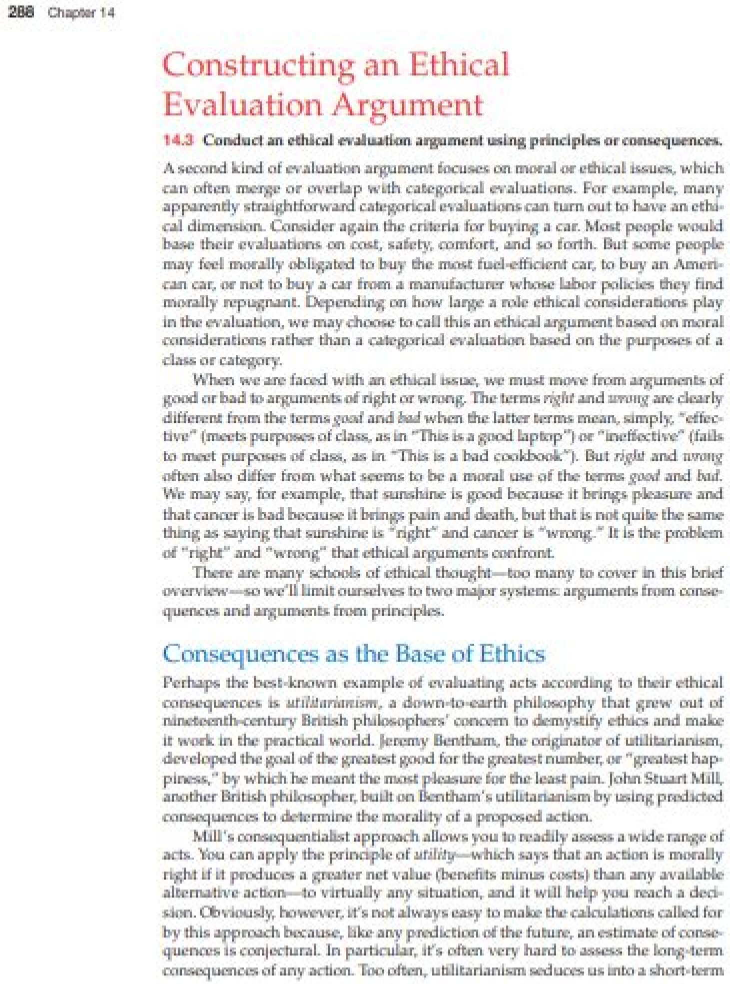
Writing Arguments A Rhetoric With Readings 11th Edition



288 Chapter 14

Constructing an Ethical Evaluation Argument

14.3 Conduct an ethical evaluation argument using principles or consequences.

A second kind of evaluation argument focuses on moral or ethical issues, which can often merge or overlap with categorical evaluations. For example, many apparently straightforward categorical evaluations can turn out to have an ethical dimension. Consider again the criteria for buying a car. Most people would base their evaluations on cost, safety, comfort, and so forth. But some people may feel morally obligated to buy the most fuel-efficient car, to buy an American car, or not to buy a car from a manufacturer whose labor policies they find morally repugnant. Depending on how large a role ethical considerations play in the evaluation, we may choose to call this an ethical argument based on moral considerations rather than a categorical evaluation based on the purposes of a class or category.

When we are faced with an ethical issue, we must move from arguments of good or bad to arguments of right or wrong. The terms *right* and *wrong* are clearly different from the terms *good* and *bad* when the latter terms mean, simply, "effective" (meets purposes of class, as in "This is a good laptop") or "ineffective" (fails to meet purposes of class, as in "This is a bad cookbook"). But *right* and *wrong* often also differ from what seems to be a moral use of the terms *good* and *bad*. We may say, for example, that sunshine is good because it brings pleasure and that cancer is bad because it brings pain and death, but that is not quite the same thing as saying that sunshine is "right" and cancer is "wrong." It is the problem of "right" and "wrong" that ethical arguments confront.

There are many schools of ethical thought—too many to cover in this brief overview—so we'll limit ourselves to two major systems: arguments from consequences and arguments from principles.

Consequences as the Base of Ethics

Perhaps the best-known example of evaluating acts according to their ethical consequences is *utilitarianism*, a down-to-earth philosophy that grew out of nineteenth-century British philosophers' concern to demystify ethics and make it work in the practical world. Jeremy Bentham, the originator of utilitarianism, developed the goal of the greatest good for the greatest number, or "greatest happiness," by which he meant the most pleasure for the least pain. John Stuart Mill, another British philosopher, built on Bentham's utilitarianism by using predicted consequences to determine the morality of a proposed action.

Mill's consequentialist approach allows you to readily assess a wide range of acts. You can apply the principle of *utility*—which says that an action is morally right if it produces a greater net value (benefits minus costs) than any available alternative action—to virtually any situation, and it will help you reach a decision. Obviously, however, it's not always easy to make the calculations called for by this approach because, like any prediction of the future, an estimate of consequences is conjectural. In particular, it's often very hard to assess the long-term consequences of any action. Too often, utilitarianism seduces us into a short-term

Writing Arguments: A Rhetoric with Readings, 11th Edition is a pivotal resource for students and educators alike, offering a comprehensive approach to understanding and crafting effective arguments. This edition provides not just the foundational principles of rhetoric but also a rich collection of readings that illustrate these principles in action. As the landscape of communication continues to evolve, understanding the nuances of argumentation through rhetoric becomes increasingly vital for academic success and personal expression. This article will delve into the core components of this essential text, exploring its structure, key concepts, pedagogical strategies, and the importance of argumentation in contemporary discourse.

Understanding the Structure of the Text

The 11th edition of Writing Arguments is thoughtfully organized into multiple sections, each addressing critical aspects of argumentation. The structure facilitates a progressive learning experience, allowing readers to build their skills systematically.

1. Introduction to Argumentation

The opening chapters introduce the concept of argumentation, emphasizing its significance in both academic and everyday contexts. Key elements discussed include:

- Definition of Argument: An argument is presented as a reasoned discourse aimed at persuading an audience.
- Types of Arguments: The text categorizes arguments into various forms, including analytical, evaluative, and causal arguments.
- The Role of Rhetoric: Rhetoric is defined as the art of persuasion, including the effective use of language to influence an audience.

2. The Rhetorical Situation

Understanding the rhetorical situation is crucial for effective argumentation. This section covers:

- Audience: Identifying and understanding the target audience.
- Purpose: Clarifying the intent behind the argument (to persuade, inform, or entertain).
- Context: The circumstances surrounding the argument, including cultural and social factors.

Key Concepts in Writing Arguments

In the journey to mastering argumentation, several key concepts are highlighted throughout the text. These ideas serve as the foundation for crafting compelling arguments.

1. The Toulmin Model of Argumentation

The Toulmin model provides a structured approach to analyzing and constructing arguments. It consists of six components:

1. Claim: The main point or thesis of the argument.
2. Grounds: The evidence or reasons supporting the claim.
3. Warrant: The underlying assumption that connects the grounds to the claim.
4. Backing: Additional support for the warrant, often providing further justification.
5. Qualifier: A statement that indicates the strength of the claim (e.g., "probably," "usually").
6. Rebuttal: Addressing potential counterarguments or objections.

2. Ethos, Pathos, and Logos

These rhetorical appeals are foundational to effective argumentation:

- Ethos: Appeals to credibility and authority. Establishing trust with the audience is essential for persuasive arguments.
- Pathos: Appeals to emotion. Engaging the audience's feelings can enhance the persuasiveness of an argument.
- Logos: Appeals to logic and reason. Utilizing well-structured arguments backed by evidence is critical for convincing the audience.

The Role of Readings in the Text

One of the standout features of Writing Arguments: A Rhetoric with Readings is its extensive collection of readings. These selections serve multiple purposes:

- Illustration of Concepts: Readings exemplify the principles discussed in the text, providing real-world applications of rhetorical concepts.
- Diverse Perspectives: The text includes a variety of voices and viewpoints, fostering critical thinking and broader understanding.
- Engagement with Current Issues: Many readings address contemporary social, political, and cultural topics, making the material relevant and engaging for students.

Types of Readings Included

The readings are categorized into different genres, including:

1. Essays: Reflective and analytical essays that explore complex ideas and arguments.
2. Editorials and Opinion Pieces: Shorter, persuasive pieces that advocate for a particular stance or viewpoint.
3. Research Articles: Scholarly works that provide empirical evidence and in-depth analysis of specific issues.

Pedagogical Strategies for Teaching Argumentation

The text also emphasizes effective pedagogical strategies for teaching argumentation. These strategies are designed to engage students and enhance their understanding of the rhetorical process.

1. Collaborative Learning

Encouraging collaboration among students fosters a deeper understanding of argumentation. Strategies include:

- Peer Review: Students exchange drafts and provide constructive feedback to one another.
- Group Discussions: Small group discussions allow students to articulate their ideas and challenge each other's viewpoints.

2. Writing Workshops

Writing workshops provide a supportive environment for students to develop their writing skills. Key elements include:

- Drafting and Revising: Emphasizing the importance of multiple drafts for refining arguments.
- Focused Exercises: Practicing specific aspects of argumentation, such as crafting strong claims or integrating evidence effectively.

3. Incorporating Technology

The integration of technology in teaching argumentation can enhance student engagement. Suggestions include:

- Online Discussion Boards: Facilitating asynchronous discussions allows for thoughtful reflection and diverse participation.
- Writing Software: Utilizing tools that assist with grammar, style, and organization can help students improve their writing quality.

The Importance of Argumentation in Contemporary Discourse

In a world filled with information overload and polarized opinions, the ability to write and analyze arguments is more critical than ever. Writing Arguments equips students with the skills necessary to navigate this complex landscape.

1. Critical Thinking Skills

Learning to construct and deconstruct arguments promotes critical thinking. Students develop the ability to evaluate sources, assess the validity of claims, and engage with diverse perspectives.

2. Effective Communication

Strong argumentation skills translate to effective communication, whether in academic settings, professional environments, or personal interactions. The ability to articulate ideas clearly and persuasively is invaluable.

3. Civic Engagement

Understanding argumentation is essential for informed citizenship. It empowers individuals to engage in public discourse, advocate for social change, and participate in democratic processes.

Conclusion

Writing Arguments: A Rhetoric with Readings, 11th Edition stands as a comprehensive guide to argumentation, blending theoretical foundations with practical applications. By exploring the structure of arguments, key rhetorical concepts, and effective pedagogical strategies, this text prepares students for success in a world that demands clear, persuasive communication. As society continues to grapple with complex issues, the ability to write and analyze arguments will remain a vital skill, fostering critical engagement and informed discourse in an ever-evolving landscape.

Frequently Asked Questions

What are the key components of argumentation discussed in 'Writing Arguments: A Rhetoric with Readings, 11th Edition'?

The key components of argumentation include the claim, evidence, warrant, and counterarguments. The text emphasizes the importance of constructing a clear thesis, supporting it with credible evidence, addressing opposing views, and using logical reasoning.

How does the 11th edition of 'Writing Arguments' approach the use of sources in argumentative writing?

The 11th edition provides comprehensive guidance on evaluating, integrating, and citing sources effectively. It highlights the importance of utilizing credible and relevant sources to strengthen arguments and includes strategies for avoiding plagiarism.

What strategies does the book suggest for addressing counterarguments?

The book suggests acknowledging counterarguments by presenting them fairly and respectfully, then refuting them with evidence and reasoning. This not only strengthens the author's position but also enhances the overall persuasiveness of the argument.

In what ways does 'Writing Arguments' integrate readings to illustrate rhetorical concepts?

The 11th edition integrates a diverse selection of readings that showcase real-world examples of argumentative writing. These readings are analyzed to illustrate various rhetorical strategies, helping students to see how theory translates into practice.

What updates were made in the 11th edition compared to previous editions?

The 11th edition includes updated readings, new examples relevant to contemporary issues, and enhanced discussions on digital communication and argumentation. It also features expanded sections on visual rhetoric and multimodal texts.

Find other PDF article:
https://soc.up.edu.ph/33-gist/pdf?ID=jWU36-8242&title=introducing-second-language-acquisition.pdf

Writing Arguments A Rhetoric With Readings 11th Edition

Amazon.com: Reading Glasses 7 Strength
VisionGlobal 5 Pairs Reading Glasses, Blue Light Blocking Glasses, Computer Reading Glasses for Women and Men, Fashion Square Eyewear Frame (Clear,+2.00 Magnification)

High magnification reading glasses in power +7.00
Reading glasses in a very high strength for those older adults suffering from macular degeneration and other eye issues. These high power reading glasses can be used to work on ...

High Power Readings Glasses +4.0 to +10x Readers | Eye Needs
We've chosen to fill our inventory with high power reading glasses which can provide the right type of magnification needed to make things clearer. Our collection includes reading glass ...

In Style Eyes Super Strong High Magnification Reading Glasses
Discover In Style Eyes Powerful High Magnification Reading Glasses in striking purple. Perfect for a 7.00 prescription.

Magnification 7.0 Reading Glasses - Etsy
Check out our magnification 7.0 reading glasses selection for the very best in unique or custom, handmade pieces from our reading glasses shops.

Calabria L2007 +7.00 Super High Magnification Strength Reading Glasses ...
May 14, 2024 · Super Strong High Magnification: Discover exceptional clarity with our Calabria L2007 reading glasses featuring +7.00 magnification lenses. Ideal for those who struggle with …

In Style Eyes Powerful High Magnification Reading Glasses Black ...
I recommend these high-powered readers for those who require them, or for quick close-up work and to read very small print. That's a huge help for me @ the moment. □ Thx to the seller and …

Strong Readers 7.0 - Etsy
Check out our strong readers 7.0 selection for the very best in unique or custom, handmade pieces from our reading glasses shops.

High Power Reading Glasses up to +6.00 | Troy's Readers
Our reading glasses are made to last. Click here to find the best pair of men’s and women’s high power reading glasses and reading sunglasses up to +6.00

Blake High Power Full Metal Frame Reader - EyeNeeds
Blake High Power Full Metal Frame Reader - Elevate your reading with Blake high power full metal frame reader. Strengths 6.50 to 7.00, offering clarity and sophistication for both men and …

I'm writing to you / I´m writing you | WordReference Forums
Sep 29, 2008 · The differences are very slight. "I'm writing to you today" is a little more formal than "I'm writing you today." Also, in some cases you can't use "to" or must move it: I'm writing you …

Writing ordinal numbers: 31st or 31th / 72nd / 178th
Oct 23, 2008 · Your way of writing the date is rare, and so the question is very difficult to answer. My reaction would be that 2017-Apr-26 th is unusual and looks strange. In fact, there is a big …

When I wrote / when I was writing / when writing
Jun 13, 2013 · The writing is complete as it happened in the past (past tense in the sentence). At the time the strike was going on, the writing could be occurring as well. But then, according to …

□□□□□□great writing? - □□
Great Writing□□□□□. Great Writing □□□□□□□□□□□□□□□□□□□□□□□□□□□□□□30%□□□□□□□□□□□□□ □□□□□□□□□ …

How to write currency amount of money in English?
Dec 31, 2019 · Why "capitalized"? If I were writing these totals as words (such as on a check), I would write: 1.USD $1,609.23 = One thousand six hundred nine dollars and twenty-three cents …

ATT, ATTN, FAO ... - abbreviations for 'attention' in correspondence
Apr 5, 2006 · When writing english business letters, which is the corrct abbreviation of "attention". I reckon it must be either "att" or "atn". I've always used "att", but fear that it might be a calque …

space or no space before cm, m, mm etc.? - WordReference ...
Oct 2, 2007 · I use a space if I'm writing a noun phrase (where it would be two separate words written out), and no space if I'm writing an adjective (which would be one hyphenated word). …

When introducing myself via E-mail, This is? or I am?
Sep 4, 2012 · Dear All, When I write e-mail to someone I haven't met, I need to clarify myself letting the person know my name and affilate. Then, which one is correct btw 1 and 2? (1) Dear ...

The Use of the Circa Abbrevation (c.) - WordReference Forums
Dec 9, 2007 · Hi, Folks. I am writing a paper and found out a particular individual’s dates of birth and death are both uncertain. In my source it lists it as: (c. 800–c. 877), using the abbreviation ...

'*cause, 'cos, because* | *WordReference Forums*
Jan 13, 2008 · As you suggest, if I was writing 'cause, I'd spell it with an apostrophe to avoid confusion with cause. With cos or coz (also a popular spelling) I wouldn't bother. You'd be ...

Discover how to enhance your persuasive skills with "Writing Arguments: A Rhetoric with Readings

Back to Home