

TEACHING  
ARGUMENT IN THE  
COMPOSITION COURSE  
*Background Readings*

Timothy Barnett

# Teaching Argument In The Composition Course

**Richard C. Raymond**



## **Teaching Argument In The Composition Course:**

Teaching Argument in the Composition Course Timothy Barnett, 2001-11-27 This ancillary offers a range of perspectives from Aristotle to the present day on argument and on teaching argument The 28 readings many of them classic works in the field present essential insights and practical information for instructors using any of Bedford St Martin's argument texts and readers

**Teaching ESL Composition** Dana R. Ferris, John Hedgcock, John S. Hedgcock, 2004-09-15 In keeping with the spirit of the first edition Teaching ESL Composition Purpose Process and Practice Second Edition presents pedagogical approaches to the teaching of ESL composition in the framework of current theoretical perspectives on second language writing processes practices and writers The text as a whole moves from general themes to specific pedagogical concerns A primary goal is to offer a synthesis of theory and practice in a rapidly evolving community of scholars and professionals The focus is on providing apprentice teachers with practice activities that can be used to develop the complex skills involved in teaching second language writing Although all topics are firmly grounded in reviews of relevant research a distinguishing feature of this text is its array of hands on practical examples materials and tasks which are presented in figures and in the main text The synthesis of theory and research in a form that is accessible to preservice and in service teachers enables readers to see the relevance of the field's knowledge base to their own present or future classroom settings and student writers Each chapter includes Questions for Reflection pre reading questions that invite readers to consider their own prior experiences as students and writers and to anticipate how these insights might inform their own teaching practice Reflection and Review follow up questions that ask readers to examine and evaluate the theoretical information and practical suggestions provided in the main discussion and Application Activities a range of hands on practical exercises such as evaluating and synthesizing published research developing lesson plans designing classroom activities executing classroom tasks writing commentary on sample student papers and assessing student writing The dual emphasis on theory and practice makes this text appropriate as a primary or supplementary text in courses focusing on second language writing theory as well as practicum courses that emphasize or include second language writing instruction or literacy instruction more generally New in the Second Edition updated research summaries consider new work that has appeared since publication of the first edition revised chapter on research and practice in the use of computers in second language writing courses covers recent developments streamlined number and type of Application Activities focus on hands on practice exercises and critical analysis of primary research and revisions throughout reflect the authors own experiences with the text and reviewers suggestions for improving the text

**Argument in Composition** John Ramage, Micheal Callaway, 2009-09-14 ARGUMENT IN COMPOSITION provides access to a wide range of resources that bear on the teaching of writing and argument The ideas of major theorists of classical and contemporary rhetoric and argument from Aristotle to Burke Toulmin and Perelman are explained and elaborated especially as they inform pedagogies of argumentation and composition

**Teaching and**

**Learning Argumentative Writing in High School English Language Arts Classrooms** George E. Newell, David Bloome, Alan Hirvela, 2015-06-05 Focused on the teaching and learning argumentative writing in grades 9-12, this important contribution to literacy education research and classroom practice offers a new perspective, a set of principled practices, and case studies of excellent teaching. The case studies illustrate teaching and learning argumentative writing as the construction of knowledge and new understandings about experiences, ideas, and texts. Six themes key to teaching argumentative writing as a thoughtful, multi-leveled practice for deep learning and expression are presented: teaching and learning argumentative writing as social practice; teachers' epistemological beliefs about argumentative writing; variations in instructional chains; instructional conversations in support of argumentative writing as deep learning; and appreciation of multiple perspectives. Contextualized analysis of argumentative writing and the teaching and learning of argumentative writing and the construction of rationalities.

**The Structure of Argument** Annette T. Rottenberg, Donna Haisty Winchell, 2011-08-03 The Structure of Argument covers critical thinking, reading, writing, and research. It is concise but thorough and presents everything students need in an affordable, compact format. The Structure of Argument includes questions, exercises, and writing assignments, and a full semester's worth of readings. Now presenting Aristotelian and Rogerian as well as Toulmin argument, it includes many fresh readings and additional support for academic writing to help students stake their claim. Its emphasis on Toulmin argument makes Structure highly teachable since the approach fits with the goals of the composition course. An electronic edition is available at half the price of the print book.

*A Guide to Composition Pedagogies* Gary Tate, Amy Rupiper-Taggart, Kurt Schick, Brooke Hessler, 2014-02 This is a bibliographic guide written for newcomers to the field. The book familiarizes writing instructors with the current topography of composition studies and directs them to the best books and articles for further exploration.

**Dialogic Literary Argumentation in High School Language Arts Classrooms** David Bloome, George Newell, Alan R. Hirvela, Tzu-Jung Lin, 2019-09-23 Written by leaders in the field of literacy and language arts education, this volume defines Dialogic Literary Argumentation, outlines its key principles, and provides in-depth analysis of classroom social practices and teacher-student interactions to illustrate the possibilities of a social perspective for a new vision of teaching, reading, and understanding literature. Dialogic Literary Argumentation builds on the idea of arguing to learn, to engage teachers and students in using literature to explore what it means to be human, situated in the world at a particular time and place. Dialogic Literary Argumentation fosters deep and complex understandings of literature by engaging students in dialogical social practices that foster dialectical spaces, intertextuality, and an unpacking of taken-for-granted assumptions about rationality and personhood. Dialogic Literary Argumentation offers new ways to engage in argumentation aligned with new ways to read literature in the high school classroom. Offering theory and analysis to shape the future use of literature in secondary classrooms, this text will be of great interest to researchers, graduate and postgraduate students, academics, and libraries in the fields of English and Language Arts Education, Teacher Education, Literacy Studies,

Writing and Composition      *Composing Teacher-Research* Cathy Fleischer, 1995-03-02 In *Composing Teacher Research* the author provides a much needed critical look at the teacher research movement by recounting her own experiences over the past decade Informed by readings in a number of disciplines and by her own classroom practice Fleischer documents the shifts and changes she made as a teacher when she took on the additional role of researcher The book presents four case studies of classrooms and students at both the high school and college level focusing on the ways students see their own literacy in and out of school Fleischer not only reproduces these case studies as they were written at various points in her journey but provides commentary through pre and post scripts in which she points out particular issues of concern for those who practice classroom research what it means to represent others experiences how we can create research which is at the same time ethical and pedagogically sound how the stakes for being a teacher researcher have changed in a postmodern world

**Teaching Arguments** Jennifer Fletcher, 2023-10-10 No matter where students live after graduation one of the most essential tools we can teach them is how to comprehend analyze and respond to arguments Students need to know how writers and speakers choices are shaped by elements of the rhetorical situation including audience occasion and purpose In *Teaching Arguments Rhetorical Comprehension Critique and Response* Jennifer Fletcher provides teachers with engaging classroom activities writing prompts graphic organizers and student samples to help students at all levels read write listen speak and think rhetorically Fletcher believes that with appropriate scaffolding and encouragement all students can learn a rhetorical approach to argument and gain access to rigorous academic content *Teaching Arguments* opens the door and helps them pay closer attention to the acts of meaning around them to notice persuasive strategies that might not be apparent at first glance When we analyze and develop arguments we have to consider more than just the printed words on the page We have to evaluate multiple perspectives the tension between belief and doubt the interplay of reason character and emotion the dynamics of occasion audience and purpose and how our own identities shape what we read and write Rhetoric teaches us how to do these things *Teaching Arguments* will help students learn to move beyond a superficial response to texts so they can analyze and craft sophisticated persuasive arguments a major cornerstone for being not just college and career ready but ready for the challenges of the world

*Teaching Composition* Gary Tate, 1987

**Design-Based Research in Education** Zoi A. Philippakos, Emily Howell, Anthony Pellegrino, 2021-10-15 Effective research in educational settings requires collaboration between researchers and school based practitioners to co-design instruction and assessment analyze findings to inform subsequent iterations and make thoughtful revisions This innovative reference and course text examines the theory and practice of design based research DBR an important methodology for conducting studies in authentic educational contexts Leading experts provide specific examples of high quality DBR addressing different research foci grade levels and subject areas literacy English language arts math and science Applications are presented for curriculum development intervention assessment and digital contexts as well as teaching

second language learners Also addressed is DBR s role in educator preparation professional development dissertation research and technical education

**Teaching First-Year Communication Courses** Pat J. Gehrke,2018-07-26 In this book eleven teacher scholars of communication provide a robust study of the challenges and opportunities facing those who teach first year communication courses The first half of the volume offers paradigmatic analyses including a survey of the ecology of the first year course a plea to integrate our first year courses into our research agendas a study of the gap between scholarship and pedagogy within rhetoric a proposal for seven core competencies to unify the various first year communication courses and an argument for a critical communication paradigm The second half details innovations in classroom practice such as the teaching techniques of social justice pedagogues team based learning as a model for the public speaking course response and feedback techniques in teaching public speaking at the University of Copenhagen teaching online speech as a new course focused on the unique challenges of digital communication and the role of oral interpretation and performance classes in the first year curriculum Finally this volume concludes with the editor s manifesto for teaching public speaking

**Readings in Writing Courses** Richard C. Raymond,2010-12-01 As the title suggests this six chapter book responds to a question which in Western culture goes back to Plato Aristotle Cicero and Quintilian namely What should rhetoric teachers ask their students to read Primarily historical the first two chapters trace conflicting answers to the question above focusing on two constructive results of the debate the re invention of rhetoric and writing as a discipline a coherent and growing body of knowledge and as a result the emergence of independent departments of writing free from departments of English free therefore to develop their own curriculum and to manage their own budgets Additionally the second chapter examines two destructive consequences of this debate the ban of literature from writing courses where students might profitably study both and as a result the often painful departmental splits which not only separate former colleagues but also cramp the pedagogy of those trained to teach both writing and literature More than a survey of key publications this chapter encourages readers to honor the discipline of rhetoric but to make a place for literature on their composition syllabi The next four chapters provide pedagogical support for these chief claims that literature can and should be taught in writing courses and that such readings need not distract students from the primary text their own writing On the contrary these readings motivate serious writing when students feel invited into a conversation on issues that touch their lives These pedagogical chapters then move entering professionals from the theoretical debate to the application of theory therefore the book would serve well professors of courses in composition theory particularly those who enjoy teaching the conflicts and preparing their graduate students to design assignments and courses that apply theories of learning reading and composing

**Resources in Education** ,1996-10

**Argumentative Writing in a Second Language** Alan R. Hirvela,Diane Belcher,2021-12-13 Argumentative Writing in a Second Language is a collection on teaching argumentative writing offering multiple vantage points drawn from the contributors own teaching and research experiences The value of

learning how to compose argumentative texts cannot be overstated and yet very little attention has been allocated to the equally important topic of how argumentation is or can be taught in the L2 context Thus this volume shifts attention to teachers and argumentative writing instruction especially within increasingly common multimodal and digital literacy settings While doing so it provides a comprehensive wide ranging view of the L2 argumentative writing landscape within an instructional lens Part I of the volume is topic oriented and focuses on explorations of important issues and perspectives while Part II features several chapters reporting classroom based studies of a variety of instructional approaches that expand our understanding of how argumentative writing can be taught The book will be of value to pre service and in service teachers in varying instructional contexts as well as teacher educators and L2 writing scholars researchers *Poetry across the Curriculum* ,2018-09-24 The present volume is the result of a pilot study and a workshop at Queensborough Community College that tried to integrate and discussed poetry as a new method of writing intensive pedagogy across the curriculum Educators from several different disciplines Art and Design Biology English History Philosophy and Sociology describe such methods and their teaching experiences in the classroom and highlight how poetry has been and could be used for fruitful teaching and learning across the curriculum The interdisciplinary pilot study and the discussions at the workshop which are represented by the chapters in the present volume consequently emphasize the possibilities for the use of poetry at Community Colleges and U S undergraduate education in general Contributors are Kathleen Alves Alison Cimino Urszula Golebiewska Joshua M Hall Angela Hooks Frank Jacob Shannon Kincaid Susan Lago Alice Rosenblitt Lacey Ravid Rovner and Amy Traver **WPA, Writing Program Administration** ,2003 Elements of Argument Annette T. Rottenberg,Donna Haisty Winchell,2011-08-03 Elements of Argument combines a thorough argument text on critical thinking reading writing and research with an extensive reader on both current and timeless controversial issues It presents everything students need to analyze research and write arguments Elements of Argument covers Toulmin Aristotelian and Rogerian models of argument and has been thoroughly updated with current selections students will want to read It now includes additional support for academic writing making it a truly flexible classroom resource An electronic edition is available at half the price of the print book Read the preface Home-study Department University of Chicago. Home-Study Department,1908

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