



ENGLISH FOR ACADEMIC AND PROFESSIONAL PURPOSES

Quarter 2 – Module 2:

**DEFENDS A STAND ON AN ISSUE BY
PRESENTING REASONABLE ARGUMENTS
SUPPORTED BY PROPERLY CITED
FACTUAL EVIDENCES**



Quarter 2 – Module 2: Defends a stand on an issue by presenting reasonable arguments supported by properly cited factual evidences

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English for Academic and Professional Purposes

Quarter 2 – Module 2

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REASONABLE ARGUMENTS SUPPORTED BY
PROPERLY CITED FACTUAL EVIDENCES**

This instructional material was developed based from the Most Essential Learning Competencies (MELC) in English for Academic and Professional Purposes in response to the new normal scheme in learning delivery of the Department of Education. This module was collaboratively reviewed by educators and program specialists in the Regional Office V. We encourage teachers and other educational stakeholders to email their feedback, comments, and recommendations to the Department of Education at _____.

We value your feedback and recommendations.

I. INTRODUCTION TO THE LESSON



Welcome to this module!

In everyday life, people take sides and form opinions on anything that involves them. However, defending your point by simply saying, “Because I think so” won’t help you make a case. When we face an issue and are challenged to make a stand, it is necessary for us to support it with logical arguments. It is therefore important that you learn how to properly outline your thoughts and make valid arguments.

You will take part in a larger debate by stating your arguments and proposed course of action. Interesting and challenging, right? In this module, you are expected to determine different kinds of logical fallacy, identify factors on authenticity and validity of evidences/information and defend your stand on a particular issue by presenting reasonable arguments supported by properly cited factual evidences. You can do it! Good luck!

I. OBJECTIVES



At the end of this lesson, you are expected to:

defend a stand on an issue by presenting reasonable arguments supported by properly cited factual evidences

- determine different kinds of logical fallacy
- identify factors on authenticity and validity of evidences/information
- present reasonable arguments and factual evidences to defend a stand

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II. VOCABULARY LIST



Let’s enrich your vocabulary with these terms that you will encounter throughout this lesson.

- **Stand** - viewpoint
- **Claims** - these are statements that support the author’s stand; ARGUMENT
- **Evidences** - these are proofs or evidences to strengthen the author’s claim
- **Fallacy** - an error in reasoning which weakens an argument
- **Counterclaims** – arguments opposing a stand

III. PRE-TEST



True or False

Instructions: Read the statement below. If it is true, draw . If it is false, draw .
Write your answers in a paper or in your notebook.

1. Logical fallacies are errors in reasoning that invalidates an argument.
2. Opinions are better than facts in supporting an argument.
3. Statistics can be used as evidence to support an argument.
4. Evidence from expert interviews can strengthen your stand.
5. Bandwagon occurs when someone tries to refute an argument by attacking the character of a person instead of attacking the ideas of the argument.

IV. LEARNING CONCEPTS



Take a glance on the picture below. Then, answer the question:

“Which would you follow, the decision that your mind is saying or the choice that your heart is dictating?”



In this case whichever your choice, you have to defend it with reasonable arguments and factual evidences.

<http://www.pinterest.at/pin/211880357453253536/>
Retrieved: July 15, 2020 1:34 P.M

Every now and then, we find the need to take a stand on an issue. How do we defend this stand? How do we convince others about the soundness of our position?

Study the picture below.



Note: You have to remember these three facts. These are important elements to accomplish the tasks later.

A. LOGICAL FALLACIES



What are these logical fallacies? Why is there a need for you to be familiar with it? **LOGICAL FALLACIES** are **ERRORS IN REASONING** that **INVALIDATE AN ARGUMENT**. As a critical thinker you have to identify and examine fallacies and manipulative language. It is therefore important that you know some of the common fallacies.

Study the types of fallacy and its example:

Fallacy	Description	Example
False Dilemma	Occurs when an arguer presents his/her argument as one of only two options despite the presence of multiple possibilities	Either you fully devote yourself to company or you quit.
Appeal to Ignorance	Occurs when something is instantly concluded to be true just because it is not proven to be false, and vice versa	The writer does not talk about the connection between the victim's killer and his sister, so there must be none.
Slippery Slope	Occurs when a series of increasingly superficial and unacceptable consequences is drawn	If we ban computer shops, then students will not be able to do research. And if they do not have tools for research, these students will fail their subjects.
Complex Question	Occurs when two or more points are rolled into one and the reader is expected to accept or reject both at the same time, when one point may be satisfactory while the other is not	"Have you stopped cheating on exams?"
Appeal to Force	Occurs when a threat, instead of reasoning is used to argue	If you do not admit that evolution is not real, we will isolate you from the group.
Appeal to Pity	Occurs when the element of pity is used instead of logical reasoning	Please do not fire me for being absent all month; I have a sick mother and a special child to support.
Appeal to Consequences	Occurs when unpleasant consequences of believing something are pointed out to show that the belief is false	You can't believe that colonialism is bad, because if it were, then we would not be civilized.

Bandwagon	Occurs when an argument is considered to be valid because it is what the majority thinks	Most Filipinas want to have fair skin because they think they look beautiful. Therefore, having fair skin must be the real standard of beauty.
Attacking the Person	Occurs when someone tries to refute an argument by attacking the character of a person instead of attacking the ideas of the argument	I cannot accept your argument because, unlike me, you were not educated at Harvard University.
Appeal to Authority	Occurs when the argument quotes an expert who's not qualified in the particular subject matter	Bill Gates, the co-founder of Microsoft, recommends the effective fabric softening properties of Downy fabric softener.
Anonymous Authority	The authority in question is not mentioned or named	Experts claim that eating peanuts causes pimples.
Hasty Generalization	Occurs when a sample is not significant enough to support a generalization about a population	Martha, the foreigner from France is very impolite. French people are mean and rude.
False Analogy	Occurs when a writer assumes that two concepts that are similar in some ways are also similar in other ways	Drugs are like massages: they make you feel good.
Accident	Occurs when a general rule is applied to a situation, even when it should be an exception	Jaywalking is not allowed, so you should not have done that even when you were being chased by terrorists.
Post Hoc	It is an informal fallacy that states: "Since event A followed event B, event A must have been caused by event B."	Dina saw cat when they went home. Along the way, they crashed into a tree. The black cat must be the reason why they met an accident.
Wrong Direction	Occurs when the direction between cause and effect is reversed	Liver damage leads to alcoholism.
Complex Cause	Occurs when the explanation for an event is reduced to one thing when there are other factors which also contributed to the event	We were not able to solve the problem because of limited time, even if all the other groups were able to do so.
Irrelevant Conclusion	Occurs when an argument which is supposed to prove	We must support the fight for gender equality

	something concludes something else instead	between men and women. Women have suffered enough violence at home. Violence against women must be stopped.
Straw Man	Occurs when the position of the opposition is twisted so that it is easier to refute	Opponent: We should relax the law governing the allowed smoking areas in the city. Fallacy: We should not do so, because the number of smokers might increase.
Affirming the Consequent	Any argument of the form: If A is true then B is true; If B is true therefore A is true	If you are drinking wine, you have a problem. Therefore, if you have a problem, you are drinking wine.
Denying the Antecedent	Any argument of the form: If A is true then B is true; If A is not true then B is not true	If you are drinking wine, you have a problem. Therefore, if you are not drinking wine, you do not have a problem.
Inconsistency	Occurs when arguments contradict one another	Frank is older than Jake, Jake is older than Noli and Noli is older than Frank.

Source: Barrot, J. T. (2016). *Academic Reading & Writing for Senior High School*. C&E Publishing, Inc.

Warning: Do not use these kinds of logical fallacies when you defend your stand. It weakens your arguments.

So, what are the things that you have to do in order to refrain from these fallacies? Study the next topic.

B. FACTORS ON AUTHENTICITY AND VALIDITY OF EVIDENCES/INFORMATION



While there is a wealth of information found in various sources electronically or non-electronically, you should also keep in mind that not all of these pieces of information are accurate, relevant, valid or credible. Hence, it is important to evaluate sources of information that you plan to include in your academic writing venture.

Note: There is always a risk that the sources taken from the Internet or anywhere else have biased or incorrect information, so you have to evaluate and filter your sources before using them.

The following are some of the criteria assessing whether the source is suitable to use for academic purposes. The criteria include *relevance, authority, currency, contents and location of sources*.

1. *Relevance of the Source*

- How well does the source support your stand?
- You can check the title, table of contents, summary, introduction or headings of the text to have a sense of its content.

2. *Authority/Author's Qualifications*

- Is the author's name identified?
- Is the author's background, education or training related to the topic?
- If the source does not have an author, think twice before using it.
- Legitimate academic texts must include citations. Citations demonstrate that the writer has thoroughly researched the topic and is not plagiarizing the material.

3. *Currency/Date of Publication*

- What is the date of the publication?
- In most fields, the data from the older publications may no longer be valid. As much as possible, the date of publication should be at most five years earlier.

4. *Contents/Accuracy of Information*

- Does the author have a lot of citations in his or her text and/or bibliography or works cited section?
- You do not want to use source that is disputable, so make sure to verify your findings with multiple sources.

5. *Location of Sources*

- Where was the source published? Was it published digitally or in print?
- Is it a book, an academic journal or a reputable news source as www.nytimes.com or www.economist.com?
- Does it provide complete publication information such as author/s, editor/s, title, date of publication and publisher?
- What is the URL of the website?
- Avoid using blogs or personal homepage and wiki sites (Wikipedia, Wiktionary, Wikiquotes)
- If the URL includes the top-level domain *.edu*, then that means that it has been published by an academic institution such as university
- Common URLs include *.gov* (government), *.org* (organizations), *.com* (commercial sites) and *.net* (network infrastructures). In academic writing, reputable sites are those with *.edu*, *.gov*, *.net* and *.org* in URL.

Source: Barrot, J. T. & Sipacio P.J (2016). *Communicative Today English for Academic and Professional Purposes for Senior High School*. C&E Publishing, Inc.

Add on:

Pieces of evidence to strengthen the author's claims:

Evidence from surveys, library research and experiments

Evidence from informant interviews (those who have direct experience related to the problem/issue)

Evidence from expert interviews

Source: Valdez, P. N. M. (2016). *English for the Globalized Classroom Series: English for Academic and Professional*

*Remember: Aside from your claim/argument, you have to discuss **counter arguments**. These are the **arguments opposing a stand**.*

C. PRESENTATION OF REASONABLE ARGUMENTS AND FACTUAL EVIDENCES TO DEFEND A STAND



Guidelines in presentation of reasonable arguments and factual evidences to defend a stand:

- **C** - ontains a clear proposition or statement that must be defended
- **A** - sseses conflicting opinions or opposing views on the issue
- **T** - akes a firm stand on the issue
- **L** - ists arguments in an organized manner to defend the stand
- **C** -onsider your audience/reader

Source: *English for Academic and Professional Purposes Teacher's Guide*

*Reminder: If nurses have T.L.C for Tender Love and Care then, you have **C.A.T.L.C** for guidelines in presentation of your arguments.*

Study the example using the guide questions:

Sample Outline

TOPIC	Have CPs and Social Media made families closer or not?
STAND/POSITION	No, I believe that CPs and Social Media have NOT made families closer.
EXPLANATION	There is less talk and more text nowadays; less touch and more tweets.
EVIDENCE	The report, entitled Bringing Families Closer Together, provides a snapshot of the impact of communication technology on families...
CONCLUSION	Einstein has predicted, "I fear one day that technology will surpass our human interaction. The world will have a generation of idiots." Cellularphones and Social Media have made a rift in the relationships among family members.

Guide Questions:

1. What is the topic?
2. What is the stand of the writer?
3. Look at the explanation and evidence. Are there any connections?
4. How did the writer show the conclusion?



Instructions: Read each statement below and identify what it describes by choosing the word in the word pool. Write your answers in a separate sheet of paper.

Logical Fallacies	Attacking the Person	Bandwagon	False Dilemma	Hasty Generalization
False Analogy	Post Hoc	Complex Cause	Wrong Direction	Irrelevant Conclusion

1. These are errors in reasoning that invalidate an argument.
2. It occurs when the direction between cause and effect is reversed.
3. It occurs when an arguer presents his/her argument as one of only two options despite the presence of multiple possibilities.
4. We must support the clean and green program of the government. Mountaineers have suffered climbing on the mountains.
5. I cannot accept your argument because unlike me, you were not educated at Harvard University.
6. We were not able to solve the problem because of limited time even if all the other groups were able to do so.
7. It occurs when an argument is considered to be valid because it is what the majority thinks.
8. It occurs when a writer assumes that two concepts that are similar in some ways are also similar in other ways.
9. Juan saw a black cat when they went home. Along the way, they crashed into a tree. The black cat must be the reason why they met an accident.

10. It occurs when a sample is not significant or enough to support a generalization about a population.

Never stop doing great!



PRACTICE TASK II



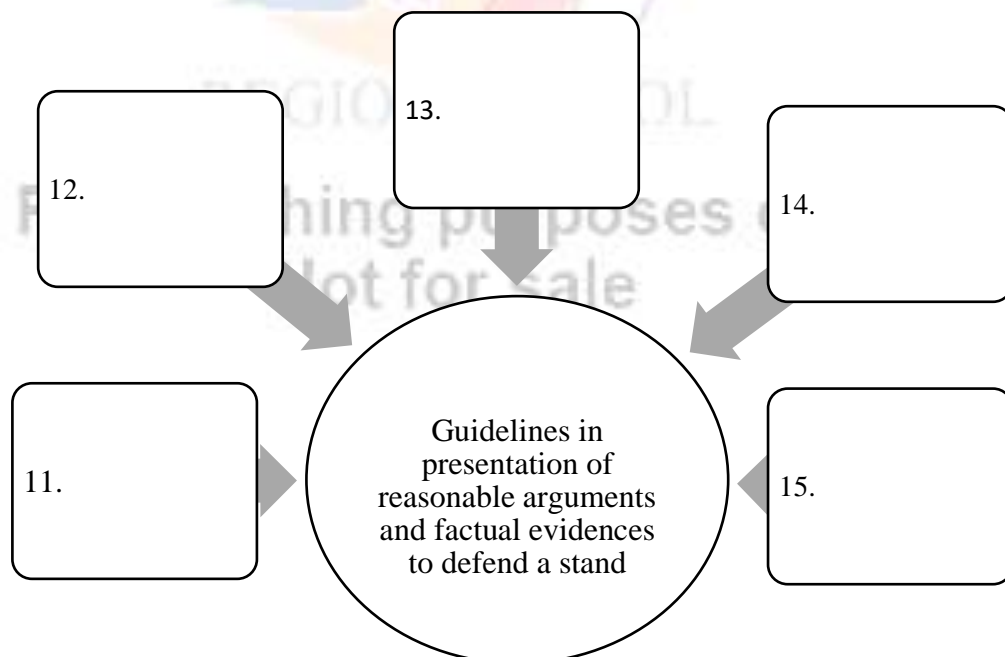
Task 2: Modified True or False

Instructions: Write T if the statement is true. If it is false change the underlined word with the correct one. Write your answers in a separate sheet of paper.

1. The criteria for assessing whether a source is suitable to use for academic purposes are: relevance, authority, currency contents and references.
2. Sources not written by experts are not valid.
3. Sources published online should always be used as reference.
4. Sources that are personal and editable such as blogs and Wikipedia are acceptable.
5. Sources that have no relevance to your academic paper should not be used.
6. Evidence from surveys, library research and experiments can strengthen your argument.
7. Evidence from informant interviews (those who have direct experience related to the problem/issue is acceptable.
8. Evidence from expert interviews is credible.
9. Outdated sources should not be considered.

Task 3: Mind Map

Instructions: Complete the mind map below. Write your answers in a separate sheet of paper.



Stop worrying about the pot holes in the road and enjoy the journey! You're doing great!

PRACTICE TASK III



TASK 4: Choose Who-One!



Instructions: Fill out the box with the needed information. Have a brief yet clear answer in a separate sheet of paper.

Situation	Your mother is in critical condition while laboring your youngest sibling and according to the doctor only one has the chance to survive. Because of this, the doctor is asking you to decide as to who should be kept alive.
STAND/POSITION	
EXPLANATION	
EVIDENCE	
CONCLUSION	

After you accomplish the task go back to the guidelines earlier. Assess your output in Task 4. Are you reminded with the logical fallacies? Did you use powerful explanation or argument? Did you use the C.A.T.L.C?

Nice! Now, you are ready for the next task. Good luck!



Task 5: D. Y. S. (Defend Your Stand)



Instructions: Given the issue, write your stand. Defend it using your claims/arguments. For each argument, give an evidence. Write your answers in a separate sheet of paper.

Example: Cycling to commute to work or school

Stand: In favor

Argument: Health benefits, environment-friendly

Evidence: Cycling as a mode of transport should be promoted since it has several health benefits. It's easy on the joints. When you sit on a bike, you put your weight on a pair of bones in the pelvis called the ischial tuberosities. "That makes it good for anyone with joint pain or related stiffness," says Dr. Clare Safran-Norton, a physical therapist at Harvard -affiliated Brigham and Women's Hospital. In addition, it can save non-renewable resources. According to the Encyclopedia of Energy, bicycles can cover a given distance using one-thousandth of the fuel that an automobile uses. It cuts down on greenhouse gas emissions and global climate change and reduces pollutants.

Begin here:

1. Issue: Use of Social Media Websites in school

Stand: _____

Argument: _____

Evidence: _____



Issue:

Anti-Terrorism Act of 2020

Stand: _____

Argument: _____

Evidence: _____



2. Issue: Who is a better leader: Someone who is loved or someone who is feared?

Stand: _____

Argument: _____

Evidence: _____



Evaluate the output using the rubric below.

Content: 15%

Organization: 10%

Grammar and Mechanics: 10%

35%

To be successful, you must decide exactly what you want to accomplish, then resolve to pay the price to get it. You're almost done! Great job!



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VII. POST TEST



*Instructions: Choose **ONE** of the issues below. Create an essay, then state and **defend** your stand. Give **at least 3 claims/arguments**; each argument should have at least two evidences. Write your essay in a separate sheet of paper.*



Is COVID-19 Man-Made or Natural?

<http://www.labmate-online.com/news/laboratory-productsbreaking-news/is-covid-19-man-made-or-natural/51980>
Retrieved: July 8, 2020 1:20 P.M.



<http://blaque.co.za/brands-that-are-tackling-social-issues/>
Retrieved: July 16, 2020 4:34 P.M.



<http://www.healthline.com/health-news/war-on-drugs-a-failure-un-concludes>
Retrieved: July 16, 2020 4:30 A.M.

Evaluate the output using the rubric below.

	VGE 5	GE 4	SE 3	LE 2	N 1
CONTENT (30%)					
Paper clearly states the position of the writer.					
Arguments reflect higher level of thought.					
Paper uses evidence from reputable sources.					
There are sufficient pieces of evidence to support the claim.					
Paper is free from logical fallacies.					
Paper aligns the arguments to the target readers' beliefs, attitude, values and motivations.					
ORGANIZATION (10%)					
Ideas are correctly placed which improves the paper's organization.					
Flow of ideas is smooth and easy to read					

Total					
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Legend: VGE - To a very great extent; GE - To a great extent; SE - To some extent;

Wish for it. Hope for it. Dream for it. But by all means: DO IT!

VIII. ASSIGNMENT/ADDITIONAL ACTIVITIES



A. Reflect on the learning that you gained after taking up this lesson by completing the given chart:

What were your misconceptions about the topic prior to taking up this lesson?	What new or additional learning have you had after taking up this lesson in terms of <i>skills, content and attitude</i> ?
I thought...	I learned that...

B. Answer the questions:






1. What is a position paper? How to do you write a position paper?

You have successfully finished this module! Great job! Congratulations!



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PRE-TEST.  or 

1. 
2. 
3. 
4. 
5. 

PRACTICE TASK I

Task 1: Word Pool

1. Logical Fallacies
2. Wrong Direction
3. False Dilemma
4. Irrelevant conclusion
5. Attacking the Person
6. Complex Cause
7. Bandwagon
8. False Analogy
9. Post Hoc
10. Hasty Generalization

PRACTICE TASK II

Task 2: Modified True or False

1. True
2. Location of Sources
3. True
4. Not always
5. Not acceptable
6. True
7. True
8. True
9. True
10. True

Task 3: Mind Map

11. **C** - contains a clear proposition or statement that must be defended
12. **A** - assesses conflicting opinions or opposing views on the issue
13. **T** - takes a firm stand on the issue
14. **L** - lists arguments in an organized manner to defend the stand
15. **C** - consider your audience/reader

PRACTICE TASK III

Task 4. Choose Who-One. *Answers may vary.*

Task 5: *D.Y.S. Answers may vary*

POST TEST

Answers may vary.

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