**Argument in Context**

**Teacher Materials**

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**FREE SAMPLE**

**INCLUDES TABLE OF CONTENTS AND CHAPTER 1 LECTURE NOTES**

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# Chapter 1 INTRODUCTION TO ARGUMENT

**MATERIALS NEEDED FOR CLASS:**

Computer projector/TV to show speech clips

Small slips of paper

Pens and an object for mixing up the papers (a baseball cap works)

**OBJECTIVES:**

Students should have a general understanding of the importance of argumentation

Students should understand the distinction between 0, 1, and 2 arguments

Students should understand how to support these arguments

Students should understand the difference between logic, dialectic, and rhetoric

**LECTURE NOTES:**

ACTIVITY: Ask the class generally what their favorite TV show is and then ask them to explain why they believe that to be true. What sets their show apart from others?

**I. WHAT IS ARGUMENTATION?**

**A. The study of argumentation looks at the way people support statements they make, how people engage in responding and defending their ideas with others, and how they resolve the many reasons and claims they encounter.**

Ask students why they see argumentation as valuable. What skills are they attempting to acquire from a class based on argumentation

**B. Benefits of argumentation.**

Ask class, what does the text say are the benefits?

1. Helps individuals form stronger opinions

2. Provides greater depth of various topics

3. Argument is applicable to a variety of professional fields

4. Allows you to see the relative strengths and weaknesses of arguments

5. Peaceful method of resolving conflict

6. Allows for complete evaluation of a theory

7. Similar to competitive activities

STORY: Discuss the various ways in which argument has helped you in personal situations with friends/family to illustrate the applicability of argument.

**C. Supporting Arguments**

Real life experiences can help prove a point. Be careful so as to not draw generalizations based off one experience

STORY: Tell a funny anecdote that illustrates what NOT to do when using personal or real life examples

Quotes or paraphrases from another qualified source are also effective supports

You can use knowledge that you learned first hand (e.g. my friend Bill, who is an economist)

Or you can cite an objective third party (The Economist magazine)

ACTIVITY: Refer back to the previous question of “What is your favorite TV show.” Have students support their arguments with supports.

**D. Three Argument Types: TYPE 1, 2, AND 0**

**1. Type 1: Claims with support; argument in the noun sense.**

Three ways to support Type 1 arguments: Ethos, logos, and pathos

Ethos: Establishing credibility with an audience via social standing, position, or by demonstrating credibility with knowledge and expertise in the subject.

Pathos: Appealing to the emotional components of an audience, emphasizing intrinsic, human qualities of an argument

Logos: Using logic or reason to prove a point xx again—use the words in the text; your definitions aren’t really accurate.

EXAMPLE: Show students speeches from famous orators and have them point to moments when each of these kinds of support are used.

**2. Type 2: is a dispute, a debate, an exchange of arguments.**

Type 2 Arguments rely on three common response types:

Counter-arguments that usually point out negative effects of another’s position or argument

Arguments that directly disprove the claim being made by an opponent

Arguments that critique the underlying premise of the discussion occurring

ACTIVITY: State a common argument that can be easily refuted by students (e.g. All guns should be banned) Then, have all students write down their responses on small pieces of paper and put the responses into a cap. Randomly select responses and see if you get similar arguments. Why are some arguments more common/occur more frequently in the minds of individuals?

**3. Type 0: “Consideration of claims, reasons, responses, etc. in your mind prior to presentation of an argument.” (Hemple)**

Support for Type 0 arguments: Construct arguments in such a way as to appeal to the audience that you are speaking to.

EXAMPLE: Talk to students about how politicians modify how they speak and their appearance depending on their audience.

**E. 3 Perspectives on Argument**

**1. Rhetorical argument focuses on how arguments appeal to audiences and address specific contexts.**E.g. How well Democrats convinced Americans to vote for them in the 2010 elections.

**2. Dialectical argument focuses on how argumentation should proceed in a systematic and fair way ensuring that all sides of an issue are heard and addressed.**E.g. Did an argument among friends let each person speak their mind, were the friends’ arguments responsive of each other, and was the process of arguing fair and rational.

**3. The formal logic approach to argument is concerned with discerning observable truths and using reasoning based on absolutely certain inferences.**E.g. Examining an argument by seeing if you can observe the truth of its premises and can demonstrate that the premises definitely logically lead to the conclusion.

EXAMPLE: Pick a current issue and show three forms of argument.   
--draw a syllogism about the issue (formal logic)

--explain how an argument proceeded on the issue (dialectical argument)

--explain an argument made to an audience (rhetorical argument)

**F. Arguments can also be non-verbal, but still have a powerful effect on their audience.**

TV Shows, Music, Poetry, Dance, etc.

ACTIVITY: Ask students to think of nonconventional forms of argumentation. Begin with the example of the monks who committed suicide to protest the Vietnam War by burning themselves alive.

**CLASS REVIEW**

1. What is argument?

2. What are Argument Type 1, 2, 0?

3. How do you support Argument Type 1 (ethos, pathos, logos)

4. How do you engage in Argument Type 2 (argument, counterargument; or question-answer)

5. What is most important when you construct Argument Type 0 (consider the audience)

6. What are the three perspectives toward arguments? (rhetorical, dialectical, formal logic)