

## CHAPTER 2

### WHERE DO I BEGIN IN ARGUMENTATION?

#### Learning Objectives

- To distinguish between fields of argumentation and those elements which are field dependent and field invariant in them.
- To differentiate between artificial or natural presumption, and understand which is used in hypothesis testing.
- To explain the burden of proof and its relationship to presumption.
- To define the prima facie case and the role of structural and/or attitudinal inherency in creating one.

#### Key Terms

**advocate** an individual who argues in favor of a change in belief or behavior (24)

**artificial presumption** the arbitrary assignment of possession of the figurative ground over which argument takes place to one party to the dispute; the presumption of innocence is an artificial presumption (25)

**attitudinal inherency** that which prevents change from occurring in a field of argument is a consequence of the beliefs of those in the field (31)

**burden of proof** the advocate's responsibility to provide reasoning and proof sufficient to overcome presumption and warrant a change in belief or behavior (28)

**field dependent elements** are particular to a field, such as definitions and terminology or standards for the rigor of proof and reasoning expected by those in the field (23)

**field of argumentation** the social or professional context in which people argue in order to build a body of knowledge or reach decisions about belief or behavior (23)

**field invariant elements** do not change from one field to the next, such as basic patterns of reasoning or the ways in which the quality of information is assessed (23)

**hypothesis testing** the use of presumption as a decision rule that determines what the advocate must prove for the proposition to be probably true (26-27)

**inherency** the societal structure or attitude responsible for causing the present state of belief or behavior to exist (31)

**natural presumption** assignment of possession

of the figurative ground over which argument takes place based on observation of the natural order; natural presumption automatically rests with whatever belief or behavior is being challenged (25)

**opponent** the individual who argues against the change in belief or behavior sought by the advocate (24)

**presumption** describes a situation that presently exists and, naturally or artificially, grants possession of the figurative ground over which argumentation occurs to one party to the dispute or the other (25)

**prima facie case** a series of arguments that, if taken at face value and left unrefuted, would be sufficient to justify a change in belief or behavior (30)

**stock issues** field-invariant questions pertaining to propositions of fact, value, or policy that must be answered if belief or behavior is to change (33)

**structural inherency** that which prevents change from occurring in a field of argument is a consequence of the institutions and the formal or informal systems of behavior adopted by those in the field (31)

**topicality** the requirement in academic argumentation that an advocate's proposed change in belief or behavior fit within the bounds of the proposition (30)

### Lecture Launchers

- **Presumption and Burden of Proof**

This is an alternative to Learning Activity #2.

Begin class by announcing “the university’s vice president for finance has determined that next year’s budget will probably fall short of covering expenses by 10%” and ask students what are some ways to reduce spending or increase revenue. Write their ideas on the board. At some point, cutting faculty and either reducing the number of classes offered or increasing class size as a way to reduce spending, and raising tuition as a means of increasing revenue will be mentioned. Ask students how they feel about these options and use their responses to begin a discussion of natural presumption. Focus on how presumption may be influenced by attitudes. Extend the discussion to the burden of proof by asking what arguments and evidence would be needed to convince them that either cutting faculty or raising tuition was a good idea.

- **Prima Facie Case**

This is an alternative to Learning Activity #4

Bring in an editorial or column from the campus newspaper that advocates a course of action regarding an issue that directly affects students. Two examples from our campus paper that worked for us were an editorial about the fact that the price of college textbooks was so high that the federal government should regulate them, and a column arguing that all students should take a CPR class.

After the class has had time to read the piece, ask them where presumption lies and if they think the writer’s position is sufficient to overcome it. In other words, do they believe it is a prima facie case. Probe for the reasons behind their conclusion, and write these on the board in two columns since some will believe it is prima facie and others won’t. Make sure the discussion touches on the concept of inherency and whether it is structural or attitudinal with regard to the issue raised by the editorialist/columnist. This concept is very important, and one of the more difficult concepts for students to grasp. Try to lay a good foundation here.

### Learning Activities

1. Discuss what the three different views of presumption mean to the roles of advocate and opponent in argumentation. Should we always assign the roles before determining presumption? In which communication contexts might you use the view that presumption

rests with existing institutions? In which would it be appropriate to discover the beliefs of an audience? Which fields make extensive use of hypothesis testing as a form of argumentation?

- If your syllabus includes in-class participation as one factor in determining a student's grade in the course, assign discussion leadership responsibility to two students, with one focusing on presumption from the advocate's perspective, and the other from the opponent's perspective. This activity can not only be used for discussion, but makes an interesting essay question for either an out-of-class assignment or as part of a test. If you do this, parse points as follows:  
30% what the three different views mean for advocate's  
30% what the three different views mean for opponent's  
40% divided equally among the remaining four questions

2. Choose an ongoing controversy such as the rights of smokers versus nonsmokers, abortion versus right to life, environmental protection versus the need for employment. Which side in the controversy has presumption? Which has the burden of proving that change should occur?

- If your syllabus includes in-class participation as one factor in determining a student's grade in the course, assign discussion leadership responsibility to two students, who will be responsible for selecting a controversial issue with which they and their classmates are somewhat familiar to use in leading the discussion. If you use the Lecture Launcher on Presumption and Burden of Proof, do not assign this activity.
- Even if you used the Lecture Launcher on Presumption and Burden of Proof, this activity makes an interesting essay question for either an out-of-class assignment or as part of a test for which you provide several controversial issues and ask the students to justify their reasons for assigning presumption and burden of proof as they did. If you do this, parse points as follows:  
50% presumption  
50% burden of proof

3. Scholars often argue over whether or not a proposed theory has accuracy or legitimacy in their field. Two theories of communication--fantasy theme analysis and the narrative paradigm--are examples of such argumentation. Choose one of the following debates for examination:

- A. ADVOCATE: Ernest G. Bormann (December, 1972). Fantasy and rhetorical vision: The rhetorical criticism of social reality. *Quarterly Journal of Speech*, 58, 396-407.  
OPPONENT: Gerald P. Mohrman (May, 1982). An Essay on Fantasy Theme Criticism. *Quarterly Journal of Speech*, 68, 109-132.
- B. ADVOCATE: Walter R. Fisher (December, 1985). The narrative paradigm: An elaboration. *Communication Monographs*, 52, 347-367.  
OPPONENT: Robert C. Rowland (September, 1987). Narrative: Mode of discourse or paradigm? *Communication Monographs*, 56, 264-275.

How does the advocate identify presumption in the field of speech communication? Does he present good and sufficient reasons for accepting the proposed theory of communication? How does the opponent deny the accuracy of the theory? Are his

reasons effective enough to cause you as the reader to reject the accuracy of the proposed theory?

- This is a more difficult activity that demands some knowledge of communication theory to be able to read and understand journals, but is an excellent exercise for examining how argumentation is used in our own discipline to build and test theory. Bormann and Fisher both advocate the proposition that he has come up with a universal paradigm for explaining human communication. Presumption in both sets of articles is based on the field's acceptance of neo-Aristotelian and Burkean theories of rhetoric. If you have a class comprised entirely of communication majors, consider assigning this as an out-of-class essay assignment, possibly for extra credit.
  - A. As the advocate for Fantasy Theme Analysis, Bormann identifies presumption as the connections made in speech communication between the content of a message and the role of the audience or spectator in decoding that message. He proposes a new way of looking at this connection, to view meaning in messages as co-created by communicator and audience, rather than the traditional view that communicators create meaning. Bormann offers several reasons why this is probably true: 1) we all employ creativity in interpreting events and information; 2) what we believe to be reality is the result of this creative interpreting; and 3) it is the sharing of messages, not their creation by a communicator, that is the most important communication principle. Mohrman responds in opposition by arguing that presumption in the field continues to favor existing theories because Bormann has failed to meet his burden of proof on several counts: 1) Bormann misinterprets his evidence for the probable truth of fantasy and 2) Bormann does not offer a new theory, just a new set of labels.
  - B. As the advocate for Narrative theory Fisher identifies presumption in the field as the belief that humans are symbol users and the general recognition that storytelling is inherent in human nature. Fisher's reasons for claiming that narrative theory is the universal paradigm for human communication include: 1) humans are story tellers by nature, this is not an ability that has to be taught, it is therefore the most natural communication mode; 2) we use stories as our primary means of reasoning; and 3) rationality of these arguments depends upon whether or not the story "rings true" by comparing it with other stories. Rowland responds in opposition by arguing that narrative theory is not a universal paradigm for human communication, but limited to those obvious examples of messages in story form, such as fiction and dramatic works. He argues that Fisher has failed to prove that narrative concepts such as plot, character, and setting can accurately be applied to nonstory forms of communication.

4. Find an editorial from a current newspaper or magazine that you believe is intended to alter behavior. Analyze it in terms of the following:

- A. What is the locus of presumption?
  - B. How does the arguer fulfill the burden of proof?
  - C. In your opinion, has the arguer succeeded in creating a prima facie case?
  - D. Assume that you will be the opponent, indicate what you might argue in response.
- If your syllabus includes in-class participation as one factor in determining a student's grade in the course, assign discussion leadership responsibility to two students, who will be responsible for getting a link to the editorial to classmates so they can read it before coming to class. An alternative is to use a videotaped speech instead of an editorial, which you provide to the discussion leaders and show in class before they lead discussion. One student should be assigned to lead discussion of the locus of presumption and possible opposing arguments, while the other leads discussion of burden of proof and prima facie case. If you use the Lecture Launcher on Prima Facie Case, do not assign this activity.
  - Even if you used the Lecture Launcher on Prima Facie Case, this activity makes an interesting essay question for either an out-of-class assignment or as part of a test for which you provide the

editorial stimulus material. If you do this, parse points as follows:  
30% what is the locus of presumption  
50% burden of proof and prima facie case  
20% what might be argued in response

### True or False

2-1 The basic mental structure of the reasoning process is one of the elements in argumentation that is field invariant.

*Answer: T; Page: 23; Difficulty: 1; Skill: Factual*

2-2 If something in argumentation is field dependent, this means it's a concept such as the nature of cause-effect reasoning that does not change from one field to another.

*Answer: F; Page: 23; Difficulty: 2; Skill: Factual*

2-3 If something in argumentation is field invariant, this means it's a concept in a particular field, such as the critical standards for reviewing movies, and will change from field to field.

*Answer: F; Page: 23; Difficulty: 2; Skill: Factual*

2-4 Presumption identifies which side in a controversy presently occupies the contested ground.

*Answer: T; Page: 25; Difficulty: 1; Skill: Factual*

2-5 Artificial presumption is established through law or government practice.

*Answer: T; Page: 25; Difficulty: 1; Skill: Factual*

2-6 Natural presumption is established by observing the order of nature or common practice.

*Answer: T; Page: 25; Difficulty: 1; Skill: Factual*

2-7 Presumption is always determined by the laws which govern society.

*Answer: F; Page: 25; Difficulty: 1; Skill: Factual*

2-8 It is necessary to determine who has presumption in argumentation in order to determine who has the burden of proving a change is necessary.

*Answer: T; Page: 25-26 and 28; Difficulty: 2; Skill: Factual*

2-9 The beliefs of an audience should never be used to determine presumption.

*Answer: F; Page: 26; Difficulty: 2; Skill: Factual*

2-10 The advocate always has presumption at the beginning of argumentation.

*Answer: F; Page: 27; Difficulty: 1; Skill: Factual*

2-11 To determine who has the burden of proof, you first have to determine who occupies the contested ground.

*Answer: T; Page: 28; Difficulty: 1; Skill: Conceptual*

2-12 The burden of proof always falls upon the arguer who has the benefit of presumption.

*Answer: F; Page: 28; Difficulty: 1; Skill: Factual*

2-13 Presumption describes what exists; it does not pass judgment on what exists.

*Answer: T; Page: 28; Difficulty: 2; Skill: Factual*

2-14 The burden of proof always falls upon the party who asks for a change in existing belief or behavior.

*Answer: T; Page: 28-29; Difficulty: 1; Skill: Factual*

2-15 In fulfilling the burden of proof, the advocate judges or evaluates present beliefs and/or behaviors.

*Answer: T; Page: 29; Difficulty: 2; Skill: Factual*

2-16 The concept of inherency identifies the broad general topic to be argued.

*Answer: F; Page: 31; Difficulty: 1; Skill: Factual*

2-17 For a prima facie argument to exist, the advocate must demonstrate the inability of a belief or behavior to self-correct.

*Answer: T; Page: 31; Difficulty: 2; Skill: Conceptual*

2-18 The concept of inherency suggests that the reason for change is the consequence of some shortcoming in existing beliefs or behaviors.

*Answer: T; Page: 31; Difficulty: 2; Skill: Factual*

2-19 The concept of inherency identifies the contested ground over which argumentation takes place.

*Answer: F; Page: 31; Difficulty: 2; Skill: Factual*

2-20 A stock issue is a standard question or set of questions that may be applied to a proposition to determine what will be argued.

*Answer: T; Page: 33; Difficulty: 1; Skill: Factual*

### Multiple Choice

2-1 Argumentation can be characterized as being

- (a) a social activity.
- (b) an intellectual activity.
- (c) a verbal activity.
- (d) All of the above

*Answer: D; Page: 22; Difficulty: 1; Skill: Factual*

2-2 Argumentation can be characterized as involving

- (a) opinion stating.

- (b) opinion justifying.
- (c) opinion refuting.
- (d) All of the above

*Answer: D; Page: 22; Difficulty: 1; Skill: Factual*

2-3 Argumentation can be characterized as being

- (a) directed toward an audience.
- (b) political in nature.
- (c) self-reflexive.
- (d) All of the above

*Answer: A; Page: 22; Difficulty: 2; Skill: Factual*

2-4 A field of argument

- (a) is a social or professional context in which people argue
- (b) is the basic unit of argument
- (c) establishes the tests we apply to determine the quality of information used to prove arguments
- (d) is static and unchanging once established.

*Answer: A; Page: 23; Difficulty: 1; Skill: Factual*

2-5 The person who communicates to encourage a change in belief or behavior is referred to as the

- (a) advocate.
- (b) opponent.
- (c) spokesperson.
- (d) prime mover.

*Answer: A; Page: 24; Difficulty: 1; Skill: Factual*

2-6 The person who acts to discourage a change in belief or behavior is referred to as the

- (a) advocate.
- (b) opponent.
- (c) spokesperson.
- (d) prime antagonist.

*Answer: B; Page: 24; Difficulty: 1; Skill: Factual*

2-7 In the proposition, “Changing the semester structure to a ten-week semester with a six-day academic week would achieve substantial savings for NMU,” artificial presumption would:

- (a) require the opponent to begin argumentation because this is a substantial change.
- (b) suggest that we presently believe a semester structure with a six-day academic week will not necessarily achieve substantial savings over the present structure.
- (c) suggest that we presently believe that reducing the semester from 15 to 10 weeks will achieve substantial savings.
- (d) require the advocate to define “substantial savings.”

*Answer: B; Page: 25; Difficulty: 3; Skill: Applied*

2-8 In the proposition, "A nuclear waste dump would benefit the local economy," artificial presumption would

- (a) require the advocate to provide reasons why the local economy needs "benefiting."
- (b) require the opponent to begin argumentation.
- (c) suggest that we presently believe the local area does not need a nuclear dump to benefit its economy.
- (d) suggest that we presently believe the local area does need a nuclear dump to benefit its economy.

*Answer: C; Page: 25-26; Difficulty: 3; Skill: Applied*

2-9 When using natural presumption as a tool for audience analysis, it is advisable to ask such questions as

- (a) to what groups do members of the audience belong.
- (b) to what sources of information do audience members accord deference.
- (c) what is the popular or unpopular opinion on a particular subject.
- (d) All of the above

*Answer: D; Page: 26; Difficulty: 1; Skill: Factual*

2-10 When using natural presumption as a tool for audience analysis, it is advisable to ask such questions as what information on a subject might

- (a) hold the advantage of novelty.
- (b) be easily found on the Internet.
- (c) reflect artificial presumption.
- (d) All of the above

*Answer: A; Page: 26; Difficulty: 2; Skill: Factual*

2-11 When we use argumentation to test a hypothesis, presumption is

- (a) artificial.
- (b) natural.
- (c) not employed.
- (d) assigned to the advocate.

*Answer: A; Page: 26; Difficulty: 2; Skill: Factual*

2-12 The benefit of presumption is granted to

- (a) the advocate.
- (b) the opponent.
- (c) the proposition for argumentation.
- (d) the focus of the locus.

*Answer: B; Page: 27; Difficulty: 1; Skill: Factual*

2-13 Which of the following is NOT a description of presumption?

- (a) It identifies the shortcomings in existing beliefs and behaviors.
- (b) It identifies sources of information which provide good reasons for changing belief or behavior.



- (c) It describes existing beliefs, policies, practices, or institutions.
- (d) It is a decision rule that determines what the advocate must prove in testing the propositions as a hypothesis.

*Answer: A; Page: 28; Difficulty: 2; Skill: Factual*

2-14 The \_\_\_\_\_ is the obligation of the advocate to contest the figurative ground of argument by offering arguments which are logically sufficient to challenge presumption.

- (a) burden of proof
- (b) burden of rebuttal
- (c) burden of refutation
- (d) burden of presumption

*Answer: A; Page: 28; Difficulty: 1; Skill: Factual*

2-15 The burden of proof is the logical opposite of

- (a) presumption.
- (b) inherency.
- (c) topicality.
- (d) a prima facie case.

*Answer: A; Page: 29; Difficulty: 1; Skill: Factual*

2-16 The term prima facie argument refers to the responsibility of the:

- (a) opponent to present arguments which are sufficient to convince a reasonable person that the proposition is valid.
- (b) advocate to present arguments which are sufficient to convince a reasonable person that the proposition is valid.
- (c) opponent to present arguments which are sufficient to convince a reasonable person that the proposition is invalid.
- (d) advocate to present arguments which are sufficient to convince a reasonable person that the proposition is invalid.

*Answer: B; Page: 30; Difficulty: 2; Skill: Conceptual*

2-17 Staying within the subject area of the proposition is the advocate's responsibility for doing what?

- (a) Assuming the burden of proof.
- (b) Developing a topical prima facie case.
- (c) Arguing inherency.
- (d) All of the above

*Answer: B; Page: 30; Difficulty: 3; Skill: Conceptual*

2-18 When someone has presented a prima facie case, it is the same as saying that they have assumed the burden of

- (a) rebuttal.
- (b) presumption.
- (c) refutation.
- (d) proof.

*Answer: D; Page: 30 and 33; Difficulty: 2; Skill: Conceptual*

2-19 Inherency is the term used to describe the concept that

- (a) the reason for change is a consequence of some shortcoming in existing beliefs or behaviors.
- (b) existing beliefs or behaviors will self-correct if given enough time.
- (c) change is the natural course in human events.
- (d) existing problems can be identified by examining human beings as dwelling simultaneously in the state of being and the process of becoming.

*Answer: A; Page: 31; Difficulty: 3; Skill: Factual*

2-20 Why is inherency crucial to constructing a prima facie case?

- (a) Advocates must identify the cause(s) of a problem or a need for knowledge.
- (b) Advocates must determine whether inherency is “structural” or “attitudinal” because attitudinal inherency can be more difficult to overcome.
- (c) We take it as a given that if the cause of a problem cannot be found, we cannot determine how to solve it; if there is nothing to stimulate a quest for knowledge, we are unlikely to search for it.
- (d) We generally recognize that because the advocate seeks change, she has a more difficult task because she is required to use cause-effect reasoning.

*Answer: C; Page: 31; Difficulty: 2; Skill: Conceptual*

## CHAPTER 3

### WHAT AM I GOING TO ARGUE ABOUT?

#### Learning Objectives

- To state the three purposes fulfilled by having a properly phrased proposition.
- To recognize the difference between propositions of fact, value and policy.
- To identify the kinds of terms that need to be defined.
- To apply the methods of defining terms and the rules which these definitions should follow.

#### Key Terms

**adaptation rule** is the requirement that terms are defined in a way that makes sense to the audience and the field in which you are arguing (50)

**authority** is a method of defining a term by using a source deemed reputable by the audience or a field-specific definition (54)

**clarity rule** is the requirement that a term be defined in a way that is more readily understood than the term itself (51)

**coined term** is one invented when a convenient term does not already exist often created by combining parts of existing terms (52)

**connotative function** is the use of language to react to what happens around us, make judgments, and express our feelings (37)

**denotative function** is the use of language to identify, classify and organize objects, processes, ideas, and experiences (37)

**equivocal term** is one with two or more equally correct meanings (51)

**example** is a method of defining a term by using concrete, representative instances of something, including negative and behavioral examples (54)

**exclusionary rule** is the requirements that terms are defined in such a way that they exclude things that don't appropriately fall under them (50)

**factual propositions** assertions that seek to alter the way we view reality concerning past, present, or future events, objects, places, persons, or phenomena (41)

**function** is a method of defining a term by explaining how something works or what it does (55)

**inclusionary rule** is the requirements that terms are defined in such a way that they include things that appropriately fall under them (50)

**issues** key points under dispute, the resolution of which will aid in determining who prevails in an argument (40)

**neutrality rule** is the requirement that terms are defined in a way that avoids unnecessary emotionality (50)

**new term** is one added to the language that may have started out a part of the jargon of one field and spread to others (52)

**operation** is a method of defining a term by explaining its parts or the steps involved in achieving an outcome (55)

**policy propositions** assertions that seek to alter the behavior of individuals or institutions, often in regard to political, economic, or social issues (43)

**proposition** a statement that identifies the argumentative ground and points to the change in belief or behavior sought by the advocate (36)

**synonym** is a method of defining a term by using denotatively and connotatively more familiar terms (53)

**technical term** is the jargon or specialized vocabulary of a particular field (52)

**terministic screen** the ability of the language used to set limits or direct attention in one way as opposed to another; for example, sexist language creates a terministic screen about appropriate male and female roles (37)

**vague term** is one having shades of meaning or lacking a clear-cut definition (52)

**value judgment** the portion of the value proposition that identifies broad criteria by which a value object is to be measured; the predicate of the sentence (43)

**value object** the portion of the value proposition that identifies an existing idea, person, action, agency, tradition, practice, or custom to be evaluated; the subject of the sentence (42)

**value propositions** assertions that seek to alter belief by dealing with our subjective reactions to things and our opinions of them (42)

### Lecture Launchers

- **Phrasing Propositions and Defining Terms**

If you used the Lecture Launcher in Chapter 2 on Presumption and Burden of Proof (e.g. 10% budget reduction at your school), review the ideas students came up with. Begin class by asking “how would you phrase a proposition of fact regarding increasing tuition (or whatever idea you select)?” and use what students suggest to review how it meets the objectives for having a proposition and properly phrasing one. Repeat for value and policy.

Extend the discussion to identifying terms requiring definition in each proposition. If your students have wireless access to the Web, you can also discuss how to define these terms by various means, with students looking up things online to suggest.

- **Phrasing Propositions and Defining Terms**

If you didn’t use the Lecture Launcher in Chapter 2 mentioned above (10% budget reduction at your school), doing so now is possible, but time consuming. A better alternative is to bring a video clip of some major recent news event that that students are likely to know something about and follow the procedure described above re phrasing propositions and defining terms. Examples would be things like the BP oil spill, the earthquake in Haiti, or the shooting of a member of Congress in Arizona. You can also use a campus controversy or even a class policy (e.g. we ban laptops

and handheld devices with Web access from class except on days when we instruct students to bring them for use in a class activity).

## **Learning Activities**

1. Examine the following propositions. Identify the kinds of propositions--fact, value, and policy--represented. Be prepared to discuss how each example does or does not meet the rules for wording propositions suggested in this chapter.

### **ENERGY (A. value B. fact C. policy)**

- A. Renewable energy sources are preferable to fossil fuels.
- B. By 2020 the United States will run short of fossil fuels.
- C. The federal government should implement an accelerated program of conversion to renewable energy sources.

### **ECOLOGY (A. fact B. policy C. value)**

- A. The present system of environmental protection creates toxic waste dumps.
- B. The United States should significantly improve its environmental protection policy.
- C. The protection of the environment ought to take precedence over the expansion of industrial production.

### **LAW ENFORCEMENT (A. policy B. fact C. value)**

- A. The judicial system should reform the system of juvenile and family courts.
- B. Crimes by juveniles are the most serious crimes against persons.
- C. The American judicial system unfairly favors the juvenile offender over the victim.

### **FOREIGN POLICY (A. fact B. value C. policy)**

- A. United States foreign policy commitments over extend the federal budget.
- B. United States foreign policy commitments ought to reflect the American belief in the principle of democratic government.
- C. The United States should substantially reduce foreign aid to nations which fail to protect the rights of their citizens.

## EDUCATION (A. value B. fact C. policy)

- A. The quality of education in American public schools ought to be the nation's first priority.
  - B. The education of college professors does not place sufficient emphasis on teaching techniques.
  - C. The Department of Education should create and maintain a core curriculum for all public schools.
- If your syllabus includes in-class participation as one factor in determining a student's grade in the course, assign discussion leadership responsibility to a student. Your students may give you an argument on some of these. For example, proposition A under foreign policy appears to be highly evaluative. Remind them that all language has an evaluative dimension, as well as an activity and a potency dimension (semantic differentiation). The key to classifying propositions is found in looking at what they ask us to change. Proposition A under foreign policy is concerned with the factualness, or existence, of the over extension, and not whether or not it ought to be regarded positively or negatively.

2. Taking the propositions in Activity 1, imagine you are listening to an advocate's speech on each topic. As a member of the audience, identify what words or phrases in each proposition you feel would need to be defined.

- Have students complete this activity outside of class. At the next class session, break the class up into groups by topic areas, and have them compare the lists of terms they wanted defined. This provides means for students to assess the impact of the "meanings are in people" aspect of language on their future responsibilities as arguers. Alternatively, if your syllabus includes in-class participation as one factor in determining a student's grade in the course, assign discussion leadership responsibility to a student and conduct the group discussion as a "committee of the whole."
- Learning Activity #1 and #2 can be used in combination to create an interesting essay question for either an out-of-class assignment or as part of a test. Take one of the five sets of propositions from Learning Activity #1 and ask students to classify them, justify the classification, indicate how the propositions conform to the rules for phrasing, and identify terms that need defining. If you do this, parse points as follows:
  - 30% classification of propositions
  - 30% justification of this classification of propositions
  - 30% discussion of rules for phrasing propositions
  - 10% identification of terms needing definition

3. Select three topic areas that you might like to investigate in greater depth in completing future assignments. Formulate specific fact, value, and policy propositions that these topic areas suggest to you. Search the reference section of the library for possible sources within the field of each topic to serve as a source of definitions of key terms in your propositions. Compare these definitions to those in standard dictionaries and discuss the similarities and differences between them. What are the advantages of using specialized sources to define key terms in your proposition?

- IF YOU DO NONE OF THE OTHER ACTIVITIES FOR THIS CHAPTER, BE SURE TO DO THIS ONE. The key part of the activity is really the topic areas, not the propositions or even what the students find as sources of definitions. If you plan on using a single topic area for all class presentations, and haven't selected one, use this activity to get a sense of where the majority of class interest lies. If you plan on grouping students using several topic areas, use this activity to

provide the basis for those groupings. If you plan on allowing students to work on individual topic areas of their own choosing, use this activity to weed out those areas that your library lacks the resources to support. Which ever strategy you are planning on using, performing this activity at this time will save you time and grief later on.

### True or False

3-1 The proposition is a statement, the acceptance of which would result in an alteration of belief or behavior.

*Answer: T; Page: 36; Difficulty: 1; Skill: Factual*

3-2 The advocate has the first opportunity to define the terms of a proposition.

*Answer: T; Page: 37 and 47; Difficulty: 1; Skill: Factual*

3-3 The wording of a proposition points to the kind of change the advocate must support.

*Answer: T; Page: 38; Difficulty: 1; Skill: Factual*

3-4 In a factual proposition, the argumentative ground concerns opposing evaluations of a person, event, idea, or object.

*Answer: F; Page: 41-42; Difficulty: 1; Skill: Factual*

3-5 Propositions of fact assert a relationship between things, events, or persons.

*Answer: T; Page: 41 and 44; Difficulty: 2; Skill: Factual*

3-6 Propositions should be phrased as a single statement, containing one central idea about the object of change and the direction of change.

*Answer: T; Page: 45; Difficulty: 1; Skill: Factual*

3-7 Propositions should be phrased so that they contain several different ideas about the object of change and the kinds of changes that might be made.

*Answer: F; Page: 45; Difficulty: 1; Skill: Factual*

3-8 It is best to phrase a proposition in such a way that the audience knows your exact feelings about the topic.

*Answer: F; Page: 46-47; Difficulty: 2; Skill: Conceptual*

3-9 The dictionary problem is that a standard dictionary does not necessarily tell us the meaning of a word or term as it is used in a particular field.

*Answer: T; Page: 48; Difficulty: 1; Skill: Factual*

3-10 The dictionary problem refers to the problem that we often need to define terms using synonyms and a standard dictionary seldom provides synonyms for a word.

*Answer: F; Page: 49; Difficulty: 1; Skill: Factual*

3-11 However you choose to define a term, the definition should include all items which properly fall under the term being defined, and exclude all items which do not.

*Answer: T; Page: 50; Difficulty: 1; Skill: Factual*

3-12 Definitions should be phrased so that their meaning is adapted to the needs of the audience.

*Answer: T; Page: 50; Difficulty: 1; Skill: Factual*

3-13 Definitions should be descriptive of your feelings about the term being defined.

*Answer: F; Page: 50; Difficulty: 2; Skill: Factual*

3-14 The definition of a key term should be phrased in such a way that its meaning becomes clearer for the audience.

*Answer: T; Page: 51; Difficulty: 1; Skill: Factual*

3-15 You should define the terms of a proposition only if they are highly technical in nature.

*Answer: F; Page: 51-53; Difficulty: 1; Skill: Factual*

3-16 The only terms you really need to define are those that are likely to be ambiguous, open to a variety of interpretations by the audience.

*Answer: F; Page: 51-53; Difficulty: 1; Skill: Factual*

3-17 A vague term need not be defined since the listener or reader of argumentation will supply his own definition.

*Answer: F; Page: 52; Difficulty: 1; Skill: Conceptual*

3-18 New terms are those that are invented when a convenient term does not already exist.

*Answer: F; Page: 52; Difficulty: 2; Skill: Factual*

3-19 When we define terms operationally, we turn to some authoritative source, such as *Black's Law Dictionary*.

*Answer: F; Page: 54-55; Difficulty: 1; Skill: Factual*

3-20 A behavioral definition of a term tells us what function that term performs.

*Answer: F; Page: 54-55; Difficulty: 2; Skill: Conceptual*



### Multiple Choice

3-1 The use of a proposition identifies the alteration of belief or behavior the advocate desires, the burden of proof, and presumption. This is the \_\_\_\_\_ objective of propositions.

- (a) definition of terms
- (b) direction of change
- (c) issue identification
- (d) extent of response

*Answer: B; Page: 38; Difficulty: 2; Skill: Factual*

3-2 These are the central questions suggested by the wording of a proposition and how the advocate defines the key terms of the proposition.

- (a) Presumptions
- (b) Issues
- (c) Interpretations
- (d) Ideas

*Answer: B; Page: 40; Difficulty: 1; Skill: Factual*

3-3 "Unemployment will not be solved by job retraining programs," is an example of a proposition of

- (a) fact.
- (b) value.
- (c) policy.
- (d) definition.

*Answer: A; Page: 41; Difficulty: 3; Skill: Applied*

3-4 "Restrictions on foreign imports will not solve the problems of American industry" is an example of a proposition of

- (a) fact.
- (b) value.
- (c) policy.
- (d) definition.

*Answer: A; Page: 41; Difficulty: 3; Skill: Applied*

3-5 "The university's operating budget can be significantly reduced by changing to a ten-week semester system," is an example of a proposition of

- (a) fact.
- (b) value.
- (c) policy.
- (d) definition.

*Answer: A; Page: 41-42; Difficulty: 3; Skill: Applied*

3-6 "The Bush Administration's methods of reducing the high cost of medical care have been ineffective," is an example of a proposition of

- (a) fact.
- (b) value.
- (c) policy.
- (d) definition.

*Answer: B; Page: 42; Difficulty: 3; Skill: Applied*

3-7 "Protecting the welfare of the American farmer is more important than balancing the Federal budget," is an example of a proposition of

- (a) fact.
- (b) value.
- (c) policy.
- (d) definition.

*Answer: B; Page: 42; Difficulty: 3; Skill: Applied*

3-8 "Changing the academic calendar can be an effective way to reduce the university's operating budget." Which of the terms in this proposition is the value object?

- (a) "can be"
- (b) "an effective way"
- (c) "to reduce the university's operating budget"
- (d) "changing the academic calendar"

*Answer: D; Page: 42; Difficulty: 3; Skill: Applied*

3-9 What must the advocate do in defining the value object?

- (a) Define the thing that is being evaluated.
- (b) Define the figurative ground over which evaluation is being made.
- (c) Clarify whether this is a singular or comparative value judgment.
- (d) Provide a source of criteria to use in evaluating the value object.

*Answer: A; Page: 42; Difficulty: 2; Skill: Conceptual*

3-10 "Selected senior students can be adequately prepared to teach entry level courses at this university ." Which of the terms in this proposition is the value judgment term?

- (a) "selected senior students"
- (b) "adequately prepared"
- (c) "can be"
- (d) "entry level courses at this university"

*Answer: B; Page: 43; Difficulty: 3; Skill: Applied*

3-11 What must the advocate do in defining the value judgment term?

- (a) Define the thing that is being evaluated.
- (b) Define the figurative ground over which evaluation is being made.
- (c) Clarify whether this is a singular or a comparative value judgment.
- (d) Provide a source of criteria to use in evaluating the value object.

*Answer: D; Page: 43; Difficulty: 2; Skill: Conceptual*

3-12 "The Federal Government should implement a program which guarantees employment opportunities for all U.S. Citizens in the labor force," is an example of a proposition of

- (a) fact.
- (b) value.
- (c) policy.
- (d) definition.

*Answer: C; Page: 43; Difficulty: 3; Skill: Applied*

3-13 The term "should" most commonly appears in propositions of

- (a) fact.
- (b) value.
- (c) policy.
- (d) definition.

*Answer: C; Page: 43; Difficulty: 1; Skill: Factual*

3-14 A standard dictionary can be useful in some instances for defining the terms of a proposition for argumentation. Which of the following is one of these uses?

- (a) You need to define the technical terms of the jargon used in field, such as "paradigm," to operationally define a policy term.
- (b) You need to define the relationship between the subject and predicate in a proposition of fact.
- (c) You need a list of synonyms for a vague or abstract value judgment term.
- (d) You need to clarify the use of the word "should" in a policy proposition.

*Answer: C; Page: 49; Difficulty: 1; Skill: Factual*

3-15 The definitional rule that states "phrase definitions so that the meaning is appropriate to the context of the argument," is known as the \_\_\_\_\_ rule.

- (a) adaptation
- (b) neutrality
- (c) specificity
- (d) clarity

*Answer: A; Page: 50; Difficulty: 1; Skill: Factual*

3-16 \_\_\_\_\_ terms require clarification because they have two or more equally correct meanings.

- (a) Vague
- (b) Technical
- (c) New
- (d) Equivocal

*Answer: D; Page: 51; Difficulty: 2; Skill: Factual*

3-17 "By education, I mean the publicly financed school system, including grades kindergarten through twelve" is a definition by

- (a) example.
- (b) synonym.
- (c) function.
- (d) negation.

*Answer: A; Page: 54; Difficulty: 3; Skill: Applied*

3-18 In *The Uses of Argument*, Stephen Toulmin defines a "claim" as a statement that expresses a specific position or some doubtful or controversial issues that the arguer wants the audience to accept. This illustrates the technique of definition known as

- (a) example.
- (b) operation.
- (c) synonym.
- (d) authority.

*Answer: D; Page: 54; Difficulty: 2; Skill: Applied*

3-19 “By a six-day academic week, I mean a schedule in which four-credit classes will meet for one hour and forty-five minutes and courses will be blocked in a Monday-Wednesday-Friday or a Tuesday-Thursday-Saturday pattern,” illustrates which technique of definition?

- (a) Example
- (b) Operation
- (c) Synonym
- (d) Authority

*Answer: B; Page: 55; Difficulty: 3; Skill: Applied*

3-20 This type of argument specifies how something should be classified or understood.

- (a) Definitional argument
- (b) Presumption argument
- (c) Inherency argument
- (d) Functional argument

*Answer: A; Page: 56; Difficulty: 1; Skill: Factual*