**Introduction to Argumentation Notes (PG. )**

1. Why learn about argumentation?

* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* To help us look closely at our own and others’ ideas.
* To learn how to use the tools you need to **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** others of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of your ideas.
* To help you learn **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**2. Academic Argumentation-** to **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** on a **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** topic, present **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**, and use **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** to convince an audience to accept or at least consider the writer’s position.

3. Debatable-

* Academic arguments do not **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** anything, rather they are meant to convince others to accept or, at the very least, acknowledge a different point of view.
* For a statement to be debatable, there must be conflicting statements or facts about the topic.
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (EBHS does not allow students to wear hats) and **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (I don’t like the taste of diet soda) are not suitable for argument.

**Carefully review the following statements. When instructed, turn to a neighbor and decide whether the statement is or is not a debatable topic.**

* EBHS’s policy about school uniforms is stupid. ( Debatable / Not Debatable )
  + Should Boston Public Schools delay the start of the school day? ( Debatable / Not Debatable )
  + Some teachers at EBHS use X2 to communicate information about students’ academic progress. ( Debatable / Not Debatable )
  + In the Bible, the story of babel is one that is open to interpretation. ( Debatable / Not Debatable )

1. Four Pillars of Argumentation
   * 1. Argumentative thesis 3. Refutation
     2. Evidence 4. Concluding statement

**1.1 Argumentative Thesis –**

* + The statement where you state and take ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*** on a given topic.
  + MUST be DEBATABLE! To check for this, formulate an **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
    - Antithesis: an opposing statement that tests if the argumentative thesis is debatable.
* ***Sample prompt and thesis/antithesis:*** Should colleges and universities be allowed to view potential students’ information on social media before they are accepted?

**Thesis**: Colleges and universities should be allowed to view information of social media in order to make decisions about potential candidates/students.

**Antithesis**: Colleges and universities should not be allowed to view information on social media in order to make decisions about potential candidates/students.

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**For the following statements, develop an argumentative thesis that takes a firm stance. Then, with a partner, test your thesis by creating antithesis.**

Should students be required to take a foreign language in high school?

* Should students be required to wear IDs in school?
* Should students be allowed to use cell phones in school?

**Argumentation Notes Continued (PG. )**

**1.2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**:

* + Facts, observations, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, statistics, etc., that support the argumentative thesis.

**1.3 Refutation**:

* + Because arguments have more than one side, you need to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + **Refute**: to disprove or call into question the arguments that challenge your position.
    - Acknowledges the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or validity of opposing viewpoint then addresses them accordingly.
    - Refutation signal words:

1.4 **Concluding Statement:** A statement that reinforces \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**How is academic argument similar or different to the explanation for argument you provided in your reflection?**

**Which of the four pillars do you think will be most helpful when creating your own arguments? Explain why you picked that pillar.**