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The Rhetoric of Reason: Writing and the Attractions of ...
The Rhetoric of Reason: Writing and the Attractions of Argument [James R. Crosswhite]. Responding to skeptics within higher education and critics without, James Crosswhite argues powerfully that the core of a college education should be learning to w

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zodat we verbeteringen kunnen aanbrengen, en om
advertenties weer te geven.

Rhetoric Of Reason: Writing And The Attractions Of ...
Crosswhite supports his aims through a rhetorical
reconstruction of reason, offering new interpretations of
Plato and Aristotle and of the concepts of reflection and
dialogue from early modernity through Hegel to Gadamer.

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Project MUSE - The Rhetoric of Reason

What Is Rhetoric? Rhetoric is the art of persuasion through communication. It is a form of discourse that appeals to people ' s emotions and logic in order to motivate or inform. The word “ rhetoric ” comes from the Greek “ rhetorikos, ” meaning “ oratory. ”

Writing 101: What Is Rhetoric? Learn About Rhetorical ...
The Rhetoric of Reason: Writing and the Attractions of Argument (Rhetoric of the Human Sciences) - Kindle edition by Crosswhite, James R.. Download it once and read it on your Kindle device, PC, phones or tablets. Use features like bookmarks, note taking and highlighting while reading The

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Rhetoric of Reason: Writing and the Attractions of Argument (Rhetoric of the Human Sciences).

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For the end of logic is to teach a form of argument to secure reason, and not to entrap it. The end of morality is to procure the affections to obey reason, and not to invade it. The end of rhetoric is to fill the imagination to second reason, and not to oppress it: for these abuses of arts come in but ex obliquo 3, for caution.

On Rhetoric, or the Art of Eloquence, by Francis Bacon
Rhetoric is the study of effective speaking and writing. And the art of persuasion. And many other things. In its long and

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vigorous history rhetoric has enjoyed many definitions, accommodated differing purposes, and varied widely in what it included.

Responding to skeptics within higher education and critics without, James Crosswhite argues powerfully that the core of a college education should be learning to write a reasoned argument. A trained philosopher and director of a university-wide composition program, Crosswhite challenges his readers—teachers of writing and communication, philosophers, critical theorists, and educational administrators—to reestablish the traditional

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role of rhetoric in education. To those who have lost faith in the abilities of people to reach reasoned mutual agreements, and to others who have attacked the right-or-wrong model of formal logic, this book offers the reminder that the rhetorical tradition has always viewed argumentation as a dialogue, a response to changing situations, an exchange of persuading, listening, and understanding. Crosswhite ' s aim is to give new purpose to writing instruction and to students ' writing, to reinvest both with the deep ethical interests of the rhetorical tradition. In laying out the elements of argumentation, for example, he shows that claiming, questioning, and giving reasons are not simple elements of formal logic, but communicative acts with complicated ethical features.

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Students must learn not only how to construct an argument, but the purposes, responsibilities, and consequences of engaging in one. Crosswhite supports his aims through a rhetorical reconstruction of reason, offering new interpretations of Plato and Aristotle and of the concepts of reflection and dialogue from early modernity through Hegel to Gadamer. And, in his conclusion, he ties these theoretical and historical underpinnings to current problems of higher education, the definition of the liberal arts, and, especially, the teaching of written communication.

This timely intervention into composition studies presents a case for the need to teach all students a shared system of communication and logic based on the modern globalizing

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ideals of universality, neutrality, and empiricism. Based on a series of close readings of contemporary writing by Stanley Fish, Asao Inoue, Doug Downs and Elizabeth Wardle, Richard Rorty, Slavoj Zizek, and Steven Pinker, this book critiques recent arguments that traditional approaches to teaching writing, grammar, and argumentation foster marginalization, oppression, and the restriction of student agency. Instead, it argues that the best way to educate and empower a diverse global student body is to promote a mode of academic discourse dedicated to the impartial judgment of empirical facts communicated in an open and clear manner. It provides a critical analysis of core topics in composition studies, including the teaching of grammar; notions of objectivity and neutrality; empiricism and

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pragmatism; identity politics; and postmodernism. Aimed at graduate students and junior instructors in rhetoric and composition, as well as more seasoned scholars and program administrators, this polemical book provides an accessible staging of key debates that all writing instructors must grapple with.

The great Buddhist scholars Santaraksita (725 - 88 CE.) and his disciple Kamalasila were among the most influential thinkers in classical India. They debated ideas not only within the Buddhist tradition but also with exegetes of other Indian religions, and they both traveled to Tibet during Buddhism's infancy there. Their views, however, have been notoriously hard to classify. The present volume examines

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Santaraksita's Tattvasamgraha and Kamalasila's extensive commentary on it, works that cover all conceivable problems in Buddhist thought and portray Buddhism as a supremely rational faith. One hotly debated topic of their time was omniscience - whether it is possible and whether a rational person may justifiably claim it as a quality of the Buddha. Santaraksita and Kamalasila affirm both claims, but in their argumentation they employ divergent rhetorical strategies in different passages, advancing what appear to be contradictory positions. McClintock's investigation of the complex strategies these authors use in defense of omniscience sheds light on the rhetorical nature of their enterprise, one that shadows their own personal views as they advance the arguments they deem most effective to

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convince the audiences at hand.

This timely intervention into composition studies presents a case for the need to teach all students a shared system of communication and logic based on the modern globalizing ideals of universality, neutrality, and empiricism. Based on a series of close readings of contemporary writing by Stanley Fish, Asao Inoue, Doug Downs and Elizabeth Wardle, Richard Rorty, Slavoj Zizek, and Steven Pinker, this book critiques recent arguments that traditional approaches to teaching writing, grammar, and argumentation foster marginalization, oppression, and the restriction of student agency. Instead, it argues that the best way to educate and empower a diverse global student body is to promote a

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“ Rhetoric is the counterpart of logic, ” claimed Aristotle.

“ Rhetoric is the first part of logic rightly understood, ”

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Martin Heidegger concurred. “ Rhetoric is the universal form of human communication, ” opined Hans-Georg Gadamer. But in *Deep Rhetoric*, James Crosswhite offers a groundbreaking new conception of rhetoric, one that builds a definitive case for an understanding of the discipline as a philosophical enterprise beyond basic argumentation and is fully conversant with the advances of the New Rhetoric of Chaïm Perelman and Lucie Olbrechts-Tyteca. Chapter by chapter, *Deep Rhetoric* develops an understanding of rhetoric not only in its philosophical dimension but also as a means of guiding and conducting conflicts, achieving justice, and understanding the human condition. Along the way, Crosswhite restores the traditional dignity and importance of the discipline and illuminates the twentieth-

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century resurgence of rhetoric among philosophers, as well as the role that rhetoric can play in future discussions of ontology, epistemology, and ethics. At a time when the fields of philosophy and rhetoric have diverged, Crosswhite returns them to their common moorings and shows us an invigorating new way forward.

This brief rhetoric of argument teaches critical reading, informal reasoning, and writing as reasoned inquiry, and now features a mini-anthology of arguments on civic issues. The Shape of Reason emphasizes the enthymeme as the central basis for the invention and structure of arguments.

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This approach blends classical insights into rhetorical reasoning with contemporary understandings of the composing process as generative and organic, situated within discourse communities. The book helps to understand argument as inquiry, stressing the responsibility that writers have - to their audience and to their own ideas - in structuring arguments that earn their conclusions and in considering opposing arguments. For anyone interested in argumentative writing.

After Plato redefines the relationships of rhetoric for scholars, teachers, and students of rhetoric and writing in the twenty-first century. Featuring essays by some of the most accomplished scholars in the field, the book explores

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the diversity of ethical perspectives animating contemporary writing studies—including feminist, postmodern, transnational, non-Western, and virtue ethics—and examines the place of ethics in writing classrooms, writing centers, writing across the curriculum programs, prison education classes, and other settings.

When truth is subverted, reason is mocked, racism is promoted, and nationalism takes center stage, teachers and scholars of writing are challenged to articulate the place of rhetorical ethics in the writing classroom and throughout the field more broadly. After Plato demonstrates the integral place of ethics in writing studies and provides a roadmap for future conversations about ethical rhetoric that will play an essential role in the vitality of the field.

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Contributors: Fred Antczak, Patrick W. Berry, Vicki Tolar Burton, Rasha Diab, William Duffy, Norbert Elliot, Gesa E. Kirsch, Don J. Kraemer, Paula Mathieu, Robert J. Mislevy, Michael A. Pemberton, James E. Porter, Jacqueline Jones Royster, Xiaoye You, Bo Wang

No single work is more responsible for the heightened interest in argumentation and informal reasoning—and their relation to ethics and jurisprudence in the late twentieth century—than Chaïm Perelman and Lucie Olbrechts-Tyteca's monumental study of argumentation, *La Nouvelle Rhétorique: Traité de l'Argumentation*. Published in 1958 and translated into English as *The New Rhetoric* in 1969, this influential volume returned the study

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of reason to classical concepts of rhetoric. In *The Promise of Reason: Studies in The New Rhetoric*, leading scholars of rhetoric Barbara Warnick, Jeanne Fahnestock, Alan G. Gross, Ray D. Dearin, and James Crosswhite are joined by prominent and emerging European and American scholars from different disciplines to demonstrate the broad scope and continued relevance of *The New Rhetoric* more than fifty years after its initial publication. Divided into four sections—Conceptual Understandings of *The New Rhetoric*, Extensions of *The New Rhetoric*, *The Ethical Turn in Perelman and The New Rhetoric*, and *Uses of The New Rhetoric*—this insightful volume covers a wide variety of topics. It includes general assessments of *The New Rhetoric* and its central concepts, as well as applications of those

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concepts to innovative areas in which argumentation is being studied, such as scientific reasoning, visual media, and literary texts. Additional essays compare Perelman ' s ideas with those of other significant thinkers like Kenneth Burke and Richard McKeon, explore his career as a philosopher and activist, and shed new light on Perelman and Olbrechts- Tyteca ' s collaboration. Two contributions present new scholarship based on recent access to letters, interviews, and archival materials housed in the Université Libre de Bruxelles. Among the volume ' s unique gifts is a personal memoir from Perelman ' s daughter, Noémi Perelman Mattis, published here for the first time. The Promise of Reason, expertly compiled and edited by John T. Gage, is the first to investigate the pedagogical implications

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of Perelman and Olbrechts- Tyteca ' s groundbreaking work and will lead the way to the next generation of argumentation studies.

This edited collection brings together a group of rhetoricians seeking to develop productive ways to discuss the Israel-Palestine conflict, while avoiding the discursive impasses that so often derail attempts to exchange points of view.

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