reasons to support the proposal.

**Proposer** – the first speaker of the Proposing team in a debate.

**Propositio** – in the classical theory of the production of speech, a writer’s / speaker’s thesis.

**Provincialism** – a fallacy of assuming that the familiar is the best; a failure to see cultural, social, political, or religious specifics.

**Qualificatio** – in the classical stasis theory, characterization of an issue as right or wrong, good or bad, etc., taking into account all the accompanying circumstances and motives. *See also* **Issues of quality**.

**Qualifier** (*Stephen Toulmin*) – indicating circumstances and instances where the claim may not be correct.

**Rebuttal** (*Stephen Toulmin*) – addressing arguments for the other side, and then refuting, or proving them wrong, inadequate, etc. through the use of facts, quotes from experts, examples, etc.

**Red herring** – a fallacy of shifting the audience’s attention from a crucial issue to an irrelevant one.

**Refutation** – the action of proving a statement or theory to be wrong or false.

**Reiteration** – the action of repeating something, typically for emphasis or clarity.

**Remote cause** – a cause going further back into the past or a cause that is removed from its effect in time or space, but is nevertheless the ultimate or overriding cause.

**Resemblance argument** – a category of claim of the type “X is / is not like Y” that focuses on comparing one thing to another with the intention of transferring the audience’s understanding of (or feelings about) the second thing back to the first.

**Rhetor** – a person who is in the course of presenting or preparing rhetorical discourse.

**Rhetoric** – the study and practice of good effective expression. Also a type of discourse focusing on goals of the speech or piece of writing that attempts to sway the mind of the audience.

**Rhetorical audience** – those who can be persuaded by rhetoric.

**Rhetorical discourse** – discourse created within the boundary of the principles of rhetoric.

**Rhetorical mode(s)** – the variety, conventions, and purposes of the major kinds of writing.

The four most common rhetorical modes are exposition (expository writing), argumentation, description, and narration.

**Rhetorical question** – a question asked to make a point instead of to elicit a direct answer.

**Rhetorical triangle** – a combination of the three kinds of persuasive appeals identified by classical rhetoricians: logos, ethos, and pathos.

**Rogsonian argument** – a structural negotiating strategy in which common goals are identified and opposing views are described as objectively as possible in an effort to establish common ground and reach an agreement. It is also known as **Rogsonian rhetoric**, **Rogsonian argumentation**, **Rogsonian persuasion**, **Delayed thesis**, and **Empathic listening**.

**Second** – the second speaker of either team in a debate.

**Semantics** – a philosophical study of language that deals with its connection to perceptions of reality.

**Slippery slope** – a fallacy of stating that the course of action under discussion will lead inevitably from one decision or result to another with unintended consequences.

**Sophists** – those considered the first professional teachers of oratory and rhetoric (ancient Greece, 4th century BC).

**Stasis** – the process of, first, identifying the central issues in a dispute, and next, finding arguments by which to address those issues effectively.

**Stated reason** – the one explicitly formulated or narrated in the initial enthymeme.

**Stereotype** – an oversimplified, commonly held image or opinion about a person, a race, or an issue.

**Straw man** – a fallacy of greatly oversimplifying an opponent's argument to make it easier to refute or ridicule.

**Sufficient condition** – a condition or set of conditions that guarantees the presence of an object or the occurrence of an event.

**Summary** – 1. a brief and orderly retelling of the key points of a text; 2. in a debate, the final speech for each team providing a thematic summary of the key arguments normally conducted by the extension.

**Syllogism** – a type of valid argument that states if the first two claims are true, then the conclusion is true. (For example: Claim 1: People are mortal. Claim 2: Bob is a person. Therefore, Claim 3: Bob is mortal.) Started by Aristotle.

**Symbol** – a visual or metaphorical representation of an idea or concept.

**Theme** – a matter dealt with in a text, discourse, or conversation.

**Thesis** – the major claim or premise made in an argument to be proved or dis-proved.

**Topic** – the central subject of discussion.

**Toulmin scheme** – a structural argumentation strategy created by Stephen Toulmin, including seven logically arranged parts: backing, claim, grounds, data, qualifier, rebuttal, and warrant.

**Translatio** (or, **Jurisdictio**) – in the classical stasis theory, consideration of what should be done about the issue under discussion, and whether the solution of the problem is within our competence.

**Tree diagram** – a visual thinking tool that helps structuring information to better analyze, comprehend, synthesize, recall, and generate new ideas.

**Universal audience** – an audience consisting of all humankind (most specifically of adult age and normal mental capacity).

**Unstated assumption** – an idea that is not stated directly but implied in an argument as the writer / speaker believes that it is commonly accepted and thus does not need to be explained.

**Visual rhetoric** – a theoretical framework describing how visual images communicate, as opposed to aural or verbal messages.

**Warrant** (*Stephen Toulmin*) – an underlying belief that connects a reason and a claim used to further reinforce an argument. Usually it is unnecessary to include warrants in an argument since the audience will generally also hold those beliefs, but there are occasions when they are critical to use.

## **INSTRUCTOR'S GUIDE**

**If we get too caught up in the rhetoric of meditation, we will miss the point.**

**The point is to go beyond rhetoric.**

*Frederick Lenz*

## INSTRUCTOR'S GUIDE: COURSE AND CURRICULUM

### Course Outline

Practical Rhetoric is an English-as-a-foreign-language course of advanced oral and written Speech Practice. The course caters for non-native upper-intermediate students of English in their transition to the next, advanced level of language competency, and aims at making them perform effectively in classroom environment: negotiating, discussing, debating in English freely, fluently and eloquently; use the foreign language to express points of view in the spoken and written form, resorting to a variety of persuasive strategies; develop and apply academic literacy skills and tools; expand the vocabulary and acquire the knowledge of a wide range of cultural connotations.

The course prepares students for engaged participation in the educational process through practice in critical thinking, reading, research, writing, listening, and speaking skills that future courses will build on, regardless of major. These same skills equally prepare students for educational and civic life beyond the University.

As literacy extends beyond print, digital, and other media forms, the course emphasizes attention to the role, purpose, and impact of form and format on audience and social context. Thus, Rhetoric courses aim to foster the broad and deep development of all forms of literacy, including composition and analysis of speeches, readings, images, spaces, social media, and advertisements.

We begin by helping students understand that most utterances and acts can be considered rhetorically: some texts are obviously persuasive (an ad, an editorial, or a speech); others are less obviously argumentative but just as available for rhetorical analysis (memes, films, Tweets, Facebook posts, etc.). Through such analysis, we ask students to consider:

- *rhetor* (e.g., writer, author, politician, activist);
- *audience* (e.g., parents, business owners, friends, opponents);
- *message* (e.g., buy this, do that, think this way);
- *means and strategies of persuasion* (e.g. logos, ethos, pathos);
- *context* (the social world in which the text exists).

Rhetorical analysis also considers the types of appeals, or persuasive strategies: appeals to logic (facts, claims, warrants, evidence), appeals to the identity or character and credibility of the rhetor, and appeals to emotions.

Description and rhetorical analysis involve attention to relationships between content and form – between *what* is communicated and *how* it is communicated. Drawing students' attention to how form creates meaning is pedagogically useful. *Form* includes, but is not limited to, argumentative structure, persuasive appeals, arrangement, style, figures of speech, performance, "visuals" accompanying a speech or lecture, or images and links on a website.

In Practical Rhetoric, students learn to conduct research skillfully. Research includes inquiry methods from a variety of disciplines, for instance experimentation, interviews, surveys and reading. Research can also involve searching for and using media accessible through free online search engines, subscription databases, and print resources. Even more important than introducing students to an array of research sources, a Rhetoric class teaches information literacy skills that will help students evaluate the quality and relevance of information they find.

Rhetoric is about developing persuasive skills and strategies. We are teaching students *how* to think, not *what* to think. Note that the class is not about mastering any major or discipline; teaching students about specific religious, political, or social beliefs; or being persuaded to agree with the instructor's perspective on any issue.

### Pedagogical Goals and Learning Outcomes for Practical Rhetoric

The course was designed for students to:

1) Develop academic literacy skills:

- use the foreign language to perform effectively in classroom environment: negotiating, discussing, debating;
- use the foreign language to express points of view in spoken and written form, resorting to different persuasive strategies;
- expand the vocabulary and acquire the knowledge of cultural connotations.

- 2) Apply rhetorical knowledge:
  - articulate a rhetorical purpose;
  - analyze and respond effectively to the needs of different audiences; ground an argument in the values and beliefs of the targeted audience;
  - craft rhetoric appropriate to different rhetorical situations and occasions; develop and elaborate an argument and respond sensitively to objections and alternative views;
  - recognize and employ an array of rhetorical concepts and persuasive strategies.
- 3) Engage in critical thinking, reading, writing, and information literacy:
  - use writing and reading for inquiry and communication;
  - understand each writing assignment as a series of tasks, including locating, evaluating, analyzing, and synthesizing appropriate primary and secondary sources;
  - consider, assess, and critically engage existing knowledge when developing one's own ideas;
  - make proper use of syntax, grammar, punctuation, adequate vocabulary, and correct spelling;
  - locate, evaluate, organize, and use research material collected from multiple sources.
- 4) Practice composition:
  - compose drafts to create polished writing and presentations;
  - use multiple strategies for generating, revising, editing, proofreading, and delivery / production;
  - understand writing, speaking, and composition as open processes which permit and prompt rhetors to revise their work;
  - understand the collaborative and social aspects of writing, speaking, and composition;
  - productively and substantively critique their own and others' work.
- 5) Exercise public speaking:
  - plan, arrange, and construct speeches for different purposes;
  - develop credible research-based support for speeches;
  - craft messages in response to particular audiences and purposes;
  - deliver timed speeches before audiences and respond to audience questions;
  - evaluate their own and others' speaking, with attention to preparation, arrangement, critical thinking, and delivery;
  - prepare and use effective visual aids.

### **Essential Academic and Civic Literacy Skills**

Students come to Rhetoric variously prepared for the academic demands of the university curriculum. Our job as Rhetoric instructors is to help our students understand these demands and develop the skills they need to meet them. The main responsibility in designing a course is to guide the development of students' cognitive skills (reasoning, inquiring) together with the communication skills, both receptive (reading, listening) and assertive (writing, speaking), required for success and responsible citizenship.

### **Assignments: Informal and Major Skills Practice**

Through activities and assignments, Rhetoric teachers design "informal" (or low-stakes) and "major" (higher stakes) opportunities for students to practice and apply essential academic literacy skills. In designing exercises for your classes, you should begin by assessing the academic literacy skills your students bring with them at the start of the course. Accordingly, informal class activities in the first week or two might take the form of getting-to-know-you exercises, questionnaires, interviews, and autobiographical as well as analytical assignments. Once you have a general sense of your students' strengths and weaknesses in reading, writing, listening, speaking, inquiring, and reasoning in relatively informal settings, you can begin designing formal assignments to guide and test the development of those skills in isolation and in combination. As the course progresses, exercises and assignments should build one upon another, asking students to practice familiar skills with increasing rigor, to add new skills to their repertoire, or to practice both new and familiar skills in increasingly complex combinations.

Students' performances on both informal and major assignments will enable you to assess their progress toward course objectives. You should provide your assessments for students, offering frequent feedback to help them understand how to invest their time and effort to improve their critical reading, thinking, writing, and speaking skills as they complete the work for the course.

## **Informal Assignments**

All rhetoric courses feature numerous small-scale writing and speaking assignments that serve as stepping-stones to the production of major essays and speeches. These may include such activities as reading discussions, reading responses, impromptu speeches, small group exercises, and brainstorming activities. These informal assignments tend to be exploratory and improvised rather than polished and formal, and they should be evaluated in terms of their content, discovery, and potential rather than formal perfection. Although they may be included in the evaluations, they should not weigh more in the course grade than any one of the major assignments.

## **Major Assignments**

The backbone of the Rhetoric class is provided by the major assignments of the course. These assignments are important assessment points for students and teachers. Students' performances on these relatively "high stakes" speaking and writing assignments should count at least 70% of their final grades in the course. As instructors, we look to students' performances on these assignments as demonstrations of their best efforts and as indicators of which skills we need to explain further to students collectively or individually, requiring them to practice more in succeeding activities and assignments.

Instructors should observe the following rules when designing and presenting major assignments:

1) Students receive assignment directions (hard copy or electronic) framing their task and laying out information about process, due dates, and grades.

2) All student work (papers and presentations) must undergo a revision or draft, with the composition process lasting a sufficient period before the final version is due.

3) All Rhetoric classes conduct in-class workshops around the major assignments, during which students give and receive feedback on their drafts or rehearsed speeches. Written responses from the instructor and from peers are especially instructive in the revision process. Instructors are responsible for designing purposeful workshop formats, helping their students understand how to offer and incorporate constructive feedback.

4) A student must complete at a satisfactory level all major assignments in order to earn a passing grade.

## **Responding to Student Work**

Instructor responses to student work take various forms and serve a range of purposes. Formative feedback, often in the form of marginal comments or an endnote, is offered while the student's work is in-process; such feedback serves to help the student further develop and improve their work on the assignment before the final version is due. Summative feedback, by contrast, is given on the completed assignment – generally along with a grade – usually in the form of marginal / end comments, a rubric, or some combination thereof. Summative feedback serves an evaluative function, helping students understand their grades, recognize the strengths and weaknesses of their work on the assignment, and think about how to improve their future performance.

In the interests of efficiency and effectiveness, most rhetoric instructors find it useful to consider in advance how much feedback to give the students, of what kinds, and at which stages. Rather than spending time commenting extensively on a finished written assignment, for example, it might be more valuable to offer that feedback early on in the process, while the writer can make immediate use of it, and to limit final feedback to a rubric or brief endnote with the grade. Frontloading feedback in this way emphasizes student learning in concert with evaluation.

## **Evaluating and Grading**

There is a range of approaches and preferences when it comes to evaluating and grading student work (see Table *Grading Methods* for useful models of various grading approaches). Most Rhetoric instructors grade individual assignments throughout the course, using points or percentages. Others favor a holistic, or portfolio, method periodically evaluating students' overall performances. Some combination of these approaches may be used, for example, dividing major assignments, informal work, and participation into separate weighted performance categories, and then evaluating holistically within each category. Instructors can also develop rubrics or descriptors that establish expectations and evaluative criteria for assignments and other coursework.

## Grading Methods

| Method                                   | Benefits                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Drawbacks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Points</b>                            | <ul style="list-style-type: none"> <li>• Simple and straightforward.</li> <li>• Importance of assignment is reflected in its total point value.</li> <li>• Makes it clear where quality of work was present and where it fell short.</li> <li>• Easily calculable.</li> </ul>                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Easy to unintentionally inflate grades by having many small assignments for which students get full (or nearly full) credit.</li> <li>• Little wiggle room: sometimes a student may earn a grade based on points that doesn't line up with your judgment about the quality of work.</li> <li>• Students can obsess over points instead of focusing on the aspects of their work that need development.</li> <li>• Students count points and challenge grades on decimal places rather than quality.</li> </ul> |
| <b>Percentages, or "Weighted" Grades</b> | <ul style="list-style-type: none"> <li>• No matter how many assignments are in a category, you can control how much they count toward the overall grade by determining the category's weight.</li> <li>• Points on individual grades makes it clear where quality of work was present and where it fell short.</li> <li>• Easily calculable.</li> </ul>                                                                                                                       | <ul style="list-style-type: none"> <li>• Students may be confused when dozens of 10/10 on small assignments don't yield a highest grade because the category is weighted less than major assignments.</li> <li>• You have to predetermine a category for every assignment you will ever use.</li> <li>• Because individual assignments are typically graded by points, you still have some of the above drawbacks.</li> </ul>                                                                                                                           |
| <b>Holistic, or Portfolio-Based</b>      | <ul style="list-style-type: none"> <li>• Grading is based on meeting objectives, not "getting points:" totally different conversations with students.</li> <li>• Grading is based on individual student growth and improvement over time.</li> <li>• Can attend to diversity in background and ability in a way that benefits students.</li> <li>• You have more control over grading and may feel that students are more accurately assessed for their abilities.</li> </ul> | <ul style="list-style-type: none"> <li>• Requires a strong rubric and firm conviction so that you can explain exactly why students earned the grade they did.</li> <li>• Requires intensive feedback.</li> <li>• You'll need a good system for recording your evaluations and assessments as final grades can't be calculated based on +/-, Pass / Non-Pass, etc.</li> </ul>                                                                                                                                                                            |

### Student Portfolios

Many instructors opt to require all rhetoric students to keep portfolios of class work to encourage awareness of improvement over the course. Portfolios contain copies of student work, including forms of feedback and signs of substantive revision.

**NB:** When designing a course calendar, it is crucial to space out the Major Assignments through the course (see Table *Practical Rhetoric Course Map*). Spacing reduces instructors' grading-related stress. It also creates time to provide students with substantial evaluative feedback as a part of process pedagogy throughout the course, so that everyone may avoid an unpleasantly surprising grade based on multiple assignments evaluated in a short period of time.

Regardless of the system, no student should ever have reason to be surprised by their final grade.

## Midcourse and Final Grades

Midcourse and final grades are based primarily on the major assignments (at least 70% of the grade if you use percentages). Since Rhetoric is a performance course, most teachers also evaluate students' classroom participation. If you include participation, which should receive 10-15%, the course outline must define it and specify criteria for evaluation.

At midcourse, all students must receive a grade or be informed about the evaluation of their academic performance, if no midcourse grades are planned.

## Grade Distributions

Final grades will be determined on a university's grade scale (normally from 1 to 10), with 10 as the highest possible grade. There is no final examination in this course. Course grades depend mainly (at least 70%) on a series of major writing and speaking assignments. The rest of the grade (no more than 30%) depends on other activities: informal speeches, responses to reading, peer response workshops, focused exercises, in-class participation.

**NB:** All major assignments for the course must be completed satisfactorily for a student to receive a passing grade overall.

### Recommended Grade Distribution

| Grade | % of assignments accomplished |
|-------|-------------------------------|
| 1*    | 0-14                          |
| 2*    | 15-24                         |
| 3*    | 25-34                         |
| 4     | 35-44                         |
| 5     | 45-54                         |
| 6     | 55-64                         |
| 7     | 65-74                         |
| 8     | 75-84                         |
| 9     | 85-94                         |
| 10    | 95-100                        |

\* non-pass

Commitment to process pedagogy requires that students be given ample feedback from peers and instructors and thus have multiple opportunities to improve their performance.

## Texts to Help You Teach College-Level Reading

Every Rhetoric class uses authentic texts to support the reading component of the course. Readers and textbooks appropriate for Rhetoric are fiction and nonfiction texts, featuring academic skills, style guides, academic writing, and various kinds of argumentation. Often readers will contain textbook material of this sort along with the featured readings. Instructors also frequently bring to class supplementary materials that support critical engagement with rhetoric. These may include visual materials, podcasts, interviews, YouTube videos, blogposts, clips, editorials, etc. These materials populate many rhetoric classrooms, yet they have to support the main texts and students' work with their major assignments. We use them to support critical reading, writing, listening, and speaking.

## Plagiarism Prevention

Plagiarism, a form of academic misconduct, is the unattributed recycling of others' words or ideas and constitutes intellectual theft. Students' plagiarism can take a wide array of forms, from copy-pasting papers to a failure to parenthetically cite a source or use quotation marks to mark off a quotation.

Plagiarism poses nuanced challenges for instructors. Some students are unclear about the rules about knowledge production and attribution. While learning to use sources properly, students often misuse them by paraphrasing too closely, inaccurately citing, etc. It is a good idea to spend some time early in the course and again when assignments are due, discussing the nature of plagiarism and answering students' questions about "what counts" as plagiarism. Usually this work is connected to an assignment so that the lesson is not abstract but involves working responsibly and efficiently with sources as part of composing a paper or speech.



In the Rhetoric classroom, where we focus on the process of crafting written and spoken documents over time, it is topical to include in process pedagogy attention to locating appropriate sources, to tracing where ideas come from, and to the process of creating work that is distinctly one's own even as it emerges for response in community.

Preventing plagiarism is most effective when we:

- design distinctive assignments connected closely to a course's themes.
- break the assignment down into stages and include checkpoints so that by the time a final draft is turned in, we are familiar with the student's writing and have had ample opportunity to provide feedback and support in proper citation and attribution.
- include in our course outline an early class session that focuses on citations and use of resources.
- ask students to "authenticate" their research by turning in links to their sources, annotated bibliographies, and other documents.

That said, plagiarism should never be ignored. As instructors, we strive to use our best judgment to determine if a case is intentional plagiarism or not. A minor case (forgetting quotation marks once) can be dealt with through criticism and revision. Major cases of plagiarism (borrowing swaths of prose from an Internet source without attribution) are a different matter. Any assignment showing evidence of intentional academic fraud must be graded as a fail.

Instructors have widely divergent policies on students "working together" and the relation of such collaborations to academic misconduct. These differences often confuse students.

If you assign group projects or other assignments that require collaboration and / or group work, be sure that your assignment clearly describes what is permissible collaboration and what is not.

### **Participation and Deadlines**

Rhetoric is a performance-based course that emphasizes active participation. Absences can have a negative effect on a student's grade, of course, in the sense that participation is not possible if the student doesn't show up – but the focus is on active student engagement rather than mere attendance. Because "active participation" can be interpreted in different ways, instructors should consider and then articulate in their course outline what it means in the context of their course. We can lower a grade on account of missing work, including absence from discussion and other class activities.

"No late work" has not proven a productive policy. It is recommended that we accommodate excused absences, which in Rhetoric generally means allowing students to make up a reasonable amount of work without penalty if circumstances allow.

### **Course Evaluation**

At the end of the course, you have the option of giving students an opportunity to write an evaluation survey (see the **Supplement** for the *Practical Rhetoric Course Evaluation Survey* template). The survey is conducted anonymously after the students have received their final grades / credits. Obtaining meaningful feedback from students is essential to teachers for revising and developing the course. In addition to providing valuable information for improving the structure of the course, study materials, and assignments, a course evaluation offers an opportunity for the students to reflect on their own learning, skills, progress, and fails.

### **Equal Opportunity and Diversity**

There is an art to constructing a classroom that invites an open exchange of ideas, active listening, and respect for different views, backgrounds, experiences, and investments. The Rhetoric classroom is a particularly important site for engaging students in practices of intellectual exchange and mutual respect, and often involves open discussion about politics as well as gender, race, sexuality, ability, religion, class, citizenship, and other categories of identity and difference.

We aim for our classrooms to remain spaces where students feel both comfortable exploring ideas and inspired to do their best work. To the extent of our abilities, we should sustain classrooms where discrimination or harassment do not occur. Because it involves writing and speaking, the rhetoric classroom also often requires instructors to be sensitive and responsive to students' different backgrounds in writing and speaking, based on ability, mastery of the English language, cultural background, etc. Finding ways to enhance students' abilities to write and speak Standard English, without devaluing other modes of expression, can be challenging and is an important part of our pedagogy.

## REFERENCES

1. Ramage, John D. Writing Arguments: A Rhetoric with Readings (7th edition) / John D. Ramage, John C. Bean, June Johnson. – Longman, 2006. – 758 p. ISBN: 978-0-321-36466-1
2. Ramage, John D. Writing Arguments: A Rhetoric with Readings (8th Edition) / John D. Ramage, John C. Bean, June Johnson. – Longman, 2009. – 720 p. ISBN: 978-0-205-64836-8
3. Ramage, John D. Writing Arguments: A Rhetoric with Readings (9th Edition) / John D. Ramage, John C. Bean, June Johnson. – Longman, 2011. – 672 p. ISBN: 978-0-205-17163-7
4. Ramage, John D. Writing Arguments: A Rhetoric with Readings (10th Edition) / John D. Ramage, John C. Bean, June Johnson. – Pearson, 2015. – 576 p. ISBN: 978-0-321-90673-1
5. Ramage, John D. Writing Arguments: A Rhetoric with Readings (Brief Edition; 10th Edition) / John D. Ramage, John C. Bean, June Johnson. – Pearson, 2015. – 464 p. ISBN: 978-0-321-96427-4
6. Ramage, John D. Writing Arguments: A Rhetoric with Readings (Brief Edition; MLA Update Edition; 10th Edition) / John D. Ramage, John C. Bean, June Johnson. – Pearson, 2016. – 488 p. ISBN: 978-0-134-58650-2
7. Ramage, John D. Writing Arguments: A Rhetoric with Readings (MLA Update Edition; 10th Edition) / John D. Ramage, John C. Bean, June Johnson. – Pearson, 2017. – 608 p. ISBN: 978-0-134-58257-3
8. Ramage, John D. Writing Arguments: A Rhetoric with Readings (11th Edition) / John D. Ramage, John C. Bean, June Johnson. – Pearson, 2019. – 603 p. ISBN: 978-0-134-75974-6
9. Ramage, John D. Instructor's Manual for Ramage, Bean, Johnson: Writing Arguments: A Rhetoric with Readings (10th Edition) / John D. Ramage, John C. Bean, June Johnson, Tim Taylor. – Pearson, 2016. – 56 p. ISBN: 978-0-321-96436-6
10. Oshima, Alice Writing Academic English (4th Edition) / A. Oshima, A. Hogue. – Pearson / Longman, 2006. – 337 p. ISBN: 978-0-131-52359-3
11. Стулов, Ю. В. Как справиться с проектом? / Ю. В. Стулов, О. А. Лаптева, Е. В. Шарабчиева // Горизонты=Horizons: учеб. пособие для творч. заданий. – Минск : Лексис, 2002. – 104 с. : ил. – ISBN 985-6204-44-5 : 1832.0

## LIST OF REFERENCES FOR THE IMAGES

1. <https://www.belta.by/kaleidoscope/view/nivea-udalila-reklamnyj-banner-posle-obvinenij-v-rasizme-241091-2017/>
2. <https://www.foxnews.com/food-drink/model-calls-for-a-burger-king-boycott-after-she-was-featured-in-a-sexually-suggestive-ad>
3. [https://www.huffpost.com/entry/angelina-jolie-dropped-fr\\_n\\_416162](https://www.huffpost.com/entry/angelina-jolie-dropped-fr_n_416162)
4. <https://www.vogue.in/content/marilyn-monroe-chanel-n5>
5. <https://www.thesun.co.uk/tvandshowbiz/7010736/david-beckham-stuffed-pants-socks-arni-underwear-advert/>
6. <https://www.theglobeandmail.com/news/world/hitler-clothing-store-in-india-causes-uproar/article4507530/>
7. <https://www.tribemagazine.com/board/threads/mcdonalds-double-cheeseburger-id-hit-it.85506/>
8. <https://www.trendhunter.com/trends/be-caught-dead-in-it>
9. <https://www.gqmiddleeast.com/culture/the-most-embarrassing-product-launches-of-all-time>
10. <https://www.nytimes.com/2018/01/08/business/hm-monkey.html>
11. <https://fineartamerica.com/featured/marilyn-monroe-in-shampoo-advertisement-1953-mountain-dreams.html>

## LIST OF REFERENCES FROM ELECTRONIC RESOURCES

- White, Micah An Alternative To The New Wave Of Ecofascism [Electronic Resource] – Mode of access: <https://www.theguardian.com/commentisfree/cif-green/2010/sep/16/authoritarianism-ecofascism-alternative> . – Date of access: 27.07.22.
- Evans, Jasmine Problems With Standardized Testing [Electronic Resource] – Mode of access: [http://www.education.com/reference/article/Ref\\_Test\\_Problems\\_Seven](http://www.education.com/reference/article/Ref_Test_Problems_Seven) – Date of access: 10.10.20.
- Every Little Girl Wants To Be A Princess [Electronic Resource] – Mode of access: <https://docplayer.net/31068973-Every-little-girl-wants-to-be-a-princess-right-beauty-pageants-have-become-a-staple-in-american-culture-winners-of-pageants-such-as.html> – Date of access: 15.06.2019.
- Emery, Debbie You Look Just like Momma! Toddlers & Tiaras Stars Get Matching Pageant Outfits [Electronic Resource] – Mode of access: <http://www.radaronline.com/exclusives/2012/02/toddlers-tiaras-stars-matching-pageant-outfits-honey-boo-boo-child> - Date of access: 13.08.2018.
- Douthat, Ross Islam in Two Americas [Electronic Resource] – Mode of access: <https://www.nytimes.com/2010/08/16/opinion/16douthat.html> – Date of access: 19.09.2023
- Hutchinson, Alex Your Daily Multivitamin Maybe Hurting You [Electronic Resource] – Mode of access: <https://www.outsideonline.com/health/wellness/your-daily-multivitamin-may-be-hurting-you/> - Date of access: 20.01.23.
- Rosen, Michael Dear Gavin Williamson, Could You Tell Parents What a Fronted Adverbial Is? [Electronic Resource] – Mode of Access: <https://www.theguardian.com/education/2021/jan/23/dear-gavin-williamson-could-you-tell-parents-what-a-fronted-adverbial-is> – Date of access: 20.01.23.
- Baron, Dennis Grammar Sticklers May Have OCD [Electronic Resource] – Mode of access: <https://blogs.illinois.edu/view/25/76120> – Date of access: 23.11.22.
- Sagan, Carl The Warming of the World [Electronic Resource] – Mode of access: <https://www.open-culture.com/2021/11/carl-sagan-warns-congress-about-climate-change-1985.html> – Date of access: 30.01.23.
- Negative Population Growth. Population report for the State of California [Electronic Resource] – Mode of access: <http://www.npg.org/states/ca.htm> – Date of access: 12.10.19.
- Reynolds, Margaret Why Are Adoption Numbers Falling, When There Are So Many Children In Need? [Electronic Resource] – Mode of Access: <https://www.theguardian.com/commentisfree/2021/mar/10/adoption-numbers-falling-children-need-care-system> - Date of access: 30.01.23.
- Harris, John Homeworking Sounds Good – Until Your Job Takes Over Your Life [Electronic Resource] – Mode of access: <https://www.theguardian.com/commentisfree/2021/mar/07/home-working-job-takes-over-life-office-grind-remote-working> - Date of access: 30.01.23.
- Crowther, Bosley Careers of Murderers Pictured As Farce [Electronic Resource] – Mode of access: <https://www.nytimes.com/1967/08/14/archives/screen-bonnie-and-clyde-arrives-careers-of-murderers-pictured-as.html> – Date of access: 21.01.23.
- Kael, Paulin Bonnie And Clyde: Arthur Penn's Iconic Gangster Film [Electronic Resource] – Mode of access: <https://www.newyorker.com/magazine/1967/10/21/bonnie-and-clyde> – Date of access: 21.01.23.
- Hanna, Emily Rethinking Recycling: Why Reusing Needs to be User Friendly [Electronic Resource} – Mode of access: <https://www.docsity.com/en/rethinking-recycling-why-reusing-needs-to-be-user-friendly/7415018/> - Date of access: 21.01.23.

## LINKS TO TEXTS AND VIDEOS FOR WRITTEN DEBATE ACTIVITIES

<https://youtu.be/mFi4zNJ7AxQ>

<https://www.jacobinmag.com/2014/01/in-the-name-of-love>

<https://opinionator.blogs.nytimes.com/2014/05/17/a-life-beyond-do-what-you-love/>

<https://youtu.be/qAert4eHBRM>

Учебное издание

**Кирейчук Елена Юрьевна**  
**Радион Елена Николаевна**

## **ПРАКТИЧЕСКАЯ РИТОРИКА**

Учебное пособие

Ответственный за выпуск *Е. Ю Кирейчук*

В авторской редакции  
Компьютерная верстка *Е. А. Запеко*

Подписано в печать 05.06.2024. Формат 60×84 <sup>1</sup>/<sub>8</sub>. Бумага офсетная. Гарнитура Таймс. Ризография, цифровая печать. Усл. печ. л. 36,74. Уч.-изд. л. 25,42 . Тираж 530 экз. Заказ 19.

Издатель и полиграфическое исполнение: учреждение образования «Минский государственный лингвистический университет». Свидетельство о государственной регистрации издателя, изготовителя, распространителя печатных изданий от 02.06.2014 г. № 1/337. ЛП № 38200000064344 от 10.07.2020 г.

Адрес: ул. Захарова, 21, 220034, г. Минск.