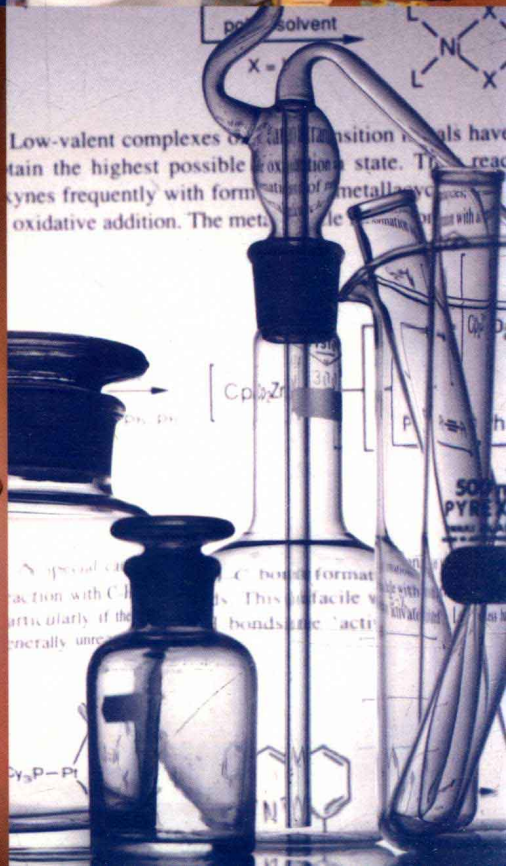


ARGUING ACROSS THE DISCIPLINES

A Rhetoric and Reader

Stuart Hirschberg

Terry Hirschberg



Arguing Across the Disciplines

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Preface

Arguing Across the Disciplines is designed to meet the needs of instructors teaching composition courses whose focus is the critical reading and writing of arguments across the curriculum. Students are shown why argument is important for the papers they will be writing in various courses. They can also learn a valuable method of reasoning through which they can critically evaluate events and facts and communicate their opinions, value judgments, and solutions to problems.

As a Rhetoric

Chapters 1, 2, 3, 4, 5, and 6 introduce students to the skills of critical reading, note taking, and summarizing, and to the basic strategies of argument, in order to show them how to identify central ideas and techniques as a first step in understanding and analyzing arguments. The discussion, based on the Stephen Toulmin model of claim, warrant, backing, support, and qualifier, examines different kinds of arguments, explores basic argumentative strategies, and places particular emphasis on the importance of underlying assumptions, definition, and types of evidence in different disciplines. The uses (and abuses) of logic and language in argument are discussed in depth. Selections illustrating points in the discussion are on topics ranging from privacy in Japan, educating moviegoers, marketing toward children, angiosperms, black English, conditioning slaves, bystander noninvolvement, and salmon migration, to population overload, business ethics, hypocrisy, and unanimous juries.

Chapter 7 provides guidance in writing effective arguments and discusses the important points of developing invention strategies, arriving at a thesis, adapting arguments for different audiences, using an outline, and revising a rough draft. The important role of critical thinking in bridging the gap between analyzing someone else's argument and generating one's own ideas is examined in detail. Students are introduced to the criteria important in evaluating the arguments of others and are provided with a sample student evaluation of an argument as well as a sample student refutation of someone else's argument.

Chapter 8 presents the important criteria by which to evaluate the design of documents and images. Students are asked to consider the purpose and audience for visual texts and to think critically about the explicit and implicit agendas they

communicate. This chapter also discusses the use of charts and graphs, and principles of Web page design.

Chapter 9 introduces students to the methods of inquiry used to generate an argument from sources. The process of writing an argument from sources is covered step by step, including the crucial aspects of finding a question to answer, evaluating source materials, formulating the working thesis, note-taking procedures, quoting, writing and revising a rough draft, and using the MLA, APA, and CSE styles of documentation.

Additional tables of contents by subject and theme, kinds of argumentative claims, and rhetorical modes are included to allow the text to accommodate a variety of teaching approaches.

As a Reader

Part II provides readings categorized by disciplines in the liberal arts, social sciences, and the sciences.

The spectrum of subjects and points of view represented in these selections and their varying lengths and levels of difficulty will accommodate a variety of teaching approaches. The annotated table of contents identifies the discipline and central idea of each selection. End-of-selection questions explore the substance of each reading and its argumentative strategies. These questions are intended to engage students' interest in the key issues in the text and to direct their attention to the ways in which authors adapt their arguments for specific audiences: the general public, colleagues, or professionals in a particular academic field of study.

Throughout the Rhetoric and the Reader there are images that are typical of those that students encounter in everyday life and in argumentive contexts (cartoons, graphics, photographs, paintings, line drawings, and advertisements). Important principles of argument are illustrated by clear and timely examples including short editorials, personal accounts, and, most frequently, essays written for academic audiences.

Supplements

INSTRUCTOR'S MANUAL

An accompanying Instructor's Manual provides (1) strategies for teaching argumentative writing and approaches for teaching each selection, (2) suggested

answers to the end-of-selection questions, (3) sample syllabi, and (4) supplemental bibliographies, Web sites on the subjects and authors, and additional activities.

MYCOMPLAB (WWW.MYCOMPLAB.COM)

A dynamic and comprehensive site that will engage students as it helps them to learn, MyCompLab provides market-leading online resources for grammar, writing, and research—all in one easy-to-use place. Here are just some of the highlights:

WRITING RESOURCES Exchange (online peer review tool); Visual Analysis instruction and exercises; Video tutorials on stages of the writing process; Activities (100 activities, some video- and image-based); Model Documents.

RESEARCH RESOURCES Citation Diagnostics and Exercises (MLA and APA); ResearchNavigator (access to searchable databases of credible sources and access to Autocite, a bibliography-maker); Avoiding Plagiarism and Evaluating Sources tutorials; Video tutorials on stages of the research process.

GRAMMAR RESOURCES Diagnostics; Common Error video tutorials; ExerciseZone (over 4,600 self-grading practice exercises, including sentence and paragraph editing); ESL ExerciseZone.

OTHER RESOURCES Students using MyCompLab receive complimentary access to **Longman's English Tutor Center**. Instructors who order a MyCompLab package for their course can receive a complimentary subscription to **MyDropBox**, a leading online plagiarism detection service.

MyCompLab is available in four versions: Website with Grade Tracker, CourseCompass, Blackboard, WebCT. Please contact your local Allyn & Bacon/Longman representative for more information.

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