Claims - Overview

What kind of claim?
Conceptual claims:
- That something should be believed
- Sometimes this results in something that should be done
Claims come in pairs:
- Claim of problem,
- Claim of solution
 Evaluating your claim
- Is your claim specific:
  - Specific language
  - Specific logic
- Introductory clause: Although, even though
- Reason clause: because ...
- Is your claim significant:
  - To accept new information about a subject already studied
  - To use new knowledge to settle something that is puzzling, uncertain, inconsistent, problematic
  - To use new knowledge to upset what seems long settled
What Kind of Claim

All research claims are conceptual:
- That something should be believed
- Sometimes conceptual claims imply action
- As a result, that something should be done

Claims come in pairs:
- Claim of problem - Frame a problem — may need extended explanation
- Claim of solution — The main purpose of your work

Practical aspects of a claim:
- Is the solution feasible
- Does it 'cost' less than the 'cost' of the problem
- Does it make a bigger problem than the one it purports to solve
- Is it better (cheaper, faster, more effective) than other solutions?

Evaluating Your Claim: Specificity

Is your claim specific:

Specific language:
- TV inflates estimates of crime rates.
- The graphic reports of violence on local TV lead regular viewers to overestimate by as much as 150 percent both the rate of crime in their neighborhood and the personal danger to themselves and their families.

Specific logic:
- Form: Although I acknowledge it, I claim it because of 2
  - Introductory clause: Although, even though
  - The Claim
  - Reason clause: because ... (forecast some of the reasons that support the claim)
  - Kinds of althoughs:
    - Something the readers believe but your claim challenges
    - A point that seems to conflict with yours
    - A condition that may limit the claim — (but keeps the claim)
Evaluating Your Claim: Significance

The dreaded 'so what' question

Three kinds of significance (by ascending weight):

- To accept new information about a subject already studied
- To use new knowledge to settle something that is puzzling, uncertain, inconsistent, problematic
- To use new knowledge to upset what seems long settled