

**UNIT 18****Lesson: *Classical Writing and Deliberative (Political) Discourse (Part 1)*****18.1 Learning Objectives**

- A. To create a refutation.
- B. To avoid “ad hominem” fallacies.
- C. To understand the use of deliberative discourse.
- D. To employ a new scheme and trope:
  - 1. Polypoton
  - 2. Irony
- E. To write a deliberative discourse essay in classical form.

**18.2 The Complete Classical Form**

As you are being introduced to the classical model of composition and oratory, you are learning to create new components that add depth to your essay writing. To the narrative and cause/effect essays, you added the exposition/narration that described the issues at hand and offered background information. To this lesson’s essay, you will now add another component of a classical composition: refutation. The refutation counters an opposing argument to your position. Thus, the components in this essay will include the exordium (introduction), exposition/narration, proposition, confirmation, refutation, and peroration (conclusion).

**A. Contemporary versus Classical Essay Formats**

Let us review again the chart that we last saw in Unit 10. In Illustration 18A, note how the new component, the refutation, fits into the overall plan.

## 18A - Contemporary versus Classical Essay Models

Contemporary Model		Classical Model		
5-Parag. Essay	Contemp. Terms	Classical Parag.*	Classical Terms	Meanings
Paragraph 1 (Introduction)	Introduction	Parag. 1	Exordium	Opening
		Parag. 2	Exposition/ Narration	Facts or Background
	Thesis		Proposition	Contention
	Path Statement		Partition	Division
Paragraphs 2,3,4 (Body)	Body Paragraphs	Parag. 3,4,5	Confirmation	Proof/Argument
		Parag. 6	<i>Refutation</i>	<i>Counter opposition</i>
Paragraph 5	Conclusion	Parag. 7	Peroration	Summation/Call to action

*\* A typical number of paragraphs for a short classical form essay is given. However, any of the classical sections may contain multiple paragraphs depending on the complexity of the issue and style of presentation.*

You can now clearly see all the components of a classical essay. As you write the remaining essays in this course, you will include most if not all of them as fits the needs in presenting the subject. Let us review again the uses of each component.

## B. Overview of the Classical Essay Components

### 1. Introduction/Exordium

Every essay contains an introduction that offers a few brief sentences or a paragraph to attract the reader.

### 2. Exposition or Narration

This component provides background information and describes the issues underlying the case you will make in the confirmation. The exposition/narration is always present in standard deliberative and judicial essays (see unit 20 “Judicial Discourse”), but is optional in other types of writing. Its length varies depending on the audience and the complexity of the subject. For more about this component, see Unit 10, pages 126 and 127.

### 3. Proposition/Partition

The proposition sets forth the exact contention to be proved in the essay. In the classical format, the proposition will be the

last sentence in the exposition, but it could end the introduction or stand as its own paragraph preceding the confirmation. You will always include a proposition (thesis) in your essays.

The partition equates to the path statement or plan of attack that you learned in earlier lessons. It is an optional addition to the proposition. (See pages 48 to 52.) If you separate the proposition from the exposition, communicate the plan of attack using additional sentences so that your proposition is not a one-sentence paragraph. Thus, the proposition/partition might be a handful of sentences.

#### **4. Confirmation**

The confirmation offers proof that the proposition is true by way of reasoning and example. You must select proof well and organize it skillfully. Evidence must be solid, full, and complete. Simply asserting a point does not make it so. The typical confirmation length for simple essays is two or three paragraphs. However, it can easily become much longer as your writing skills develop and as you address subjects that are more complex. Extremely long paragraphs may be broken up into shorter ones following the pattern explained in Unit 12, pages 160 and 161.

#### **5. Refutation**

When written in standard form, the refutation follows the confirmation. When an essay's purpose is to persuade, you usually need to refute some opposing argument. This refutation always appears in typical deliberative or judicial essays (see Unit 20 "Judicial Discourse").

This new component to your essay may be a single paragraph or a few paragraphs depending on the number of arguments that you must refute. In some instances, you may write an entire refutation essay – that is, the entire composition counters opposing arguments. In other instances, refutations are woven into the confirmation portion of the essay. Still in other circumstances, the refutation may precede the confirmation. Understanding how flexible these parts of an essay are will help you to alter standard form in classes where the instructor wants varied presentation. At this point in your writing development, however, place your refutation after the confirmation while learning the classical format.

See 18.3 below for a more complete discussion of the refutation.

## 6. Conclusion (Peroration)

The conclusion concisely sums up the argument without unnecessary repetition and either makes an appeal to the audience or offers some other closure. If the refutation comes between the conclusion and the confirmation, it will be important to remind the reader of the case presented in the confirmation. Deliberative and judicial essays conclude with appeals for actions. A variety of conclusion types has been taught in this course. You must choose the appropriate closing for the type of essay you are writing. The tone of the conclusion should be in keeping with the rest of the essay. Any shifts to informal tone at this point must be done in good taste, be appropriate for the intended audience, and be in keeping with the tone set in the introduction. See the Index for references to sections in this text that explain the various conclusions.

## 18.3 Refutation

The refutation is your new component. To refute means to argue against or oppose someone else's position. Thus, a refutation counters arguments held by those in opposition to your position. As you research essay subjects, therefore, learn the arguments offered by the opposition and study ways to disprove them. Understanding and even articulating the position of one who disagrees with you better enables you to defend your chosen contention.

Since this is a persuasive essay, your topic must be one that is debatable. This means that you will be asserting a position with which some individuals will disagree. In the refutation then, acknowledge arguments offered by those opponents, and counter the arguments with well-developed logical, emotional, and ethical appeals as explained in Unit 8. For an example, see the refutation in the sample deliberative essay on page 231.

### A. Strategies for Countering Arguments

#### 1. Oppose the Strongest Arguments.

You may not be able to counter every argument offered by an opponent. However, be certain to oppose the strongest arguments. Failure to address the most significant arguments weakens your presentation. Imagine the opponent's argument as a large structure that you are trying to implode. When construction crews bring down a building with explosives, they do so by destroying the strongest supporting beams. When those beams are demolished, the rest of the building does not have

**Refutation:**  
**The refutation counters arguments held by those in opposition to your position.**

enough support to stand. Likewise, you must be courageous and forward thinking enough to address the strongest opposing points.

## 2. Use Credible Evidence

Your refutation must go well beyond simply writing the opponent's positions and countering with "That's not true" or "You're just wrong." You must offer supporting analysis that explains how the opposition is reasoning incorrectly, and give evidence to disprove the position. This will require careful thought and extremely thorough explanation.

Evidence to counter an argument can come from many sources, which are listed below. Of course, you would not use all of these. You must determine how best to respond to opposing arguments. Think carefully through the possibilities and select the strongest challenge.

- a. Challenge the fact(s).
  - Did or did not something happen?
  - If so, to what degree did it happen?
  - Was it truly possible?
- b. Challenge the definition(s).
  - Are terms used accurately and consistently?
- c. Challenge the value, quality, or nature of an act.
  - What is most important or significant?
  - Was or is the act done out of necessity?
- d. Challenge the sphere of authority.
  - Under whose jurisdiction does this rest?
- e. Challenge the logic.
  - Are the premises and logical proofs true? (Unit 8 pages 102 to 104.)
  - Are the examples or inductive arguments true or applicable?
  - Are the comparisons made or classifications offered correct?
- f. Challenge the appeal to authority.
  - Is the authority reputable, trustworthy, or genuine?
  - Is the testimony believable?
- g. Challenge the method of appeal.
  - Is the appeal purely emotional, lacking logical appeal?
  - Is the ethical appeal legitimate?

**Argumentum ad hominem:**  
Attacking the character or traits of a person rather than addressing the true crux of the matter.

**Poisoning the well:**  
Insulting or attacking someone's integrity before that person has an opportunity to make a case.

## B. Avoid the Ad Hominem Fallacy

Faulty reasoning is referred to as a **fallacy**. This mistake often happens when writing about emotionally charged topics such as civil rights, war, political leaders, abortion, religion, and the like. Allowing emotion to overtake reason can result in two significant incorrect or misleading lines of argumentation.

### 1. Argumentum ad Hominem

While this fallacy is well known, it is also very commonly committed. In *argumentum ad hominem*, the speaker or writer attacks the character or other trait of a person. This criticism is actually irrelevant to the true crux of the matter. Thus, it either distracts the audience or evokes an emotional response rather than a reasoned one. For instance, you would not do well to argue that some president's foreign policy is wrong because the man is just an "ignorant farmer." No, the foreign policy must be debated on its own merit.

### 2. "Poisoning the Well"

A sub-category of the ad hominem fallacy is called "**poisoning the well.**" This refers to insulting or attacking someone's integrity before that person even has an opportunity to make a case. To use cruel words is to instantly alienate your audience. Instructors refer to wording that incites people as **inflammatory wording**. Are you trying to reason with the opposition? Well, you definitely should be, so use words that keep emotions calm. Then you can reach people's minds. Additionally, using inflammatory words actually causes the audience's estimation of you to fall. For instance, if all you can offer in support of your point is that some political leader is "stupid" or "a criminal," you will not win your argument. In the event that you do this in your paper, the audience is unlikely to even read the composition unless perhaps it reinforces their prejudices. If you do "poison the well," the audience will work in their minds to prove your insult untrue. Thus, your goals of reasoning with the reader are not met.

When writing any type of essay about an emotionally charged topic, take care that you do not commit the ad hominem fallacy.

## C. Defending an Assigned Position

You may recall that Lesson 5 mentioned the possibility of disagreeing with the assigned position. This unit is an example of when this issue might arise. Remember that your job in such cases is to set

aside personal bias and articulate the position anyway. Build a case, crafting writing to show that your contention is properly supported by evidence. The goal is to cause the reader to consider your position. Each argument deserves a fair hearing. Readers may simply think about the topic. They may move closer to the position. Perhaps, they might even come to agree with the position. Regardless of the ultimate outcome, you must work carefully to make the case for the position.

## 18.4 Deliberative (Political) Discourse

### A. Description

Over the next several lessons, you will write essays that follow the classical format as described on pages 218 to 220. The first of these types is called a deliberative discourse, which is used to persuade someone to action or inaction for the future good. This composition addresses policies, usually in the public sphere. Hence, it is sometimes referred to as “political” discourse. The objective is to convince decision makers to enact a policy, to change a policy, or to maintain the status quo – that is, to make no change.

### B. Common Topics (Argument Strategies)

Classical essays follow standard argument strategies that help the writer or speaker generate strong, logical, and persuasive content. These include the many types of development you have learned throughout *Put That In Writing – Level One and Level Two* such as definition, comparison, cause and effect, narrative, process, and the standard logical proofs. Classical instructors call these the “common topics” because they are available for use in all essay types. As you create your deliberative essay, and the essays that follow, you will employ whatever combination of strategies you feel presents the most logical and convincing argument. See illustration 18B for a more complete list of argument strategies.

**Deliberative  
discourse  
addresses  
decision  
makers.**

#### 18B Common Topics (Argument Strategies)

Definition - Genus - Division  Comparison - Similarity - Difference - Degree	Relationship - Cause and Effect - Antecedent & Consequence - Contraries - Contradictions  Circumstance - Possibility - Past fact - Conjecture
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### 18B Common Topics (Argument Strategies) - (cont.)

Testimonial - Authority - Statistics - Example or Precedent - Testimonial - Law or Maxim	Other - Narrative - Process - Analogy - Amplification and Depreciation
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### C. Special Topics (Essay Focus)

The aim of the deliberative composition is to promote what is worthy, good, advantageous, desirable, expedient, or suitable. These particular objectives are strictly associated with the deliberative discourse. In classical terminology, they are called the deliberative “special topics.” Other types of classical discourse have their own particular special topics that will be introduced in later units.

When contemplating the worthiness of a policy or decision, you will ask yourself various leading questions to determine your position. You will then explain to your audience whether or not you support the action based on evidence proving it to be worthy or unworthy, advantageous or disadvantageous, and so forth. The following illustration outlines the deliberative special topics and some sample leading questions for assessing a policy, action, or decision.

### 18C - Deliberative Special Topics

#### Deliberative Special Topics

To prove a policy or decision:

- Worthy/unworthy
- Advantageous/Disadvantageous

#### Leading Questions for Contemplation

- Is this course of action worthy/unworthy?
- Is this course of action fitting/unfitting?
- Is this course of action advantageous/disadvantageous?
- Is this course of action necessary/unnecessary?
- Is this course of action useful/not useful?
- Is this course of action beneficial/harmful?

## D. Audience

Decision makers are the target audience of a deliberative essay. Of course, anyone may be in a decision-making position. In a broad sense, you are targeting people who have the power to maintain or alter any situation.

Since your audience is those who make the decisions, you must first identify this person or these people. Often, students write general essays targeted at “the government.” In the United States, however, the “government” involves lawmakers and leaders at many levels. Neighborhood organizations often manage subdivisions. Mayors and city councils are in charge of cities. Commissioners operate counties or parishes. Legislatures and governors control states. Finally, the legislative and executive branches set laws and policies for the national government. For every area in which people establish rules, policy, or law, someone makes those decisions. Businesses and organizations also operate according to policies and rules. In your home, to whom do you appeal when you want a special privilege? Who makes decisions in your school? Church? Scout troop? Club? Obviously then, you must address the correct audience — the person or persons who possess authority over the issue or area. Work logically to persuade this audience to reach the decision you favor. Deliberative arguments strive to advise, to warn, to appeal, or to dissuade for or against decisions in almost any arena.

Once you have identified the decision makers, write in a manner that reaches those individuals. If the audience is well educated in the area under discussion, do not insult them by giving elementary information. However, do present needed information. You must investigate the audience in order to articulate your position in a manner that reaches them.

Let us say that you appeal for city leaders to enact policies encouraging business growth within its boundaries. In your essay then, illustrate how current policies inherently cause harm or limit the growth of business. Most likely, support for this position will include the narration of instances in which a policy was disadvantageous to businesses. Yet, to what will the city leaders most closely listen? You should recognize that their decision would likely connect to what they perceive as the city’s financial benefit. Therefore, you should present evidence showing how encouraging business growth would bring greater financial resources to the city. From this simple example, you should begin to grasp the goals of deliberative essays. In developing your thesis and essay content, your objective is to prove whether or not an action will be for the good.

**When creating a deliberative essay, be certain to identify the decision maker.**

## 18.5 Writing Deliberative (Political) Discourse

### A. Essay Form

The deliberative (political) essay will follow the classical format explained in 18.2 above. The daily assignments will direct your construction of an introduction, exposition, proposition, confirmation, refutation, and conclusion.

### B. Proposition Development

As with any essay that you have studied thus far, you will conduct research and then establish a proposition (thesis). Develop your position before you determine other essay content. As the essays become more complex, sometimes students forget to “do the basics” such as logically organizing ideas and creating topic sentences in the planning outline. Work methodically to establish your purpose first. Then determine what will prove your point. Propositions for deliberative (policy) essays might read like the following examples:

#### 1. Appeal for Change:

- This nation’s foreign policy must change.
- The city council must act to prohibit the ownership of exotic animals.
- It is time for this city to implement a cat leash law. :o)
- Mayor Jones and the city commissioners must reverse the current policy.
- This university should change its admission policy.

#### 2. Appeal for Maintenance of Status Quo

- This city’s progressive implementation of mass transit must continue.
- We will retain the established curfew for a number of reasons.
- The neighborhood’s policy prohibiting clothes on a clothesline serves this community well.

### E. Conclusion (Peroration)

The standard deliberative conclusion closes with an appeal to the audience. Remember, you attempting to influence decision makers with this type of essay, so an appeal is required. You may call for action. You may petition for no action. You may ask for a reversal of policy. You may encourage the decision makers to allow a policy or decision to stand. Whatever the appeal, you will contend that the outcome will be for the best.

Generally, the deliberative conclusion also sums up the thesis and points of argument. However, a summary is not always required as will be demonstrated with your deliberative essay assignment. For this essay, you will use a narrative that illustrates the policy issues that you address. The first half of the story will be told in your introduction and the last half in your conclusion, combined with an appeal. Unit 19 will more fully explain this strategy. Therefore, as you conduct research, look for an interesting narrative that illustrates your point.

## 18.6 Figures of Speech

Two more figures of speech will be practiced this week. Remember that schemes involve variations in patterns while tropes involve variation from the usual meaning of a word. Study the definitions and examples of this week's figures:

### 18D - Figures of Speech

Scheme - variations in pattern	
Polyptoton:	Repeating words that come from the same root. The words are presented in different forms.  <u>Examples:</u> <i>The family <u>sat</u> in the <u>sitting</u> room.</i> <i>Without <u>hesitation</u>, she <u>spoke</u> the <u>unspeakable</u>.</i>
Trope - variation in meaning	
Irony:	The use of words in a way that means the opposite of their literal meaning.  <u>Examples:</u> <i>Ab, summer camp. The mosquitoes. The poison ivy. The mice in the cabin. The 100 yard treks in the dark to the outhouse. I <u>looked forward</u> to it every year with <u>great anticipation</u>.</i> <i>The realtor looked over the dilapidated house with the sagging roof and wondered how he would sell such a <u>dream</u> house.</i>

## Addendum - Unit 18

### Example Deliberative Essay

*(Note: Formatting is not entirely according to APA Style.)*

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#### Measure 37: Essential Protection for Oregon Property Owners

##### A Dream

Living in a small apartment, the newlywed couple saves every penny. They dream of one day owning a home. After saving for the first several years, the couple searches for a place on which to build – a place to raise their now two young sons. Finally, they locate a piece of property just outside the urban growth boundary. It is a beautiful place, heavily wooded and secluded. It takes all their funds just to buy the land. Now, saving for their dream house will take more time. When they buy the land, no restrictions prevent building on the lot. Yet, as they continue to save for their desired home, the rules change. Land-use planners decide that no home may be constructed on the parcel. In fact, not only can nothing be built on the land, not even one tree may be cut down. What do they do? The land is not saleable. Year after year, they pay taxes on a useless plot - - hoping that regulations will change.

##### Regulations and Red Tape

Numerous turns of events have led to this couple's dilemma. Oregon's land use planning began with the passage of Senate Bill 100 in 1973 (Martin, 2006). Under this legislation, each city, county, and regional authority was to create and enforce land use plans in keeping with a larger plan developed by a governor-appointed Land Conservation and Development Commission (LCDC) (Galvan, 2005). In general, these plans have limited the development of any rural lands, thereby forcing urban areas to become more and more densely populated. Any objections to land use regulations were to be presented to the Land Use Board of Appeals (LUBA) for a decision (Galvan, 2005). Appeals to LUBA's verdicts were directed to state appellate courts and ultimately to the state supreme court. Over the decades, the legislature implemented more and more restrictions on landowners while courts usually decided in favor of strict adherence to government regulations (Galvan, 2005). With pressure mounting, the legislature failed to act to help landowners (Galvan, 2005). Thus, in 2000, Oregonians passed Measure 7, "which would have amended the takings clause of the state constitution to protect landowners from regulatory

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takings” (Galvan, 2005). “A regulatory taking has occurred when a government deprives a person of the use of property by the application of regulations that have not changed the ownership of the property” (“Regulatory taking,” 2006). The passage of Measure 7 made clear to lawmakers that citizens would not continue to take the excessive restrictions. However, the State Supreme Court soon struck down Measure 7. Perturbed voters finally remedied the situation, without the legislature’s help, by passing Measure 37 in 2004 by 61% (Peirce, 2004). This measure requires government either to compensate owners in instances when regulations reduce a property’s value or to lift the restriction. Why did the measure pass resoundingly? Oregonians determined that property values may not be changed at the behest of planners without consequence. Instead, compensating remuneration should come from the very community whose leaders are establishing the guidelines. However, this measure is now under attack. Opponents have filed in Oregon courts to have it overturned once again. Oregonians must work to retain the much-needed Measure 37 in order to check unreasonable regulation and to require compensation for regulatory taking.

## Nothing for the Nuns

While the examples of abusive land use rules are numerous, perhaps a few will show why Measure 37 was so necessary. First, consider the situation of the Sisters of St. Mary of Oregon who purchased 463 acres in Hillsboro in 1967 (Charles, 1998). The land has been farmed for decades, but now the Sisters want to sell the property to support their schools and to help pay for a retirement program for the sisters (Charles, 1998). The well-situated property is easily accessible to nearby neighborhoods, places of employment. Bringing streets, sewer, and water to the parcel would be no problem. In fact, the property partially borders the urban growth boundary and is already slated for future development (Charles, 1998). While the city of Hillsboro and the Metro Council approve rezoning the land for a new community, the decision “was challenged by various interest groups as well as the [LCDC] and three other state agencies” (Charles, 1998). If the sisters sell their property as farmland, it might net them around \$8,000 an acre while a sale as development proper could bring the group somewhere from \$55,000 to upwards of \$250,000 an acre (Charles, 1998) (Harden, 2005). State regulators contend that the best use of the land is for farming even though the sisters annual net revenue from the land is less than \$26 an acre (Charles, 1998). With Measure 37, those who block development would be forced to pay the sisters for their property or to lift the restrictions. Since the land belongs to the sisters, opportunity to develop it would only have been right. This is just one example of how government regulation at

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every level has choked growth and cost property owners untold dollars.

#### Rural and Urban Restrictions

Other instances of restrictive controls involve planners' obsession with running out of farmland, or other open space. For instance, land use planners began to set large acreage minimums for farms in order to prevent people from buying them and building homes on them. When that did not work, regulators decided that owners of high-value farmland must earn at least \$80,000 a year from farming for at least two years before they can build a house on their land (O'Toole). Measure 37 could force equitable treatment because a new home would enhance property value. Thus, the owner denied opportunity to build obviously takes a loss. According to Gary Dye of Portland, planners' restrictions have also seriously limited his use of and the value of his urban property. He purchased a 16,000 square-foot lot under specific zoning rules that would allow him to build a home on the property ("Voter's pamphlet," 2004). At the time of purchase, zoning rules were that a lot had to be a minimum of 10,000 square-feet to put a house on it ("Voter's pamphlet," 2004). As he saved to build a home for his family, the rules changed. Portland ended up restricting the use of two-thirds of his property, allowing him to build on the remaining third (Voter's pamphlet," 2002). Then, additional restrictions on the property forced the change of his house plan, prohibited the fencing of his property, and put the house closer to his neighbor's house than is apparently allowed by the Portland Fire Bureau (Voter's pamphlet," 2004). Dye is not allowed to remove brush or even weeds from the property. Rather, two-thirds of the property must remain unused (Voter's pamphlet," 2004). Measure 37 could stop this regulatory taking. The city of Portland would be required to pay Dye for his losses in this instance. No shortage of examples exists showing how regulatory taking has negatively impacted property owners throughout the state.

#### The Dolan Case

The need for Measure 37 shows in another nationally known Oregon case. The Dolan family of Tigard, Oregon applied for permission to remodel and expand their A-Boy Plumbing and Electrical store. The city of Tigard agreed to issue permits if the Dolans donated part of their own land for a bike path. The Dolans offered to sell the city the parcel for \$14,000, the fair market value (Dolan, 2004). Since the Dolans did not have Measure 37 as a basis of appeal, circumstances did not go easily for them. They fought the city for ten years (Dolan, 2004). The appeals went through LUBA, the Oregon Court of Appeals, the Oregon Supreme Court, and finally to the United States Supreme Court (Dolan, 2004). At last, the United States Supreme Court found in

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the Dolan's favor, after costing Oregon taxpayers \$1.5 million dollars in order to avoid paying the real market value of \$14,000. This is ridiculous. Government at all levels must respect property owners unless they are willing to pay for losses. The Supreme Court decision made clear that, "Government, through regulation, may not remove all economically viable use of property without paying compensation..." (Morandi, 1998). If Measure 37 had been in effect, it would have prevented this attempt at regulatory taking by requiring the municipality to pay the Dolans for their property. That is exactly why we need to retain this new law.

#### Regulators and Politicians Cry Foul

Critics of Measure 37 charge that it undermines the protections placed on farm and forestland throughout the state. However, 55% of Oregon's land already belongs to the federal government (Mashofsky, 2005) and can never be developed.

Add to that, "almost 97% of all private land in the state [is forced] into highly restrictive "farm" and "forest" zones" (Mashofsky, 2005). Still, regulators insist on over-controlling the mere 5% of the land that is urbanized (Mashofsky, 2005). Oregon has room to grow if politicians will only allow it. In some instances, the strict regulations even produce unintended results. For example, while the \$80,000 annual income rule applies to prime farmland, owners of less-valuable farmland must earn \$40,000 annually from their land in order to build on their property (O'Toole).

"Only one out of six Oregon farmers actually earns \$80,000 per year farming, so if they did not already have houses on their land, this rule would prevent most Oregon farmers from living on their own land. This rule will also have an intended consequence: The lands that are most valuable for farming will be the ones that are developed first because they will most easily produce the minimum revenues" (O'Toole).

As Oregon's population continues to grow, planners must be realistic about boundaries and restrictions. Failure to do so has already led to the need for Measure 37.

The second primary objection to the measure is that it will open the door to frivolous claims. In this instance, landowners are the ones trying to stop frivolous rules. These rules keep limiting or destroying the usefulness of their properties. The magnitude of this problem shows in the measure's sheer margin of victory. Balance must be wrought. Apparently, that equity will only come when land-use planners are held financially accountable for their actions.

A final key argument against Measure 37 is that it will be just too costly for the civil authorities to pay for the losses incurred. It does not seem that planners have been overly

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concerned with the property owners' losses. Authorities have been willing to risk millions of taxpayer dollars in court costs to defend unfair and overbearing regulatory decisions. The Dolan Family case cited above is a perfect example. Does it not make more sense to spend just a few thousand dollars to fairly compensate an owner for lost property value rather than to spend hundreds of thousands or millions in legal expenses? Citizen anger runs deep because cities, counties, planners, legislators, and the governor have not responded to their appeals for relief. Now these politicians want citizen concern? It is a little late for that. None of these arguments against Measure 37 seem strong enough to hold up to reason.

#### Was it a Dream or a Nightmare?

What happened to the young couple who saved so long for their dream home? They believe, along with 61 % of Oregon's voters, that regulation by land-use planners must be curtailed. Unfortunately, financial repercussions seem to be the only way to halt the loss of land use rights. Both of the couple's sons are now grown. Both are married. The idyllic dreams of their boys delightedly playing on the forested homestead never materialized. Their land sits. Useless. A waste. With the passage of Measure 37, only time will tell whether they have a genuine option for recourse. Hopefully, they will. Contact your local and state politicians to let them know that you support Measure 37. If this measure is struck down like Measure 7, work to pass such a measure again. Let's return property rights to Oregon.

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**UNIT 18***Classical Writing and Deliberative (Political) Discourse (Part 1)***Daily Assignments**----- **Exercise 1** -----**A. Reading Assignment**

*Read the complete Unit 18 Lesson. Be certain that you understand the basics of classical writing and the specifics of this assignment.*

**B. Lesson Assignment:**

*On a separate sheet of paper, answer the following questions in complete sentences:*

1. What is a refutation?
2. What two key rules does this unit give for countering arguments?
3. What are your possibilities for challenging credible evidence?
4. What is the argumentum ad hominem fallacy?
5. What is poisoning the well?
6. Who is the intended audience of a deliberative essay?
7. What are the aims of deliberative discourse?
8. What is polyptoton?
9. What is irony?

----- **Exercise 2** -----**Writing Assignment:**

*Using research materials that you gathered in Unit 17, begin the process of creating this essay:*

1. *Narrow your topic from general to specific based on your preliminary research.*
2. *Know the audience. The audience for your essay will be your instructor and your peers.*
3. *Establish a purpose. The purpose is to inform. However, your essay must still present a clear position about the individual.*
4. *Choose a perspective*
  - a. *Write words, phrases, or even clauses describing the person. See if they fall into logical or creative groupings.*
  - b. *Brainstorm possible ways to discuss the individual.*
5. *Establish a contention*
  - a. *Choose a strong idea from your lists of words, phrases, clauses, or other ideas, write a tentative thesis.*
  - b. *Organize the logical categories of your research into a rough outline. Be realistic. Will*

- the information be adequate to prove your assertion about the individual? If not, then consider another possible position for your essay.*
- c. *Draft a more concrete working thesis statement.*

----- **Exercise 3** -----

**Writing Assignment:**

*Conduct detailed research. Gather appropriate source materials that support your thesis statement. What quotes, summaries, paraphrases, or other information will you use? Also, gather proper data for creating APA Style citations. To review instruction on research, documentation, and proper citation of sources, see Unit 4 and Appendixes B, C, and E.*

----- **Exercise 4** -----

**Writing Assignment:**

1. *Using the source materials that you identified in Exercise 3, proceed to develop your planning outline.*
  - a. *Organize your key ideas and your research into a thorough planning outline. Detail your entire essay – **exposition**, proposition (thesis), topic sentences, supporting points, and supporting details, and **refutation** – in the order it will be written.*
  - b. *Review topic sentences, supporting points, and supporting details.*
    - (1) *Ensure optimal arrangement of body paragraphs.*
    - (2) *Re-arrange supporting points and details as necessary to create a smooth logical flow.*
  - c. *Avoid leaving unsupported contentions.*
    - (1) *Explain them all. Most students under-explain.*
    - (2) *One to three examples should be sufficient to prove each point.*
    - (3) *To see a strong planning outline sample, refer to page 29.*
2. *Submit this planning outline to your instructor for evaluation and correction.*

----- **Exercise 5** -----

**Writing Assignment:**

1. *Based on your instructor's feedback correct your thesis statements or planning outline as needed.*
2. *Following your planning outline,*
  - a. *Draft the exposition and end it with the proposition.*
  - b. *Create the first body paragraph.*
3. *Include source material and proper in-text citations.*
  - a. *Do not let the source material do the talking for you.*
  - b. *Properly introduce any quotes that you include.*
  - c. *Explain to the reader how the sourced evidence supports your contention.*

----- Exercise 6 -----

**Writing Assignment:**

1. *Following your planning outline, draft the second body paragraph.*
2. *Include source material and proper in-text citations.*
  - a. *Do not let the source material do the talking for you.*
  - b. *Properly introduce and follow-up any quotes that you include, explaining to the reader how the quote supports your contention.*

----- Exercise 7 -----

**Writing Assignment:**

1. *Following your planning outline, draft the third body paragraph.*
2. *Include source material and proper in-text citations.*
  - a. *Do not let the source material do the talking for you.*
  - b. *Properly introduce and follow-up any quotes that you include, explaining to the reader how the quote supports your contention.*
3. *This week's figures of speech must be added to the body paragraphs between now and Exercise 4 of Unit 19. If you cannot fit the devices into your paper, write two sample sentences using each assigned figure, and submit them with your final essay in Unit 19.*

----- Exercise 8 -----

**Writing Assignment:**

1. *Print a copy of your exposition and three body paragraphs for editing. Now that you have the main ideas on paper, you must make certain to word them in a way that the reader understands. Learning to correct your mistakes on the written page is just as important as doing it on a computer screen.*
2. *With the following questions in mind, read your body paragraphs thoughtfully. See if you can find any more errors in logic, grammar, or documentation and mark corrections on the paper. Re-word sentences for improved phrasing, transitions, and clarity.*
  - a. *Does my essay mirror my planning outline?*
  - b. *Is my thesis position clear? Have I avoided creating a simple factual report by taking a strong position and defending that position?*
  - c. *Does my chosen thesis accurately fit the assignment?*
  - d. *Have I worded the topic sentences in a manner that supports the thesis?*
  - e. *Have I worded the supporting details so that they support each topic sentence?*
  - f. *Are the supporting details fully explained?*
  - g. *Have I used transitions to connect my ideas?*
  - h. *Do I have proper documentation for all specific facts in the paper?*
  - i. *Have I used research properly?*

