

## Inventing Arguments

Winter 2016

T/Th

12-00-13:20

117 Fenton

Professor David Frank

222 Chapman

Office Hours: 10-12: M/W

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### **COURSE and LEARNING OBJECTIVES**<sup>1</sup>

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This course satisfies an Arts and Letters Group requirement. It is designed to provide students with an understanding of the rhetorical principles that underlie the invention of arguments, i.e. the process that leads to the selection of premises and appeals that become the basis for reasoned argument. It is a study of the rational processes that underlie the contingent and situated formation of logical and quasi-logical appeals. A theoretical understanding of these principles is gained by selective readings in classical rhetoric (i.e. topical invention as described by Aristotle and stasis invention as systemized in later rhetorical theory), in informal logic (as developed by pragmatist philosophers and modern scholars), in cognitive science, and in the field of argumentation studies. A practical understanding of these principles is gained through exercises in the construction of arguments according to techniques developed by these disciplines.

- Topical invention is the development of rhetorical syllogisms (enthymemes) based on general and specific *topoi*, or premises assumed to function as grounds for all types of arguments.
- Stasis invention is a forensic technique for isolating kinds of questions at issue and the lines of reasoning necessary to address them.
- Informal logic is a study of the types of appeals made in relation to probable claims, and the pragmatic and ethical conditions that give rise to them.
- Cognitive invention studies the interactions of denotation and metaphor to map the universe of claims.
- Argumentation studies involve all of the strategic “moves” and rhetorical appeals made available according to the relation of the arguer to a particular audience.

In this course, we will explore some of the central concepts in rhetoric and argumentation theory, but the major focus will be on practicing argumentation, especially the inventing of arguments. We will use the study of rhetoric and argumentation to support that practice. You will gain a knowledge of some important concepts in rhetoric and argumentation theory, and you will gain skill in discovering the questions that drive controversies and the arguments that can be made on all the different sides of an issue.

Our primary learning objective will be to consider possible answers to these questions:  
1) What is the relationship between rhetoric and argumentation? What are their central elements, processes, forms, structures, techniques, goals?

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<sup>1</sup> I thank Professor James Crosswhite who developed the vision and curriculum for this course. To maintain consistency, I have used significant sections of his syllabus and language in this syllabus.

- 2) How does one create or imagine audiences and the arguments that might persuade them?
- 3) How can you use the study of rhetoric and argumentation to support that practice? Toward this end, I will call on you in class. You will need to think and speak on your feet, to work in groups, to participate in debate, and to learn by practicing and in part by trial and error.

### **REQUIRED TEXTS**

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Leith, Sam. *YOU TALKIN' TO ME?: Rhetoric from Aristotle to Obama*. London: Profile Books 2011. Available at the UO Bookstore.

Everyone enrolled in the course should read a major newspaper or news website on a daily basis. I recommend the *New York Times*, but feel free to choose something different. I will occasionally draw examples of arguments and controversial issues from the NYT for use in class. You will need a good source for examples, too.

Required readings for the course will be available on Canvas.

### **REQUIRED TIME**

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From UO Catalog: “In planning a term’s studies, students should anticipate that each credit requires at least three hours a week for class meetings or homework.” This is a 4 credit course, so plan for an average of 12 hours a week. That’s three in class and nine outside of class.

### **ASSIGNMENTS AND GRADE BREAKDOWN**

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#### **Exams:**

1. (15%) Memoria Exam. Rhetorical Terminology. Thursday, January 21. Returned Thursday, January 28, 1:20 PM.
2. (15%) Final Exam. Friday, March 18. 8:00 Friday, March 18, 8:00 AM.

#### **Written Argument:**

1. (10%) Argument One: “Who did the best job of debating in the Republican Debate of January 14, 2016 and the Democratic debate of January 17?” Due: Tuesday, February 2, returned Tuesday, February 9, 1:20.
2. (10%) Argument Two: “Should the UO rename Deady and Dunn Halls?” Due: 1:20 PM Thursday Feb 11. Returned Thursday, February 18, 1:20 PM.
3. (20%) Rhetorical Criticism: You will write a 4,000 word rhetorical criticism on the speech and speaker you have been assigned. Due: 8:00 AM, Friday, March 18.

#### **Oral Argument:**

1. (15%) Text interrogations and Class Participation. I will discuss the text each day and call on students by name to explain concepts and defend their interpretations. For each day of class that reading is assigned, the reading must be completed before class begins. Each day you come to class, come prepared to participate in discussions and exercises. If the readings are posted online, print them out and bring them to class with you—or bring your notes. No electronic devices open during class.

2. (15%) Oral Presentation of Rhetorical Criticism. Each student will provide a four-minute oral synopsis of the assigned rhetorical criticism.

### **Participation**

Attendance is required. I take attendance each day. Be sure that I call your name each day, and shout out if I do not. **If you are late, and miss my taking attendance, it is your responsibility to notify me, at the end of class, that you have attended.** Do not assume that I saw you arrive and recorded your attendance. *I will calculate final grades directly from my records, and I cannot fairly accommodate requests to correct my records at the time that final grades are given.* To cover illness or other events that make it impossible for you to attend, you are allowed two absences (one week of class). I recommend saving those absences for illness, athletic events, or unforeseen demands on your time. If you get sick with something contagious, do not come to class as long as you are contagious. If the illness lasts for longer than a week, or if a situation beyond your control causes you to miss more than two classes, be sure to contact me before the absences have accumulated, so that we can agree on a course of action. Written work may be submitted electronically only if you are sick or otherwise unable to attend class.

Being on time is also required. Lateness counts in considering your participation.

No late work, please. Any late work will be graded down one full grade for each day late. Note: I cannot accept a late final paper.

Participation counts and may raise or lower your final grade.

Two absences, *for whatever reason*, count as absences, but have no penalty. Beyond two absences, for each of the next two absences, three percentage points will be deducted from your total. After four absences (two weeks), each absence will cost five percentage points.

If an emergency arises or a situation out of your control temporarily prevents you from completing work on time, contact me immediately so that we can agree on a plan—before the work is due if that is possible. Email is the best way of reaching me for this.

## **COMPLETION OF ASSIGNMENTS**

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Please include your **name**, the **date** you are submitting the work, the **course** number or name, the **word count**, and **my name** on your written work.

Please give your written work a title.

You should staple papers that have multiple pages. Papers should be double spaced, with one-inch margins.

Please use a 12 or 14 point font. Include the word count for your essays.

There are computers available for you to use in the Knight Library and in other locations on campus.

## **RESPECT, CONSIDERATION, AND PARTICIPATION**

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The course requires your active involvement. Active and respectful participation is inconsistent with eating, cell phone use, texting, internet surfing, side conversations, arriving late, leaving early, sleeping, distracting other people, and coming to class unprepared. If you do not give your full attention, you will not receive what the course has to offer. **Please close and put away all laptops and electronic devices when class begins.** Listen to others respectfully, and expect the same of them. And feel free to speak up. What you have to say is important and unique. It will take effort and the best kind of cooperation to unlock the energies that are available to us as we pursue our work. This will require respectful attention to each other, and probably some kindness toward one another, too.

## **A LITTLE MORE**

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If you have a disability that may affect your ability to participate in this class, please let me know as soon as possible so that we can make arrangements for your full participation.

Please be aware also that the Teaching and Learning Center (68 PLC; phone: 346--3226) provides support for all students. The Center offer tutors to help you with your writing assignments and provides other kinds of academic help. Look into it. Your fees help to pay for this.

An “Incomplete” can be given only in cases when some minor but essential aspect of the course cannot be completed because of unforeseen circumstances beyond a student’s control.

All work submitted for this course must be your own and must be written exclusively for this course. If you plagiarize or cheat, the penalty may be an “F” in the course. The use of sources (for example, other people’s language or paraphrases of their language or ideas) must be properly documented. Please see me if you have any questions about your use of sources.

## SCHEDULE

### Week 1

Tuesday, January 5: Rhetoric and Argumentation

Reading: Introduction: (Leith 1-17).

The Aims and Bounds of Argument and the Contact of Minds

The Structure of Arguments

Informal logic

**Illustration: King** “I have a Dream”

Thursday, January 7: On Rhetoric

Reading: Rhetoric Then and Now: (Leith 18-41)

Foundational Proofs: Pathos, Reason (logos), Ethos

**Illustration: Lincoln**: “Gettysburg Address”

### Week 2

Tuesday, January 12: The Canon of Invention

Reading: The First Part of Rhetoric: (Leith 42 – 73)

Foundational Proofs – Ethos and Reason

**Illustration: Robert Kennedy** “Remarks on the Assassination of MLK”

Thursday, January 14: Memoria

Test: Returned on January 21

**Illustration: Republican Debate**

Sunday, January 17: **Illustration: Democratic debate**

### Week 3

Tuesday, January 19: The Canon of Organization

Narrative patterns: Pathos

Reading: Leith (81-106)

**Illustrations: Trump, Clinton, Rubio, Cruz, Christie, Sanders, Paul, Malloy.**

Thursday, January 21: Narrative Patterns continued:

Debate: Resolved “President Michael Schill should rename

Deady Hall”

Metaphors and Argumentation

**Champion of Rhetoric One: Satan** (Leith, 74-80)

**Illustration: Hitler** “Triumph of the Will”

### Week 4

Tuesday, January 26: The Canon of Style

**Style: Leif (117-133)**

**Champion of Rhetoric Two: Cicero (Leif 107-115)**

**Illustration: Nixon** “Checkers”

**\*Argument Paper Number One Due**

Thursday, January 28:

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Week 5

February 2: The Five Canons – Memory and Delivery

The Canons of Memory and Delivery: Leif (143-183)

**Illustration: Reagan:** “Challenger Eulogy”

February 4: Rhetorical Situations

Three Branches of Oratory: Deliberative: Leif (187-198)

Champions of Rhetoric V: MLK (Leif 199-207)

**Obama:** “Eulogy at Charleston”

**Bill Clinton** “Sister Souljah”

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Week 6: Rhetorical Situations

February 9 Judicial Rhetoric

Judicial: (Leif 208-217)

**King** “I have a Dream” - Eleanor Estreich

**Lincoln:** “Gettysburg Address” - Joey Walters

**Robert Kennedy** “Remarks on the Assassination of MLK” - Scott Armstrong

February 11: Epideictic Rhetoric

Epideictic: (Leif 235-247)

Unknown speechwriter: (Leif 24-260)

**Rhetorical Criticisms**

**Hitler:** “Triumph of the Will” - Garber-Yonts, Gilly J

**Nixon:** “Checkers” - Hayden Burket

**Reagan:** “Challenger Eulogy” - Christopher Burzell

**\*Argument Paper Number Two Due**

**Rhetorical Criticisms**

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Week 7

**Feb 13: Republican Debate**

Feb 16 Informal Logic – Thinking

Readings: Kahneman on System One and Two Thinking (Canvas)

**Rhetorical Criticisms**

**Obama:** “Eulogy at Charleston” - Tyler Clifton

**Bill Clinton:** “Sister Souljah” Emily Miley

**MacArthur:** “Farewell Address to Congress” - Danica Ebel

Feb 18 Informal Logic – Feeling

Readings: Slovic “On Compassion” (Canvas)

Rhetorical Criticisms

**Obama:** “Philadelphia Address” - Delane Cunningham

**FDR:** “Pearl Harbor Address to the nation” - Johnson, John A

**Reagan:** “Brandenburg Gate Address” - Charles Forwood

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 Week 8

Feb 23 Informal Logic – Thinking and Feeling

**Rhetorical Criticism**
**Farrakan:** “Pain of being Black in White” - Donavon Hampton

**Bagdadi:** “First Appearance of Abu Bakr Al Baghdadi” - Tori Hyham

**Savio:** “Sproul Hall Sit in” - Sydnie Johnson

Feb 25 Informal Logic – Reasoning

**Rhetorical Criticisms**
**Kennedy:** “Baptists” - Matthew Lareau

**Christie:** Jaria Martin

**Sanders:** “Liberty University Address” - Cody Linklater

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 Week 9 Judgment

March 1: Judgment

**Trump:** - Brad Leuenhagen

**Hillary Clinton:** Madison Moskowitz

**Rubio:** Caitlin Nelson

March 3 Judgment Continued

**Cruz:** Kenneth Parker

**Charles Darwin:** “A Plea for Mercy” - Hannah Rondeau

**King:** “I’ve been to the Mountain Top” - Tirosh, Jonathan S

Week 10: The Ethics of Rhetoric

**E. Roosevelt:** “Adopting the Declaration of Human Rights” - Brandon Simnacher

**King:** “A time to Break the Silence” - Brad Miller

**FDR:** “Four Freedoms” - Dom Williams

March 8

**Malcolm X:** “Ballot or Bullet” - Natalie Wright

**Obama:** “New Beginnings Address” -

**Stokely Carmichael:** Black Power Speech – Claudia I Urias-Guerrero,

March 10

**Pope Frances:** “Speech before Congress,” - Will Watkins,

**Lincoln:** “Second Inaugural” - Lily Jones

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 Rhetorical Criticism due and Final: 8:00 Fri, March 18

**Rhetorical Criticism Assignments**

<http://www.americanrhetoric.com/>

**King:** "I have a Dream" - Eleanor Estreich  
<https://www.youtube.com/watch?v=H0yP4aLyq1g>

**Lincoln:** "Gettysburg Address" - Joey Walters  
<https://www.youtube.com/watch?v=U2a-S3rjDBw>

**Robert Kennedy:** "Remarks on the Assassination of MLK" - Scott Armstrong  
<https://www.youtube.com/watch?v=GoKzCff8Zbs>

**Hitler:** "Triumph of the Will" - Garber-Yonts, Gilly J  
<https://www.youtube.com/watch?v=IwAu0vmDLZk>

**Bagdadi:** "First Appearance of Abu Bakr Al Baghdadi" - Tori Hyham  
<http://tune.pk/video/4122921/abu-bakr-al-bagdadi-powerful-speech-first-public-appearance-isis-leader-with-translation>

**Nixon:** "Checkers" - Hayden Burket  
<https://www.youtube.com/watch?v=EqjwBDH-vhY>

**Reagan:** "Challenger Eulogy" - Christopher Burzell  
<https://www.youtube.com/watch?v=Qa7icmqgsow>

**Obama:** "Eulogy at Charleston" - Tyler Clifton  
<https://www.youtube.com/watch?v=RK7tYOVd0Hs>

**Bill Clinton:** "Sister Souljah" Emily Miley  
<http://www.c-span.org/video/?25085-1/clinton-campaign-speech>

**Obama:** "Philadelphia Address" - Delane Cunningham  
<https://www.youtube.com/watch?v=zrp-v2tHaDo>

**MacArthur:** "Farewell Address to Congress" - Danica Ebel  
<http://www.nbcnews.com/video/nbc-learn/52589127-52589127>

**FDR:** "Pearl Harbor Address to the nation" - Johnson, John A  
<https://www.youtube.com/watch?v=wcOI6GrcDvM>

**Reagan:** "Brandenburg Gate Address" - Charles Forwood  
<https://www.youtube.com/watch?v=8KQ9DSbuv5g&index=2&list=PLe8KgQZHX88C11s9DBZv4Z61DaHSt57mu>

**Farrakan:** "Pain of being Black in White" - Donavon Hampton



<https://www.youtube.com/watch?v=u6SDBz-lBqc>

**Savio:** “Sproul Hall Sit in”- Sydnie Johnson

<http://www.americanrhetoric.com/speeches/mariosaviosproulhallsitin.htm>

**Lincoln:** “Second Inaugural”- Lily Jones

<https://www.youtube.com/watch?v=EUSqDOb6wT0>

**Kennedy:** “Separation of Church and State” - Matthew Lareau

[https://www.youtube.com/watch?v=\\_SsVpkh5yvE](https://www.youtube.com/watch?v=_SsVpkh5yvE)

**Christie:** “Convention Address” Jaria Martin

<https://www.youtube.com/watch?v=HFImO7EzWxl>

**Sanders:** “Liberty University Address” - Cody Linklater

<https://www.youtube.com/watch?v=R3qT4qMeLxU>

**Trump:** “Ford Dodge Speech” - Brad Leuenhagen

<https://www.youtube.com/watch?v=2Dj-qSvLryA>

**Hillary Clinton:** Madison Moskowitz

<http://hillaryspeeches.com/page/3/>

**Rubio:** Caitlin Nelson

<http://miamiherald.typepad.com/nakedpolitics/2014/02/venezuelas-violence-the-farce-of-cuba-and-marco-rubios-best-speech.html>

**Cruz:** Kenneth Parker

<https://www.youtube.com/watch?v=K8f3DsoMotU>

**Charles Darwin:** “A Plea for Mercy” - Hannah Rondeau

<http://www.americanrhetoric.com/speeches/cdarrowspleaformercy.htm>

<https://www.youtube.com/watch?v=QQzN9mtvLvM>

**King:** “I’ve been to the Mountain Top”-Tirosh, Jonathan S

<https://www.youtube.com/watch?v=ixfwGLxRjU8>

**E. Roosevelt:** “Adopting the Declaration of Human Rights”-Brandon Simnacher

<https://www.youtube.com/watch?v=MZFUuGOPLPg>

**King:** “A time to Break the Silence” - Brad Miller

<https://www.youtube.com/watch?v=OC1Ru2p80fU>

**FDR:** “Four Freedoms” - Dom Williams

<https://www.youtube.com/watch?v=QnrZUHCpoNA>

**Malcolm X:** “Ballot or Bullet”- Natalie Wright

<https://www.youtube.com/watch?v=7oVW3HfzXkg>

**Obama:** “New Beginnings Address” -

[https://www.youtube.com/watch?v=B\\_889oBKkNU](https://www.youtube.com/watch?v=B_889oBKkNU)

**Stokely Carmichael:** Black Power Speech – Claudia I Urias-Guerrero,

<http://www.americanrhetoric.com/speeches/stokelycarmichaelblackpower.html>

**Pope Frances:** “Speech before Congress,” - Will Watkins,

<https://www.youtube.com/watch?v=oBM7DIeMsP0>

Rhetorical Criticism Assignment

Oral Presentation

You will have four minutes – it will be timed and you will receive one time signal from me at 30 seconds. If you are not present and available during the class you are assigned to make the presentation, and do not have a good reason, you will not receive credit for the assignment.

In this presentation, you will:

- |                                     |           |
|-------------------------------------|-----------|
| 1. Provide the context:             | 1 Minute  |
| 2. Present a memorized illustration | 2 Minutes |
| 3. Offer a judgment                 | 1 Minute  |

### Grading Rubric for Oral Presentation

1. Coherence. Does the criticism move the stages of description, presentation, and judgment? Does the criticism provide an understanding of the context, offer the best illustration of the address, and set forth a well-developed judgment? /20
2. Arrangement/Organization. Does the criticism begin well? Does it end well? Does it develop ethos and pathos effectively in the right places and at the right times? Are the sections of the criticism coherent and are they clearly connected to one another? Is the flow of arguments and ideas effective? /20
3. Performance of the Illustration. Is the presentation of the illustration authentic, performed with energy, and well practiced? /20
4. Does the criticism show thorough familiarity with the readings and lectures/discussions/exercises completed in the class so far? /20
5. Oral Communication. Is the overall style appropriate for the subject matter and audience and effective for the argument? Does the criticism show the technical oral proficiency necessary for winning the trust and confidence of readers? /20

## Written Presentation

You will write a 4,000 word rhetorical criticism on the speech and speaker you have been assigned.  
Due: 8:00 AM, Friday, March 18.

### Grading Rubric

1. Coherence. Does the criticism move the stages of description, presentation, and judgment? Does the criticism provide an understanding of the context, offer the best illustration of the address, and set forth a well-developed judgment? /20
2. Arrangement/Organization. Does the criticism begin well? Does it end well? Does it develop ethos and pathos effectively in the right places and at the right times? Are the sections of the criticism coherent and are they clearly connected to one another? Is the flow of arguments and ideas effective? /20
3. Use of evidence. Do the illustrations from the speech help to offer the evidence for the judgment offered at the end. /20
4. Does the criticism show thorough familiarity with the readings and lectures/discussions/exercises completed in the class so far? /20
5. Grammar, mechanics, and style. Is the overall style appropriate for the subject matter and audience and effective for the argument? Does the essay show the technical proficiency necessary for winning the trust and confidence of readers? /20

### First Essay Assignment

**DUE Due: Tuesday, January 26, 12:00**

**1:20 Returned Tuesday, February 2, 1:20.**

Write an argumentative essay of from 1000---1500 words. The essay should have a thesis that answers this question: "Should President Michael Schill should rename Deady Hall?" You should take a position on the question and use as evidence the readings included on Canvas and other research that you think will strengthen your argument. You should also draw from the "Great Debate" that you will witness on the topic.

Read "How to Read, Reason, and Write" on Blackboard to get a clear idea of what I expect you to know about writing good argumentative essays.

Use everything you know about argumentation to help you write a convincing essay, everything you've brought to this course, and everything you've learned so far in this course regarding stasis questions, ethos, pathos, arrangement, style, and metaphors—when relevant. Use MLA or APA style for in text citations and for works cited/bibliography. These sites may help for MLA:

[http://www.dianahacker.com/resdoc/p04\\_c08\\_o.html](http://www.dianahacker.com/resdoc/p04_c08_o.html)

<http://www.libs.uga.edu/ref/mlastyle.html>

**Grading Rubric**

6. Conception. Does the essay develop and address a productive question? Is the essay clearly focused on asking and answering that question? Does the paper demonstrate or explain the significance of the question? Does the paper have an original or ambitious “take” on its subject? /20
7. Arrangement/Organization. Does the essay begin well? Does it end well? Does it develop ethos and pathos effectively in the right places and at the right times? Are the sections of the essay coherent and are they clearly connected to one another? Is the flow of arguments and ideas effective? /20
8. Argument and use of examples. Is the overall argument compelling? Are the arguments offered appropriate and convincing? Are examples and quotes used effectively and appropriately? Are opposing arguments described fairly and are they responded to effectively? /20
9. Does the essay show thorough familiarity with the readings and lectures/discussions/exercises completed in the class so far? /20
10. Grammar, mechanics, and style. Is the overall style appropriate for the subject matter and audience and effective for the argument? Does the essay show the technical proficiency necessary for winning the trust and confidence of readers? /20

**Second Essay Assignment Due: 1:20 PM Feb 11.  
Returned Thursday, February 18, 1:20 PM.**

Write an argumentative essay of from 1000---1500 words. The essay should have a thesis that answers this question: “Should President Michael Schill should rename Deady Hall?” You should take a position on the question and use as evidence the readings included on Canvas and other research that you think will strengthen your argument. You should also draw from the “Great Debate” that you will witness on the topic.

Use everything you know about argumentation to help you write a convincing essay, everything you’ve brought to this course, and everything you’ve learned so far in this course regarding stasis questions, ethos, pathos, arrangement, style, and metaphors—when relevant. Use MLA or APA style for in text citations and for works cited/bibliography. These sites may help for MLA:

[http://www.dianahacker.com/resdoc/p04\\_c08\\_o.html](http://www.dianahacker.com/resdoc/p04_c08_o.html)

<http://www.libs.uga.edu/ref/mlastyle.html>

**Grading Rubric**

11. Conception. Does the essay develop and address a productive question? Is the essay clearly focused on asking and answering that question? Does the paper demonstrate or explain the significance of the question? Does the paper have an original or ambitious “take” on its subject? /20
12. Arrangement/Organization. Does the essay begin well? Does it end well? Does it develop ethos and pathos effectively in the right places and at the

right times? Are the sections of the essay coherent and are they clearly connected to one another? Is the flow of arguments and ideas effective?  
/20

13. Argument and use of examples. Is the overall argument compelling? Are the arguments offered appropriate and convincing? Are examples and quotes used effectively and appropriately? Are opposing arguments described fairly and are they responded to effectively?  
/20

14. Does the essay show thorough familiarity with the readings and lectures/discussions/exercises completed in the class so far?  
/20

15. Grammar, mechanics, and style. Is the overall style appropriate for the subject matter and audience and effective for the argument? Does the essay show the technical proficiency necessary for winning the trust and confidence of readers?  
/20



