**Exercises for Chapter 1**

These exercises are meant to help you become familiar with the basic ideas we’ve seen in this chapter. They should raise enough worries about the nature of claims and arguments that you’ll be glad to see how we clarify those in the next few chapters.

1. What is this course about?
2. How did I try to convince you that this course is important? Pick out at least two places where I tried to convince you and decide whether they are arguments.
3. Explain how to divide up all attempts to convince in terms of who is trying to convince whom.
4. Which of the following are claims?
	1. Justin Bieber is a woman.
	2. College is really expensive now.
	3. Pass the salt, please.
	4. Bill Gates founded Apple.
	5. Your instructor believes that Bill Gates founded Apple.
	6. A friend in need is a friend indeed.
	7. Puff is a cat.
	8. Puff is a cat?
	9. Distance makes the heart grow fonder.
	10. No se puede vivir sin amar.
	11. Whenever Spot barks, Zoe gets mad.
	12. The Dodgers aren’t going to win a World Series for at least another ten years.
	13. If you don’t pay your taxes on time, you’ll have to pay more to the government.
	14. 2 + 2 = 5
	15. I feel cold today.
	16. There are an odd number of stars in the universe.
5. Write down five sentences, four of which are claims and one of which is not. Exchange with a classmate and see if he or she can spot which are the claims.
6. What is an argument?
7. What is the point of making of an argument?
8. What is a premise? What is a conclusion?
9. Why isn’t every attempt to convince an argument? Give an example.
10. Bring in an example of an argument you heard or read in the last two days.
11. Bring in a short article from a news website or a newspaper. Are all the sentences used in it claims? Is it an argument?
12. Your friend goes outside, looks up at the sky, and sees it’s cloudy. She goes back inside and gets her raincoat and umbrella. Is she making an argument? Explain.
13. Bring an advertisement to class that uses an argument and attach it. State the premises and the conclusion here.

Answer each of Exercises 14–28 in the same way as in the text, pp. 8–9.

1. You shouldn’t eat at Zee-Zee Frap’s restaurant. I heard they did really badly on their health inspection last week.

Argument? (yes/no)

Conclusion:

Premises:

1. You liked that movie? Boy, are you dumb. I guess you just can’t distinguish bad acting from good. And the photography was lousy. What a stupid ending, too.

Argument? (yes/no)

Conclusion:

Premises:

1. If it’s O.K. to buy white mice to feed a pet boa constrictor, why isn’t it O.K. to buy white mice for your cat to play with?

Argument? (yes/no)

Conclusion:

Premises:

1. Let’s not fix the car now. The oil leak is slow, and it would cost a lot of money to fix.

Argument? (yes/no)

Conclusion:

Premises:

1. Flo: She pulled my hair and stepped on my hand and wrecked my toy! I hate her!

Argument? (yes/no)

Conclusion:

Premises:

1. (Advertisement) The bigger the burgers, the better the burgers, the burgers are bigger at Burger King.

Argument? (yes/no)

Conclusion:

Premises:

1. I would not live forever, because we should not live forever, because if we were supposed to live forever, then we would live forever, but we cannot live forever, which is why I would not live forever.

(A contestant’s response to the question “If you could live forever, would you

and why?” in the 1994 Miss USA contest.)

Argument? (yes/no)

Conclusion:

Premises:

1. Flo has always wanted a dog, but she’s never been very responsible. She had a fish once, but it died after a week. She forgot to water her mother’s plants, and they died. She stepped on a neighbor’s turtle and killed it.

Argument? (yes/no)

Conclusion:

Premises:

1. Maria: Ah-choo.

Lee: Bless you.

Maria: I’m just miserable. Stuffy head and trouble breathing.

Lee: Sounds like the allergies I get.

Maria: No, it’s the flu. I’m running a fever.

Argument? (yes/no)

Conclusion:

Premises:

1. Look Dick! Look Zoe! See Spot. See Spot run.

Argument? (yes/no)

Conclusion:

Premises:

1. If you don’t take a course on critical thinking, you’ll always end up being conned, a dupe for any fast-talker, an easy mark for politicians. So you should take a course on critical thinking. You’d be especially wise to take one from the instructor you’ve got now—he [she] is a great teacher.

Argument? (yes/no)

Conclusion:

Premises:

1. Whatever you do, you should drop the critical thinking course from the instructor you’ve got now. He [she] is a really tough grader, much more demanding than the other professors who teach that course. You could end up getting a bad grade.

Argument? (yes/no)

Conclusion:

Premises:

1. [A review on Netflix of Fifty Shades of Grey—1 star out of 5] This movie plodded along like getting a root canal . . . painfully slow. Perhaps more insight into Christian Grey’s psychological workings would have made the movie more interesting and engaging. I didn’t read any of the books but I am wondering why all the fascination with an abusive physical relationship? It seemed to border on domestic violence and the papers are full of it with real people. Say “no” to this movie and do something better with your time . . . like bake cookies or shovel snow.

Argument? (yes/no)

Conclusion:

Premises:

1. Dick: The gas pump stopped pumping by itself.

Zoe: I can’t get it to pump any more gas.

Dick: So the gas tank must be full.

Argument? (yes/no)

Conclusion:

Premises:

1. Dick: You shouldn’t dock your dog’s tail because it will hurt her, it’ll make her insecure, and she won’t be able to express her feelings.

Argument? (yes/no)

Conclusion:

Premises:

1. In order to choose good courses of action in our lives, we need not only knowledge of the world and the ability to reason well, but what else?