**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 Exercises**

*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: We don’t know if genetically modified plants are bad for us in the long run.

Premise: Cross contamination could occur if they spread to other areas.

Conclusion: I have my doubts about genetically modified plants.

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

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

drugs.

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

6. 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.

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: Stem cell research costs a lot of money

Premise: We don’t know whether it will cure people.

Premise: We don’t know about the long-term effects--like over population.

Premise: It is wrong to take stem cells from embryos.

Conclusion (Implied): Stem cell research should be discontinued—or should be postponed until we know more about it.

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.

8. Premise: Too much money is poured into college sports.

Premise: Athletes use college as a training ground for pro teams not for an education.

Premise: All the publicity and hero worship overshadows the reason for going to college.

Premise: Many students pick colleges because of their teams not their academic standing.

Conclusion: (Implied) College sports should be down played to an amateur status and not given so much publicity.

10. Premise: Baseball players who take steroids have an unfair advantage over those who don’t.

Premise: Inducting them into the Hall of Fame would corrupt the basic fairness and integrity of the game.

Conclusion: Baseball players who take steroids should not be inducted into the Hall of Fame.

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.)