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# *DC English IV*

## *Composition & Rhetoric*

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# Argument

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## *As English 1301 established for you last semester:*

Whenever you make a claim and validate your point with **defendable reasons**, **arguments** are made.

These range from discussing with your parents that you want to borrow the car, or even as a student writing an essay explaining the literary merits of a poem, the buildings of an argument are created.

**rhetorical argument:** recall the rhetoric is the art of communication of persuasion; in ENG 1301 the goal is to develop effective methods for persuading a point and creating a convincing argument

**academic argument:** on the other hand, ENG 1302 is set up for students to begin developing evaluation of ideas closer aligned with specific fields of study; more research and interpretation play in this style

# Argument

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**Author Kirsten Devries in the text book *Let's Get Writing!* stresses differences between “argument” and controversy”:**

A [...] definition of argument implies a confrontation, a clash of opinions and personalities, or just a plain verbal fight. It implies a winner and a loser, a right side and a wrong one. Because of this understanding of the word “argument,” many students think the only type of argument writing is debate—like a position paper, in which the author defends his or her point of view against other, usually opposing points of view (<https://vwcceng111.pressbooks.com/>).

**However, ENG 1302** is focused more on defending your observations and discussions surrounding a specified topic that contains various, viable interpretations and defenses.

- An argument follows **set rules and classifications**; opinions do not.
- An argument is a **claim** defended as a truth.
- An argument in a formal essay is called a **thesis**.



# Argument

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## Typical Components of an Argument:

(<https://vwcceng111.pressbooks.com/chapter/chapter-3-argument/>)

1. The final assertion of your argument is your **conclusion** (*not the closure of paper*):

*“I conclude that you should do or think X.”*

2. A proposition to defend your closing point is the **premise** (*typically two are needed*):

*“You should do or think X because . . .” (these prove the conclusion is true)*

3. In order to validate your argument must present **support**:

*“You can believe my reasons because they are supported by these facts...”*

4. The act of justification your reasoning is called a **warrant**:

*“My specific reason supports my specific claim because whenever this general condition is true, we can generally draw a conclusion like mine.”*

5. Likewise it is important to acknowledge that your readers might see things differently and then respond to their **counterarguments** with a **concession/refutation**.

6. The presentation of your argument leads to use of **point of view, organization,** and **tone**.

# Argument

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## The Argument / Main Claim

*Public libraries should be funded in every community because they provide learning resources for all ages plus create environments for study, research, and general reading.*



### Premise 1

*they provide learning resources for all ages*

### Premise 2

*create environments for study, research, and general reading*

## The Claim's Conclusion

*public libraries should be funded in every community*



# Argument

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**Argument Indicators help map out the structure of a discussion.**

Knowing how to signal to your audience helps *validate your ethos* within any rhetorical writing assignments.

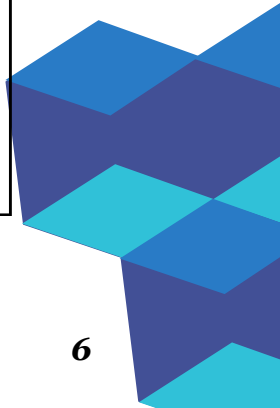
- subconsciously your readers look for these phrases
- identification of these markers strengthen your defense

## Premise indicators:

because	since
for	given that
as	seeing that
for the reason that	
shown by the fact	

## Conclusion indicators:

therefore	so
hence	thus
implies that	consequently
it follows that	
we may conclude that	



# Argument

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## The burden of proof lies with the one creating the argument.

Making a claim requires providing **support** that backs up your discussion.

- all evidence must be relevant to your topic; an English paper requires evidence from literary resources and criticism
- likewise, your chain of evidence must show a logical progression of facts
- evidence therefore must be included with an explanation that connects material; evidence is not self-evident
- only one or two pieces of evidence is usually not enough to defend your views

The creation of **warrants** demonstrates *how* and *why* your evidence is a valid support.

- writers must develop a clear explanation of how evidence connects back to the thesis

# Argument

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## Three Types of Argumentation

### Arguments of Fact

- establish, often in the face of doubters, that a fact is indeed true

*Obesity is on the rise in the US because multiple studies carried out by the CDC and NIH have consistently shown a rise in obesity over the last four decades.  
> 1 premise, 1 conclusion*

### Arguments of Explanation

- establish *why* that fact is true

*The reason that the rate of obesity is on the rise in the US is that the foods we most often consume over the past four decades have increasingly contained high levels of sugar and low levels of dietary fiber. Because eating foods high in sugar and low in fiber triggers the insulin system to start storing those calories as fat, it follows that people who consume foods high in sugar and low in fiber will tend to store more of the calories consumed as fat.  
> 3 premises, 1 conclusion*

### Arguments of Interpretation

- a form of critical analysis writing
- the focus in the end is interpretation of the data



# Argument

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## Three Models of Argumentation

### Aristotelian

- classic style of debate, devised by the Greek philosopher Aristotle
- goal is to win a debate and establish your truth as correct
- aims to persuade any detractors to your side of the discussion

### Toulmin

- devised by British philosopher Stephen Edelston Toulmin
- creates six components for analyzing arguments and to validate your truth
- used in both rhetorical and academic arguments

### Rogerian

- devised by psychologist Carl Rogers
- aims to establish a compromise between two parties
- non-confrontational, win/win

