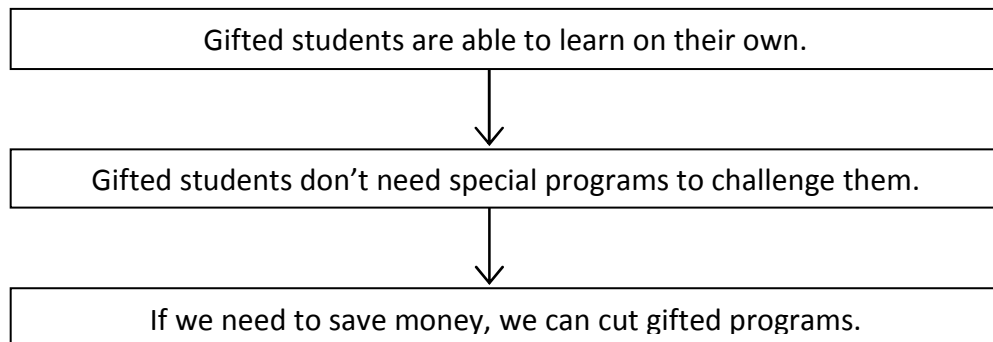


### Gauge Your Understanding Exercises

Directions: Write brief answers to the following questions and compare your responses to mine.

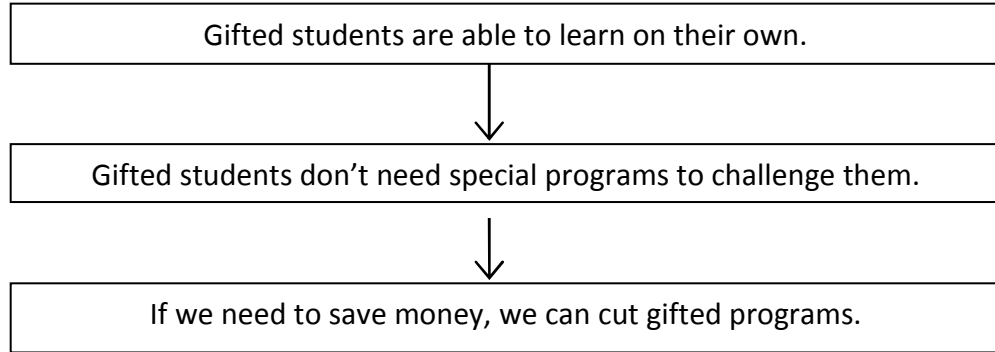
1. What is a subconclusion?

2. Complete the passage for the argument diagrammed below by supplying appropriate inference indicator expressions to fill in the blanks.



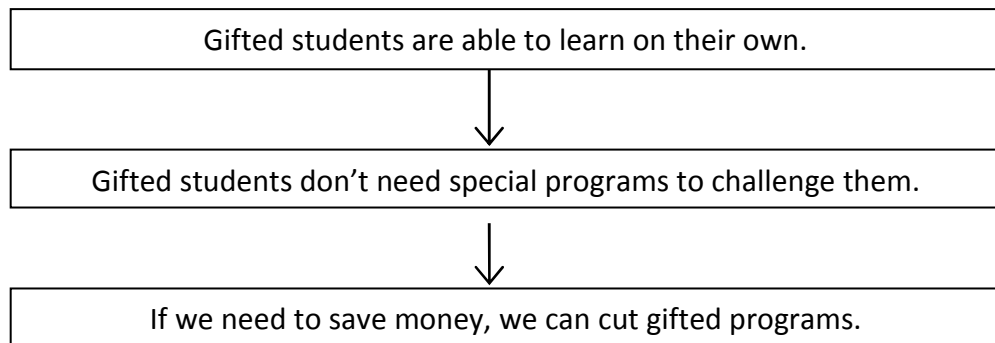
“Gifted students are able to learn on their own \_\_\_\_\_<sup>1</sup>  
gifted students don’t need special programs to challenge them.  
\_\_\_\_\_<sup>2</sup> if we need to save money, we can cut gifted  
programs.”

3. Complete the passage for the argument diagrammed below by supplying appropriate inference indicator expressions to fill in the blanks.



"If we need to save money, we can cut gifted programs \_\_\_\_\_<sup>1</sup>  
gifted students don't need special programs to challenge them \_\_\_\_\_  
\_\_\_\_\_<sup>2</sup> gifted students are able to learn on their own."

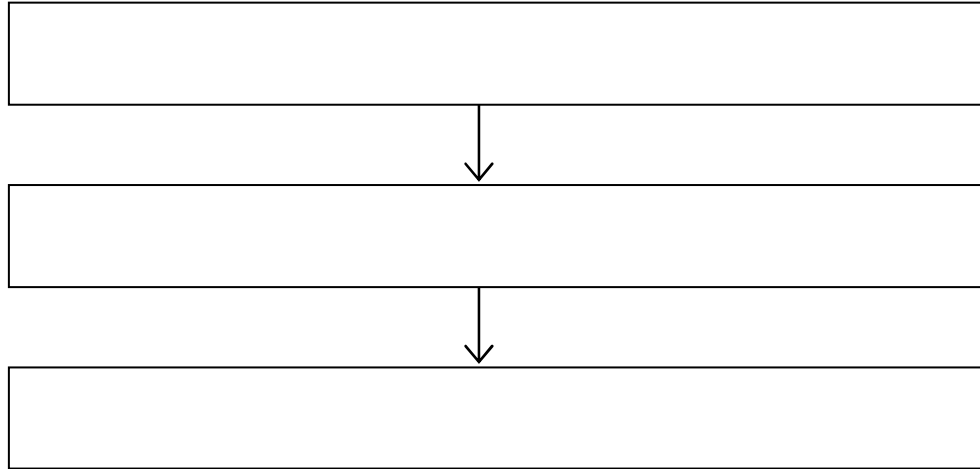
4. Complete the passage for the argument diagrammed below by supplying appropriate inference indicator expressions to fill in the blanks.



"If we need to save money, we can cut gifted programs \_\_\_\_\_<sup>1</sup>  
gifted students are able to learn on their own \_\_\_\_\_<sup>2</sup> gifted  
students don't need special programs to challenge them."

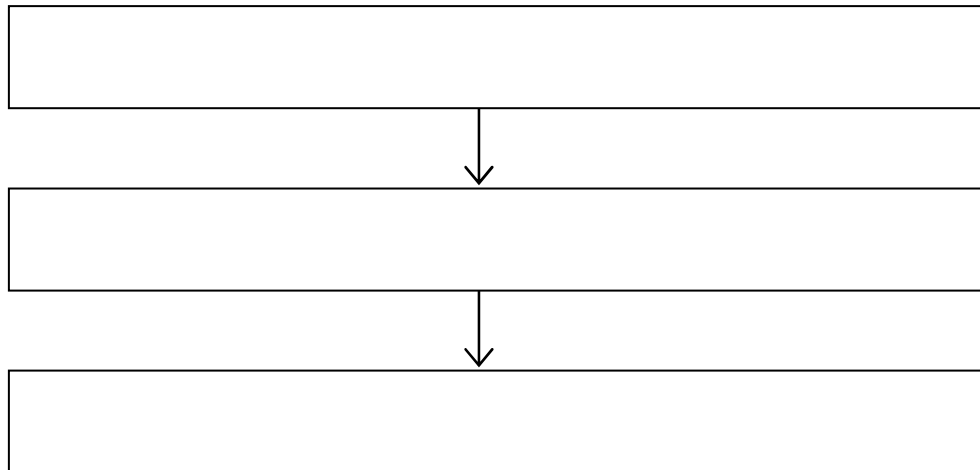
5. Complete the diagram for the argument in the following passage by correctly filling in the boxes.

“Gifted students often find it difficult to make friends with students in regular classes. It follows that they can benefit from the socialization provided by gifted programs. Consequently, we shouldn’t cut gifted programs.”



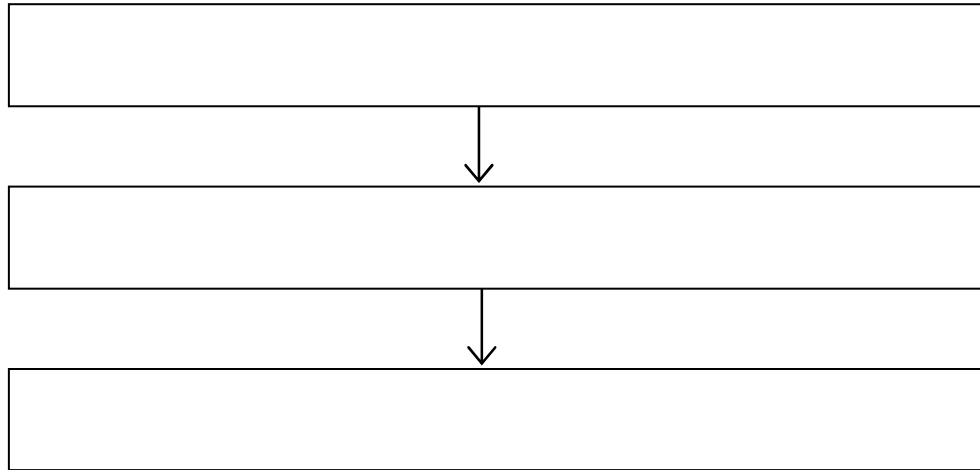
6. Complete the diagram for the argument in the following passage by correctly filling in the boxes.

“We shouldn’t cut gifted programs. After all, the money that we devote to gifted programs is an excellent investment because gifted students will grow up to drive the economy.”



7. Complete the diagram for the argument in the following passage by correctly filling in the boxes.

“The money that’s being spent on gifted programs would be better spent on remedial classes because students remedial classes really need the help. That’s why, we should cut gifted programs.”

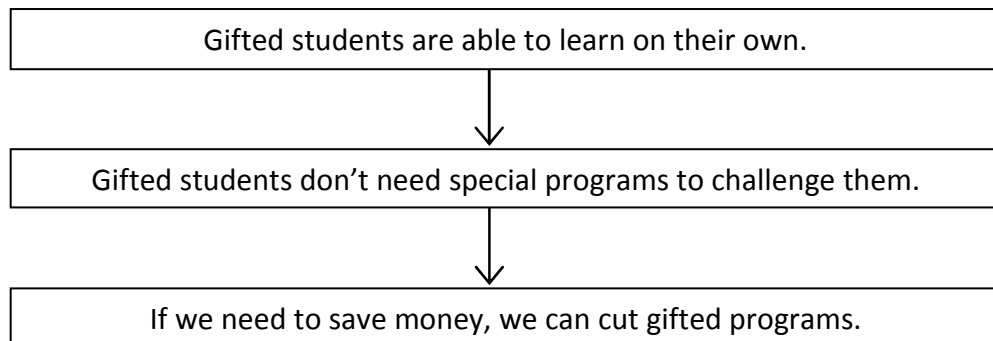


## My Responses

### 1. What is a subconclusion?

A subconclusion is an intermediate idea on the way from the premises to the ultimate conclusion. The argument gives us reason to believe it, and uses it as a reason to believe something else.

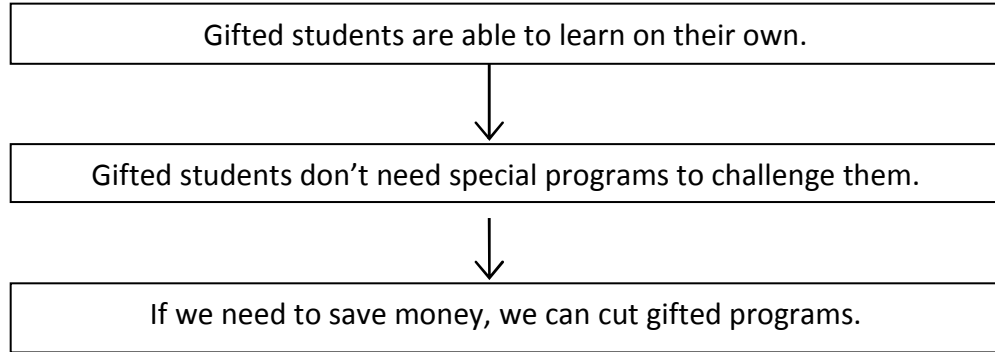
### 2. Complete the passage for the argument diagrammed below by supplying appropriate inference indicator expressions to fill in the blanks.



“Gifted students are able to learn on their own \_\_\_\_\_<sup>1</sup>  
gifted students don’t need special programs to challenge them.  
\_\_\_\_\_<sup>2</sup> if we need to save money, we can cut gifted  
programs.”

Both blanks should contain a conclusion indicator expression. Any of the following will work: “therefore” “thus” “consequently” “hence” “so” “this goes to show that” “it follows that” “as a result” “that’s why” “which implies that” “which means that”

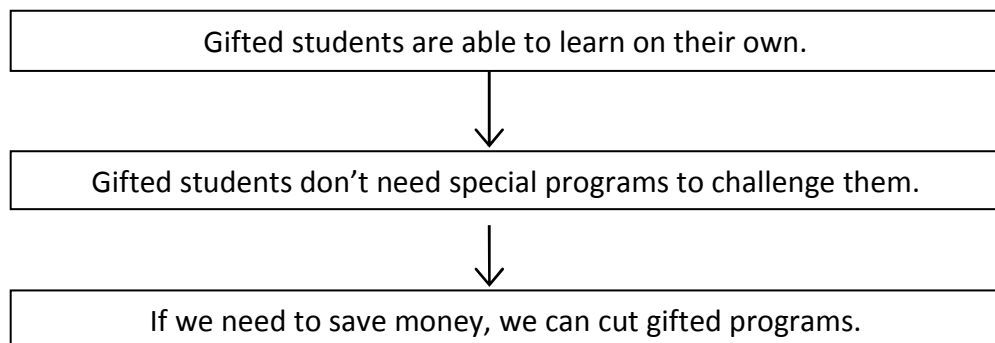
3. Complete the passage for the argument diagrammed below by supplying appropriate inference indicator expressions to fill in the blanks.



“If we need to save money, we can cut gifted programs \_\_\_\_\_<sup>1</sup>  
gifted students don’t need special programs to challenge them \_\_\_\_\_  
\_\_\_\_\_<sup>2</sup> gifted students are able to learn on their own.”

Both blanks should contain a reason indicator expression. Any of the following will work: “because” “since” “given that” “assuming that” “inasmuch as” “in view of the fact that” “the reason is that” “after all”

4. Complete the passage for the argument diagrammed below by supplying appropriate inference indicator expressions to fill in the blanks.



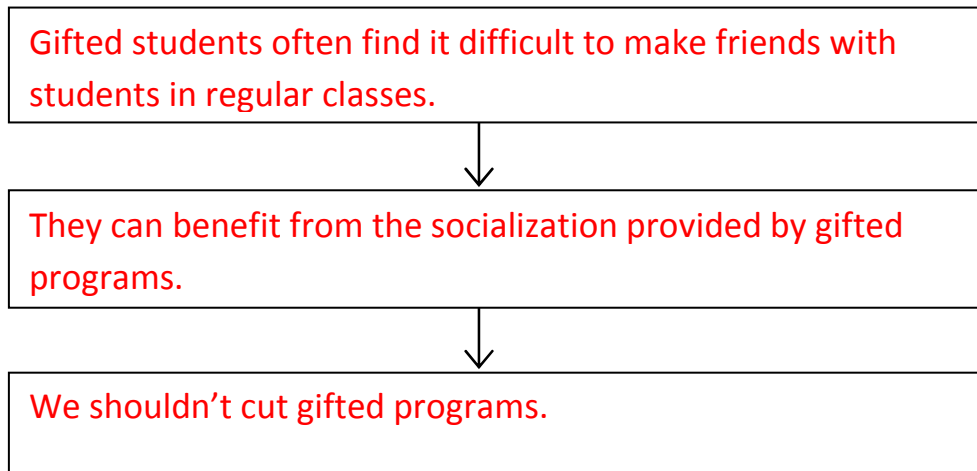
“If we need to save money, we can cut gifted programs \_\_\_\_\_<sup>1</sup>  
gifted students are able to learn on their own \_\_\_\_\_<sup>2</sup> gifted  
students don’t need special programs to challenge them.”

The first blank should contain a reason indicator expression (e.g. “because” “since” “given that” “assuming that” “inasmuch as” “in view of the fact that” “the reason is that” “after all”).

The second blank should contain a conclusion indicator expression (e.g. “therefore” “thus” “consequently” “hence” “so” “this goes to show that” “it follows that” “as a result” “that’s why” “which implies that” “which means that”).

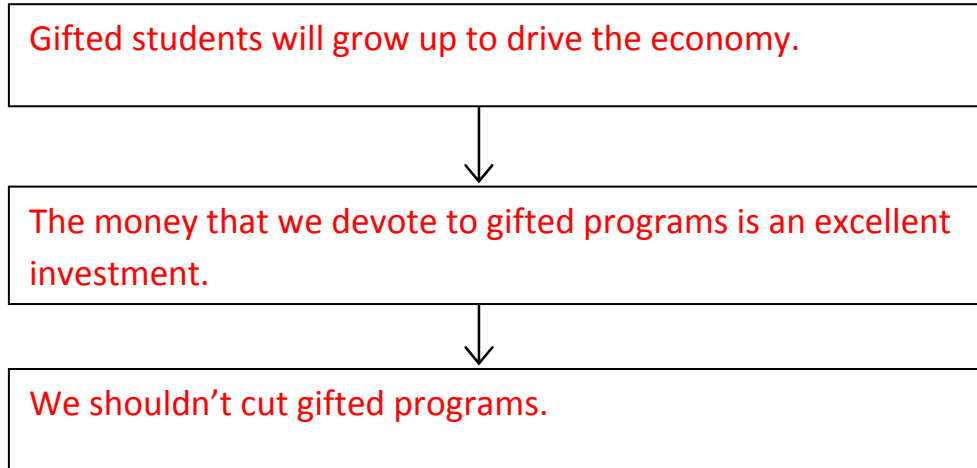
5. Complete the diagram for the argument in the following passage by correctly filling in the boxes.

“Gifted students often find it difficult to make friends with students in regular classes. It follows that they can benefit from the socialization provided by gifted programs. Consequently, we shouldn’t cut gifted programs.”



6. Complete the diagram for the argument in the following passage by correctly filling in the boxes.

“We shouldn’t cut gifted programs. After all, the money that we devote to gifted programs is an excellent investment because gifted students will grow up to drive the economy.”



7. Complete the diagram for the argument in the following passage by correctly filling in the boxes.

“The money that’s being spent on gifted programs would be better spent on remedial classes because students in remedial classes really need the help. That’s why, we should cut gifted programs.”

