

Argument + culture and Ethics

Culture

- Systems of shared meanings that are expressed through different symbolic forms such as rituals, stories, symbols, myths that hold a group of people together.
- People who share a common culture share a similar communication pattern.

Ethics

- Is the study of what is morally right or just.
- Systematic set of ethical principles.
- Ethics can be personal or formally adopted by groups of similar people. E.g.: professional bodies.

X Cultural argument pattern:

Deductive pattern

- States claim or position explicitly.
- Subsequent statements or support are designed to support the initial claim.
- Disagreement with another position is assumed.
- The reasoning is usually quasi logical and causal.

Inductive pattern

- One speaker has a viewpoint.
- That speaker uses various examples or statistical generalization to support that viewpoint.
- The general claim being supported can be stated at either the beginning or the end.
- Additional examples, which add clarity to the view-point.

Adductive pattern (inference which goes from an observation to a theory which accounts for the observation)

- Speakers work collaboratively to reach a conclusion
- Speakers share reasoning; one person's statement may serve as a premise for the other's claim.
- hypothetical cases may be used to test the speaker's reasoning.

Narrative pattern :

- Narratives used to make a point.
- Narratives come from the speaker or others' personal

Experiences.

- they are mini-stories that describe circumstance and involve other characters and in which the narrator plays a role.
- the point if it is explicitly stated at all, is often started at the end of the story.

✓ Culture and values:

- ✓ how does culture assign level of importance different values.
- culture assign how some cultures value possessions and others value people.

Some cultures value collectivism and relationships & others value individualism.

Some value progress and change and others value tradition.

✓ Developing cultural argument competence

Competence in intercultural argument is defined as the ability of an arguer to function in a manner that is perceived to be relatively consistent with the needs, capacities, goals, and expectations of individuals from one cultural environment while

or, through poorly constructed arguments, motivate an audience to take wrong actions, then the arguer is accountable.

- Arguers should promote significant choice. Arguers should encourage the recipients to make voluntary decisions, free from physical or mental coercion.
- Arguers should provide the best available information for their hearers so ~~they~~ that they may make well-informed and reasoned decisions.
- Arguers should promote positive relationship with their audience. Recipients are to be treated as partners in the decision-making process. Arguers should not force ideas on the recipient but rather to provide audience members with the information necessary to produce their own decisions.

✓ Ethics for Recipients

- Recipients need to be critically aware & be vigilant of the arguments.

- Recipients should be aware of attempts which might influence them
- should be informed
- be aware of their own biases.
- understand how fallacies persuade. Recipients should be aware of how arguers use argumentative devices and fallacies to shape and direct their decisions by constraining or confusing their understanding.

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Chapter - 5

Nature of claims

✓ types of claims :

- claims of fact. (existence of something / definition or classification / facts - inferences about past, present or future)
- Types of factual claims (generally "objective")
- Factual / historical (e.g.: There is no evidence on weapons of mass destruction in Iraq.)
- Relational - causal connections (e.g.: A diet high in fat will harm your health)
- Predictive (e.g.- Every home in India will have an internet connection.)

Claims of Policy -

(action/should/should not, it calls for specific course of action and focuses on whether a change in policy or behaviour should take place) - usually involves sub-claims of fact and value.

Proof required -

- Making proposed action clear
- need (justification)
- plan (

eg: we should rent this apartment.

child marriage should be banned.

Claims of values (taste & moral / good-bad)

[make value judgements] resolve conflict

between values, according to criteria supplied
by the arguer]

eg: Stem-cell research is beneficial to society

Cracking undermines the quality of education

✓ Pro position -

- A proposition is a statement that the arguer is proposing for further scrutiny, possibly a proof.
- Propositions are main claims that serve as the principal claim of an extended argument. (when a group of individual arguments are collected together to form a larger point.)

Formulating a proposition

Claims are propositions need to be both controversial and clear. Expressing well-developed propositions and claims requires.

- Controversiality - If a claim or proposition is controversial, it states a position that is not currently accepted or adhered to by the audience.

Clarity - claim must focus arguments on a particular set of issue.

Avoid Double-Barreled statements -

they advance two or more claims simultaneously and often lead argues in separate directions because the relevant issues for each part of the claim are different.

Top: Balance - It is the requirement that the issues for and against a proposition be included equally in the propositional field.

challenge - A proposition for argument should challenge what people already believe or do.

✓ Evidence vs. Citation

Don't confuse evidence with citation. Evidence is the facts used to support the claim. Citation tells the reader where the writer got the facts.

Types of Evidence

Support your position or thesis with evidence. Remember that your evidence must appeal to reason. The following are different ways to support your argument:

- Facts
- Statistics
- Quotes
- Examples
- Visual Images.

1. Using ~~fact~~ facts is a powerful means of convincing. ~~Facts cannot be disputed.~~ Facts can come from your reading, observation, or personal experience. Facts cannot be disputed.

This makes them a strong form of evidence.

Contd...

2. Using statistics can provide excellent support for your argument. Arguments employing amounts and numbers are concrete and therefore support

claims because they use logic and facts. Because your statistics come from good sources, which will cite.

Ex -

• Over 61% of Americans are overweight.

~~Unemployment~~ Unemployment in Illinois at 5%.

3. Using quotes from leading experts or authorities in their fields will support your position. This is a logical appeal and is accepted by other academics as a good way to back up your claims.

4. Visual images are frequently used as evidence. This is especially true when a long, wordy summary will be confusing to readers without an accompanying illustration. Reproducing a photograph, a drawing, a painting, or a diagram can save you a lot of space.

✓ Syllogism

- A syllogism (Greek: *syllogismos*, "conclusion, inference") is a kind of logical argument that applies deductive reasoning to arrive at a conclusion based on two or more propositions that are asserted or assumed to be true.
- Major Premise: All men are mortal.
- Minor Premise: ~~Socrates~~ Socrates is a man.
- Conclusion :

✓ Inference (Reasoning)

Quasi-logical Arguments -
The following are six

- Resemble formal logic
- come in three kind.

✓ Argument by Analogy

- To argue by analogy is to argue that because two things are similar, what is true of one is also true of the other. Such arguments are called "analogical arguments" or "arguments by analogy."

✓ Arguments from Generalization

- Assume what is true of one or some members of a class will be true of other members of that class.

Ex -

- Asians are bad drivers.
- Blondes are generally dumb.

✓ Causal Arguments

- Assert that one condition brings about another condition.
- Evidence is the physical presence of cause.

✓ Co-existential Arguments

- Claim that two things co-exist.
- Reasons from something that can be observed (a sign), to a condition or fact that cannot be observed.

Ex: Because we want to be attractive and
frendly we buy costly international brands.

Internalization is a process in which people ac-

Contd...

- Expertise: Having background knowledge and information related to the argument.

Ex: If you are speaking on the impact of acid rain on human beings, do you have enough background knowledge and information.

~~Topic~~

✓ Communication Strategies, Techniques, and Principles

- Listening
- reframing
- organizing (stating conclusion, presenting both sides, presenting weak arguments; presenting strong arguments)

- Selecting starting point
- Supporting Reasoning
- Using Evidence
- Credibility
- Language

Listening

Reframing

This means to analyze arguments and arguments outcomes using alternative points of view.

Organizing

This means organizing your arguments so that audiences will respond to them favorably.

Selecting Starting Points

while selecting starting points consider the sphere of argument and the type of audience.

Supporting Reasoning

Arguer should use reasoning acceptable to the recipients.

$$+ 1/c^2 > 9.1 \Rightarrow P \left(\frac{(n-1)}{6} \frac{s^2}{\delta^2} \right) >$$

11/10/17

✓ An Approach for Analysis

- * Arguments can be classified into four types based on the degree of complexity in their structure. (How many statements there are and how they are linked together)

✓ Type 1: Simple Argument:

Consist of the claim and one premise

Contd....

- Death is inevitable. So life is meaningless.
- This can be represented in an argument map as follows : Life is meaningless

Death is inevitable

✓ TYPE 2- Complex Arguments:

They have two or more premises independently supporting a single claim.

- 1) smoking is unhealthy,
- 2) it affects the lungs
- 3) it can cause cancer
- 4) it also increases the chance of heart attacks and strokes.

chain Arguments

TYPE 3-

chain arguments use proven claims as evidence for unproven claims.

Ex: (1) the weather's been warming up.

2) and there are buds coming up on my shrub.

3) these are signs I'll have to start mowing the lawn soon.

4.) I'd better get the lawn mower serviced.

(4)

(3)

(1)

(2)

Compound Arguments

Type-4 Compound Arguments use one or more premises to support more than one conclusion.

Ex: 1) Teachers value opportunity to use their abilities to work with young people.

2) A vast majority of teachers are in this profession not for money but for other valuable reasons.

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(2)

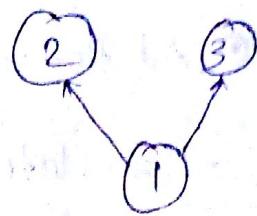
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Ex: 1) Teachers value opportunity to use their abilities to work with young people.

2) A vast majority of teachers are in this profession not for money but for other valuable reasons.

3) perhaps we should stop comparing teachers to high priced professionals.



Understanding Fallacies

- A fallacy is an argument that is flawed by irrelevant or inadequate evidence, erroneous reasoning or improper expression.
- Unintentional fallacies occur when the arguer is unaware of proper argument construction or use and commit a fallacy without realizing it.
- Arguers commit intentional fallacy to persuade a listener to take up some action based on false information.
- The arguer must be able to identify and analyze fallacies as well as criticize the same.

✓ Types of Fallacies

Audience Based fallacies:

✓ ① Ad Hominem -

- Translated from latin to English, "Ad Hominem" means "against the man" or "against the person".
- An Ad Hominem is a general category of fallacy in which a claim or argument is rejected on the basis of some irrelevant fact about the author of the ~~or~~ person presenting the claim or argument. Typically, this fallacy involves two steps.

✓ ② Ad Populum -

- Ad Populum also known as the appeal to Popularity has the following form:
most people approve of X (have favourable emotions towards X).
Therefore X is true.

- Therefore x is false/incorrect/ flawed.

Language Fallacy

✓ Equivocation

The fallacy of equivocation occurs when a term or ~~for~~ phrase in an argument is used in an ambiguous way, with one meaning in one portion of the argument and the another meaning in another portion of the argument.

Amphiboly

- The fallacy of amphiboly occurs when a sentence, because of its grammar, structure, punctuation, can be interpreted in multiple ways.
- It is an informal fallacy and a fallacy of ambiguity, in that it removes context that is necessary to understand the statement.

- Public speaking (sometimes termed oratory or oration) is the process, or act of performing a speech to a live audience. This speech is deliberately structured with three general purposes: to inform, to persuade, and to entertain.
- Public speaking and critical thinking: Both require focus, organized thinking, soundness of evidence and knowing the difference between facts and opinion.

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Public speaking Is Important:

1. Public speaking will help you increase your self confidence dramatically. we live in a materialistic society and you can't avoid that. A lot of our self worth and self esteem is gained by our perceptions of what we think people think about us.
2. Public speaking still remains as one of the most effective ways to get your message across to a large audience.

Guidelines for Ethical Speaking

1. Make sure your goals are ethically sound.
2. Be fully prepared for each speech
3. Be honest in whatever you say
4. Avoid name calling and other forms of abusive language.
5. Put ethical principles into practice.
6. Plagiarism
7. Be courteous and attentive
8. Avoid prejudicing the speaker.
9. Maintain free and open expression of ideas.

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Audience analysis -

Defn- It is the process of learning to your audience is thinking can best what they are ~~using~~ and how ~~they~~ reached them.

Why it is important before developing speech?

Ans- Analysing to your audience to discover information that you can use to make speech and connection with the audience more effective. ~~The audience~~

Demographic audience analysis

The speaker must analyse the demographic profile of the audience age, gender, religion, group membership, social and cultural background. It consists of two steps.

- 1) Identifying the general demographic audience
- 2) finding the importance of those speaker to particular speaking situation.

1)

- (i) Age - Age can inform what degree of historical and social context they can bring to your speech. They have ^{speech} ~~face~~ and what knowledge they have foundation per understanding foundation.

Culture:

Base and culture - age which may or may not be appropriate as your

to body language

Gender - The gender dynamics between you and your audience can impact in which your speech may be listened.

Occupation/ Education:

The occupation & education of the audience will help you decide how much of your audience may or may not know about the given subject.

Morals and values: These are not clearly ~~people and values~~, controversial. Your audience may already have judgement about you based on your value and motto as ~~given in speech~~ ^{given in speech} in your speech which impacts the way in which they receive them.

Situational audience:

It focus is on characteristics related to the specific

various types of

There are many occasions

conferences and occasions, award ceremony, conversion and conversion celebration, etc.

speaking on bad news, disasters,

therefore our speech

and demands of the particular situation. ~~situation~~

Audience type:

1) Voluntary audience - They attend the event, hear the speech or participate in the event

2) Captive audience - They are required to feel obligated since they have

choice they give paying attention even
then there is a relevant of choice the consequence
of non attendance stop audience member
from living.

Physical setting:
the physical setting can make our break the
speech so it is important to enclose matching
your counter as you can.

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RESEARCHING AND ORGANIZING MATERIAL

JMP

- ✓ Determine the Role of Research in Your Speech :
purpose of the speech
depending on the research can be used to organize
content check out the latest characteristic therefore
to export, past, etc.
- ✓ Source ~~are~~ are divided into two categories:
 - primary sources include original documents created by an author or group of authors.
 - Secondary sources are sources written about primary sources and include scholarly documents.

Finally, how do determine the credibility of the content? As we have seen, there are two ways:
1) How do the vast amount of information available
on the internet, is presented especially ~~independently~~ independence
being challenge in determining the credibility
sources. However, even when evaluating print
sources, the criticism should be maintained.

III. Author bias:

What unfair inclination or pre-judice for or against
one person or group is most likely to occur
for controversial topics such as politics or religion,
but is still likely to be present whenever an
adversarial opinion is voiced. The author's beliefs
and experiences can thus affect the objectivity
of the text.

✓ Consult ADA M:

- Age - How old is this source? For almost every topic,
search for the most current sources that can be found.

• Depth: does the source go in-depth, or does it just skim over the surface? Does it feature many details and long discussions that are expected from academic sources, or does it just seem to cover the main ideas? Always use substantive sources.

• Author: who is the author? what is known about his/her qualifications? If he/she really can expect? Can any bias be seen? what is his/her purpose.

• Money - Follow the money. Is the source being coming from a place that trying to sell something? Is there advertising where this source appears that might affect word will be printed.

Transformations of	1	2	19, 24, 30, 41, 20, 8
Moments and Moment-Generating Function		3	
Some Important Statistics	1	4	
Sampling Distributions			

all types of communication.

- Listening is a life skill that is often developed during early childhood.

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Types of Listening

Listening can enhance your skills as a critical thinker. we can identify four kinds of listening:

1. Appreciative Listening
2. Empathetic Listening
3. Comprehensive
4. Critical

1. Appreciative listening — In appreciative listening,

we seek certain information which will appreciate, for example that which helps meet our needs and goals. we can use appreciative listening when we are listening to good music poetry or maybe even the stirring words of

a great leader.

2. Empathetic listening :-

when we listen ~~to~~ empathetically, we go beyond sympathy to seek a true understand how others are feeling. This requires excellent discrimination and close attention to the nuances of emotional signals. When we are being truly empathetic, we actually feel what they are feeling.

3. Comprehensive listening -

The next step beyond discriminating between different sound and sights is to make sense of them. To comprehend the meaning requires first having a lexicon of words at our fingertips and also all rules of grammar and syntax by which we can understand what others are saying.

4. Critical listening :

Critical listening is listening in order to

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a great leader.

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4. Critical listening :

Critical listening is listening in order to

Evaluate and judge, forming opinion about what is being said. Judgment includes assessing strengths and weaknesses, agreement & approval.

This form of listening requires significant real-time cognitive effort as the listener ~~requires significant real~~ analyzes what is being said, relating it to existing knowledge and rules, whilst simultaneously listening to the ongoing words from the speaker.

✓ Four causes of poor listening:

- Not concentrating - Low concentration, or not paying close attention to speakers, is detrimental to effective listening. It can result from various psychological or physical situations such as visual or auditory distractions, physical ~~or~~ discomfort.

- Listening Hard:

Until now we have been talking about not paying close attention to what we hear. But sometimes we listen too hard, soaking up a speaker's every word as if every word were equally important. We try to remember all the names, all the

- Jumping to Conclusion:

Jumping ahead can be detrimental to the listening experience, when listening to a speaker's message, the audience overlooks aspects of the conversation or makes judgments before all of the information is presented.

- Focusing on Delivery & Appearance:

Some people become so distracted by a speaker's accent, personal appearance, or vocal mannerisms that they lose sight of the message.

Focusing on a speaker's delivery or personal appearance is one of the major sources of interference in the speech communication process and it is something we always need to guard against.

✓ How to become a better listener

- The first step towards becoming a better listener is to accord listening the seriousness it deserves. Good listeners are not born that way. They have worked at learning how to listen effectively. Like any other skill, it comes from practice and self-discipline.
- 2) Physical and mental distraction therefore additive listeners to speaker hear message
- 3) Don't be diverted by appearance or
- 4) Suspect judgement.