**Learning Argumentation**

**EBA Skill #1: Make a Basic Argument (Claim + Evidence)**

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| **student objectives****vocabulary****Claim:** A debatable statement.**Evidence:** Any factual information presented to support a claim.* Identify claims and relevant evidence (both supporting and opposing the claim) from a text.
* Articulate own claims and relevant evidence (both supporting and opposing the claim). Evidence can come from both text and non-text sources.
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**EBA Skill #2: Make a Complete Argument (Claim + Evidence + Reasoning)**

**student objectives**

**vocabulary**

**Reasoning**: Key link in your argument that explains how your evidence helps prove your claim.

* Distinguish between a simple assertion and a complete argument.
* Identify an author’s use of reasoning to link evidence to a claim.
* Provide reasoning to support own arguments, linking evidence to

claim, to make a complete argument.

**Strengthening Argumentation**

**EBA Skill #3: Evaluate Arguments**

**vocabulary**

**Validity**: the degree to which something is well-founded, true, or accurate.

**Relevance**: the degree to which something relates or is connected to a topic

**Assumption:** unquestioned belief that we accept as true without proof

**student objectives**

* Evaluate strength of different parts of own and others’ arguments,

including:

* How relevant is this evidence to the claim?
* How valid is this evidence?

**EBA Skill #4: Question Arguments**

**student objectives**

* Understand how questioning can be used to either help strengthen

one’s own argument or weaken an opposing argument.

* Formulate questions to expose assumptions and gather more

information about an argument.

**STRENGTHENING Argumentation (cont’d.)**

**EBA Skill #5: Counter and Strengthen Arguments**

**student objectives**

**vocabulary**

**Counterclaim:** a claim that opposes an original claim

**Counterargument:** a complete argument that responds to specific parts of an opposing argument, using counterclaim, evidence, and reasoning

* Anticipate evidence and reasoning against own arguments.
* Refine arguments to make them stronger.
* Utilize Deny, Reverse, Minimize, Outweigh (DRMO) to respond to

others’ arguments with counterarguments:

* **Deny**: What my opponent just said is not true. (Evidence is not valid.)
* **Reverse**: What my opponent just said actually helps my argument.

(Reasoning is weak.)

* **Minimize**: What my opponent just said is true, but it is not a big deal.

(Evidence is valid, but it is irrelevant).

* **Outweigh**: What my opponent just said is true, but my point is more important.

(Evidence is valid and relevant, but it’s not as relevant as my evidence.)

**Applying Argumentation**

**EBA Skill #6: Utilize Argumentation in Different Settings**

**vocabulary**

**Intended Audience:** a specific group of people for whom a product, speech, or service is designed

**Complex Argument:** a complete argument, plus a counterargument and response

**student objectives**

* Articulate and sustain a complex argument, utilizing multiple sources

of evidence.

* Analyze how authors use different argumentation techniques and

structures, depending on the context and audience.

* Structure, frame, and package argumentation to maximize desired

impact for given audience.

* Apply argumentation to communicate voice, opinions, and needs in

various academic and real life situations.