**Some Chapter-by-Chapter Teaching Suggestions**

**and Answers to Exercises**

**Chapter 1:**

Chapter 1 contains an overview of—an introduction to—the material discussed in the rest of the text. Some instructors, including the authors, discuss the material on deduction and induction rather briefly, the intent being to apprise students in some general way concerning what reasoning is all about, going into more detail at some point later in the semester (exactly when depending on how the class seems to be going).

We have moved the discussion of worldviews back to Chapter 1 to make students aware, early on, of the underlying beliefs central to arguments. Students sometimes have trouble distinguishing between their opinions on an issue (abortion is wrong, for instance) and the worldview it might stem from (human life is sacred, for example). In particular, students who have difficulty reasoning about abstract matters have a hard time making this distinction. Generally they come to a better understanding when the instructor asks them to identify their own worldviews on certain issues and to speculate on worldviews implied (or stated) in argumentative essays. Because the Declaration of Independence is so fundamental to American beliefs, it is a good place to start. Students can parse the deductive arguments and sort out the worldviews central to them. We’ve found it’s a good idea to have students exposed to opposing worldviews as well (for instance, Adam Smith on capitalism and Marx and Engels on capitalism and communism).

Once students begin to distinguish different worldviews, they become more aware of their own thought processes. They start thinking about thinking in more depth and with greater clarity and sophistication.

The obvious reason for having an introductory overview is to let students know what they’re in for. But another reason is to gather information about student responses to this initial introduction to the material, so as to be better able to judge how much time will be needed for classroom discussions of later chapters.

*Answers to Exercise Items.*

*Exercise 1-1*

1. Premise: Everyone deserves health care.

Premise: Over 40 million Americans don’t have medical insurance.

Conclusion: The United States should institute national health care.

2. Premise: Everyone says Bonds pumped himself up with steroids and tarnished his image forever.

Premise: Aaron and Ruth get there on their own steam without any boost from

drugs.

Conclusion: Barry Bonds will never be the hero Hank Aaron or Babe Ruth was.

3. Premise: Pain is subjective.

Premise: Animals cannot talk.

Conclusion: It is difficult to gauge the pain felt by animals.

5. Premise: The night sky looks different in the northern and in the southern parts of the earth, and that would be the case if the earth were a sphere.

Conclusion: The earth is a sphere.

7. Premise: Over the past 200 years humans have been responsible for the rising carbon dioxide levels and increased concentrations of green house gases.

Implied premise: Rising carbon dioxide levels and green house gases cause global warming.

Conclusion: Human activities have become the major source of global warming.

8. This one is sometimes hard for beginning students.

Premise: Censorship curtails independent thought.

Premise: Censorship discourages people from examining societal problems.

Conclusion: Censorship clearly has no place in a society that values its freedoms.

This conclusion becomes the premise for the following argument.

Premise: Censorship clearly has no place in a society that values its freedoms.

Premise: America is a society that values its freedoms.

Conclusion: Censorship has no place in America.

9. Premise: College costs big bucks.

Premise: When you put out big bucks, you should be allowed to decide where your money goes.

Conclusion: Students shouldn’t have to take introductory college courses if they don’t want to.

10. Premise: Letting illegal aliens have driver’s licenses undermines immigration laws.

Premise: Terrorists would be able to get licenses and present security risks.

Conclusion: Illegal aliens should not be allowed to get driver’s licenses.

### Exercise 1-2

2. Premise: We are never going to find a cure for diabetes, cancer, Alzheimer’s and a lot of other diseases unless we use the most promising research available.

Implied Premise: Stem cell research is the most promising research.

Conclusion: Stem cell research is the way to go.

3. Premise: Lots of students drop out of school because they can’t afford it.

Premise: If they go to school and work, it takes forever to get their degrees.

Conclusion: Tuition at state colleges should be lowered.

1. Premise: Legalizing prostitution is bound to increase sexually transmitted diseases.

Premise: It can’t help but lead to the degradation of women.

Premise: Most people don’t want to legalize prostitution.

Conclusion: Prostitution should not be legalized.

6. No argument

7. Premise: I don’t want the government tracking me down.

Premise: I don’t want anyone else invading my privacy.

Implied premise: Embedded chips will make infringement on my privacy possible.

Conclusion: I’ve got a problem with embedding computer chips.

1. Premise: Medical research saves the lives of humans.

Premise: Most people value the lives of human beings more than animals.

Conclusion: Even though animals suffer, they should be used for medical

research.

10. Premise: The felony charges were trumped up against Vick.

Premise: No other first-time offender has been convicted on the charge brought

against him.

Premise: He has already been punished by being suspended from playing

football.

Conclusion: Michael Vick should not be sentenced.

11. Premise: The government doesn’t expend enough money to repair the buildings let alone pay teachers a decent salary

Premise: Big business would demand more for its money—like higher standards and better discipline.

Conclusion: Public schools should take donations from private business.

12. Premise: When equality of condition is the common law of society, the most marked inequalities do not strike the eye.

Premise: When everything is nearly at the same level, the slightest are marked enough to hurt it.

Conclusion: Hence the desire for equality always becomes more insatiable in proportion as equality is more complete.

This conclusion becomes the premise for the following argument.

Premise: The desire for equality always becomes more insatiable in proportion as equality is more complete.

Conclusion: Men will never establish any equality with which they will be contented.

### Exercise 1-3

1. Inductive
2. Deductive
3. Inductive
4. Inductive

(It isn’t appropriate to provide answers to Exercises 1-4 through 1-7, because the individual quality of student answers has to be assessed by instructors. Some other exercises in L&CR are not answered in this instructor’s manual for the same or similar reasons.)

#### Exercise 1-8

1. False
2. False
3. False
4. True (according to evolution theory, but not by many religious leaders)

**Chapter 2**

We moved most of the material on deduction and induction that appeared in the Appendix of the 8th edition to Chapter 2 for those instructors who want to address these topics in more detail early in the semester. But we have placed this material in a separate chapter (rather than include it in Chapter 1) so that instructors who want to can either skip it or return to it later in the semester.

#### Answers to Exercise 2-4

1. Contingent

2. Tautology

4. Tautology

5. Contingent

6. Contingent

7. Contingent

8. Contingent

9. Contingent. Not a tautology because you don’t need to be either for or against ERA.

10. Contingent

11. Contingent

12. Contingent