

ARGUMENT IN COMPOSITION

JOHN RAMAGE, MICHEAL CALLAWAY, JENNIFER CLARY-LEMON, ZACHARY WAGGONER

Reference Guides to Rhetoric and Composition
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ARGUMENT IN COMPOSITION provides access to a wide range of resources that bear on the teaching of writing and argument. The ideas of major theorists of classical and contemporary rhetoric and argument—from Aristotle to Burke, Toulmin, and Perelman—are explained and elaborated, especially as they inform pedagogies of argumentation and composition. John Ramage, Micheal Callaway, Jennifer Clary-Lemon, and Zachary Waggoner present methods of teaching informal fallacies and analyzing propaganda, while also providing a rationale for preferring an argument approach over other available approaches to the teaching of writing. The authors also identify the role of argument in pedagogies that are not overtly called argument, including pedagogies that foreground feminism, liberation, critical cultural studies, writing across the curriculum, genre, service learning, technology, and visual rhetoric. The lists of further reading and the annotated bibliography provide opportunities for learning more about the approaches presented in this indispensable guide.

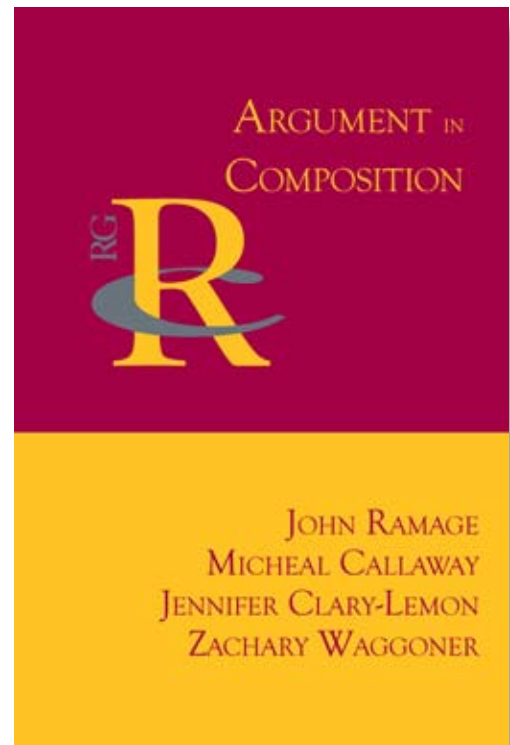
John Ramage is Emeritus Professor at Arizona State University and the author of numerous books, including *Rhetoric: A User's Guide* (2005). Micheal Callaway is Residential Faculty at Mesa Community College in Mesa, Arizona. Zachary Waggoner the author of *My Avatar, My Self: Identity in Video Role-Playing Games* (McFarland, 2009). Jennifer Clary-Lemon is Assistant Professor of Rhetoric at the University of Winnipeg. and co-editor of *Relations, Locations, Positions: Composition Theory for Writing Teachers* (NCTE, 2006).

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