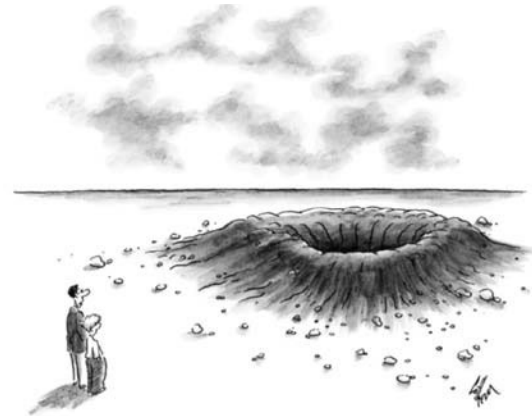
CHAPTER 3

Argument

Suppose that you and some other reasonable person find yourselves divided over an issue, say what rules should apply to trials of people accused of international terrorism. One of you is of the opinion that such cases should be tried under international law, and the other person thinks that such cases should be tried under the laws of the nation that has suffered a terrorist attack. What do reasonable people do when they recognize they are divided over an issue? They argue. In this chapter, we introduce and develop the concept of an argument as at once a product of critical thinking and an object to which critical thinking is applied.

The word "argument" is ambiguous. For clarity, we center on one of its conventional meanings and set aside the other as outside our focus of primary concern. In this book, we are primarily concerned not with the sense of the word "argument" in which two people *have* an argument, but rather with the sense in which an individual person *makes* or *offers* an argument. In this sense, an **argument** can



"This is where your mother and I had our first argument."

be defined as a composition primarily intended to persuade by appealing to a person's reasoning capacity. This gives the referential criteria of the word "argument" (in the sense of making an argument) by reference to function. We can also define this concept by reference to compositional structure, as follows: An argument is a composition consisting of a set of claims, one of which is understood or intended to be supported by the other or others. The two definitions fit together nicely because the structure suits the function. If you want to persuade by appealing to someone's reasoning capacity, compose a series of claims, with the one you want the person to believe supported by the others. So we can combine the two definitions as shown in Definition 3.1.

DEFINITION 3.1 | Argument

A composition primarily intended to persuade by appealing to a person's reasoning capacity and consisting of a set of claims, one of which is understood or intended to be supported by the other or others

In what follows, we use both parts of this definition. The functional part of the definition serves as a basis for argument identification. The structural part of the definition serves as a basis for argument analysis.

Our study of argument can be divided into four main skill areas: identification, analysis, evaluation, and design and construction. Argument identification is about recognizing arguments and telling them apart from other sorts of material. Argument **analysis** is about taking arguments apart to understand how they are put together and designed to work. Argument evaluation involves appraising their strengths and weaknesses. And argument design and construction is about generating original arguments of our own.

Here is a simple example of an argument: International legal institutions cannot be relied upon to bring international terrorists to justice. And international terrorists are not entitled to the protection of the U.S. Constitution or Bill of Rights. Therefore international terrorists should be tried in secret by U.S. military

tribunals. "International terrorists should be tried in secret U.S. military tribunals" is the claim the other claims are intended to support and establish. For the purposes of our study of critical thinking, the relationships of support are the ones that matter. We want to focus on the argumentative structure of the composition—rather than its grammatical structure. If we wanted to, we could combine all three claims in the preceding argument into a single sentence. "Since we can't rely on international legal institutions to bring international terrorists to justice, and the U.S. Constitution and Bill of Rights don't apply to international terrorists, they should be tried in secret by U.S. military tribunals." So here is a point to bear in mind as you proceed: although the grammatical structure of a passage is *sometimes* a good guide to its argumentative structure, it's the argumentative structure (*regardless of* its grammatical structure) that we want to get at.

ARGUMENT IDENTIFICATION

Arguments are compositions in language, which as you know is an immensely flexible medium of expression. Open any magazine or daily newspaper and you will find a variety of material composed in language, including some arguments. Listen in on any conversation and you will hear many things going on, quite possibly including argumentation. It is not difficult to identify cases of verbal conflict, especially when you are involved. But identifying arguments, in the sense relevant to our purposes, can be more difficult, especially when they are embedded in larger, more complex contexts. This is partly because recognizing arguments involves recognizing the speaker's or the writer's intentions, and speakers and writers can have complex intentions that they do not always make clear in what they write and say.

Distinguishing arguments from explanations, jokes, greetings, narratives, or instructions is a matter of discerning the author's intentions to persuade by appealing to reason. Sometimes it is clear that the author is trying to persuade in this way. In that case, the author has unmistakably put forward an argument. Sometimes it is clear that the author is trying to do something other than persuade by appealing to reason. In that case, what the author has put forward is not an argument. Sometimes an author may be trying to do two or more things at once, say, persuade by appealing to reason and amuse the reader. Sometimes it's just not clear what the author is trying to do.

We often make claims without arguing for them: Baseball is a popular sport in the United States. Football is generally played in the winter. Hockey is a popular sport in Canada. Basketball can be played inside or outside. Soccer is played throughout the world. Taken individually, these claims are nonargumentative. They just say what they say. Taken as a group, these claims are still nonargumentative. None of them is intended to support or establish any of the others, so they do not constitute an argument.

We also make claims when we are trying to explain things: The class on the history of music has been canceled for lack of enrollment. The horse was frightened by a snake in the grass. Last night's rain made the streets wet. These are explanatory claims. They help explain something: the cancellation of the class, the

spooking of the horse, the wet pavement. They are, in other words, presumably intended to help someone understand something better.

The basic difference between such nonargumentative passages and arguments is one of intent or purpose. If people are interested in establishing the truth of a claim and offer evidence intended to do that, then they are making an argument. But if they regard the truth of a claim as nonproblematic, or as already having been established, and are trying to help us understand *why* it is the case (rather than *establish that it is* the case), then they are explaining. Thus, when we say, "The streets are wet because it rained last night," ordinarily we would not be trying to establish that the streets are wet. Presumably that fact is already apparent to any observer, so we would more likely be offering an explanation of how they got that way. But if we say, "You should take your umbrella today, because the weather forecast calls for rain," we would not understand the statement "you should take your umbrella" as an established truth, because advice like this ordinarily isn't offered to people we think are already convinced. In this case, we are more likely setting forth an argument.

In deciding whether a given passage is or is not presenting an argument, take care not to let your evaluative judgments, especially your immediate and negative ones, determine your decision. We have often seen students excluding passages from the category of arguments simply on the grounds that they find the passages unconvincing. "It sure doesn't appeal to *my* reasoning capacity, so I don't even recognize it as an argument." Remember that argument identification comes before argument analysis, which comes before argument evaluation. And remember that even a *bad* argument is an argument.

REVIEW EXERCISE 3.1 | Argument Identification *

Which of the following passages express or contain arguments? You can use either the functional or the structural parts of the definition of "argument" or both to make your determination.

	Argument Explanation Other	"A principle I established for myself early in the game: I wanted to get paid for my work, but I didn't want to work for pay." —Poet Leonard Cohen	Explain your answer:

	Argument Explanation Other	I object to lotteries, because they're biased in favor of lucky people.	Explain your answer:

	Argument Explanation Other	The most serious issue facing journalism education today is the blurring of the distinctions between advertising, public relations, and journalism itself.	Explain your answer:

	Argument Explanation Other	"Even the most productive writers are expert dawdlers, doers of unnecessary errands, seekers of interruptions—trials to their wives and husbands, associates, and themselves. They sharpen well-pointed pencils and go out to buy more blank paper, rearrange their office, wander through libraries and bookstores, change words, walk, drive, make unnecessary calls, nap, day dream, and try not 'consciously' to think about what they are going to write so they can think subconsciously about it." —Donald M. Murray, "Write before Writing"	Explain your answer:

	Argument Explanation Other	"Gentlemen of the jury, surely you will not send to his death a decent, hard-working young man, because for one tragic moment he lost his self-control? Is he not sufficiently punished by the lifelong remorse that is to be his lot? I confidently await your verdict, the only verdict possible: that of homicide with extenuating circumstances." —Albert Camus, *The Stranger*	Explain your answer:

	Argument Explanation Other	"It seems that mercy cannot be attributed to God. For mercy is a kind of sorrow, as Damascene says. But there is no sorrow in God; and therefore there is no mercy in him." —Thomas Aquinas	Explain your answer:

	Argument Explanation Other	I knew a guy once who was so influenced by statistics, numbers ruled his entire life! One time he found out that over 80% of all automobile accidents happen within 5 miles of the driver's home. So he moved!	Explain your answer:

	Argument Explanation Other	"Willy Loman never made a lot of money. His name was never in the paper. He's not the finest character that ever lived. But he's a human being, and a terrible thing is happening to him. So attention must be paid. He's not to be allowed to fall into his grave like an old dog. Attention, attention must be paid to such a person." —Arthur Miller, *Death of a Salesman*	Explain your answer:

ARGUMENT ANALYSIS

As we indicated earlier, argument analysis involves taking arguments apart into their structural elements so as to better understand how they are designed and intended to work. Argument analysis is a natural extension of argument identification, because argument identification already involves recognizing a set of claims as composed for a certain intended purpose.

PREMISES AND CONCLUSIONS

If an argument is a set of claims, some of which are understood or intended to support the other or others, then we may proceed to define two important basic concepts for both argument identification and argument analysis: the concepts of premise and conclusion. The **premises** of arguments are the claims offered in support of the conclusion. The **conclusion,** or **thesis,** is the claim that the premises are offered to support.

Thus far we have considered two simple arguments:

We can't rely on international legal institutions to bring international terrorists to justice, and the U.S. Constitution and Bill of Rights don't apply to international terrorists.

International terrorists should be tried in secret by U.S. military tribunals.

The weather forecast calls for rain.

You should take your umbrella today.

The solid line indicates the transition from supporting material to what the material supports, or from premise or premises to conclusion. Statements above the line are the premises; statements below the line are conclusions. We will call this line the **inference line.** The word **inference** refers to the step we take in our minds from the premise or premises to the conclusion. As soon as you recognize something as an argument, you are in position to take a positive first step in argument analysis: identify the conclusion. Make this a rule of thumb for argument analysis.

CRITICAL THINKING TIP 3.1 | Find the Conclusion

First Find the Conclusion

SIGNAL WORDS

As mentioned earlier, identifying arguments can be difficult, especially when they are embedded in larger contexts, because recognizing arguments involves recognizing the author's intentions. Similarly, identifying the premises and conclusion of an argument can be difficult, especially when we find them embedded in longer passages. If you read and listen carefully, however, you can pick up clues to the presence of arguments and to the identity of premises and conclusions in written or spoken discourse. One

TABLE 3.1 Conclusion Signals

- so
- therefore
- thus
- consequently
- it follows that
- as a result
- hence
- in conclusion
- shows that
- this entails
- this implies
- we may infer that

of the most important clues is the **signal word,** or signal expression. Speakers and writers can and often do signal their intentions by using a word or expression to indicate the presence of a premise or conclusion or relationship of support. Table 3.1 lists some of the words and phrases that conventionally indicate conclusions.

On first reading a passage, it is often useful to circle such signals when you run across them, especially if the passage you are reading is long and complex. Doing so alerts you to the crucial relationships of support within the passage and thus gives you "landmarks" to its argumentative structure.

> International legal institutions cannot be relied upon to bring international terrorists to justice. And international terrorists are not entitled to the protection of the U.S. Constitution or Bill of Rights. (Therefore,) international terrorists should be tried in secret by U.S. military tribunals.

Noticing the word "therefore" in the last sentence helps us locate the argument's conclusion, "International terrorists should be tried in secret by U.S. military tribunals." It also helps us recognize that the first two claims are offered as reasons or premises in support of that conclusion.

Just as "therefore" is conventionally used to signal a conclusion, there are several conventional ways to signal premises. Table 3.2 lists some of the words and phrases that conventionally indicate premises.

TABLE 3.2 Premise Signals

- since
- because
- for
- follows from
- after all
- due to
- inasmuch as
- insofar as

Again, in reading a passage, it can be quite useful to circle such expressions so as to locate and keep track of premises.

> (Since) we can't rely on international legal institutions to bring international terrorists to justice, and (because) the U.S. Constitution and Bill of Rights don't apply to international terrorists, they should be tried in secret by U.S. military tribunals.

In this passage, the words "since" and "because" introduce the premises that support the arguer's position in favor of secret military trials in cases of terrorism.

Having said this, we need to add two words of caution: first, a reminder about ambiguity. Many of the words conventionally used to signal arguments have other conventional applications. So you can't simply rely on the presence of the signal words listed here as a foolproof indication of the presence of an argument. For example, if we compare

> You should take your umbrella today, because the weather forecast calls for rain.

with

> The streets are wet because it rained last night.

we see that the first is an argument in which the word "because" introduces a premise but the second is an explanation. In the second, the word "because" introduces a claim whose intended function is not to *prove* or *establish* but rather to *explain* the wetness of the streets. "Because" and other such terms (like "since" and "for") are ambiguous in this way. Sometimes they indicate the presence of an argument, and sometimes they do not. Like most interpretive work, identifying arguments—and even recognizing an expression as an argument signal—is largely context dependent.

Second, many of the arguments you will encounter contain no signals. Sometimes you're just supposed to understand that an argument is being presented.

> Look, if we can't trust international law to convict terrorists, who don't deserve the protection of our Constitution or Bill of Rights anyway, why shouldn't they be tried in secret by the U.S. military?

This passage, in one sentence, still makes three claims. And evidently the passage is an argument, because one of the claims made in it is supported by the others. How can we tell this? Start by taking the sentence as a whole and ask yourself, What is its *point?*

REVIEW EXERCISE 3.2 | Find the Conclusion

Highlight the point of the passage:

> Look, if we can't trust international law to convict terrorists, who don't deserve the protection of our Constitution or Bill of Rights anyway, why shouldn't they be tried in secret by the U.S. military?

We expect that you will have zeroed in on the question at the end, "why shouldn't they [the terrorists] be tried in secret by the U.S. military?" Even though it is expressed in the grammatical form of a question, there is a claim being made

here: The terrorists *might as well* be tried in secret by the U.S. military. Now ask the natural next question, *Why* should we accept this claim? As soon as you ask this "why" question, you can see that the rest of the sentence is responding to your question with two additional claims: "We can't trust international law to convict terrorists," and "terrorists don't deserve the protections of our Constitution or Bill of Rights." In effect, the author has anticipated a challenge—naturally arising in the mind of any reasoning being—that a controversial claim be given some rational support and has tried to meet this challenge. These two additional supporting claims are therefore the argument's premises. Notice again that it is the argumentative structure, not the grammatical structure, that matters for our purposes in critical thinking. Notice also that in any passage of argumentative material, argument analysis boils down to simply figuring out what supports what.

REVIEW EXERCISE 3.3 | Argument Signals

Circle the signals and highlight the conclusions in the following passages:

1. Our whole class has to stay after school for an hour. So I'm going to need a ride home, because the bus leaves right after school.
2. Humans and many higher animals have similar neurophysiological structures. Humans and animals exhibit many of the same behavioral responses to stimuli. It is reasonable to suppose that animals feel pain and pleasure as we humans do.
3. "And he went from there, and entered their synagogue. And behold, there was a man with a withered hand. And they asked him, 'is it lawful to heal on the Sabbath?' so that they might accuse him. He said to them, 'what man of you, if he has one sheep, and it falls into a pit on the Sabbath, will not lay hold of it and lift it out? Of how much more value is a man than a sheep? So it is lawful to do good on the Sabbath'" (Matthew 12:9–12).
4. Two out of three people interviewed preferred Zest to another soap. Therefore Zest is the best soap available.
5. In the next century, more and more people will turn to solar energy to heat their homes because the price of gas and oil will become prohibitive for most consumers and the price of installing solar panels will decline.
6. People who smoke cigarettes should be forced to pay for their own health insurance since they know smoking is bad for their health; and they have no right to expect others to pay for their addictions.
7. It's no wonder that government aid to the poor fails. Poor people can't manage their money.
8. Even though spanking has immediate punitive and (for the parent) anger-releasing effects, parents should not spank their children, for spanking gives children the message that inflicting pain on others is an appropriate means of changing their behavior. Furthermore, spanking trains children to submit to the arbitrary rules of authority figures who have the power to harm them. We ought not to give our children those messages. Rather, we should train them to either make appropriate behavioral choices or to expect to deal with the related natural and logical consequences of their behavior.
9. Public schools generally avoid investigation of debatable issues and instead stress rote recall of isolated facts, which teaches students to unquestioningly absorb given information on demand so that they can regurgitate it in its entirety during testing situations. Although students are generally not

allowed to question it, much of what is presented as accurate information is indeed controversial. But citizens need to develop decision-making skills regarding debatable issues to truly participate in a democracy. It follows then that public schools ought to change their educational priorities to better prepare students to become informed responsible members of our democracy.

10. Ever since the injury to Jerry Rice, the Raider running game has been under pressure to produce. But since their win–loss record is best in the AFC West, we must conclude that the loss of Rice, while damaging to their overall offense, has not been devastating.
11. Late-night radio talk show host: I've heard more heart attacks happen on Monday than on any other day of the week, probably because Mondays mark a return to those stressful work situations for so many of you. So let's all call in sick this Monday, OK, folks, because we don't want any of you to check out on us.
12. Since capital punishment is a form of homicide, it requires a strong justification. Simple vengeance is not an adequate justification for homicide. Therefore, since there is no conclusive evidence that capital punishment deters violent crime, capital punishment is not justified.

DEEPER ANALYSIS

Recognizing that people generally require reasons to persuade them to accept a controversial claim, we set forth an argument. In the argument, additional claims are made in support of the claim we are trying to persuade people to accept. But these additional claims may be challenged as well. Recognizing this, authors often anticipate the need to supply further support for the premises of their arguments—in other words, to build in arguments for the premises of their arguments. Therefore arguments often call for analysis in depth, as layer upon layer of support may be required.

> International legal institutions, (because) they are fragile and poorly established, cannot be relied upon to bring international terrorists to justice. And international terrorists are not entitled to the protection of the U.S. Constitution or Bill of Rights, (because) these documents pertain only to U.S. citizens. (Therefore) international terrorists should be tried in secret by U.S. military tribunals.

Circling the signal words in the preceding passage helps us recognize several important features of this argument's structure. It enables us to notice first that the premise "international legal institutions cannot be relied upon to bring international terrorists to justice," has embedded in it an additional claim "they [international legal institutions] are fragile and poorly established." Once we see this, we can also recognize that this claim is intended to support the one it is embedded in. Similarly, we notice that the premise "international terrorists are not entitled to the protection of the U.S. Constitution or Bill of Rights" is now followed by a further supporting claim: "these documents [the U.S. Constitution and Bill of Rights] pertain only to U.S. citizens."

From this relatively brief example, you can already see that a great deal of complexity can be packed into a few words. So you can easily imagine what challenge might be involved in taking apart a large and complex argument and keeping track of all relationships of support among its many claims. In chapter 4 we give you a few tools for coping with this kind of challenge.

REVIEW EXERCISE 3.4 | Layers of Support *

Circle the signals, and then highlight the conclusions in the following passages. Next highlight the premises. Use a second color for premises that support the conclusion directly, and a third color for premises that support other premises. Supply a key for your color choices.

1. The mother-in-law can't be the murderer. The victim, a vigorous 200-pound athlete, was strangled by the murderer's bare hands. The murderer must have well-developed upper body strength. The mother-in-law is a frail 80-year-old woman.
2. Part of believing something is believing that it's true. So if I were to do an inventory of my beliefs, they'd all seem true to me. Or, to put it another way, if I knew something was false, I wouldn't believe it. So it doesn't really make sense for me to say that some of my beliefs are false.
3. I've been mistaken in the past. I've learned on numerous occasions, and pretty much throughout my life, that things that I believed to be true were really false. Why should it be any different now? So if I were to do an inventory of my beliefs, I probably wouldn't notice the false ones, but I'd still bet there are some in there somewhere.
4. "Nor is there anything smart about smoking. A woman who smokes is far more likely than her nonsmoking counterpart to suffer from a host of disabling conditions, any of which can interfere with her ability to perform at home or on the job. . . . Women who smoke have more spontaneous abortions, stillbirths, and premature babies than do nonsmokers, and their children's later health may be affected."[2]
5. "Since the mid-'50s, for example, scientists have observed the same characteristics in what they thought were different cancer cells and concluded that these traits must be common to all cancers. All cancer cells had certain nutritional needs, all could grow in soft agar cultures, all could seed new solid tumors when transplanted into experimental animals, and all contained drastically abnormal chromosomes—the 'mark of cancer.'"[3]

HIDDEN DEPTHS

In Chapter 1 we explained how important it is to be aware of the assumptions that may be involved in the reasoning being analyzed and that one important place to look for hidden assumptions is "underneath" the claims being made in the argument. We defined "presuppositions" as the kind of assumption that must be made for what is explicitly said to make sense. In this example, from one of the exercises at the end of Chapter 1, an argument is being made against the claim that extraterrestrials crash-landed at the United States Air Force Base at Roswell, New Mexico:

> If you were an alien and you were scoping out earthly terrain, the last place you'd go would be to one of the most highly fortified and tightly secured military installations in the United States.

Notice that this argument presupposes alien reasoning as essentially similar to human reasoning, in particular that aliens would be able to recognize a military installation as such if they saw one and that they would recognize such a place as dangerous and to be avoided.

REVIEW EXERCISE 3.5 | Hidden Presuppositions

What presuppositions can you identify in the argument from Review Exercise 3.2:

> Look, if we can't trust international law to convict terrorists, who don't deserve the protection of our Constitution or Bill of Rights anyway, why shouldn't they be tried in secret by the U.S. military?*

Presuppositions:

*This presupposes that we know who the terrorists are before they have been tried and before their guilt has been established in court.

Just as people sometimes put forward arguments without signals, leaving it up to the listener or reader to recognize the argument as such, so people often put forward arguments that aren't completely stated. Sometimes what's hidden is the part of the argument we want to find first. Sometimes it's the argument's point, or conclusion, that you're just supposed to understand. Suppose that you are standing in line at the polling place on Election Day, waiting to have your registration verified and receive your official ballot, and you overhear the official say to the person in front of you:

> "I'm sorry sir, but only those citizens whose names appear on my roster are eligible to vote, and your name does not appear."

Clearly there is something further implied here. The implied conclusion, which is evidently intended to follow from the two claims explicitly made, is that the person in front of you is not eligible to vote. This example, then, expresses an argument. And recognizing it as such depends upon recognizing that the two explicitly stated claims "point to" the unstated conclusion.

REVIEW EXERCISE 3.6 | Unstated Conclusions

Each of the following arguments has an unstated conclusion. Formulate the conclusion.

1. I'm sorry, but you may stay in the country only if you have a current visa, and your visa has expired.

   Therefore

2. God has all the virtues, and benevolence is certainly a virtue.

   Therefore

3. Either the battery in the remote control is dead or the set's unplugged; but the set is plugged in.
   Therefore

4. All mammals suckle their young, all primates are mammals, and orangutans are primates.
   Therefore

5. Software is written by humans, and humans make mistakes.
   Therefore

6. Legislation that can't be enforced is useless, and there's no way to enforce censorship over the Internet.
   Therefore

In chapter 1 we explained that another important place to look for hidden assumptions is *between* the claims being made in the argument. We defined "inferential assumptions" as the kind of assumptions that play the role of "missing link in the chain of reasoning." Suppose once more that you are standing in line at the polling place on Election Day and you overhear the official say to the person in front of you:

> "I'm sorry sir, but only those citizens whose names appear on my roster are eligible to vote."

Again, the context makes clear that the official is offering support for the claim that the person in front of you is not eligible to vote. But in addition to the unstated conclusion, there is an unstated premise:

> "Your name does not appear on my roster."

Implied conclusions and premises are important parts of the logical structure of the arguments in which they occur, and they need to be taken into account in our analyses and evaluations of such arguments. How do we tell that there is an unstated claim (that the person's name does not appear on the roster of eligible voters) in the last example? Look between the premise and the conclusion:

Only those citizens whose names appear on my roster are eligible to vote.

Therefore you are not eligible to vote.

The missing premise, "your name does not appear on my roster," is clearly implied, because it would seem to be the only way to get from the explicitly stated premise to the conclusion.

REVIEW EXERCISE 3.7 | Hidden Inferential Assumptions *

What is the hidden inferential assumption in the following example?

International terrorists are not entitled to the protection of the U.S. Constitution or Bill of Rights, because these documents pertain only to U.S. citizens.

Answer: This depends on the additional inferential assumption that international terrorists are not U.S. citizens.

Each of the following arguments has an unstated premise. Formulate the missing premise.

1. All propaganda is dangerous. Therefore Fox network news is dangerous

because

2. UCLA will play in the Rose Bowl because the Pac-10 champion always plays in the Rose Bowl,

and

3. Everything with commercial potential eventually becomes absorbed into the corporate world, so the Internet will eventually be absorbed into the corporate world

because

4. Hip-hop is a fad, so it will surely fade

because

This is the most challenging kind of argument analysis, for the obvious reason that some of the things we are trying to account for are hidden. In Chapter 5 we give you a few additional tools for coping with this challenge.

GLOSSARY

analysis the process of breaking complex things down into their constituent elements
argument (defined functionally) a composition primarily intended to persuade by appealing to a person's reasoning capacity; (defined structurally) a composition consisting of a set of claims, the thesis or conclusion of which is supported by the premise or premises
conclusion the claim in an argument supported by the premise
inference mental step in reasoning from premise(s) to conclusion
inference line line used in representing arguments to separate premise(s) from conclusion

premise the claim in an argument that supports the conclusion; there can be more than one premise to an argument
signal word the word indicating the presence of an argument or argument part
thesis the conclusion, especially in an extended argument

ADDITIONAL EXERCISES

The following additional exercises should help you determine your readiness to move on to Chapters 4 and 5.

REVIEW EXERCISE 3.8 ARGUMENT IDENTIFICATION In each of the following examples, check all issue categories that apply. Most important, explain each classification you make.

☐ Argument ☐ Explanation ☐ Other	The game has been delayed because of rain.	Explain your answer:

☐ Argument ☐ Explanation ☐ Other	"While taking my noon walk today, I had more morbid thoughts. What is it about death that bothers me so much? Probably the hours. Melnick says the soul is immortal and lives on after the body drops away, but if my soul exists without my body I am convinced all my clothes will be loose fitting." —Woody Allen	Explain your answer:

☐ Argument ☐ Explanation ☐ Other	I've heard more heart attacks happen on Monday than on any other day of the week, probably because Mondays mark a return to stressful work situations for so many.	Explain your answer:

☐ Argument ☐ Explanation ☐ Other	"Gentlemen of the jury, surely you will not send to his death a decent, hard-working young man, because for one tragic moment he lost his self-control? Is he not sufficiently punished by the lifelong remorse that is to be his lot? I confidently await your verdict, the only verdict possible: that of homicide with extenuating circumstances." —Albert Camus, *The Stranger*	Explain your answer: