
EXERCISE

Have your group/class read an opinion article from any respected newspaper or news website.

1. As a group, determine claim is the writer trying to make.
 2. Take the same article and work with a partner to identify the evidence the writer is putting forward and the methods she uses for tying that evidence to her claims about how the world should be. Discuss with your partner whether the warrant is up to the task of supporting the claim (assuming that one is supplied at all).
 3. In small groups, discuss whether the article is convincing—are you convinced?—and how the writer could improve any part of her argument. Does she need more or better evidence? Is there a more persuasive link from that evidence that she could have used? Is the claim reasonable enough to be supported? If not, how could it be improved?
 4. Decide what you think about the subject discussed in the article and write your own arguments to reach that conclusion. Avoid repeating the material used in the original article.
 5. Return to your class and exchange your work. How have different individuals addressed the same problem? Try not to think about it in terms of who agrees most closely with you but in terms of who has done the most convincing job even if they have reached a conclusion that you don't share.
 6. Take your work back and keep it for the next chapter.
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CHAPTER CHECKLIST

- An argument is a series of logically connected statements designed to persuade.
 - Formal arguments contain three components: evidence, warrant, and claim.
 - Arguments can be considered in their own right, unrelated to their particular content. This means that you can distinguish between an argument that is well-constructed but with which you disagree and one that is simply a bad argument.
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