

WRITING ARGUMENTS

THIRD
EDITION

A RHETORIC WITH READINGS



JOHN D. RAMAGE ■ JOHN C. BEAN

THIRD
EDITION

Writing Arguments

A Rhetoric with Readings

JOHN D. RAMAGE

ARIZONA STATE UNIVERSITY

JOHN C. BEAN

SEATTLE UNIVERSITY

ALLEN AND UNWIN
Boston London Toronto Sydney Tokyo Singapore

Editor: Eben Ludlow
Production Supervisor: Anthony VenGraitis
Production Manager: Nick Sklitsis
Text Designer: Anne Flanagan
Cover Designer: Susan Paradise



Copyright 1995 by Allyn and Bacon
A Simon & Schuster Company
Needham Heights, Mass. 02194

All rights reserved. No part of the material protected by this copyright notice may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without the written permission of the copyright owner.

Library of Congress Cataloging-in-Publication Data

Ramage, John D.

Writing arguments: a rhetoric with readings / John D. Ramage,
John C. Bean. — 3rd ed.

p. cm.

Includes index.

ISBN 0-02-398145-8

1. English language — Rhetoric. 2. Persuasion (Rhetoric)
3. College readers. I. Bean, John C. II. Title.

PE 1431.R33 1995b

808'.042—dc20

94-4903

CIP

Acknowledgments begin on page 756, which constitutes a continuation of the copyright page.

Printed in the United States of America

10 9 8 7 6 5 4 3 2 99 98 97 96 95



Preface

Overview

The success of the second edition of *Writing Arguments: A Rhetoric with Readings* has encouraged us to retain the text's strengths in this third edition while making judicious changes to enhance the text's clarity, comprehensiveness, and usefulness in the classroom. To enhance the text's flexibility, *Writing Arguments* is available for the first time in both a regular edition with an anthology of arguments and in a brief edition without the anthology.

Our primary purpose in both versions is to integrate a comprehensive study of argument with a process approach to writing. The text treats arguments as a means of personal discovery and clarification, as well as a means of persuading audiences. In both its treatment of argumentation and its approach to teaching writing, the text is rooted in current research and theory. *Writing Arguments* has been used successfully at the freshman level and in more advanced courses devoted solely to argument.

The third edition retains the following successful features from the second edition: The text has an extensive treatment of invention that includes use of the Toulmin system of analyzing arguments combined with use of the enthymeme as a discovery and shaping tool. To aid invention, it also has explanations of *logos*, *pathos*, and *ethos*, and a major section treating five categories of claims. It focuses on both the reading and the writing of arguments and also includes a copious treatment of the research paper, including two student examples—one using the MLA system and one using the APA system. Among the book's distinguishing features are numerous "For Class Discussion" exercises designed for collaborative groups, a full sequence of writing assignments, and an extensive appendix on working in groups. The

third edition contains seventeen student essays of varied length and complexity as well as fifty-six professional essays aimed at producing discussion, analysis, and debate.

Improvements in the Third Edition

Based on recommendations from many users of the second edition at both four-year and two-year institutions, we have substantially strengthened the text through the following additions and changes.

- Extensive revision of Chapters 1 and 2 to create higher levels of student interest. In Chapter 1, a student's petition to waive an algebra requirement replaces the Montana Technology Board discussion, while in Chapter 2, the timely issue of illegitimacy and single-parenthood replaces the Brandt/Kannar debate on the exclusionary rule. (The single-parenthood issue is developed further in the anthology section.)
- Extensive rewriting of Chapter 5 to make the Toulmin system more teachable. Chapter 5 now includes clearer, more detailed explanations of Toulmin's system. There are also many new examples focusing on reading-based arguments, as well as personal experience arguments.
- General tightening, streamlining, and updating throughout. Judicious pruning and combining, as well as consistent updating of readings and examples, make the third edition more lively and relevant to student interests.
- Substantial revision of Part V, the anthology section. The third edition contains six new issues and thirty-two new essays including a complete updating of the readings on global warming. The third edition also includes a greater variety of argument types. Specifically added are several longer, research-based arguments that show students the contribution that serious scholarship can make to the study of public issues. Taken from reflective public affairs magazines or from academic journals, these essays in their documented use of evidence and their scrutiny of differing points of view, better illustrate in-depth argumentation than do typical op-ed articles. Examples of these research-based pieces include the widely cited Lee Robins study of drug usage among returning Vietnam veterans, Wallace Broecker's "Global Warming on Trial," or Barbara Dafoe Whitehead's *Atlantic* article on the decline of the two-parent family.

Our Approaches to Argumentation

Our interest in argumentation grows out of our interest in the relationship between writing and thinking. When writing arguments, writers are forced to lay bare their thinking processes in an unparalleled way. In an effort to engage students in the kinds of critical thinking that argument demands, we draw on four major approaches to argumentation:

- **The enthymeme as a rhetorical and logical structure.** This concept, especially useful for beginning writers, helps students “nutshell” an argument as a claim with one or several supporting *because* clauses. It also helps them see how real-world arguments are rooted in probabilistic assumptions granted by the audience rather than in universal and unchanging principles.
- **Toulmin’s system of analyzing arguments.** Toulmin’s system helps students see the complete, implicit structure that underlies an enthymeme and develop appropriate grounds and backing to support the claim. It also highlights the rhetorical, social, and dialectical nature of argument.
- **The three classical types of appeal—logos, ethos, and pathos.** These concepts help students place their arguments in a rhetorical context focusing on audience-based appeals; they also help students create an effective voice and style.
- **Stasis theory on categories of claims.** This approach stresses the heuristic value of learning different patterns of support for different categories of claims and often leads students to make surprisingly rich and full arguments.

Throughout the text these approaches are integrated and synthesized into generative tools for both producing and analyzing arguments.

Structure of the Text

The text has five main parts plus three appendixes. Part I gives an overview of argumentation. These first three chapters present our philosophy of argument, showing how argument helps writers clarify their own thinking. Throughout we link the process of arguing—articulating issue questions, formulating propositions, examining opposing arguments, and creating structures of supporting reasons and evidence—with the processes of reading and writing.

Part II examines the principles of argument. Chapters 4 through 6 show that the core of an argument is a claim with reasons. These reasons are often stated as enthymemes, the unstated premise of which must sometimes be brought to the surface and supported. Discussion of Toulmin logic shows students how to discover both the stated and unstated premises of their arguments and to provide structures of reasons and evidence to support them. Chapters 7 and 8 focus on the rhetorical context of arguments. These chapters discuss the writer’s relationship with an audience, particularly with finding audience-based reasons, with using *pathos* and *ethos* effectively and responsibly, and with accommodating or refuting opposing views.

Part III discusses five different categories of argument: definitional arguments (X is/is not a Y), causal arguments (X causes/does not cause Y), resemblance arguments (X is/is not like Y), evaluation arguments (X is/is not a good Y), and proposal arguments (we should/should not do X). These chapters introduce students to two recurring strategies of argument that cut across the

different category types: *Criteria-match* arguing in which the writer establishes criteria for a Y and argues that X meets those criteria, and causal arguing in which the writer shows that X can be linked to Y in a *causal* chain. The last chapter of Part III deals with the special complexities of moral arguments.

Part IV shows students how to incorporate research into their arguments. It explains how writers use sources, with a special focus on the skills of summary, paraphrase, and judicious quotation. Unlike standard treatments of the research paper, our discussion explains to students how the writer's meaning and purpose control the selection and shaping of source materials. Part IV explains both the MLA and the APA documentation system, which are illustrated by two student examples of researched arguments.

The appendixes provide important supplemental information useful for courses in argument. Appendix 1 gives an overview of informal fallacies. Appendix 2 discusses some uses and abuses of statistics in argument. Finally, Appendix 3, adapted from our textbook *Form and Surprise in Composition: Writing and Thinking Across the Curriculum* (Macmillan 1986), shows students how to get the most out of collaborative groups in an argument class. It also provides a sequence of collaborative tasks that will help students learn to peer-critique their classmates' arguments in progress. The numerous "For Class Discussion" exercises within the text provide additional tasks for group collaboration.

Finally, the anthology section provides a selection of professional arguments covering eleven provocative issues. The anthology begins with four issues treated, for pedagogical purposes, as sharply contrasted pro/con pairs. The remaining issues are treated in greater depth through inclusion of a wide spectrum of views suggesting the subtlety and complexity of arguments in the real world. Additionally, throughout the rhetoric section of the text we have included several dozen additional arguments—both student and professional—that illustrate the strategies under discussion. Two of the issues raised in the rhetoric section (illegitimacy and single-parenthood from Chapter 2 and the mentally ill homeless in Chapters 10 and 14 are treated more fully in the anthology).

Writing Assignments

The text provides a variety of sequenced writing assignments, including expressive tasks for discovering and exploring arguments, "microthemes" for practicing basic argumentative moves (for example, supporting a reason with statistical evidence), cases, and numerous other assignments calling for complete arguments. Thus, the text provides instructors with a wealth of options for writing assignments on which to build a coherent course.

Acknowledgments

We are happy for this opportunity to give public thanks to the scholars, teachers, and students who have influenced our approach to composition

and argument. We give special thanks to Peter Ross of the University of the District of Columbia for suggesting and helping compile the “quick check” Works Cited and Reference lists for easy comparison of MLA and APA bibliographic formats (pp. 412-19). We also thank the following reviewers who gave us unusually helpful and cogent advice on this revision: Thomas Blues, University of Kentucky; Mary Lou Cutrera, Louisiana State University; James P. Farrelly, The University of Dayton; Christine Farris, Indiana University; Christy Friend, University of Texas at Austin; Rebecca Innocent, Southern Methodist University; Charles Kostelnick, Iowa State University; Joe Law, Texas Christian University; Renée H. Major, Louisiana State University; William Peirce, Prince George’s Community College; Stephen Wilhoit, The University of Dayton; and Linda Woodson, University of Texas at San Antonio.

We would also like to thank our editor Eben Ludlow, whose unflagging good humor and faith in our approach to both composition and argument have kept us writing and revising for the better part of seven years. Eben called forth this book and kept it going. For that we are grateful.

Finally, we especially thank our families. To Kathleen Ramage and Rosalie (Kit) Bean, thanks for the professional help and encouragement. Kathy Ramage’s many years’ experience in teaching argumentation has shaped our ideas in numerous ways. And Kit Bean’s background in library science has influenced our approach to research writing throughout Part IV. Moreover, we are especially grateful for Kit’s advice in the section of Chapter 17 explaining the MLA and APA documentation systems. We would also like to thank Chris Ramage and Stephen and Andrew Bean for their invaluable assistance in library research, helping us determine issues that would interest college students, and tracking down leads for the professional readings throughout the text. And to Sarah Bean, thanks for taping six hundred tearsheets.

JDR
JCB

Brief Contents

PART I

Overview of an Argument 1

- 1 ARGUMENT: An Introduction 2
- 2 READING ARGUMENTS 24
- 3 WRITING ARGUMENTS 60

PART II

Principles of Argument 85

- 4 THE CORE OF AN ARGUMENT: A Claim with Reasons 86
- 5 THE LOGICAL STRUCTURE OF ARGUMENTS 98
- 6 EVIDENCE IN ARGUMENT 118
- 7 MOVING YOUR AUDIENCE: Audience-Based Reasons, *Ethos*, and *Pathos* 140
- 8 ACCOMMODATING YOUR AUDIENCE: Treating Opposing Views 166

PART III

Arguments in Depth: Five Categories of Claims 193

- 9 USING THE CATEGORIES OF CLAIMS TO GENERATE IDEAS 194
- 10 DEFINITION ARGUMENTS: X Is/Is Not a Y 202
- 11 CAUSAL ARGUMENTS: X Causes/Does Not Cause Y 234
- 12 RESEMBLANCE ARGUMENTS: X Is/Is Not Like Y 270
- 13 EVALUATION ARGUMENTS: X Is/Is Not a Good Y 288
- 14 PROPOSAL ARGUMENTS: "We Should/Should Not Do X" 312
- 15 ETHICAL ARGUMENTS 352

PART IV

Writing From Sources: The Argument as a Formal Research Paper 369

- 16 UNLOCKING THE LIBRARY: Finding and Selecting Sources 370
- 17 USING AND DOCUMENTING SOURCES 388

APPENDIXES 430

- APPENDIX 1 Logical Fallacies 431
- APPENDIX 2 Statistical Traps in Arguments 444
- APPENDIX 3 The Writing Community: Working in Groups 452

PART V:

An Anthology of Arguments 471

Overview of the Anthology 471

Guide Questions for the Analysis and Evaluation of Arguments 473

Newcomers to our Shores: Should the United States Place a Moratorium on Immigration? 475

Dan Stein. "Timeout: The United States Needs a Moratorium on Immigration" 475

Frank Sharry. "Immigrants Help Make America Strong" 478

Guns and Public Safety: Should the Federal Government Enact Strict Controls on the Ownership of Handguns? 481

Molly Ivins. "2000 Million Guns—Let's Not Make It Any Worse" 481

Dave Kopel. "Why Good People Own Guns: Better Safe Than Sorry" 483

Mercy Killing and the Right-to-die: Can Active Euthanasia be a Moral Good? 487

William F. May. "Rising to the Occasion of Our Death" 487

Daniel C. Maguire. "Death by Choice: Who Should Decide?" 489

The Distribution of Wealth: What Responsibility Do the Rich Have for the Poor? 494

Garrett Hardin. "Lifeboat Ethics: The Case against Helping the Poor" 494

Peter Singer. "Rich and Poor" 504

Civil Disobedience: Is Refusal to Obey Laws Ever a Positive Good? 513

Martin Luther King, Jr. "Letter from Birmingham Jail" in Response to "Public Statement by Eight Alabama Clergymen" 513

Lewis H. Van Dusen, Jr. "Civil Disobedience: Destroyer of Democracy" 527

Plato. From The Crito 533

Political Correctness and Diversity: Freedom of Speech at What Cost? 538

Nat Hentoff. "'Speech Codes' on the Campus" 538

John Leo. "The Politics of Feelings" 544

Judith Martin and Gunther Stent. "Say the Right Thing—or Else" 546

Katherine T. Bartlett. "Some Factual Correctness about Political Correctness" 547

Barbara Ehrenreich. "Teach Diversity with a Smile" 550

The Legalization of Drugs: Would America Be Better Off or Worse Off If Drugs Were Legalized? 552

"The Federal Drugstore: An interview with Michael S. Gazzaniga 552

Walter Wink. *"Biting the Bullet: The Case for Legalizing Drugs"* 563

Richard J. Dennis. *"The Economics of Legalizing Drugs"* 569

James Q. Wilson. *"Against the Legalization of Drugs"* 579

Lee N. Robins, Darlene H. Davis, and Donald W. Goodwin. *"Drug Use by U.S. Army Enlisted Men in Vietnam: A Follow-Up on Their Return Home"* 593

Sexual Harassment: When Is Offensiveness a Civil Offense? 612

Stephanie Riger. *"Gender Dilemmas in Sexual Harassment Policies and Procedures"* 612

Naomi Munson. *"Harassment Blues"* 629

Erica Jong. *"Fear of Flirting"* 633

Gretchen Morgenson. *"Watch That Leer, Stifle That Joke"* 637

Susan Crawford. *"A Wink Here, a Leer There: It's Costly"* 641

Martha Chamallas. *"Universal Truth and Multiple Perspectives: Controversies on Sexual Harassment"* 643

Global Warming: How Serious Is the Greenhouse Effect? What Should Be Done about It? 648

Wallace S. Broecker. *"Global Warming on Trial"* 648

Jeremy Leggett. *"Global Warming: The Worst Case"* 656

S. Fred Singer. *"Warming Theories Need Warning Label"* 663

R. Monastersky. *"Signs of Global Warming Found in Ice"* 670

Dixy Lee Ray. *"Global Warming: A Skeptic's View"* 672

"Dissent on Warming" 674

Mental Asylums versus Community Care: What Should Be Done about the Mentally Ill Homeless? 676

Paul S. Appelbaum. *"Crazy in the Streets"* 676

Jonathan Kozol. *"Are the Homeless Crazy?"* 687

Steven Vanderstaay. *"The Homeless Mentally Ill"* 691

E. Fuller Torrey. *"Who Goes Homeless?"* 701

Illegitimacy, Single Parenthood, and Welfare Reform: Should the Government Enact Policies to Strengthen the Traditional Family? If So, How? 708

Dan Quayle. *"Restoring Basic Values: Strengthening the Family"* 708

Katha Pollitt. *"Why I Hate 'Family Values' (Let Me Count the Ways)"* 714

Elija Anderson. *"Abolishing Welfare Won't Stop Poverty, Illegitimacy"* 721

Barbara Dafoe Whitehead. *"Dan Quayle Was Right"* 723

INDEX 761

Detailed Contents

PART I

Overview of Argument 1

1 ARGUMENT: An Introduction 2

The Difference Between Persuasion and Argument 3

Initial Definition of Argument 6

Clarification or Victory? The Debate Between Socrates and Callicles 8

What Is Truth? The Place of Argument in Contemporary Life 10

A Successful Process of Argumentation: The Well-Functioning Committee 13

"Petition to Waive the University Math Requirement"—Gordon Adams (student) 17

CONCLUSION: What Happens when the Arguing Process Fails 21

2 READING ARGUMENTS 24

Why Reading Arguments Is Important for Writers of Argument 24

Suggestions for Improving Your Reading Process 24

Strategies for Reading Arguments: An Overview 26

Strategy 1: Reading as a Believer 26

"The Coming White Underclass"—Charles Murray 27

Summary Writing as a Way of Reading to Believe 32

Incorporating Summaries into Your Own Writing 37

Strategy 2: Reading as a Doubter 39

Strategy 3: Analyzing Why Disputants Disagree	41
Disagreement about Facts or Truth	41
Disagreement about Definitions	42
Disagreement about Appropriate Analogies	42
Disagreement about Values, Beliefs, or Assumptions	43
<i>"Letter to the Editor" in Response to Charles Murray</i>	
—Patricia Bucalo	44
<i>"Letter to the Editor" in Response to Charles Murray</i>	
—Pamela J. Maraldo	45
<i>Excerpt from "New Cultural Conscience Shifts the Welfare Debate"</i>	
—John Leo	46
<i>"Wrong Way to Reform Welfare"—Dorothy Gilliam</i>	47
Writing Analysis of a Pro/Con Controversy	49
<i>"An Analysis of the Sources of Disagreement between Murray and Gilliam"</i>	
(A Sample Analysis Essay)	49
Strategy 4: Evaluating the Conflicting Positions	51
Joining an Argument: A Brief Case Study	52
<i>"To Save Their Daughter from Leukemia, Abe and Mary Ayala Conceived a Plan—and a Baby"—from People magazine</i>	53
<i>"We Have Children for All Sorts of Reasons, and Now One Is Made to Save Her Sibling"—Ellen Goodman</i>	56

3 WRITING ARGUMENTS

60

A Brief Description of Writers' Process	61
Strategies For Improving Your Writing Processes	62
Using Expressive Writing for Discovery and Exploration	64
Freewriting	64
Idea-mapping	65
Playing the Believing and Doubting Game	66
Brainstorming for Pro and Con "Because Clauses"	69
Shaping Your Argument: The Power of Tree Diagrams	70
A Case Study: Sandra's Argument	75
<i>"Was it Morally Wrong for the Ayalas to Conceive a Child to Act as a Bone-marrow Donor for Their Older Daughter?"—Sandra Nelson (student)</i>	75
Using Expressive Writing to Discover and Explore Ideas: Two Sets of Exploratory Tasks	77
Set 1: Starting Points	77
Set 2: Exploration and Rehearsal	79

PART II

Principles of Argument 85

4 THE CORE OF AN ARGUMENT: A Claim with Reasons 86

The Rhetorical Triangle 86

Issue Questions as the Origins of Argument 87

Difference between an Issue Question and an Information Question 88

The Difference between a Genuine Argument and a Pseudo-argument 90

Pseudo-arguments: Fanatics and Skeptics 90

Another Source of Pseudo-arguments: Lack of Shared Assumptions 91

FRAME OF AN ARGUMENT: A CLAIM SUPPORTED BY REASONS 93

What Is a Reason? 93

Advantages of Expressing Reasons in "Because" Statements 94

Application of This Chapter's Principles to Your Own Writing 96

5 THE LOGICAL STRUCTURE OF ARGUMENTS 98

Overview to *Logos*: What Do We Mean by the "Logical Structure" of an Argument? 98

Adopting a Language for Describing Arguments: The Toulmin System 102

Using Toulmin's Schema to Determine a Strategy of Support 108

Creating Support: Using Evidence/Chains of Reasons for Grounds and Backing 110

Evidence as Support 110

Chain of Reasons as Support 114

Conclusion 116

6 EVIDENCE IN ARGUMENT 118

Using Evidence from Personal Experience 118

Using Personal Experience Data 119

Using Personal Observations 119

Using Evidence from Interviews, Surveys, and Questionnaires 120

Conducting Interviews 120

Using Surveys or Questionnaires 121

Using Evidence from Reading: The Art of Library Research	122
Seeking Clarity: Library Research as an Analysis of a Conversation	122
Coping with Uncertainty: When the Experts Disagree	125
Writing Your Own Argument: Using Evidence Persuasively	127
When Possible, Select Your Data from Sources Your Reader Trusts	127
Increase Persuasiveness of Factual Data by Ensuring Recency, Representativeness, and Sufficiency	128
In Citing Evidence, Distinguish Fact from Inference or Opinion	129
To Use Evidence Persuasively, Position It Effectively	129
Conclusion	131

Writing Assignments For Chapters 4–6 131

“Choose Life”—*Dao Do* (student) 138

7 MOVING YOUR AUDIENCE: Audience-Based Reasons *Ethos*, and *Pathos* 140

Starting from Your Readers’ Beliefs: The Power of Audience-based Reasons 140

Difference between Writer- and Audience-based Reasons 141

Finding Audience-based Reasons: Asking Questions about Your Audience 145

Ethos and *Pathos* as Persuasive Appeals: An Overview 147

How to Create an Effective *Ethos*: The Appeal to Credibility 149

Create Credibility by Being Knowledgeable about Your Issue 150

Create Credibility by Demonstrating Fairness 150

Create Credibility by Building a Bridge to Your Audience 150

How to Create *Pathos*: The Appeal to Emotions 150

Appeal to Emotions by Using Concrete Language 151

Appeal to Emotions by Using Examples and Illustrations 152

Appeal to Emotions through Appropriate Word Choice, Metaphors, and Analogies 154

Appeal to Emotions through Sensitivity to Your Audience’s Values 157

Applying This Chapter’s Principles to Your Own Writing: Where Should You Reveal Your Thesis? 157

Standard Form Arguments 158

Delayed Thesis Arguments 159

“Minneapolis Pornography Ordinance”—*Ellen Goodman* 160

CONCLUSION 165

8	ACCOMMODATING YOUR AUDIENCE: Treating Opposing Views	166
	Opening Exercise: A Controversy In First-Year Composition	166
	One Sided Verses Two-Sided Arguments	169
	Beginning a Two-Sided Argument: Summarize Opposing Views	170
	Response Strategy 1: Rebuttal of Opposing Views	171
	Using the Toulmin Schema to Find a Strategy for Rebuttal	172
	Ways to Rebut Evidence	176
	Anticipating Adversarial Views throughout Your Essay	178
	Response Strategy 2: Concession to Opposing Views	178
	Response Strategy 3: Conciliatory or Rogerian Approach to Opposing Views	179
	Chapter Summary	183
	Application of Principles from Parts I and II to Your Own Writing	183
	General Checklist for Evaluating Drafts	183
	Writing Assignments for Chapters 5, 7 and 8	185
	<i>"Abstract Versus Representational Art"</i> (student essay)	186
	<i>"Letter to Beth Downey"</i> (student essay)	189

PART III

	Arguments in Depth: Five Categories of Claims	193
9	USING THE CATEGORIES OF CLAIM TO GENERATE IDEAS	194
	What Is a Truth Argument?	195
	What Is a Values Argument?	196
	A Three-Step Strategy for Discovering Audience-based Reasons	196
	An Argument from Definition or Principle	197
	An Argument from Consequence	198
	An Argument from Resemblance	199
10	DEFINITION ARGUMENTS: X Is/Is Not A Y	202
	The Special Nature of a Definitional Issue	203

Writing Assignment for Chapter 10	Extended Definition/Borderline Case: Is This X a Y?	204
The Criteria-Match Structure of Definitional Arguments		205
Conceptual Problems of Definition		207
Language as a Way of Ordering the World		207
Why Can't We Just Look in the Dictionary?		207
Definitions and the Rule of Justice: At What Point Does X Quit Being a Y?		208
Conducting a Criteria-Match Argument		210
Defining the Y Term (Establishing Criteria For Y)		210
Aristotelian Definition		210
Effect of Rhetorical Context on Aristotelian Definitions		212
Operational Definitions		213
Conducting the Match Part of a Definitional Argument		214
Writing Your Definitional Argument		214
Starting Points: Finding a Definitional Controversy		215
Exploration Stage I: Developing Criteria for Your Y Term		216
Exploration Stage II: Exploring Your Match Argument		218
Writing the Discovery Draft—A Possible Organizational Structure for Your Essay		219
Revision Stage		219
Conditions for Rebuttal: Testing a Definitional Argument		221
Attacking the Criteria		221
Attacking the Match		222
Sample Arguments		224
<i>"Oncore, Obscenity, and the Liquor Control Board"</i>		
—Kathy Sullivan (student)		224
<i>A series of photographs in a gay bar should not be considered obscene because they do not violate the community standards of the patrons of the bar, because they do not appeal to prurient interests, because children are not apt to be exposed to them, and because they promote an important social purpose of safe sex to prevent AIDS.</i>		
<i>"How to Save the Homeless Mentally Ill"</i> —Charles Krauthammer		226
<i>The United States should rebuild its system of asylums to care for the mentally ill homeless, who need to be involuntarily institutionalized if necessary. The criteria permitting involuntary institutionalization must be broadened, claims Krauthammer, to include the conditions of being degraded or made helpless by mental illness.</i>		

11 CAUSAL ARGUMENTS: X Causes/Does Not Cause Y

234

The Frequency of Causal Arguments 235

The Nature of Causal Arguing 236