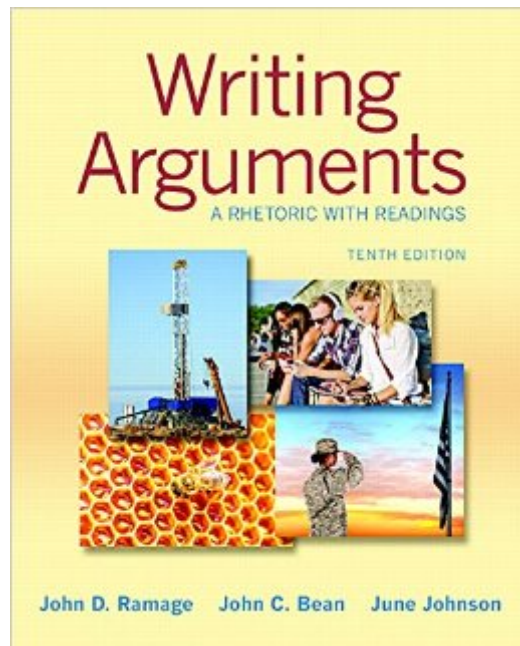


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Writing Arguments: A Rhetoric With Readings (10th Edition)



Synopsis

&> For courses in Argument and Research. The most thorough theoretical foundation available Writing Arguments: A Rhetoric with Readings, 10/e integrates four different approaches to argument: the enthymeme as a logical structure, the classical concepts of logos, pathos, and ethos, the Toulmin system, and stasis theory. Focusing on argument as dialogue in search of solutions instead of a pro-con debate with winners and losers, it is consistently praised for teaching the critical-thinking skills needed for writing arguments. Major assignment chapters each focus on one or two classical stases (e.g. definition, resemblance, causal, evaluation, and policy). Each concept is immediately reinforced with discussion prompts, and each chapter ends with multiple comprehensive writing assignments. This comprehensive version contains a superlative thematic anthology of arguments on contemporary topics and some classics for balance. Also available in a Brief version with rhetoric only (0321964276) and a Concise version (0321964284) which is a redaction of the Brief edition . Also available with MyWritingLab, This title is also available with MyWritingLab an online homework, tutorial, and assessment program designed to work with this text to engage students and improve results. Within its structured environment, students practice what they learn, test their understanding, and pursue a personalized study plan that helps them better absorb course material and understand difficult concepts. Note: You are purchasing a standalone product; MyWritingLab does not come packaged with this content. If you would like to purchase both the physical text and MyWritingLab, search for ISBN-10: 0133910687 / ISBN-13: 9780133910681. That package includes ISBN-10: 0133944131 / ISBN-13: 9780133944136, ISBN-10: 013394414X / ISBN-13: 9780133944143, and ISBN-10: 032190673X / ISBN-13: 9780321906731. MyWritingLab is not a self-paced technology and should only be purchased when required by an instructor.

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Customer Reviews

"Writing Arguments" shines like a beacon in the dark and murky waters of composition textbooks. Although some have critiqued it for its "passive" approach, I support both the approach and the layout as the best way I've found to approach basic argumentation. A solid understanding of audience (in particular) is vital for successful writing, and it's also something inexperienced, self-focused writers often lack. Rather than pushing a "win at all costs" or "go with your gut" victory-based approach to rhetoric, the authors promote rhetorical writing grounded in Perelman's audience concepts, Toulmin's warrants, and Aristotelian enthymeme. By encouraging students to locate common ground (warrants) between themselves and their real or imagined audience, this book sets them up to engage in rhetoric as participants in a broader civic culture. And this is the rhetoric that will ultimately equip them to survive in the real world--where knowing what a client or an opponent wants and believes is critical to "winning" the argument in a lasting and productive way. No theory or approach is perfect (not that I've found so far at least), and a rigid application of the Toulmin model or the schema as outlined in this book will inevitably bog down writers as they move into more advanced composition. But that, after all, is why we teachers are there. By focusing students' attention on the basic principles in the book--audience awareness, orderliness, situational groundedness, etc.--rather than forcing them to memorize rules or endlessly construct Toulmin models, I may just be able to help my students develop a new respect for argumentation as discovery (and themselves as rhetors) in the public sphere. And if we can do that, maybe there's a little civil light in the civic culture tunnel after all.

As an instructor, I am in LOVE with this text. I teach an argument-based research composition course and this text has improved the effectiveness of my teaching methods while at the same time making learning enjoyable for my students. The text is easy to read and uses language familiar with students of all ages (I teach at a community college and as a result the age range is tremendous). In addition, the book includes relevant examples that students can further relate to. I have taught this course previously using another textbook for three semesters and I dreaded the use of the previous textbook. Now, teaching this course, while using this text for the first time, I get excited creating my

class agenda. The activities included in the text allows for the students to foster dynamic discussion. I have never before LOVED textbook this much. I look forward to continuing using this text.

I have just started reading the first 4 chapters. It sticks to the point of what you need with learning how to write a successful argumentation paper. I have ADHD and I am able to understand and write with the instructions in this book

Presented in textbook fashion, *WRITING ARGUMENTS: A RHETORIC WITH READINGS*, doesn't exactly make for compelling reading, but is certainly a critical source for argumentation documents. Author's Ramage, Bean and Johnson guide the reader through the process both deliberately and succinctly, covering every aspect of argument presentation, beginning with definition through source documentation. Mine is an older edition and the technology aspect is dated, but nonetheless, I turn often to this book to guide me through argument preparation. Though certainly intended for classroom study, this book is also useful outside the classroom. I have prepared a fair number of arguments for political presentation and have found this to be a useful volume.

This is a textbook required for an English Composition class. To date, I've found it surprisingly well written and provocative. It's been many years since I took an English composition course and I may actually find I enjoy it in part due to this text.

While the book WAS clean on the inside, thankfully, the outside was a different matter. There were NUMEROUS old UPC labels from previous sales; at one point I removed at least TEN of them! The book condition was rated as GOOD, but it should have only been 'ACCEPTABLE.' Now, with those tags gone, it WILL be GOOD to VERY GOOD when we resell it! My granddaughter is using it and quite satisfied with it, so far. This is why it is SO important to see photos of the actual book you are buying! Reputable sellers will include them! I ALWAYS do, when I list books for sale.

This book is basically a high school book assigned to college students. It gets you all the basic rhetorical strategies you'll need, but the example arguments they give you are far from mature academic writing.

I am using the book to teach my classes on rhetoric at a major university. I like the methodology of the text which incorporates visual as well as prose argumentation. The writing also offers students

the chance to learn from rhetorics to practice summaries and outlining.

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