

**Classical Argument Unit**  
**Suggested Readings for Instructors and Students**  
**Florida International University**  
**ENC 1101: Writing and Rhetoric I**

**KEYS:**

**EI:** Bean, John C. *Engaging Ideas*. 2nd ed. San Francisco: Jossey-Bass, 2011. Print.

**St.M:** Glenn, Cheryl, and Melissa A. Goldthwaite. *The St. Martin's Guide to Teaching Writing*. 6th ed. Boston: Bedford/St. Martin, 2008. Print.

**EW:** Lunsford, Andrea A. *The Everyday Writer with Exercises*. 4th ed. Boston: Bedford/St. Martin, 2010. Print.

**TLH:** Lunsford, Andrea A., Alyssa O'Brien, and Lisa Dresdner. *Teaching with Lunsford Handbooks*. Boston: Bedford/St. Martin, 2012. Print.

**A&B:** Ramage, John D., John C. Bean, and June Johnson. *The Allyn and Bacon Guide to Writing*. 4th ed. New York: Learning Solutions, 2010. Print.

**Readings for Students:**

- *A&B*, chapter 8, “Writing a Classical Argument” (no essays).
- Review *A&B*, chapter 3, “Thinking Rhetorically about How Messages Persuade.”
- Review “Appealing to *Ethos* and *Pathos*” (*A&B* 223-25).
- Essay: “Paintball: Promoter of Violence or Healthy Fun?” (*A&B* 234-37).
- Review “A Strong Thesis Statement Surprises Readers with Something New or Challenging” (*A&B* 42-49).
- *A&B*, chapter 18, “Composing and Revising Closed-Form Prose.”
- Review *A&B*, chapter 20, “Asking Questions, Finding Sources.”
- Review *A&B*, “Evaluating Evidence: The STAR Criteria” (217-18).
- Review *A&B*, chapter 21, “Evaluating Sources.”
- *A&B*, chapter 22, “Incorporating Sources Into Your Own Writing.”
- Review *A&B*, Appendix, “A Guide to Avoiding Plagiarism.”
- Review *A&B*, “The Myth of Violence in the Old West” and “Skill 27: Keep Your Focus on Your Own Argument” (685-9).
- Essays: “Why Uranium Is the New Green” (*A&B* 238-41), “No to Nukes” (243-46), and “The Case for (Gay) Marriage” (249-54).
- Review *A&B*, “A Brief Primer on Informal Fallacies” (225-27) and “Articulating Unstated Assumptions” (213-15).
- *A&B*, chapter 18, “Composing and Revising Closed-Form Prose.”
- *A&B*, chapter 17, “Writing as a Problem-Solving Process.”
- *EW*, chapter 9, section 9b, “Get responses from peers” (91-96).
- *A&B*, chapter 17, “Writing as a Problem-Solving Process.”

## **Readings for Teachers:<sup>1</sup>**

- Review *St.M*, chapter 6, “Teaching Invention.”
- “Argument” in Part II in *TLH* (83-93).
- Review “Argument” in Part II in *TLH* (83-93) – all sections regarding appeals.
- *EI*, chapter 10, “Using Small Groups to Coach Thinking and Teaching Disciplinary Argument.”
- *St.M*, chapter 7, “Teaching Arrangement and Form.”
- “Thesis” in Part II in *TLH* (69-73).
- “Research” in Part II in *TLH* (95-121).
- Review *St.M*, “Example 7.2: Peer-Response Questions for the First Draft of a Four-Part Essay” (184).
- *EI*, chapter 10, “Using Small Groups to Coach Thinking and Teach Disciplinary Argument.”
- *St.M*, chapter 5, “Evaluating Student Essays.”
- *EI*, chapter 15, section 7, “Make One-on-One Writing Conferences as Efficient as Possible” (304-12).
- “Peer Review and Revision” in Part II in *TLH* (123-37).
- *St.M*, “Peer-Response Groups” (69-73).
- Essay: “Helping Peer Writing Groups Succeed” (*St.M* 343-351).
- *EI*, chapter 15, section 5, “Have Students Conduct Peer Reviews of Drafts” (295-98).

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<sup>1</sup> Teachers must read all readings assigned to students, in addition to any “Readings for Teachers.”