

that to get the students talking about what constitutes ethical behavior, particularly as it relates to discourse ethics.

While news and opinion programs of ABC, CBS, NBC, Fox, and CNN are obvious sources of material, we recommend using ESPN's *Around The Horn*, which refers to itself as "the show that scores the arguments," for two reasons. First, it demonstrates that argument occurs in a variety of context. Second, the issues discussed are such that students' political and moral beliefs do not get in the way of their learning what you are trying to teach.

Links to web resources for this lecture launcher:

Around The Horn podcast:

<http://sports.espn.go.com/espnradio/podcast/archive?id=2870570>

Learning Activities

1. Discuss the advantages and disadvantages of using argumentation as a means of influencing the belief and behavior of others. How will the advantages of argumentation improve your ability to communicate your views in a controversy? How will you overcome the limitations 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 advantages, the other on disadvantages, and both leading discussion of how limitations can be overcome. 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:
 - 40% identification of advantages
 - 40% identification of disadvantages
 - 20% how limitations might be overcome
2. Choose an editorial or opinion essay such as the "My Turn" piece in *Newsweek* that you perceive to be an effective piece of argumentation and respond to the following questions:
 - A. Why is this an example of argumentation? How is it instrumental communication?
 - B. What resources of reasoning and proof are used to develop the author's opinion?
 - C. What evidence do you have that the author of the argument is fulfilling the ethical responsibilities of arguing?
 - 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 article to classmates so they can read it before coming to class. If you use the Lecture Launcher on Ethical Behavior, do not assign this activity.
 - Even if you used the Lecture Launcher on Ethical Behavior, 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 stimulus material. If you do this, parse points as follows:
 - 30% why is it an example of argumentation, how is it instrumental
 - 40% what proof and reasoning are used by the author
 - 30% what evidence of ethical behavior do you find

3. Think about your most strongly held opinions. Upon what are these based, the central or peripheral route in the Elaboration Likelihood Model? Examine the sources of these beliefs for evidence of reasoning, emotions, prejudices, tradition, or authority figures.
 - This activity needs to be used with some care, since discussing it in class requires fairly high levels of disclosure among strangers early in the semester. Remember this is argumentation, not interpersonal communication, and use this activity as a vehicle to promote personal reflection and introspection.
4. Choose a current, widely discussed controversy. Find an editorial cartoon about the controversy as well as a fully developed opinion piece on the subject. Discuss how the cartoon is an example of the peripheral route of the Elaboration Likelihood Model and how the fully developed piece is an example of the central route.
 - This activity is a good alternative to #3 if you are concerned about the level of disclosure it involves at an early point in the semester. 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 article to classmates so they can read it before coming to class. If you use the Lecture Launcher on the ELM, do not assign this activity.
5. Develop a code of ethical standards for your argumentation class. What will you consider to be ethical and unethical behaviors? How will it accommodate cultural differences?
 - Assign this activity as an essay, and then have students read their essays in class. This avoids the problem of the pressure for reaching an easy consensus that sometimes exists in groups, and gets everyone involved and thinking. Discuss the similarities and differences in ethical standards suggested by the essays, and the problems that differences in expectations among the members of real-world audiences pose for arguers. If your syllabus includes in-class participation as one factor in determining a student's grade in the course, score this activity on a pass-fail basis with the primary basis for failure being not completing the assignment or taking it seriously.

True or False

1-1 Arguments exist all around us in everyday communication.

Answer: T; Page: 3; Difficulty: 1; Skill: Factual

1-2 Argumentation is a form of instrumental communication.

Answer: T; Page: 3; Difficulty: 1; Skill: Factual

1-3 Argumentation relies on reasoning and proof to influence behavior.

Answer: T; Page: 3; Difficulty: 1; Skill: Factual

1-4 The Elaboration Likelihood Model suggests we process all persuasive messages that we receive in the same way.

Answer: F; Page: 4; Difficulty: 2; Skill: Factual

1-5 Argumentation and persuasion are two unrelated forms of communication.

Answer: F; Page: 4; Difficulty: 1; Skill: Factual

1-6 Argumentation follows the peripheral route of the Elaboration Likelihood Model, because when you engage in argumentation, you depend upon a simple cue to get your message across to the audience.

Answer: F; Page: 4; Difficulty: 2; Skill: Factual

1-7 Argumentation treats people as rational beings who can make decisions when given sufficient reasons.

Answer: T; Page: 5; Difficulty: 3; Skill: Conceptual

1-8 Argumentation, like all forms of communication, is rule governed behavior.

Answer: T; Page: 5; Difficulty: 2; Skill: Factual

1-9 The self sometimes serves as the audience for argument.

Answer: T; Page: 6; Difficulty: 1; Skill: Factual

1-10 The rules of engagement for argumentation specify how much precision an arguer must use in constructing arguments and what mode of resolution will be used to determine the outcome of arguing.

Answer: T; Page: 6; Difficulty: 2; Skill: Factual

1-11 The rules of engagement for argumentation specify what delivery techniques the arguer is expected to use.

Answer: F; Page: 6; Difficulty: 2; Skill: Factual

1-12 A key factor in being successful as an arguer is discovering what an audience expects and how knowledgeable they are on a topic.

Answer: T; Page: 6; Difficulty: 1; Skill: Factual

1-13 Argumentation was first developed as a formal study by the ancient Greeks.

Answer: T; Page: 7; Difficulty: 1; Skill: Factual

1-14 The three theoretical perspectives from which argumentation can be understood are referred to as the rhetorical, deontological, and logical perspectives.

Answer: F; Page: 7-8; Difficulty: 1; Skill: Factual

1-15 Arguers have an obligation to practice ethical communication.

Answer: T; Page: 14; Difficulty: 1; Skill: Factual

1-16 An ethical arguer accurately and honestly reports facts and opinions.

Answer: T; Page: 16; Difficulty: 1; Skill: Factual

1-17 You need to be careful in choosing the words or symbols you use, because they have such concrete meanings that members of your audience will assign the same meaning to them.

Answer: F; Page: 16; Difficulty: 1; Skill: Conceptual

1-18 When you engage in argumentation, you risk having your beliefs challenged.

Answer: T; Page: 19; Difficulty: 1; Skill: Factual

1-19 In argumentation, probable truth may be found only on one side of a controversy.

Answer: F; Page: 19; Difficulty: 2; Skill: Conceptual

1-20 One drawback of argumentation is that changing belief or behavior through the process of argument is time consuming.

Answer: T; Page: 19; Difficulty: 2; Skill: Conceptual

Multiple Choice

1-1 Which of the following is NOT a characteristic of argumentation?

- (a) It is a form of expressive communication.
- (b) It is a form of instrumental communication.
- (c) It relies on reasoning and proof to influence belief or behavior.
- (d) It uses written and spoken media.

Answer: A; Page: 3; Difficulty: 1; Skill: Factual

1-2 The goal of argumentation is to

- (a) study rhetorical theory.
- (b) sell goods and services.
- (c) change belief or behavior.
- (d) get a candidate elected.

Answer: C; Page: 3; Difficulty: 3; Skill: Conceptual

1-3 How does persuasion differ from argumentation?

- (a) Argumentation focuses on how to appeal to the rational side of human nature.
- (b) Some persuasive messages place more emphasis on emotional appeals.
- (c) In persuasion, receiver psychology is important in determining the outcome of the message.
- (d) All of the above

Answer: D; Page: 4; Difficulty: 2; Skill: Factual

1-4 We say that one characteristic of argumentation is that it is “rule-governed communication behavior.” In this course, you are learning the communication rules for using proof and reasoning so that you can become a proficient arguer. Which of the following best describes this rule-governed communication behavior?

- (a) It is field-dependent, you can use the rules of argumentation in a limited number of fields.
- (b) It is field-invariant, you can use the rules of argumentation across all fields in our society.
- (c) It is based on the cultural perception that the welfare of those in the field is the most important outcome of argumentation.
- (d) It adopts the feminist perspective that we should use argumentation to become “connected knowers.”

Answer: B; Page: 5 and 23; Difficulty: 3; Skill: Conceptual

1-5 We are going to have in-class debates, and as a member of the audience, you will be asked to “write a ballot” expressing your view as to which debater offers the best case, the most compelling reasons. As a member of the audience, how are you characterized in this use of argumentation as instrumental communication?

- (a) You are seeking knowledge about the topic.
- (b) You are acting as an impartial judge.
- (c) You are engaging in an internal dialog about the pros and cons of what you hear.
- (d) All of the above

Answer: B; Page: 6; Difficulty: 2; Skill: Applied

1-6 The Greeks termed the humane discipline, grounded in choice, that was designed to persuade the listener

- (a) rhetoric.
- (b) procedure.
- (c) dialectic.
- (d) argumentation.

Answer: A; Page: 7; Difficulty: 1; Skill: Factual

1-7 The ability to find, in a given situation, all the means to persuade and audience to believe a proposition is what Aristotle termed

- (a) rhetoric.
- (b) dialectic.
- (c) logic.
- (d) pragma-dialectic.

Answer: A; Page: 7; Difficulty: 1; Skill: Factual

1-8 The rhetorical perspective on argument and audience

- (a) explores how we use communication to influence or change people in situations where they have choices to make.
- (b) explores argumentation as a series of formal rules for distinguishing sound arguments from unsound ones.
- (c) explores the structure of conversations in which people offer and analyze reasons.
- (d) explores the ethics of the practice of argumentation.

Answer: A; Page: 7; Difficulty: 1; Skill: Factual

1-9 The dialectical perspective on argument and audience

- (a) explores how we use communication to influence or change people in situations where they have choices to make.
- (b) explores argumentation as a series of formal rules for distinguishing sound arguments from unsound ones.
- (c) explores the structure of conversations in which people offer and analyze reasons.
- (d) explores the ethics of the practice of argumentation.

Answer: C; Page: 8; Difficulty: 1; Skill: Factual

1-10 The logical perspective on argument and audience

- (a) explores how we use communication to influence or change people in situations where they have choices to make.
- (b) explores argumentation as a series of formal rules for distinguishing sound arguments from unsound ones.
- (c) explores the structure of conversations in which people offer and analyze reasons.
- (d) explores the ethics of the practice of argumentation.

Answer: B; Page: 8-9; Difficulty: 1; Skill: Factual

1-11 A series of formal rules for distinguishing sound arguments from unsound ones is found in

- (a) rhetorical theory.
- (b) the dialectical perspective.
- (c) the logical perspective.
- (d) persuasion.

Answer: C; Page: 8-9; Difficulty: 2; Skill: Factual

1-12 The arguer concerned with assuring the welfare of the greatest number of people rather than being bound by an absolute standard of right and wrong is practicing

- (a) deontological ethics.
- (b) enlightenment ethics.
- (c) teleological ethics.
- (d) the doctrine of perspicuity.

Answer: C; Page: 13-14; Difficulty: 2; Skill: Conceptual

1-13 Which single ethical standard seems to be common across all cultures?

- (a) The feminist perspective which suggests that men engage in mono-causal reasoning.
- (b) The African perspective which suggests that reasoning belongs to all members of the community.
- (c) The dialogic perspective which suggests that argumentation is best thought of as a conversation.
- (d) The orientation towards telling the truth.

Answer: D; Page: 15; Difficulty: 1; Skill: Factual

1-14 As an arguer, you are concerned that you do not mislead or deceive those in your audience with your language choices, your organization of ideas and reasoning, or your use of extraneous information. Your concern is reflected by which ethical standard?

- (a) Clarity
- (b) Efficiency
- (c) Honesty
- (d) Relevance

Answer: A; Page: 15-16; Difficulty: 1; Skill: Factual

1-15 When an arguer prepares arguments thoroughly, investigating both sides of a controversy, he is upholding the ethical standard of

- (a) clarity.
- (b) honesty.
- (c) efficiency.
- (d) relevance.

Answer: B; Page: 16; Difficulty: 1; Skill: Factual

1-16 This ethical standard especially emphasizes your competence as an arguer because rambling, poorly developed arguments will probably not help you involve your audience. In which standard is involving your audience in your reasoning process a key to ethical behavior?

- (a) Clarity
- (b) Efficiency
- (c) Honesty
- (d) Relevance

Answer: B; Page: 17; Difficulty: 1; Skill: Factual

1-17 Understanding the cultural differences of members of an audience so they can be bridged is part of the ethical standard of

- (a) clarity.
- (b) honesty.
- (c) efficiency.
- (d) relevance.

Answer: D; Page: 18; Difficulty: 2; Skill: Factual

1-18 When an arguer respects the rights of other arguers and the audience, he is practicing

- (a) teleological ethics.
- (b) discourse ethics.
- (c) ontological ethics.
- (d) logical positivism.

Answer: B; Page: 18; Difficulty: 2; Skill: Conceptual

1-19 You know that those who make up the audience for your arguments have a variety of religious traditions, including Christianity, Islam, Judaism, Wicca, and Native American spiritual traditions. Which ethical standard will you need to be especially conscious of because of its importance when addressing a diverse audience, such as one with a variety of religious beliefs?

- (a) Clarity
- (b) Efficiency
- (c) Honesty
- (d) Relevance

Answer: D; Page: 18; Difficulty: 2; Skill: Applied

1-20 If your approach to argumentation is to use the basic principles of discourse ethics, which of the following principles are you likely to employ?

- (a) You will be concerned with the “attitude” you and the other participants have towards argumentation.
- (b) You and the other participants will be especially concerned with respecting “the process of dialog” so that each of you will behave ethically as you engage in argumentation.
- (c) You and the other participants will be concerned about the possible consequences that may result from your argumentation.
- (d) All of the above

Answer: D; Page: 18-19; Difficulty: 2; Skill: Conceptual