Eric Dunk: Okay welcome to week three of GRE workshop! So today we're gonna be going over the specifics of arguments. So if you remember from last week, we were talking about that the different prompts are arguments and then they're issues. So today we're gonna talk about the specifics of arguments and...and what that's all about. What kind of things they look for specifically on argument, you know, how they grade it, what they wanna see and...and then, you know, we're actually gonna like write it, like we're actually gonna write like an argument essay today.

And yeah again, my name is Eric Dunk. We have a newcomer actually, you wanna say briefly what it is you wanna go to grad school for and what your name is and things like...

Newcomer: [Inaudible]

Eric Dunk: Okay

Newcomer: [Inaudible]

Eric Dunk: Oh okay, this upcoming Monday?

Newcomer: [Inaudible]

Eric Dunk: Okay good, good awesome! Well good luck on the GRE. It it really is nothing to, to be intimidated about really. It it's just another test right, and we've all taken thousand tests.
Newcomer: [Inaudible]

Eric Dunk: Oh okay, yesterday?

Newcomer: Yes.

Eric Dunk: Oh how'd it go?

Newcomer: [Inaudible]

Eric Dunk: Mhm.

Newcomer: [Inaudible]

Eric Dunk: Okay, I think that's good.

Newcomer: [Inaudible]

Eric Dunk: Okay on the verbal.

Newcomer: [Inaudible]

Eric Dunk: Okay, and then, so, then you get your writing score. So this is about the GRE and what you’re gonna see on the GRE. So we're gonna be talking about the writing that, if you just took it yesterday, right, so we're gonna be talking about that writing.
Review!

Prewrite
- Different strategies
- Outline
- Freewrite
- Bullet point/list
- Mind mapping/concept map

Organized/Planned Thoughts = Organized Essay

Timing
- Read Prompt, Prewrite: 8 Minutes
- Writing the Essay: 15 Minutes
- Proofreading: 5 Minutes
- = 28 Minutes

Eric Dunk: Okay so review from last week, remember the prewriting strategies that we talked about and...and the way that you time it. Basically you do that because, you know, if you organize yourself first and you organize your thoughts on the page before you actually write, then your essay is gonna be more organized. So...so that's kind of like the philosophy behind that. And then timing, you know, like we broke it down you only get 30 minutes, so break it down like that and then you have two minutes for, you know, whatever, some wiggle room.

Anything that we want say about that from last week? About, like...you know, questions on that or how that works and things like that?

Audience Member 1: [Inaudible] Is there like a timer like right next to like the essay your taking?

Eric Dunk: Yeah, yeah. It's kind of...if you're not prepared for it, it can kinda jar you a little bit. Yeah because what you'll do is you'll be going through and you'll be taking the math or whatever, and then you'll click next, and then a screen will pop up it will say "You're about to enter part one of the analytic writing portion" or whatever, and then you hit next and then it starts. There's like a little timer. I think it's up in the upper right-hand corner, somewhere on there where it's counting down seconds. So, yeah, it's kinda weird because it always feels like you're up against the clock, but today we're actually gonna practice writing an essay, and I'm gonna put you on the clock. So you're gonna kind of...we're gonna do a mock writing of an essay that you would on a GRE.
The Argument Prompt

What is the argument prompt?

You are asked to evaluate the logical soundness of the argument presented by writer. In doing so, you will present your acumen for critical thinking, analysis, and writing skills that universities find imperative for grad school.

What are they looking for?

Analytic skills
Clear, pointed, concise writing

What should you include?

Evaluate the line of reasoning
Evidence used in the argument/knowledge about that

Eric Dunk: Okay, so what you’re gonna see on the argument prompt? So we kind of touched on this last week. So your just asked to evaluate the logical soundness, meaning that there’s gonna be an argument presented. And...and then you evaluate what is sound about it and what's not sound about it; what the flaws in the argument. Not devising your own argument. So by doing so, by doing that and...and talking about it and analyzing the argument like that, you're going to be showing your skills of critical thinking and things like that, and ability to analyze something and ability to kind of call on the things that you already know and to bring those into the discussion. Basically what they think you should have learned in undergrad with writing, you know with respect to writing, you’re now gonna be able to showcase that. Because most schools think that being able to analyze an argument like that will show ohh like you can, you know, survive in grad school because a lot of times in grad school you talk about theory and stuff like that and how to like apply that or analyze that. Or, you know, if you're going more towards the sciences, then you talk about, you know, specific studies and how that can inform or persuade things in your field. So yeah, so that's basically what they are looking for. I wrote analytic skills and clear pointed, concise writing. So it's gonna be just like directly talking about the thing.

Okay, so what should you include? Every argument has a line of reasoning, a pattern basically. Pattern is not the right word. Every argument has a structure. There...it is structured in such a way, and that's what makes it an argument, and then when you eventually reach a conclusion. Now some arguments can be structured differently. Some can start with a conclusion and then work backwards. Some can give some premises and then state a conclusion, and then give more premises or whatever. So it’s gonna be really important to be able to pick out "Oh that's a premise, that's a conclusion."
The Argument Prompt

What is the argument prompt?
You are asked to evaluate the logical soundness of the argument presented by writer. In doing so, you will present your acumen for critical thinking, analysis, and writing skills that universities find imperative for grad school.

What are they looking for?
Analytic skills
Clear, pointed, concise writing

What should you include?
Evaluate the line of reasoning
Evidence used in the argument/knowledge about that

Eric Dunk: This is more of an opinion and not part of the argument” or whatever. Things like that to pick out the different parts of an argument is really important to be able to do. And then another thing that an argument has besides line of reasoning, is it provides evidence. And...and so that's kind of gonna be ingrained in the premises of the argument. So premises that provide evidence or some kind of reasoning that reach a conclusion about how we should act or what we should think or how we should proceed a certain issue or something or a certain topic in society. A lot of the arguments I think on the GRE are more geared towards, like...like they do a lot of concrete examples of like "Hey this city wants to like pass this bill and we should pass this bill because of XYZ" or whatever. So a lot of them are trying to persuade you like "You should vote like this way or you should think about this issue this way cause this city needs to do this" or whatever. A lot of them are geared towards arguments about an established institution, a city or a school or something like that. And they're gonna make arguments about how things should operate in...in that particular context. So questions on that? That's kind of like argument in a nut shell. Any questions on the type of prompts that you might see?
What makes an argument?

- Two Parts: Premise and Conclusion
  - Premise provides evidence
  - “Chain” of reasoning, logical progression (reach C)
- Arguments always:
  - Assume
  - Have bias/agenda
  - Use language to “prove” stuff
- For the GRE
  - With the information: ANALYZE
  - Respond to the specific instructions

“Logic will get you from A to B. Imagination will take you everywhere.” -Albert Einstein

Eric Dunk: Cool. Okay so once again, what makes an argument? Every argument has a premise and a conclusion. Sometimes an argument will only have one premise and a conclusion. Sometimes will have a thousand premises and one conclusion. Sometimes there can be multiple conclusions, multiple things that we should take away based on the evidence provided. And, again, every argument is kind of like, like you can kinda think of it like a chain of reasoning. And we're gonna go through certain steps where we reach a certain point. And we use like this chain of reasoning in our everyday lives. For example I ride my bike to campus every day, and when I do that I always pack my keys and my bike lock. So I...that's a form of reasoning that I do that. It's called inductive reasoning; we're gonna talk about that. I know Chico has a bike theft problem or whatever. My bike could potentially get stolen if I don't lock it up. I know I’m riding to campus so I need to grab my bike lock and I need to grab my keys before I go, so I can lock up my bike. That's a line of reasoning where I reach a conclusion. I'm gonna have a...I'm gonna bring my bike lock. That's the conclusion. And then there's a bunch of premises that go into that. I don't want my bike to get stolen. It has a pretty high likelihood of getting stolen if I just leave it somewhere. Those are like premises that support I should take my bike lock, okay. So that's an argument and that's the structure of all these premises. And we do this all the time. Like when you guys sign up for the GRE workshop, you're like “You know, I'm gonna take this test and it's probably gonna be pretty hard, so I should probably sign up for this workshop thing," you know. That's another line of reasoning that support, support the premises. Or I'm sorry, so that the premises support the conclusion. So that's kind of what an argument does. I feel like sometimes when we think of arguments we just think of people yelling at each other or whatever. Like how a married couple would argue or whatever, but arguments are actually like really sophisticated forms of writing a lot of times.
**Eric Dunk:** Like when you read like scholarship and stuff, they're making arguments that are presented in a pattern with a structure and all that kind of stuff. I feel like sometimes when we think of arguments we just think of people yelling at each other or whatever. Like how a married couple would argue or whatever, but arguments are actually like really sophisticated forms of writing a lot of times. Like when you read like scholarship and stuff, they're making arguments that are presented in a pattern with a structure and all that kind of stuff.

So yeah...all arguments or the argument you're gonna be seeing, right, are called inductive arguments and they all have, and this is kinda what we talked about last week, they all have assumptions that they make. They have bias and they also have agenda. The reason that someone is trying to convince you of something or present an argument, its cause they want you to think like they think or whatever. They have an agenda that they're trying to prove basically. That that's the correct agenda, which is always open to critique. If we come to the table with assumptions and with a bias and...and with an agenda, we can critique that is not being a pure argument or whatever. It's not...it doesn't come from, you know, subjective, like scientific thing. It comes from more human emotively charged kind of argument. And so basically what they're doing is they use language rhetoric to persuade you or get you to think about something in a certain way, so they're trying to prove what it is that they're talking about. And going back to the premise and the conclusion, the premises are all geared towards proving the conclusion or strongly supporting it. So I have strong reasons to pack my bike lock rather than just leaving it on the side of the street and be like "Oh it will probably be there when I get back." That would not be strong support. That would not be good reasoning.

Okay, so for the GRE you analyze the arguments. You're gonna be presented with an argument and analyze the particular argument, specific premises that they use, the conclusions that they reach. Are they reasonable to conclude? Are they sound? Strong? Right? Things like that. And you're gonna get specific instructions about this, which you'll see today. So we're gonna do this today, but you're gonna get very specific instructions that they are all geared towards attacking, not attacking the argument. They're all geared towards analyzing the argument in a critical way. But they all ask you to do that differently. Like one will be like "What premises do they use, and are these premises legit for the conclusion?" Or another one might be like "What counterexamples can you think of," right? And it'll ask you to analyze the argument in a very specific way, so we're gonna want to be wary of that. Wary of the fact that we don't wanna stray from the path that they've laid before us. We really wanna do exactly what it is that they're asking us to do. So yeah Albert Einstein has stuff to weigh in on logic.
Arguments: Two Types: Deductive & Inductive

Syllogism:
P1, P2, C
The Perfect Argument (Deductive)
P1 All cats are mammals
P2 Socks is a cat
C Socks is a mammal
The GRE will use INDUCTIVE arguments
Inductive:
Not scientific fact (like cats being mammals)
Uses reasoning:
Analogies
Probability
These are easy to attack!

Eric Dunk: Okay, so like I've been touching on, there's two types of arguments. There's two types of reasoning and I kinda wanna make you familiar with these, to know the differences. So the first is what's called the deductive argument. And there's this weird thing in logic called the syllogism. So P1 P2 and C, that's just premise one, premise two, conclusion. A lot of arguments follow this pattern, you know, and even in my view premise one, premise two, premise three, premise thousand, whatever. But all arguments follow like a pattern like that, so you can kinda detail at an argument in its basic form and this thing called a syllogism. Now we use a syllogism for deductive types of arguments. Now you're not be gonna be getting deductive arguments on GRE, but I want to know what they are thinking about.

So a deductive argument is a sound valid deductive argument, is like the perfect argument ever. You can't argue against it and I have an example right here. All cats are mammals, Socks which is the name of my cat, is a cat, so therefore it necessarily follows that Sox has to be a mammal. These are deductive truths that we established based on science and things like that. So that's kinda of how it deductive argument works and you can't argue against that conclusion. If Socks in the cat, then she has to be a mammal. So those arguments, what happens there, is the premises guarantee the conclusion, but you don't even need the conclusion. You could've just told me "Well then Socks has to be a mammal." The way that we had it set up right now. So that's the structure of the argument that then guarantees the conclusion. And that's...that's, like the way I like to describe it, is that's like two plus two equals four. You just can't argue against that. That...those are scientific facts that we've laid down. Philosophers actually have argued against cited facts, but that's another discussion. But basically the way that we've observed the world, that's a deductive argument that we mapped out that you just can't argue with because it's the truth.
**Eric Dunk:** But the GRE is gonna use inductive. So there's deductive which is perfect, two is plus two equals four, all that stuff. And then there's inductive, which is like the kind of reasoning that we do every day. So take the bike lock example, that's a form of inductive reasoning because if we have our syllogism of P1, P2, and then our conclusion, these right here provides support for that. So if you think about the bike lock example, the conclusion is I should take my bike lock, and a premise could be like: I like my bike a lot. And another premise could be: I don't want my bike to get stolen. And then another premise could be: Chico has bike lock...or bike lock problem.

All of these premises support the conclusion of me packing my bike lock. Whereas, in the deductive they guarantee the conclusion. Like there's no other way that it could possibly be. These are necessary facts and truths of the world as we have establish them by science of whatever. But up here with the bike lock example, there is more of an element of human choice involved. So I don't have to take my bike lock; I could leave my bike on the corner of second and Ivy, and just hope that it's there. But when we make decisions in life or if we reason through a problem, we're using inductive reasoning. In the sense that we're gonna weigh options and we're gonna gather evidence and we're gonna make the best decision possible that we can. And we do this through a number of ways. We like drawn comparisons, past experience. Like a bunch my friends or whatever, my roommate got his bike stolen like literally two months ago. So then that's an experience that I would say like "Oh wow, like maybe it's not safe to just like leave your bike locked up wherever. So we draw those experiences and those kind of analogies and comparisons to establish premises that will support our conclusion. So support is big because some...like, like this is 100% guarantee. The deductive argument is 100%, but support is never 100%. There is always room to argue against it basically, or or to say, you know, there's a problem with this and the support being used here because it's an assumption or or whatever. There's no such thing as a perfect inductive argument. There's only different levels of strong and weak. Whereas, like this is perfect. Perfect argument. Okay, I feel like I just like threw a ton of stuff at you guys so let's pause. Any questions on any of this right here? The differences between deductive and inductive. What do you guys notice?

**Audience Member:** Deduction is fact and inductive isn't, like, [Inaudible]

**Eric Dunk:** Okay, yeah like fact on the one hand versus, like...

**Audience Member:** Opinion kind of...

**Eric Dunk:** Opinion, okay.

**Audience Member:** Or like, theory versus, you know, like fact...like it's just...
Eric Dunk: Okay yeah. Like fact that we've established versus suggestions of how we should act or something. Or...or arguments presented on how we should act. So yeah, I just want you to be aware of the differences because you'll know when you get an argument on GRE that the premises are just supporting, but they're not guaranteeing. And there are argument that you have guaranteed premises that like, like I've said in past weeks that there's no such thing as a perfect argument, well that is a perfect argument. So that, that wasn't really true. But, but the perfect, you know, valid sound deductive. They're not going to give that to you because you can’t really argue against it. So yeah, with the inductive, they use things like analogy, comparison, I wrote probability. Like one of a premise for an inductive argument could be, "98% of the time we did X, Y happened. So, therefore, if we want Y to happen, we should do X." That'll, that'll use a probability. You were like statistics studies things like that. That'll improve the support and the connection to the conclusion. But again, I wrote here, these are maybe not easy to attack, but they are attackable. You can...like if it's 98%, what happened in the 2%? Like that's where the...that's the shortcoming of the argument, that's the flaw in the argument. Which I would argue all inductive arguments have. They all have flaws because we're human. So yeah, you hit the nail on the head, so it's like a scientific fact like cats being mammals. That's a fact.
Eric Dunk: Okay, so I mentioned they're gonna throw some different instructions at you. So let's take a look at these, and let's like maybe talk about how it would differ. So the first one is "Write a response in which you discuss specific evidence is needed to evaluate the argument and explain how the evidence strengthens or weakens the argument." So what kinda...what kinda things would you do for that one? Think about our bike lock example or something. So what are they asking you to do?

Audience Member: Like explain specifically how the evidence makes the argument like more valid or stronger like [Inaudible]. Kinda like if there's a statistic in there, you would say that that's based on more, like, personal experiences [Inaudible], so it would strengthen the argument versus something that is just like an opinion, or just making up an assumption that could be easily like disproved.

Eric Dunk: Right, right so it's taking the evidence, and I remember one of the prompts that I got on the GRE. It was kinda...it was kind of a funny prompt. They did a study, basically, where they took these people that had insomnia, and then they did a bunch studies with them. So like the first week they were on sleeping pills and they slept fine, the second week they weren't on sleeping pills and they did not sleep, and then the third week they were not on sleeping pills and then they slept on lavender scented pillows. And then they slept fine on the lavender scented pillows, and then the argument concluded "Oh lavender scented pillows cure insomnia." So that was one that I got presented with, and I think it was an evidence driven one. So it was like "Discuss what the study found and where the study might have had some problems" or whatever. And so...what kind of thing would you guys say about that? Like what's some evidence, like how would you attack that study?
**Audience Member:** I would say like placebo effect and not...it should be done more than once like with each of them. Like you can't...you can't base it just on like a weeks’ worth [Inaudible].

**Eric Dunk:** Mhm, yeah, there's a number of things that you could say about it. Like I talked about how it doesn't prove that lavender cures insomnia, it...because I said that in test, chocolate scented pillows, mint scented pillows, they, they didn't test all these different scents. And so I said it more just kind of proves that maybe a change in environment and sleeping environment can cure insomnia. So the lavender scented pillow creates like a soothing effect or whatever, and then they fall asleep, but over time maybe that placebo effect wears off or whatever. And yeah, another thing you're right too. The study is really kind of geared toward like its own...like it doesn't test objectively all his other stuff. It seemed very fishy to me, they just wanted to go out and prove that lavender scented pillows cured insomnia. So they devised this controlled experiment where they can show that it does, but that's the thing is the experiment was controlled. It wasn't, you know, tested multiple times in different environments and things like that. For example, maybe it worked in America or whatever or in this particular city in California or something. But would work in, you know, Sydney Australia or whatever. Yeah so, so that...cause that's what is really interesting about the this the...doing a study thing. Is it's always controlled to a certain extent by human hands. Basically to find something out, we have to construct a way to find it out and eventually those ways are not gonna be able to account objectively for everything. There's always some kind of human control that's happening in experiment that will produce a certain effect maybe. So obviously the more studies that they would've done, you know, the more variability they could have had in their study. That's improving the strength of the argument. Like when a car company is testing airbags or something, to test to see if the airbag will deploy. They don't just run into a wall one time and say "Welp, well it went off, we're good. It worked that one time." No, they do it like a thousand times from a thousand different angles and stuff because the more studies you do, the more our confidence level goes up that the airbag is gonna deploy.

Okay, write a response that explains what questions may rise in order to assess the reasonableness of the recommendation. So with the lavender example, a question that could arise is "What if we use chocolate scented pillows, will that work? What if we did the study in Sydney Australia instead of Chico California, will that still work?" So that's kinda the gist of that one. Write a response that discusses alternative explanations that could rival, you know, what's being presented in the argument, and then explain how those alternative explanations could plausibly account for the facts in the original argument. So that's thinking of a counter example, and I think, oh yeah another thing I talked about in that response, is I said "Maybe they just like got over their sleeping pills."
Eric Dunk: Like maybe they were on sleeping pills and sleeping pills worked, they took them off the sleeping pills right? And then for the first week didn't sleep so well, but then eventually their bodies like adapted to not being on sleeping pill. Yeah, so just introducing lavender, maybe it was just like a coincidence or whatever, you know? So that's an alternative explanation.

Audience Member: So does that one [Inaudible].

Eric Dunk: Yeah, it does.

Audience Member: Explain how your alternative, alternative explanations could plausibly account for the facts and the results. So is it saying, like, come up with an alternative explanation that could rival the purposed recognition, but then also say how they helped the original like conclusion? Is that what that's saying?

Eric Dunk: I think...well let's think of the lavender thing. What was the...what was the facts in the original argument?

Audience Member: That they slept good with sleeping pills, but bad without them. And then slept good with lavender pillows.

Eric Dunk: Okay, yeah. So the fact is, is that eventually they slept good. Maybe that's the fact of, you know...that's what the study produced. So your alternative explanation is gonna have to account for...so like let's say we're like "Oh they didn't, the alternative explanation could be that the sleeping pills just eventually wore off or whatever, and that could account for the original fact that they were sleeping well or whatever." And then you could maybe even talk about how it's possible that the lavender scented pillow was just like a coincidence or whatever. And, and...

Audience Member: So basically, it would kind of more disprove the premises that still lead to the conclusion. Is that kinda what you're getting at? Like kinda going against what...

Eric Dunk: Hmm, that's interesting.

Audience Member: I...I don't know, that was just really wordy.

Eric Dunk: It is really wordy. Yeah I didn't even notice how wordy it was until you brought it up. Yeah it's like a two-parter. So the first one says "Discuss how alternative explanations could rival the proposed recommendation." So that's kind of opposite of what it's saying in the second part, whereas, your alternative explanation could also possibly account for the facts of it.
**Eric Dunk:** So it seems like in the first one we're gonna rival what's being said to us. Lavender scented pillows aren't necessarily what made people sleep or whatever. That's rivaling the proposed recommendation.

Yeah, account for the facts. That's an interesting phrase. What we would have to ask ourselves there is "What are the facts of this study?" And you listed them. The first week on sleeping pills they slept fine. That was a fact. So how is our alternative explanation gonna account for all of the different facts that came up in the study? Does that answer your question? Not really, okay.

**Audience Member:** That's just like if I did that one, I would be like “crap” cause that one is just so like...

**Eric Dunk:** Dense.

**Audience Member:** Yeah, I feel like there's too much in it. Like it's asking for too different things.

**Eric Dunk:** Yeah, I would say if you're gonna come up, and maybe, you know, the alternative explanation is a necessarily that lavender is coincidence. Maybe you could come up with another alternative explanation. Like I talked about it might've just been a change in environment. That was the...I remember I talked about that a lot in my prompt and my response was "It was a change in environment." So yeah, when you come up with an alternative explanation like that, does it still account for the facts that were laid down previously? So one of the facts is that they slept fine with sleeping pills or whatever. So it does account for the fact that they slept on the lavender because then you could say "Well yeah, of course, because it was as a change in environment." So that accounts for the fact but it kind of debunks that fact as well, you see what I'm saying? They concluded lavender, you're gonna conclude change in environment. You're accounting for the fact that they were able to sleep well, but you also were able to kind of debunk what they were saying or what they concluded. Yeah, okay good. I guess hopefully maybe you don't get that one. And I don't know...these aren't really word for word, I don't think on it. But this kinda the general idea of what you're gonna see. Write a response in which you discuss the stated or unstated assumptions, and how your argument depends on these assumptions. So we've talked a lot about assumptions and how every argument has to make some kind of assumption. What about the lavender case? What's an assumption of that study?

**Audience Member:** [Inaudible]

**Eric Dunk:** Yeah, that's kinda...like the conclusion that they reach might not of accounted for all the facts or something.
**Eric Dunk:** Another kind of assumption, not really like... I mean it is an assumption, but it is like the entire construction of the experiment that needs to be called into questions as well, I think. These people knew that they were being experimented upon and watched while they slept. If I was on sleeping pills that I have been prescribed, and then I got taken off of those sleeping pills and then I knew someone was watching me sleep, of course I'm not going to sleep well, someone's watching. So that's gonna be going through my mind. So you could say... something that you might say is like "That's an assumption of the experiment, is the experiment itself." That the experiment is gonna work or that the experiment is gonna be able to account for all the different nuances of whatever.

**Audience Member:** So you can say... cause like in my mind I'm like the order of which they did it like could've had a huge effect on the outcome of it too. Like I mean what if they [Inaudible] lavender pillows first? And then like, you know, sleeping pills and then without anything. What would have happened?

**Eric Dunk:** Yeah...

**Audience Member:** [Inaudible] The experiment is assuming that if they would have started with people sleeping on lavender pillows that they would have slept fine.

**Eric Dunk:** Yeah, I mean, you could say that the experiment is constructed in such a way to produce some... like it's gonna produce a very specific result. But if you... if the study had mixed up how they went about it, they probably would have gotten a different result. What if they showed up the very first day of the study and they said "Alright hand over sleeping pills, heres lavender pillows," and they didn't sleep very well. That would then... they didn't account for that construction of an experiment. Where what if they didn't sleep very well? In that case, then they would kind of disprove that lavender scented pillows, you know...

**Audience Member:** Right. And if you don't [Inaudible]. If you didn't sleep good from not being on anything for a week, then maybe because of that you sleep [Inaudible].

**Eric Dunk:** Yeah, then maybe just because....

**Audience Member:** You're exhausted.

**Eric Dunk:** ...you need to sleep to live. That, maybe that... so that another assumption that you could've attacked is that the experiment is gonna produce an objective, and all experiments actually... they're constructed by human hands that produce the effect of the experiment.
**Audience Member:** To prove the hypothesis.

**Eric Dunk:** To prove the hypothesis, exactly. So, I don’t know I’m trying to think of some experiment that they would do, like when they hold up a crystal or something to a light, and it shows the different radiation or light rays. Yeah the color spectrum or whatever. That's constructed to show us a specific result of "Hey here's all the colors of, you know, that are produced by the different wavelengths of light or whatever." But we have to construct an experiment to show that exact effect. So, and that's how all experiment pretty much work is they're constructed to produce some kind of knowledge. And there's really interesting debates in philosophy that, you know, therefore there is no such thing as objective knowledge or whatever because then, you know, it's all based on what we make it. Okay, what is next? Okay yeah, so we're gonna flip back and forth between these two a lot.
Argument: 20 minutes

“A jazz music club in Monroe would be a tremendously profitable enterprise. Currently, the nearest jazz club is 65 miles away; thus, the proposed new jazz club in Monroe, the C-Note, would have the local market all to itself. Plus, jazz is extremely popular in Monroe: over 100,000 people attended Monroe’s annual jazz festival; several well-known jazz musicians live in Monroe; and the highest rated radio station in Monroe is “Jazz Nightly.” Finally, a nationwide study finds that a jazz fan spends an average of $1,000 on jazz per year.”

Directions: write down what you have identified as the premise and the conclusion. List some of the problems that you think the premises may contain. Try to devise a thesis sentence. Try to begin writing the essay.

Eric Dunk: We're gonna do this now. So here's an argument that you might see. So I'll just read it:

A jazz music club in Monroe would be a tremendously profitable enterprise. [We've seen this before right, GW] Currently the nearest jazz club is 65 miles away; thus, proposed new jazz club in Monroe, the C-Note, would have the local market all to itself. Plus, jazz is extremely popular in Monroe over hundred thousand people attend Monroe's annual Jazz Festival; several well-known jazz musicians live in Monroe; and the highest rated radio station in Monroe is "Jazz Nightly." Finally, a nationwide study finds that jazz fans spend an average of thousand dollars on jazz per year.

So what I want you to do, is I want you to identify a premise or all the premises, and then what conclusion they reach based on those premises. Think about some of the problems that these premises have. You have twenty minutes to do this by the way. Try to devise a thesis sentence that would be something you would write on GRE, and then if you have time left over, start writing your essay. So let's do fifteen minutes actually, fifteen minutes.

*15 minutes passes*

Yeah this is kind of like the, the start of what you would do on a prompt. You would have want to identify the premises and the conclusion that's being presented. So you can kind of have an idea of what the argument is and what the argument is trying to achieve. So what's the conclusion?

Audience Member: [Inaudible]
Eric Dunk: Yeah, yeah. So this is reverse syllogism; is they start with the conclusion and then they start listing a bunch of reasons. Problems that you guys came up with, with the premises?

Audience Member: Problems or do you want me to state the premises, and then kind of like problems with the premises.

Eric Dunk: Okay yeah, let's take one the...what's a premise?

Audience Member: Okay so one of the premise is that the nearest jazz club is 65 miles away from Monroe, so it would have the local market all to itself. And I mean obvi...a problem that you see right away with that is that people can easily be willing to drive from Monroe to go see the nearest jazz club that is 65 miles away because it is so good or whatever.

Eric Dunk: Yeah, sure. I mean yeah, you know. Unless there is people that like to go to Jazz clubs like every day, you're not gonna drive 130 miles round-trip or whatever. But I can see people who go maybe like a few times a year not minding driving, you know. Let's see here. So I want to get to our main activity, so you guys are going to write an essay now, an actual essay. So that...that I do this one first because it's that's kind of a good strategy I think to [Inaudible] that could be one of your pre-writing strategies. There's finding the premises and finding the conclusion and laying it all out. And then you can kind of visualize the structure of the argument like this. And then kind of just go from there. So let's see what's next.
Argument: an Essay

Evidence suggests that academic honor codes, which call for students not to cheat on their academic endeavors and to notify a faculty member of other students cheating, are far more successful methods of deterring cheating amongst students at colleges and universities. Several years ago, Grevton College implemented such a code and discontinued its old fashioned method of having teachers closely monitor students. Under the old system, teachers reported an average of thirty cheating cases per year. In the first year of the honor code, students reported twenty-one cases of cheating, and five years later this figure had dropped to fourteen. Moreover, in a recent survey, Grevton College students said they were less likely to cheat with an honor code rather than without one.

Write a response in which you discuss one or more alternatives to the proposed argument and defend how your counterexamples could plausibly account for the facts presented in the argument.
Full Practice!

You will now spend 30 minutes writing an essay (seriously, I'm going to time you).

1. Analyze prompt
2. Prewrite, devise ideas
3. Complete essay
   - Thesis
   - Body
   - Conclusion

Good Luck!

“...But we're talkin' about practice. Not a game. Not a game. Not a game. But we're talking about practice.” --Allen Iverson

Eric Dunk: Okay, so yeah, like I said we're gonna spend...we're gonna do some full practice now. So I'm going to time you thirty minutes on the dot, and this time you're gonna analyze the prompt, you're gonna pre-write, and then you're gonna write an essay. So this is like GRE time. And I'm not gonna read the prompt to you, you're going to have to read it this time. So I'm going to give you...I'm actually going to give you 28 minutes and then that will kinda follow our pattern that we've laid out in the timing constraints. So try and stay on time. Try, and if you don't write a full essay, its fine. It is practice after all. As Allen Iverson reminds us. And if you don't get that reference, I'm sorry.

Audience Member: I'm just letting you know that I'm leaving early again because I gotta go to class.
Argument: an Essay

Evidence suggests that academic honor codes, which call for students not to cheat on their academic endeavors and to notify a faculty member of other students cheating, are far more successful methods of deterring cheating amongst students at colleges and universities. Several years ago, Grevton College implemented such a code and discontinued its old fashioned method of having teachers closely monitor students. Under the old system, teachers reported an average of thirty cheating cases per year. In the first year of the honor code, students reported twenty-one cases of cheating, and five years later this figure had dropped to fourteen. Moreover, in a recent survey, Grevton College students said they would less likely to cheat with an honor code rather than without one.

Write a response in which you discuss one or more alternatives to the proposed argument and defend how your counterexamples could plausibly account for the facts presented in the argument.

Eric Dunk: Okay, okay. Well then do whatever you can. Okay your time starts now.

*28 minutes passes*
Arguments: Two Types: Deductive & Inductive

Syllogism:
P1, P2, C

The Perfect Argument (Deductive)
P1 All cats are mammals
P2 Socks is a cat
C Socks is a mammal

The GRE will use INDUCTIVE arguments

Inductive:
Not scientific fact (like cats being mammals)
Uses reasoning:
 Analogies
 Probability

These are easy to attack!

Eric Dunk: Okay well then next week, we are going to be talking about issues, so if you remember there's arguments and there's issues, and you have to respond to each one the GRE. So we're gonna about issues next week.