**Student Resources**

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

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* **Includes Writing Assignment**

**Chapter Six: The Writing- Thinking Process- Engaging with Your Writing Task**

**Key Concepts:**

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| **Working with Writers-** open and engaged dialogue about the writing each student produces.  **Thinking Rhetorically-** understanding the writing situation; its purpose, audience, and context, and genre. |

**Learning Objectives:**

* Understand writing as a writing-thinking process.
* Understand academic writing as a process.
* Engage with and decipher a writing task.
* Identify steps in the process including idea generation, reading and research, drafting, organizing, collaborating, and rewriting.
* Articulate the value of engaging with peers through collaboration and peer review.

**Quiz: The Writing-Thinking Process- Engaging with Your Writing Task**

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

1. According to the authors of your textbook, academic writing is primarily devoted to what?
2. Making oneself look good
3. Producing dense texts for readers
4. Making ideas simple
5. Demonstrating and growing knowledge within and across academic fields
6. According to the authors of your textbook, rhetorical moves in academic writing follow which type of structure?
7. Conclusion, Question, Gap
8. Question, Conclusion, Establish territory
9. Establishes a territory, Identifies Gap, Occupies the Niche
10. Intro, Body, Conclusion
11. According to the authors of your textbook, which is an approach to assignment-based revision?
12. Scope of the ideas I propose
13. Copyediting
14. Proofreading
15. Prewriting
16. According to the authors of your textbook, which of the following is *not* a question to consider when focusing on idea-based revision?
17. Main Argument
18. Secondary Argument
19. Receptive Audience
20. Warrants Used
21. According to the authors of your textbook, which of the following *is* an essential part of collaboration?
22. Keep a broad focus
23. Use questions that are not debatable
24. Keep an open mind
25. Ask ‘how’ and ‘why’ questions

**Sample Writing Assignment**

**Reflective Argument**

Reflection is an important part of the learning process. Thinking about what you have done throughout the course and putting those thoughts into words helps you make sense of what you have accomplished during the course. Thus, crafting a Reflective argument is your attempt to show or demonstrate how the writing you have completed meets or aligns with the outcomes for the course.

**Purpose:**

* To show the extent to which the writer is familiar with or knows their writing
* To show the fit between the writer’s evaluation of their work and the evidence (the body of work produced throughout the course)
* To show the depth and sophistication of the writer’s appreciation, knowledge, and understanding of effective writing for different audiences.
* To show the specificity and depth of the writer’s understanding about his or her process of writing and inquiry.

**Audience:** Instructor and classmates

**Task:** This assignment requires you to become a reflective thinker and writer. You will need to ask how, in what ways, and what evidence do I have to show that I have met the course outcomes. To do so, you will need to use the three stages of reflection, monitoring, evaluating, and adjusting to develop a cohesive argument that shows your readers how the writing your produced satisfies the learning outcomes of the course. Essentially, you are making the case about your work.

Here are a few tips or traps to avoid:

* **Organization**: Avoid a chronological listing of what you have learned. (“And then I learned, and then I learned . . .”). One way to avoid this trap is to “focus” your essay and develop a claim. What do you want to say about your writing?
* **Empty Claims:** Do not make empty claims about your work. Always support any assertions you make with evidence. In addition, perhaps you focus your writing on one or two projects that you can frame around ideas or concepts. Show your readers what you learned about those concepts and the ways learning them helped your writing grow.
* **Generality:** Avoid making broad claim and be specific. Your goal is to share with your audience not only what you learned, but how you learned it. The claim, “I learned that brainstorming and mapping are good ways to get your ideas down” is more convincing and concrete if you reveal how the learning is evidenced in your writing assignments.

**Requirements:**

**Schedule of Activities and Due Dates:**