

Preface

Through ten editions, *Writing Arguments* has sustained its reputation as a leading college textbook in argumentation. By focusing on argument as a collaborative search for the best solutions to problems (as opposed to pro/con debate), *Writing Arguments* treats argument as a process of inquiry as well as a means of persuasion. Users and reviewers have consistently praised the book for teaching the critical thinking skills needed for writing arguments: how to analyze the occasion for an argument; how to analyze arguments rhetorically; how to ground an argument in the values and beliefs of the targeted audience; how to develop and elaborate an argument; and how to respond sensitively to objections and alternative views. We are pleased that in this eleventh edition, we have improved the text in key ways while retaining the text's signature strengths.

What's New in the Eleventh Edition?

Based on our continuing research into argumentation theory and pedagogy and on our own experiences as classroom teachers, we have made significant improvements in the eleventh edition that will increase students' understanding of the value of argument and help them negotiate the rhetorical divisiveness in today's world. Here are the major changes in the eleventh edition:

- **Use of Aristotle's "provisional truths" to address post-truth, post-fact challenges to argument.** This edition directly engages the complexity of conducting reasoned argument in a public sphere that is often dominated by ideological camps, news echo chambers, and charges of fake news. A revised Chapter 1 uses Aristotle's view of probabilistic or provisional truths to carve out a working space for argument between unachievable certainty and nihilistic relativism. Chapter 1's view of argument as both truth-seeking and persuasion is carried consistently throughout the text. This edition directly tackles the challenges to reasoned argument posed by dominant ideological perspectives, siloed echo chambers, and a dependence on social media as a source of news.
- **A reordering, refocusing, and streamlining of chapters to create better pedagogical sequencing and coherence.** The previous edition's Chapter 2, which focused on argument as inquiry combining summary writing and exploratory response, has been refocused and moved to Chapter 8. Previous Chapter 2 material on the genres of argument has now been placed in an expanded Chapter 7 on rhetorical analysis. This new sequencing allows students to focus first on understanding the principles of argument (Chapters 1-6) and then to switch to the critical thinking process of joining an argumentative conversation through reading and strong response. (See "Structure of the Text" later in this preface for further explanation.)

- **A new chapter on collaborative rhetoric as a bridge-building alternative to persuasion.** Chapter 10, new to this edition, blends ideas from Rogerian communication with practices from conflict resolution to help prepare students for their roles in private, public, and professional life amidst clashing values and views. Explanations, guidelines, and exercises emphasize nonjudgmental listening, self-reflection, a search for common ground, and suggestions for encouraging ongoing problem-solving through learning, listening, and respectful use of language.
- **A substantially revised chapter on visual and multimodal arguments.** Chapter 9 on visual and multimodal rhetoric now includes a new example and guidelines for making persuasive videos as well as a new exercise to apply image analysis in the construction of visual arguments.
- **A revised chapter on rhetorical analysis.** Chapter 7, “Analyzing Arguments Rhetorically,” has been expanded by consolidating rhetorical instruction from several chapters into one chapter and linking it to the critical thinking skills required for joining an argumentative conversation.
- **Updated or streamlined examples and explanations throughout the text along with many new images.** Instructors familiar with previous editions will find many new examples and explanations ranging from a new dialog in Chapter 1 to illustrate the difference between an argument and a quarrel to a streamlined appendix on logical fallacies at the end. New images, editorial cartoons, and graphics throughout the text highlight current issues such as legalizing marijuana, plastics in the ocean, graffiti in public places, a soda tax, cultural and religious diversity, refugees, travel bans, and cars’ carbon footprints.
- **Two new student model essays, one illustrating APA style.** One new student model essay evaluates gender bias in a high school dress code, and the other, illustrating APA style, explores the causes of math anxiety in children.
- **A handful of lively new professional readings in the rhetoric section of the text.** New readings ask students to think about a ban on plastic bags, the social definition of adulthood, and the psychological effect of not recognizing ourselves in videos.
- **A thoroughly revised and updated anthology.** The anthology features updated units as well as four entirely new units.
 - A new unit on self-driving cars explores the legal, economic, and societal repercussions of this new technological revolution in transportation.
 - A unit on the post-truth, post-fact era examines the difficulties of consuming news and evaluating the factual basis of news and scientific claims in the era of ideological siloes and of news as entertainment via social media.
 - A new unit on the public health crisis explores the personal and societal consequences of excessive consumption of sugar, the need to establish healthy eating habits in children, and the controversy over a soda tax.
 - A unit on challenges in education examines three areas of controversy: disciplinary policy in K-12 classrooms (restorative justice versus zero-tolerance); the voucher system and charter schools as alternatives to public school; and, at the college level, trigger warnings and divisive speakers on campus.

- An updated unit on sustainability examines the carbon tax and the environmental damage caused by the use and disposal of plastic bottles and plastic bags.
- The unit on immigration has been updated to explore the controversy over sanctuary cities and the American response to refugees.
- A brief argument classics unit offers some famous stylized historical arguments.

What Hasn't Changed? The Distinguishing Strengths of *Writing Arguments*

The eleventh edition of *Writing Arguments* preserves the text's signature strengths praised by students, instructors, and reviewers:

- **Argument as a collaborative search for “best solutions” rather than as pro-con debate.** Throughout the text, *Writing Arguments* emphasizes both the truth-seeking and persuasive dimensions of argument—a dialectic tension that requires empathic listening to all stakeholders in an argumentative conversation and the seeking of reasons that appeal to shared values and beliefs. For heated arguments with particularly clashing points of view, we show the value of Rogerian listening and, in this eleventh edition, point to collaborative rhetoric as a shift from making arguments to seeking deeper understanding and common ground as a way forward amid conflict.
- **Argument as a rhetorical act.** *Writing Arguments* teaches students to think rhetorically about argument: to understand the real-world occasions and contexts for argument, to analyze the targeted audience's underlying values and assumptions, to understand how evidence is selected and framed by an angle of vision, to appreciate the functions and constraints of genre, and to employ the classical appeals of *logos*, *pathos*, and *ethos*.
- **Argument as critical thinking.** When writing an argument, writers are forced to lay bare their thinking processes. Focusing on both reading and writing, *Writing Arguments* emphasizes the critical thinking that underlies reasoned argument: active questioning, empathic reading and listening, believing and doubting, asserting a contestable claim that pushes against alternative views, and supporting the claim with a logical structure of reasons and evidence—all while negotiating uncertainty and ambiguity.
- **Consistent grounding in argumentation theory.** To engage students in the kinds of critical and rhetorical thinking that argument demands, we draw on four major approaches to argumentation:
 - **The enthymeme as a rhetorical and logical structure.** This concept, especially useful for beginning writers, helps students “nutshell” an argument as a claim with one or more supporting *because* clauses. It also helps them see how real-world arguments are rooted in assumptions granted by the audience rather than in universal and unchanging principles.
 - **The three classical types of appeal—*logos*, *ethos*, and *pathos*.** These concepts help students place their arguments in a rhetorical context focusing on audience-based appeals; they also help students create an effective voice and style.

- **Toulmin’s system of analyzing arguments.** Toulmin’s system helps students see the complete, implicit structure that underlies an enthymeme and develop appropriate grounds and backing to support an argument’s reasons and warrants, thus helping students tailor arguments to audiences. Toulmin analysis highlights the rhetorical, social, and dialectical nature of argument.
- **Stasis theory concerning types of claims.** This approach stresses the heuristic value of learning different patterns of support for different types of claims and often leads students to make surprisingly rich and full arguments.
- **Effective writing pedagogy.** This text combines explanations of argument with best practices from composition pedagogy, including exploratory writing, sequenced and scaffolded writing assignments, class-tested “For Writing and Discussion” tasks, and guidance through all stages of the writing process. To help students position themselves in an argumentative conversation, the text teaches the skills of “summary/strong response”—the ability to summarize a source author’s argument and to respond to it thoughtfully. The moves of summary and strong response teach students to use their own critical and rhetorical thinking to find their own voice in a conversation.
- **Rhetorical approach to the research process.** *Writing Arguments* teaches students to think rhetorically about their sources and about the ways they might use these sources in their own arguments. Research coverage includes guidance for finding sources, reading and evaluating sources rhetorically, taking purposeful notes, integrating source material effectively (including rhetorical use of attributive tags), and citing sources using two academic citation systems: MLA (8th edition) and APA. The text’s rhetorical treatment of plagiarism helps students understand the conventions of different genres and avoid unintentional plagiarism.
- **Extensive coverage of visual rhetoric.** Chapter 9 is devoted entirely to visual and multimodal rhetoric. Additionally, many chapters include an “Examining Visual Rhetoric” feature that connects visual rhetoric to the chapter’s instructional content. The images that introduce each part of the text, as well as images incorporated throughout the text, provide opportunities for visual analysis. Many of the text’s assignment options include visual or multimodal components, including advocacy posters or speeches supported with presentation slides.
- **Effective and engaging student and professional arguments.** The professional and student arguments, both written and visual, present voices in current social conversations, illustrate types of argument and argument strategies, and provide fodder to stimulate discussion, analysis, and writing.

Structure of the Text

Writing Arguments provides a coherent sequencing of instruction while giving instructors flexibility to reorder materials to suit their needs.

- Part One focuses on the principles of argument: an overview of argument as truth-seeking rather than pro-con debate (Chapter 1); the *logos* of argument including the enthymeme (Chapter 2); Toulmin’s system for analyzing

arguments (Chapter 3) and the selection and framing of evidence (Chapter 4); the rhetorical appeals of *ethos* and *pathos* (Chapter 5); and acknowledging and responding to alternative views (Chapter 6).

- Part Two shifts to the process of argument—helping students learn how to enter an argumentative conversation by summarizing what others have said and staking out their own position and claims. Chapter 7 consolidates instruction on rhetorical analysis to help students think rhetorically about an argumentative conversation. Chapter 8 focuses on argument as inquiry, teaching students the groundwork skills of believing and doubting, summarizing a source author’s argument and speaking back to it with integrity.
- Part Three expands students’ understanding of argument. Chapter 9 focuses on visual and multimodal argument. Chapter 10, new to the eleventh edition, teaches the powerful community-building skill of collaborative rhetoric as an alternative to argument. It focuses on mutual understanding rather than persuasion.
- Part Four (Chapters 11-15) introduces students to stasis theory, showing the typical structures and argumentative moves required for different claim types: definition, resemblance, causal, evaluation, and proposal arguments.
- Part Five (Chapters 16-18) focuses on research skill rooted in a rhetorical understanding of sources. It shows students how to use sources in support of an argument by evaluating, integrating, citing, and documenting them properly. An appendix on logical fallacies is a handy section where all the major informal fallacies are treated at once for easy reference.
- Part Six, the anthology, provides a rich and varied selection of professional arguments arranged into seven high-interest units, including self-driving cars, immigration, sustainability, education, public health, and public media in an age of fake news and alternative facts. It also includes a unit on classic arguments. Many of the issues raised in the anthology are first raised in the rhetoric so that students’ interest in the anthology topics will already be piqued.

Revel

Revel is an interactive learning environment that deeply engages students and prepares them for class. Media and assessment integrated directly within the authors’ narrative lets students read, explore interactive content, and practice in one continuous learning path. Thanks to the dynamic reading experience in Revel, students come to class prepared to discuss, apply, and learn from instructors and from each other.

Learn more about Revel

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Supplements

Make more time for your students with instructor resources that offer effective learning assessments and classroom engagement. Pearson’s partnership with educators does not end with the delivery of course materials; Pearson is there with you on the first day of class and beyond. A dedicated team of local Pearson representatives will work with you not only to choose course materials but also

to integrate them into your class and assess their effectiveness. Our goal is your goal—to improve instruction with each semester.

Pearson is pleased to offer the following resources to qualified adopters of *Writing Arguments*. Several of these supplements are available to instantly download from Revel or on the Instructor Resource Center (IRC); please visit the IRC at www.pearsonhighered.com/irc to register for access.

- **INSTRUCTOR'S RESOURCE MANUAL**, by Hannah Tracy (Seattle University). Create a comprehensive roadmap for teaching classroom, online, or hybrid courses. Designed for new and experienced instructors, the Instructor's Resource Manual includes learning objectives, lecture and discussion suggestions, activities for in or out of class, research activities, participation activities, and suggested readings, series, and films as well as a Revel features section. Available within Revel and on the IRC.
- **POWERPOINT PRESENTATION**. Make lectures more enriching for students. The PowerPoint Presentation includes a full lecture outline and photos and figures from the textbook and Revel edition. Available on the IRC.