Review Comments
Identifying the point of view being advanced and the reasons given in support.

—**Terminology:** reasons given in support: <u>premises</u> point of view being supported: <u>conclusion.</u> Identifying the main conclusion and supporting premises in a longer essay is more an art than a science. There might be many different interpretations that are all adequate. But that doesn't mean **every** interpretation is as good as every other interpretation. For example, the claim that <u>the smoke inhaled by bystanders contains the same cancer-causing substances as the smoke inhaled by smokers</u> is a poor candidate for the main conclusion of the second essay we dealt with in the first CR workshop, because this claim is used to support another claim. It is not the claim that is supported by the remainder of the essay.

—**Keypoint**: Identifying the conclusion is not necessarily identifying the "most important point." It is a matter of seeing what is supported by the remainder of the passage. When you are discussing whether a particular point is the conclusion of the main argument in an editorial, other argumentative passage, ask whether it is used to support some other statement, If so, it is probably a premise supporting a conclusion. Keep asking: "What supports what?' Sometimes, particularly in editorials, the editorial writer is implicitly supporting a policy—some kind of change or action.   In these cases it is plausible to see this policy position as a conclusion, even when it is not explicitly stated.

I Discussion of Chapter Two: Exercise 2.1
A. Plenary (Full Group) discussion of Ex 2.1, #1,#3,#13 as *samples.*(They weren't assigned)
2.1 #1 Any friend of mine deserves my respect. Ed is a friend of mine. Therefore, Ed deserves my respect.
#3 If your mind were organized, your desk would be organized . Your desk isn't organized. It follows that your mind is organized.
13 Capital punishment should be abolished. This is so because a nonwhite murderer whose victim is white is much more likely to be executed than a white murder whose victim is either white or nonwhite. If that is the case, then either this kind of discrimination should be eliminated or the death penalty should be abolished. Unfortunately, this kind of discrimination cannot be eliminated.

B. **(Individually)** compare your answers for the even-numbered exercises to those in box below. Circle any of your answers that are different.
C. Discuss with a classmate in your group any arguments about which you are unsure.
D. **(Small Group)** Discuss you experience in finding an argumentative passage for the last CR workshop and picking out the main point (in the sense of a conclusion) for today's assignment. What kind of arguments deductive, convergent, inductive or other did you identify.
E. **Plenary discussion**

Answers to Exercise 2.1, even numbers.

The conclusion of each argument is indicated below. The remaining statements are premises.
2. Conclusion: Abortion raises serious moral questions.
4. Conclusion: Her biological parents should not reclaim her.
6. Conclusion: The computer will alter society in many unpredictable ways.
8. Conclusion: *National Geographic* magazine should be banned.
10. Conclusion: Biology should be well supported.
12. Conclusion: You should avoid having a child.
14. Conclusion: If capital punishment deters potential murderers, then it should be inflicted.
16. Conclusion: We (America) will suffer from a growing deficit.

II A. Plenary Discussion of Principle of Charitable Interpretation: When more than one interpretation of an argument is possible the argument should be interpreted so that the premises provide the strongest support for the conclusion

Sample   *If you buy a fur coat, then you are supporting the fur industry. If you are supporting the fur industry, then you are encouraging cruel treatment of animals. If you buy a fur coat, you are encouraging cruel treatment of animals.*

B. In small group reconstruct the argument in the following two passages in accordance with the Principle of Charitable Interpretation:

1) Every person should avoid keeping loaded guns around the house. All those who have the capacity to kill should avoid keeping loaded guns around the house. Every person has the capacity to kill
2) Either the United States will tackle the real social ills that beset it or it will lose the "war on drugs." The United States will not tackle the real social ills that beset it. The United States will lose the war on drugs.

C. Plenary discussion of reconstructions.

III. A. Comments on Using Patterns for successful arguments in applying the Principle of Charitable Interpretation. How do we use argument patterns to identify premises and conclusions?   (One thing the Principle of Charitable Interpretation tells you: try to interpret premises and conclusion so that the argument fits a pattern.) Applying the patterns listed on the next page to Sample argument in II above.

B. In your **small group,** apply the patterns to IIB 1 and 2 above.

C. Plenary discussion of reconstructions.

D. Reconstruct the following passage in standard form and write the pattern

Guns and Free Discourse

The Second Amendment guarantee to bear arms is no less clear than the First Amendment guarantee of free expression. Gun control advocates overlook this similarity. Often the same person opposes censorship of controversial "art." But if artistic expression is constitutionally guaranteed, then so is gun ownership.

The courts have consistently ruled that the Constitution assures adults freedom of expression. Even though some might be offended, it is not enough that people find a work distasteful. Our Constitution guarantees the right to produce and view it. So, even though contemporary society suffers from too many guns, gun possession is similarly assured by our Constitution.

Argument in standard form   **Pattern**

Assignment for Friday, April 11 *Review* CR Ch. 2, *Read* CR chapter 3 to p. 61, *Submit* Chapter Two Exercise 2.2 even; Exercise 2.3 #2 b,d, f h,i,k; 2.3 #3 b,d; Exercise 2.4 #2

Some Common Argument Patterns

Argument Pattern	Example
I Modus Ponens (1) If A, then B. (2) A. ∴ B	(1) If I lie, then I'll be sorry. (2) I'll lie. _____ ∴ I'll be sorry.
ii. Disjunctive Argument (1) Either A or B. (2) Not A. ∴ B	(1)Either I should jog or I should diet. (2) I should not jog. _____ ∴ I should diet.
iii. Modus Tollens (1) If A, then B. (2) Not B. ∴ Not A	(1) If you study, then you learn. (2) You didn't learn. _____ ∴ You didn't study.
iv. Hypothetical Argument (1) If A, then B. (2) If B, then C. ∴ If A, then C.	(1) If I pay now, then I'll save. (2) If I'll save, then I'll have money later. _____ ∴If I pay now, then I'll have money later.
v. Chain Argument (1) A. (2) If A, then B. (3) If B, then C. ∴ C.	(1) The whole group is coming. (2) If the whole group is coming, then we'll need more refreshments. (3) If we'll need more refreshments, then we'll have to go to the store again . ∴ We'll have to go to the store again**.**
vi Predicate Instantiation **(1) All P_1 's are P_2's** **(2) m is a P_1 .** ∴ **m is a P_2**	(1)All good teachers are sensitive to the needs of students (2) Jones is a good teacher. _____ ∴ Jones is sensitive to the needs of students
vii Universal Syllogism **(1) All P_1's are P_2's.** **(2) All P_2 's are P_3's.** ∴ **All P_1's are P_3 's.**	(1) All good teachers treat students with respect. (2) All who treat students with respect listen to students. _____ ∴ All good teachers listen to students.