

# WRITING ARGUMENTS

A RHETORIC WITH READINGS

JOHN D. RAMAGE

JOHN C. BEAN

JUNE JOHNSON

SIXTH EDITION



# Writing Arguments

## A Rhetoric with Readings

*Sixth Edition*

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Cover Design/Manager: Wendy Ann Fredericks  
Cover Art: "Motherhood and Social Housekeeping": Poster emphasizing the maternal role of women as a basis for the right to vote. National Museum of American History, Smithsonian Institution, Behring Center.  
Photo Researcher: Photosearch, Inc.  
Manufacturing Buyer: Alfred C. Dorsey  
Printer and Binder: R.R. Donnelley & Sons Company, Harrisonburg  
Cover Printer: Phoenix Color Corporation

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**Library of Congress Cataloging-in-Publication Data**

Ramage, John D.  
Writing arguments: A rhetoric with readings / John D. Ramage, John C. Bean, June Johnson.—6th ed.  
p. cm.  
Includes index.  
ISBN 0-321-16337-0

1. English language—Rhetoric. 2. Persuasion (Rhetoric)  
3. College reader's. 4. Report writing. I. Bean, John C.  
II. Johnson, June. III. Title.  
PE1431.R33 2003  
808'.0427—dc21

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Please visit our website at <http://www.ablongman.com/ramage>

ISBN 0-321-16337-0 (Complete Edition)  
ISBN 0-321-16341-9 (Brief Edition)  
ISBN 0-321-16338-9 (Concise Edition)

# Color Plates

(Insert following page 176)

- A. Sustain, "What If Everything Was Labeled Like Genetically Engineered Foods?" (advocacy advertisement)
- B. Council for Biotechnology Information, "Would You Be Surprised to Know That Growing Soybeans Can Help the Environment?" (advocacy advertisement)
- C. Tom Reese/*The Seattle Times*, Mosh Pit Crowd Surfer (news photo)
- D. Alex Quesada/Matrix, Woman Crossing Bridge in Haitian Slum (news photo)
- E. Save the Children, "She's the Best Qualified Teacher for Her Children" (advocacy advertisement)
- F. EarthJustice, "It's Just Not the Same without Bears" (advocacy advertisement)
- G. General Motors, "Creatures of the Evergreen Forest" (product advertisement)
- H. Center for Consumer Freedom, "PETA: Not as Warm and Cuddly as You Thought" (advocacy advertisement)
- I. U.S. Network for Global Economic Justice, "Welcome to 50 Years Is Enough" (Web site)

# Preface

Through its first five editions, *Writing Arguments* has established itself as the leading college textbook in argumentation. By treating argument as a means of discovery as well as persuasion, *Writing Arguments* introduces students to the role of argument in professional and civic life. It shows students how argument entails productive dialogue in search of the best solutions to problems rather than pro-con debate with winners and losers. Users and reviewers have consistently praised the book for its teaching of the critical thinking that helps students *write* arguments: how to analyze the occasion for an argument; how to ground an argument in the values and beliefs of the targeted audience; how to develop and elaborate an argument; and how to respond sensitively to objections and alternative views. Available in three versions—a regular edition, which includes an anthology of readings; a brief edition, which offers the complete rhetoric without the anthology; and a concise edition with fewer readings and examples—*Writing Arguments* has been used successfully at every level, from first-year composition to advanced argumentation courses.

In this sixth edition, we have maintained the signature strengths of *Writing Arguments* while making important changes that reflect our own evolving understanding of the theory and practice of argumentation. As in previous editions, our aim is to integrate a comprehensive study of argument with an effective pedagogy that engages students' interest, builds their confidence as writers and critical thinkers, and gives them tools for effective problem solving and advocacy in civic life. In both its treatment of argumentation and its approach to teaching writing, the text is rooted in current research and theory. Our emphasis throughout is on providing a student-friendly text that really works in the classroom.

## What's New in the Sixth Edition?

The sixth edition retains all the features that have made earlier editions successful. In addition, the sixth edition has been improved in the following ways:

- An attractive new design, including eight pages of color plates, enhances the book's visual appeal and supports an increased emphasis on visual rhetoric throughout the text. The color plates, along with other images and graphics interspersed throughout the text, highlight the function of political cartoons, advocacy ads, photographs, fliers, posters, and quantitative graphics as important genres of argument in contemporary culture.
- A new Chapter 9, "Conducting Visual Arguments," provides an overview of visual arguments to help students create and incorporate effective

images and graphics into their own arguments. It teaches students how to analyze visual arguments, giving them the skills they need to produce their own advocacy advertisements, posters, or fliers. It shows students how to use type, layout, color, and images to construct their own advocacy advertisements and posters. The chapter also helps writers interpret tables of numeric data and select and display numbers in rhetorically effective bar graphs, line graphs, or pie charts.

- A reconceptualized anthology more effectively introduces students to the social and rhetorical context of arguments as they are actually encountered in civic and professional life. The anthology now contains nine new topic areas—selected for their high student interest and cultural importance—and includes twice the number of readings as the fifth edition across a wider range of genres. Concise introductions to each unit provide background and context for the arguments, including brief explanations of the multiple ways that arguers frame a contested issue. The anthology now contains more than one hundred essays across a wide range of argument genres such as organizational white papers, op-ed pieces, congressional speeches, and articles in scholarly journals, and more than forty visual arguments such as advocacy advertisements, posters, news photographs, and political cartoons. (For a table of contents organized by genre, see inside the back cover.) In many cases, the anthology units build on issues first introduced in the rhetoric portion of the text. For example, the Frankenfood debate examined in Chapter 2 and the SUV controversy introduced in Chapter 9 are developed in detail in the anthology units “Biotechnology, Organic Food, and the Ethics of Food Production” and “Environmental Friendliness Versus Market Freedom: The Case of the Sport Utility Vehicle.”
- A completely revised Part Four (“The Researched Argument”) uses an improved pedagogy for teaching research writing derived from our classroom research on students’ difficulties in negotiating print and cyberspace sources. Chapters 16 and 17 now emphasize strategies for evaluative interaction with sources—including an awareness of a source’s rhetorical context and bias, particularly with regard to Web sites. Chapter 16 explains the purposeful nature of research, differences between print and Web-based sources, strategies for reading and evaluating sources rhetorically, the primacy of the writer’s own voice, and strategies for positioning oneself inside an argumentative conversation. Chapter 17 provides an improved explanation of MLA and APA styles, with special attention given to the latest MLA and APA guidelines for citing electronic sources. An engaging new student APA-style research paper, on the danger to whales posed by the Navy’s use of sonar, replaces the policewoman argument used in the fifth edition.
- A substantial revision of Chapter 2, “Reading Arguments,” includes new material on the multiple genres of contemporary argument aimed at helping students understand how arguments are positioned in a rhetorical context and shaped by the constraints and purposes of a genre. The chapter teaches

strategies for summarizing and interrogating texts, showing students how to analyze disagreements, cope with ambiguity, and produce questions for further research. In this edition, the controversy over genetic engineering of food replaces the articles on gender pay equity in the fifth edition; this issue, which holds high interest for today's students, integrates questions from science, agriculture, world trade, and the ethics of food production.

- Chapter 5, "The Logical Structure of Arguments," has been reorganized to integrate the treatment of audience-based reasons (formerly in Chapter 7) with the discussion of the enthymeme and the Toulmin system. Foregrounding audience-based reasons in Chapter 5 helps students understand Toulmin's concepts not as inert terms but as generative tools for creating successful arguments for particular audiences in particular contexts.
- A substantially revised Chapter 6 ("Using Evidence Effectively") presents helpful charts to explain the kinds of evidence available for arguments and to help students evaluate each kind's potential strengths and limitations for a given audience, purpose, or genre. This chapter also explains strategies for finding, evaluating, and selecting evidence and for framing it to anticipate an audience's queries and increase its rhetorical effectiveness.
- Throughout the text, shorter revisions improve the clarity, interest level, and effectiveness of instruction. For example, the revised section on Socrates and the Sophists in Chapter 1 explains more clearly philosophic disagreements about the meaning of "truth." In Chapter 3, new examples on hate speech show how the structure of classical argument can be used as a heuristic to help students generate ideas. Throughout the claim-type chapters (Chapters 11–15), updated examples and new readings explore recent controversies in a range of areas from national and international affairs to popular culture. In Chapter 14, the treatment of ethical arguments is now integrated with evaluation arguments to provide a more economical introduction to ethical arguing and to show how ethical claims are a subtype of evaluation claims.
- Eight new student essays or visual arguments have been selected for the quality of their arguments and the appeal of their subject matter. Drawn from popular culture issues and other contemporary concerns, these arguments connect effectively to the interests of today's students. For example, Tiffany Anderson's "A Woman's View of Hip-Hop" (Chapter 14) updates the fifth edition's evaluation of the Spice Girls, and Laurel Wilson's practical proposal on providing tips for hosts at a local brewpub (Chapter 15) replaces the fifth edition's proposal about saving Bernie's Blintzes Restaurant. Other new student arguments focus on becoming a vegetarian, saving whales from Navy sonar, providing medical insurance for the uninsured, and protesting a local dance ordinance (poster argument).
- The rhetoric portion of the text includes nine new professional essays chosen for the appeal of their subject matter and for the range of genres they represent. The new professional essays address such issues as the legal

status of Guantánamo Bay “detainees” (Charles Krauthammer’s “This Isn’t a ‘Legal’ Matter, This Is War,” Chapter 11), the unanticipated consequences of welfare reform (Richard Rothstein’s “When Mothers on Welfare Go to Work,” Chapter 12), and a proposal to televise Supreme Court deliberations (Akhil Reed Amar and Steven G. Calabresi’s “The Supreme Court’s Unfree Speech,” Chapter 15). In addition to new professional essays, the rhetoric portion of the text also includes many new examples of visual arguments including advocacy ads for and against biotech food, a political cartoon about pressures on teenagers, and news photographs of President George W. Bush.

## **What Hasn’t Changed? The Distinguishing Features of Writing Arguments**

Building on earlier success, we have preserved the signature features of earlier editions praised by students, instructors, and reviewers:

- Focus throughout on writing arguments. Grounded in composition theory, this text combines explanations of argument with class-tested discussion tasks, exploratory writing tasks, and sequenced writing assignments aimed at developing skills of writing and critical thinking. This text builds students’ confidence in their ability to enter the argumentative conversations of our culture, understand diverse points of view, synthesize ideas, and create their own persuasive texts.
- Equal focus on the rhetoric of argument, particularly on analyzing audience, on understanding the real-world occasions for argument, and on appreciating the rhetorical context and genre of arguments. Throughout the text, we have infused a philosophical view of argument with pedagogical concern for helping students think reflectively and critically at every stage of the construction of an argument.
- Focus on both the reading and the writing of arguments with emphasis on argument as inquiry and discovery as well as persuasion. The text emphasizes the critical thinking that underlies effective arguments, particularly the skills of critical reading, of believing and doubting, of empathic listening, of active questioning, and of negotiating ambiguity and seeking synthesis.
- Integration of four different approaches to argument: The Toulmin system as a means of invention and analysis of arguments; the enthymeme as a logical structure rooted in the beliefs and values of the audience; the classical concepts of *logos*, *pathos*, and *ethos* as persuasive appeals; and stasis theory (called claim types) as an aid to inventing and structuring arguments through understanding of generic argumentative moves associated with different categories of claims.



- Copious treatment of the research process, including two student examples of documented research papers—one using the MLA system and one using the APA system.
- Numerous “For Class Discussion” exercises and sequenced Writing Assignments and Microthemes designed to teach critical thinking and build argumentative skills. All “For Class Discussion” exercises can be used either for whole class discussions or for collaborative group tasks.
- Numerous student and professional arguments used to illustrate argumentative strategies and stimulate discussion, analysis, and debate. Altogether the sixth edition contains more than one hundred essays and more than forty visual arguments drawn from the public arena as well as fifteen student essays and two student visual arguments.

## 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, grappling with the complex interplay between inquiry and persuasion, between issue and audience. 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 more supporting *because* clauses. It also helps them see how real-world arguments are rooted in assumptions granted by the audience rather than in universal and unchanging principles.
- *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.
- *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 an argument’s reasons and warrants. It also highlights the rhetorical, social, and dialectical nature of argument.
- *Stasis theory concerning types of claims.* This approach stresses the heuristic value of learning different patterns of support for different types 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 two appendixes. Part One gives an overview of argumentation. These first three chapters present our philosophy of argument, showing how argument helps writers clarify their own thinking and connect with the values and beliefs of a questioning audience. Throughout we link the process of arguing—articulating issue questions, formulating propositions, examining alternative points of view, and creating structures of supporting reasons and evidence—with the processes of reading and writing.

Part Two examines the principles of argument. Chapters 4 through 6 show that the core of an effective 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. In effective arguments, the reasons are audience-based so that the argument proceeds from underlying beliefs, values, or assumptions held by the intended audience. Discussion of Toulmin logic shows students how to discover both the stated and unstated premises of their arguments and how to provide audience-based structures of reasons and evidence to support them. Chapter 7 focuses on *ethos* and *pathos* as means of persuasion, while Chapter 8 focuses on strategies for accommodating arguments to different kinds of audiences from sympathetic to neutral to hostile. Finally, Chapter 9 focuses on the theory and practice of visual arguments—both images and quantitative graphics—giving students the tools for analyzing visual arguments and for creating their own.

Part Three discusses six different types of argument: simple categorical arguments, definitional arguments, causal arguments, resemblance arguments, evaluation arguments including ethics, and proposal arguments. 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 making a judgment and argues whether a specific case does or does not meet those criteria, and causal arguing in which the writer shows that one event or phenomenon can be linked to others in a causal chain.

Part Four (Chapters 16 and 17) shows students how to incorporate research into their arguments, including the skills of formulating a research question; understanding differences in the kinds of sources; conducting effective searches of online catalogs, electronic databases, and the Web; reading sources rhetorically to understand context and bias; evaluating sources according to one's purpose, audience, and genre; understanding the rhetoric of Web sites; incorporating sources into the writer's own argument using summary, paraphrase, and judicious quotation; and documenting sources according to MLA or APA conventions. 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.

The appendixes provide important supplemental information useful for courses in argument. Appendix One gives an overview of informal fallacies while Appendix Two shows students how to get the most out of collaborative groups in

an argument class. Appendix Two 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, Part Five, the anthology, provides a rich and varied selection of professional arguments arranged into twelve high-interest units including responses to terrorism, the image of women in technology advertisements, the ethics of stem cell research and cloning, and the role of the United States as the sole superpower. The anthology selections are grouped by topic rather than by issue question to encourage students to see that any conversation of alternative views gives rise to numerous embedded and intertwined issues. Formulating the issue question, targeting an audience, framing the issue as a claim, and determining the depth and complexity of the argument are all part of the writer's task. Many of the issues raised in the anthology are first raised in the rhetoric (Parts One through Four). For example, numerous issues related to the war on terrorism or the United States as superpower are first raised in the rhetoric, as are issues related to genetic modification of food, marriage and family in the new millennium, the politics of hip-hop, and troubled teens and violence.

## Writing Assignments

The text provides a variety of sequenced writing assignments. Parts One and Two include exploratory tasks for discovering and generating arguments, "microthemes" for practicing basic argumentative moves (for example, supporting a reason with evidence), and assignments calling for complete arguments (a classical argument for neutral audiences, a delayed thesis or Rogerian argument for resistant audiences, and an advocacy ad or poster). Each chapter in Part Three on claim types includes a writing assignment based on the claim type covered in the chapter. (Chapter 15 includes both a practical proposal assignment and a researched policy proposal assignment.) Finally, Part Five, the anthology, provides case assignments focusing on problems related to each anthology unit. Instructors can also design anthology assignments requiring argument analysis. Thus, the text provides instructors with a wealth of options for writing assignments on which to build a coherent course.

## The Instructor's Manual

The Instructor's Manual has been revised to make it more useful for teachers and writing program administrators. Written by coauthor June Johnson, the revised Instructor's Manual has the following features:

- Discussion of planning decisions an instructor must make in designing an argument course: for example, how to use readings; how much to

emphasize Toulmin or claim-type theory; how much time to build into the course for invention, peer review of drafts, and other writing instruction; and how to select and sequence assignments.

- Three detailed syllabi showing how *Writing Arguments* can support a variety of course structures and emphases:

**Syllabus #1:** This course emphasizes argumentative skills and strategies, uses readings for rhetorical analysis, and asks students to write on issues drawn from their own interests and experiences.

**Syllabus #2:** This more rigorous course works intensely with the logical structure of argument, the classical appeals, the Toulmin schema, and claim-type theory. It uses readings for rhetorical analysis and for an introduction to the argumentative controversies that students will address in their papers.

**Syllabus #3:** This course asks students to experiment with genres of argument (for example, op-ed pieces, visual arguments, white papers, and researched freelance or scholarly arguments) and focuses on students' choice of issues and claim-types.

- For instructors who include Toulmin, an independent, highly teachable introductory lesson on the Toulmin schema, and an additional exercise giving students practice using Toulmin to generate argument frames.
- For new instructors, a helpful discussion of how to sequence writing assignments and how to use a variety of collaborative tasks in the classroom to promote active learning and critical thinking.
- Chapter-by-chapter responses to the For Class Discussion exercises.
- Numerous teaching tips and suggestions placed strategically throughout the chapter material, including several sample quizzes asking students to explain and apply argumentative concepts.
- For instructors who teach visual arguments, suggestions for encouraging students to explore how visual arguments have molded public thinking in historical controversies, as in the poster argument on the cover of this text.
- For instructors who like to use student essays in class exercises and discussions, a number of new student essays showing how students responded to assignments in the text. Several of these student pieces exemplify stages of revision.
- Helpful suggestions for using the exercises on critiquing readings in Part Three, "Arguments in Depth: Six Types of Claims." By focusing on rhetorical context as well as the strengths and weaknesses of these arguments, our suggestions will help students connect their reading of arguments to their writing of arguments.
- At the end of each claim-type chapter in Part Three, a list of anthology readings that employ the same claim type, either as a major claim or as a substantial portion of the argument.

- A substantially revised approach to our analysis of anthology readings that better connects the anthology to the rhetoric portion of the text. Using a bulleted, quick-reference format, each analysis briefly discusses (1) the core of the argument, (2) the major or dominant claims of the argument, (3) the argument's use of evidence and argumentative strategies, (4) the appeals to *ethos* and *pathos* in the argument, and (5) the argument's genre. This easy-to-scan format helps instructors select readings and provides good starting points for class discussion. Our analyses also point out striking connections among readings, suggesting how the readings participate in larger societal argumentative conversations.

## Companion Website

The Companion Website to accompany the *Writing Arguments* series (<http://www.ablongman.com/ramage>), written by Laurie Cubbison of Radford University and Jonathan Sabol of Fordham University, offers a wealth of resources for both students and instructors. Students will have access to reviews of the concepts in each chapter of their book, exploratory writing exercises, online activities, and Web resources to help them develop their skills of argumentation. In addition, instructors will find Web resources and the Instructor's Manual available for download.

**John D. Ramage**

**John C. Bean**

**June Johnson**

# 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 would like to thank our student researchers who helped us explore current civic controversies: LeaEllen Ren, for her excellent library skills; Chris Ronk, for his witty, novel views of contemporary culture; and Megan Matthews, for the complexity and keenness of her assessment of environmental issues. We would especially like to thank Megan, as well as Tiffany Anderson and Mark Bonicillo, for contributing their writing to this text and for their enthusiasm and professionalism. We are also grateful to all our students whom we have been privileged to teach in our writing classes; a number of their arguments from these classes appear in this text. They have inspired us and have profoundly affected how we understand and teach argumentation. We thank too the many users of our texts who have given us encouragement about our successes and offered helpful suggestions for improvements. Particularly we thank the following scholars and teachers who reviewed *Writing Arguments*, sixth edition, in its various stages:

Janet Eldred, University of Kentucky; Judy Gardner, University of Texas at San Antonio; Gregory R. Glau, Arizona State University; Tammy D. Harvey, State University of West Georgia; Heidi A. Huse, The University of Tennessee at Martin; Karen Kornweibel, Stephen F. Austin State University; Dixie Lee Larson, North Carolina State University; Mary Massier, Baylor University; Linda Moore, University of West Florida; Gary L. Myers, Mississippi State University; Roy Stamper, North Carolina State University; Abby Wallace, Owensboro Community College; and Rebecca M. Whitten, Mississippi State University.

Our deep thanks also to 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 eighteen years. We especially want to express our gratitude to Marion Castellucci, our development editor, for her indispensable teamwork, for the brilliance and organizational wizardry with which she has managed both the big picture and the myriad of details of this project, and for her expert candid advice. She has been a model of patience, professionalism, and good humor.

Finally, we would like to thank our families. John Bean thanks his wife, Kit, also a professional composition teacher and director of a writing center, and his children, Matthew, Andrew, Stephen, and Sarah, who have grown to adulthood since he first began writing textbooks. June Johnson thanks her husband, Kenneth Bube, a mathematics professor and researcher, who has been an invaluable supporter of this intellectual endeavor, offering astute insights into civic

arguments, knowledge of teaching and scientific writing, and Internet expertise. She also thanks her daughter, Jane Ellen, who knows well how much time and work textbook writing takes and who has contributed her own wisdom and delightful humor.

**J. D. R.**

**J. C. B.**

**J. J.**

# **Writing Arguments**



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