# REASONABLE OPPOSITION

All Good Arguments Have Them

# Lesson Outline

**Part 1.**

Argument Structure

**Part 2.**

Alignment with the Analytical Paragraph

**Part 3.**

Opposing Views

**Part 4.**

How We Respond to Opposing Views

**Part 5.**

Learn from Examples

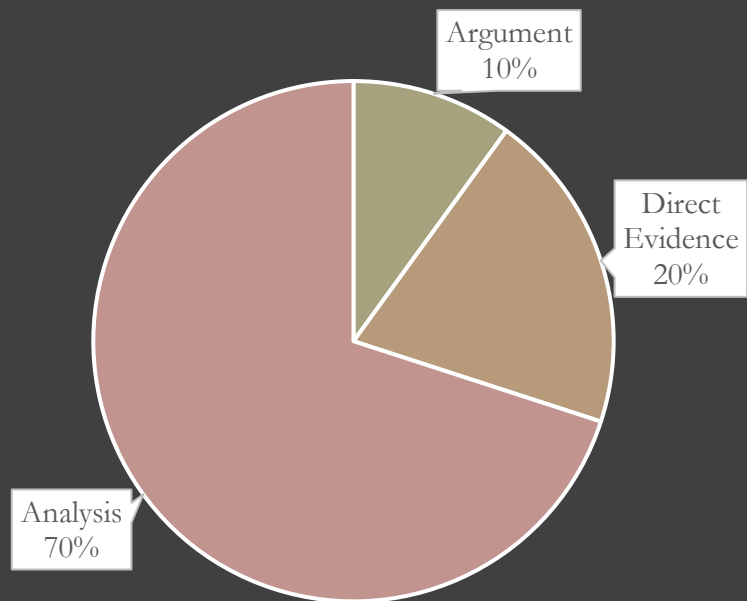# Argumentation

**Use the AEIOU Vowels to Remember:**

- Assertion ✓
- Evidence ✓
- Interpretation ✓
- Opposition
- Understanding ✓

# Context

- **ARGUMENT** is the claim you suggest is true about the world or the people in it.

- **ANALYSIS** is the way in which you interpret the evidence to support your argument.

Argument = position
Analysis = process

## TOPIC SENTENCE (thesis, when not a body paragraph in an essay)
- is a direct response to the prompt
- makes an arguable claim

## ANALYSIS
- develops the idea expressed in the topic sentence *before* evidence is introduced
- answers questions(s) raised by the topic sentence
  (generally "How?" or "Why?" or "So what?")
- defines terms of/adds depth to topic sentence

## CONTEXT / EVIDENCE / INTERPRETATION
### Context: (of the evidence, which is usually a quotation)
- Gives brief background of who is speaking, what is going on in a piece
  (**John Smith writes of his encounter with the Indians**, "they all laid down their bows and arrows." -*or*- **Steinbeck endorses the potential of the American dream:** "The fact that we have this dream at all is perhaps an indication of its possibility." *Context is in bold here*.)

### Evidence:
- is linked to context
- supports the claim (i.e. proves the thesis)
- is usually a quotation

### Interpretation: (immediately follows evidence)
- links the evidence to the thesis
- explains HOW this evidence proves thesis *(Interpret all evidence immediately after introducing it, even if the interpretation seems obvious to you!)*

## ANCHOR
- anchors evidence to thesis
- summarizes argument of paragraph using terminology of thesis

# Overlap with Analysis

- Assertion
- Evidence
- Interpretation
- Opposition
- Understanding

# "On Being Wrong" Kathryn Schultz



Ignorance Assumption

Idiot Assumption

Evil Assumption

# "Reasonable"

- "having sound judgement; fair; sensible."
- You have a right to choose your arguments
- You have a right to have your ideas fairly represented
- Other people also have this right

# Responding

- Concede the point
- Suggest a compromise
- Challenge their logic

RESPECT IS KEY TO DEBATE

# Lesson Summary

Addressing potential opposing views makes our own claims stronger

- It challenges us

- Helps us find flaws

- Helps improve our logical reasoning

- Makes our writing more thorough

# Why Does Rabbit "Win"?

# Compromise

**What does Chandler do to compromise with Monica?**

- Addresses how the compromise will affect the future

- Offer suggestions

- Identify things SHE cares about

**What does Monica do to compromise with Chandler?**

- Admits what wasn't fair about her position

- Finds elements of HIS position she likes

# Concession

**What does Al Franken say to admit why he was wrong?**

- Identifies what he thought was true

- Discusses the process of his thinking and understanding

- Admits both reactions (fear shock) and behaviors (choice)

**How does Franken maintain his position?**

- Clarifies that he's making a choice for a belief, not admitting wrong-doing

- Discusses the future

# Challenge

**What does [writer] do to respond to his mother's claims?**

- Addresses single claims/premises one at a time

- Determines a level of facts both parties can agree on to find convergence

- Admits when the mother makes good points

- Responds with evidence and interpretation

- Uses logic to refute claims