**Argumentative Essay Notes**

\*You will be tested over the material learned today and the next few classes\*

**Arguments**- Making a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is how we try to bring others over to our way of thinking. Arguments can be divided into four general components: **claim, reason, support, and warrant.**

**Claims**

* Definition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are statements about what is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or about

what should be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* Claims are potentially \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Example: "A liberal arts education prepares students better than other forms of education." This is a claim because One can argue about the benefits of liberal arts.
* "I didn't like the book" is not a claim. No one can really dispute whether I liked the book or not

**Reason**

* Definition: Reasons are statements that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a given claim, making a claim more than a mere assertion.
* Reasons are statements that answer the question: “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?” or “What justifications can you give me to believe that?”
* If a claim about liberal arts education is challenged, a reasoned response could be: “It teaches students to think independently.”
* Reasons can be linked to claims with the word "\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_."

**Support**

* Support (a.k.a. Evidence)
* Definition: Support \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the reasons offered and helps compel

audiences to accept the claim. It offers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the reasons given.

* Evidence comes in different sorts (including specific examples, statistics, data, testimonies and narratives, to name only a few), and tends to vary from one academic field or argument topic to another.
* Example: Scientific arguments about global warming require different kinds of evidence than mealtime arguments about the latest movie

**Warrants**

* Definition: Warrants are the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that connect the support to the claim.
* Warrants often answer the question “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in order to believe that the support justifies the claim or reason being made?”
* If a reason given to justify a liberal education is the improvement of critical thinking, then the implicit assumption, or warrant, is that critical thinking is good.
* \*\*\*Warrants are often just assumed and rarely articulated, which can make them difficult to detect.\*\*\*

**Counter Claim and Rebuttal**

* Definition: counter claims are the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the initial claim.

The rebuttal is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the initial claim

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* The counter claim is where you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ about the subject, but you also express why your claim is more valid.

Conclusion: Call to Action

* Definition: a call to action is part of the conclusion to your essay that exhorts or stimulates to achieve a goal related to the claim.
* The call to action encourages the audience to do something that the speaker would like to them to do; to take part in the problem on his or her side.

\* This would not be the entire conclusion-just a statement within it\*.

**All the pieces of the argument puzzle - An example**

* **Claim**: Recent tax cuts should be abandoned.
* **Reason**: …because they only benefit the rich.
* **Support**: Statistics show that the majority of the tax cuts are targeted at upper middleclass and upper-class families, not poor families and individuals.
* **Warrant**: Tax cuts that only benefit the rich are unfair.
* **Counter Claim**: Some say that tax cuts that benefit the rich allows the rich to hire more people and give raises to workers in their businesses, but tax cuts for the rich usually goes to their pocket and not the workers.
* **Call to action**: When you go to the polls to vote, cast your vote for Carl Thompson. Taxes are only fair when the load is properly shared.

**Rhetorical Appeal: The Modes of Persuasion**

**Pathos**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; the author persuades you by creating a feeling
* Ex. Emotionally loaded language, Personal stories, vivid language, Figurative Language, Emotional connotations
* Results of Pathos
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that makes the audience feel sad, guilty, patriotic, scared, happy, joyous, crazy, angry, etc.

**Logos**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, through facts and research; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Ex. Expert opinions, quotes taken from written material, factual data or statistics, historical evidence, definitions
* Results of Logos
* A rationale, thoughtful, cognitive response. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Ethos**

* the authors \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to make you trust him
* appeal by use of the authors credibility/ make the audience trust you
* Ex. Appropriate language for the audience and subject; restrained, sincere, fair minded presentation; appropriate level of vocabulary; correct grammar; listing qualifications
* Results of Ethos
* To make the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and trustworthy