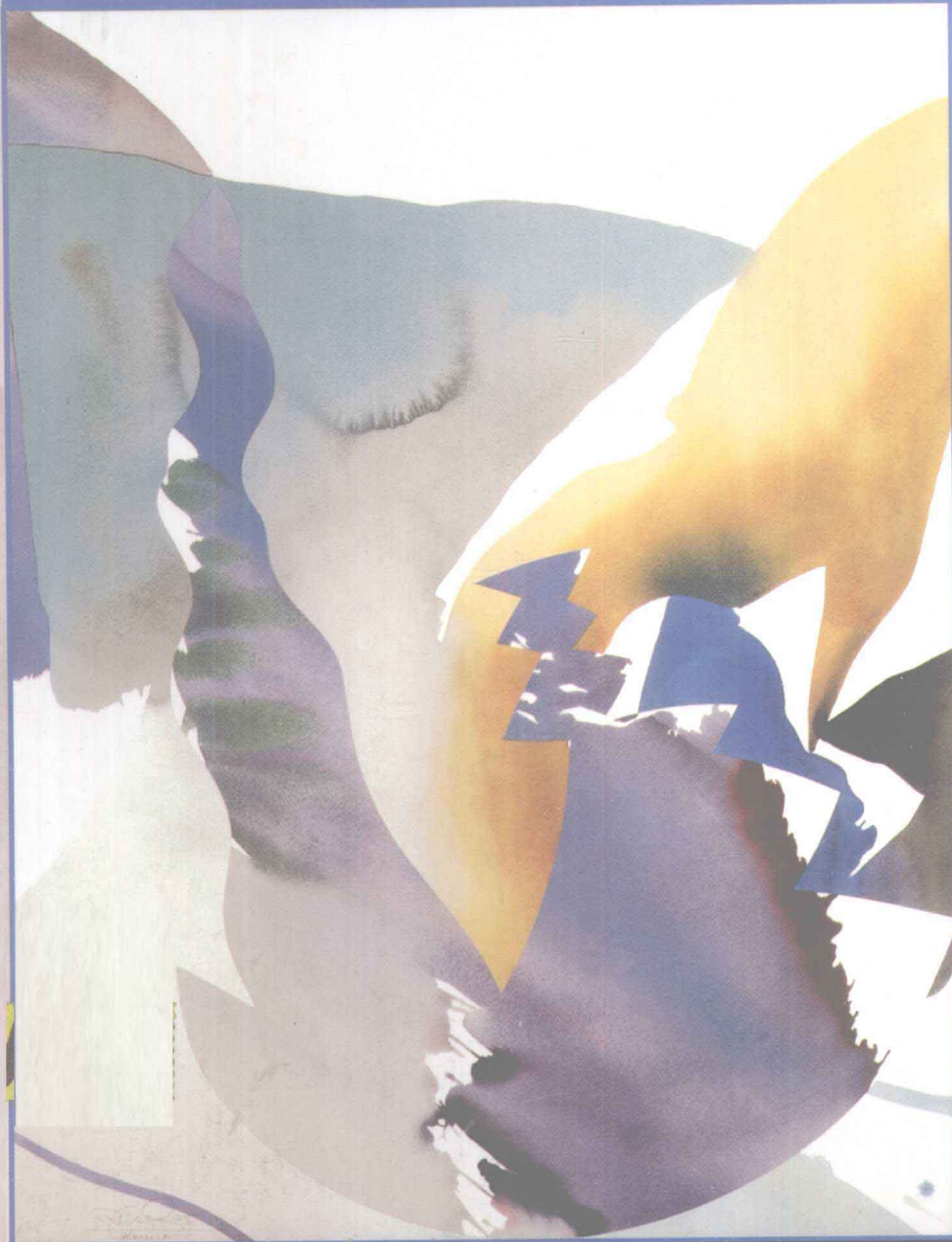


WRITING

BRIEF EDITION

*FIFTH
EDITION*

ARGUMENTS



| JOHN D. RAMAGE ■ JOHN C. BEAN ■ JUNE JOHNSON



fifth edition

Writing Arguments

A Rhetoric with Readings

Brief Edition

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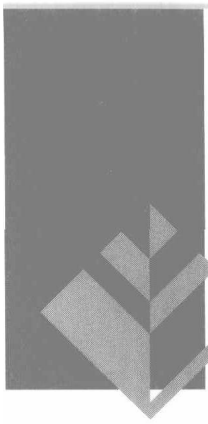
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Overview

Through its first four editions, *Writing Arguments* has earned its place as the leading college textbook in argumentation. It has been especially praised for teaching the critical thinking that helps students *write* arguments: how to analyze the occasion for an argument; how to ground an argument in the values and beliefs of the targeted audience; how to develop and elaborate an argument; and how to respond sensitively to objections and alternative views. By treating argument as a means of discovery as well as persuasion, the text shows students how arguing involves productive dialog in search of the best solutions to problems rather than pro-con debate with winners and losers. Adopters of *Writing Arguments* testify that students using this text write better arguments—arguments that are more critically thoughtful, more fully developed and elaborated, and more in tune with the demands of their audience. Available in three versions—a regular edition, which includes an anthology of readings; a brief edition, which offers the complete rhetoric without the anthology; and a concise edition with fewer readings and examples—*Writing Arguments* has been used successfully at every level, from first-year composition to advanced argumentation courses.

For the fifth edition, we have made judicious changes that reflect our own evolving understanding of the theory and practice of argumentation and our awareness of what concepts and skills students need to write thoughtful and effective arguments. We also have increased the book's interest level for students by using examples and readings that connect more directly to their own lives. As in previous editions, our aim is to integrate a comprehensive study of argument with a process approach to writing and critical thinking. In both its treatment of argumentation and its approach to teaching writing, the text is rooted in current research and theory. Our emphasis throughout is on providing a teaching tool that really works in the classroom.

The fifth edition of *Writing Arguments* is particularly strengthened by the presence of a new coauthor, June Johnson, a colleague of John Bean's at Seattle University. Her background in contemporary literary and rhetorical theory and her research interests in popular culture and civic argument—along with extensive classroom experience and training in pedagogy—have made June an invaluable writing partner.

What's New in the Fifth Edition?

The fifth edition retains all the features that have made earlier editions successful. In addition, the fifth edition contains the following improvements:

- Substantial revision of Chapter 2, “Reading Arguments,” aimed at shortening the chapter and increasing student interest. We have replaced the Charles Murray article on welfare reform with two arguments on gender pay equity. Besides teaching summary writing and critical analysis, the chapter shows students how to seek out alternative views, pose questions about facts and values, and use disagreement productively to prompt further investigation. Throughout, we treat the process of reading arguments as a step toward writing arguments.
- Increased focus on audience, on real-world occasions for argument, and on analyzing rhetorical context. Throughout the text, we have infused a philosophical view of argument that emphasizes audience and rhetorical context at every stage of the construction of an argument. Our revisions of Chapter 3, “Writing Arguments,” particularly reflect this focus.
- Reconceptualization of Chapter 9, “An Introduction to the Types of Claims,” to reflect our evolving understanding of stasis theory. Using lasik eye surgery as an extended example, we show how knowledge of the claim types—combined with an analysis of audience—can help writers focus an argument and generate ideas. Also, in this edition we have added a sixth claim type, called “simple categorical arguments.”
- A revision of Chapter 10, now titled “Categorical and Definitional Arguments.” This chapter now explains both simple categorical arguments and definitional arguments. The revised chapter makes it easy for students to appreciate the universality of these two claim types, to understand the argumentative moves they entail, and to produce their own categorical or definitional arguments. Additionally, Chapter 11, on causal arguments, is significantly streamlined and clarified.
- Six new student essays selected for the quality of their arguments and the appeal of their subject matter. Drawn from popular culture issues and other contemporary concerns, these readings connect effectively to the interests of today's students. For example, one student essay persuades readers to change their misconception of skateboarders (“‘Half-Criminals’ or Urban Athletes? A Plea for Fair Treatment of Skateboarders,” pp. 129–31); another evaluates the marketing wizardry of the Spice Girls (“The Spice Girls: Good at Marketing but Not Good for Their Market,” pp. 296–99); still another identifies high school cliques as a possible cause for the Columbine massacre (“The Monster That Is High School,” pp. 247–49).
- Ten new professional essays, also chosen for the appeal of their subject matter and for the range of genres represented. Among the new professional essays are John Leo's analysis of racial stereotypes in the film *The*

Phantom Menace ("Stereotypes No Phantom in New *Star Wars* Movie," pp. 218–19); law professor Vicki Schultz's definitional argument on sexual harassment ("Sex Is the Least of It: Let's Focus Harassment Law on Work, Not Sex," pp. 223–27); and physician Ezekiel Emanuel's evaluation argument on fertility drugs ("Eight Is Too Many: The Case against Octuplets," pp. 303–06). In addition to new professional essays, we include screen captures from several Web sites (on gender pay equity, on sweatshops) and several examples of visual arguments (photographs on Kosovo and on Makah whaling; tables and graphs related to wealth and income distribution).

- The addition of discussion questions following each reading. These questions prompt students to analyze writers' persuasive strategies, including how writers frame their arguments and situate them in larger social conflicts. Also we now introduce each reading with a brief headnote describing the reading's rhetorical context.
- Attention to visual arguments, with a special section devoted to visual arguments in Chapter 7, "Moving Your Audience: Audience-Based Reasons, *Ethos*, and *Pathos*."
- A new section on using humor to appeal to resistant audiences in Chapter 8, "Accommodating Your Audience: Treating Differing Views."
- Expanded treatment of electronic sources including explanations of how to evaluate Web sites and how to understand the logic of electronic searching—for example, the differences between licensed databases and the World Wide Web.
- More concise explanations throughout the text with the goal of making the style crisper and more engaging.

What Hasn't Changed? The Distinguishing Features of *Writing Arguments*

Building on earlier success, we have preserved all the features of earlier editions praised by students, instructors, and reviewers. The fifth edition provides the same teachable material but in a more streamlined and lively style. Specifically, the fifth edition retains the following successful features from the fourth edition:

- Focus throughout on writing arguments. Grounded in composition theory, this text combines explanations of argument with class-tested discussion tasks, exploratory writing tasks, and sequenced writing assignments aimed at developing skills of writing and critical thinking.
- Extensive treatment of invention including use of the Toulmin system of analyzing arguments combined with use of the enthymeme as a discovery and shaping tool.

- Detailed explanations of *logos*, *pathos*, and *ethos* as persuasive appeals.
- Comprehensive treatment of stasis theory identified for students as “types of claims.”
- Focus on both the reading and the writing of arguments with emphasis on argument as inquiry and discovery as well as persuasion.
- Focus on the critical thinking that underlies effective arguments, particularly the skills of critical reading, of believing and doubting, of empathic listening, of active questioning, and of negotiating ambiguity and seeking synthesis.
- Focus on strategies for analyzing rhetorical context, for rooting arguments in the values and beliefs of the intended audience, and for basing decisions about content, structure, and style on analysis of audience and context.
- Copious treatment of the research paper, including two student examples—one using the MLA system and one using the APA system.
- Numerous “For Class Discussion” exercises and sequenced writing assignments designed to teach critical thinking and build argumentative skills. All “For Class Discussion” exercises can be used either for whole class discussions or for collaborative group tasks.
- Numerous student and professional arguments used to illustrate argumentative strategies and stimulate discussion, analysis, and debate. The fifth edition contains thirteen student essays of varied length and complexity as well as fourteen professional essays. Additionally, the fifth edition contains four letters to the editor from citizens, several screen captures from Web sites, and several examples of visual arguments.

Our Approaches to Argumentation

Our interest in argumentation grows out of our interest in the relationship between writing and thinking. When writing arguments, writers are forced to lay bare their thinking processes in an unparalleled way, grappling with the complex interplay between inquiry and persuasion, between issue and audience. In an effort to engage students in the kinds of critical thinking that argument demands, we draw on four major approaches to argumentation:

- ***The enthymeme as a rhetorical and logical structure.*** This concept, especially useful for beginning writers, helps students “nutshell” an argument as a claim with one or more supporting *because* clauses. It also helps them see how real-world arguments are rooted in assumptions granted by the audience rather than in universal and unchanging principles.
- ***The three classical types of appeal—logos, ethos, and pathos.*** These concepts help students place their arguments in a rhetorical context focusing on audience-based appeals; they also help students create an effective voice and style.

- *Toulmin's system of analyzing arguments.* Toulmin's system helps students see the complete, implicit structure that underlies an enthymeme and develop appropriate grounds and backing to support the claim. It also highlights the rhetorical, social, and dialectical nature of argument.
- *Stasis or claim-type theory.* This approach stresses the heuristic value of learning different patterns of support for different types of claims and often leads students to make surprisingly rich and full arguments.

Throughout the text these approaches are integrated and synthesized into generative tools for both producing and analyzing arguments.

Structure of the Text

The text has four main parts plus two appendixes. Part One gives an overview of argumentation. The first three chapters present our philosophy of argument, showing how argument helps writers clarify their own thinking and connect with the values and beliefs of a questioning audience. Throughout we link the process of arguing—articulating issue questions, formulating propositions, examining alternative points of view, and creating structures of supporting reasons and evidence—with the processes of reading and writing.

Part Two examines the principles of argument. Chapters 4 through 6 show that the core of an argument is a claim with reasons. These reasons are often stated as enthymemes, the unstated premise of which must sometimes be brought to the surface and supported. Discussion of Toulmin logic shows students how to discover the stated and unstated premises of their arguments and to provide structures of reasons and evidence to support them. Chapters 7 and 8 focus on the rhetorical context of arguments. These chapters discuss the writer's relationship with an audience, particularly with finding audience-based reasons, with using *pathos* and *ethos* effectively and responsibly, and with accommodating arguments to different kinds of audiences from sympathetic to neutral to resistant.

Part Three discusses six different types of argument: simple categorical arguments, definitional arguments, causal arguments, resemblance arguments, evaluation arguments, and proposal arguments. These chapters introduce students to two recurring strategies of argument that cut across the different category types: criteria-match arguing, in which the writer establishes criteria for making a judgment and argues whether a specific case does or does not meet those criteria, and causal arguing, in which the writer shows that one event or phenomenon can be linked to others in a causal chain. The last chapter of Part Three deals with the special complexities of moral arguments.

Part Four shows students how to incorporate research into their arguments. It explains how writers use sources, with a special focus on the skills of summary, paraphrase, and judicious quotation. Unlike standard treatments of the research paper, our discussion explains to students how the writer's meaning and purpose

control the selection and shaping of source materials. Part Four explains both the MLA and the APA documentation systems, which are illustrated by two student examples of researched arguments. Throughout Chapters 16 and 17, we incorporate discussions of electronic searching and the challenges of detecting what is useful on the World Wide Web.

The appendixes provide important supplemental information useful for courses in argument. Appendix One gives an overview of informal fallacies. Appendix Two shows students how to get the most out of collaborative groups in an argument class. Appendix Two also provides a sequence of collaborative tasks that will help students learn to peer-critique their classmates' arguments-in-progress. The numerous "For Class Discussion" exercises within the text provide additional tasks for group collaboration.

Writing Assignments

The text provides a variety of sequenced writing assignments, including exploratory tasks for discovering and generating arguments, "microthemes" for practicing basic argumentative moves (for example, supporting a reason with statistical evidence), cases, and numerous other assignments calling for complete arguments. Thus the text provides instructors with a wealth of options for writing assignments on which to build a coherent course.

An Expanded and Improved Instructor's Manual

The Instructor's Manual has been revised and expanded to make it more useful for teachers and writing program administrators. Written by co-author June Johnson, the new Instructor's Manual has the following features:

- Discussion of planning decisions an instructor must make in designing an argument course: for example, how to use readings; how much to emphasize or de-emphasize Toulmin or claim-type theory; how much time to build into the course for invention, peer review of drafts, and other writing instruction; and how to select and sequence assignments.
- Three detailed sample syllabi showing how *Writing Arguments* can support a variety of course structures and emphases:

Syllabus #1: This course emphasizes argumentative skills and strategies, uses readings for rhetorical analysis, and asks students to write on issues drawn from their own experience.

Syllabus #2: This more rigorous course works intensely with the logical structure of argument, the classical appeals, the Toulmin schema, and claim-type theory. It uses readings for rhetorical analysis and for an introduction to the argumentative controversies that students will address in their papers.

Syllabus #3: This course asks students to experiment with genres of argument (for example, op-ed pieces, white papers, visual arguments, and researched freelance or scholarly arguments) and focuses on students' choice of topics and claim types.

- For instructors who include Toulmin, an independent, highly teachable introductory lesson on the Toulmin schema.
- For new teachers, a helpful discussion of how to sequence writing assignments and how to use a variety of collaborative tasks in the classroom to promote active learning and critical thinking.
- Chapter-by-chapter responses to the For Class Discussion exercises.
- Numerous teaching tips and suggestions placed strategically throughout the chapter material.
- Helpful suggestions for using the exercises on critiquing readings in Part Three, "Arguments in Depth: Six Types of Claims." By focusing on rhetorical context as well as the strengths and weaknesses of these arguments, our suggestions will help students connect their reading of arguments to their writing of arguments.

Companion Web Site

The *Writing Arguments* Companion Web Site, <http://www.abacon.com/ramage>, enables instructors to access online writing activities and Web links keyed to specific chapters, post and make changes to their syllabi, hold chat sessions with individual students or groups of students, and receive e-mail and essay assignments directly from students.

Acknowledgments

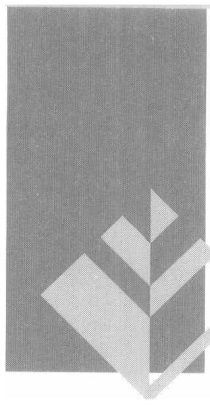
We are happy for this opportunity to give public thanks to the scholars, teachers, and students who have influenced our approach to composition and argument. We would especially like to thank Darlene Panvini of Vanderbilt University for her advice on our treatment of the wetlands controversy in Chapter 10. Additional thanks go to Seattle University librarian Sandra Brandt for her help with our explanations of library and Internet databases and retrieval and to Daniel Anderson of the University of North Carolina, Chapel Hill, for his material on electronic communication. Thanks also to Susan Meyer, Stephen Bean, and Sarah Bean for their research assistance in preparing the fifth edition.

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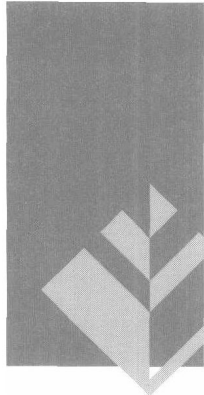
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