

JOHN T. GAGE

*The Shape  
of Reason*

*Argumentative Writing  
in College*

SECOND  
EDITION

# Shape Of Reason The Argumentative Writing In College

**John T. Gage**



## **Shape Of Reason The Argumentative Writing In College:**

**The Shape of Reason** John T. Gage, 2006 This brief rhetoric of argument teaches critical reading informal reasoning and writing as reasoned inquiry and now features a new collection of student arguments The Shape of Reason emphasizes the enthymeme as the central basis for the invention and structuring of arguments This approach blends classical insights into rhetorical reasoning with contemporary understandings of the composing process as generative and organic situated within discourse communities The book helps students understand argument as inquiry stressing the responsibility that writers have to their audience and to their own ideas in structuring arguments that earn their conclusions and in considering opposing arguments

*The Shape of Reason* John T. Gage, 2000-07 This brief rhetoric of argument teaches critical reading informal reasoning and writing as reasoned inquiry and now features a mini anthology of arguments on civic and ethical issues The Shape of Reason emphasizes the enthymeme as the central basis for the invention and structure of arguments This approach blends classical insights into rhetorical reasoning with contemporary understandings of the composing process as generative and organic situated within discourse communities The book helps students understand argument as inquiry stressing the responsibility that writers have to their audience and to their own ideas in structuring arguments that earn their conclusions and in considering opposing arguments

**The Promise of Reason** John T. Gage, 2011-11-11 No single work is more responsible for the heightened interest in argumentation and informal reasoning and their relation to ethics and jurisprudence in the late twentieth century than Cha m Perelman and Lucie Olbrechts Tyteca s monumental study of argumentation *La Nouvelle Rh torique Trait de l Argumentation* Published in 1958 and translated into English as *The New Rhetoric* in 1969 this influential volume returned the study of reason to classical concepts of rhetoric In *The Promise of Reason* Studies in *The New Rhetoric* leading scholars of rhetoric Barbara Warnick Jeanne Fahnestock Alan G Gross Ray D Dearin and James Crosswhite are joined by prominent and emerging European and American scholars from different disciplines to demonstrate the broad scope and continued relevance of *The New Rhetoric* more than fifty years after its initial publication Divided into four sections Conceptual Understandings of *The New Rhetoric* Extensions of *The New Rhetoric* The Ethical Turn in Perelman and *The New Rhetoric* and Uses of *The New Rhetoric* this insightful volume covers a wide variety of topics It includes general assessments of *The New Rhetoric* and its central concepts as well as applications of those concepts to innovative areas in which argumentation is being studied such as scientific reasoning visual media and literary texts Additional essays compare Perelman s ideas with those of other significant thinkers like Kenneth Burke and Richard McKeon explore his career as a philosopher and activist and shed new light on Perelman and Olbrechts Tyteca s collaboration Two contributions present new scholarship based on recent access to letters interviews and archival materials housed in the Universit Libre de Bruxelles Among the volume s unique gifts is a personal memoir from Perelman s daughter No mi Perelman Mattis published here for the first time *The Promise of Reason* expertly compiled and edited by John T Gage is the

first to investigate the pedagogical implications of Perelman and Olbrechts Tyteca's groundbreaking work and will lead the way to the next generation of argumentation studies      *Teaching Academic Writing in European Higher Education* Lennart Björk, Gerd Bräuer, L. Rienecker, Peter Stray, Jörgensen, 2005-12-30 DAVID R. RUSSELL English Department of Iowa State University U S A I was fortunate to attend as a visitor from the U S the first European Association for the Teaching of Academic Writing EATAW conference in 2001 at Groningen I was struck by the similarities in the challenges higher education faces on both sides of the Atlantic in terms of developing students' academic writing and students learning through writing It is indeed an international problem But I was equally struck by the profound differences in responding to these challenges among nations, institutions, disciplines and even within disciplines The essays in this extraordinary volume address a growing demand for help with academic writing on the part of students and academic staff alike And they do so in ways that bring fresh approaches not only to Europeans who have only recently begun to study academic writing but also to researchers and academic staff in the U S where we have a century old tradition of attention to the problem but are much in need of these fresh approaches Academic writing has become a problem in higher education all around the world because higher education sits smack between two contradictory pressures On one end far more students and far more diverse students come streaming into higher education bringing in a far greater diversity of linguistic resources often interpreted as standards are falling as Frank Haacke Tente point out      *New Formalisms and Literary Theory* V. Theile, L. Tredennick, 2013-04-11 Bringing together scholars who have critically followed New Formalism's journey through time, space and learning environment this collection of essays both solidifies and consolidates New Formalism as a burgeoning field of literary criticism and explicates its potential as a varied but viable methodology of contemporary critical theory

**Perspectives on Plagiarism and Intellectual Property in a Postmodern World** Lise Buranen, Alice Myers

Roy, 1999-01-01 Contributors offer many definitions and facets of plagiarism and intellectual property demonstrating that if defining a supposedly simple concept is difficult then applying multiple definitions is even harder creating practical problems in many realms      [Perspectives on Plagiarism and Intellectual Property in a Postmodern World](#) Lise Buranen, Alice Myers, 1999-01-01      [Rhetoric and Pedagogy](#) Winifred Bryan Horner, Michael Leff, Robert Gaines, Jean Dietz Moss, Beth S. Bennett, 2013-12-02 To provide a view of the history of western rhetoric this volume presents original articles by a number of world renowned scholars representing different countries and varying viewpoints In discussing the status of the historical perspectives on rhetoric these international scholars also present a tribute to James J. Murphy whose scholarship and service did much to shape the field The book will introduce new insights into western European rhetoric and its connections with English rhetoric      **The Open Hand** Barry M. Kroll, 2013-11-15 Based on five years of classroom experimentation The Open Hand presents a highly practical yet transformational philosophy of teaching argumentative writing In his course *Arguing as an Art of Peace* Barry Kroll uses the open hand to represent an alternative approach to argument asking students to argue in a way that promotes harmony rather than divisiveness and

avoiding conventional conflict based approaches Kroll cultivates a bodily investigation of noncombative argument offering direct pedagogical strategies anchored in three modalities of learning conceptual procedural kinesthetic and contemplative and projects activities assignments informal responses and final papers for students Kinesthetic exercises derived from martial arts and contemplative meditation and mindfulness practices are key to the approach with Kroll specifically using movement as a physical analogy for tactics of arguing Collaboration mediation and empathy are important yet overlooked values in communicative exchange This practical engaging and accessible guide for teachers contains clear examples and compelling discussions of pedagogical strategies that teach students not only how to write persuasively but also how to deal with personal conflict in their daily lives

**The Academic Writer** Lisa Ede,2010-12-27 Written in Lisa Ede's accessible supportive style *The Academic Writer* is an affordable brief guide to the essentials of academic writing and research By framing writing situations in terms of the writer reader text and medium the text helps students think rhetorically and make effective choices as they write Abundant student models advice on writing in the disciplines and attention to visuals and design make this text a perfect introduction to college writing at a great price

*Deliberate Conflict* Patricia Roberts-Miller,2007-09-03 In *Deliberate Conflict* Argument Political Theory and Composition Classes Patricia Roberts Miller argues that much current discourse about argument pedagogy is hampered by fundamental unspoken disagreements over what democratic public discourse should look like The book's pivotal question is In what kind of public discourse do we want our students to engage To answer this the text provides a taxonomy discussion and evaluation of political theories that underpin democratic discourse highlighting the relationship between various models of the public sphere and rhetorical theory *Deliberate Conflict* cogently advocates reintegrating instruction in argumentation with the composition curriculum By linking effective argumentation in the public sphere with the ability to effect social change Roberts Miller pushes compositionists beyond a simplistic Aristotelian conception of how argumentation works and offers a means by which to prepare students for active participation in public discourse

Rereading Aristotle's Rhetoric Alan G. Gross,Arthur E. Walzer,2008-02-20 In this collection edited by Alan G Gross and Arthur E Walzer scholars in communication rhetoric and composition and philosophy seek to reread Aristotle's *Rhetoric* from a purely rhetorical perspective So important do these contributors find the *Rhetoric* in fact that a core tenet in this book is that all subsequent rhetorical theory is but a series of responses to issues raised by the central work The essays reflect on questions basic to rhetoric as a humanistic discipline Some explore the ways in which the *Rhetoric* explicates the nature of the art of rhetoric noting that on this issue the tensions within the *Rhetoric* often provide a direct passageway into our own conflicts

**Negotiation and Power in Dialogic Interaction** Edda Weigand,Marcelo Dascal,2001-01-01 These papers deal with the concept of negotiation Interlocutors engage in negotiations about every aspect of their interaction such as topics social relationships emotion and identity and they use different means such as irony silence and concessive constructions

**Constructing Rhetorical Education**

Davida Charney, Wilma R. Ebbitt, 1992 In nineteen essays illustrating its many aspects this book offers an argument for what it takes to construct a complete rhetorical education The editors take an approach that is pragmatic and pluralistic based as it is on the assumptions that a rhetorical education is not limited to teaching freshman composition or any specific writing course and that the contexts in which such an education occurs are not limited to classrooms This thought provoking volume stresses that while a rhetorical education results in the growth of writing skills its larger goal is to foster critical thinking

□□□□□□□□ □□□, 2002      **Feminist Interpretations of Aristotle** Cynthia A. Freeland, 2010-11-01 Aristotle still influences our abstract thinking our search for principles and our reflections on virtue nature essence and sexual difference Feminists here concede that they too philosophize within the tradition founded by the ancient Greeks The contributors to this volume enter into new creative and subtle dimensions of inquiry about Aristotle from a broader feminist perspective      **Coherence in**

**Spontaneous Text** Morton Ann Gernsbacher, Talmy Givón, 1995 The main theme running through this volume is that coherence is a mental phenomenon rather than a property of the spoken or written text or of the social situation Coherence emerges during speech production and comprehension allowing the speech receiver to form roughly the same episodic representation as the speech producer had in mind In producing and comprehending a text be it spoken or written the interlocutors collaborate towards coherence They negotiate for a common ground of shared topicality reference and thematic structure thus toward a similar mental representation of the text In conversation the negotiation takes place between the present participants In writing or oral narrative the negotiation takes place in the mind of the text producer between the text producer and his/her mental representation of the mind of the absent or inactive interlocutor The cognitive mechanisms that underlie face to face communication thus continue to shape text production and comprehension in non interactive contexts Most of the papers in this volume were originally presented at the Symposium on Coherence in Spontaneous Text held at the University of Oregon in the spring of 1992      **Introduction to Scholarship in Modern Languages and Literatures**

David G. Nicholls, 2015-01-01 The third edition of the MLA's widely used Introduction to Scholarship in Modern Languages and Literatures features sixteen new essays by leading scholars Designed to highlight relations among languages and forms of discourse the volume is organized into three sections Understanding Language provides an overview of the field of linguistics with special attention to language acquisition and the social life of languages Forming Texts offers tools for understanding how speakers and writers shape language it examines scholarship in the distinct but interrelated fields of rhetoric composition and poetics Reading Literature and Culture continues the work of the first two sections by introducing major areas of critical study The nine essays in this section cover textual and historical scholarship interpretation comparative cultural and translation studies and the interdisciplinary topics of gender sexuality race and migrations among others As in previous volumes an epilogue examines the role of the scholar in contemporary society Each essay discusses the significance underlying assumptions and limits of an important field of inquiry traces the historical development of its subject

introduces key terms outlines modes of research now being pursued postulates future developments and provides a list of suggestions for further reading This book will interest any member of the academic community seeking a review of recent scholarship while it provides an indispensable resource for undergraduate and graduate students of modern languages and literatures

**Agents and Artificial Intelligence** Ana Paula Rocha, Luc Steels, Jaap van den Herik, 2025-04-28 This two part volume LNCS constitutes the refereed post proceedings of 16th International Conference ICAART 2024 in Rome Italy in February 2024 The 24 full papers and 13 short papers included in this book were carefully reviewed and selected from 375 submissions They cover all aspects of formal methods with a strong emphasis on promoting their industrial applications and integrating them with practical engineering practices

*Educational Research* R. Burke Johnson, Larry Christensen, 2019-08-29 Educational Research Quantitative Qualitative and Mixed Approaches by R Burke Johnson and Larry Christensen offers a comprehensive easily digestible introduction to research methods for undergraduate and graduate students Readers will develop an understanding of the multiple research methods and strategies used in education and related fields including how to read and critically evaluate published research and how to write a proposal construct a questionnaire and conduct an empirical research study on their own The Seventh Edition maintains the features that made this book a best seller including attention grabbing chapter opening vignettes lively examples that engage student interest a conversational and friendly writing style and more With the support of this highly readable text readers will transform into critical consumers and users of research

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