DISCOUNT EXPRESSIONS

Examine the following examples:

GROUP 1
(1)<The tool is expensive>, but (2)<we’ll buy>.
(1)<The tool is expensive>, nevertheless (2)<we’ll buy>.
(1)<The tool is expensive>, however, (2)<we’ll buy>.
(1)<The tool is expensive>, still (2)<we’ll buy>.
(1)<The tool is expensive>, yet (2)<we’ll buy>.
(1)<The tool is expensive>, (2)<we’ll buy> anyway.
(1)<The tool is expensive>, anyway, (2)<we’ll buy>.
(1)<The tool is expensive>, (2)<we’ll buy> in any case.
(1)<The tool is expensive>, in any case, (2)<we’ll buy>.
(1)<The tool is expensive>, anyhow (2)<we’ll buy>.
(1)<The tool is expensive>, anyhow, (2)<we’ll buy>.
(1)<The tool is expensive>, even so, (2)<we’ll buy>.

In each example of Group 1, the following is going on:
(a) In each case the speaker/writer concedes (1): s/he grants, accepts (1) as true.
(b) In each case the speaker/writer interprets statement (1) as implicitly suggesting that we should not buy the tool, and presents statement (2) to discount implicitly that suggestion.
(c) We are rhetorically pulled in the direction of buying the tool because the use of all these discount expressions give more importance or “weight” to statement (2) than to statement (1). In other words, the statement that follows the discount expressions of Group 1 rhetorically overrides, takes precedence over, preempts the statement that precedes these discount expressions.

Examine the following group of statements:

GROUP 2
Though (1)<the tool is expensive>, (2)<we’ll buy>.
Even though (1)<the tool is expensive>, (2)<we’ll buy>.
Even if (1)<the tool is expensive>, (2)<we’ll buy>.
Although (1)<the tool is expensive>, (2)<we’ll buy>.
In spite of the fact that (1)<the tool is expensive>, (2)<we’ll buy>.
In spite of (1)<the tool’s high cost>, (2)<we’ll buy it>.
Despite the fact that (1)<the tool is expensive>, (2)<we’ll buy>.
Despite (1)<the tool’s high cost>, (2)<we’ll buy>.
While (1)<the tool may be expensive>, (2)<we’ll buy>.
Notwithstanding the fact that (1)<the tool is expensive>, (2)<we’ll buy>.
Notwithstanding (1)<the tool’s high cost>, (2)<we’ll buy>.

In each example of Group 2, the following is going on:
(a) In each case the speaker/writer concedes (1): s/he grants, accepts (1) as true.
(b) In each case the speaker/writer interprets statement (1) as implicitly suggesting that we should not buy the tool, and presents statement (2) to discount implicitly that suggestion.
(c) We are rhetorically pulled in the direction of buying the tool because the use of all these discount expressions give more importance or “weight” to statement (2) that to statement (1). But in contrast to the examples in Group 1, the statement that follows these discount expression is rhetorically overridden. In other words, it is the second statement after the discount expression that has more importance, more weight, that takes precedence over (that preempts) the first statement after these discount expressions. NOTE: in both groups of statements we are not argumentatively (or logically) pulled in the direction of buying the tool because there are no reasons advanced supporting that purchase. We need to attend to the use of these words because they can be used to influence us when there are no good reasons to be influenced.
DISCOUNT EXPRESSIONS

INSTRUCTIONS:
1. Number all the statements.
2. Put square brackets around all discount expressions, e.g. [but], [still], [yet], [nevertheless].
3. Identify the statement that does the discounting.
4. Identify the implicit proposition that is implicitly discounted.
5. Identify the statement that is interpreted as implicitly suggesting that proposition.
6. Circle conclusion indicators.
7. Box in premise indicators.
8. When (and only when) there is an argument or causal explanation, diagram it.
9. When (and only when) there is such reasoning, identify the arguments and causal explanations.

EXAMPLE:
Given: Although we tend to fall back on engrained habits, they can be broken.
1. 2. [Although] (1)<we tend to fall back on engrained habits>, (2)<they can be broken>.
3. Statement (2) does the discounting.
4. The implicit proposition discounted by (2): engrained habits on which we fall back cannot be broken.
5. Statement (1) is interpreted as implicitly suggesting that proposition.
6.7.8. No indicators. There is no reasoning

1. S/he’s a lucky student. S/he never does any homework, and yet s/he gets a B average.

2. Even though the family is not universal, in the vast majority of human societies the family is the basic core of the household.

3. Bilingual education has its detractors. Through proper educational programming, however, children can learn in both languages.

4. We consider many things commonplace that were in the realm of science fiction only a few years ago, still there is a price to pay.

5. All members of a species are potentially capable of interbreeding, nevertheless they are incapable of mating and producing fertile offspring with members of other species. Our species is thus a genetically closed system.

6. Tumors are normally formed in everyone from time to time, anyway, the immune system functions to destroy the cancer cells before they increase in number. Therefore, a strong immune system acts to reduce the risk of cancer.

7. Although organisms share the same limited number of monomer types, each organism is unique because of the specific arrangement of monomers into polymers.

8. Despite the fact that meg-fortified foods meet an adult’s daily nutritional needs, they aren’t appropriate for kids under 4, because the child will get twice the recommended daily allowance for vitamins and minerals.

9. While the emotional side of human development was overshadowed by cognition for several decades, today great excitement surrounds the topic. An explosion of research reveals that emotions play a central role in all aspects of human experience.

10. Complementary therapies tend to cost less than mainstream treatments. Even so, they may end up costing you more, for most insurance companies do not reimburse for complementary treatments.
1. (1)<S/he’s a lucky student>. (2)<S/he never does any homework>, and [yet] (3)<s/he gets a B average>.  
3. Statement (3) does the discounting.  
4. The implicit proposition that is implicitly discounted: s/he shouldn’t get a B average.  
5. Statement (2) is interpreted as implicitly suggesting that proposition.  
6. 7. No inference indicators.  
8.9. Diagram: (2&3)→1, argument  
Linked because of conceptual dependence: the concept of luck in (1) needs both (2) and (3).

2. [Even though] (1)<the family is not universal>, (2)<in the vast majority of human societies the family is the basic core of the household>.  
3. Statement (2) does the discounting.  
4. The implicit proposition that is implicitly discounted: the family is not the basic core of the household in the vast majority of human societies.  
5. Statement (1) is interpreted as implicitly suggesting this proposition.  
6. 7. No inference indicators.  
8. No argument or causal explanation.

3. (1)<Bilingual education has its detractors>. (2)<Through proper educational programming, [however], children can learn in both languages>.  
3. Statement (2) does the discounting.  
4. The implicit proposition that is implicitly discounted: children cannot learn two languages.  
5. Statement (1) is interpreted as implicitly suggesting this proposition.  
6. 7. No inference indicators.  
8. No argument or causal explanation.

4. (1)<We consider many things commonplace that were in the realm of science fiction only a few years ago>, [still] (2)<there is a price to pay>.  
3. Statement (2) does the discounting.  
4. The implicit proposition that is implicitly discounted: there is no price to pay, in other words, there are no negative consequences.  
5. Statement (1) is interpreted as implicitly suggesting this proposition.  
6. 7. No inference indicators.  
8. No argument or causal explanation.

5. (1)<All members of a species are potentially capable of interbreeding>, [nevertheless] (2)<they are incapable of mating and producing fertile offsprings with members of other species>. (3)<Our species is thus a genetically closed system>.  
3. Statement (2) does the discounting.  
4. The implicit proposition that is implicitly discounted: all members of a species are capable of inter-species breeding: all members of a species are capable of mating and producing fertile offsprings with members of other species.  
5. Statement (1) is interpreted as implicitly suggesting that proposition.  
Here (1) is irrelevant to the truth of (3) because its addition to (2) does not increase the likelihood (the support) for conclusion (3).

6. (1)<Tumors are normally formed in everyone from time to time>, [anyway], (2)<the immune system functions to destroy the cancer cells before they increase in number>. Therefore, (3)<a strong immune system acts to reduce the risk of cancer>.  
3. Statement (2) does the discounting.  
4. The implicit proposition that is implicitly discounted: cancer cells normally increase in number in our bodies.  
5. Statement (1) is interpreted as implicitly suggesting that proposition.  
The premises are linked because of *conceptual dependence*:
Premise (2) needs (1), otherwise the concept of risk in the conclusion does not make sense.

7. [**Although**] (1)< organisms share the same limited number of monomer types>, (2)<each organism is unique> because (3)<of the specific arrangement of monomers into polymers>.
   3. Statement (2) does the discounting.
   4. The implicit proposition that is implicitly discounted: it’s not the case that each organism is unique.
   5. Statement (1) is interpreted as implicitly suggesting that proposition.
   Statement (1) is irrelevant to the truth of (2) because adding (1) to (3) does not increase the likelihood of (support for) conclusion (2).

8. [**Despite the fact that**] (1)<meg-fortified foods meet an adult’s daily nutritional needs>, (2)<they aren’t appropriate for kids under 4>, because (3)<the child will get twice the recommended daily allowance for vitamins and minerals>.
   3. Statement (2) does the discounting.
   4. The implicit proposition that is implicitly discounted: meg-fortified foods are also appropriate for all kids.
   5. Statement (1) is interpreted as implicitly suggesting that proposition.
   Statement (1) is irrelevant to the truth of (2) because adding (1) to (3) does not increase the likelihood of (support for) conclusion (2).

9. [**While**] (1)<the emotional side of human development was overshadowed by cognition for several decades>, (2)<today great excitement surrounds the topic>. (3)<An explosion of research reveals that emotions play a central role in all aspects of human experience>.
   3. Statement (2) does the discounting.
   4. The implicit proposition that is implicitly discounted: there would not be great excitement about the topic of emotions today.
   5. Statement (1) is interpreted as implicitly suggesting that proposition.
   Linked because of conceptual dependence: reason (3) needs (2), otherwise the concept of “today” does not make sense in the conclusion.

10. (1)<Complementary therapies tend to cost less than mainstream treatments>. [**Even so**], (2)<they [complementary therapies] may end up costing you more [than mainstream treatments]> for (3)<most insurance companies do not reimburse for complementary treatments>.
   3. Statement (2) does the discounting.
   4. The implicit proposition that is implicitly discounted: complementary therapies should end up costing you less.
   5. Statement (1) is interpreted as implicitly suggesting that proposition.
   Statement (1) is irrelevant to the truth of (2) because adding (1) to (3) does not increase the likelihood of (support for) conclusion (2).