

**Handout One: Inductive and  
Deductive Arguments**

1. Add the conclusion to make this argument valid and sound:

Amphibians live on land and in water.  
Frogs are amphibians.

2. Decide if these are inductive: valid/invalid, sound/unsound or inductive:  
strong/weak, cogent/uncogent:

Each prisoner placed in solitary confinement since the warden arrived ten years ago have shown psychopathic tendencies upon release back into the general prison population. This prisoner just released from solitary will not show such tendencies.

Prisoners breaking prison rules are put in solitary confinement. Ten prisoners on e-block broke the rules. These prisoners will be placed in solitary.

3. In your group come up with one deductive and one inductive argument. (Use back of sheet and do not label them).

Exchange with another group who will identify which one it is.

## Argument using Toulmin

Claim

Warrant (logic connects evidence and claim)

Backing (beliefs underlying evidence, qualifier, claim)

Evidence (data)

Qualifier (counter-argument)

Rebuttal

Identify parts of the argument below using Toulmin's categories

- A. Students have a hard time paying for public transportation.
- B. Encouraging students' use of public transportation is good for the environment .and teaches students about sustainability.
- C. Having a shuttle would allow more students to use BART to get to campus.
- D. Ohlone College should pay for a shuttle to take students from the BART to campus.
- E. However, students could take the bus from BART.
- F. The bus costs a lot of money and does not come very often.

Does this argument make a claim of policy, fact or value?

Write your own Toulmin argument and exchange it to identify parts.

Read the article about the Mauna Kea Telescope/think about these questions then fill in the table below. You must address the audience with your decision. (from Nussbaum & Schraw, 2007)

## WHAT DO WE MEAN BY STANCE?

Three questions can help one deliberately choose a stance to take for a particular situation with specific readers:

**1. Point of view:** *How do I see and understand what I'm looking at?*

What in my experience makes me care about this issue, idea, circumstance, or condition?

How does this way of caring influence me toward thinking about it?

How does my relationship with my readers and my current situation influence where I stand?

**2. Claim:** *What is true and should be known about this subject?*

What is important to understand about this issue, idea, circumstance, or condition for this situation at this moment?

**3. Request:** *What should readers understand about this subject?*

What would or should readers think is important?

How would or should they feel?

How would or should they act?

Major Claim

Counter-Claim

<b>Reason one</b>	<b>Reason one</b>
<b>Reason two</b>	<b>Reason two</b>
<b>Reason three</b>	<b>Reason three</b>
<b>Reason four</b>	<b>Reason four</b>
<b>Reason five</b>	<b>Reason five</b>
<b>Integration: Write in which reasons you would use and how that would modify the two claims into one integrative claim. What values are supported or support your integrated claim?</b>	

# Information Literacy and Argument