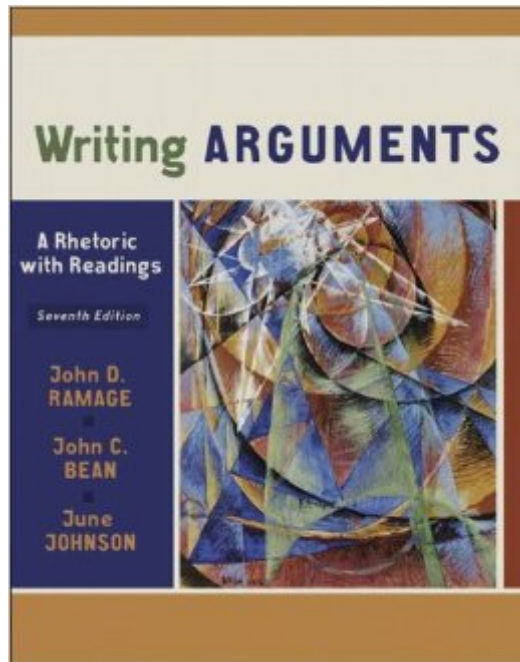


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Writing Arguments: A Rhetoric With Readings (7th Edition)



Synopsis

The market-leading guide to arguments, *Writing Arguments* has proven highly successful in teaching readers to read arguments critically and to produce effective arguments of their own.

Book Information

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Average Customer Review: 4.1 out of 5 stars [See all reviews](#) (162 customer reviews)

Best Sellers Rank: #682,009 in Books (See Top 100 in Books) [#101 in Books > Reference > Writing, Research & Publishing Guides > Writing > Academic & Commercial](#) [#2052 in Books > Reference > Words, Language & Grammar > Rhetoric](#) [#2418 in Books > Textbooks > Humanities > Literature > Creative Writing & Composition](#)

Customer Reviews

"Writing Arguments" shines like a beacon in the dark and murky waters of composition textbooks. Although some have critiqued it for its "passive" approach, I support both the approach and the layout as the best way I've found to approach basic argumentation. A solid understanding of audience (in particular) is vital for successful writing, and it's also something inexperienced, self-focused writers often lack. Rather than pushing a "win at all costs" or "go with your gut" victory-based approach to rhetoric, the authors promote rhetorical writing grounded in Perelman's audience concepts, Toulmin's warrants, and Aristotelian enthymeme. By encouraging students to locate common ground (warrants) between themselves and their real or imagined audience, this book sets them up to engage in rhetoric as participants in a broader civic culture. And this is the rhetoric that will ultimately equip them to survive in the real world--where knowing what a client or an opponent wants and believes is critical to "winning" the argument in a lasting and productive way. No theory or approach is perfect (not that I've found so far at least), and a rigid application of the Toulmin model or the schema as outlined in this book will inevitably bog down writers as they move into more advanced composition. But that, after all, is why we teachers are there. By focusing students' attention on the basic principles in the book--audience awareness, orderliness, situational

groundedness, etc.--rather than forcing them to memorize rules or endlessly construct Toulmin models, I may just be able to help my students develop a new respect for argumentation as discovery (and themselves as rhetors) in the public sphere. And if we can do that, maybe there's a little civil light in the civic culture tunnel after all.

As an instructor, I am in LOVE with this text. I teach an argument-based research composition course and this text has improved the effectiveness of my teaching methods while at the same time making learning enjoyable for my students. The text is easy to read and uses language familiar with students of all ages (I teach at a community college and as a result the age range is tremendous). In addition, the book includes relevant examples that students can further relate to. I have taught this course previously using another textbook for three semesters and I dreaded the use of the previous textbook. Now, teaching this course, while using this text for the first time, I get excited creating my class agenda. The activities included in the text allows for the students to foster dynamic discussion. I have never before LOVED textbook this much. I look forward to continuing using this text.

I have just started reading the first 4 chapters. It sticks to the point of what you need with learning how to write a successful argumentation paper. I have ADHD and I am able to understand and write with the instructions in this book

Presented in textbook fashion, WRITING ARGUMENTS: A RHETORIC WITH READINGS, doesn't exactly make for compelling reading, but is certainly a critical source for argumentation documents. Author's Ramage, Bean and Johnson guide the reader through the process both deliberately and succinctly, covering every aspect of argument presentation, beginning with definition through source documentation. Mine is an older edition and the technology aspect is dated, but nonetheless, I turn often to this book to guide me through argument preparation. Though certainly intended for classroom study, this book is also useful outside the classroom. I have prepared a fair number of arguments for political presentation and have found this to be a useful volume.

This is a textbook required for an English Composition class. To date, I've found it surprisingly well written and provocative. It's been many years since I took an English composition course and I may actually find I enjoy it in part due to this text.

While the book WAS clean on the inside, thankfully, the outside was a different matter. There were

NUMEROUS old UPC labels from previous sales; at one point I removed at least TEN of them! The book condition was rated as GOOD, but it should have only been 'ACCEPTABLE.' Now, with those tags gone, it WILL be GOOD to VERY GOOD when we resell it! My granddaughter is using it and quite satisfied with it, so far. This is why it is SO important to see photos of the actual book you are buying! Reputable sellers will include them! I ALWAYS do, when I list books for sale.

This book is basically a high school book assigned to college students. It gets you all the basic rhetorical strategies you'll need, but the example arguments they give you are far from mature academic writing.

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.

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