

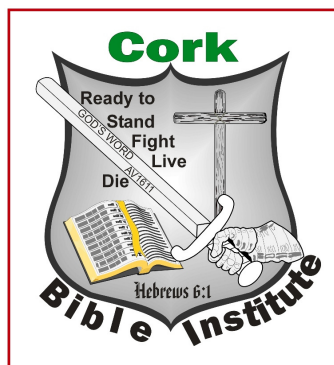
An Introduction to Argumentation and Debate

A Study of the Scriptural Skill of Reasoning an Argument

*And Paul, as his manner was, went in unto them, and
three sabbath days reasoned with them out of the
scriptures. Acts 17:2*

Student's Name: _____

AV 1611 Bible Companion



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Cork Bible Institute Course Requirements

Books and Resources

- The most important book you will need for this course is **the Bible**. It is the foundation of true knowledge in all subjects, including public speaking and debate. It is a guide for use of the tongue, and it is the standard by which we should judge all books about speech and debate.
- *An Introduction to Argumentation and Debate* by Christy L. Shipe. You will read at assigned times pages 1 – 76, as well as 163-174.
- Finally, you don't have to, but it is recommended that you get a book authored by the late Dr. Greg Bahnsen, entitled *Always Ready: Directions for Defending the Faith*. This book treats the subject of apologetics, or how we should defend the Christian faith, including in our speech. It is published by Covenant Media Foundation, and can be purchased at the website <http://www.cmfnow.com/product.asp?0=203&1=209&3=710> .
- In addition to reading these books, as part of the course, students will need to listen to “*The Great Debate*” between Bahnsen and Stein. It can be listened to free on-line at such sites as <http://www.straitgate.com/bahnsen/> . Or, tapes or audio files of the debate can be purchased at such websites as <http://www.cmfnow.com/subcat.asp?0=207> and http://www.pointsouth.com/Merchant2/merchant.mvc?Screen=PROD&Product_Code=BAHNSENG-STEIN&Category_Code=FT&Store_Code=ABS . The debate will need to be listened to later in the course, so make sure you will be able to listen to it when that time comes.

Class Debate Exercise

- The class will be grouped into two groups of debate teams
- There will be at least one debate towards the end of the Semester where you will have to present well researched arguments in a passionate yet orderly fashion for the purpose of turning them minds of the audience to your way of thinking.

Scoring

- Your note taking ability will represent 25% of your grade – both the notes in this Student Outline but also notes during Debates
- The Class Debate will make up 50% of your grade
- The final exam will make up 25%

Introduction to Argumentation and Debate

I. Debates are _____ in the Bible

- A. Rarely do people agree at first.
 - 1. People need to be reasoned with and debated – not just left alone, like our modern me-only philosophy dictates!
 - 2. _____ need to be reasoned with and prodded to think through both your actions, attitudes, and beliefs.
- B. It is right and good to reason things out and to test truths. Not everything we think is true, is.
- C. Our modern generation has no time for truths – people only want the minimal amount of effort to find out what they can get away with – _____.
- D. The Bible is the presentation of one side of a debate – _____.
- E. Almost every Book in the Bible contains dozens if not hundreds of debates between:
 - 1. Believers and non-believers
 - 2. Spiritual and Carnal believers (1Corinthians)
 - 3. Christians and Jews
 - 4. God and discouraged followers
 - 5. Husbands and wives
 - 6. Civil leaders and their general populations
 - 7. Men and their souls
- F. Here are some specific examples (we will look at some of these in much more detail later):
 - 1. Job is a Book that describes Job's debate first with his _____, then with his _____, then with _____ and the finally with _____ Himself (Job 13:3; 32:12)!
 - 2. Moses reasoned with the nation of Israel on dozens of occasions
 - 3. God reasoned with Pharaoh to get him to let the Jews go – didn't just take them!
 - 4. The Judges in the Old Testament heard arguments and had to make decisions based on those arguments, for or against people
 - 5. Samuel reasoned with the nation of Israel (1Sam 12:7)
 - 6. Jesus regularly debated with His audiences
 - a. Jesus debated about the resurrection
 - b. He debated with Nicodemus about the new birth in John 3
 - c. He was challenged about paying taxes
 - d. He was challenged about how to keep the Sabbath
 - e. He was challenged about His own authority to do miracles (Mk 11:27-33)
 - f. He was challenged concerning His ability to forgive sin (Luke 5:18-26)
 - g. Jesus debated with Pilate in John 18
 - 7. The First century Christians constantly argued their point of the resurrection of the dead, and the fulfilment of prophecy
 - a. They were commanded to go and publically debate people with the Gospel (Acts 5:20)
 - b. They met people in the open, in markets (Acts 17:17), and in homes, and they presented the facts of the Gospel, and the need to repent
 - c. Paul always reasoned with and debated with the Jews especially about the Messiahship of Jesus Christ (Acts 17:2; Acts 18:19)
 - d. And Paul reasoned with the pagans (Acts 24:25)

II. The Goal and Purpose of Learning Debate

- A. The stoics and epicureans of Greece loved debating, but for the wrong reason – just for argument’s sake – they just loved to argue!
- B. 2Tim 3:7 *Ever learning, and never able to come to the knowledge of the truth.*
- C. Modern “Debate” philosophy seeks only to be the best performer – not the winner of the argument. Quote: “Facts do not matter, only who debates the BEST!”. People today are afraid of winning or losing debates and instead just argue for the fun of it, or for the adrenalin, or for the power they can wield (see political debaters).
- D. The goal of any Christian debater is to persuade people to believe the Bible, and to follow Jesus Christ (Act 18:4; 13:43; 19:26; 26:28)
- E. God’s people used debate and argumentation as weapons instead of war and fighting
- F. To do this, you have to have answers, and skill in reasoning (1Peter 3:15) “But sanctify the Lord God in your hearts: and be ready always to give an answer to every man that asketh you a reason of the hope that is in you with meekness and fear.”
- G. This course will only begin to help you develop the following skills:
 - 1. Abstract thinking – thinking through truths that stand on their own
 - 2. Analytical thinking – learning how to examine every truth a person claims to hold to
 - 3. Etiquette – learn to speak the truth in love
 - 4. Cross-examination/questioning – always making every truth stand up to testing
 - 5. Point of view – learning how to see each other’s points of view on a subject
 - 6. Distinguishing fact from opinion – this is vital because most held beliefs are fiction
 - 7. Identifying bias – whether in your opponent, or especially in yourself
 - 8. Research – learning how to study out a truth
 - 9. Organization of information – how to organize the information about a subject that you are collecting
 - 10. Teamwork/cooperation – learning to work as part of a greater whole than just yourself
 - 11. Persuasion – how to actually change your opponent’s mind
 - 12. Public speaking – not being afraid to present truth in public
- H. Debating can become sinful when they are an end in themselves – when you argue just for argument’s sake. When you don’t really care about the other side, and are not respectful enough to listen to their side (Rom 1:29; 2Cor 12:20)

III. Biblical definitions

- A. **Debate:** a competition in which two opposing teams make speeches to support their arguments and disagree with those of the other team.
- B. **Resolution:** the opinion about which two teams argue.
- C. **An Affirmative team:** agrees with the resolution.
- D. **A Negative team:** disagrees with the resolution.
- E. **A Rebuttal:** explains why one team disagrees with the other team.
- F. **Judges:** decide the winner.
- G. **Argue** (Job 6:25) – to offer reasons to support or overthrow a proposition, opinion or measure. There is nothing wrong with arguing if it is done as an adult. Children are not allowed to argue and debate.
- H. **Reason** (Job 13:3). To arrange and present the reasons for or against an opinion; to examine or discuss a stated fact by arguments; to debate or discuss with the goal of persuading the other person.
- I. **Adversary** (Mt 5:25). The opposing person. Be careful to not see every opponent as your adversary. Just be quick to settle arguments before they become court cases!!!
- J. **Advocate** – those siding with you and standing for you
- K. **Prove** (Mal 3:10) – To establish a statement as true by testing and thorough examination

- L. **Subverting** (2Tim 2:14) – changing your opponent’s mind, getting truth to take over their way of living
- M. **Disputing** (Acts 19:8) - to argue against something maintained, upheld, or claimed, by another. Here in this verse, Paul was disputing the Jewish ideas against Jesus being the Messiah
- N. **Persuading** (Acts 28:23) - To convince by argument, or by reasons offered or suggested from reflection, etc.; to cause to believe (Heb 6:9)
- O. **Pleading** (Isa 43:26; Job 16:21) - To argue in support of a claim, or in defense against the claim of another; to urge reasons for or against a thing
- P. **Fair Debate** (Ezek 18:25) – Not judging on circumstantial evidence, but according to established facts and truths (Isa 11:3,4)
- Q. **Judge, Judging, and Justifying** (Psalm 51:4) – make conclusions
- R. **Entering Into Judgment** – into a court case for final judgment, for or against you!
- S. **Accuse** (Acts 24:13) – to charge with a fault, or to claim something is not true
- T. **Opening And Alleging** (Acts 17:2,3) – making initial declarations from one side and opinion
- U. **Cross-Examining and Verifying** (Acts 17:11) – never believing something simply because someone says something – it has to have 2 or 3 witnesses.

Foundations of Thought

And he said unto him, If they hear not Moses and the prophets, neither will they be persuaded, though one rose from the dead. Luke 16:31

I. Foundations are important.

- A. They are the structures upon which buildings are constructed. If the foundations are faulty, the whole building will be weak. So we begin this course on public speaking and debate by considering the foundations upon which we build our beliefs upon.
- B. The only sure foundation of every human endeavour, all human understanding, all human speech, yea, everything, is the word of God, the Bible. It is here that we find the infallible words of the Lord Jesus Christ. Miracles, and feelings DO NOT decide the truth. Abraham told the rich man in hell that his brothers had to repent based upon _____, not based upon a miracle. All our decisions and choices must be based upon the solid foundation of the written words of God (Mt 7:24-27).
- C. There simply is no substitute for the foundation of God's word.
 1. Human _____ is no sure foundation, for it rests upon many assumptions of fallible men. Science used to be all about discovering truth, but now, no scientist admits to believing anything is true.
 2. The pronouncements of other _____ or philosophies are no sure foundation, for they too ultimately are but the speculations of fallible men.
 3. Only the infallible words of the omniscient God are worthy of our faith as the foundation of our thoughts, speech, and conduct.
 4. Why is the Bible different? Because it has proven facts behind it in seven distinct, verifiable areas:
 - a. _____.
 - b. _____.
 - c. _____.
 - d. _____.
 - e. _____.
 - f. _____.
 - g. Its claim to be _____.

II. The defence of the Christian faith is called _____.

- A. It is called "apologetics" because it is _____ the reason we believe, not apologizing for that belief. Even when we are not directly giving a defence of the Christian faith, we must make sure that our words reflect our foundational faith in the word of God. By so doing, our speech on a broad range of topics serves as a witness of our Christian faith. Our speech therefore operates as an apology (in the sense that term means _____) for the Christian faith even in a diverse array of circumstances.
- B. Proverbs 26:4-5 provides a two-fold apologetic procedure.
 1. Don't answer a fool's attacks when?
 2. But DO answer a fool's attacks when?
- C. What would be the result if we trusted our own intellectual powers or the teachings of the so-called experts more than we trusted the veracity of God's revelation?

III. Before next week, READ pages 1-9 in your textbook.

The Priority of Debate

Ephesians 5:10 *Proving what is acceptable unto the Lord.*

I. Debate is a VERY important part of a Christian's life.

- A. It forms a mindset that tests and proves what is right – not so that you can look for reason to NOT obey God, but always testing things to make sure that you actually ARE obeying God and not your own fleshly whims!
- B. An example would be of a Christian making sure they are _____, making sure of God's will for their life (Romans 12:2)
- C. Another example involves determining if what you believe is biblical, or traditional, or only convenient.
- D. The best example of how important debate is, is the need for every person to prove Christ's resurrection and accept it as THE proof that everyone must repent and believe the Gospel because that person who rose from the grave is going to judge the whole world (Acts 17:31)

II. WHY LEARN TO DEBATE?

- A. There are many important reasons to learn the art of debate. First and foremost, a formal style of debate is a tool that you can use to fulfil the two greatest commands of Scripture: to love the Lord with all of your heart, soul, strength, and mind and to love your neighbour as yourself (Matthew 22:36-40).
- B. The study of debate is one way that you can greatly develop your critical thinking skills and thus improve the ability of your mind to love the Lord. Although God has granted us the ability to reason, He does not wave a wand over our minds to
- C. magically make them think logically, learn how to properly analyze arguments, study important issues, form conclusions, and think through the best way to communicate our beliefs to others. Instead, He expects us to be good stewards of the minds He has given us by actively disciplining and training them to think rightly (Romans 12:2; Ephesians 4:22-24; Philippians 4:8; Colossians 3:2; 1 Peter 1:13).
- D. By studying debate methods, you will develop important mental skills that God can greatly use if you choose to let Him. It is very important to remember that debate itself is only a tool. That tool can be used for good or for evil. In order to learn debate in a way that will allow you to love the Lord with all of your mind, you must constantly submit yourself (and your mind) to His lordship. Submitting your mind to the lordship of Christ means that you will base all of your thinking, reasoning, and conclusions upon the highest truth that exists, which is the Word of God.
- E. Submitting to the lordship of Christ also means that you will use your debate skills to love rather than to hurt others. You cannot fulfil the greatest commandments by using debate skills to disrespect your parents, show off to your friends, or cut someone down. Instead, God wants to use you and the communication skills you will learn in debate to reach others with the truth of the gospel (Romans 10: 14), to build up others (Ephesians 4:29), to demolish lies and replace them with truth (2 Corinthians 10:5), and to stand up for those who cannot defend themselves (Proverbs 24: 11; Isaiah 1: 17). Learning formal debate will greatly increase your ability to communicate effectively for God.
- F. Debate can teach you skills such as how to ask penetrating questions, respond graciously and accurately to an opponent's attacks, organize information, and communicate complex ideas in simple ways. Simply learning to think analytically and evaluate arguments will tremendously benefit you. No matter what you plan to do with your future: become a preacher, a lawyer, an engineer, a plumber, a mother, a doctor, or a teacher-you will face situations in which you must be able to give an answer for what you believe, often in the face of another's arguments. Whether you are witnessing to someone about the gospel,

applying for a job, trying to convince someone to take action on a political issue, or reading the newspaper, the skills developed by debate are invaluable.

- G. Finally, experienced debaters will tell you that the activity is one of the most invigorating and exciting experiences you can have. Formal debate is very challenging-even scary and intimidating-but it can also be a lot of fun.

III. More than a Game

- A. It is important to think of debate as learning a life skill rather than playing a game.
- B. Debate practiced as a game tends to train speakers who can only communicate well with people who understand the rules of the game.
- C. Debate practiced as a life skill, on the other hand, tends to train speakers who can communicate with anyone, regardless of the person's knowledge of debate theory.
- D. The goal of playing a game is winning that game.
- E. The goal of learning a life skill is the practical and effective application of that skill in the real world. As you begin to learn debate, keep your eye on the prize of learning practical life skills rather than winning trophies and awards at a debate tournament.

IV. Speaking The Truth In Love (Ephesians 4:15)

- A. Act_20:19 *Serving the Lord with all _____, and with many tears, and temptations...*
- B. God's moral law is summarized in the Ten Commandments. This is the law which was written on tables of stone by God for His people in the Old Testament, and it is the rule of life written on the hearts of Christian believers in all ages by the Spirit of God (2 Corinthians 3:3, Jeremiah 31:33). The commandment that perhaps most pertains to our public speech is the ninth commandment, which directs us as follows:

"Thou shalt not bear false witness..."

- C. All of our conversation should then be governed by the principle that we must speak the truth. As the Apostle Paul reminds us: *"Wherefore putting away lying, speak every man truth with his neighbour..."* (Ephesians 4:25).
- D. God never gives man **the right** to lie, either concerning divine issues or human issues.
 - 1. It does not matter whether we are a high school debater engaged in debate competition or a lawyer presenting a case before a jury.
 - 2. It does not matter whether we are a preacher teaching his congregation on religion or a homemaker correcting her children.
 - 3. Sometimes it may appear immediately advantageous to lie, but we must refrain, even if the cost seem great. In all cases, truth must be our guide.
- E. Now this does not mean we are always required to speak everything we know. Perceiving the trap being laid by the Pharisees, Jesus often refrained from speaking directly to them. Similarly, if a wicked regime is seeking to kill the innocent, we are not required or even advised to go tell such a regime where the innocent are hiding. Jonathan did not tell his wicked father Saul where David was hiding. So we must "be as wise as serpents and as harmless as doves" in our speech.
- F. We must be knowledgeable. Ignorant people generally speak falsehoods, even unintentionally. As we read in Hosea 4:6, *"My people are destroyed for lack of knowledge: because thou hast rejected knowledge, I will also reject thee, that thou shalt be no priest to me: seeing thou hast forgotten the law of thy God, I will also forget thy children."* The consequences of lack of knowledge – especially knowledge of God's word – are grave. God gives men over to all sorts of wickedness who lack knowledge. *"Swearing, and lying, and killing, and stealing, and committing adultery"* (Hosea 4:2) are but some of its fruits. So

- we must become well informed if we are to speak the truth. It starts with becoming well informed in God's word. It is the fountain of life and the foundation of all true knowledge.
- G. History did not cease in the Apostolic era. So we must study history from the ancient past to the present, evaluating history according to scriptural principles. And we must study God's creation, building upon the information revealed in scripture with additional insights into how God has ordered the world.
- H. And we must study _____ to insure we are thinking coherently and consistently. Indeed, there are many areas we must study to rid ourselves of ignorance. But simply because we are speaking truth based upon true knowledge does not mean we are necessarily speaking as well as we should. Speaking itself requires skill. It takes skill to present what we know in an organized fashion that others can understand. Christian men should be prepared in communication and speech. For we are encouraged to *"be ready always to give an answer to every man that asketh you a reason of the hope that is in you with meekness and fear..."* (1 Peter 3:15) And the ability to speak, especially publicly, requires practice.
- I. One excellent way, especially for young men, to obtain practice in public speaking is through formal public debate. This course introduces you to public debate as one means to equip you in public speaking. Hopefully, as you acquire skills in public debate, you will be able to employ the skills to public speaking in general.
- J. Now the view of human speech outlined in scripture is markedly different from the prevalent humanist notion of speech.
1. Whereas the Bible declares the requirement that our speech be _____, the humanist notion declares it should be _____.
 2. In chapter 1 of An Introduction to Argumentation and Debate, John Milton is quoted as saying, "Give me the liberty to know, to utter, and to argue freely according to conscience, above all liberties." It is little wonder that Milton placed such a high emphasis on freedom (so called) rather than truth in accordance with God's word, for John Milton (1608–1674) was a Unitarian. (See his work *De Doctrina Christiana*.) And it should not surprise us that the Founding Fathers of America followed suit with the same notion in the constitutional framework of the United States. In America during the 18th century, French and English Deism and rationalism made Unitarians of many of our founding fathers. Benjamin Franklin, Thomas Jefferson, John Adams, Thomas Paine, James Madison and James Marshall were all Unitarians. They overthrew the reformed and Puritan order which dominated most of the colonial American era.
- K. God never gave men a right to speak falsehood (such as the advocacy of Unitarianism) under the pretence of "freedom of speech".
1. Jesus Christ Himself rebuked the Jews for circumventing the command to put children to death who cursed their parents. Jesus certainly did not believe children had the "right" to speak their mind to parents, when that mind was evil.
 2. Obviously freedom of speech has limits – especially where lies are involved.
- L. In truth, once humanists gained the upper hand in government, they were not so generous as they claimed in their vaunted principle of "freedom of speech".
1. Let a Christian teacher try to teach the truth about Darwinian evolution in public school, and see what happens.
 2. And let a Christian valedictorian state in his valedictory speech that Jesus Christ is the only way to heaven, and see what happens.
 3. The reality is that in any society "politically correct" speech will dominate; the real question is whether God's word defines what is politically correct.
- M. The primary point, it is important that our public speech conforms to the standard of truth, including in debate.

History of Debate – Rhetoric

I. Began with Ancient _____ (Acts 17:18)

- A. Academic debate began at least 2,400 years ago when the scholar Protagoras of Abdera (481- 411 B.C.), known as the father of debate, conducted debates among his students in Athens.
- B. Debates started out as attempts at trying to find out all truth. Obviously, all truth cannot be found out by the use of reason alone
- C. Debates ended up being forms of entertainment, and also justification for how things were – all so that people did not have to take responsibility for their actions and attitudes (see a drunkard how they will avidly debate their sin)
- D. _____
 - 1. These were so called from Epicurus, the son of Neocles, who was born 342 years before Christ, and taught philosophy at Athens, in his garden
 - 2. The principal tenets of which were:
 - a. The world was not made by any deity, or with any design, but came into its being and form, through a fortuitous concourse of atoms, of various sizes and magnitude, which met, and jumbled, and cemented together, and so formed the world
 - b. That the world is not governed by the providence of God; for though he did not deny the being of God, yet he thought it below his notice, and beneath his majesty to concern himself with its affairs;
 - c. That the chief happiness of men lies in pleasure.
 - 3. His followers were called "Epicureans"; of which there have been two sorts;
 - a. The one were called the strict or rigid "Epicureans", who placed all happiness in the pleasure of the mind, arising from the practice of moral virtue, and which is thought by some to be the true principle of "Epicureans"
 - b. The other were called the loose, or the remiss Epicureans, who understood their master in the gross sense, and placed all their happiness in the pleasure of the body, in brutal and sensual pleasure, in living a voluptuous life, in eating and drinking, etc. and this is the common notion imbibed of an Epicurean.
- E. _____
 - 1. The author of this sect was Zeno, whose followers were so called from the Greek word "Stoa", which signifies a portico, or piazza, under which Zeno used to walk, and teach his philosophy, and where great numbers of disciples attended him, who from hence were called "Stoics"
 - 2. Their chief tenets were:
 - a. There is but one god
 - b. that the world was made by him, and is governed by fate
 - c. that happiness lies in virtue, and virtue has its own reward in itself
 - d. that all virtues are linked together, and all vices are equal
 - e. that a wise and good man is destitute of all passion, and uneasiness of mind, is always the same, and always joyful, and ever happy in the greatest torture, pain being no real evil
 - f. that the soul lives on after the body
 - g. that the world will be destroyed by fire.
 - 3. To them, having wisdom was the greatest purpose in life.

F. _____.

1. Philo – lover
2. Sophy – of wisdom
3. Colossians 2:8 “Beware lest any man spoil you through philosophy and vain deceit, after the tradition of men, after the rudiments of the world, and not after Christ.”
4. Philosophy is the “art” of determining truth by self study without any verification.
5. Philosophy is simply loving the wisdom that a person discovers on their own – without God, or without proof!
6. All “philosophers” believe they can discover all truth on their own without a need for God or for proof of their conclusions!

II. Debating Mainly Exists in the Western World

- A. Although debate exists all over the world, it thrives in the context of democratic Western civilization.
- B. Debate flourished in the academies of the ancient world and medieval universities, where rhetoric was installed as one of the seven liberal arts. What may have been the first intercollegiate debate in the English-speaking world took place in the early 1400s at Cambridge University between students from Oxford and Cambridge.
- C. Middle eastern peoples talk, and argue and “debate” all the time, but rarely allow each other the freedom to ask any question, and challenge any truth.
- D. British Parliament - Debates evolved as discussions for and against specific proposals, supported by organized factions
- E. 1775, a group called the Ancient Society of Coggers started public debates in a London tavern.
- F. Debating has held a special place in American history.
 1. Debating flourished in the colonial colleges; disputations were a required part of the curriculum, and debates were often a featured part of commencement ceremonies.
 2. Almost all the leaders of the American Revolution and the early national period were able debaters who had studied argumentation in the colonial colleges or in the community debating “societies,” “lyceums,” and “bees” that flourished throughout the country, most notably “the Spy Club” at Harvard in 1722.
 3. The right to argue freely is a right that has been prized throughout history. From the time of the ancient Greeks, the art of debate has been instrumental in shaping the philosophy, politics, and culture of mankind, but not more so than in America! America's Founding Fathers highly prized the right to argue freely, enshrining that principle in the First Amendment to our Constitution.
 5. Political rulers will become tyrants, the Founders argued, unless the people are guaranteed the right to speak and debate freely about the issues that affect their lives.
- G. Yet it is not only leaders and rulers who practice the art of debate.
 1. Chances are that you have been arguing with your parents, siblings, and friends on a variety of issues since you were quite young.
 2. Noah Webster's American Dictionary of the English Language (Webster's 1828 dictionary) provides this helpful definition of the word argue: "To persuade by reasons."
 3. Debate is simply the art of persuading by reasons, which is a common part of our experience as human beings.
 4. Formal debate is an educational way to learn the skills you need to speak persuasively in real life .
- H. Modern “Debating” has been perfected by the Russians - First formal competitive debate in 1995.

Formal versus Practical Debates

I. What We Will Attempt to Learn

- A. We will mainly focus on the skill of debating _____ instead of formally.
 - 1. A formal debate has hundreds of rules to abide by, with very explicit controls over timing, and responses
 - 2. Whereas, in a practical debate, there are only a dozen or so strong rules that govern how two opposing sides interact.
- B. Different examples:
 - 1. _____ is a form of a Practical Debate – loose rules
 - 2. A _____ Debate is a very formal form of debate
 - 3. An argument in the home should be a practical debate, without anger and with no disrespect
 - 4. A discussion amongst friends should be a form of practical debate
- C. If you were planning on entering politics, or the legal profession, you would have to learn formal debating. If you were to prepare to participate in a public debate with an atheist or an evolutionists, you would have to learn formal debating procedures
- D. But as a Christian, who wants to persuade audiences in less formal arenas, the Practical Debate is the best form to learn

II. Practical Debating Rule Summary

- A. **Thorough understanding of a basic truth** – not an exhaustive understanding of a deep, hard to understand truth (Heb 13:9)
- B. **Short concise statements.** Not long, drawn out lists of information with the hope of drowning your opponent. Jesus used short sentences.
- C. **Generally respect your opponent** – on rare occasions God will give you the urge to mock them, but be careful it is of God, and not your own fleshly desire (1Kgs 18:25-27)
- D. **Listen to your opponent's arguments** – even if you have your own position very well established
- E. **Do not get angry in the debate or discussion** – that is the wrong kind of striving (2Tim 2:24)
- F. **Do not interrupt your opponent** – do not allow them to interrupt you
- G. **Stay on topic** – do not move from issue to issue, or question to question – don't allow your opponent to do so either.
- H. **Use simple illustrations.** Use real life examples to show your truth, your viewpoint in action. Don't expect your opponent to fully understand you until you have gone the extra mile to help him or her to see what you are talking about.
- I. **Ask questions** of your opponent about his or hers position – make sure you well understand what your opponent is saying before you reply
- J. **Do your best to not take what people say personally** (John 15:18).
- K. **Pray for your opponent** – both before and after a debate/discussion.
- L. **Debate in love, not conquest** (Eph 4:15).

III. There are two basic subjects to debate at any one time

- A. Politics and human behaviour - _____ – what someone should or should not DO.
- B. Philosophical concepts - _____ – what is RIGHT or ETHICAL to believe.
- C. Both kinds of subjects are debated throughout Scripture, and throughout life!

Logic and Thinking Skills

Come now, and let us reason together, saith the LORD. Isaiah 1:18

Taken from pages 11-22

I. The first thing to work on is the _____

- A. The mind must be developed through exercise just as the body is, and nothing gives the mind a vigorous workout like debate. But, in order to learn to argue well, you must learn to reason well by using _____.
1. Matt 22:37 Jesus said unto him, Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy _____.
 2. Php 2:5 Let _____ be in you, which was also in Christ Jesus.
 3. Mark 5:15 And they come to Jesus, and see him that was possessed with the devil, and had the legion, sitting, and clothed, and in his _____
 4. Rom 12:2 And be not conformed to this world: but be ye transformed by the _____, that ye may prove what is that good, and acceptable, and perfect, will of God.
 5. 1Cor 1:10 Now I beseech you, brethren, by the name of our Lord Jesus Christ, that ye all speak the same thing, and that there be no divisions among you; but that ye be _____ in the same mind and in the same judgment.
 6. Eph_4:23 And be renewed in the spirit of your _____
- B. Accepting truths without testing can ruin a person. See 2Corinthians 11:3
- C. Webster's 1828 dictionary gives this definition of logic: *Logic is the art of using reason well in our inquiries after truth, and the communication of it to others Correct reasoning implies correct thinking and legitimate inferences from premises, which are principles assumed or admitted to be just. Logic then includes the art of thinking, as well as the art of reasoning. The purpose of logic is to direct the intellectual powers in the investigation of truth, and in the communication of it to others.*
- D. There are several principles we can glean from this definition. Logic involves:
1. Correct thinking
 2. Correct reasoning, or analyzing our thoughts
 3. Making judgments about them
 4. The discovery and investigation of truth
 5. The goal of communicating that truth to others
- E. As you look at this definition of logic, you may realize that you have probably used some form of logic every day of your life! After all, everyone thinks and reasons to some degree (at least they should!). You are using logic just by taking this class right now. You use logic to answer questions like,
1. Should I go to college?
 2. What will happen if I jump out of this tree?
 3. How much money do I need to buy a car?
- F. Humans were created in the image of a logical God (not an irrational being or in the image of a cataclysmic big bang). Since you are by nature a logical creature, why not learn to use logic properly and well?

II. Logic Already Exists

- A. One important thing to understand about logic is that we humans have only discovered, not invented it. Logic exists ~ because God created our world in an orderly way and created us in His image as rational beings. Thus, when we define logic and the rules that govern its practice, we are really just discovering and using what God created for us to discover and use.
- B. The form and structure of logic were systematized by ancient Greek philosophers, particularly _____.
 - 1. Aristotle categorized logic into two basic types: _____ logic and _____ logic. Both kinds of logic are important for the debater to understand.
 - a. **INDUCTIVE LOGIC** is the process of reasoning from particular observations of the world to discover probable universal truths.
 - b. **DEDUCTIVE LOGIC**, on the other hand, is based on mathematical structures and involves the process of reasoning from universal statements (or premises) that lead to certain truth when the structures are properly followed. Debaters tend to rely on inductive logic more heavily than deductive logic, especially in policy debate.
 - 2. Inductive logic lends itself well to studies of politics and human behaviour (as in policy debate), while deductive logic is better used when dealing with philosophical concepts (as in value debate).

III. INDUCTIVE LOGIC

- A. Inductive logic is the process of reasoning from particular observations to general truths.
 - 1. For example, suppose you go to a grocery store in the next town to buy a few items that you need. While there, you notice that the items cost less than in the store in your town. Therefore, you conclude that the store in the next town is cheaper than the store in your own town.
 - 2. Your conclusion is only **probable**, rather than certain, because it is based on only one instance, only a few items, and only your observation. You have come to a conclusion about the whole (the grocery stores) based upon the observation of one particular instance (one shopping trip for a few items).
- B. Inductive logic begins with what we observe to be true in particular instances and then uses those observations to form conclusions about universal principles. _____, _____, social studies, and scientific reasoning all fall into the category of inductive logic because they involve forming universal conclusions based on observing a number of particular instances. However, it is usually not possible to observe every single instance when investigating scientific, social, and political truths. Unless you can observe every single instance of a particular phenomenon or count every single item you are studying, you can only make probable rather than perfect conclusions.
 - 1. Let's say you are studying frogs. You observe that all of the frogs in your pond love to eat flies. Therefore, you conclude that all frogs love to eat flies.
 - 2. Your conclusion is only **probable** rather than certain because you have not observed every single frog in the world.
- C. In general, the greater the number of observations, the greater the probability that the conclusion will be true.
 - 1. Polls ask questions of 1,000 people to make a conclusion about how the entire country will vote in a presidential election.

2. If a poll only asked 10 people for their opinions on a national election, the probability that the conclusion would be true for the entire country would be very slim. (You will notice that polls usually give a “margin of error” of a certain amount of percentage points. This margin of error exists because the conclusion of the poll is only probable, not certain.)
- D. As has already been said, you will mostly use inductive logic when making arguments in policy debate since you will be dealing with situations in which it is impossible to come to certain conclusions. But just because you will be using inductive logic doesn't mean that there aren't logical rules to follow. Modern British philosopher Stephen Toulmin, recognizing that people often cannot follow the strict guidelines of deductive logic, created a model to explain the rational construction of everyday arguments. The Toulmin model is very helpful for debaters to follow, particularly in policy debate. Let's take a look at the model as it relates to debate.

IV. THE TOULMIN MODEL

- A. Toulmin has identified six parts of a rational argument: claim, data, warrant, backing, qualifications, and conditions of rebuttal. Rational arguments sometimes consist of all six parts, but every part is not necessary to make a rational argument. Only the first three parts (claim, data, and warrant) are considered essential.

B. CLAIM

1. The claim is the argument you are trying to prove. Let's use the following claim as an example:
2. Homeschool students receive a higher-quality academic education than public school students.

C. DATA

1. Just because you've made a claim doesn't mean you've won an argument. You need to support the claim with evidence that helps prove your argument. How are you going to show that homeschool students' education is academically better than public school students'? You might use standardized achievement test results as a way to measure the truth of your claim.
2. You might say:

Homeschooled students in the U.S. and Canada score 15 to 30 percentile points, on average, above their public school peers. This is true not only in the basics of reading, writing, and mathematics, but also in science, social studies, and study skills. * See "Ray, Dr. Brian D., Worldwide Guide to Homeschooling (Nashville: Broadman & Holman Publishers, 2005), 9.
3. Debaters use quotations from printed sources to provide the data for their claims. Here, you are using material from published studies to provide the data for your argument. This use of quotations from printed sources is what debaters call _____.
4. The amount of evidence you need to give to justify your data will vary with your audience. If you are speaking at a homeschool convention where everyone is familiar with these statistics, you may not even need to explicitly state your data. However, at a convention of the National Education Association, you may have to provide a significant amount of detailed evidence to prove your point. In a debate round, you should provide evidence to back up anything that is not self-evident.

D. WARRANT

1. After providing the evidence (data) to support your argument (claim), you must provide a warrant for connecting the data to the claim. The warrant acts like a bridge between the claim and the data. How do we know that achievement test scores are an accurate way to measure the quality of academic education? You might say:
 - a. Achievement test scores are an excellent measure of academic achievement and a quality education.
2. Thus, you have provided a reason that your data is an accurate way to measure the validity of your claim.

E. BACKING

1. Your warrant may provide a logical connection between your claim and your data, but in the world of debate as well as in society at large, people will demand hard evidence to support your reasoning. Just as debaters use evidence to provide data for their claim, they also use material from published sources to provide backing for their warrants. You might say:

According to the National Education Association's article "Measuring Academic Success," achievement test scores are the only accurate way to measure academic excellence.

2. As in providing evidence for your data, you should provide backing for any warrant that is not self-evident.
3. Another aspect of providing backing in a debate round is being prepared to provide further information about all of the evidence you introduce into the round. Who is Dr. Brian Ray? What are his credentials? What methods did he use to conduct his studies? When was the evidence published? How did the National Education Association arrive at its conclusions about test scores?

F. QUALIFICATIONS

1. Sometimes, added qualifications can make your claim stronger. Qualifications are exceptions to the rule. When you give qualifications or use qualifying language, you are allowing for exceptions to the rule stated in your claim. Which of the following claims do you think is more defensible?
 - a. Most homeschool students receive a better academic education than most public school students.
 - b. Every homeschool student receives a better academic education than every public school student.
2. The second claim uses stronger language than the first, but it is harder to prove since you must prove that your claim is universally true. Unless you can observe or compile data for every single instance (in this case, the academic achievement of every single public and homeschool student in the world), you should not make a universal claim. By adding the qualifying word most to the first claim, you have strengthened its defensibility. Although you are still claiming that homeschool students receive a better education than public school students, you are allowing for the fact that some public school students receive a better education than some homeschool students.

G. CONDITIONS of REBUTTAL

1. Conditions of rebuttal refers to anything in your argument that would allow someone to attack and weaken your argument. Qualifications help narrow or eradicate conditions of

rebuttal. Even with qualifications, nearly every argument you make in a debate round will have conditions of rebuttal for which you must be prepared.

2. Think about the above argument. Can you think of any conditions of rebuttal that you would use if you were taking an opposing position, perhaps arguing that public school and homeschool students receive an equal education or that public education is superior to home education? You might attack the warrant by saying that test scores aren't the only measure of a quality education. You might attack the backing—perhaps the National Home Education Research Institute is an organization that is biased toward homeschoolers.
3. As you progress through this text, learning how to structure a debate case and formulate arguments, keep the Toulmin model in mind.
 - a. **Ask yourself if you have at least a _____, _____, and _____ for every argument you want to make.**
 - b. Also ask whether you need additional backing or should qualify your argument.
 - c. Finally, ask yourself what the conditions of rebuttal will be in order to prepare yourself for possible lines of attack from the other team.

V. Many Kinds of Logical Fallacies

- A. There are many logical fallacies, some of which are reviewed here. You will frequently come up against these fallacious forms of reasoning in the course of your debate experience.
- B. Logical fallacies can be very hard to identify; **many people are swayed by them without realizing it**. If you can learn to recognize and understand the errors in others' reasoning, you will be able to present a more organized and understandable rebuttal of their arguments, whether in a debate round or in everyday life.
- C. Learning to think logically and spot logical fallacies is the cornerstone of effective debate. A logical fallacy is an argument that is illogical – It does not make logical sense or follow the rules of logic. It is, therefore, a false argument.
- D. **Fallacy of Composition.** This fallacy occurs when the conclusion of the argument transfers the characteristics of the parts onto the whole.
 1. All men are human beings is a true statement.
 2. To conclude from this that all human beings are men, however, would be false.
 3. Another example would be to say Each player on the team is excellent; therefore, the team is excellent.
 4. What is true about the parts may not be true about the whole.
- E. **Fallacy of Division.** This fallacy is the opposite of the fallacy of composition. It applies the characteristics of the whole to the part. The team is excellent; therefore, all the players are excellent is an example of this fallacy.
- F. **Slippery Slope.** The slippery slope is a popular fallacy in debate.
 1. In this fallacy, the conclusion rests on a certain event setting off a _____ that culminates in an undesirable consequence, yet **there is not sufficient proof** that the chain of reactions will be triggered.
 2. The idea behind this fallacy is that you are standing at the top of a hill and one little step will cause you to slip all the way down and crash at the bottom.
 3. An example of this fallacy would be the argument that if we don't provide government-funded health care for every citizen in our country, vast amounts of people won't be able to afford medical care, they'll all get sick, they'll all suffer horribly and die, and all of society will collapse. *Sound familiar?*
 4. In order to avoid this fallacy, be sure to _____ sufficient evidence to support each step leading to a conclusion.

- G. **Hasty Generalization.** To generalize is to say that everyone or everything in a particular class is alike in all ways.
1. For instance, the statement Women are overly emotional is a generalization about women.
 2. Men are insensitive is a generalization about men.
 3. Both of these statements are false since not all women are overly emotional and not all men are insensitive.
 4. You cannot base your arguments on a hasty generalization about people or events.
- H. **Circular Reasoning.** Circular reasoning occurs when the cause of some effect is itself caused by the same effect.
1. An example of this would be to say that I am a truthful person because I say that I am truthful.
 2. Evolutionists use this kind of reasoning to back up their theories as well – using the Strata dating Model to date a fossil, and then using a fossil to date a Strata layer!!!
- I. **Equivocation.** Equivocation occurs when you change the meaning of a term in the middle of an argument.
1. **Most religions do this constantly!!!**
 2. Arguing that the federal government should ban handguns and then supporting this conclusion by listing all of the harms of allowing machine guns to be sold is an example of this fallacy.
 3. Halfway through your argument, you changed what you meant by the word gun. The reasons why machine guns are not safe may be very different from why handguns may not be safe.
- J. **Appeal to the People.** This fallacy is very popular in today's culture, especially in advertising. It is an "everybody's doing it" appeal.
1. For example, someone might say, "Only extremists believe that abortion is wrong. Seventy percent of Americans believe that abortion should be allowed in some cases."
 2. This argument is an appeal to our desire to be a normal person whom others will love and esteem, not an extremist who will be shunned.
 3. These arguments are especially harmful to meaningful debate because the validity of an argument is not measured by how popular it is. Truth is not equivalent to popularity.
- K. **Appeal to Pity.** In this fallacy, the arguer tries to evoke pity to motivate her listener to accept the claim.
1. People commonly use appeals to pity when faced with punishment: "But officer, you can't give me a speeding ticket! I was rushing my wife to the hospital!"
 2. The fact that someone's wife needs to go to the hospital does not technically excuse him from obeying the speed limit. The law does not say, "You must obey the speed limit except if your wife needs to go to the hospital."
 3. This fallacy is used in debate when an arguer appeals to the judge's sense of pity rather than offers logical evidence and support for the argument.
- L. **Appeal to Authority.** This fallacy occurs when you cite an authority or witness who is not qualified in the area under discussion.
1. Using a quote from a heart specialist as evidence that a new type of medicine will cure lung cancer is an example of a faulty appeal to authority. A heart specialist does not have the authority to make an accurate judgment on a cure for lung cancer.

2. Watch for this fallacy when your opponents cite an authority as evidence. Make sure the authority is qualified in the exact subject matter of the argument.
 3. Another example is when someone appeals to their CHURCH for what to believe instead of to the only qualified authority which is the Bible.
- M. **Non Sequitur.** This fallacy is also known as “missing the point.” The Latin term means, “_____.”
1. The fallacy occurs when the premises of the argument seem to lead up to a particular conclusion but a completely different conclusion is drawn.
 2. An example would be a person who states that it is freezing cold outside and the wind is blowing, then concludes, “So, we should go sledding!”
 3. The conclusion to go sledding does not follow from the statements that it is freezing cold and windy.
 4. So many people talk this way though that most don’t even recognise it!
- N. **Ad Hominem Attacks.** In Latin, ad hominem (ad ha-rno-nern) means “_____.” By definition, this fallacy always involves two arguers (or, in the case of debate, two teams). It is a deceptive argument because the arguer responds to his or her opponent by focusing on the _____ rather than on the validity of the argument in question. An ad hominem attack is abusive in that it involves a personal attack rather than a clash of logic.
1. Two particularly deceptive forms of this argument are circumstantial attacks and tu quoque (tu kwo/-kwe) attacks.
 2. In a circumstantial attack, the arguer alludes to certain circumstances that affect his or her opponent (e.g., “So-and-so is a millionaire and would benefit from a reduction of the income tax”).
 3. In a tu quoque attack, the speaker shifts the burden of guilt back onto the opponent by saying, “You, too, are guilty of this error,” as if two wrongs make a right.
 4. An example would be if your dad yells at you not to yell and you respond, “But you’re yelling!”
- O. **Straw Man.** This popular fallacy occurs when the arguer twists the real argument and then attacks the twisted argument instead of the real one. It is the opponent creating a new target for you two to focus on instead of the original one! As with the non sequitur fallacy, the arguer is avoiding the real issue, instead distorting her opponent’s arguments for the purpose of more easily attacking them.
1. You say, “We should abolish the Department of Education.” Your opponent responds, “We can’t abolish public education in this country! How would our children receive an education?”
 2. Your opponent has just put up a straw man (abolishing public education instead of abolishing the Department of Education) and attacked it instead of attacking the argument you actually made.
- P. **False Dilemma.** This fallacy occurs when the arguer tries to reduce a situation to a false either/or situation.
1. “Either we abolish the federal personal income tax and replace it with a national sales tax or our country’s economy will collapse.”
 2. In this statement, the arguer is claiming that we have no choice: either the country’s economy collapses or we replace the income tax with a sales tax.

3. This is a false dilemma because there are other measures we could take to avoid economic collapse besides instituting a sales tax, and the income tax alone will not inevitably cause our economy to collapse.

VI. Conclusion

- A. Becoming a person who can use logic well and spot logical fallacies in the reasoning of others takes time and practice. However, the time and effort it takes are well worth your while.
- B. You can use logic to analyze the claims of advertisers, newspaper articles, book authors, and professors.
- C. You can apply these skills to your life as a citizen by using them to evaluate the arguments of the politicians for whom you will vote someday.
- D. The challenge is to use these skills to present the Gospel in a very ill-informed and pagan society.
- E. Most importantly, you can develop your logical skills in a way that helps you better love God with all of your heart, soul, and mind.

VII. Assignment – complete before next class and bring to class next week.

- A. Answer questions 1-4 on page 23
- B. Do exercise #2 on page 23
- C. Read pages 25-38 in your textbook