### Argument Diagramming
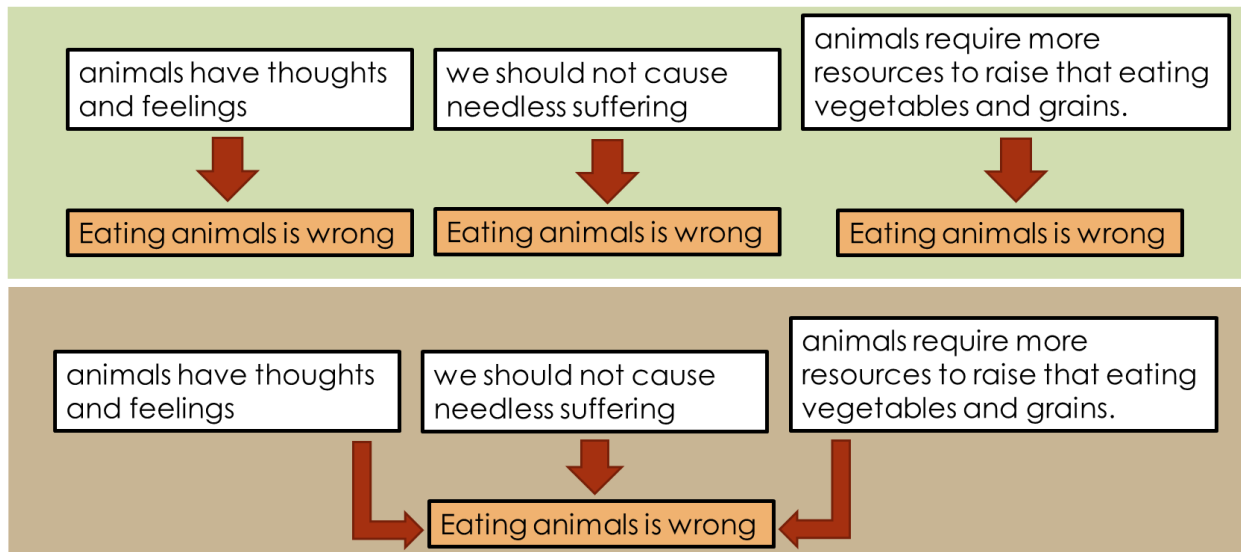
Linked Arguments

"DARPA is constantly developing new technologies capable of protecting soldiers, and the safety of our soldiers should be a national priority. DARPA should be provided more money to support their research."

DARPA is constantly developing new technologies capable of protecting soldiers	the safety of our soldiers should be a national priority

↓

DARPA should be provided more money to support their research.
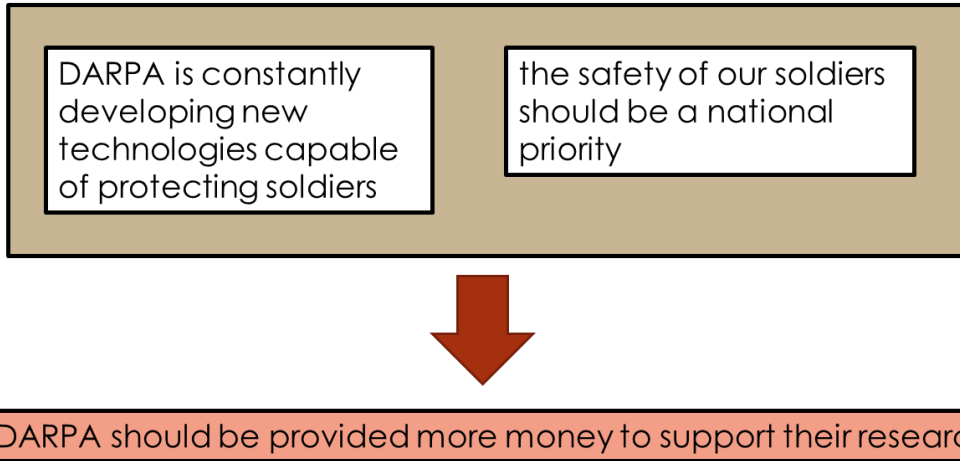
Convergent Arguments

"Eating animals is wrong for many reasons. First, animals have thoughts and feelings. Second, we should not cause needless suffering. Third, animals require more resources to raise that eating vegetables and grains."

animals have thoughts and feelings	we should not cause needless suffering	animals require more resources to raise that eating vegetables and grains.
↓	↓	↓
Eating animals is wrong	Eating animals is wrong	Eating animals is wrong

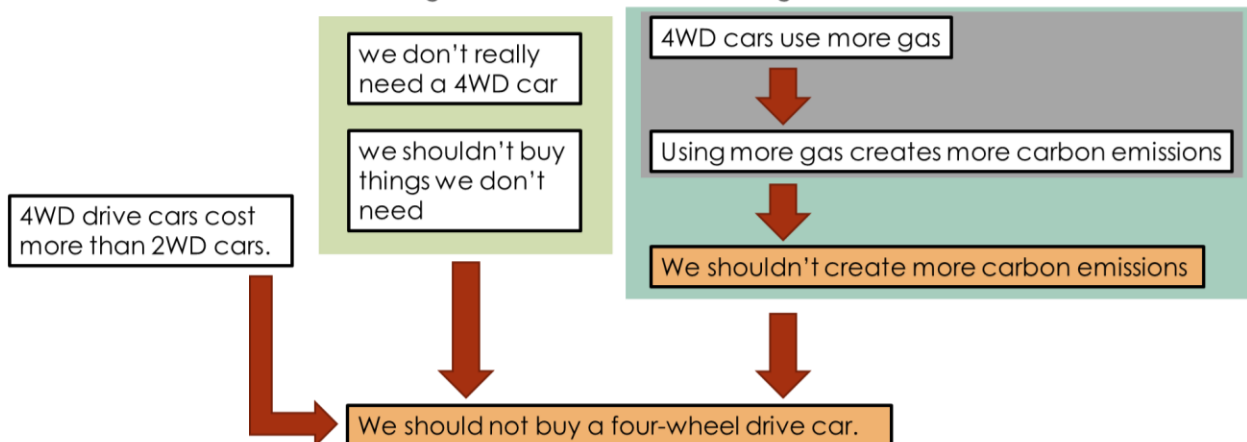| animals have thoughts and feelings	we should not cause needless suffering	animals require more resources to raise that eating vegetables and grains.

Eating animals is wrong

Chain Argument or Sub-Argument

"Russia wants additional ports in Ukraine. Russia will continue to upset the balance of power in Ukraine to gain ports. NATO must anticipate further conflict in Ukraine."

```
Russia wants additional
ports in Ukraine.
        ↓
Subconclusion →  Russia will continue to
                 upset the balance of
                 power in Ukraine
        ↓
NATO must anticipate
further conflict in
Ukraine.
```
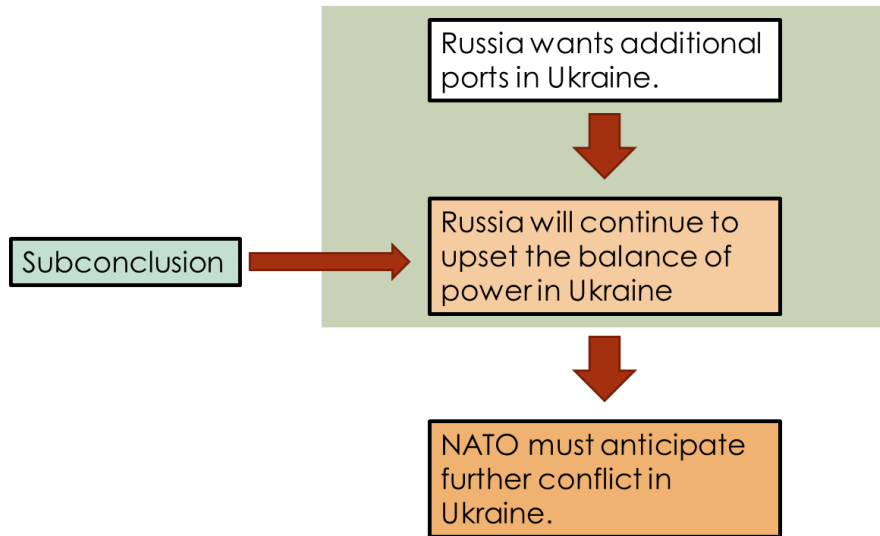
Complex Arguments

"Four-wheel drive cars cost more than two-wheel drive cars, so we shouldn't buy a four wheel drive car. Furthermore, we don't really need a four-wheel drive car, and we shouldn't buy things we don't need. Also, four-wheel drive cars use more gas, and we shouldn't waste gas."

```
we don't really          4WD cars use more gas
need a 4WD car                  ↓
                         Using more gas creates more carbon emissions
we shouldn't buy                ↓
things we don't          We shouldn't create more carbon emissions
need
4WD drive cars cost
more than 2WD cars.
        ↓        ↓                      ↓
We should not buy a four-wheel drive car.
```

Objections and Replies

"DARPA is constantly developing new technologies capable of protecting soldiers, and the safety of our soldiers should be a national priority. Some argue that training is the primary cause for improved safety, but the data suggests that prolonged conflicts negate this initial advantage. DARPA should be provided more money to support their research."
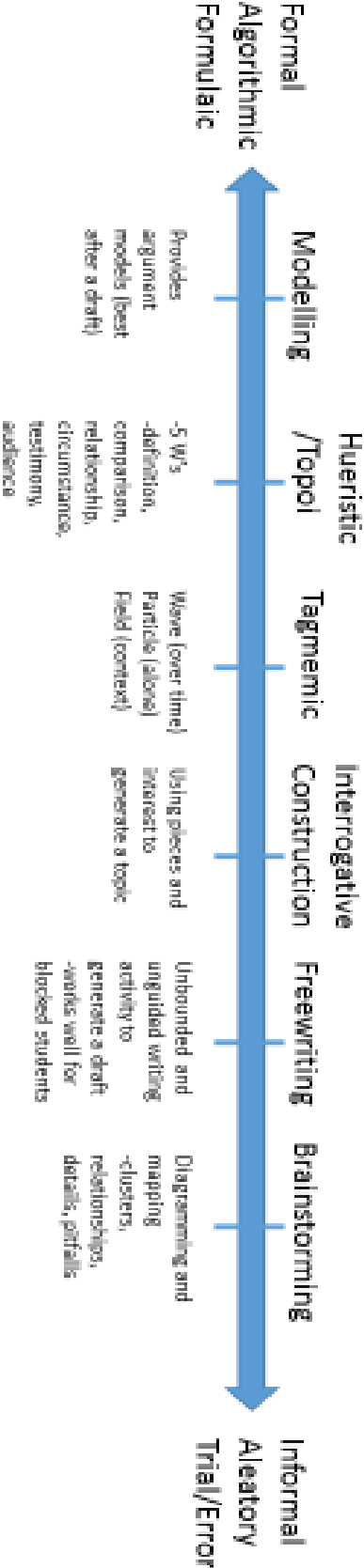
DARPA is constantly developing new technologies capable of protecting soldiers

the safety of our soldiers should be a national priority

Some argue that training is the primary cause for improved safety

the data suggests that prolonged conflicts negate this initial advantage

DARPA should be provided more money to support their research.
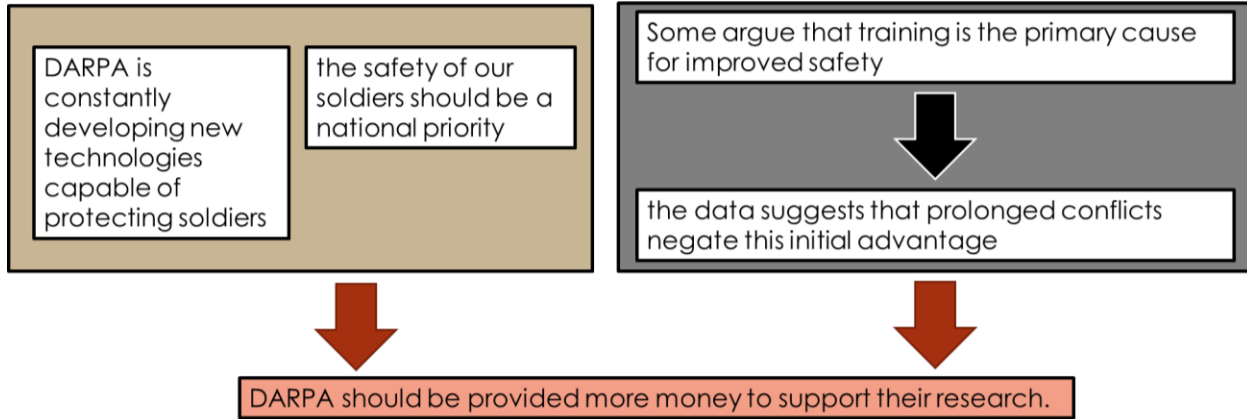
Implied Premises or Conclusions— Enthymemes

"If the Miranda decision is reversed, police will no longer be compelled to give those warnings; and if they aren't compelled to give them, they won't give them. But because police interrogations take place out of public view, the integrity of such interrogations can be safeguarded only if those Miranda warnings are invariably given."
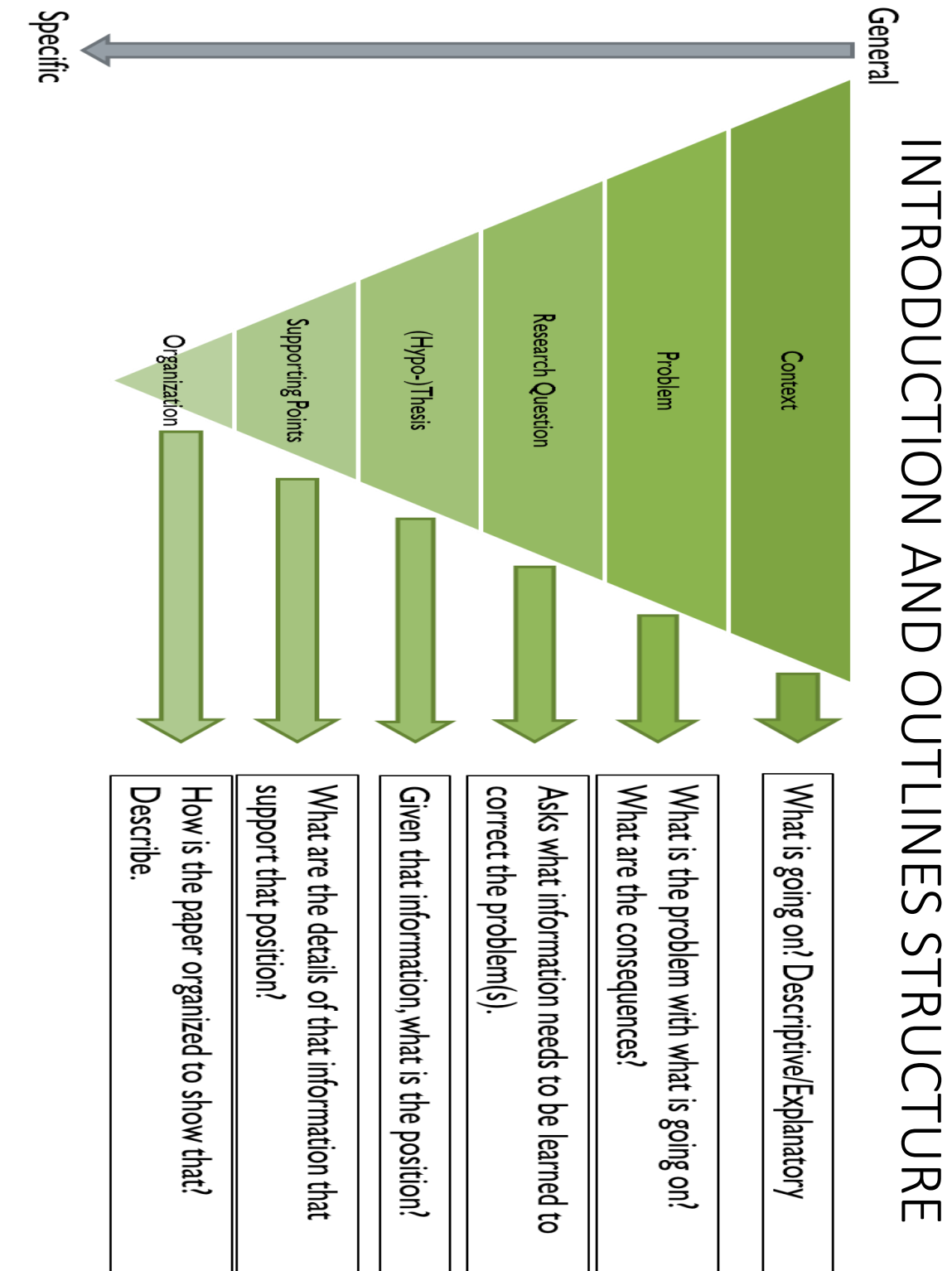
If the Miranda decision is reversed, police will no longer be compelled to give those warnings

if they aren't compelled to give them, they won't give them

police interrogations take place out of public view

Subconclusion

the integrity of such interrogations . . . only if those Miranda warnings are invariably given

Implied conclusion ?

Spectrum of Writing Invention

Formal Algorithmic Formulaic					Informal Aleatory Trial/Error
Modelling	Hueristic /Topoi	Tagmemic	Interrogative Construction	Freewriting	Brainstorming
Provides argument models (best after a draft)	~5 W's -definition, comparison, relationship, circumstance, testimony, audience	Wave (over time) Particle (alone) Field (context)	Using pieces and interest to generate a topic	Unbounded and unguided writing activity to generate a draft -works well for blocked students	Diagramming and mapping -clusters, relationships, details, pitfalls

Developing a Research Question

Example:

Broad Topic	Narrow Topic	Focused Topic	Research Question
Russian Military Strategy	Russian Military Strategy in Ukraine	Russian Military Strategy in Ukraine in 2014	How did the Russian Military employ political rhetoric in the 2014 invasion of Ukraine to maintain gray zone deniability?
Gray Zone Conflict	History of Gray Zone Conflict	History of Special Forces in Gray Zone Conflict	
Political Rhetoric	Political Rhetoric During War	Changes in Political Rhetoric During War	

Broad Topic	Narrow Topic	Focused Topic	Research Question

INTRODUCTION AND OUTLINES STRUCTURE

General → Specific

Stage	Question
Context	What is going on? Descriptive/Explanatory
Problem	What is the problem with what is going on? What are the consequences?
Research Question	Asks what information needs to be learned to correct the problem(s).
(Hypo-)Thesis	Given that information, what is the position?
Supporting Points	What are the details of that information that support that position?
Organization	How is the paper organized to show that? Describe.

IMRaD Research Paper Outline

Title

Abstract

Introduction

Thesis
Previous Research/Lit Review
Context/Background/Problem
Why did you do it?

Methods

How did you do it?
Why did you do it that way?

Research

What did you find?
Show your analysis, but don't discuss.

Discussion

Summarize findings.
What does it mean?
Interpret meaning.
Explain significance.

Research Paper Proposal: Annotated Template

a) Intended publication / media outlet / audience (Additional important questions: What style does that publication use? What does the publication value? What are the word length requirements? Who are the readers, and what do they value?)

b) Introduction (Help them frame this in terms of Context-what is happening that leads to the problem) and thesis statement (I tend to teach this as a hypo-thesis to help facilitate open minded research rather than close minded argument)

d) Description

> (of Organization: What purpose does each part of the paper fulfill, why are they in that order?)

> (of Methods: How will the paper operate? *Is it a comparative analysis? Is it a literature review? Case studies? Et cetera.* Does it align with the way the problem and thesis are stated? Working through this part often has the secondary benefit of pointing out weak thesis statements or overly ambitious projects.)

e) Analysis ~~and discussion~~

> c) Background (This might not be in one section, it could easily be distributed throughout the paper depending on the type of problem. And it can be helpful to think about as a part of "Analysis" because it provides the framework for "Analysis.")

> (The key to making the paper work will be understanding how the group divided the labor along the parts of the paper. The sections within the Analysis portion should indicate where one section will end and the other will begin, demonstrate awareness of patterns of analysis and consistency of analysis, and demonstrate consistency with problem, thesis, and methods.)

f) Discussion, Conclusion, and recommendations (It is tough to ask students to research something and come to predetermined conclusions. It is okay and advisable to ask them to speculate about what type of conclusions they might find.)

(At this point It is usually valuable to ask the students to walk through the sections of the paper and ask them to assign minimum and maximum pages values and to assign sections to each team member.)

g) Bibliography (The assignment might seem to contradict itself here: Most publications will not ask for this and students will ask if they need to provide one and the instructor will likely need to explain.)

h) Author biographies (See Enclosure 6)

Exercise: Sample Research Paper Proposal

Thesis: Recent Joint operations and developments in the global security environment are challenging the current Unified Command Plan, calling for a focused reexamination of its utility in providing Joint Force Commanders both unity of command and unity of effort.

Research question: Is the Unified Command Plan still relevant in the current operational environment?

I.   Intro- problem framing
   a. Overview/ vignette of a multi-domain Mediterranean/MENA security challenge scenario that highlights the gaps among CCMDs in that region.
   b. Revelation that the current Joint Force cannot sufficiently react in a timely manner to security challenge due to those gaps.
   c. Thesis statement.

II.   Background of how UCP was developed, highlighting the OE then and how it has changed over time to arrive at our current OE.
   a. National Security Act of 1947 was the answer to the post-war strategic environment and issues that arose in the execution of WWII. Created the Unified Combatant Command (UCC) system.
   b. Goldwater-Nichols Act of 1986 refined the UCC to create the UCP to better organize for the Cold War and in response to failures in Vietnam, Grenada, and Desert One.
   c. We are still structured for the Cold War bipolar world and are not structured to adequately address the complex nature of today's strategic environment. Something is needed to address the current UCP structure given the significant change in the strategic environment.
   d. Trans-regional and worldwide threats challenge the current UCP structure. It creates seams that can be exploited and artificial boundaries that hamper unified effort, revealing inadequacies in our campaign design thus limiting the operational approach.
   e. Results in inadequate operational approach (cannot react to de-escalation, a new set of operational conditions, or successful deterrence).

III. Discussion of existing fault lines, especially in the Middle East and North Africa.
   a. Example from real-world current operational environment: ODYSSEY DAWN. CENTCOM, EUCOM, AFRICOM, SOCOM, and CYBERCOM, were challenged to provide a coherent response in a timely manner.
   b. Highlight Egyptian security concerns/perspective such as ISIS/ISIL and place the demand signal for the requisite change.
   c. Reinforce that these challenges will continue in the future, exposing and exploiting gaps in current doctrine and methodologies at increasing operational and strategic risk.

IV.   Focus areas to consider in redesigning the UCP.
   a. Rebalancing the number and type of combatant commands (geographical v. functional)
   b. Developing an organization that can integrate military capabilities across multiple regions.
   c. Aligning responsibilities and authorities more closely with other unified actions partners.

V.   Conclusion.
   a. Current system is problematic, and will remain inadequate for the foreseeable future.

b. The proposed focus areas will help inform the Joint Force as the UCP, and supporting doctrines such as JP 5.0, and CJCSM 3130.01A undergo revision.
c. Use lessons from historical problems, and the current/anticipated OE as a guide.
d. Doing so, in a clear-eyed manner and with a non-parochial approach, will result in the best chances for strategic success.

Important Collaboration Discussions

For Team Members:

What are the due dates?

What are the group goals? Publish and/or win a writing award and/or meet course requirements?

How will the group assign tasks/responsibilities? Is there a project manager?

Does the group need to keep meeting minutes? If so, who?

How will the group handle underperforming teammates?

How will the group manage irreconcilable differences?

For Instructors:

Do students have a clear understanding of expectations for each assignment?

Are evaluation scores team based or individual?

What tools/documents/events have I put in place to monitor progressive passively?

How will I vary types of feedback and modulate comments based on event types, group goals, research plan?

How will I discern between constructive and prohibitive conflict/disagreement?

Collaboration Types

Type	When	Pros	Cons
Divided	Researching, Drafting, copyediting	Maximizes time/efficient	Requires extensive and continuous planning for drafting
Layered	Researching, revising, presentation prep	Maximizes time, maximizes learning, esprit de corps	Rabbit holes, misalignment of effort
Face-to-face	Planning, Brainstorming, Synthesizing, Milestones/Decision Points, Touchpoints with faculty or outside advisors		Hard to schedule
Virtual	Brainstorming, Synthesizing, Milestones/Decision Points, Touchpoints with faculty or outside advisors	Can be recorded, minimizes drive/commute time	Social conventions, tech issues
Hybrid	Brainstorming, Synthesizing, Milestones/Decision Points, Touchpoints with faculty or outside advisors	Can be recorded, manages scheduling	Online can feel left out, tech issues, social conventions

Collaboration Schedule: Template

Weeks 10-14	Task	Team Member	Status	Time/Location (File URL or Meeting)
Teams and Topics Due by end of Week #____				

Weeks 15-16	Task	Team Member	Status	Time/Location (File URL or Meeting)
Thesis, Outline, and Initial References Due by end of Week #____				

Week 17-19	Task	Team Member	Status	Time/Location (File URL or Meeting)

Week 20-25	Task	Team Member	Status	Time/Location (File URL or Meeting)
2nd or 3rd Draft due by the end of Week 25 for Peer Review				

Week 26	Task	Team Member	Status	Time/Location (File URL or Meeting)

Week 27	Task	Team Member	Status	Time/Location (File URL or Meeting)

Week 28	Task	Team Member	Status	Time/Location (File URL or Meeting)

Week 29	Task	Team Member	Status	Time/Location (File URL or Meeting)

Week 30	Task	Team Member	Status	Time/Location (File URL or Meeting)
Final Draft of Research Paper due by end of Week 30 to Advisor				

Collaborative Project Self and Group Evaluation: Template Questions

Overall, how much time (in hours) did you spend on the project? _____

How much time (in hours) did you average per week? _____

Is the average reflective of the overall effort?_____ Why/Why not?_____

How much time do you estimate your group members spent on their project per week?_____ Total?_____

When during the course of the project (course week) did you put in the most time and for what task(s)?_____

What major role(s) did the team assign you or did you assume?

Rank your performance of the/those role(s) on a scale from 1-5. (1-Low and 5-Best)

What other roles did the team assign? To whom?

Rank those team members in their performance of those roles on a scale from 1-5.

Role X:_____; Team Member A:_____; Score:_____

Role Y:_____; Team Member B:_____; Score:_____

Role Z:_____; Team Member C:_____; Score:_____

What grade/score do you think you deserve?_____ Why?_____

What letter grade do you think Team Member A deserves?_____ Why?_____

What letter grade do you think Team Member B deserves?_____ Why?_____

What letter grade do you think Team Member C deserves?_____ Why?_____

Would you want to work with these team member on a future project? Why or Why not?

What advice would you give to each of your teammates to help them improve their teamwork skills?