Inventing Arguments  
English 335  Fall 2020 Oct 15 update  
T/Th 1015-1145  
Open Hours: W 1-4  
Canvas and Zoom  
Prof. James Crosswhite,  jcross@uoregon.edu  
Note: This syllabus will change. I will give you plenty of heads up for any changes.

COURSE OBJECTIVES  
What is argumentation? What are its central elements, processes, forms, structures, techniques, goals? How does one create or imagine arguments? 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. Be prepared to be called on in class, 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  
Required readings for the course will be available on Canvas. Everyone enrolled in the course should also read a major newspaper or news website or aggregator a few times a week. Try to draw on multiple kinds of sources so you can hear arguments supporting different side of the issues you are interested in. You will need a good source for examples, too, so you can spot the different types of arguments we will be talking about in their natural habitat.

REQUIRED TIME  
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  
Writing  
Three essays. I will provide instructions and grading rubrics for each of these essays. The first two will be 1000-1500 words. The third will be 1500-2000 words. Each will be an exercise in inventing arguments that also develops an arrangement and style appropriate to the argumentation.
Three exercises. I will also provide instructions for these. Each will be about 300-700 words.

Grades
Essay #1 – 25%
Essay #2 – 25%
Essay #3 – 35%
Exercises – 15%

Participation and Engagement
For each day of class that reading is assigned, the reading should be completed before class begins. Each day you come to class, come prepared to participate in discussions and exercises. Have the reading (in some form) with you.

Attendance is required. Show up to class in person, live on video. If this is a problem for you, let me know. Stay for the whole class. I sometimes take attendance more than once in a meeting. Be sure you are audio capable. Feel free to take a necessary break, if you need one, just as you would in an in-person course. To cover illness or other events that make it impossible for you to attend, you are allowed two absences (one week of class). For each of the next absences, three percentage points will be deducted from your final average for the course. Lateness counts in considering your participation. Having said this, if you become sick or incapacitated or are having technical difficulties, let me know. I will work with you.

If an emergency arises or a situation out of your control prevents you from completing work on time, contact me 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.

Finally, we are pursuing this important work in an unusual and difficult time. I will be as flexible and fair as possible. If anything is preventing your full participation in the course, please let me know. If we encounter technical difficulties, let’s all ride it out and get it corrected, even if takes a while.

No late written work, please. Any late work will be graded down one half grade for each day late. Note: I may not be able to accept a late final paper.

COMPLETION OF WRITTEN WORK
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. All written work should be submitted through Canvas.
RESPECT, CONSIDERATION, AND PARTICIPATION

The course requires your active involvement. 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

If you have a condition or a technical situation 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 Tutoring and Academic Engagement Center provides support for all students. Contact is engage.uoregon.edu Click around to find the resource you need. They do support remote learning, too.

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

All readings are on CANVAS under “Files”

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Sept 29  Introductions: Doxa! Rhetoric and Democracy. Rhetoric and Philosophy. The Aims and Bounds of Argument and the Contact of Minds. At some time during the first 2 weeks (the earlier the better), read Plato’s “Allegory of the Cave” and The Apology of Socrates.

Oct 1  Read: Reading, Reasoning, Writing, Speaking (RRWS) CANVAS pp, 1-4.25, Finding the right questions in a Controversy
Read: Stasis Questions RRWS pp. 11-13

Oct 8  **Stasis Exercise Due.** Read Claims and Reasons RRWS 13-17, and What they say/What I say: Ethos 18-21.


Oct 15  Logos 1: Causes, Effects, Means, Ends
**Read:** Read: Causes, Effects, Means, Ends (CANVAS)

Oct 20  More Ethos and Pathos
**Read:** Pathos in Classical Rhetoric (CANVAS)

Oct 22  Person/Act Arguments
Readings on CANVAS

**Oct 23  First Paper Due.** By 11:59pm.

Oct 27  Thinking in Twos. Binaries. Reading on CANVAS.

**Oct 29  Binaries continued**
**Read:** “Dissociation in the Wilderness Debate” (CANVAS)

Brainstorming second paper topic.

Nov 3  **Second Exercise Due.**
Read: Informal fallacies

Nov 5  Thinking Fast, Thinking Slow: System 1 and System 2 Reading on CANVAS
Nov 10  Cognitive Ease  
Reading on CANVAS

Nov 12  Ethical Argument  
Reading on CANVAS

Nov 13 **Second Paper Due.** By 11:59pm.

Nov 17  Prototypes and Their Effects  
**Read:** Prototypes and Their Effects (Canvas)

Nov 19  Read: Justice and Stereotypes (CANVAS)  
Final Paper Topic. Discussions

Nov 24 **Third Exercise Due**  
Read: “Rhetoric: A Good Thing” by Danielle Allen

Nov 26 Thanksgiving

Dec 1  Read: “The Rhetorical Situation.”  
Discussion and review of questions and arguments for final paper.

Dec 3  NO CLASS. Special Office Hours by appointment: T 10:15 – 11:45am, W 1-4pm.

**Final Paper Due** anytime before and up until 8am, Thursday, December 10. Submit final paper through Canvas.