

# Developing an Argument Map exercises

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## Introduction

These exercises focus on developing an Argument Map.

You will need to first develop your understanding on argument mapping before attempting these exercises. Please read 'Developing Argument Map' guide.

On page 2, there is a list of useful phrases you can use when developing an argument map.

Suggested answers are presented on page 3.

Other related Study Hub guides in the critical thinking series include:

- Evaluating a source
- A guide to critical reading
- Themed notes method
- Critiquing a journal article
- Showing analysis and evaluation in your writing
- Constructing an argument
- A guide to developing an argument map
- A guide to synthesis
- A guide to critical writing

## Developing an Argument Map exercises

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### Language to use when developing an argument map

- **A claim** or position is the point of view put forward by the writer.
- **A reason (Primary reason/Secondary reason/Tertiary reason/etc.)** refers to an evidenced based perspective that supports a claim. When organising your reasons consider putting the one with the strongest argument first.
- **An objection** or **counter argument** refers to evidence against the claim.
- **Supporting reason** refers to evidence that supports a reason directly above.
- **Opposing evidence** refers to evidence against a reason directly above.
- **A rebuttal** refers to the rejection of a counter argument.
- **A rejoinder** refers to the points in your argument where you weigh up the evidence and draw your conclusion.
- **A simple argument** (see example below) includes a single reason to support the point of view being presented with supporting evidence, which is expected at level 4.
- **Multi-reasoned argument** (see example below) refers to an argument that has more than one reason to support a single claim with supporting evidence from a range of different sources (synthesis), which is expected at level 5 and level 6.

Source: Berg, T. *et al.* (no date)

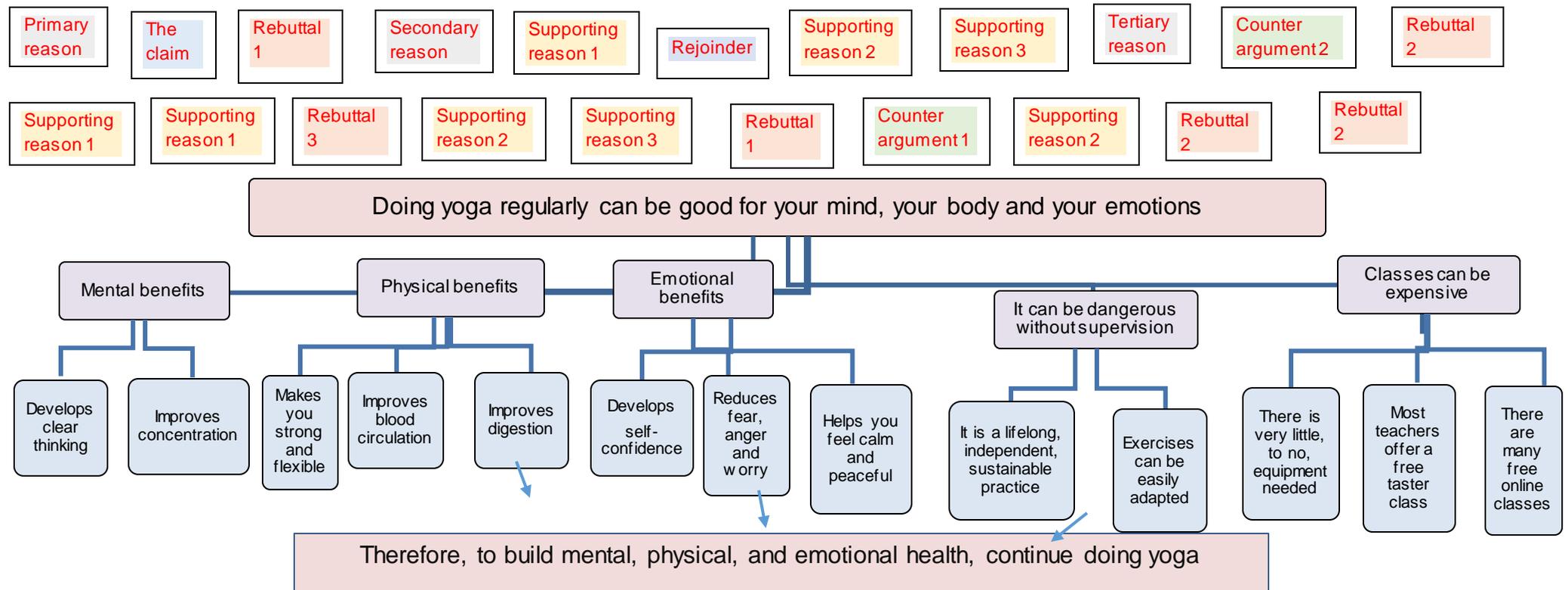


## Developing an Argument Map exercises

### Exercise 1: Yoga

A. How many reasons are directly under *the claim*? Decide if they are *for* or *against* the claim.

B. Identify the following elements in the multi-reasoned argument by matching them to the sections of the argument map below.



## Exercise 2: Music Downloading is Stealing

You could either do the activities **on screen/computer-based (go to Section A)** or **on paper/paper-based (go to Section B)**.

### A. Computer-based exercise

#### Part 1

1. Read 'Stealing is always wrong' essay on pages 6-8.
2. Identify the arguments used in the essay by highlighting parts of the sentences that contain the arguments. Use different colours for different sections to help organise your ideas.
3. How many reasons are directly under *the claim*? Group the ideas together then decide if they are *for* or *against* the claim.

#### Part 2

1. Look at the following elements in the multi-reasoned argument on page 9.

##### **The Claim ...**

- 1) Primary Reason ...
  - a. Supporting Reason ...
  - b. Opposing Evidence ...
- 2) Secondary Reason ...
  - a. Supporting Reason ...
  - b. Opposing Evidence ...
- 3) Tertiary Reason ...
  - a. Supporting Reason ...
  - b. Opposing Evidence ...
- 4) Counter Argument ...
  - a. Supporting Reason 1 ...
  - b. Supporting Reason 2 ...
  - c. Rebuttal 1 ...
  - d. Rebuttal 2 ...
  - e. Rebuttal 3 ...
  - f. Rebuttal 4 ...

##### **Rejoinder ...**

2. Identify the arguments used in the essay by highlighting parts of the sentences that contain the arguments. Use different colours for different sections to help organise your ideas.
3. Type the arguments inside the boxes on page 9 according to the elements in the multi-reasoned argument.

## B. Paper-based exercise

### Part 1

1. Print pages 5-9. Read 'Stealing is always wrong' essay on pages 6-8.
2. Identify the arguments used in the essay by highlighting parts of the sentences that contain the arguments. Use different colours for different sections to help organise your ideas.
3. How many reasons are directly under *the claim*? Group the ideas together then decide if they are *for* or *against* the claim.

### Part 2

1. Look at the following elements in the multi-reasoned argument on page 9.

#### **The Claim ...**

- 1) Primary Reason ...
  - a. Supporting Reason ...
  - b. Opposing Evidence ...
- 2) Secondary Reason ...
  - a. Supporting Reason ...
  - b. Opposing Evidence ...
- 3) Tertiary Reason ...
  - a. Supporting Reason ...
  - b. Opposing Evidence ...
- 4) Counter Argument ...
  - a. Supporting Reason 1 ...
  - b. Supporting Reason 2 ...
  - c. Rebuttal 1 ...
  - d. Rebuttal 2 ...
  - e. Rebuttal 3 ...
  - f. Rebuttal 4 ...

#### **Rejoinder ...**

2. Identify the arguments used in the essay by underlining or highlighting parts of the sentences that contain the arguments. Use different colours for different sections to help organise your ideas.
3. Write the arguments inside the boxes on page 9 according to the elements in the multi-reasoned argument.

## Music Downloading is Stealing

There are many different forms of stealing, from theft of property, muggings and burglaries, to theft of idea through plagiarism. Although there are legal sanctions against many forms of stealing, the issue of moral and social sanctions has always been more complex. For example, Robin Hood, who stole from the rich to give to the poor, is held up as a great British hero. Piaskin (1986) suggests that ethical issues are not simply questions of right and wrong but should be regarded as 'dilemmas'. In this essay the author will use the example of downloading music from the internet to highlight these complexities but, contrary to the view held by Piaskin, to argue that in this case, stealing is always wrong.

In recent years, there have been a number of high profile cases against people who have shared music files for free on the internet. Prior to the development of the internet, music was similarly shared via home recording. Lee (2006) argues that although home recording is technically illegal, no one pursues this as perpetrators cannot be caught. Because it is possible to catch internet file sharers, Lee argues that they are being unfairly punished. Whilst there may be a practical basis to this argument, it is easier to catch downloaders than home recorders, this does not mean that one behaviour should be considered acceptable and the other should not. This kind of argument is a rationalisation, used to make unacceptable actions appear acceptable.

Indeed, this point is made by Cuttle (2007). Cuttle (2007), a legal expert, states that "piracy of software, video games and music is stealing" and makes it clear that all such copying is illegal. Given that there is a legal argument against both home recording and internet downloading, it appears reasonable to assume that both should be considered as wrong. However, it is important to explore the moral arguments in order to evaluate whether such behaviours should also be considered 'wrong' from an ethical perspective.

Research by Mixim, Moss and Plummer (1934), as well as later studies inspired by the same authors suggest that most people do maintain an ethical sense of right and wrong even in areas where stealing appears to be more socially acceptable. Their findings suggested that people's ethical sense wanes when payment methods are difficult, but they do not forget what is ethically right. Ebo, Markham and Malik (2004) examined the effect on internet downloading of easier payment schemes. During the study there was a

dramatic decrease in illegal download with the majority of users choosing to make use of the easy payment scheme. This indicates that the majority of people in the study acknowledged that to download music for free, in effect stealing it, was wrong.

A different ethical perspective is suggested by those authors who support unpaid downloading, especially those who use ethical and artistic argument to counter economic arguments. A number of authors such as Carla (2006), an internet downloader, assert that the main argument against downloading comes from record companies who are primarily concerned with their own profits.

Economic arguments are treated by such writers as if they are intrinsically weaker than artistic ones. Carla develops with argument to suggest that true artists are driven by a desire to have their music heard by others and welcome the 'service' provided by file sharers. Hibbs (2006), a member of the public, also argues that file sharing is a kindness between friends. These kinds of arguments can sound convincing as they make downloading appear to be altruistic, and altruism appears to have the ethical advantage over the rush for profits. On the other hand, it could be argued that this is altruism at someone else's expense. The economics of free downloading is unlikely to help less well known artists, so not paying for downloads of their work is unethical.

Furthermore, those who defend downloading often act as if they know best the 'real' wishes and interests of artists. Carla (2006), for example, refers to 'true artists', without defining what a 'true artist' is, or providing evidence to show what such 'true' artists would want. Authors such as Carla (2006) and Hibbs (2006) do not provide evidence to show that artists regard free downloading as being more in their interest than the actions taken by businesses. As music sales are usually of direct financial benefit to artists, many artists may also disagree with free downloading.

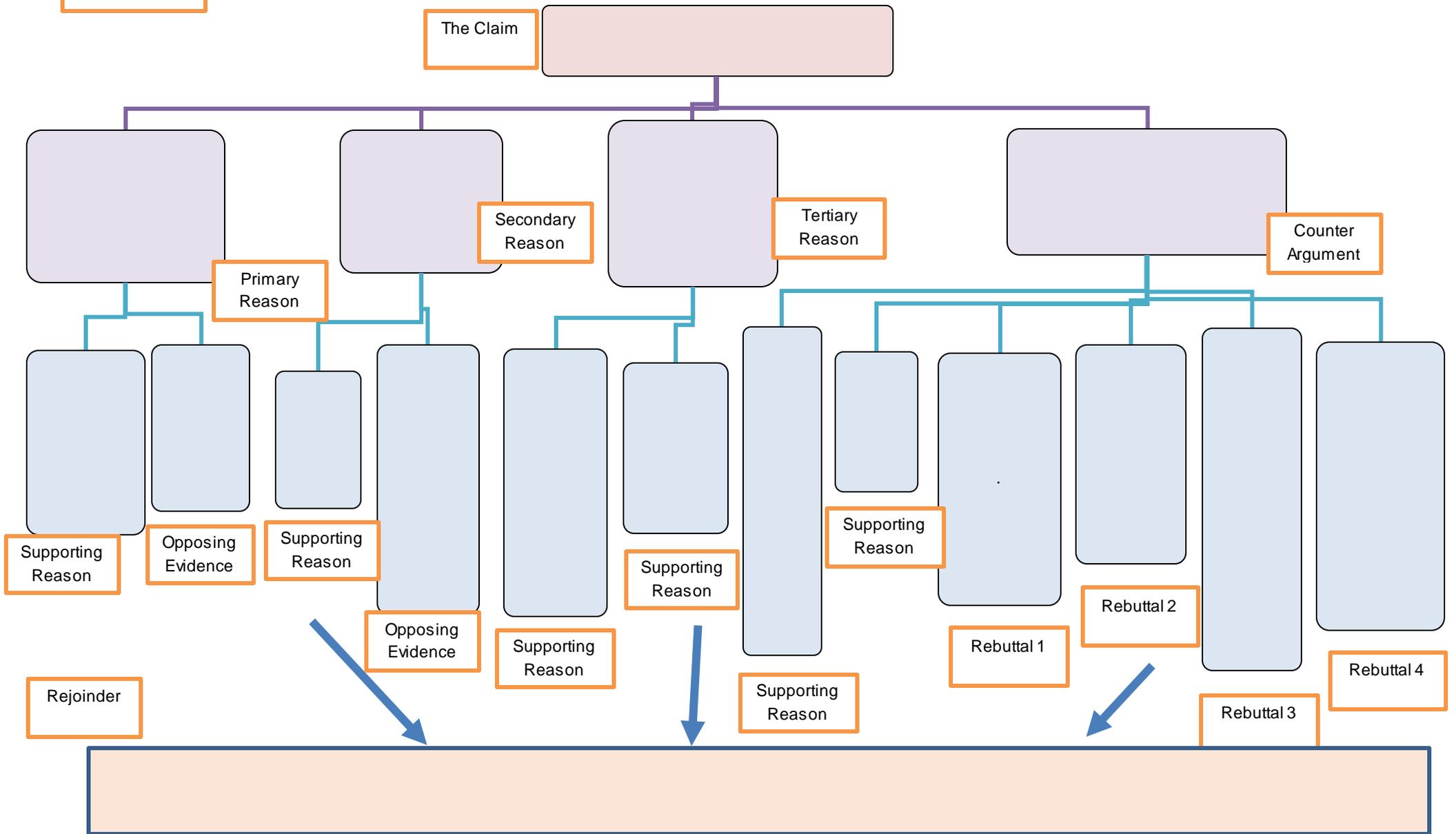
Moreover, Cuttle (2007) asserts that such arguments such as Carla's (2006) and Hibb's (2006) are invalid in free market terms. Publishers have a right to charge the highest price that they are able to obtain, and consumers can choose whether or not to purchase. In that case, business is not in the wrong to charge whatever price the market will sustain. However, there are other economic, and indeed artistic, arguments against Carla's (2006) and Hibb's (2006) positions. Such authors assume that any objections to downloading

come mainly from large corporations who can be dismissed as 'greedy'. Kahliney (2006) argues that small, independent companies and recording artists are most likely to suffer the effects of downloading as their overall reliance on sales is greater. Given that sales for independent artists tend to be generally lower, falling sales could mean the collapse of small labels. Whilst artists could still have their music heard via free downloads, their position is unlikely to remain financially viable for long. Ironically, this increases the likelihood of a music industry populated by the type of 'bland' or 'middle of the road' acts that Carla (2006) complains would exist without internet downloading: they will be the only artists that can guarantee reasonable sales.

In conclusion, the writer has demonstrated in this essay that their arguments to support the view that all stealing can be regarded as 'wrong'. This holds true even in relation to complex areas such as internet downloading, where social behaviours may appear to support the view that downloading without paying is acceptable. Indeed, in the case of unpaid downloading, there are legal and ethical, economic and artistic arguments to support the view that stealing from the industry is wrong. There are counter arguments, such as that downloading offers a service to music and small artists, but there is little evidence to support such views or to suggest that they represent the view of the majority. On the contrary, when given accessible, affordable payment options, most people chose not to steal, thereby acknowledging that free downloading is wrong. Although moral positions can easily be influenced by practical circumstances, such as how easy it is to pay, research suggests people maintain an ethical sense that stealing is always wrong.

Essay taken from Cottrell, S (2011) *Critical Thinking Skills*. 2<sup>nd</sup> edn. Basingstoke: Macmillan Publishers.

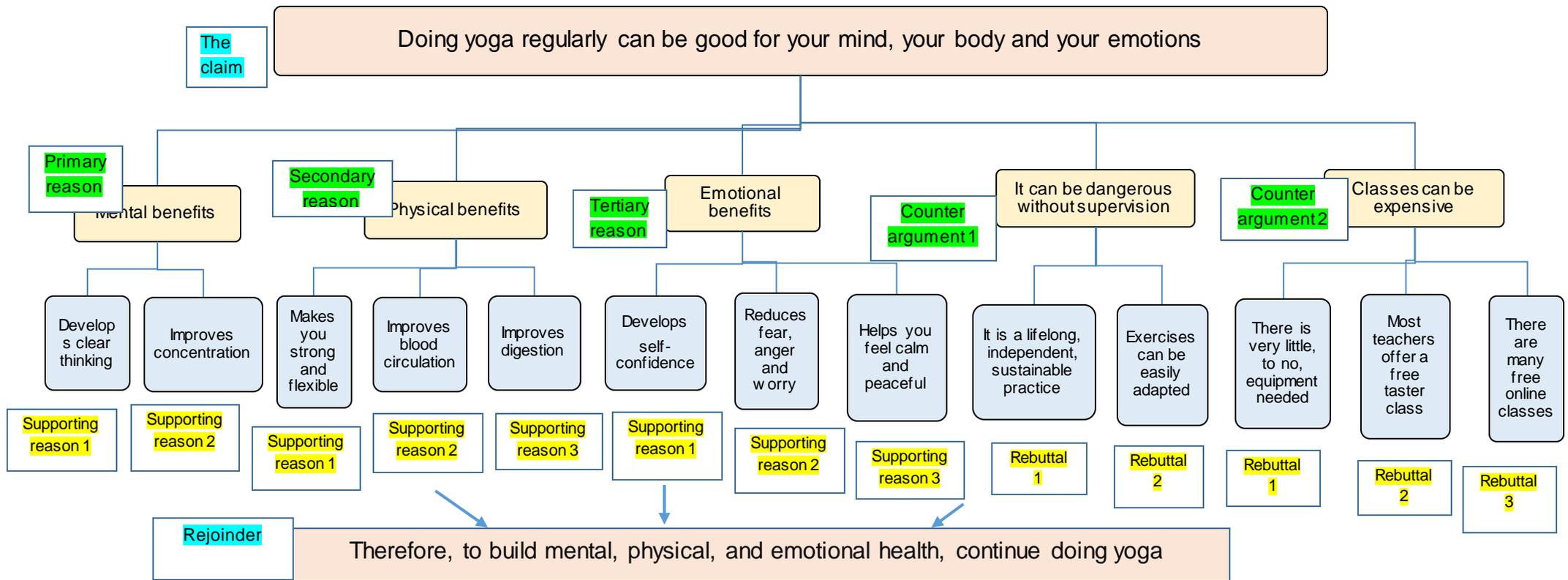
## Exercise 2



# Answer Page

## Exercise 1: Yoga

- A. There are five reasons directly under *the claim*. Three of them are *for* ('mental benefits', 'physical benefits' and 'emotional benefits') while two others are *against* the claim ('It can be dangerous without supervision' and 'Classes can be expensive').
- B. See the multi-reasoned argument map below.



## Exercise 2: Downloading is always wrong

### Answers for Part 1 No. 3 (both for the computer-based and paper-based exercises)

There are four reasons directly under *the claim*. Three of them are *for* ('social argument', 'legal argument' and 'ethical argument') while one is *against* the claim ('different ethical perspective and artistic argument').

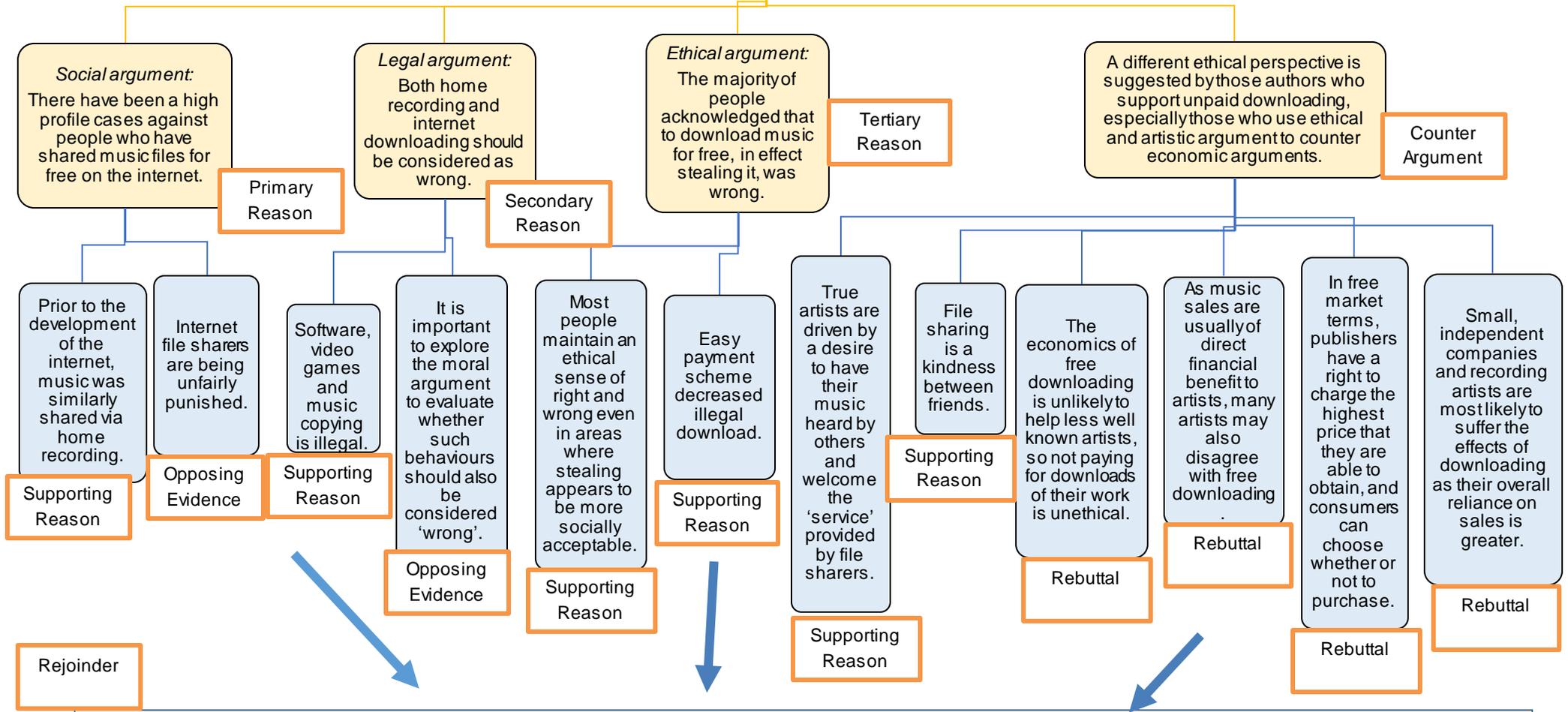
### Answers for Part 2 (both for the computer-based and paper-based exercises)

See the multi-reasoned argument map on p.12.

**Exercise 2  
Suggested answer**

The Claim

Downloading is always wrong.



In conclusion, the writer has demonstrated in this essay that their arguments to support the view that all stealing can be regarded as 'wrong'. Although moral positions can easily be influenced by practical circumstances, such as how easy it is to pay, research suggests people maintain an ethical sense that stealing is always wrong.

## References

Berg, T. *et al.* (n.d.) *Critical thinking reasoning and communicating with rationale*. Available at: <https://www.rationaleonline.com/docs/en/tutorials#wmrvcy> (Accessed: 5 September 2017)

Cottrell, S (2011) *Critical Thinking Skills*. 2<sup>nd</sup> edn. Basingstoke: Macmillan Publishers.

Rationale (2017) *Argument mapping*. Available at: <https://www.rationaleonline.com/docs/en/tutorials/argument-mapping#eq2prd> (Accessed: 2 October 2017)

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## Further information

Also check out the Workbooks section of Study Hub self-help resources for the MindGenius 6 guide on how to create a mind map.



The Learning Resources Study Hub provides a range of opportunities (such as self-help resources some of which are named within this guide, workshops and drop-ins) for you to enhance your academic skills. For more information visit: [lrweb.beds.ac.uk/studyhub](http://lrweb.beds.ac.uk/studyhub)