

## Syllabus

**Catalog description:** An introduction to the theory and practice of logical analysis. Special emphasis will be placed upon the logical appraisal of everyday arguments.

**Class schedule:** lectures on Mondays and Wednesdays, 10–10:50, in 3140 Wescoe Hall (enrollment code 66150); plus a weekly 50-minute discussion section with your teaching assistant

**Discussion sections:** Here are the times, rooms, enrollment codes, and teaching assistants of the twelve discussion sections:

<u>time</u>	<u>room</u>	<u>code</u>	<u>teaching assistant</u>
W, 12	505 Summerfield	66157	Clark Sexton
W, 1	4011 Wescoe	66158	Clark Sexton
W, 2	4060 Wescoe	66162	[redacted]
R, 11	3097 Wescoe	66155	Brandon Gillette
R, 1	4063 Wescoe	66159	[redacted]
R, 2:30	4033 Wescoe	66163	Clark Sexton
R, 4	4011 Wescoe	66166	Clark Sexton
F, 8	3097 Wescoe	66153	Brandon Gillette
F, 9	3097 Wescoe	66154	Brandon Gillette
F, 3	4011 Wescoe	66165	[redacted]
F, 4	4008 Wescoe	66168	[redacted]
M, 8	4011 Wescoe	66151	Brandon Gillette

**Teaching assistants:** Here is the teaching assistants' contact information:

<u>name</u>	<u>e-mail address</u>	<u>office hours</u>	<u>office location</u>	<u>office phone</u>
[redacted]	[redacted]	(to be announced)	1008 Wescoe	864-2045
Brandon Gillette	tuesdaysgreen@lycos.com	T and F, 10–12	1006 Wescoe	864-4135
Clark Sexton	clarkinks@yahoo.com	W, 11–11:50, and R, 9–9:50	1006 Wescoe	864-4135

### **Meeting with me and contacting me:**

I am happy to meet with you outside of class. My office is in 3070 Wescoe Hall (on the other side of Wescoe from our classroom), and I have office hours on Tuesdays from 1:30 to 2:20 and on Wednesdays from 11 to 11:50. If you would like to see me at another time, that's fine. If you come looking for me, you might not find me in my office and available when you come by, so the best way to meet with me outside of my office hours is to make an appointment. Please send me an e-mail (my e-mail address is [eggleston@ku.edu](mailto:eggleston@ku.edu)) with a list of some times when you are available, as follows. (Then I'll be able to find a time when we're both available and write back to you.)

Professor Eggleston,

I am a student in our Reason and Argument class, and I would like to find a time to meet with you to discuss some questions I have. I am available tomorrow after 11:30, on Wednesday between 12:30 and 2:30, and on Friday after 12:30.

Sincerely,

[your name]

**Requirements/grading:**

At the end of the course, I'll give you a grade of A, B, C, D, or F. The grades A, B, C, and D are given specific interpretations in KU's University Senate Rules and Regulations, which I adhere to. Article 2 of those rules and regulations—"Academic Work and Its Evaluation"—contains a section called "The Grading System" (viewable online at <http://www.ku.edu/~unigov/usrr.html#art2sect2>), which says that an A should be given for achievement of outstanding quality, a B for achievement of high quality, a C for achievement of acceptable quality, and a D for achievement that is minimally passing, but less than acceptable quality.

What letter grade I give you will depend on the final average of the grades you get on the various tests and assignments in the course (which I'll outline below). I'll use the following scale to convert your final average to a letter grade:

<u>final average</u>	<u>letter grade</u>
90.00 and above	A
80.00–89.99	B
70.00–79.99	C
60.00–69.99	D
below 60.00	F

Tests and assignments will be graded numerically, rather than with letter grades, so you can also use this scale to interpret the numerical grades you get in this class during the semester.

Your final average will be determined by your grades on the following tests and assignments:

<u>assignment</u>	<u>weight (percent)</u>
test on chapters 1–3	15
test on chapters 4–6	15
test on chapters 7–9	15
test on chapters 10–12	15
homework	15
first paper	10
second paper	15
total	100

**Course materials on the web:**

Almost all course documents, including this syllabus, will be available on the web site for the course, the URL of which is <http://web.ku.edu/~utile/courses/reason2>. (If you don't want to type in this whole thing, you can stop after 'utile'—at which point you'll be at my personal web site—and then follow the links to the web site for this particular course.) Handouts, worksheets, information about tests, and other useful materials will be posted at this site. The syllabus is also posted at this site, so if you misplace your hard copy, you can print another one.

One thing that will not be posted on the web site is a record of your grades for this course. To allow you to have online access to your grades, your grades will be entered into the "online gradebook" at the Blackboard site for this course (go to <http://courseware.ku.edu/>, then log in; once you get to the Blackboard site for the course, click on 'Tools', then 'My Grades'). Note that although Blackboard provides a shell for all sorts of course-related documents, I am using it only to provide you with access to your grades; all course-related documents, such as this syllabus and so on, will be at the non-Blackboard site mentioned above.

**E-mail distribution list:**

I've had the KU computer folks set up an e-mail distribution list for the course. In general, I'll try to mention everything important (whether substantive or procedural) in class. But at times, I may use the e-mail distribution list to send you information that you will be responsible for having or acting on, so it is your responsibility to make sure that you read mail that I send to this list. You can do this by making sure that you (1) have an e-mail address, (2) are registered for the course (because this list is updated every night to reflect current enrollment, taking account of

drops and adds), and (3) read your e-mail. There is one complication that you should be aware of: if you have both an Exchange e-mail address (e.g., so-and-so@ku.edu) and a non-Exchange e-mail address (e.g., so-and-so@yahoo.com), and you prefer to receive e-mail at the latter address, then mail sent to the e-mail distribution list for the course will not necessarily go to it, even if you have registered it with KU as your primary e-mail address. (This is a known problem with the KU distribution-list system.) To deal with this problem, either check your Exchange account as often as you check your non-Exchange account, or arrange for mail sent to your Exchange account to be forwarded to your non-Exchange account. For more information on this problem and how to solve it, see the Exchange Distribution List Primer (<http://www.email.ku.edu/dlists/primer.shtml>) and look at the answer to question 2: “Some of the people on my list say they’re not getting my list mail. Why?”

***Time commitment, academic integrity, and disability accommodation:***

To do well in this course, you should be prepared to commit a considerable amount of time outside of class to reading the textbook and practicing the skills this course is intended to teach. According to section 5.1.1 of the Faculty Senate Rules and Regulations ([http://www2.ku.edu/~unigov/fsrr.html#BM5\\_\\_Section\\_1\\_\\_Definitions](http://www2.ku.edu/~unigov/fsrr.html#BM5__Section_1__Definitions)), “One semester hour means course work normally represented by an hour of class instruction and two hours of study a week for one semester.” Thus, for a three-credit course such as this one, you should be prepared to spend six hours per week outside of class on reading and other out-of-class work.

In addition, I should note here that I take academic misconduct, especially cheating on tests and plagiarizing papers, extremely seriously, and am generally disposed to impose the harshest permissible penalties when it occurs. To enable you to meet my expectations in this regard and to do so without fear of inadvertently falling short of them, I will provide clear and specific guidance as to what does and does not constitute academic misconduct in advance of the tests and paper assignments. If you would like to see KU’s policy on academic integrity, it is in article 2, section 6 of the University Senate Rules and Regulations (online at <http://www.ku.edu/~unigov/usrr.html#art2sect6>).

Finally, if you have a disability for which you may be requesting special services or accommodations for this course, be sure to contact Disability Resources (<http://www.disability.ku.edu>), at 22 Strong Hall or at 864-2620 (V/TTY), if you have not already done so, and have that office send me a letter documenting the accommodations to which you are entitled. Please also see me privately, at your earliest convenience, so that I can be aware of your situation and can begin to prepare the appropriate accommodations in advance of receiving the letter from Disability Resources.

**Schedule:**

***Monday, January 22:***

- In class, I’ll give you an introduction to the course, and we’ll also spend a few minutes on a “survey of initial beliefs”—a benchmark of your thinking about various things at the beginning of the course. (This will not affect your grade.)
- Please mark the four test dates on your calendar:
  1. test on chapters 1–3: Wednesday, February 14
  2. test on chapters 4–6: Wednesday, March 7
  3. test on chapters 7–9: Wednesday, April 11
  4. test on chapters 10–12: Wednesday, May 2
- Get the book for the course, if you have not already done so. The book is *Critical Thinking*, 8<sup>th</sup> edition, by Brooke Noel Moore and Richard Parker (McGraw-Hill, 2007). Be sure to get the 8<sup>th</sup> edition, not any other edition. If you cannot get the book from a local bookstore (such as the KU bookstore, Jayhawk Bookstore, or University Book Shop), it could be risky to wait around for local stores to re-stock it. In the past, I have had students who waited for a store to re-stock the book, and it took a long time, and they didn’t have the book for the first two or three weeks of the semester, or longer. Instead, consider ordering the book from an online bookstore such as Amazon.com or Barnes & Noble, or a web site that specializes in selling college textbooks, such as eampus.com. Many online booksellers allow you to search for a book by ISBN; here is the ISBN for our book: 0-07-312625-X.

You may find this book sold bundled with something else, such as a CD or a little booklet or something like that. You won’t need any of that other stuff; you will just need the book itself. You can buy

it used if you want—as I said, just be sure to get the 8<sup>th</sup> edition.

If you want some more information about the book, here is the publisher’s web site for it:  
<http://catalogs.mhhe.com/mhhe/viewProductDetails.do?isbn=007312625X>.

The authors have web pages, too:

Brooke Noel Moore: <http://www.csuchico.edu/phil/faculty/brooke.html>.

Richard Parker: <http://www.csuchico.edu/phil/faculty/richard.html>.

**before lecture on Wednesday, January 24:**

- ☐ Read chapter 1 and answer the following questions at the end of the chapter for practice. (Throughout this syllabus, when I say to answer some questions “for practice,” I mean that you will not have to turn in your answers to the questions for credit.) You can check your answers below.

- Exercise 1-1: 1, 2, 4, 6, and 7
- Exercise 1-3: 1–4
- Exercise 1-5: 1–7
- Exercise 1-4: 1–7
- Exercise 1-7: 1–5

**Answers:**

Exercise 1-1:

1. An argument is a set of claims including a conclusion and one or more premises that are supposed to provide reasons for believing the conclusion to be true.
2. true
4. false
6. yes
7. yes, though not every argument’s conclusion is explicitly stated; sometimes, it is left implicit.

Exercise 1-3:

1. argument
2. not an argument
3. not an argument
4. not an argument

Exercise 1-5:

1. a
2. a
3. d
4. c
5. c
6. c
7. b

Exercise 1-4:

1. no argument
2. argument; conclusion: We’ll have to find someone else who owns a truck.

3. argument; conclusion: Bans on firearms are clearly counterproductive.
4. argument; conclusion: Computers will never be able to converse intelligently through speech.
5. argument; conclusion: It seems likely that several million Americans may have been predisposed to accept the report on NBC’s Unsolved Mysteries that the U.S. military recovered a UFO with alien markings.
6. no argument
7. argument; conclusion: Fears that chemicals in teething rings and soft plastic toys may cause cancer may be justified.

Exercise 1-7:

1. There are actually two issues the first speaker addresses, and the second speaker addresses both of them too: whether next weekend is when they go on Standard Time again, and whether they will have to set the clocks ahead or back.
2. The first speaker addresses whether ghosts exist. The second does not address that issue; he addresses whether the argument given by the first speaker is a good one. (You can dispute the quality of someone’s argument without disputing their main point, and that is what the second speaker is doing.)
3. The first speaker starts by addressing the issue of how much work the second speaker does, and the second speaker addresses this, too. Then the first speaker addresses some different issues, namely, how much work she does and whether the second speaker would like to hear about it.
4. The first speaker addresses whether it’s good for people to complain about American intervention in places like Iraq, and the second speaker addresses this issue, too.
5. The first speaker addresses whether summer is a good season, and the second one does, too.

**in lecture on Wednesday, January 24:**

- I’ll talk about chapter 1, including the following questions at the end of the chapter:

- Exercise 1-1: 10, 11, 14, and 19
- Exercise 1-3: 5–6
- Exercise 1-5: 8–10
- Exercise 1-4: 8–10
- Exercise 1-7: 6–8

**before discussion section January 24–29:**

- Type or write your answers to the following questions at the end of the chapter. You will turn in your answers in discussion section, for credit towards your homework grade.
- Exercise 1-3: 7–9
  - Exercise 1-10: 1–10

**in discussion section January 24–29:**

- Your homework will be collected, recorded, and returned.
- You'll work on the following questions at the end of the chapter:
  - Exercise 1-2: 1–10
  - Exercise 1-9: 1–11

**before lecture on Monday, January 29:**

- Answer the following questions at the end of chapter 1 for practice. You can check your answers below.
- Exercise 1-1: 23–24
  - Exercise 1-5: 11–17
  - Exercise 1-4: 11–17
  - Exercise 1-7: 9–12
  - Exercise 1-15: 1–7

**Answers:**

## Exercise 1-1:

23. true  
24. true

## Exercise 1-5:

11. a  
12. c  
13. b  
14. c  
15. b  
16. b  
17. e

## Exercise 1-4:

11. argument ; conclusion: It seems likely that the only way the stock market can do is down.  
12. no argument  
13. no argument  
14. argument; conclusion: It seems reasonable to expect to find more women than men who are upset by pornography.  
15. no argument  
16. no argument  
17. no argument

## Exercise 1-7:

9. The first speaker just asks a question rather than addressing an issue, but the second speaker addresses the issue of whether it's an outrage that U.S. postage stamps are now being printed in Canada, and the first speaker subsequently addresses this same issue.  
10. The first speaker addresses the issue of whether the second speaker has the right to make so much noise at night, and the second speaker addresses a different issue, namely, whether the first speaker has the right to let his or her dog run around loose all day long.  
11. The first speaker addresses the issue of whether to take a pizza break, and the second speaker addresses the different issue of what kind of pizza to get.  
12. The first speaker addresses the issue of whether it takes forever to find usable information on the Internet, and the second speaker addresses the different issue of whether it takes even longer to drive over to the library and find a place to park.

## Exercise 1-15:

1. argument  
2. explanation  
3. explanation  
4. argument  
5. explanation  
6. argument  
7. explanation

**in lecture on Monday, January 29:**

- I'll talk more about chapter 1, including the following questions at the end of the chapter:
  - Exercise 1-3: 10–11
  - Exercise 1-5: 18–20
  - Exercise 1-4: 18–20
  - Exercise 1-7: 13–15
  - Exercise 1-10: 11–14

- Exercise 1-15: 9–10
- There are additional questions you can look at if you want more practice with some of these kinds of questions.
  - For more questions like the ones in Exercise 1-4, see Exercise 1-6.
  - For more questions like the ones in Exercise 1-5, see Exercise 1-8.
  - For more questions like the ones in exercises 1-9 and 1-10, see Exercise 1-11.

**before lecture on Wednesday, January 31:**

- Read chapter 2 and answer the following questions at the end of the chapter for practice. You can check your answers on the next page.
  - Exercise 2-1: 1–5
  - Exercise 2-4
  - Exercise 2-6: 1–5
  - Exercise 2-10: 1–14

**Answers:**

Exercise 2-1 (each question's answers ranked from most vague to most precise):

1. d, e, b, c, f, a
2. c, e, a, b, d
3. c, b, a, d
4. c, d, e, a, b
5. a/b, e, c, d

Exercise 2-4:

- 'should be'—not too vague
- 'between eight and twelve pages in length'—not too vague, since double-spacing is specified
- 'make use of'—not too vague
- 'sources'—too vague (Does any web site count? How about a friend?)
- 'organization'—not too vague
- 'use of sources'—vague, unless it just repeats the requirement to use three (which was vague already)
- 'clarity of expression'—not too vague
- 'quality of reasoning'—not too vague
- 'grammar'—not too vague
- 'rough draft'—not too vague
- 'before Thanksgiving'—too vague
- 'at the end of the semester'—too vague

Exercise 2-6:

1. 20 percent more real dairy butter than what? (if it's than other muffins, which ones?)
2. Does this mean that the mean of concert musicians' earnings is lower than the mean of plumbers' earnings, or that the

median-earning concert musician makes less than the median-earning plumber?

3. This claim is clear enough, but would be very hard to prove, given changes in training, equipment, facilities, rules, etc.
4. This claim is fine, as long as there's no confusion about which desert is being referred to (since some deserts are more arid than others).
5. The comparison aspect is this claim is fine; it just has some vague expressions (e.g., 'mood of the country', 'more conservative').

Exercise 2-10:

1. "The Raider tackle blocked the Giants linebacker."
2. "Please close the door when you leave."
3. "We heard that he informed you in his letter of what he said."
4. "How Therapy Can Assist Victims of Torture," or "How Therapy Can Help Victims of Torture"
5. "Charles took his gun out of his holster."
6. "A week ago, they were both exposed to someone who was ill."
7. "Susan's nose is like Hillary Clinton's."
8. "I flush the cooling system regularly and I recently put in new thermostats."
9. "Tuxedo prices have been cut a lot."
10. "Police Kill 6 Coyotes After Coyotes Mail Girl"
11. "We promise that there are no impurities in our water."
12. "This is the greatest disaster to happen during my governorship."
13. The book says that the second sentence should say "More than one disease can be carried and passed along to humans by a single tick," but I don't see how the second sentence might be taken to say anything else.
14. This ambiguity is intentional.

**in lecture on Wednesday, January 31:**

- I'll talk about chapter 2, including the following questions at the end of the chapter:
  - Exercise 2-6: 6–10
  - Exercise 2-10: 15–21

**before discussion section January 31–February 5:**

- I'll give you a separate handout about this.

**in discussion section January 31–February 5:**

- I'll give you a separate handout about this.

**before lecture on Monday, February 5:**

- Answer the following questions at the end of chapter 2 for practice. You can check your answers below.
  - Exercise 2-7: 1–8
  - Exercise 2-10: 22–35
  - Exercise 2-11: 1–8
  - Exercise 2-12: 1–8

**Answers:**

## Exercise 2-7:

1. The notion of one actor being better than another is very vague. And any way of making it precise would undoubtedly raise a very subjective issue.
2. What constitutes blondes having more fun is pretty vague.
3. Smartness, especially when applied to nonhuman animals, is a pretty vague concept. The difference between the average chimp and the average monkey would have to be pretty stark in order for this comparison to be very clear and warranted.
4. This comparison is fairly clear. In the back of the book, the authors talk about how it doesn't tell you about the range of grades given by each professor, but you wouldn't necessarily expect that from this sort of comparison anyway.
5. Crime is a pretty vague concept, and refers to a whole range of things of different levels of seriousness. So it's not very meaningful to just say that crime, in general, is up 160 percent over last year.
6. This comparison is very unclear, not only in how you identify an "average" classical or rock musician, but also in how you measure talent.
7. The authors say that 'long distance' is a vague expression, and that it's unclear what 'more endurance' means, but I find this comparison reasonably clear.
8. This comparison is fairly clear, though a lot depends on what counts a profanity and how it is quantified.

## Exercise 2-10:

22. This is ambiguous between the following two claims, ad it's not clear which one is meant.
  - "Jordan could write more essays that are profound."
  - "Jordan could write essays that are more profound."
23. This one is intentionally ambiguous; obviously the only plausible interpretation is the collective one, not the individual one.
24. The last part of the sentence should be rewritten as something like "with semen samples, frozen in a stainless steel tank, from 18 men."
25. "When she lay down to nap, she was disturbed by a noisy cow."
26. "... and, for three hours after eating, don't lie down." (The advice is to avoid big, high-fat meals at all times, not just within three hours after eating.)
27. "Abraham Lincoln wrote the Gettysburg Address on the back of an envelope while traveling from Washington to Gettysburg."

28. "When Queen Elizabeth appeared before her troops, they all shouted 'harrah!'"
29. "In one of Shakespeare's famous plays, Hamlet gives a long soliloquy."
30. "Before the officers' arrival, the two suspects fled the area in a white Ford Mustang being driven by a third male."
31. intentionally ambiguous between the following two claims
  - "AT&T, for as long as your business lasts."
  - "AT&T, for the liveliness (as in success, or thriving) or your business."
32. "This class might have had a member of the opposite sex as its teacher."
33. "Woman married 10 times previously gets 9 years for killing husband."
34. "... Many primary plans require you to pay 20% of that amount."
35. "I am a huge fan of Mustangs" (as opposed to "I am a fan of huge Mustangs")

## Exercise 2-11:

1. as a group (only collectively do they eat that much yogurt)
2. as a group (only collectively do they make that much money)
3. as a group (no single radio has a speaker loud enough to be heard beyond its immediate area)
4. as a group (only collectively do they enroll in that many courses)
5. as individuals (every cowboy dies with his boots on)
6. as a group (all three of them add up to 180 degrees)
7. probably as a group, but possibly as individuals
8. as individuals (the passengers don't decide collectively)

## Exercise 2-12:

1. 'piano' is being defined analytically.
2. 'decaffeinated' is defined by synonym.
3. 'my idea of a successful philosophy major' is being defined by example (Steve Martin being the example, of course). This is a case where the defined term is not the one the sentence starts with. To figure out which is the defined term, ask yourself which thing the speaker is trying to help the listener learn more about. Is the speaker trying to help the listener learn a new fact about Steve Martin, or is the speaker trying to help the listener learn about the speaker's idea of a successful philosophy major? Probably the latter.
4. 'red planet' is being defined by synonym (Mars).
5. 'UV' is being defined by synonym.
6. 'plains Indians' is being defined by example.
7. 'data' is defined analytically.
8. 'chiaroscuro' is defined by synonym.

**in lecture on Monday, February 5:**

- I'll talk more about chapter 2, including the following questions at the end of the chapter:

- Exercise 2-7: 9–10
- Exercise 2-10: 36–42
- Exercise 2-11: 9–15
- Exercise 2-12: 9–15

**Tuesday, February 6:**

- If you have a disability that entitles you to special accommodations for taking tests, contact the Disability Resources office (see pp. 3, above, for the Disability Resources office's contact information), by the end of tomorrow, February 7, about making arrangements to take the test we have scheduled for February 14. If you are entitled to time and a half or double time, you will need to ask Disability Resources to proctor your test in a classroom other than our lecture hall. Be sure that the time slot you arrange with Disability Resources does not start later than the schedule start time of our test—10 a.m. on Wednesday, February 14.
- I hope this doesn't apply to you, but if you hate this class, or like it but doubt that you can do reasonably well in it, you should be aware that the last day to drop this class, without it showing up on your transcript, is this Thursday, February 8. For more on this, see the following web site:  
<http://www.registrar.ku.edu/timetable/072grades.shtml>.

**before lecture on Wednesday, February 7:**

- Read chapter 3 and answer the following questions at the end of the chapter for practice. You can check your answers on the next page.
  - Exercise 3-7: 1–7
  - Exercise 3-8: 1–3

**Answers:**

## Exercise 3-7:

1. d
2. No, Howie's reasoning is not sound. He may be right that he has no reason to think the three people would lie to him, but this does not mean that Elvis's still being alive is the best explanation for their reports. The more likely explanation is that they're mistaken, either because of having been tricked by look-alikes or by accident.
3. He should realize that when someone asks for that sort of information over the phone, they're probably trying to con you, not help you with your account.
4. a

5. b
6. c
7. c

## Exercise 3-8:

1. boxing
  - credible: d, c, b
  - not: a
2. Apple/Windows
  - credible: b, e
  - not: c, a
3. tonsillectomy
  - credible: b, c, and d
  - not: a

**in lecture on Wednesday, February 7:**

- I'll talk about chapter 3, including the following questions at the end of the chapter:
  - Exercise 3-7: 8–9
  - Exercise 3-8: 4–5

**before discussion section February 7–12:**

- I'll give you a separate handout about this.

**in discussion section February 7–12:**

- I'll give you a separate handout about this.

**before lecture on Monday, February 12:**

- Answer the following questions at the end of chapter 3 for practice. You can check your answers below.
  - Exercise 3-9: 1–5



- Exercise 3-10: 1
- Exercise 3-12: 1–8

**Answers:**

## Exercise 3-9:

1. d
2. a or c (b and d are interested parties)
3. c, with b being a close second because Supreme Court justices often know a lot about Constitutional history, too
4. d or e
5. b

## Exercise 3-10:

1. Alan Jensen paragraph
  - a. no special credibility (not said to be an expert in that area of medicine)
  - b. no special credibility (knowledgeable, but likely to be biased)
  - c. no special credibility (no indication that he would be an expert)
  - d. a lot of credibility (a demographic question)
  - e. no special credibility (no indication that he would be an expert)

- f. a lot of credibility (a demographic question)
- g. no special credibility (no indication that he would be an expert)
- h. a lot of credibility (a demographic question)
- i. a lot of credibility (lived both places)

## Exercise 3-12:

1. accept (reputable magazine, reporting a straightforward announcement)
2. reject, or at least suspend judgment due to lack of documentation
3. accept (reputable source)
4. suspend judgment due to ongoing controversy and lack of decisive evidence
5. accept (reputable source, citing evidence that can be verified)
6. probably reject, or at least suspend judgment (source is an interested party)
7. reject (the parents' claim, not necessarily the news report that says they said it)
8. accept (no reason to doubt it, and the Los Angeles Times is a highly reputable newspaper)

***in lecture on Monday, February 12:***

- I'll talk more about chapter 3, including the following questions at the end of the chapter:
  - Exercise 3-10: 2
  - Exercise 3-12: 9–10

***before lecture on Wednesday, February 14:***

- Study for the test on chapters 1–3.
  - This will count for 15 percent of your grade.
  - To study for this test, you can look at the two tests I've used in the past that I've attached to the end of this syllabus: the practice test on chapters 1 and 2 (from September 11, 2006) and the test on chapters 1–3 (from September 20, 2006). These are both from last semester, which was my first semester teaching Reason and Argument, so they are all the tests of mine that any former students might have, or that might be stored in a cold-test file. The answers are given at the bottom of the next page; try to ignore them until you've answered the questions on your own.
  - Here are the ground rules for the test: You'll have 45 minutes to take the test. To be fair to the students who finish on time (who will be the vast majority—time shouldn't be a factor), I'll take off 10 points per minute from the score of any student who doesn't turn in his or her test when time is up. Also, if you arrive late, you can take the test, but you still have to finish at the same time as everyone else.
  - You might also want to be aware of my make-up test policy, which is on the next page.

***in lecture on Wednesday, February 14:***

- You'll take the test on chapters 1–3.
- Also, be sure to pick up the next section of the syllabus, for chapters 4–6.

***discussion sections February 14–19:***

Discussion sections won't meet this week. Check the next section of the syllabus for your homework assignment for Monday. (You can download it as a PDF file from the course web site, at <http://web.ku.edu/~utile/courses/reason2>, if you didn't get a hard copy of it after the test on February 14.)

**Make-up test policy:**

If you miss the test without a good excuse, you can take a make-up test, but only for  $\frac{3}{4}$  credit. That is, I will deduct 25 percentage points from whatever percentage score you get on the make-up test. If you have a good excuse that I can verify, then you can take a make-up test for full credit. A good excuse means that some circumstances arose that prevented you from taking the test, and there weren't precautions you could reasonably have been expected to take that would have prevented those circumstances from occurring. Here are some hypothetical cases to illustrate what I mean:

1. *What if I have a cold, or the flu, on the day of the test?* You cannot take a make-up test for full credit unless you go to the doctor and I can verify, by talking to your doctor, that your condition was bad enough to physically prevent you from taking the test in class.
2. *What if my illness will not prevent me from taking the test in class, but will prevent me from doing as well as I would have done if I had been at my best?* Then you will have to take the test in class, or settle for a make-up test for  $\frac{3}{4}$  credit—it's not feasible for me to give make-up tests to all the people who, for whatever reason, aren't at their best on the day of the test. So I have to be strict about this: if you are not sick enough for a doctor to affirm that you are physically unable to take the test, you need to decide whether you'll be better off doing the best you can when the test is given in class, or taking it another day for  $\frac{3}{4}$  credit.
3. *So if my doctor tells you that I was physically unable to take the test, then I'm covered?* Yes, as long as the illness was one you couldn't have been expected to take precautions to prevent. For example, as I'm sure you know, sometimes students say they can't take the test because of the "stomach flu"—when the truth is that they have a hangover.
4. *What if I will be out of town, due to a long-scheduled family vacation?* I'm sorry, but this does not warrant a make-up test for full credit. Any student taking classes at a university should be prepared to be in class on any day when classes are in session. You can either change your travel plans, or take a make-up test for  $\frac{3}{4}$  credit.
5. *What if I am flying back into town just before the test, and my flight is delayed and I miss the test?* It is your responsibility to allow time for routine delays. So if a routine delay causes you to miss the test, then you can only take a make-up test for  $\frac{3}{4}$  credit. But if you allow adequate lead time and—through some excessive delay on the part of your airline—you still do not arrive on time, then you can take a make-up test for full credit. Be prepared to provide verification.
6. *What if I have car trouble?* Again, you need to be prepared to provide verification.

If you miss a test, or know in advance that you will miss a test, contact me by e-mail ([eggleston@ku.edu](mailto:eggleston@ku.edu)) as soon as you can. If you can suggest some times when you would be available to take a make-up test, please do that as well. Which make-up test I give you will not depend on whether you are taking it for full credit or  $\frac{3}{4}$  credit, so we do not have to settle that question in order for us to schedule your make-up test. Thus, scheduling your make-up test will be our first priority, and then we'll sort out the question of full credit or  $\frac{3}{4}$  credit. Regardless of whether you want to take a make-up test for full credit or for  $\frac{3}{4}$  credit, you must contact me about taking a make-up test without any unnecessary delay, and take your make-up test as soon as you are physically able to do so.

I know this policy is strict. But the vast majority of students take the tests when they are supposed to, and I think they're entitled to some vigilance, on my part, against unwarranted requests for make-up tests for full credit. So I restrict those to the circumstances described above.

**Answer key for practice test on chapters 1 and 2:**

C	A	A	A	A	B	C	B	B	A	A	B
1	2	3	4	5	6	7	8	9	10	11	12

13. [example of a correct answer:] Apples are a good snack because they are healthy.

14. [example of a correct answer:] I like cookies because they taste good.

D	A	D	D	D	B	C	A	C	D	C	A	C
15	16	17	18	19	20	21	22	23	24	25	26	27

**Answer key for test on chapters 1–3:**

B	B	B	A or B	A	C	A	D	B	B	A	B
1	2	3	4	5	6	7	8	9	10	11	12

B	C	C	C	A	D	A	A	A	B	B	C	A
15	16	17	18	19	20	21	22	23	24	25	26	27

A	A	B	B	A	C	C	D	B	B or D	A	D
28	29	30	31	32	33	34	35	36	37	38	39

## Practice Test on Chapters 1 and 2

This test has 27 questions. All the questions have the same weight, except for numbers 13, 14, and 27, which count for twice as much. You can mark up the questions, but you must write your answers in the blanks below. No credit will be awarded for answers written below the row of blanks provided for your answers to questions 15–27.

1      2      3      4      5      6      7      8      9      10      11      12

13. \_\_\_\_\_

14. \_\_\_\_\_

15      16      17      18      19      20      21      22      23      24      25      26      27

- Which of the following series of words fills in the blanks in the following sentence correctly? "An argument is a set of claims including a \_\_\_\_\_ and one or more \_\_\_\_\_ that are supposed to provide reasons for believing the \_\_\_\_\_ to be true."  
(A) conclusion, premises, premises  
(B) premise, conclusions, premises  
(C) conclusion, premises, conclusion  
(D) premise, premises, premises
- Can an argument's conclusion can be left unstated?  
(A) yes  
(B) no
- Does the following passage contain an argument? "You'd better not pet that dog. She looks friendly, but she's been known to bite."  
(A) yes  
(B) no
- Does the following passage contain an argument? "It is obvious why some men have trouble understanding why women become upset over pornography. Pornography depicts women as servants or slaves, and men cannot conceive of themselves in this role."  
(A) yes  
(B) no
- What is the primary issue discussed in this passage? "TV's coverage of the Olympics was not very exciting. The anchorman was cool and detached, and, except for basketball, they never zeroed in on a single event long enough for anyone to care. Plus, there was just too much coverage. Anytime you turned on TV, there was the Olympics. It was like air—always there. And what's so exciting about air?"  
(A) whether TV's coverage of the Olympic was not very exciting  
(B) whether the anchorman was cool and detached  
(C) whether there was too much coverage  
(D) whether air is exciting
- What is the primary issue discussed in this passage? "Because real estate is a local investment, I recommend investing within an hour's drive from your home. Personally, I invest within a half-hour drive because then I can properly manage the property and watch it to be sure it is not declining in market value."  
(A) whether real estate is a local investment  
(B) whether you should invest within an hour's drive from your home  
(C) whether the speaker invests within a half-hour drive of his or her home  
(D) whether the speaker can properly manage his or her property and watch it to be sure it is not declining in market value

7. Does the following passage contain an argument? If so, what is its conclusion? "Your jacket looks a little tattered, there, Houston. Time to get a new one, I'd say."
- (A) no argument  
(B) argument; conclusion: Houston's jacket looks a little tattered  
(C) argument; conclusion: it's time for Houston to get a new jacket  
(D) argument; conclusion: the speaker thinks it's time for Houston to get a new jacket
8. Does the following passage contain an argument? If so, what is its conclusion? "I seriously doubt many people want to connect up their TV to the Internet. For one thing, when people watch TV they don't want more information. For another thing, even if they did, they wouldn't be interested in having to do something to get it. They just want to sit back and let the TV tell them what's happening."
- (A) no argument  
(B) argument; conclusion: not many people want to connect their TV to the Internet  
(C) argument; conclusion: when people watch TV they don't want more information  
(D) argument; conclusion: people just want to sit back and let the TV tell them what's happening
9. Are these two speakers addressing the same issue?  
1: Harriman is a fraud. He didn't even graduate from medical school!  
2: Harriman is still the best surgeon at this clinic.
- (A) yes  
(B) no
10. Are these two speakers addressing the same issue?  
1: A woman in Tennessee was charged with a felony for not warning rescuers that her fiancé, who had suffered a heart attack, had tested positive for AIDS. That's a good law, since people ought to know when they're stepping into a dangerous situation to help somebody else.  
2: Well, I don't think it's such a good law, because the likelihood of catching AIDS from somebody while trying to resuscitate them is very, very small.
- (A) yes  
(B) no
11. Is the following claim subjective? "Meat grilled over hickory coals tastes better than meat grilled over mesquite."
- (A) yes  
(B) no
12. Is the following claim subjective? "I read in the newspaper that meat grilled over hickory coals tastes better than meat grilled over mesquite."
- (A) yes  
(B) no
13. Give an example of a statement of the form 'X because Y' that is an argument.
14. Give an example of a statement of the form 'X because Y' that is an explanation, not an argument.
15. Consider these claims:
1. Joanna is left of center in her political views.
  2. Joanna has voted for the socialist candidate for president in the last four elections.
  3. Joanna usually doesn't vote for Republicans.
  4. Joanna is a liberal.
- In which of the following lists are the claims that make up the list in order from most vague to least vague? (The correct answer does not have to include, on its list, the most vague of the four claims above, or the least vague. An answer of the form 'x, y, z' is correct if claim x is more vague than claim y, and claim y is more vague than claim z.)
- (A) 1, 2, 3  
(B) 2, 4, 1  
(C) 3, 2, 4  
(D) 4, 3, 2
16. Consider these claims:
1. I hear a funny noise in my engine.
  2. I have an engine problem.
  3. When I give it gas, I hear this funny sound in my engine.
  4. My engine makes a strange noise sometimes but not at other times.
  5. There is an unusual ticking sound in my engine when I accelerate from zero to around thirty.
- In which of the following lists are the claims that make up the list in order from most vague to least vague? (The correct answer does not have to include, on its list, the most vague of the five claims above, or the least vague. An answer of the form 'x, y, z' is correct if claim x is more vague than claim y, and claim y is more vague than claim z.)
- (A) 2, 3, 5  
(B) 1, 2, 3  
(C) 4, 3, 2  
(D) 5, 2, 4

17. Which of the following sentences is too vague, given the context that is stated or implied?
- (A) During his first news conference of the year, the president said today that his administration was going to crack down even harder on international terrorism.
  - (B) said at a party: "What did I think of the concert? I thought it was pretty good. You should have been there."
  - (C) My aunt lost most of her possessions when her house burned down last month.
  - (D) To get to the Woodward Mall, go down this street a couple of blocks, and turn at the intersection. Go through several stoplights, turn again, and go just a short way.
18. Which of the following sentences is too vague, given the context that is stated or implied?
- (A) Your chances of winning the grand prize in the lottery by purchasing a single ticket are approximately 1 in 16,000,000.
  - (B) I can't tell you how much I love you. You make me very happy.
  - (C) Your hard drive is big enough for most word-processing uses, but it's way too small for graphics files.
  - (D) How many miles to a gallon does it get? Oh, you'll be quite satisfied if you buy this little beauty from me. It gets really impressive mileage.
19. Consider the following comparison: "The first President Bush was a better president than Clinton was." Which of the following is the most reasonable assessment of its clarity?
- (A) This comparison is quite clear as it is.
  - (B) This comparison is quite clear as it is, provided that the speaker's own political aspirations, if any, are disclosed.
  - (C) This comparison's clarity could be much improved by eliminating the ambiguity in the word 'first'.
  - (D) This comparison's clarity could be much improved by reducing the vagueness in the word 'better'.
20. Consider the following comparison. "A new antilock rear brake system has reduced the distance required to stop from fifty miles per hour by 11 percent." Which of the following is the most reasonable assessment of its clarity?
- (A) This comparison is quite clear as it is.
  - (B) This comparison is quite clear as it is, provided that it is understood to be comparing (1) the distance required to stop with the new brakes and (2) the distance required to stop with the old brakes.
  - (C) This comparison's clarity could be much improved by eliminating the ambiguity in the expression 'brake system'.
  - (D) This comparison's clarity could be much improved by reducing the vagueness in the word 'required'.
21. Consider the following sentence: "People who go shopping often go broke." Which of the following is true of this sentence? (Consider any grouping ambiguity a semantic ambiguity.)
- (A) This sentence has at least one instance of semantic ambiguity.
  - (B) This sentence has at least one instance of syntactic ambiguity.
  - (C) This sentence has both at least one instance of semantic ambiguity and at least one instance of syntactic ambiguity.
  - (D) This sentence has no ambiguity.
22. Consider the following sentence: "The wizard made a pig of himself." Which of the following is true of this sentence? (Consider any grouping ambiguity a semantic ambiguity.)
- (A) This sentence has at least one instance of semantic ambiguity.
  - (B) This sentence has at least one instance of syntactic ambiguity.
  - (C) This sentence has both at least one instance of semantic ambiguity and at least one instance of syntactic ambiguity.
  - (D) This sentence has no ambiguity.

23. Consider the following sentence: “*KU students* enroll in hundreds of courses each year.” Which of the following is the most reasonable thing to say about the italicized word or expression?
- (A) There is no grouping ambiguity there.
  - (B) There is a grouping ambiguity, and the most plausible way to resolve the ambiguity is to take the italicized word or expression as referring to the individuals in the group.
  - (C) There is a grouping ambiguity, and the most plausible way to resolve the ambiguity is to take the italicized word or expression as referring to the group collectively, not as individuals.
  - (D) There is a grouping ambiguity, and you would need more information than just common sense to know how to resolve it.
24. Consider the following sentence: “*The residents of Los Angeles* drink more water than do *those of San Francisco*.” Which of the following is the most reasonable thing to say about the italicized word or expression?
- (A) There is no grouping ambiguity there.
  - (B) There is a grouping ambiguity, and the most plausible way to resolve the ambiguity is to take the italicized word or expression as referring to the individuals in the group.
  - (C) There is a grouping ambiguity, and the most plausible way to resolve the ambiguity is to take the italicized word or expression as referring to the group collectively, not as individuals.
  - (D) There is a grouping ambiguity, and you would need more information than just common sense to know how to resolve it.
25. Consider the following sentence. “A deciduous tree is a hardwood tree that loses its leaves during the winter.” What sort of definition is being provided?
- (A) example
  - (B) synonym
  - (C) analytic
26. Consider the following sentence. “An oxymoron? Try ‘military intelligence’.” What sort of definition is being provided?
- (A) example
  - (B) synonym
  - (C) analytic

27. Consider the following sentences:

1. The most significant change was to have test takers write an argumentative essay.
2. This change in the SAT shows how important educators think the ability to write this type of essay.
3. That’s because writing an argumentative essay is doing nothing other than thinking critically—and leaving a paper trail for others to follow.
4. Recently the Educational Testing Service revamped the infamous Scholastic Aptitude Test (SAT), which many universities use when determining whether to admit an applicant.
5. This isn’t a book on writing, but writing an argumentative essay is so closely related to thinking critically we would like to take the opportunity to offer our recommendations.

If these sentences are put in the order that makes the most sense, which sentence would be fourth?

- (A) 1
- (B) 2
- (C) 3
- (D) 4
- (E) 5

Write your name: \_\_\_\_\_  
[redacted]      Brandon Gillette      Clark Sexton  
Circle the time      W, 3      R, 8      W, 2  
of your discussion      R, 3      R, 9      R, 3  
section below your      R, 4      F, 8      R, 4  
GTA's name:      M, 11      M, 8      F, 9

## Test on Chapters 1–3

This test has 39 questions. All the questions have the same weight, except for numbers 13, 14, and 27, which count for twice as much. You can mark up the questions, but you must write your answers in the blanks below. No credit will be awarded for answers written below the row of blanks provided for your answers to questions 28–39.

1      2      3      4      5      6      7      8      9      10      11      12

13. \_\_\_\_\_

14. \_\_\_\_\_

15      16      17      18      19      20      21      22      23      24      25      26      27

28      29      30      31      32      33      34      35      36      37      38      39

1. Can all of an argument's premises be left unstated?  
(A) yes  
(B) no
2. Is it possible for two people to disagree about a non-subjective issue and for neither of them to be mistaken?  
(A) yes  
(B) no
3. Does the following passage contain an argument?  
"Will a beverage begin to cool more quickly in the freezer or in the regular part of the refrigerator? Well, of course it'll cool faster in the freezer! There are lots of people who don't understand anything at all about physics and who think things may begin to cool faster in the fridge. But they're sadly mistaken."  
(A) yes  
(B) no
4. Does the following passage contain an argument?  
"Some of these guys who do Elvis Presley imitations actually pay more for their outfits than Elvis paid for his! Anybody who would spend thousands just so he can spend a few minutes not fooling anybody into thinking he's Elvis is nuts."  
(A) yes  
(B) no
5. What is the primary issue discussed in this passage?  
"It's wise to let states deny AFDC (Aid to Families with Dependent Children) benefits to unmarried kids under eighteen who live away from their parents. This would discourage thousands of these kids from having children of their own in order to get state-subsidized apartments."  
(A) whether it's wise to let states deny AFDC benefits to kids under eighteen who live away from their parents  
(B) whether letting states deny AFDC benefits to these kids would discourage thousands of them from having children of their own in order to get state-subsidized apartments  
(C) whether thousands of them have children of their own in order to get state-subsidized apartments  
(D) whether thousands of them have state-subsidized apartments

6. What is the primary issue discussed in this passage?  
 “A judge’s finding that the FBI discriminated against its Hispanic agents is the second time in less than a year that the bureau has been embarrassed by its treatment of minority employees. Last November, black FBI agent Donald Rochon filed a lawsuit in U.S. District Court accusing the bureau of racial harassment when he was an agent in Omaha. The suit is pending. Increasing the hiring of minorities and treating them equally for promotions must become a matter of greater concern to the FBI. Currently, there are only 423 Hispanic agents and 412 black agents out of a total of about 9,400. The statistics speak for themselves.”
- (A) whether a judge’s finding that the FBI discriminated against its Hispanic agents is the second time in less than a year that the bureau has been embarrassed by its treatment of minority employees  
 (B) whether Donald Rochon filed a lawsuit in U.S. District Court accusing the bureau of racial harassment when he was an agent in Omaha  
 (C) whether increasing the hiring of minorities and treating them equally for promotions must become a matter of greater concern to the FBI  
 (D) whether there are only 423 Hispanic agents and 412 black agents out of a total of about 9,400  
 (E) whether the statistics speak for themselves
7. Does the following passage contain an argument? If so, what is its conclusion? “Here’s how you make chocolate milk. Warm up a cup of milk in the microwave for two minutes, then add two tablespoons of the chocolate. Stir it up, then stick it back in the microwave for another 30 seconds. Then enjoy it.”
- (A) no argument  
 (B) argument; conclusion: you begin making chocolate milk by warming up a cup of milk in the microwave for two minutes  
 (C) argument; conclusion: to make chocolate milk, you have to add chocolate  
 (D) argument; conclusion: you have to put the chocolate milk in the microwave two times to make it right  
 (E) argument; conclusion: P/E ratios are way too huge
8. Does the following passage contain an argument? If so, what is its conclusion? “The P/E ratio is the number of dollars of stock you have to buy to get one dollar of profit. Any stock with a ratio greater than 15:1 is overpriced. That’s why it’s not a good idea to invest in stocks right now. P/E ratios are way too high.”
- (A) no argument  
 (B) argument; conclusion: the P/E ratio is the number of dollars of stock you have to buy to get one dollar of profit  
 (C) argument; conclusion: any stock with a P/E ratio greater than 15:1 is overpriced  
 (D) argument; conclusion: it’s not a good idea to invest in stocks right now  
 (E) argument; conclusion: P/E ratios are way too huge
9. Are these two speakers addressing the same issue?
- 1: Have you seen those advertisements for striptease dancers for private parties? That’s exploitative and insulting, if you ask me.  
 2: Oh, take it easy. They have male strippers for women’s parties as well as female strippers for men’s parties.
- (A) yes  
 (B) no
10. Are these two speakers addressing the same issue?
- 1: I can’t believe the student government paid John Kerry over a thousand dollars to come here and give a speech. He’s been out of the news for ages, and he’s clearly biased. They should have saved our money.  
 2: Listen: George Bush, Sr. has been out of office for a while now too, and he’s clearly as biased as anybody. Nevertheless, people pay tons of money for him to come and speak. So lay off about Kerry.
- (A) yes  
 (B) no
11. Is the following claim subjective? “The air in Cleveland smells better than it did five years ago.”
- (A) yes  
 (B) no
12. Is the following claim subjective? “There are fewer hydrocarbons in the air in Cleveland than there were five years ago.”
- (A) yes  
 (B) no
13. Give an example of a statement of the form ‘X because Y’ that is an explanation, not an argument.
14. Give an example of a statement of the form ‘X because Y’ that is an argument.



15. Consider these claims:

1. The students with the most points at the end of the semester will get the best grades.
2. The top 10 percent of the class will receive A's.
3. Everybody whose average is 90 or above will get an A.
4. The class will be graded on a curve.
5. Grading will be relatively tough in this course.

In which of the following lists are the claims that make up the list in order from most vague to least vague? (The correct answer does not have to include, on its list, the most vague of the five claims above, or the least vague. An answer of the form 'x, y, z' is correct if claim x is more vague than claim y, and claim y is more vague than claim z.)

- (A) 3, 1, 2
- (B) 1, 4, 2
- (C) 2, 5, 4
- (D) 4, 1, 5

16. Consider these claims:

1. The administration has indicated it would not be satisfied until the problem was solved.
2. The administration has indicated it would propose new legislation to combat the problem.
3. The administration has indicated it would send a bill to the Congress during the next session.
4. The administration has indicated it would take the problem under advisement.

In which of the following lists are the claims that make up the list in order from most vague to least vague? (The correct answer does not have to include, on its list, the most vague of the four claims above, or the least vague. An answer of the form 'x, y, z' is correct if claim x is more vague than claim y, and claim y is more vague than claim z.)

- (A) 2, 4, 3
- (B) 1, 3, 4
- (C) 4, 1, 2
- (D) 3, 1, 4

17. Which of the following sentences is too vague, given the context that is stated or implied?

- (A) advertisement: "Our water filter will remove sand from your water."
- (B) from the label of a can of spaghetti sauce: "Made with tomatoes."
- (C) teacher to student: "How long should your term paper be? As long as it takes to do justice to your subject."
- (D) instructions for a lawn mower: "For best service, crankcase oil should be replaced at least once a year."

18. Which of the following sentences is too vague, given the context that is stated or implied?

- (A) "Renaissance music simply lulls me to sleep."
- (B) property owner, showing his property to guests: "The lot extends back to about where those trees are."
- (C) same property owner, showing his property to a potential buyer: "The lot extends back to about where those trees are."
- (D) one parent to another: "I read recently that young children who are required to do chores around the house tend to grow up to be happier, more secure adults than children who have everything done for them."

19. Consider the following comparison: "The increase in the number and support of conservative think tanks has been substantial since the mid-1970s. The American Enterprise Institute had twelve resident thinkers when Jimmy Carter was elected; today it has forty-five. The Heritage Foundation has sprung from nothing to command an annual budget of \$11 million. The budget of the Center for Strategic and International Studies has grown from \$975,000 ten years ago to \$8.6 million today. Over a somewhat longer period the endowment of the Hoover Institution has increased from \$2 million to \$70 million." Which of the following is the most reasonable assessment of its clarity?

- (A) This comparison is quite clear as it is.
- (B) This comparison is quite clear as it is, provided that none of the dollar amounts have been rounded off.
- (C) This comparison's clarity could be much improved by eliminating the ambiguity in the expression 'think tank'.
- (D) This comparison's clarity could be much improved by reducing the vagueness in the word 'budget'.

20. Consider the following comparison: "You'd be better off if you got more sleep." Which of the following is the most reasonable assessment of its clarity?

- (A) This comparison is quite clear as it is.
- (B) This comparison is quite clear as it is, provided that the age of the speaker is evident from the context.
- (C) This comparison's clarity could be much improved by eliminating the ambiguity in the expression 'more'.
- (D) This comparison's clarity could be much improved by reducing the vagueness in the word 'better off'.

21. Consider the following sentence: “Corporate executives outspend working families 11 to 1 in politics.” Which of the following is true of this sentence? (Consider any grouping ambiguity a semantic ambiguity.)
- (A) This sentence has at least one instance of semantic ambiguity.  
 (B) This sentence has at least one instance of syntactic ambiguity.  
 (C) This sentence has both at least one instance of semantic ambiguity and at least one instance of syntactic ambiguity.  
 (D) This sentence has no ambiguity.
22. Consider the following sentence: “He went to the store but was held up in the process.” Which of the following is true of this sentence? (Consider any grouping ambiguity a semantic ambiguity.)
- (A) This sentence has at least one instance of semantic ambiguity.  
 (B) This sentence has at least one instance of syntactic ambiguity.  
 (C) This sentence has both at least one instance of semantic ambiguity and at least one instance of syntactic ambiguity.  
 (D) This sentence has no ambiguity.
23. Consider the following sentence: “The *angles of a square* add up to 360 degrees.” Which of the following is the most reasonable thing to say about the italicized word or expression?
- (A) There is no grouping ambiguity there.  
 (B) There is a grouping ambiguity, and the most plausible way to resolve the ambiguity is to take the italicized word or expression as referring to the individuals in the group.  
 (C) There is a grouping ambiguity, and the most plausible way to resolve the ambiguity is to take the italicized word or expression as referring to the group collectively, not as individuals.  
 (D) There is a grouping ambiguity, and you would need more information than just common sense to know how to resolve it.
24. Consider the following sentence: “*Dozens of people* have lived in this apartment.” Which of the following is the most reasonable thing to say about the italicized word or expression?
- (A) There is no grouping ambiguity there.  
 (B) There is a grouping ambiguity, and the most plausible way to resolve the ambiguity is to take the italicized word or expression as referring to the individuals in the group.  
 (C) There is a grouping ambiguity, and the most plausible way to resolve the ambiguity is to take the italicized word or expression as referring to the group collectively, not as individuals.  
 (D) There is a grouping ambiguity, and you would need more information than just common sense to know how to resolve it.
25. Consider the following sentence. “A loquacious person is a talkative one.” What sort of definition is being provided?
- (A) example  
 (B) synonym  
 (C) analytic
26. Consider the following sentence. “The oud is a stringed musical instrument shaped much like a guitar and played primarily in Middle Eastern countries.” What sort of definition is being provided?
- (A) example  
 (B) synonym  
 (C) analytic
27. Consider the following sentences:
1. As it is with dog food, so it is with claims and arguments.
  2. People dress up what they say with rhetoric—language that has psychological force but carries no extra weight logically.
  3. Comparing claims with consumer items leads us to another type of extraneous consideration that has to be identified and weeded out when you evaluate claims and arguments.
  4. Advertisers sell products not only by having them used or endorsed by people you like or who look authoritative, but also by describing the products in language that enhances their attractiveness.
  5. Dog food manufacturers lately are covering bags with mouth-watering assertions about natural ingredients, whole grains, freshness, and so forth, along with pictures of fresh lean meat and vegetables, as if dogs even liked carrots.
- If these sentences are put in the order that makes the most sense, which sentence would be fourth?
- (A) 1  
 (B) 2  
 (C) 3  
 (D) 4  
 (E) 5
28. Suppose the Smithsonian Institution says the following: “In the early 1800s, bears were a nuisance to settlers in upstate New York.” Based on commonly known background information and the credibility of the source, should this claim be regarded as probably true, probably false, or requiring additional information before an opinion can reasonably be formed?
- (A) probably true  
 (B) probably false  
 (C) requires additional information before an opinion can reasonably be formed

29. Suppose the Washington Post, in a feature story, writes the following: “Mezzo-soprano Frederica von Stade’s two little girls always tried to keep her from singing in church because, they said, every time she did, everyone would turn around and stare at her.” Based on commonly known background information and the credibility of the source, should this claim be regarded as probably true, probably false, or requiring additional information before an opinion can reasonably be formed?
- (A) probably true  
(B) probably false  
(C) requires additional information before an opinion can reasonably be formed
30. Suppose the Tobacco Institute says the following: “Enough is enough! A national survey finds a majority of American adults do not support more restrictive or tougher anti-smoking measures.” Based on commonly known background information and the credibility of the source, should this claim be regarded as probably true, probably false, or requiring additional information before an opinion can reasonably be formed?
- (A) probably true  
(B) probably false  
(C) requires additional information before an opinion can reasonably be formed
31. Suppose the prediction “In the near future look for floods in Britain which will culminate in the flooding of Parliament” is made by Maitreya Swami, described as “The World Teacher,” in a news release of the Tara Center, in Hollywood, California. Based on commonly known background information and the credibility of the source, should this claim be regarded as probably true, probably false, or requiring additional information before an opinion can reasonably be formed?
- (A) probably true  
(B) probably false  
(C) requires additional information before an opinion can reasonably be formed
32. Suppose Dr. Donald Kadunce, lead author of a group of University of Utah scientists, reports in the *Annals of Internal Medicine* that “Smoking more than triples the likelihood of premature facial wrinkling.” Based on commonly known background information and the credibility of the source, should this claim be regarded as probably true, probably false, or requiring additional information before an opinion can reasonably be formed?
- (A) probably true  
(B) probably false  
(C) requires additional information before an opinion can reasonably be formed
33. Suppose you hear someone at a table near you in a coffee shop say that “There is a disproportionate percentage of left-handed people in politics.” Based on commonly known background information and the credibility of the source, should this claim be regarded as probably true, probably false, or requiring additional information before an opinion can reasonably be formed?
- (A) probably true  
(B) probably false  
(C) requires additional information before an opinion can reasonably be formed
34. Which of the following would be the most credible judge of how much insulation you should install in your attic?
- (A) a company that sells insulation but does not install it  
(B) a company that sells and installs insulation  
(C) an energy consultant from your local gas and electric company  
(D) a friend who has recently had his attic insulated
35. Suppose you have purchased a wood-burning stove. You are uncertain, however, what kind of wood to burn in it. You’ve heard that some produce more smoke, some are more likely to contribute to chimney fires, some burn hotter than others, and so forth. Which of the following would be the most credible judge of the best kind of wood to burn in it?
- (A) a friend who sells firewood  
(B) a friend of yours who has used a different kind of wood-burning stove for years  
(C) a professor of environmental horticulture at a state university  
(D) a U.S. Department of Agriculture publication called “Comparative Properties of Fuelwood”
36. Suppose you have saved up for a vacation and are going to take a cruise. Which of the following would be the most credible source of information about what kind of cruise would be best for you and your budget? (Assume that you have the opportunity to have a one-on-one conversation with each of these people.)
- (A) a travel agent  
(B) a travel-magazine writer  
(C) a cruise line representative  
(D) a friend who has been on a cruise
37. Suppose it’s springtime, and you are thinking about planting some tomatoes, but are worried about frost. Which of the following would be the most credible judge of whether the danger of frost is low enough to proceed?
- (A) the owner of your local nursery  
(B) a friend who grows tomatoes commercially  
(C) a friend who gives the weather report on the channel 6 news each evening  
(D) Aunt Maude, whose garden has kept her friends and family in tomatoes for years

38. Robert A. Weinberg is a professor of biology at the Center for Cancer Research of the Massachusetts Institute of Technology and a member of the Whitehead Institute for Biomedical Research. His B.A. (1964) and Ph.D. (1969) are both from MIT. He did postdoctoral research at the Weizmann Institute of Science in Israel and at the Salk Institute for Biological Studies. In 1962, he returned to MIT, and the following year he was made a member of the faculty at the Center for Cancer Research. He joined the Whitehead Institute in 1982. On which of the following topics would this person be more credible than on any other?
- (A) current investigative techniques in biology
  - (B) whether your sore throat is a case of strep throat
  - (C) the effect of calcium supplements to the diet on high blood pressure
  - (D) whether there should be a constitutional amendment prohibiting abortion
39. Robert Kuttner is the economics correspondent of *The New Republic*, a columnist for *Business Week* and the *Boston Globe*, and a contributor to the *Atlantic*. After graduating from Oberlin College in 1965, he studied at the London School of Economics and took a master's degree in political science at the University of California, Berkeley. In addition to his writing, Kuttner served in Washington from 1975 to 1978 as the chief investigator for the Senate Banking Committee. In 1979 he was a fellow at Harvard's John F. Kennedy School of Government. He subsequently edited the journal *Working Papers*. Kuttner is the author of *Revolt of the Haves* (1980) and, most recently, *The Economic Illusion* (1984), which was nominated for a National Book Critics Circle Award. On which of the following topics would this person be more credible than on any other?
- (A) restaurants in London
  - (B) poverty among Native Americans
  - (C) the effects of inflation on the stock market
  - (D) the Federal Deposit Insurance Corporation (FDIC), which insures deposits at banks and savings and loan institutions