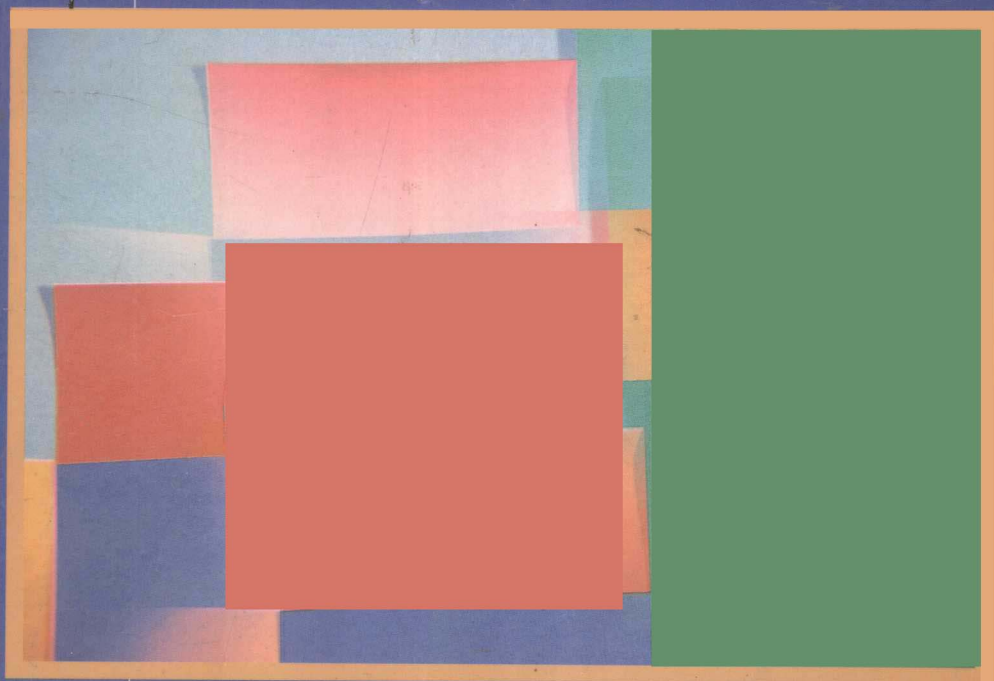


STUART HIRSCH

S STRATEGIES OF ARGUMENT



Strategies of Argument

STUART HIRSCHBERG

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For
David and Ida
Etta and Sam

Preface

Strategies of Argument is both a reader and a rhetoric on argument. This book has two aims: to provide a range of engaging and enlightening arguments on timely and timeless issues, and to offer instruction on understanding, analyzing, and evaluating different types of arguments, with guidance on writing effective arguments.

As a Rhetoric

Chapters 1, 2, 3, and 4 introduce students to the skills of critical reading, note-taking, summarizing, and 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 the serious—questions on AIDS, treatment of the disabled, and censorship—to lighter analyses of workaholism and an amusing parody of Wagnerian opera.

Chapter 5 provides guidance in writing effective arguments using a process model and discusses the important points of 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 a sample student evaluation of an argument. The three short arguments for analysis with which the chapter ends include a tongue-in-cheek look at societal stereotyping of overweight people, a comparison of Eastern and Western methods of punishment, and an account of the dangers data bases can pose to individual privacy.

Chapter 6 takes students step by step through the process of writing a research paper and covers the crucial aspects of formulating a thesis statement, using the library, evaluating source materials, note-taking procedures, quoting, writing and revising a rough draft, and using the new MLA and APA styles of documentation. All examples from the card catalog, periodical and newspaper indexes, and other sources are those that were actually used in producing the sample student research paper.

As a Reader

Chapter 7 provides opposing viewpoints on sixteen controversial issues such as abortion, bilingualism, animal experimentation, and genetic engineering. These thirty-two selections represent arguments in important areas including law, medicine, ethics, science, government, and the environment.

In Chapters 8 through 10, three thematic clusters provide multiple perspectives and in-depth views on the contemporary topics of corporate responsibility, drug addiction, and the media. In Chapter 8 ("Business"), readings range from a classic justification of the free-market system by Milton Friedman to pro-con arguments on farm policy and the moral and legal obligations of corporations. In Chapter 9 ("Addictions"), selections explore America's monumental drug problem, the use of steroids by athletes, and arguments for and against mandatory drug testing. Chapter 10 ("Media") provides selections on a wide range of lively topics including media ministries, rock music and videos, and television's unsuspected and damaging effects on the viewing public.

The broad range of subjects and points of view, and the varying levels of difficulty should accommodate a variety of teaching approaches and provide jumping-off points for further research. The annotated table of contents identifies the subject, purpose, 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 that authors adapt their arguments for specific audiences. Some of the end-of-selection questions might best be handled by analyti-

cal essays that evaluate the author's purpose in writing the selection, underlying assumption, tone or "voice" chosen, and success in adapting the presentation for a particular audience or occasion.

When the author's purpose in these selections is to argue for the acceptance of a proposition or persuade his or her audience to take or approve an action, the student's analysis can assess the author's use of evidence (both for and against the position being presented) and his or her reasoning (is it clear, logical, compelling, and so forth). When the author's purpose is to demonstrate how to solve a problem or relate how a problem was solved, the student's analysis can address questions of (1) whether there is a clear definition of the problem, (2) whether there is sufficient background presented to understand why there is a problem and what previous attempts have been made to solve it, and (3) why the solution of this problem would be important.

These selections also reveal that the assumptions underlying a particular article are very closely tied in with the author's purpose. For this reason some questions ask students to draw up a list of these assumptions before deciding what the author's purpose might be. Once the assumptions are identified, students can compare the author's assumptions with their own beliefs, determine whether the assumptions are commonly held, and thus be in a better position to evaluate the validity of the author's statements.

Other questions direct attention toward the tone or voice the author chooses to project to the audience. Questions also ask students to evaluate this aspect of arguments by focusing on the writer's choice of words, sentence structure, use of punctuation, choice of person, and success in matching the tone of the article with the subject, the audience, and the occasion.

The wide range of selections in *Strategies of Argument* should give students ample opportunity to see how writers seek to persuade different audiences, including the general public, scholars, or professionals in a particular field of study.

For every set of opposing viewpoints there are writing suggestions designed to encourage students to compare and evaluate how writers discussing the same issue adapt basic argumentative strategies for different audiences.

Instructor's Manual

An accompanying *Instructor's Manual* provides (1) strategies for teaching argumentative writing, (2) suggested answers to the end-of-selection questions, and (3) supplemental bibliographies of books and periodicals for students who wish to follow up on any of the opposing viewpoints or in-depth thematic units for their research papers.

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