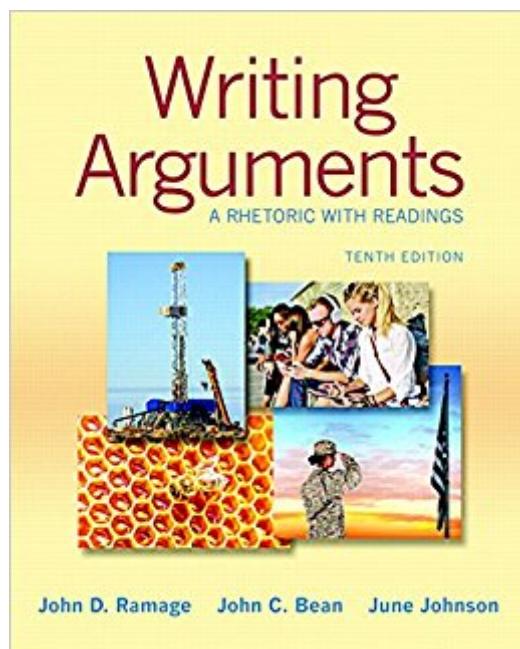


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Writing Arguments: A Rhetoric With Readings (10th Edition)



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.

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Customer Reviews

John C. Bean is an emeritus professor of English at Seattle University, where he held the title of "Consulting Professor of Writing and Assessment." He has an undergraduate degree from Stanford (1965) and a Ph.D. from the University of Washington (1972). He is the author of *Engaging Ideas: The Professor's Guide to Writing, Critical Thinking, and Active Learning in the Classroom*, 2nd edition (Jossey-Bass, 2011). He is also the co-author of three widely-used composition textbooks—"Writing Arguments, The Allyn and Bacon Guide to Writing, and Reading Rhetorically." He has published numerous articles and book chapters on writing in the disciplines as well as on literary subjects. His current research interests focus on pedagogical strategies for teaching undergraduate research including quantitative literacy, disciplinary methods of inquiry and argument, and the problem of "transfer of learning" as students move through and across a curriculum. He has delivered lectures and conducted workshops on writing-across-the-curriculum throughout the United States and Canada as well as for universities in Germany, Bangladesh, and Ghana. In 2010 his article "Messy Problems and Lay Audiences: Teaching Critical Thinking within the Finance Curriculum" (co-authored with colleagues from finance and economics) won the 2009 McGraw-Hill "Magna Publications Award for the year" best scholarly work on teaching and learning.

This was a requirement for one of my courses but it was a great to help me pass the class and writing arguments both in English and political science.

Writing class made this interesting.

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.

It is great for its purpose. Easy to carry around because it isn't as bulky as the normal sized textbook. My only complaint is that the quality was a little worn, but that isn't a huge issue since nothing important was ruined.

what i need.

Hated the class I had to get this for, but the book itself was very worth the money

Good book, preferred over the newest book.

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