The argument of this book is that the earliest tradition of Western rhetoric, the classical perspective of Aristotle and Cicero, continues to have the greatest impact on writing instruction—albeit an unconscious impact. This occurs despite the fact that modern rhetoric no longer accepts either the views of mind, language, and world underlying ancient theory or the concepts about discourse, knowledge, and communication presented in that theory. As a result, teachers are depending on ideas as outmoded as they are unreflectively accepted. Knoblauch and Brannon maintain that the two traditions are fundamentally incompatible in their assumptions and concepts, so that writing teachers must make choices between them if their teaching is to be purposeful and consistent. They suggest that the modern tradition offers a richer basis for instruction, and they show what teaching from that perspective looks like and how it differs from traditional teaching.

**Rhetoric, the Polis, and the Global Village**

This lively volume explores the theme of friendship in the lives and works of Ralph Waldo Emerson and Henry David Thoreau. Written from diverse perspectives, the essays offer close readings of selected texts and draw on letters and journals to offer a comprehensive view of how Emerson's and Thoreau's friendships took root and bolstered their individual political, social, and ethical projects. This collection explores how Emerson and Thoreau, in their own ways, conceived of friendship as the creation of shared meaning in light of personal differences, tragedy and loss, and changing life circumstances. Emerson and Thoreau presents important reflections on the role of friendship in the lives of individuals and in global culture.

**Rhetoric and Reality**

Rhetoric, the Polis, and the Global Village represents current thought on the role of rhetoric in various disciplines, and includes such diverse topics as race, technology, and religion, demonstrating the
expanding relevance of rhetoric in today's world. The essays included in this volume address the question of the polis in ancient and modern times, gradually converging with the more recent 30-year span between the decade of the Global Village and today's rhetorical rehearsals for a political global economy. Originating from the 1998 Rhetoric Society of America's biennial conference, and representing the 30-year anniversary of the organization, this volume offers to all readers the keynote lectures and selected papers celebrating the universality of rhetoric across cultures. As a benchmark for the scholarship and growth of the rhetoric discipline in recent history, it will be of great interest to scholars in classical and contemporary rhetoric, writing, and other fields in which rhetoric has attained critical significance and influence.

**Emerson & Thoreau**

This innovative text reinvigorates argumentation studies by exploring the experience of argument across cultures, introducing an anthropological perspective into the domains of rhetoric, communication, and philosophy. The Anthropology of Argument fills an important gap in contemporary argumentation theory by shifting the focus away from the purely propositional element of arguments and onto how they emerge from the experiences of peoples with diverse backgrounds, demonstrating how argumentation can be understood as a means of expression and a gathering place of ideas and styles. Confronting the limitations of the Western tradition of logic and searching out the argumentative roles of place, orality, myth, narrative, and audience, it examines the nature of multi-modal argumentation. Tindale analyzes the impacts of colonialism on the field and addresses both optimistic and cynical assessments of contextual differences. The results have implications for our understanding of contemporary argumentative discourse in areas marked by deep disagreement, like politics, law, and social policy. The book will interest scholars and upper-level students in communication, philosophy, argumentation theory, anthropology, rhetoric, linguistics, and cultural studies.
Many Sides is the first full-length study of Protagorean antilogic, an argumentative practice with deep roots in rhetorical history and renewed relevance for contemporary culture. Founded on the philosophical relativism of Protagoras, antilogic is a dynamic rather than a formal approach to argument, focused principally on the dialogical interaction of opposing positions (anti-logoi) in controversy. In ancient Athens, antilogic was the cardinal feature of Sophistic rhetoric. In Rome, Cicero redefined Sophistic argument in a concrete set of dialogical procedures. In turn, Quintilian inherited this dialogical tradition and made it the centrepiece of his own rhetorical practice and pedagogy. Many Sides explores the history, theory, and pedagogy of this neglected rhetorical tradition and, by appeal to recent rhetorical and philosophical theory, reconceives the enduring features of antilogical practice in a dialogical approach to argumentation especially suited to the pluralism of our own age and the diversity of modern classrooms.

Rhetoric at the Margins

The volume deals with the relationship between dialogue and rhetoric. The actual state of the art in dialogue analysis is characterized by a tendency to overcome the distinction between competence and performance and to combine components from both sides of the dichotomy, in a way which includes rules as well as inferences. The same is true of rhetoric: the guidelines proposed here no longer state that rationality and persuasion are mutually exclusive but suggest that they interact in what might be called the ‘mixed game’. The concept of a dialogic rhetoric thus poses the question of how to integrate the different voices. Part I of the volume assembles several ‘rhetorical paradigms’ which are applied to real-life performance. Part II on ‘rhetoric in the mixed game’ contains a selection of papers which illustrate the interaction of various components. The Round Table discussion in Part III brings proponents of different paradigms face to face with each other and shows how they justify their own positions and present arguments against rival paradigms.
The Rhetoric of Reason

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 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 to 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. For anyone interested in argumentative writing.

After Plato

Responding to skeptics within higher education and critics without, James Crosswhite argues powerfully that the core of a college education should be learning to write a reasoned argument. A trained philosopher and director of a university-wide composition program, Crosswhite challenges his readers—teachers of writing and communication, philosophers, critical theorists, and educational administrators—to reestablish the traditional role of rhetoric in education. To those who have lost faith in the abilities of people to reach reasoned mutual agreements, and to others who have attacked the right-or-wrong model of formal logic, this book offers the reminder that the rhetorical tradition has always viewed argumentation as a dialogue, a response to changing situations, an exchange of persuading, listening, and understanding. Crosswhite’s aim is to give new purpose to writing instruction and to students’ writing, to reinvest both with the deep ethical interests of the rhetorical tradition. In laying out the elements of argumentation, for example, he shows that claiming, questioning, and giving reasons are not simple elements of formal logic, but communicative acts with complicated ethical features. Students must learn not only how to construct an argument, but the purposes, responsibilities, and consequences of
engaging in one. Crosswhite supports his aims through a rhetorical reconstruction of reason, offering new interpretations of Plato and Aristotle and of the concepts of reflection and dialogue from early modernity through Hegel to Gadamer. And, in his conclusion, he ties these theoretical and historical underpinnings to current problems of higher education, the definition of the liberal arts, and, especially, the teaching of written communication.

**Chinese Rhetoric and Writing**

After shaking up writing classrooms at more than 450 colleges and universities, Understanding Rhetoric, the comic-style guide to writing that instructors have told us gets "nothing but positive responses from students," has returned for a second edition! Combining the composition know-how of Liz Losh and Jonathan Alexander with the comic-art credibility of Kevin Cannon (Far Arden, Crater XV) and Zander Cannon (Heck, Kaijumax), Understanding Rhetoric encourages deep engagement with core concepts of writing and rhetoric, as teachers and students alike have told us. With a new chapter on collaboration, unique coverage of writerly identity, and extensive discussions of rhetoric, reading, argument, research, revision, and presenting work to audiences, the one and only composition comic covers what students need to know--and does so with fun and flair. A new "Walk the Talk" feature in each chapter helps students see how to put concepts to use in their own reading and writing. And the detailed instructor's manual will help both novice and experienced instructors plan a course around Understanding Rhetoric.

**Rhetorical Traditions and the Teaching of Writing**

This book looks at the representation of viruses in rhetoric, politics, and popular culture. In utilizing Jean Baudrillard’s concept of virality, it examines what it means to use viruses as a metaphor. For instance, what is the effect of saying that a video has gone viral? Does this use of biology to explain culture mean that our societies are determined by biological forces? Moreover, does the rhetoric of viral culture display...
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a fundamental insensitivity towards people who are actually suffering from viruses? A key defining aspect of this mode of persuasion is the notion that due to the open nature of our social and cerebral networks, we are prone to being infected by uncontrollable external forces. Drawing from the work of Freud, Lacan, Laclau, Baudrillard, and Zizek, it examines the representation of viruses in politics, psychology, media studies, and medical discourse. The book will help readers understand the potentially destructive nature of how viruses are represented in popular media and politics, how this can contribute to conspiracy theories around COVID-19 and how to combat such misinterpretations.

The Anthropology of Argument

Rhetoric and Wonder in English Travel Writing, 1560-1613, shows how rhetorical invention, elocution and ethos combined to create plausible representations by generating intellectual and emotional significances which, meaningful in consensual terms, were 'consensually' true. However, some traveller-writers betrayed an unease with such representation, rooted as it was in a metaphorical epistemology out of kilter with an increasingly empiricist age. This book throws new light onto the episteme shift that ushered in modernity with its distrust of metaphor in particular and rhetoric's 'wordish descriptions' in general. In response to the empirical desiderata of scientific rationalism, traveller-writers textually or physically made their own bodies available as evidence of their encounters with wonder, thus transforming themselves into wonderful objects. The irony is that, far from dispensing with rhetoric, they merely put the accent on its more dramatic arts of gesture and action. The body's evidence could still be doctored, but its illusory truths were better able to satisfy the empirical demand for 'ocular proof'. The author's main purposes here are to complement, and sometimes counter, recent work on early modern travel literature by concentrating on its use of rhetoric to communicate meaning; and to suggest how familiarity with the workings of rhetoric and its communicative and epistemological premises may enhance readings of early modern English literature generally.
Rhetoric, Logic, and Argumentation: A Guide for Student Writers

This classic text has introduced tens of thousands of students to sound reasoning using a wealth of current, relevant, and stimulating examples all put together and explained in a witty and invigorating writing style. Long the choice of instructors who want to keep students engaged, LOGIC AND CONTEMPORARY RHETORIC: THE USE OF REASON IN EVERYDAY LIFE, Twelfth Edition, combines examples from television, newspapers, magazines, advertisements, and our nation's political dialogue. The text not only brings the concepts to life for students but also puts critical-thinking skills into a context that students will retain and use throughout their lives. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

The Shape of Reason

A classic in its field, this pathbreaking book humanized the scientific rhetoric of economics to reveal its literary soul. Economics needs to admit that it, like other sciences, works with metaphors and stories. Its most mathematical and statistical moments are properly dominated by comparison and narration, that is to say, human persuasion. The book was McCloskey's opening move in the development of a "humanomics," and unification of the sciences and the humanities on the field of ordinary business life.

Connections Between Neuroscience, Rhetoric, and Writing

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 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 to
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. For anyone interested in argumentative writing.

**Omniscience and the Rhetoric of Reason**

This timely intervention into composition studies presents a case for the need to teach all students a shared system of communication and logic based on the modern globalizing ideals of universality, neutrality, and empiricism. Based on a series of close readings of contemporary writing by Stanley Fish, Asao Inoue, Doug Downs and Elizabeth Wardle, Richard Rorty, Slavoj Zizek, and Steven Pinker, this book critiques recent arguments that traditional approaches to teaching writing, grammar, and argumentation foster marginalization, oppression, and the restriction of student agency. Instead, it argues that the best way to educate and empower a diverse global student body is to promote a mode of academic discourse dedicated to the impartial judgment of empirical facts communicated in an open and clear manner. It provides a critical analysis of core topics in composition studies, including the teaching of grammar; notions of objectivity and neutrality; empiricism and pragmatism; identity politics; and postmodernism. Aimed at graduate students and junior instructors in rhetoric and composition, as well as more seasoned scholars and program administrators, this polemical book provides an accessible staging of key debates that all writing instructors must grapple with.

**A Rhetoric for Writing Teachers**

The Writing & Rhetoric series method employs fluent reading, careful listening, models for imitation, and progressive steps. It assumes that students learn the best when reading excellent, whole-story examples of literature and by growing their skills through imitation. Each exercise is intended to impart a skill (or tool) that can be employed in all kinds of writing and speaking. The exercises are arranged from simple to
more complex. What’s more, the exercises are cumulative, meaning that later exercises incorporate the skills acquired in preceding exercises. This series is a step-by-step apprenticeship in the art of writing and rhetoric. Narrative 1, the second book of twelve in the Writing & Rhetoric series, uses parable, myth, and other tales to continue the recovery of the proven method of teaching method of teaching writing, using various forms of narrative to teach beginning writers the craft of writing well.

Logic as a Liberal Art

The great Buddhist scholars Santaraksita (725 - 88 CE.) and his disciple Kamalasila were among the most influential thinkers in classical India. They debated ideas not only within the Buddhist tradition but also with exegetes of other Indian religions, and they both traveled to Tibet during Buddhism’s infancy there. Their views, however, have been notoriously hard to classify. The present volume examines Santaraksita's Tattvasamgraha and Kamalasila's extensive commentary on it, works that cover all conceivable problems in Buddhist thought and portray Buddhism as a supremely rational faith. One hotly debated topic of their time was omniscience - whether it is possible and whether a rational person may justifiably claim it as a quality of the Buddha. Santaraksita and Kamalasila affirm both claims, but in their argumentation they employ divergent rhetorical strategies in different passages, advancing what appear to be contradictory positions. McClintock’s investigation of the complex strategies these authors use in defense of omniscience sheds light on the rhetorical nature of their enterprise, one that shadows their own personal views as they advance the arguments they deem most effective to convince the audiences at hand.

Dialogue and Rhetoric

In the twenty-first century there are two ways to study logic. The more recent approach is symbolic logic. The history of teaching logic since World War II, however, casts doubt on the idea that symbolic logic is
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best for a first logic course. Logic as a Liberal Art is designed as part of a minority approach, teaching logic in the "verbal" way, in the student's "natural" language, the approach invented by Aristotle. On utilitarian grounds alone, this "verbal" approach is superior for a first course in logic, for the whole range of students. For millennia, this "verbal" approach to logic was taught in conjunction with grammar and rhetoric, christened the trivium. The decline in teaching grammar and rhetoric in American secondary schools has led Dr. Rollen Edward Houser to develop this book. The first part treats grammar, rhetoric, and the essential nature of logic. Those teachers who look down upon rhetoric are free, of course, to skip those lessons. The treatment of logic itself follows Aristotle's division of the three acts of the mind (Prior Analytics 1.1). Formal logic is then taken up in Aristotle's order, with Parts on the logic of Terms, Propositions, and Arguments. The emphasis in Logic as a Liberal Art is on learning logic through doing problems. Consequently, there are more problems in each lesson than would be found, for example, in many textbooks. In addition, a special effort has been made to have easy, medium, and difficult problems in each Problem Set. In this way the problem sets are designed to offer a challenge to all students, from those most in need of a logic course to the very best students.

Rhetoric and Wonder in English Travel Writing, 1560-1613

The Rhetoric of Economics

Writing & Rhetoric Book 2

Intended for teachers of college composition, this history of major and minor developments in the teaching of writing in twentieth-century American colleges employs a taxonomy of theories based on the three epistemological categories (objective, subjective, and transactional) dominating rhetorical theory.
and practice. The first section of the book provides an overview of the three theories, specifically their assumptions and rhetorics. The main chapters cover the following topics: (1) the nineteenth-century background, on the formation of the English department and the subsequent relationship of rhetoric and poetic; (2) the growth of the discipline (1900-1920), including the formation of the National Council of Teachers of English, the appearance of the major schools of rhetoric, the efficiency movement, graduate education in rhetoric, undergraduate courses and the Great War; (3) the influence of progressive education (1920-1940), including the writing program and current-traditional rhetoric, liberal culture, and expressionistic and social rhetoric; (4) the communication emphasis (1940-1960), including the communications course, the founding of the Conference on College Composition and Communication, literature and composition, linguistics and composition, and the revival of rhetoric; and (5) the renaissance of rhetoric and major rhetorical approaches (1960-1975), including contemporary theories based on the three epistemic categories. A final chapter briefly surveys developments through 1987. (JG)

Writing & Rhetoric Book 1

Presents a comprehensive treatment of the art of persuasion with 150 entries, written by leading scholars, who bring together expertise in classical studies, philosophy, literature, literary theory, cultural studies, speech, and communications. Combines theory, history, and practice, with a special emphasis on public speaking, performance, and communication.

The Shape of Reason

Argues to reestablish the traditional role of rhetoric in education and discusses the importance of a student's ability to write a reasoned argument.

Encyclopedia of Rhetoric
In The Art of Rhetoric, Aristotle demonstrates the purpose of rhetoric—the ability to convince people using your skill as a speaker rather than the validity or logic of your arguments—and outlines its many forms and techniques. Defining important philosophical terms like ethos, pathos, and logos, Aristotle establishes the earliest foundations of modern understanding of rhetoric, while providing insight into its historic role in ancient Greek culture. Aristotle’s work, which dates from the fourth century B.C., was written while the author lived in Athens, remains one of the most influential pillars of philosophy and has been studied for centuries by orators, public figures, and politicians alike. HarperTorch brings great works of non-fiction and the dramatic arts to life in digital format, upholding the highest standards in ebook production and celebrating reading in all its forms. Look for more titles in the HarperTorch collection to build your digital library.

**Logic and Contemporary Rhetoric: The Use of Reason in Everyday Life**

They were part of a larger North American refinement movement - a movement interrupted by the Civil War. Broaddus argues that the genteel and coherent voices with which these writers discuss literature and high culture break apart when they begin to write about material issues related to slavery, abolition, and war against the background of growing dissent between North and South. Genteel Rhetoric examines the writers as they live through and write about the Civil War - Emerson and Lowell from a safe distance, Holmes searching for his wounded son in Maryland, and Higginson in the thick of action as colonel of the First South Carolina Volunteers, the first regiment of former slaves in the Union army.

**A Companion to Rhetoric and Rhetorical Criticism**

Andy Kirkpatrick and and Zhichang Xu offer a response to the argument that Chinese students’ academic writing in English is influenced by “culturally nuanced rhetorical baggage that is uniquely Chinese and hard to eradicate.” Noting that this argument draws from “an essentially monolingual and Anglo-centric...
view of writing,” they point out that the rapid growth in the use of English worldwide calls for “a radical reassessment of what English is in today’s world.” The result is a book that provides teachers of writing, and in particular those involved in the teaching of English academic writing to Chinese students, an introduction to key stages in the development of Chinese rhetoric, a wide-ranging field with a history of several thousand years. Understanding this important rhetorical tradition provides a strong foundation for assessing and responding to the writing of this growing group of students.

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“Rhetoric is the counterpart of logic,” claimed Aristotle. “Rhetoric is the first part of logic rightly understood,” Martin Heidegger concurred. “Rhetoric is the universal form of human communication,” opined Hans-Georg Gadamer. But in Deep Rhetoric, James Crosswhite offers a groundbreaking new conception of rhetoric, one that builds a definitive case for an understanding of the discipline as a philosophical enterprise beyond basic argumentation and is fully conversant with the advances of the New Rhetoric of Chaïm Perelman and Lucie Olbrechts-Tyteca. Chapter by chapter, Deep Rhetoric develops an understanding of rhetoric not only in its philosophical dimension but also as a means of guiding and conducting conflicts, achieving justice, and understanding the human condition. Along the way, Crosswhite restores the traditional dignity and importance of the discipline and illuminates the twentieth-century resurgence of rhetoric among philosophers, as well as the role that rhetoric can play in future discussions of ontology, epistemology, and ethics. At a time when the fields of philosophy and rhetoric have diverged, Crosswhite returns them to their common moorings and shows us an invigorating new way forward.

**Reason, Rhetoric, and the Philosophical Life in Plato's Phaedrus**

After Plato redefines the relationships of rhetoric for scholars, teachers, and students of rhetoric and
writing in the twenty-first century. Featuring essays by some of the most accomplished scholars in the field, the book explores the diversity of ethical perspectives animating contemporary writing studies—including feminist, postmodern, transnational, non-Western, and virtue ethics—and examines the place of ethics in writing classrooms, writing centers, writing across the curriculum programs, prison education classes, and other settings. When truth is subverted, reason is mocked, racism is promoted, and nationalism takes center stage, teachers and scholars of writing are challenged to articulate the place of rhetorical ethics in the writing classroom and throughout the field more broadly. After Plato demonstrates the integral place of ethics in writing studies and provides a roadmap for future conversations about ethical rhetoric that will play an essential role in the vitality of the field. Contributors: Fred Antczak, Patrick W. Berry, Vicki Tolar Burton, Rasha Diab, William Duffy, Norbert Elliot, Gesa E. Kirsch, Don J. Kraemer, Paula Mathieu, Robert J. Mislevy, Michael A. Pemberton, James E. Porter, Jacqueline Jones Royster, Xiaoye You, Bo Wang

The Rhetoric of Reason

This timely intervention into composition studies presents a case for the need to teach all students a shared system of communication and logic based on the modern globalizing ideals of universality, neutrality, and empiricism. Based on a series of close readings of contemporary writing by Stanley Fish, Asao Inoue, Doug Downs and Elizabeth Wardle, Richard Rorty, Slavoj Zizek, and Steven Pinker, this book critiques recent arguments that traditional approaches to teaching writing, grammar, and argumentation foster marginalization, oppression, and the restriction of student agency. Instead, it argues that the best way to educate and empower a diverse global student body is to promote a mode of academic discourse dedicated to the impartial judgment of empirical facts communicated in an open and clear manner. It provides a critical analysis of core topics in composition studies, including the teaching of grammar; notions of objectivity and neutrality; empiricism and pragmatism; identity politics; and postmodernism. Aimed at graduate students and junior instructors in rhetoric and composition, as well as more seasoned
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scholars and program administrators, this polemical book provides an accessible staging of key debates that all writing instructors must grapple with.

**Toward a Critical Rhetoric on the Israel-Palestine Conflict**

*Rhetoric at the Margins: Revising the History of Writing Instruction in American Colleges, 1873-1947* examines the rhetorical education of African American, female, and working-class college students in the late nineteenth and early twentieth centuries. The rich case studies in this work encourage a reconceptualization of both the history of rhetoric and composition and the ways we make use of it. Author David Gold uses archival materials to study three types of institutions historically underrepresented in disciplinary histories: a black liberal arts college in rural East Texas (Wiley College); a public women's college (Texas Woman's University); and an independent teacher training school (East Texas Normal College). The case studies complement and challenge previous disciplinary histories and suggest that the epistemological schema that have long applied to pedagogical practices may actually limit our understanding of those practices. Gold argues that each of these schools championed intellectual and pedagogical traditions that differed from the Eastern liberal arts model—a model that often serves as the standard bearer for rhetorical education. He demonstrates that by emphasizing community uplift and civic participation and attending to local needs, these schools created contexts in which otherwise moribund curricular features of the era—such as strict classroom discipline and an emphasis on prescription—took on new possibilities. *Rhetoric at the Margins* describes the recent revisionist turn in rhetoric and composition historiography, argues for the importance of diverse institutional microhistories, and argues that the nineteenth and early twentieth centuries offer rich lessons for contemporary classroom practice. The study brings alive the voices of black, female, rural, Southern, and first-generation college students and their instructors, effectively linking these histories to the history of rhetoric and writing. Appendices include excerpts of important and rarely seen primary source material, allowing readers to experience in fuller detail the voices captured in this work.
Reinventing (with) Theory in Rhetoric and Writing Studies collects original scholarship that takes up and extends the practices of inventive theorizing that characterize Sharon Crowley’s body of work. Including sixteen chapters by established and emerging scholars and an interview with Crowley, the book shows that doing theory is a contingent and continual rhetorical process that is indispensable for understanding situations and their potential significance—and for discovering the available means of persuasion. For Crowley, theory is a basic building block of rhetoric “produced by and within specific times and locations as a means of opening other ways of believing or acting.” Doing theory, in this sense, is the practice of surveying the common sense of the community (doxa) and discovering the available means of persuasion (invention). The ultimate goal of doing theory is not to prescribe certain actions but to ascertain what options exist for rhetors to see the world differently, to discover new possibilities for thought and action, and thereby to effect change in the world. The scholarship collected in Reinventing (with) Theory in Rhetoric and Writing Studies takes Crowley’s notion of theory as an invitation to develop new avenues for believing and acting. By reinventing the understanding of theory and its role in the field, this collection makes an important contribution to scholarship in rhetorical studies and writing studies. It will be valuable to scholars, teachers, and students interested in diverse theoretical directions in rhetoric and writing studies as well as in race, gender, and disability theories, religious rhetorics, digital rhetoric, and the history of rhetoric. Publication supported in part by the Texas Tech University Humanities Center. Contributors: Jason Barrett-Fox, Geoffrey Clegg, Kirsti Cole, Joshua Daniel-Wariya, Diane Davis, Rebecca Disrud, Bre Garrett, Catherine C. Gouge, Debra Hawhee, Matthew Heard, Joshua C. Hilst, David G. Holmes, Bruce Horner, William B. Lalicker, Jennifer Lin LeMesurier, James C. McDonald, Timothy Oleksiak, Dawn Penich-Thacker, J. Blake Scott, Victor J. Vitanza, Susan Wyche
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This book argues that contemporary neuroscience compliments, extends, and challenges recent and influential posthuman and new materialist accounts of the relations between rhetoric, affect, and writing pedagogy. Drawing on cutting-edge neuro-philosophy, Comstock re-thinks both historical and current relations between writing and power around questions of affect, attention, and plasticity. In considering the uses and limits of exciting new findings from the neurobiology, this volume both theorizes and offers pedagogical strategies for teaching writing in a digital age characterized by the erosion of wonder and pervasive disaffection. Ultimately, in response to recent critiques transcendental reason and subjectivity, and related calls for the increased inclusion of multi-modal and digital writing and rhetoric, Comstock argues for an embodied pedagogy that values the substantial relations between writing and pedagogical care.

Teaching Writing, Rhetoric, and Reason at the Globalizing University

Concise yet comprehensive, this practical handbook summarizes important research in the teaching of composition and shows how to apply it in the classroom. In addition to covering such essential topics as linguistics, cognitive research, and the history of rhetoric, the author provides solid advice on teaching prewriting, sentence strategies, paragraphing, essay development, and revision. The book concludes with detailed chapters on assigning and evaluating student writing and on design in writing courses. The new edition has been substantially revised, bringing the material as well as the bibliography up to date with current scholarship.

The Art Of Rhetoric

This edited collection brings together a group of rhetoricians seeking to develop productive ways to discuss the Israel-Palestine conflict, while avoiding the discursive impasses that so often derail attempts to exchange points of view.
A Rhetoric of Argument

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Many Sides: A Protagorean Approach to the Theory, Practice and Pedagogy of Argument

A Companion to Rhetoric offers the first major survey in two decades of the field of rhetorical studies and of the practice of rhetorical theory and criticism across a range of disciplines. Assesses rhetoric’s place in the larger intellectual universe. Focuses on the practical side of rhetoric, looking at specific works, problems and figures. Provides examples of rhetoric from ancient times to the present day. Written by leading scholars from a variety of different fields.
In a novel interpretation of Plato’s Phaedrus, Tiago Lier argues that Socrates’ defense of rhetoric stems from a tension between the desires that motivate speech and the limited power of speech to realize those desires. This tension culminates in a philosophical ethic that Socrates and Plato cultivate through their respective forms of rhetoric.

LOGIC AND CONTEMPORARY RHETORIC: THE USE OF REASON IN EVERYDAY LIFE, 13th Edition, introduces you to sound reasoning using current, relevant, and stimulating examples in a witty and invigorating writing style. Combining examples from television, newspapers, magazines, advertisements, and our nation's political dialogue, this classic text brings the concepts to life and puts critical-thinking skills into a context that you will retain and use throughout your life. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

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