

WRITING

*CONCISE EDITION*

*SECOND  
EDITION*

ARGUMENTS



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

*second edition*

# Writing Arguments

A Rhetoric with Readings  
Concise Edition

John D. Ramagge

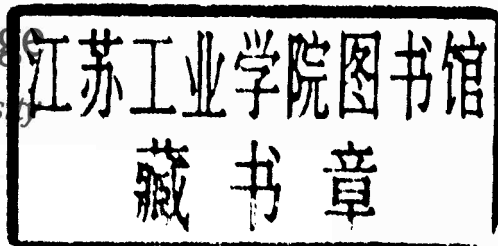
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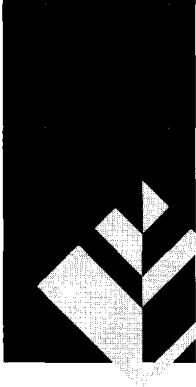
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# *p r e f a c e*

## Overview

Through five editions, *Writing Arguments* has earned its place as the leading college textbook in argumentation. In this second Concise Edition of *Writing Arguments*, we have tried to create the most up-to-date, accessible, and teachable short rhetoric of argument on the market. Based on the fifth edition of *Writing Arguments*, this Concise Edition covers the essentials of argument without sacrificing clarity or flexibility. It can be used successfully as a stand-alone rhetoric text or as a compact companion to an anthology of readings.

As in the *Regular* and *Brief Editions* of *Writing Arguments*, our aim in the Concise Edition is to integrate a comprehensive study of argument with a process approach to writing and critical thinking. Our class-tested discussion questions and short writing assignments, combined with clear and effectively sequenced explanations, teach the critical thinking that helps students *write* arguments. By treating argument as a means of discovery as well as persuasion and by emphasizing audience and rhetorical context at every stage of the construction of an argument, we show students how arguing involves productive dialogue 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 produce better arguments of their own—arguments that are more critically thoughtful, more fully developed and elaborated, and more attuned to the demands of audience.

Judicious changes in the second Concise Edition reflect our 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 have increased the book's interest level for students by using examples and readings that connect more directly to their lives. In both its treatment of argumentation and its approach to teaching writing, our text is rooted in current research and theory. Our emphasis throughout is on creating a concise teaching tool that really works in the classroom.

This new edition 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—make June an invaluable writing partner.

## What's New in the Second Edition?

The new edition contains the following improvements:

- Substantial revision of Chapter 2, “Reading Arguments,” aimed at increasing student interest and showing how experienced readers cope with ambiguity and seek synthesis. We replaced the lengthy Charles Murray article on welfare reform with short opposing arguments by George Will and Ellen Goodman on gender pay equity, and we added a model student essay that analyzes sources of disagreement between Will and Goodman. Besides teaching summary writing and critical analysis, Chapter 2 shows students how to seek alternative views and use disagreement productively to prompt further investigation. Throughout, we treat the process of reading arguments as a step toward writing arguments.
- 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 claim types—combined with an analysis of audience—can help writers focus an argument and generate ideas. Also, we added a sixth claim type, called “simple categorical arguments.”
- A revision of Chapter 10, now titled “Categorical and Definitional Arguments.” The revised chapter explains both simple categorical arguments and definitional arguments. The 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.
- An expanded Appendix 2, “A Concise Guide to Evaluating and Documenting Sources,” to include instruction on the logic of Internet searching and the evaluation of Web sites. Throughout the text, we treat the Web as a resource and exemplify how to use Web materials in a critically responsible way.
- More attention to visual arguments (we include photographs on Kosovo and on Makah whaling) with a special section devoted to visual arguments in Chapter 7, “Moving Your Audience: Audience-Based Reasons, *Ethos*, and *Pathos*.” We also added screen captures from Web sites on gender pay equity (Chapter 2) and on sweatshops (Appendix 2).
- Five 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. 98–100); another evaluates the marketing wizardry of the Spice Girls (“The Spice

Girls: Good at Marketing but Not Good for Their Market,” pp. 211–13); still another identifies high school cliques as a possible cause for the Columbine massacre (“The Monster That Is High School,” pp. 184–85). We also added to Chapter 1 student writer Gordon Adams’s “Petition to Waive the University Mathematics Requirement,” a popular teaching tool from the Brief and Regular Editions of *Writing Arguments*.

- Three new professional essays, also chosen for their appeal to student interests. In addition to the Will and Goodman arguments on gender pay equity, we include John Leo’s analysis of racial stereotypes in the film *The Phantom Menace* (“Stereotypes No Phantom in New *Star Wars* Movie,” pp. 163–64).

### What Hasn’t Changed? The Distinguishing Features of *Writing Arguments, Concise Edition*

Building on earlier success, the second edition retains successful features from the first 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.
- Four different, complementary approaches to argument—the enthymeme (a claim with *because* clause); the Toulmin system; the classical appeals of *logos*, *ethos*, and *pathos*; and the stasis system (six categories of claims). These approaches allow flexibility for instructors and provide students with a range of argumentative strategies. Teachers can emphasize one, two, three, or all four of these approaches.
- Focus on the reading and 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.
- Concise treatment of documentation, including two student examples of researched arguments—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 for whole-class discussions or for collaborative group tasks.

- Effective student and professional arguments used to illustrate argumentative strategies and stimulate discussion, analysis, and debate. The text includes eight student arguments and five professional arguments.

## Structure of the Text

The text has three main parts and two appendixes. Part One gives an overview of argumentation. Its 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 audiences ranging 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.

The text concludes with two appendixes. Appendix 1 gives an overview of informal fallacies. Appendix 2 shows students how to evaluate research sources, particularly Web sites, and provides an overview of the MLA and APA systems for citing and documenting sources.

## Writing Assignments

We provide 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 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 deemphasize 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*, Concise Edition 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 discussing and 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.

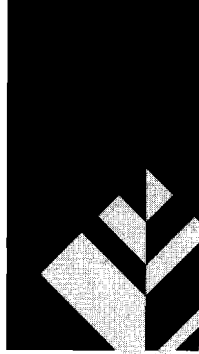
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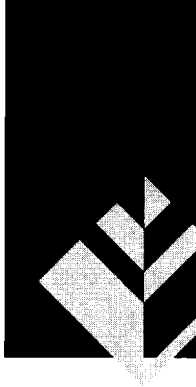
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