

University of Windsor

Scholarship at UWindor

OSSA Conference Archive

OSSA 3

May 15th, 9:00 AM - May 17th, 5:00 PM

On the educational value of arguing in indirectly informative language

Maged El Komos
Trent University

Follow this and additional works at: <https://scholar.uwindsor.ca/ossaarchive>



Part of the [Philosophy Commons](#)

Komos, Maged El, "On the educational value of arguing in indirectly informative language" (1999). *OSSA Conference Archive*. 13.

<https://scholar.uwindsor.ca/ossaarchive/OSSA3/papersandcommentaries/13>

This Paper is brought to you for free and open access by the Conferences and Conference Proceedings at Scholarship at UWindor. It has been accepted for inclusion in OSSA Conference Archive by an authorized conference organizer of Scholarship at UWindor. For more information, please contact scholarship@uwindsor.ca.

Maged El Komos (Academic Skills Centre and Cultural Studies, *Trent University*)

"On the educational value of arguing in indirectly informative language"

Writing arguments in indirectly informative language can improve undergraduates' analytic and communicative competencies. A twofold support is offered. First, written examples are examined to show how producing such argument can develop one's practical understanding of the cultural repertoire--a knowledge argued crucial to both the evaluative and the communicative uses of reasoning. Second, various articulations of the relation between practical understanding and communication are discussed: those of Gadamer on the connection between hermeneutics and rhetoric; Ricoeur on the continuity of the imagination, cognition, and feeling in metaphor; and work in cognitive psychology on the links among language, thought and culture.