



Reading Assignment

The Little, Brown Compact Handbook with Exercises

Chapter 33:

Adjectives and Adverbs, Sections 33a-33f, pp. 262-273

Chapter 42:

The Apostrophe, Sections 42a-42d, pp. 325-331

Strategies for Writing Successful Research Papers

Chapter 11:

Argument: Convincing Others, pp. 180-215

“Reading Strategies,” “Reading Critically,” and “Reading as a Writer,” pp. 258-259

Choose two of the following pairs of essays to read (four essays all together). You may read more than two pairs, but you are only responsible for two essay pairs.

Pair 1: Ezekiel J. Emanuel, “The Problem with Single-Payer Plans,” pp. 259-265 & Holly Dressel, “Has Canada Got the Cure?” pp. 265-270

Learning Objectives

Upon completion of this unit, students should be able to:

1. Compare and contrast the various elements of the argumentative essay.
2. Reproduce cumulative knowledge acquired in Unit VII, as well as Units I-VII by completing the final examination.

Written Lecture

Part 1: Understanding the Argumentative Essay

Chapter 11 of *Strategies for Writing Successful Research Papers*

Understanding argumentation is perhaps the single most important skill that you can have not only for your college career but also for your personal and professional life. Being able to understand arguments, parse them out, and respond to them with your own argument are key skills for navigating a world that is literally constructed by arguments. Consider for a moment that every piece of text that you read is an argument—every piece of text. That means that not only are the texts that are obviously arguments, such as essays and op-eds, arguments, but there are also arguments to be found in history textbooks and personal accounts, emails and text messages, government documents, and scientific studies. Every text is produced as a brainchild of a particular writing situation, and how that text operates in the world is a direct result of its appropriateness in relation to that writing situation.

Critical analysis and critical thinking are components of argumentative thinking that can lead you to better understand other’s arguments and your own. In academic writing, you will be asked to write arguments in the form of papers that are “grounded on logical, structured evidence, that attempts to convince the reader to accept an opinion, take some action, or do both” (Reinking & von der Osten, 2010, p. 181). Each of the three modes that you have been asked to write so far—definition, illustration, and cause-and-effect—have all prepared you for the argumentative essay.

In EH 1020, English Composition II, you will be asked to write a research paper that is argumentative and academic. You will use evidence to support your assertions, and your argument will be logically sound. The foundation you learn here will carry over to these ambitions and will aid you in that project. In Chapter 11 of *Strategies for Writing Successful Research Papers*, you will learn about arguments, including what a rhetorical appeal is (rational, emotional, and ethical), what reasoning strategies you may use, how to avoid fallacies, and how to plan and draft an essay.

As you transition out of this course into EH1020 or other academic ventures, remember to keep the big ideas of this course in mind. Always consider the writing situation for any kind of writing. Remember the use of effective sentences

Pair 2: Alan Ehrenhalt, “The Misguided Zeal of the Privacy Lobby,” pp. 270-273 & Barbara Dority, “Halt and Show Your Papers!” pp. 273-278

Pair 3: Martin Luther King, Jr., “I Have a Dream,” pp. 279-282 & William Raspberry, “A Journalist’s View of Black Economics,” pp. 282-288

Pair 4: Nathan Thornburg, “A Case for Amnesty,” pp. 288-293 & Mark Krikorian, “Not Amnesty but Attrition,” pp. 293-298

Learning Activities (Non-Graded)

See instructions below.

Key Terms

1. Adjective
2. Adverbs
3. Analogy
4. Authority
5. Deduction
6. Emotional appeal
7. Established truths
8. Ethical appeal
9. Fallacy
10. Induction
11. Rational appeal
12. Reasons
13. Statistics

and paragraph construction, as well as planning and drafting and revising and editing techniques. Understanding the modes of writing, like genres, are essential for engaging your audience appropriately in a given writing situation, and in academic writing, recall your three modes of definition, illustration, and cause-and-effect. With these three in mind, and the conventions of the argument, you should be able to construct moving, vivid, and thought-provoking prose.

Part 2: Reading Examples of Argumentative Essays *Strategies for Writing Successful Research Papers*

- “Reading Strategies,” “Reading Critically,” and “Reading as a Writer,” pp. 258-259
- See the Reading Assignment for select pairs of essays.

As always, you should read through the reading guide on pages 258-259 in *Strategies for Writing Successful Research Papers* before engaging the essays.

No argument can ever be written in a vacuum. Each argument that is produced is produced as a reaction to someone else’s argument. As such, arguments are a kind of back-and-forth that develops into a conversation around a particular topic. Some topics have such huge conversations that it would be nearly impossible to read everyone’s contribution. Topics like abortion and gun control are examples of topics that have huge conversations that have raged for years and that do not show signs of quieting any time soon.

The essays that you are being asked to read for Part 2 are pairs; they are written in response to one another—they are in conversation. A conversation, however, can take place across time, and the participants may never know that they are speaking to each other. For example, William Raspberry’s essay “A Journalist’s View of Black Economics” is in conversation with Martin Luther King, Jr.’s “I Have a Dream” speech. King wrote in 1963, and Raspberry published in 1990. While it is likely that Raspberry’s work was directly or indirectly effected by King’s work, it is not likely that Raspberry’s essay was written in direct response to King’s speech.

To see this conversation more readily, you are being asked to read two pairs of essays—four in total.

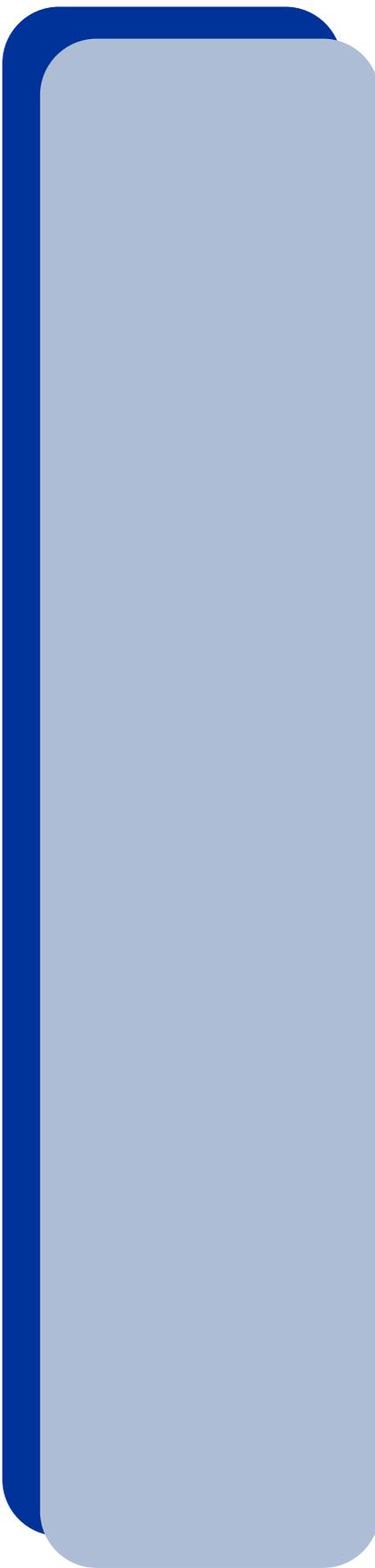
Part 3: Unit Grammar Lesson: Adjectives and Adverbs and Apostrophes Chapters 33 and 42 of *The Little, Brown Compact Handbook with Exercises*

Adjectives and adverbs are two misunderstood and often confused parts of speech. Confusing them can lead to your writings having a meaning totally different than the one that you had intended.

As a punctuation mark, the apostrophe has many uses, and not all of them follow the same set of rules. Apostrophes are used to show possession, form contractions, and (sometimes) mark plural abbreviations, dates, and words or characters named as words.

References

Aaron, J. E. (2010). *The Little, Brown compact handbook with exercises* (7th ed.). New York, NY: Longman.



Lester, J. D., Lester, J. D., Reinking, J. A., & von der Osten, R. (2010/2011). *Strategies for writing successful research papers* (Custom ed.). New York, NY: Pearson Learning Solutions.

Learning Activities (Non-Graded)

The Little, Brown Compact Handbook with Exercises

- Exercise 34.1: Revising: Misplaced modifiers, p. 277
- Exercise 34.2: Revising: Misplaced modifiers, p. 277
- Exercise 34.3: Revising: Placement of adverbs and adjectives, pp. 277-278
- Exercise 34.4: Revising: Dangling modifiers, p. 279
- Exercise 34.5: Revising: Misplaced and dangling modifiers, p. 279
- Exercise 42.1: Forming possessives, p. 327
- Exercise 42.2: Revising: Apostrophes with possessives, p. 328
- Exercise 42.3: Distinguishing between plurals and possessives, p. 329
- Exercise 42.4: Revising: Misuses of the apostrophe, p. 329
- Exercise 42.5: Revising: Contractions and personal pronouns, pp. 329-330
- Exercise 42.6: Forming contractions, p. 330
- Exercise 42.7: Revising: Contractions and personal pronouns, pp. 330-331
- Exercise 42.8: Revising: Apostrophes, p. 331