

Study Questions
COMM 330
Argumentation

Instructions

The Purpose of Study Questions: Study questions are not busy work. They compose 20% of your final grade in the class because it is assumed that you will devote a significant time to their completion, thereby having a better grasp of the material. The study questions serve four purposes for this course: (1) to make sure you stay current on the reading; (2) to make sure you are prepared for class discussions; (3) to provide you with a ready-made study guide for exams; (4) to reward you for consistent work and involvement in the course. If you are consistently taking study questions seriously, the odds of you doing well in this course significantly increase. While students initially react negatively to the prospect of writing study questions twice a week, they inevitably refer to them as the most useful asset of the course by the end of the semester.

Grading of Study Questions: There will not always be right and wrong answers to these questions. Sometimes the questions ask you to express an opinion or provide examples for use in class discussion. You will not receive a grade for accuracy on the responses to the questions you record. HOWEVER, putting nonsensical material on paper merely for the purpose of turning in a sheet of paper will make your work later in the semester—at exam time—indefinitely harder. As a general rule you will automatically receive the daily value of points for a set of study questions each time you turn them in unless: (1) it is clearly obvious from the length of the responses that an insignificant amount of time was spent on them; (2) the responses are illegible or nonsensical; (3) the responses are handwritten or otherwise appear to have been prepared during the class period they are due. I will spot-check study questions to assess your grasp of the material, but I DO NOT read all questions routinely. These work on an honor system and your failure to self-police the quality and accuracy of the content of your own will not be my responsibility. Please take these seriously.

Presentation and Length of Study Questions: As a general rule it will probably take you one to two pages, single-spaced, to answer each set of study questions. My recommendation, however, is that you not write the responses as paragraphs of prose, but rather that you render your responses in outline form. I would also recommend that the responses be double-spaced, allowing you to write in comments and notes during in-class discussions. You may, for example, find it necessary to add to or correct a response you've made. It's just like doing math problems for your Calculus class. If it's wrong, you want to be able to record the correct answer. I require that all study questions be submitted in typed/word processed form on 8.5 x 11 typing/copy paper. Please do not handwrite your assignment or submit it on torn notebook paper. It will not be accepted.

Due Date: Due dates are indicated at the top of each set of questions and are also outlined in detail in the syllabus. Questions are collected at the end of each class period and will not be accepted earlier than that time. Study questions will also not be accepted on any other date than that which they were due. No online submissions, e-mails, or mailbox delivery unless a specially excused absence has been previously discussed.

Set One
Chapters One and Two
Due January 16

Chapters One and Two: “The Domain of Argumentation” and the “Critical Appraisal of Argumentation”

1. What is the definition of argumentation, according to the authors?
2. What is adherence? What does it mean to gain adherence?
3. Explain, in general terms, the concept of argument “spheres.” (Note: there is material on this in both Chapters One and Two.)
4. What are the three kinds of support for claims that the authors describe?
5. What is “an argument?” Are there different ways to define “an argument?”
6. Why must we tolerate uncertainty?
7. What is the difference between internal and external dialog?
8. Why, according to the authors, do people advance unreasonable arguments?
9. According to the authors, what are the five starting points for argumentation? (Do not just list the phrases. Provide a sentence or two describing what each is or does.)
10. What are the four common notions of criteria that we consider “sensible?”

Set Two
Chapter Three
Due January 21

1. What is analysis? What does it mean to analyze something critically?
2. What is a claim and what forms can a claim take?
3. What is an issue?
4. What is a proposition and what forms can it take?
5. What are the two distinctive parts of analysis in argumentation?
6. List and describe the steps of critical analysis aimed at finding a proposition?
7. List and describe the steps of critical analysis of the proposition once found?
8. What are the steps in stock issues analysis?
9. What steps need to be taken when conducting an analysis of propositions of fact or value? (include footnotes in your consideration of this answer)

Set Three
Chapter Four
Due January 28

1. What is presumption?
2. What is burden of proof?
3. What is burden of rejoinder?
4. What does it mean to have a prima facie case?
5. What do the authors contend are the five elements of a “brief?”
6. What steps do the authors see as integral to the shaping of a convincing vision?
7. What factors do the authors suggest need to be considered when focusing the argument for specific decision makers?
8. Describe the five critical values identified by the authors.
9. Describe in broad terms the three types of claim sequencing the authors outline.

Set Four
Chapter Five
Due January 30

1. What factors can impact the shape of the legal sphere or subsphere? How can this impact burden of proof?
2. Who constitutes the range of possible decision makers in the legal sphere?
3. What are Cardozo's six common warrants for legal arguments?
4. What constitutes a prima facie case in the legal context?
5. How is presumption and burden of proof different on the appellate level?
6. What is the stare decisis rule? How does it effect appellate judgments?

Set Five
Chapter Six
February 6

1. What are three similarities the authors identify between the argumentation in different kinds of spheres?
2. Who originated the argument model the authors discuss extensively in this chapter?
3. What are the elements of this model? Define each element.
4. Define each of the following and offer an example of an argument employing each technique.
 - A. Argument by Generalization (aka “Argument by Example”)
 - B. Argument by Cause
 - C. Argument by Sign
 - D. Argument by Analogy
 - E. Argument from Authority
5. How are definitions used as arguments? What is a formal definition? Definition by example? A functional definition? Definition by analogy? Definition by authority?
6. For the purposes of your notes, list the eight “Guidelines for analyzing arguments” described on pages 129-130. We will be discussing these in class.

Set Six
Chapter Seven
February 11

1. What is evidence? Are there different kinds?
2. What is the difference between an example and an extended illustration?
3. What are the four types of statistical presentation the authors refer to as common in their text?
4. What are the eleven guidelines the authors outline for using evidence effectively?
5. Be prepared to discuss the elements of sphere dependence of evidence. How are these different kinds of evidence given preference in one field or another?

Set Seven
Chapters Eight and Nine
February 13

1. What is the difference between quantitative and qualitative science?
2. What four foundations describe the tradition of argumentation in science?
3. What argument types do scientists tend to rely on?
4. What three tasks are statistics supposed to perform in scientific argumentation?
5. What are the major questions posed by religious argumentation?
6. What kinds of meaning did Clement of Alexandria find in religious texts?
7. What four factors, according to the authors, affect interpretation?
8. What are the preferred argument forms in religion?

Set Eight
Chapter Ten
March 4

1. Do you agree with the theorists who believe values are “the defining central characteristic of argumentation?” Why or why not?
2. What is the difference between stated and implied values?
3. What is the difference between positive and negative values?
4. What is the difference between terminal and instrumental values?
5. What is the difference between abstract and concrete values?
6. What do the authors mean when they say that values appear in systems?
7. What does it mean to say that values are “graded?”
8. Be generally familiar with the lists of values that the authors describe as sphere-dependent. Be prepared to discuss them. You don’t need to write anything here.

Set Nine
Chapter Eleven
March 6

1. What is ethos?
2. What is credibility?
3. What is the difference between direct credibility, secondary credibility, and indirect credibility?
4. What seven principles do the authors identify for developing credibility?
5. How does secondary credibility manifest itself in different spheres?

Set Ten
Chapter Thirteen
March 18

1. What does it mean for refutation to be a constructive process?
2. List the seven essential principles of refutation listed on pg. 258. Why are these principles important?
3. What are the seven steps in assessing the argumentative situation in refutation?
4. What four questions should be asked in trying to understand the decision makers and their likely response to your refutation effort?
5. List and describe the seven postures of refutation?

Set Eleven
Chapter Fourteen
March 20

1. What is a fallacy claim? How is a fallacy claim different than a fallacy?
2. What are the four essential characteristics to lodging an argument based on a fallacy claim?
3. What is the origin of the concept of the fallacy?
4. Why does validity not equate with truth?

At this stage, I'm going to ask you to set your textbook aside. Some of the following you will be able to identify from the textbook, if you choose. Others you may need to research using the Internet to find examples. For each, provide a brief definition of the fallacy. If your last name begins with A-L, provide an example of the fallacy being committed for the first nine types. If your last name begins with M-Z do the last nine. Definitions for all....examples for half.

1. Begging the Question (*petitio principii*)
2. Diversion to Other Arguments (The "Red Herring")
3. The False Dilemma
4. The Fallacy of Equivocation
5. The Genetic Fallacy
6. Poisoning the Well
7. The Relativist Fallacy
8. The Slippery Slope Fallacy
9. The Fallacy of Division
10. The Fallacy of Composition
11. The Non Sequitur Fallacy
12. The Appeal to the People (*ad populum*)
13. The Appeal to Authority or Tradition (*ad verecundiam*)
14. The Appeal to Pity or Sympathy (*ad misericordiam*)
15. Name-Calling (*ad hominem*)
16. Ad Hominem Tu Quoque
17. The Appeal to Ignorance (*ad ignorantiam*)
18. Reduction to Absurdity (*reducto ad absurdum*)

Set Twelve
Chapter Fifteen
April 1

1. What is political argumentation nearly always about?
2. What five topics did Aristotle see as the most common areas for argumentation in government?
3. What are the similarities or differences between refutation in the legislative arena (speeches, etc.) and the hearing process?
4. How is refutation different in political campaigns? In what arenas does the refutation take place?
5. Why should a campaign “leave no shot unanswered?”
6. What is “refutation by inoculation?”

Set Thirteen
Tannen, Chapters One-Three
April 24

1. What is the assumption that the argument culture rests on?
2. How does Tannen value argument₁ relative to argument₂?
3. In Tannen's view, what is the real, ultimate objective of argument?
4. What is "agonism" or an "agonistic response?"
5. What elements make "having an argument" faulty?
6. Is the notion that there are two sides to every issue faulty?
7. How does language shape the argument culture?
8. How does academic criticism harm intellectual activity?
9. What roles does aggression play in the argument culture?
10. Would Tannen get rid of argument?
11. How does the media trend to frame news—especially political news?
12. How does the media label individuals or views?
13. What usually results when the media tries to find another side to a true/false claim?
14. How does Tannen believe the 1st Amendment is misread?
15. How does coverage of sporting events elaborate on the argument culture metaphor?
16. What is "complementary schismogenesis?" Who described it?
17. What does Tannen believe investigative reporting has become?
18. How does the search for scandal negatively impact the media's other responsibilities?
19. How has aggression and agonism negatively impacted journalism?
20. What position does Tannen think we should take regarding objectivity?
21. How does an aggressive press discourage compromise?
22. How has the culture of critique hurt journalists?
23. What is the ultimate solution to the problems with the press?

Set Fourteen
Tannen, Chapters Four and Five
April 29

1. Why is our political system inherently agonistic?
2. What is the “ideal campaign” as described by Tannen?
3. How has the notion of equal access harmed politics?
4. When is criticism necessary?
5. What does Tannen believe our legal system is designed to do?
6. What is the most important characteristic of the U.S. legal system?
7. How does Tannen believe the performance of attorneys is judged?
8. Why was the judicial system designed to be adversarial?
9. Describe the legal system in Tonga. Is this a good model?
10. What is Model Rule 3.3 (a)(3)?
11. How do economic pressures feed the problems Tannen describes?
12. How might the Continental legal system be advantageous for U.S. courts?

Set Fifteen
Tannen, Chapters Six and Seven
May 1

1. What do we learn from watching children play?
2. How do girls/boys get what they want, according to Tannen?
3. What function do insults play in male culture according to Tannen?
4. Which gender tends to find fighting more interesting as a spectator sport?
5. Why do studies show some women are more reluctant to speak out in public? Do you think these studies are drawing accurate conclusions? Why or why not?
6. What purpose does aggressive behavior serve, according to Tannen?
7. How do Americans differ from other cultures in their aggressiveness?
8. How do Asian cultures keep “harmony” and argument in balance?
9. How does the U.S. emphasis on individuality promote agonism?
10. How does the American view of gender reinforce dualism?
11. Does ritual fighting (Bali and Ireland) seem a workable solution to conflict/agonism?

Set Sixteen
Tannen, Chapter Nine
May 6

1. How does the educational system reinforce agonistic tendencies?
2. How did the ancients reinforce/encourage conflict?
3. How did the Christian Church reinforce agonism, according to Tannen?
4. How does graduate school reinforce agonism?
5. What are the opposing views of the Socratic method?
6. What rules do communitarians, like Etzioni, think we should follow to move from debate to dialog?