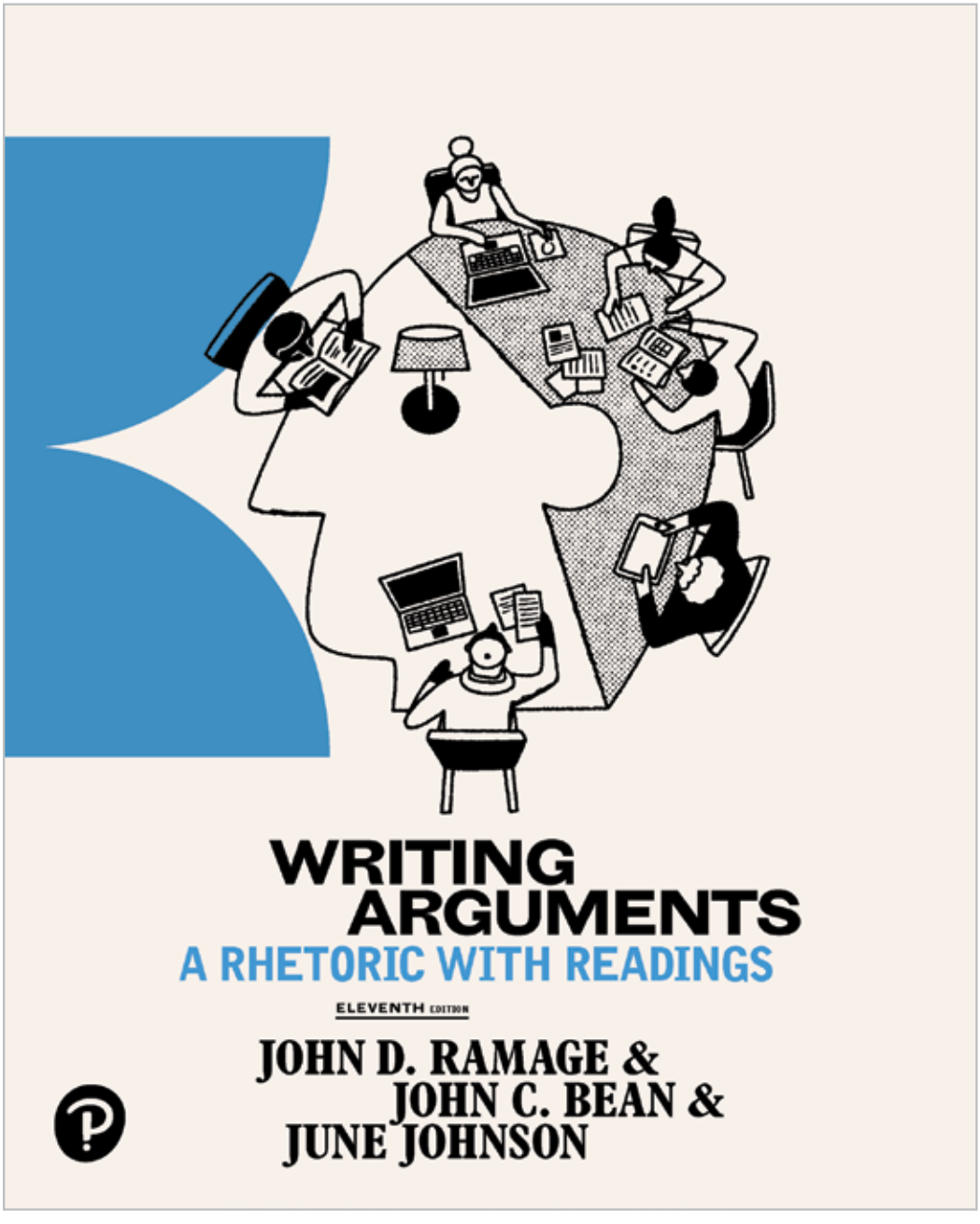

Writing Arguments

A Rhetoric with Readings

Eleventh Edition

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Writing Arguments

A Rhetoric with Readings

Eleventh Edition

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Brief Contents

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Detailed Contents

Preface

Through ten editions, *Writing Arguments* has sustained its reputation as a leading college textbook in argumentation. By focusing on argument as a collaborative search for the best solutions to problems (as opposed to pro/con debate), *Writing Arguments* treats argument as a process of inquiry as well as a means of persuasion. Users and reviewers have consistently praised the book for teaching the critical thinking skills needed for writing arguments: how to analyze the occasion for an argument; how to analyze arguments rhetorically; how to ground an argument in the values and beliefs of the targeted audience; how to develop and elaborate an argument; and how to respond sensitively to objections and alternative views. We are pleased that in this eleventh edition, we have improved the text in key ways while retaining the text's signature strengths.

What's New in the Eleventh Edition?

Based on our continuing research into argumentation theory and pedagogy and on our own experiences as classroom teachers, we have made significant improvements in the eleventh edition that will increase students' understanding of the value of argument and help them negotiate the rhetorical divisiveness in today's world. Here are the major changes in the eleventh edition:

- **Use of Aristotle's "provisional truths" to address post-truth, post-fact challenges to argument.** This edition directly engages the complexity of conducting reasoned argument in a public sphere that is often dominated by ideological camps, news echo chambers, and charges of fake news. A revised Chapter 1 uses Aristotle's view of probabilistic or provisional truths to carve out a working space for argument between unachievable certainty and nihilistic relativism. Chapter 1's view of argument as both truth-seeking and persuasion is carried consistently throughout the text. This edition directly tackles the challenges to reasoned argument posed by dominant ideological perspectives, siloed echo chambers, and a dependence on social media as a source of news.
- **A reordering, refocusing, and streamlining of chapters to create better pedagogical sequencing and coherence.** The previous edition's Chapter 2, which focused on argument as inquiry combining summary writing and exploratory response, has been refocused and moved to Chapter 8. Previous Chapter 2 material on the genres of argument has now been placed in an expanded Chapter 7 on rhetorical analysis. This new sequencing allows students to focus first on understanding the principles of argument (Chapters 1-6) and then to switch to the critical thinking process of joining an argumentative conversation through reading and strong response. (See "Structure of the Text" later in this preface for further explanation.)

- **A new chapter on collaborative rhetoric as a bridge-building alternative to persuasion.** Chapter 10, new to this edition, blends ideas from Rogerian communication with practices from conflict resolution to help prepare students for their roles in private, public, and professional life amidst clashing values and views. Explanations, guidelines, and exercises emphasize nonjudgmental listening, self-reflection, a search for common ground, and suggestions for encouraging ongoing problem-solving through learning, listening, and respectful use of language.
- **A substantially revised chapter on visual and multimodal arguments**. Chapter 9 on visual and multimodal rhetoric now includes a new example and guidelines for making persuasive videos as well as a new exercise to apply image analysis in the construction of visual arguments.
- **A revised chapter on rhetorical analysis.** Chapter 7, "Analyzing Arguments Rhetorically," has been expanded by consolidating rhetorical instruction from several chapters into one chapter and linking it to the critical thinking skills required for joining an argumentative conversation.
- **Updated or streamlined examples and explanations throughout the text along with many new images.** Instructors familiar with previous editions will find many new examples and explanations ranging from a new dialog in Chapter 1 to illustrate the difference between an argument and a quarrel to a streamlined appendix on logical fallacies at the end. New images, editorial cartoons, and graphics throughout the text highlight current issues such as legalizing marijuana, plastics in the ocean, graffiti in public places, a soda tax, cultural and religious diversity, refugees, travel bans, and cars' carbon footprints.
- **Two new student model essays, one illustrating APA style.** One new student model essay evaluates gender bias in a high school dress code, and the other, illustrating APA style, explores the causes of math anxiety in children.
- **A handful of lively new professional readings in the rhetoric section of the text.** New readings ask students to think about a ban on plastic bags, the social definition of adulthood, and the psychological effect of not recognizing ourselves in videos.
- **A thoroughly revised and updated anthology**. The anthology features updated units as well as four entirely new units.
  - A new unit on self-driving cars explores the legal, economic, and societal repercussions of this new technological revolution in transportation.
  - A unit on the post-truth, post-fact era examines the difficulties of consuming news and evaluating the factual basis of news and scientific claims in the era of ideological siloes and of news as entertainment via social media.
  - A new unit on the public health crisis explores the personal and societal consequences of excessive consumption of sugar, the need to establish healthy eating habits in children, and the controversy over a soda tax.
  - A unit on challenges in education examines three areas of controversy: disciplinary policy in K-12 classrooms (restorative justice versus zero-tolerance); the voucher system and charter schools as alternatives to public school; and, at the college level, trigger warnings and divisive speakers on campus.

- An updated unit on sustainability examines the carbon tax and the environmental damage caused by the use and disposal of plastic bottles and plastic bags.
- The unit on immigration has been updated to explore the controversy over sanctuary cities and the American response to refugees.
- A brief argument classics unit offers some famous stylized historical arguments.

What Hasn't Changed? The Distinguishing Strengths of *Writing Arguments*

The eleventh edition of *Writing Arguments* preserves the text's signature strengths praised by students, instructors, and reviewers:

- **Argument as a collaborative search for "best solutions" rather than as pro-con debate.** Throughout the text, *Writing Arguments* emphasizes both the truth-seeking and persuasive dimensions of argument—a dialectic tension that requires empathic listening to all stakeholders in an argumentative conversation and the seeking of reasons that appeal to shared values and beliefs. For heated arguments with particularly clashing points of view, we show the value of Rogerian listening and, in this eleventh edition, point to collaborative rhetoric as a shift from making arguments to seeking deeper understanding and common ground as a way forward amid conflict.
- **Argument as a rhetorical act**. *Writing Arguments* teaches students to think rhetorically about argument: to understand the real-world occasions and contexts for argument, to analyze the targeted audience's underlying values and assumptions, to understand how evidence is selected and framed by an angle of vision, to appreciate the functions and constraints of genre, and to employ the classical appeals of *logos, pathos,* and *ethos.*
- **Argument as critical thinking.** When writing an argument, writers are forced to lay bare their thinking processes. Focusing on both reading and writing, *Writing Arguments* emphasizes the critical thinking that underlies reasoned argument: active questioning, empathic reading and listening, believing and doubting, asserting a contestable claim that pushes against alternative views, and supporting the claim with a logical structure of reasons and evidence—all while negotiating uncertainty and ambiguity.
- **Consistent grounding in argumentation theory**. To engage students in the kinds of critical and rhetorical thinking that argument demands, we draw on four major approaches to argumentation:
  - **The enthymeme as a rhetorical and logical structure.** This concept, especially useful for beginning writers, helps students "nutshell" an argument as a claim with one or more supporting *because* clauses. It also helps them see how real-world arguments are rooted in assumptions granted by the audience rather than in universal and unchanging principles.
  - **The three classical types of appeal—*logos*, *ethos*, and *pathos*.** These concepts help students place their arguments in a rhetorical context focusing on audience-based appeals; they also help students create an effective voice and style.

  - **Toulmin's system of analyzing arguments.** Toulmin's system helps students see the complete, implicit structure that underlies an enthymeme and develop appropriate grounds and backing to support an argument's reasons and warrants, thus helping students tailor arguments to audiences. Toulmin analysis highlights the rhetorical, social, and dialectical nature of argument.
  - **Stasis theory concerning types of claims.** This approach stresses the heuristic value of learning different patterns of support for different types of claims and often leads students to make surprisingly rich and full arguments.
- **Effective writing pedagogy.** This text combines explanations of argument with best practices from composition pedagogy, including exploratory writing, sequenced and scaffolded writing assignments, class-tested "For Writing and Discussion" tasks, and guidance through all stages of the writing process. To help students position themselves in an argumentative conversation, the text teaches the skills of "summary/strong response"—the ability to summarize a source author's argument and to respond to it thoughtfully. The moves of summary and strong response teach students to use their own critical and rhetorical thinking to find their own voice in a conversation.
- **Rhetorical approach to the research process.** *Writing Arguments* teaches students to think rhetorically about their sources and about the ways they might use these sources in their own arguments. Research coverage includes guidance for finding sources, reading and evaluating sources rhetorically, taking purposeful notes, integrating source material effectively (including rhetorical use of attributive tags), and citing sources using two academic citation systems: MLA (8th edition) and APA. The text's rhetorical treatment of plagiarism helps students understand the conventions of different genres and avoid unintentional plagiarism.
- **Extensive coverage of visual rhetoric.** Chapter 9 is devoted entirely to visual and multimodal rhetoric. Additionally, many chapters include an "Examining Visual Rhetoric" feature that connects visual rhetoric to the chapter's instructional content. The images that introduce each part of the text, as well as images incorporated throughout the text, provide opportunities for visual analysis. Many of the text's assignment options include visual or multimodal components, including advocacy posters or speeches supported with presentation slides.
- **Effective and engaging student and professional arguments.** The professional and student arguments, both written and visual, present voices in current social conversations, illustrate types of argument and argument strategies, and provide fodder to stimulate discussion, analysis, and writing.

Structure of the Text

Writing Arguments provides a coherent sequencing of instruction while giving instructors flexibility to reorder materials to suit their needs.

- Part One focuses on the principles of argument: an overview of argument as truth-seeking rather than pro-con debate (Chapter 1); the *logos* of argument including the enthymeme (Chapter 2); Toulmin's system for analyzing

arguments (Chapter 3) and the selection and framing of evidence (Chapter 4); the rhetorical appeals of *ethos* and *pathos* (Chapter 5); and acknowledging and responding to alternative views (Chapter 6).

- Part Two shifts to the process of argument—helping students learn how to enter an argumentative conversation by summarizing what others have said and staking out their own position and claims. Chapter 7 consolidates instruction on rhetorical analysis to help students think rhetorically about an argumentative conversation. Chapter 8 focuses on argument as inquiry, teaching students the groundwork skills of believing and doubting, summarizing a source author's argument and speaking back to it with integrity.
- Part Three expands students' understanding of argument. Chapter 9 focuses on visual and multimodal argument. Chapter 10, new to the eleventh edition, teaches the powerful community-building skill of collaborative rhetoric as an alternative to argument. It focuses on mutual understanding rather than persuasion.
- Part Four (Chapters 11-15) introduces students to stasis theory, showing the typical structures and argumentative moves required for different claim types: definition, resemblance, causal, evaluation, and proposal arguments.
- Part Five (Chapters 16-18) focuses on research skill rooted in a rhetorical understanding of sources. It shows students how to use sources in support of an argument by evaluating, integrating, citing, and documenting them properly. An appendix on logical fallacies is a handy section where all the major informal fallacies are treated at once for easy reference.
- Part Six, the anthology, provides a rich and varied selection of professional arguments arranged into seven high-interest units, including self-driving cars, immigration, sustainability, education, public heath, and public media in an age of fake news and alternative facts. It also includes a unit on classic arguments. Many of the issues raised in the anthology are first raised in the rhetoric so that students' interest in the anthology topics will already be piqued.

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Revel is an interactive learning environment that deeply engages students and prepares them for class. Media and assessment integrated directly within the authors' narrative lets students read, explore interactive content, and practice in one continuous learning path. Thanks to the dynamic reading experience in Revel, students come to class prepared to discuss, apply, and learn from instructors and from each other.

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Supplements

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to integrate them into your class and assess their effectiveness. Our goal is your goal—to improve instruction with each semester.

Pearson is pleased to offer the following resources to qualified adopters of *Writing Arguments*. Several of these supplements are available to instantly download from Revel or on the Instructor Resource Center (IRC); please visit the IRC at www.pearsonhighered.com/irc to register for access.

- **INSTRUCTOR'S RESOURCE MANUAL,** by Hannah Tracy (Seattle University). Create a comprehensive roadmap for teaching classroom, online, or hybrid courses. Designed for new and experienced instructors, the Instructor's Resource Manual includes learning objectives, lecture and discussion suggestions, activities for in or out of class, research activities, participation activities, and suggested readings, series, and films as well as a Revel features section. Available within Revel and on the IRC.
- **POWERPOINT PRESENTATION.** Make lectures more enriching for students. The PowerPoint Presentation includes a full lecture outline and photos and figures from the textbook and Revel edition. Available on the IRC.

Acknowledgments

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We thank too the many users of our texts who have given us encouragement about our successes and offered helpful suggestions for improvements. Particularly we thank the following scholars and teachers who reviewed the previous edition of *Writing Arguments* and whose valuable suggestions informed this new edition:

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John C. Bean

June Johnson

Writing Arguments

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PART ONE
Principles of Argument

Factory farming, the mass production of animals for meat on an industrial model, shown in this photo, is a network of controversial issues, including cruelty to animals, healthfulness of meat diets, disconnection of people from their food, strain on environmental resources, and economic effects on small farming.

Chapter 1
Argument: An Introduction

Learning Objectives

In this chapter you will learn to:

1.1 Explain common misconceptions about the meaning of *argument*.

1.2 Describe defining features of argument.

1.3 Understand the relationship of argument to the process of truth-seeking and inquiry.

This book is dedicated to the proposition that reasoned argument is essential for the functioning of democracies. By establishing a separation of powers and protecting individual rights, the U. S. Constitution places argument at the center of civic life. At every layer of democracy, government decisions about laws, regulations, right actions, and judicial outcomes depend on reasoned argument, which involves listening to multiple perspectives. As former Vice President Al Gore once put it, "Faith in the power of reason—the belief that free citizens can govern themselves wisely and fairly by resorting to logical debate on the basis of the best evidence available, instead of raw power—was and remains the central premise of American democracy."[1]

Yet, many public intellectuals, scholars, and journalists have written that we are now entering a *post-truth era*, where the "best evidence available" becomes unmoored from a shared understanding of reality. How citizens access information and how they think about public issues is increasingly complicated by the unregulated freedom of the Internet and the stresses of a globalized and ethnically and religiously diverse society. Many citizens now focus on the entertainment dimension of news or get their news from sources that match their own political leanings. One source's "news" may be another source's "fake news." In fact, the concept of argument is now entangled in post-truth confusions about what an argument is.

What, then, do we mean by *reasoned argument*, and why is it vital for coping with post-truth confusion? The meaning of reasoned argument will become clearer in this opening chapter and throughout this text. We hope your study of

[1] Al Gore, *Assault on Reason*. New York: Penguin, 2007, p. 2.

reasoned argument will lead you to value it as a student, citizen, and professional. We begin this chapter by debunking some common misconceptions about argument. We then examine three defining features of argument: It requires writers or speakers to justify their claims; it is both a product and a process; and it combines elements of truth-seeking and persuasion. Finally, we look closely at the tension between truth-seeking and persuasion to encourage you to use both of these processes in your approach to argument.

What Do We Mean by Argument?

1.1 Explain common misconceptions about the meaning of *argument*.

Let's begin by examining the inadequacies of two popular images of argument: fight and debate.

Argument Is Not a Fight or a Quarrel

To many, the word *argument* connotes anger and hostility, as when we say, "I just had a huge argument with my roommate," or "My mother and I argue all the time." We picture heated disagreement, rising pulse rates, and an urge to slam doors. Argument imagined as fight conjures images of shouting talk-show guests, flaming bloggers, or fist-banging speakers.

But to our way of thinking, argument doesn't imply anger. In fact, arguing is often pleasurable. It is a creative and productive activity that engages us at high levels of inquiry and critical thinking, often in conversation with people we like and respect. When you think about argument, we invite you to envision not a shouting match on cable news but rather a small group of reasonable people seeking the best solution to a problem. We will return to this image throughout the chapter.

Argument Is Not Pro-Con Debate

Another popular image of argument is debate—a presidential debate, perhaps, or a high school or college debate tournament. According to one popular dictionary, *debate* is "a formal contest of argumentation in which two opposing teams defend and attack a given proposition." Although formal debate can develop critical thinking, it has a key weakness: It can turn argument into a game of winners and losers rather than a process of cooperative inquiry.

For an illustration of this weakness, consider one of our former students, a champion high school debater who spent his senior year debating the issue of prison reform. Throughout the year he argued for and against propositions such as "The United States should build more prisons" and "Innovative alternatives to prison should replace prison sentences for most crimes." We asked him, "What do you personally think is the best way to reform prisons?" He replied, "I don't know. I haven't thought about what I would actually choose."

Here was a bright, articulate student who had studied prisons extensively for a year. Yet nothing in the atmosphere of pro-con debate had engaged him in truth-seeking inquiry. He could argue for and against a proposition, but he hadn't experienced the wrenching process of clarifying his own values and taking a

personal stand. As we explain throughout this text, argument entails a desire for truth-seeking; it aims to find the best solutions to complex problems. We don't mean that arguers don't passionately support their own points of view or expose weaknesses in views they find faulty. Instead, we mean that their goal isn't to win a game but to find and promote the best belief or course of action.

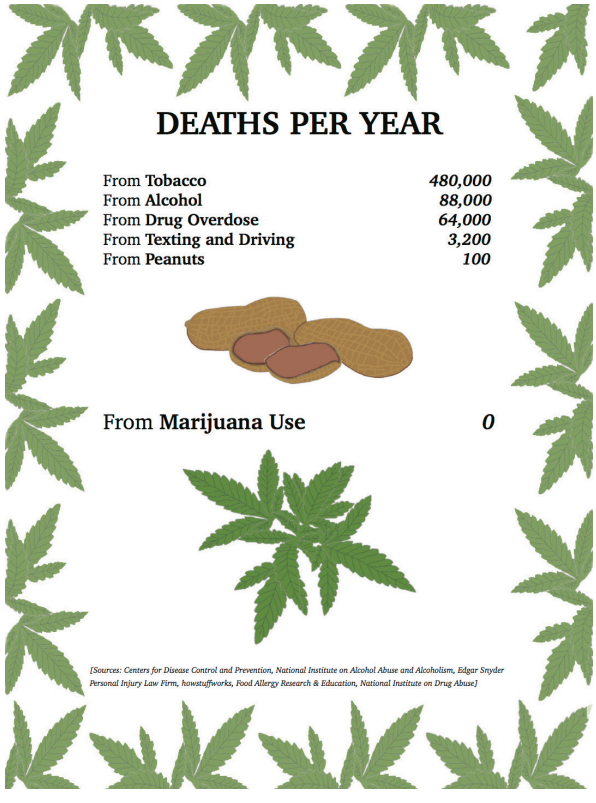
Arguments Can Be Explicit or Implicit

Before we examine some of the defining features of argument, we should note also that arguments can be either explicit or implicit. *Explicit* arguments (either written or oral) directly state their contestable claims and support them with reasons and evidence. *Implicit* arguments, in contrast, may not look like arguments at all. They may be bumper stickers, billboards, posters, photographs, cartoons, vanity license plates, slogans on a T-shirt, advertisements, poems, or song lyrics. But like explicit arguments, they persuade their audience toward a certain point of view.

Consider the poster in Figure 1.1—part of one state's recent citizen campaign to legalize marijuana. The poster's comparative data about "annual deaths," its beautiful green marijuana leaves, and its cluster of peanuts make the implicit argument that marijuana is safe—even safer than peanuts.

The poster's intention is to persuade voters to approve the state initiative to legalize pot. But this poster is just one voice in a complex conversation. Does

Figure 1.1 An implicit argument favoring legalization of marijuana



marijuana have dangers that this poster makes invisible? Would children and adolescents have more access or less access to marijuana if the drug were legalized? Is marijuana a "gateway drug" to heroin and other, harder drugs? How would legalization of marijuana affect crime, drug trafficking, and prison populations? What would be the cultural consequences if marijuana became as socially acceptable as alcohol?

In contrast to the implicit argument made in Figure 1.1, consider the following explicit argument—a letter to the editor submitted by student writer Mike Overton. As an explicit argument, it states its claim directly and supports it with reasons and evidence.

An Explicit Argument Opposing Legalization of Marijuana

LETTER TO THE EDITOR BY STUDENT MIKE OVERTON

Proponents of legalizing marijuana claim that pot is a benign drug because it has a low risk of overdose and causes few deaths. Pot is even safer than peanuts, according to a recent pro-legalization poster. However, pot poses grave psychological risks, particularly to children and adolescents, that are masked if we focus only on death rate.

Several studies have shown adverse effects of marijuana on memory, decision making, and cognition. In one study, Duke University researchers examined IQ scores of individuals taken from childhood through age 38. They found a noticeable decline in the IQ scores of pot smokers compared with nonusers, with greater declines among those who smoked more. Daily pot smokers dropped, on average, eight IQ points.

There is also a clear link between pot usage and schizophrenia. Many studies have shown an increased risk of schizophrenia and psychosis from pot usage, particularly with regular use as an adolescent. Studies find that regular pot smokers who develop schizophrenia begin exhibiting symptoms of the disease earlier than nonusers, with the average diagnosis occurring 2.7 years earlier than for nonusers.

These are devastating mental illnesses that cut to the core of our well-being. We need to be sure our policies on marijuana don't ignore the documented mental health risks of pot, particularly to adolescents in the critical phase of brain development. I urge a "no" vote on legalizing marijuana in our state.

For Writing And Discussion

Implicit and Explicit Arguments

Any argument, whether implicit or explicit, tries to influence the audience's stance on an issue, with the goal of moving the audience toward the arguer's claim. Arguments work on us psychologically as well as cognitively, triggering emotions as well as thoughts and ideas. Each of the implicit arguments in Figures 1.2–1.4 makes a claim on its audience, trying to get viewers to adopt its position, perspective, belief, or point of view on an issue.

(continued)

Figure 1.2 Early 1970s cover of the controversial social protest magazine *Science for the People,* which has recently been revived

Figure 1.3 Image from website promoting education in prisons **(HTTP://WWW.PRISONEDUCATION.COM/)**

Figure 1.4 Cartoon on social etiquette and digital media *(continued)*

"Do you John promise that your schedule, please put your iPhone away, will never be more important than your times together?"

Individual task:

For each argument, answer the following questions:

1. Observe each argument carefully and then describe it for someone who hasn't seen it.
2. What conversation do you think each argument joins? What is the issue or controversy? What is at stake? (Sometimes "insider knowledge" might be required to understand the argument. In such cases, explain to an outsider the needed background information or cultural context.)
3. What is the argument's claim? That is, what value, perspective, belief, or position does the argument ask its viewers to adopt?
4. What is an opposing or alternative view? What views is the argument pushing against?
5. How do the visual details of each argument contribute to the persuasive effect?
6. Convert the implicit argument into an explicit argument by stating its claim and supporting reasons in words. How do implicit and explicit arguments work differently on the brains or hearts of the audience?

Group task:

Working in pairs or as a class, share your answers with classmates.

The Defining Features of Argument

1.2 Describe defining features of argument.

We now examine arguments in more detail. (Unless we say otherwise, by *argument* we mean explicit arguments that attempt to supply reasons and evidence to support their claims.) This section examines three defining features of such arguments.

Argument Requires Justification of Its Claims

To begin defining argument, let's turn to a humble but universal area of disagreement: the conflict between new housemates over house rules. In what way and in what circumstances do such conflicts constitute arguments?

AVERY: (*grabbing his backpack by the door*) See you. I'm heading for class.

DANIEL: (*loudly and rapidly*) Wait. What about picking up your garbage all over the living room?—that pizza box, those cans, and all those papers. I think you even spilled Coke on the rug.

AVERY: Hey, get off my case. I'll clean it up tonight.

With this exchange, we have the start of a quarrel, not an argument. If Daniel's anger picks up—suppose he says, "Hey, slobface, no way you're leaving this house without picking up your trash!"—then the quarrel will escalate into a fight.

But let's say that Daniel remains calm. The dialogue then takes this turn.

DANIEL: Come on, Avery. We had an agreement to keep the house clean.

Now we have the beginnings of an argument. Fleshed out, Daniel's reasoning goes like this: You should clean up your mess because we had an agreement to keep the house clean. The unstated assumption behind this argument is that people should live up to their agreements.

Now Avery has an opportunity to respond, either by advancing the argument or by stopping it cold. He could stop it cold by saying, "No, we never agreed to anything." This response pushes Avery's hapless housemates into a post-truth world where there is no agreement about reality. Unless stakeholders have a starting place grounded in mutually accepted evidence, no argument is possible. Their dispute can be decided only by power.

But suppose that Avery is a reasonable person of good will. He could advance the argument by responding this way:

AVERY: Yes, you are right that we had an agreement. But perhaps our agreement needs room for exceptions. I have a super-heavy day today.

Now a process of reasonable argument has emerged. Avery offers a reason for rushing from the house without cleaning up. In his mind his argument would go like this: "It is OK for me to wait until tonight to clean up my mess because I have a super-heavy day." He could provide evidence for his reason by explaining his heavy schedule (a group project for one course, a paper due in another, and his agreement with his boss to work overtime at his barista job throughout the afternoon). This reason makes sense to Avery, who is understandably immersed in his own perspective. However, it might not be persuasive to Daniel, who responds this way:

DANIEL: I appreciate your busy schedule, but I am planning to be at home all day, and I can't study in this mess. It is unfair for me to have to clean up your stuff.

Fleshed out, Daniel's argument goes like this: "It is not OK for you to leave trash in the living room, because your offer to clean your mess tonight doesn't override my right to enjoy a clean living space today." The dialogue now illustrates what is required for reasonable argument: (1) a set of two or more conflicting claims ("it is OK / is not OK to leave this mess until tonight") and (2) the attempt to justify the claims with reasons and evidence.

The first defining feature of argument, then, is the attempt to justify claims with reasons and evidence. Avery and Daniel now need to think further about how they can justify their claims. The disagreement between the housemates is not primarily about facts: Both disputants agree that they had established house rules about cleanliness, that Avery is facing a super-heavy day, and that Avery's mess disturbs Daniel. The dispute is rather about values and fairness—principles that are articulated in the unstated assumptions that undergird their reasons. Avery's assumption is that "unusual circumstances can temporarily suspend house rules." Daniel's assumption is that "a temporary suspension—to be acceptable—cannot treat other housemates unfairly." To justify his claim, therefore, Avery has to show not only that his day is super-heavy but also that his cleaning his mess at the end of the day isn't unfair to Daniel. To plan his argument, Avery needs to anticipate the questions his argument will raise in Daniel's mind: Will today's mess truly be a rare exception to our house rule, or is Avery a natural slob who will leave the house messy almost every day? What will be the state of the house and the quality of the living situation if each person simply makes his own exceptions to house rules? Will continuing to spill food and drinks on the carpet affect the return of the security deposit on the house rental?

In addition, Daniel needs to anticipate some of Avery's questions: Are temporary periods of messiness really unfair to Daniel? How much does Daniel's neat-freak personality get in the way of house harmony? Would some flexibility in house rules be a good thing? The attempt to justify their assumptions forces both Avery and Daniel to think about the degree of independence each demands when sharing a house.

As Avery and Daniel listen to each other's points of view (and begin realizing why their initial arguments have not persuaded their intended audience), we can appreciate one of the earliest meanings of the term *to argue*, which is "to clarify." As arguers clarify their own positions on an issue, they also begin to clarify their audience's position. Such clarification helps arguers see how they might accommodate their audience's views, perhaps by adjusting their own position or by developing reasons that appeal to their audience's values. Thus Avery might suggest something like this:

AVERY: Hey, Daniel, I can see why it is unfair to leave you with my mess. What if I offered you some kind of trade-off?

Fleshed out, Avery's argument now looks like this: "It is OK for me to wait until the end of the day to clean up my mess because I am willing to offer you a satisfactory trade-off." The offer of a trade-off immediately addresses Daniel's sense of being treated unfairly and might lead to negotiation on what this trade-off might be. Perhaps Avery agrees to do more of the cooking, or perhaps there are other areas of conflict that could become part of a trade-off bargain—noise levels, sleeping times, music preferences. Or perhaps Daniel, happy that Avery