**Student Resources**

***A Case-Based Approach to Argumentative Writing***

**By Sonja Launspach and Laura Aull**

*Prepared by Melvin Beavers, University of Arkansas-Little Rock*

* Includes Writing Assignments

**Chapter One: Understanding Academic Arguments**

**Key Concepts:**

**Argument Enthymeme-** Claim + Reason/Evidence

**Rhetorical Situation-** Writer, Audience, Purpose, Message, and Constraints

**So, What-** Use audience-based reasons and evidence; always ask, persuasive for whom?

**Classical Argument Structure**- Intro, Core of argument, Counterarguments & Rebuttals, Conclusion

**Learning Objectives:**

* Understand characteristics of an argument and academic argument.
* Explore argument as inquiry and conversation.
* Identify the basic structure of an argument.

**Quiz: Understanding Academic Arguments**

**Directions: Choose your answer to the following questions.**

1. According to the authors of your textbook, which of the following best defines an academic argument?
2. Claim, Reasons, and Evidence
3. Claim and Reasons
4. Claim, Reasons, Evidence, with the goal of persuading the reader
5. Claim only
6. According to the authors of your textbook Which of the following are ways to explore or discover an academic argument?
7. Believing it is true and finding evidence to support it
8. Using statistics to support a claim
9. Finding fallacies
10. Practice observing, asking questions, examining alternatives, evaluating, analyzing, and reflecting
11. According to the authors of your textbook, which metaphor is used to describe an academic argument?
12. The metaphor joining the conversation
13. The metaphor of money is time
14. The metaphor argument is war
15. The metaphor labor is a resource
16. According to the authors of your textbook, which of the following three things should you focus on when you anticipate the needs of your reader in an academic argument?
17. A hook, a claim, and a time
18. What happened, what you will say, and how it relates to what’s happened
19. Length of paper, number of words, and the due date
20. Making the argument flow, ending the intro with a thesis, and using transitions
21. According to the authors of your textbook, which of the following *are not* considered academic arguments?
22. Explanations, Personal Taste, and Facts
23. Scholarly Journal Articles
24. Analysis of current events in major news outlets
25. A Literary Analysis of 17th Century gender norms

Practice Time:

Read, [“The Story We Tell about Millennials and Who we Leave Out”](https://docs.google.com/document/d/14k3nIT4hY23CUQrFqrf2EtCo8eCgVnxEU9ZIrl3J4eI/edit#heading=h.mxr93lb8il9z) and use Table One: The Main Structural Elements of an argumentative paper to identify the component parts of an academic argument.

|  |
| --- |
| **Introduction** |
|  |
| |  |  |  | | --- | --- | --- | | * **Arguments in Support** * **Refutation or Counterarguments** |  | Refutation or Counterarguments | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |
|  |
| **Conclusion** |
|  |
|  |

**Sample Writing Assignment**

**Building an Argument Casebook**

**Purpose:**

* To use argument as inquiry
* To explore arguments and the various ways they are disseminated.
* To summarize and show your understanding of an issue
* To use the writing process to craft more effective communication for your audience

**Audience**: Interested and uniformed about the issue

**Task**: For this assignment, your task is to pick a single contemporary issue and find one argument that attempts to do one the following:

*Convince*: “Arguments to convince lead audiences to accept a claim as true and reasonable—based on information or evidence that seems factual and reliable” (Lunsford & Ruszkiewicz 7).

* Examples- New Reports, Analyses, or White papers- Fact-based arguments that lean into expanding a reader’s understanding of an issue.

*Persuade*: “Arguments to persuade then seek to move people beyond conviction to action” (Lunsford & Ruszkiewicz 7).

* Examples- Advertisements, Political blogs or ads, newspaper editorials, Podcast, YouTube videos- Often use emotional appeals like fear, humor, angst, hope, sympathy, to motive or move a reader to change.

*Both Convince and Persuade*: “Academic arguments often combine both elements” (Lunsford & Ruszkiewicz 7).

* Examples- Academic, evidence-based, Scholarly Journal Articles, Speeches, - These arguments typically rely upon claims, reasons, and evidence to justify a position.

Once you find an argument that you think represent each category, critically read each and in a well-organized paper, use the rhetorical appeals (ethos, pathos, and logos) to analyze what you think makes each argument effective given its purpose, audience, medium, and modality. End your essay with a discussion about areas of commonalities and differences between each of the arguments.

*Modality refers to the sensory ways in which the rhetoric or message takes place (verbal, auditory, or visual)*

*Medium refers to how the rhetoric or message is distributed*

**Requirements**:

**Schedule of Activities and Due dates**: