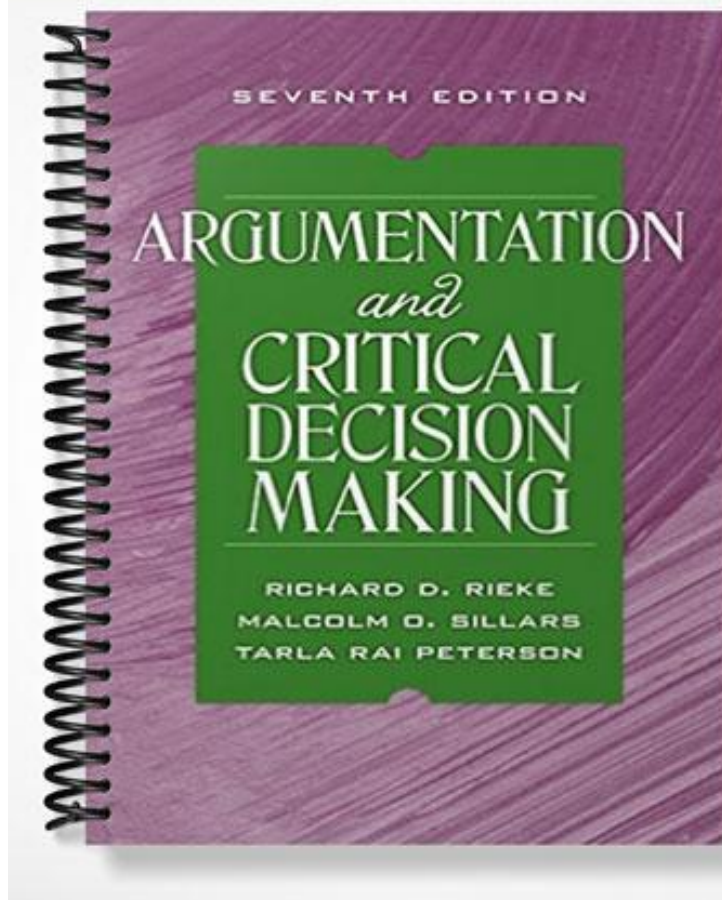


TEST BANK



Instructor's Manual and Test Bank

for

Argumentation and Critical Decision Making

Seventh Edition

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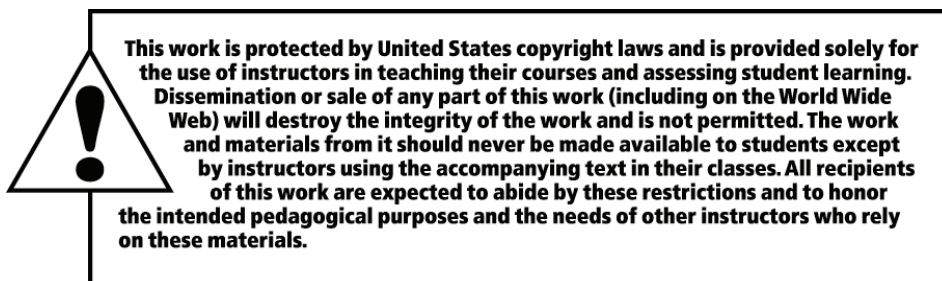
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Allyn & Bacon
is an imprint of



www.pearsonhighered.com

ISBN-10: 0-205-62776-5
ISBN-13: 978-0-205-62776-9

CONTENTS

| | |
|---|----|
| Preface | v |
| Part I: Course Plans | 1 |
| Analysis of Argument | 7 |
| Argumentation and Law | 13 |
| Argumentation: Service Learning Section | 17 |
| Theories of Argumentation | 26 |
| Part II: Teaching Individual Chapters | 31 |
| Chapter 1 | 31 |
| Chapter 2 | 35 |
| Chapter 3 | 38 |
| Chapter 4 | 43 |
| Chapter 5 | 48 |
| Chapter 6 | 52 |
| Chapter 7 | 56 |
| Chapter 8 | 59 |
| Chapter 9 | 63 |
| Chapter 10 | 66 |
| Chapter 11 | 69 |
| Chapter 12 | 72 |
| Chapter 13 | 75 |
| Chapter 14 | 78 |
| Chapter 15 | 81 |
| Chapter 16 | 84 |
| Part III: Course Activities | 87 |
| Written Assignments | 87 |
| Speeches | 92 |
| Debates | 93 |
| Legal Argument | 96 |
| Conferences | 97 |

PREFACE

This Instructor's Guide accompanying Argumentation and Critical Decision Making is intended to make the text more practical. We hope it will help make your argumentation course interesting and useful to your students.

The guide is divided into three parts. The first part provides sample course plans for an introductory course (including one with service learning), a course in legal argumentation, and a 'theories of argumentation' course. The second part contains a chapter-by-chapter discussion, of teaching suggestions and sample multiple-choice and essay questions. The answers to the multiple-choice questions are provided. The third part presents further written and oral activities for in-class and outside of class projects.

In putting together this Instructor's Guide, we have had the generous help of our colleagues at the University of Utah and across the country: Joseph Anderson, U. of Utah, Danielle Endres, U. of Utah, Norman Elliott, U. of Utah, Patricia Ganer, Cypress College; Marouf Hassian, Jr., U. of Utah,; Jerie McArthur, Macalester College; James W. Pratt, University of Wisconsin-River Falls; Jack Rhodes, Miami University, Ohio; Barbara Sharf, University of Illinois-Circle Campus; Alan Sillars, University of Montana; and David Thomas, University of Richmond

As we have discovered by reviewing the syllabi and assignments of our colleagues, each instructor has his or her own way of approaching the course. This Instructor's Guide combines the materials from a number of colleagues with our own materials. You may not want to use our materials exactly as we present them, however, we hope they will be adaptable to your needs.

Richard D. Rieke
Malcolm O. Sillars
Tarla Rai Peterson

PART I

COURSE PLANS

The following are five course plans you can adjust to meet your particular needs. All are for one-semester, three class meetings per week courses. The first two are different approaches to the basic course in argumentation.

The third is for a course in Argumentation and Law. The fourth syllabus is for an introduction to argumentation taught as a service learning course. The fifth syllabus is for an advanced course in theories of argumentation designed for communication majors.

It is common for specific emphases to develop even in a general course on argumentation. For instance, many instructors use formal debates as a primary vehicle to teach Introduction to Argumentation. If your course has this emphasis, you will want to substitute formal debates on fact, value, and policy claims for some of the more informal assignments in that syllabus. In many universities pre-law students make up a significant proportion of the people in the Introduction to Argumentation course. In such a case, you may want to use a syllabus more like Argumentation and Law, or you might add more legal exercises into the Introduction to Argumentation syllabus; possibly the Mock Trial. Some instructors prefer campus topics such as intercollegiate athletics, fraternities and sororities, library policies, and grading. Others like to emphasize political topics, particularly in an election year.

You need to assess the needs and interests of the students and adapt to them. Syllabi should reflect your judgment of the needs of the students. Therefore, these proposed syllabi are mostly for illustrative purposes.

ANALYSIS OF ARGUMENT ¹

REQUIRED TEXT:

Rieke, Richard D., Malcolm O. Sillars, and Tarla Rai Peterson. *Argumentation and Critical Decision Making*. 7th ed. Boston: Pearson/Allyn and Bacon, 2009.

COURSE DESCRIPTION

This course offers an introduction to the theory and practice of argumentation. Analysis of argument emphasizes the process of argument construction, evaluation, and decision-making. Students will be involved in projects that require attention to all of these elements of argument. Further, this course explores the important public dimension of argumentation and advocacy, recognizing skill in advocacy as a fundamental element of effective democracy and self-government. Students will learn to recognize argumentative discourses in numerous spheres of argument and be involved in the production and analysis of specific communicative messages.

This course involves three learning environments: lectures, discussion, and evaluation. Lectures will introduce the terms and concepts of argument, provide information about argument theory, and will involve case studies and examples. Discussions will emphasize activities of argument production, and offer opportunities to seek interconnection with your other coursework and extension to the “real world” of your attitudes, values, and practices. Finally, evaluation is how I will assess your learning. Evaluation will include a midterm, a final, and participation.

¹ We are grateful to our colleague Danielle Endres for permission to print this syllabus.

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COURSE GOALS

- To understand and use the vocabulary of argumentation and to learn significant components of argument theory
 - To analyze and evaluate the quality of arguments in context and produce arguments with increasing sophistication and efficiency
 - To integrate practices of argument in the context of community issues, academic work, and personal beliefs
 - To promote effective argumentation as a way to understand others and to promote dialogue and dispute resolution
 - To assess and appreciate the value of argument as an essential and valuable communication practice
 - To build your skills in research, quantitative and qualitative reasoning, problem solving, decision-making, and advocacy
- **Academic (Dis)Honesty**– The *Student Code* spells out specific rights of students in the classroom. The *Student Code* also specifies proscribed conduct, including cheating on exams, collusion, and plagiarism. Students found guilty of academic dishonesty can receive an “E” for the assignment or the course, and other disciplinary action may be taken. Plagiarism includes intentional submission of someone else’s work without credit, in part or as a whole; misuse of citations to conceal a source; and similar behaviors. Please meet with me immediately if you are unclear as to what constitutes plagiarism.

COURSE POLICIES

- **Learning Environment** – The success of this course, like any communication event, depends on mutual respect. Being respectful of others (of their spoken and written discourses) does not necessarily imply agreement or consent. However, it does oblige all of us to take each other’s positions seriously, and it obliges us to be responsible for our choices in language. We can expect that our class will involve a clash of heated and controversial positions. It is necessary that we all operate according to an ethic of respect. Thus, any and all *responsible* positions are welcome. Of course, the relative responsibility of a position is always open to public interpretation and debate. While consensus might be achieved, it is certainly not always our ultimate goal.

As a basic courtesy, I ask that cell phones be turned off (not just silenced) and you do not use your laptops in class.

- **Attendance** – Regular attendance is crucial to adequate performance in this course. Attendance at all class meetings and Friday discussion sections will prepare you for formal assignments and will determine your participation grade. Absences are permitted only in unavoidable circumstances: serious illness, family emergencies, religious observations, and official University sponsored activities. Please inform me well in advance if you must miss class. If your absence is unavoidable, I will schedule a time and place for you to make up work that you have missed.
- **WebCT**– This course makes use of the online supplements provided by Web Course Tools (WebCT). If you are not familiar with WebCT, spend some time cruising the site

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for more information. It is your responsibility to keep abreast of updates at the WebCT site.

COURSE ASSIGNMENTS

This is a fast pace course, geared toward students motivated to learn about argument, language, and culture. However, no prior knowledge of argumentation is assumed.

- **Participation:** 20% of your final grade. The instructor and TA will keep a record of attendance and your level and quality of participation in lectures. Additionally, there will be five unannounced “pop” quizzes or in-class assignments throughout the course of the semester. I will drop the quiz or in-class assignment with the lowest score. Your final participation grade will be determined from the record of attendance, your quality of participation, and your grades on the pop quizzes and in-class assignments.
- **Discussion Section:** 20% of your final grade. The Friday discussion section provides a crucial opportunity to work through the theories and concepts presented in lectures. You are required to attend and participate fully in these discussion sections. Your TA will assign your final discussion grade. Your TA will provide more details on how he/she will determine this grade.
- **Midterm Exam:** 30% of your final grade. The midterm exam will be a combination of multiple choice, matching, true/false, fill in the blank and short answer questions. I do not grade exams on a curve.
- **Final Exam:** 30% of your final grade. The midterm exam will be a combination of multiple choice, matching, true/false, fill in the blank and short answer questions. The final exam will be cumulative, meaning it will test you on concepts and theories from the entire course not just the second half after the midterm. I do not grade exams on a curve.

GRADING SCALE

| | | | |
|-------------|-------------|-------------|-----------|
| | A = 100-94% | A- = 93-90% | |
| B+ = 89-87% | B = 86-84% | B- = 83-80% | |
| C+ = 79-77% | C = 76-74% | C- = 73-70% | |
| D+ = 69-67% | D = 66-64% | D- = 63-60% | E = 59% ↓ |

Grading Concerns: Your questions and concerns about evaluation are important. If you are concerned with your performance on a particular assignment, contact me so that we can discuss the issue. If you are concerned with a grade and perceive an error, please come prepared to present a well-detailed case for a change in grade and to draw connections between your *performance* and the stated assignment goals. Effort and ability play a role in your performance in class, but ultimately it is *the performance of the finished product* that will determine your grade on a given assignment. You should also recognize that a performance must exceed the minimum requirements and stated expectations of an assignment in order to earn a grade that exceeds the average. Our conversation on your concerns will likely emphasize the necessary steps for future improvement as much as a critical reexamination of previously evaluated work.

COURSE SCHEDULE (subject to change if necessary)

Assigned readings should be completed BEFORE the class session for which they are listed!