

ENGLISH 102: MIXED ARGUMENTATION METHODS FOR SOCIAL JUSTICE RESEARCH WRITING



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English 102: Mixed Argumentation Methods
for Social Justice Research Writing by Vicky
Alexandersson

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This text was compiled on 07/17/2025

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Licensing

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CHAPTER OVERVIEW

1: Orientation and Kairos by Viggy Alexandersson

This module presents a fifteen-module OER series for English 102 centered on writing social justice research essays. This module emphasizes kairos—timing and context in writing. Each module features readings, activities, and assignments. Students will participate in a Think-Pair-Share/Think-Pair-Shear activity to examine kairos, followed by using a case study on student labor unions to highlight how context influences writing and research on contemporary social justice issues.

Student Learning Outcomes (SLOs) Present in This Module:

3. Employ a voice, style, and tone appropriate to the topic selected and the rhetorical situation
 - The module introduces kairos as a rhetorical appeal and asks students to consider time, context, and urgency when writing about social justice, which directly relates to choosing an appropriate voice, style, and tone for the rhetorical situation.
4. Direct an argument or explanation to the designated audience
 - Students are prompted to think about how timing and context affect the reception of their writing, and to consider how their work will be received by different audiences, both in classroom activities and in their written responses.
6. Employ rhetorical strategies consistent with the purpose of the writing task
 - The focus on kairos and its role in persuasive writing encourages students to use rhetorical strategies that match the urgency and context of their chosen social justice topic.
7. Integrate students' own ideas with those of others, using an appropriate documentation style (i.e., MLA or APA)
 - The assignment requires students to find quotations from eight credible sources, provide MLA citations, and explain the significance of each quote in relation to their topic, directly addressing this outcome.
8. Incorporate reasoning and explanations appropriate to the thesis and its supporting claims
 - Both classroom activities and the assignment ask students to explain the significance of kairos to their topic and to analyze the impact of timing and context, fostering reasoning and explanation skills.
11. Conduct inquiry-based research by formulating research questions, identifying a variety of sources (e.g., utilizing internet and library resources, such as scholarly sources), and evaluating and integrating sources into writing, including using sources as evidence in researched arguments
 - The assignment's requirement to gather, cite, and explain quotations from credible sources initiates the research process and source integration.

[1.1: Orientation and Kairos \(Reading/Media\)](#)

[1.2: Orientation and Kairos \(Classroom Activity\)](#)

[1.3: Orientation and Kairos \(Assignment\)](#)

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1.1: Orientation and Kairos (Reading/Media)

ORIENTING OURSELVES TO THIS OPEN EDUCATIONAL RESOURCE (OER) SERIES

This is a fifteen module OER series for English 102 (Composition II). Each module has three sub-modules. The first sub-module is a brief reading/media to add contextual framing and, oftentimes, key definitions to the unit. It should take about two minutes to read. The two paragraphs below are the first instance of a brief reading/media adding contextual framing to a module. Beneath each contextual framing is an optional example reading/media located at Project Gutenberg. The second sub-module is a classroom activity that amounts to approximately seventy-eight minutes of engagement. The third module is a homework assignment to help assess if you are comprehending each module's lessons. Once each homework assignment is revised, they will be combined during the last module—resulting in a completed social justice research essay. In other words, each homework assignment is a different piece of your social justice research essay.

CONTEXTUAL FRAMING FOR THIS MODULE

There is always some level of urgency when it comes to social justice. After all, social justice centers on well-being, progress, and accountability on individual, communal, and systemic levels, and many would argue that nourishing well-being, progress, and accountability should never be delayed. Bearing that in mind, the rhetorical appeal of **kairos** seems especially applicable to social justice research writing.

Have you ever heard the saying “There is a time and place for everything”? If so, you have some experience with kairos—the “when and where” or “time and place” rhetorical appeal. For the scope of social justice research writing, let's more specifically define kairos as **a rhetorical appeal that indicates the time, context, and urgency of a social justice issue**. Furthermore, within social justice research writing, kairos may be utilized to address political instability, economic reckonings, social unrest, and other current event tensions.

Example Reading/Media

"[Lincoln's Gettysburg Address](#)" on November 19, 1863 by Abraham Lincoln (located at Project Gutenberg)

NOTE TO PROFESSORS

Each of the 15 OER modules has 2 minutes of contextual reading/media, 78 minutes of classroom activities, and a homework assignment. If you plan to use this OER with a 15-week or 16-week course that meets two days per week, I suggest using the classroom activities one day per week. On top of that, the student will likely need a week to complete most if not all of the homework assignments in this OER series. For the second class session per week, I recommend the following approach. Since English 101 and English 102 have an overlap of several student learning outcomes, dedicate part of the second class period of the week to identifying which foundational skills from English 101 the class needs to work on. Then, dedicate the rest of class period to building one of those skills (e.g., how to utilize in-text citations, how to format a paper with MLA format, how to use transitions, etc.). Here is one example of what the skill building could be for those days across 16 weeks:

1. Brainstorming for Asserting Your Opinion to Win Over the Opposition
2. Brainstorming for Finding a Common Ground
3. Formatting Header, Headings, Subheadings, and Works Cited Page
4. Formatting Margins, Double-Spacing, and Removing After and Before Spacing with the Paragraph Menu
5. Finding Credible Sources
6. Utilizing In-text Citations
7. Writing a Research Question
8. Rhetorical Mode 1: Narration

9. Rhetorical Mode 2: Description
10. Rhetorical Mode 3: Exemplification/Illustration
11. Rhetorical Mode 4: Process
12. Rhetorical Mode 5: Cause and Effect
13. Rhetorical Mode 6: Compare and Contrast
14. Rhetorical Mode 7: Classification and Division
15. Rhetorical Mode 8: Definition
16. Using Transitions

If you are teaching a 16 week course, then you might have realized there is no 16th OER module. In place of an OER module for that week, I suggest conducting conferences with students or having students present their social justice research essays to the class.

If you like to give students extra credit, you may want to use the following prompt:

- Extended Learning Opportunity: This is an invitation in the spirit of democratization. Students are invited to write a reflection about what they can co-create to make the lesson “stick” (i.e., ensure they learned the lesson in a way that persists long-term).

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1.2: Orientation and Kairos (Classroom Activity)

REMEMBER (8 minutes)

Perhaps you have heard of Think-Pair-Share exercises derived from Frank Lyman et al. Adjacently, the following activity asks you to Think-Pair-Shear via an acronym we will express as B.E1+2. F.A.I.R.

Think (B.E1+2.):

Create a lexicon entry for the vocabulary word.

Vocabulary List

1. kairos

Reread the definition of kairos to make a lexicon (i.e., vocabulary list) entry that is at least three sentences long. The first sentence is your basis (B) and the other two are your individualized explanations (E1 and E2). You will accomplish that in your “Individualized Research Writing Lexicon (i.e., vocabulary list)” by creating a 3-sentence lexicon entry that utilizes the following 3-sentence formula (B.E1+2.). Write (B) the exact kairos definition used in this OER as an in-text citation preceded by a transitional phrase of where the definition came from all as one sentence, (E1) the definition of kairos in your own words preceded by a transition like “In other words,” and (E2) a commentary sentence(s) about why you think kairos is important for research writing.

UNDERSTAND (15 minutes)

Pair (F.A.I.R.):

With a partner, share your lexicon (i.e., vocabulary list) entry for kairos.

F - Freely share only what you are comfortable sharing from your lexicon (i.e., vocabulary list) entry. (Partner A)

A - Articulate what you think the main idea was from their share. (Partner B)

I - Inquire kindly about wonders or confusions you have from what they share. (Partner B)

R - Responsively reply; in other words, address whether your partner understands your lexicon entry the way you meant for it to be understood and clarify any wonders or confusions with a rationale. (Partner A)

Sheer:

If your partner was not close to understanding your lexicon (i.e., vocabulary list) entry’s intended meaning when they articulated and inquired, then *sheer*—change course quickly by way of editing your lexicon (i.e., vocabulary list) entry.

APPLY (30 minutes)

Individually, take about thirty minutes to write a response to each of the following kairos questions:

1. What is a present day social justice topic that you are interested in researching?
2. What are the current circumstances of that social justice topic?
3. What is the cultural climate (e.g., attitudes, beliefs, practices, and values) of that social justice topic?
4. What specific speeches, essays/articles, or other content were created in response to your social justice research topic?
5. What immediate context or event inspired each speech, essay/article, or other content that you identified related to your social justice research topic?
6. How does the timing of those speeches, essays/articles, and other content relate to the impact and urgency of what they focused on?
7. How might the speeches, essays/articles, and other content be received differently if they were expressed at another time or in another context?

8. What immediate context or event might inspire your social justice research topic?
9. How does the timing of your social justice research writing relate to the impact and urgency of what you are focusing on?
10. How might your social justice research writing be received differently if it were expressed at another time or in another context?
11. Why is now the ideal time to write about your social justice research topic?
12. What else about time, context, and urgency could make your social justice research argument more relevant and persuasive?

ANALYZE (25 minutes)

Case Study (Whole Class Discussion):

Scholar Ori Kirose is researching student labor unions whose members are undergraduate and graduate student workers at a college or university. The news and other media sources have been reporting on the increase of student workers at colleges and universities replacing full-time and adjunct faculty members. Adjunct faculty members were paid half the rate to do the same work as full-time faculty members. Now, student workers, such as teaching assistants, are being paid half the amount that adjunct faculty were paid. The media coverage has featured student workers who voice being exploited and in need of fair wages and ethical work hours that do not impact their academic journey as students. Scholar Ori Kirose recognizes the time is now to write a social justice research essay about what is happening, especially while Scholar Ori Kirose is still a student worker themselves. The students' union success is highly contingent upon cultural and social conditions. In other words, while there is massive media coverage, advocacy for the issue seems to be even more persuasive and far-reaching in impact. Scholar Ori Kirose wants to be part of the solution, and "strike while the iron is hot" as the saying goes. What about the time, context, or urgency of the issue might make Scholar Ori Kirose think now is the time to write a social justice research article about it? How might Scholar Ori Kirose's social justice research writing on this topic be received differently if it is written at a different time or in another context?

EVALUATE (5 minutes)

Exit Ticket (Individually):

What other questions would you add to your kairos question set? That question(s) can be related to kairos with researching and writing in general or specific to the topic you choose.

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1.3: Orientation and Kairos (Assignment)

Provide quotations (quotes) from eight credible sources that respond to distinct contexts or moments related to the social justice research topic that you are in the early stages of developing. Be sure to list the quote, its MLA formatted citation for the Works Cited page, and the significance of the quote in relation to your social justice research topic.

Quotation Table				
Source	Relevant Quotation	Significance of the Quotation	MLA Citation for Works Cited Page	Optional: Anything Else You'd Note?
Source 1				
Source 2				
Source 3				
Source 4				
Source 5				
Source 6				
Source 7				
Source 8				

Quotation Table Rubric			
Criteria	Unsatisfactory (0)	Developing (1)	Satisfactory (2)
Quality	Submission exhibits none of the following elements: • Credible source • Relevant to the social justice research topic	Submission exhibits one of the following elements: • Credible source • Relevant to the social justice research topic	Submission exhibits two of the following elements: • Credible source • Relevant to the social justice research topic

Significance	Submission exhibits none of the following elements: - Insightful explanation - Significance is specific	Submission exhibits one of the following elements: - Insightful explanation - Significance is specific	Submission exhibits two of the following elements: - Insightful explanation - Significance is specific
Guidelines	Submission exhibits none of the following elements: - Submission meets or exceeds the minimum source limit - Submission adheres to MLA formatting guidelines	Submission exhibits one of the following elements: - Submission meets or exceeds the minimum source limit - Submission adheres to MLA formatting guidelines	Submission exhibits two of the following elements: - Submission meets or exceeds the minimum source limit - Submission adheres to MLA formatting guidelines
Optional: Brief Comment			

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CHAPTER OVERVIEW

2: Reflexivity and Ethos by Viggie Alexandersson

This module emphasizes the importance of reflexivity and ethos in research writing within social justice contexts, highlighting self-reflection to reduce bias and uphold ethical standards. It notes that researchers' credibility is crucial for impactful writing.

Student Learning Outcomes (SLOs) Present in This Module:

1. Engage in a recursive process of prewriting, drafting, revising, editing, and proofreading
 - The chapter explicitly frames reflexivity as a prewriting strategy and includes activities (e.g., creating lexicon entries, revising them through the "Sheer" step) that require students to draft and revise their thinking and writing.
2. Engage in a reflective process of evaluating their own drafts and those of others
 - Reflection is the central theme: students answer a series of self-reflective questions about their identity, assumptions, and connection to the research topic. The classroom activity includes peer sharing and feedback, which encourages evaluating both their own and others' responses.
3. Employ a voice, style, and tone appropriate to the topic selected and the rhetorical situation
 - Students are asked to consider how to establish ethos—credibility and trust—through their writing, which involves making deliberate choices about voice and tone in relation to the audience and subject.
4. Direct an argument or explanation to the designated audience
 - The activities prompt students to consider which audiences they hope to reach or avoid, and how their identity and position affect their communication with those audiences.
5. Establish a clear framework of essay and paragraph organization appropriate to the writing task and the thesis
 - The assignment rubric evaluates organization and the use of transitions, requiring students to structure their introduction section clearly and logically.
8. Incorporate reasoning and explanations appropriate to the thesis and its supporting claims
 - The assignment requires students to articulate and develop their position on a social justice issue with clear reasoning and explanation.
9. Revise work to enhance coherence and clarity while communicating with relevant discourse communities
 - The "Sheer" step in the classroom activity explicitly instructs students to revise their lexicon entries for clarity and accuracy after peer feedback.

[2.1: Reflexivity and Ethos \(Reading/Media\)](#)

[2.2: Reflexivity and Ethos \(Classroom Activity\)](#)

[2.3: Reflexivity and Ethos \(Assignment\)](#)

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2.1: Reflexivity and Ethos (Reading/Media)

Many times, research writing classes are seen as an interactive process of researching a topic and writing an essay based on that research. The prewriting stage of that research is often seen as informal writing, such as brainstorming, listing, mind mapping, freewriting, and more exercises that are iterations of informal groundwork writing. However, when a writer starts their prewriting external to themselves (e.g., database research, etc.) they may set themselves up to be a biased and, in turn, socially unjust researcher and writer.

To begin a social justice research writing journey from an ethical positionality, you should consider internal reflection as your first prewriting strategy. Depending on the field and purpose of your research essay, that reflection can be called a variety of things. Given the scope of this research writing process being centered on social justice, let's rely on the term **reflexivity**. Though the term has a complex history in social theory, we will define it as ***a reflection of the writer's causal relationship to the research process, topic, writing process, and reach of the audience.*** Shifting from the internal to the external, you should also consider how you want to establish **ethos**, which is ***the rhetorical appeal focused on building trust and credibility.*** The best social justice research writers have strong reflexivity and ethos skills.

Example Reading/Media

"[I Believe: Multitudes, Multitudes in the Valley of Decision](#)" in "*I Believe*" and *Other Essays* by Guy Thorne (located at Project Gutenberg)

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2.2: Reflexivity and Ethos (Classroom Activity)

REMEMBER (8 minutes)

Think (B.E1+2.):

Create a lexicon entry for the vocabulary word.

Vocabulary List

1. reflexivity
2. ethos

Read the reflexivity and ethos definitions, and make a lexicon (i.e., vocabulary list) entry that is at least three sentences long per vocabulary word. The first sentence is your basis (B) and the other two are your individualized explanations (E1 and E2). You will accomplish that in your “Individualized Research Writing Lexicon (i.e., vocabulary list)” by creating a 3-sentence lexicon entry that utilizes the following 3-sentence formula (B.E1+2.). Write (B) the exact definition of the vocabulary word an in-text citation preceded by a transitional phrase of where the definition came from all as one sentence, (E1) the definition of the vocabulary word in your own words preceded by a transition like “In other words,” and (E2) a commentary sentence(s) about why you think the vocabulary word is important for research writing. These 3-sentence lexicon entries should take about five minutes per vocabulary word.

UNDERSTAND (15 minutes)

Pair (F.A.I.R.):

With a partner, share your lexicon (i.e., vocabulary list) entries for reflexivity and ethos.

F - Freely share only what you are comfortable sharing from your lexicon (i.e., vocabulary list) entry. (Partner A)

A - Articulate what you think the main idea was from their share. (Partner B)

I - Inquire kindly about wonders or confusions you have from what they share. (Partner B)

R - Responsively reply; in other words, address whether your partner understands your lexicon entry the way you meant for it to be understood and clarify any wonders or confusions with a rationale. (Partner A)

Sheer:

If your partner was not close to understanding your lexicon (i.e., vocabulary list) entry’s intended meaning when they articulated and inquired, then *sheer*—change course quickly by way of editing your lexicon (i.e., vocabulary list) entry.

APPLY (30 minutes)

Individually, take about thirty minutes to write a response to each of the following reflexivity questions:

1. Before I begin to think about researching any topic, how do I define myself individually, in cultural community, in academic community, and any other dimensions of identity?
2. What assumptions do I have about research and writing in general?
3. What judgments do I have about research and writing in general?
4. What does effective research and writing in general look like to me?
5. How rigid am I in my understanding of what effective research and writing in general looks like to me, and how do I know?
6. How flexible am I in adapting my research and writing to new discoveries, and how do I know?
7. Which audiences do I hope to never speak to with my research and writing?
8. Which audiences do I hope to speak to with my research and writing?

9. After picking a research topic, how am I connected or unconnected to the topic?
10. Does any part of my identity position me as someone of privilege or oppression related to the topic?
11. Would my perspective on the topic be an insider or outsider perspective, and how might that influence how I navigate power dynamics, knowledge accessibility, methodological approaches, collaborative research, and ethical considerations?
12. What assumptions do I have about the topic?
13. What judgments do I have about the topic?
14. What does it look like to effectively research and write about the topic to me?
15. How might my research and writing about the topic impact the research; for instance, how might your research and writing cause positive and/or negative impacts on the topic's field and society in general, and how do I know?
16. How flexible am I in adapting my research and writing to new discoveries, and how do I know?
17. How flexible am I in adapting my research and writing to discourses that might reveal opportunities for my growth regarding bias and critical consciousness, and how do I know?
18. Which audiences do I hope to never speak to with my research and writing on the topic?
19. Which audiences do I hope to speak to with my research and writing on the topic?
20. What might some of the costs and benefits be of redirecting my research and writing to speak to audiences I hoped never to speak to?
21. What do I hope to achieve with my research and writing on this topic?
22. How do I want to feel during and after my research and writing on this topic?
23. How do I want my audience to feel during and after my research and writing on this topic?
24. Given my answers to all of the above, how can I establish myself as a credible and trustworthy researcher and writer on the topic (note: establishing credibility and trust in research writing is known as establishing ethos)?

ANALYZE (25 minutes)

Case Study (Whole Class Discussion):

Scholar Theodorx Egan is researching the environmental impact of buying metal household products in place of plastic household products. They hope their research will help people understand how discarding plastic products for metal products is environmentally supportive. Scholar Theodorx Egan comes from a family that always used metal instead of plastic household products. Moreover, their family owns part of the local steel mill. What (e.g., personal biases, power dynamics, etc.) and how should Scholar Theodorx Egan address their reflexivity in their research and writing on this topic? How can Scholar Theodorx Egan support their ethos (i.e., establish credibility and trust with the audience)?

EVALUATE (5 minutes)

Exit Ticket (Individually):

What other questions would you add to your reflexivity question set? That question(s) can be related to reflexivity with researching and writing in general or specific to the topic you choose.

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2.3: Reflexivity and Ethos (Assignment)

Introduction Section for the Social Justice Research Essay Assignment

Write approximately 250 words (1 page double-spaced) that clarify the social justice issue your research essay focuses on. Be sure to include why you have chosen the topic. Then, articulate your position on the social justice issue.

Introduction Section Rubric			
Criteria	Unsatisfactory (0)	Developing (1)	Satisfactory (2)
Topic	Submission exhibits none of the following elements: • Topic is clearly stated • Topic's connection to social justice is clear	Submission exhibits one of the following elements: • Topic is clearly stated • Topic's connection to social justice is clear	Submission exhibits two of the following elements: • Topic is clearly stated • Topic's connection to social justice is clear
Position	Submission exhibits none of the following elements: • Position is clearly stated • Position is well-developed	Submission exhibits one of the following elements: • Position is clearly stated • Position is well-developed	Submission exhibits two of the following elements: • Position is clearly stated • Position is well-developed
Organization	Submission exhibits none of the following elements: • Section is well-organized • Transition words and phrases support the organization effectively	Submission exhibits one of the following elements: • Section is well-organized • Transition words and phrases support the organization effectively	Submission exhibits two of the following elements: • Section is well-organized • Transition words and phrases support the organization effectively

Quality	Submission exhibits none of the following elements: • Writing is easy to follow • Writing conventions are correct (e.g., capitalization, punctuation, and spelling)	Submission exhibits one of the following elements: • Writing is easy to follow • Writing conventions are correct (e.g., capitalization, punctuation, and spelling)	Submission exhibits two of the following elements: • Writing is easy to follow • Writing conventions are correct (e.g., capitalization, punctuation, and spelling)
Guidelines	Submission exhibits none of the following elements: • Submission meets or exceeds the minimum word limit • Submission adheres to MLA formatting guidelines	Submission exhibits one of the following elements: • Submission meets or exceeds the minimum word limit • Submission adheres to MLA formatting guidelines	Submission exhibits two of the following elements: • Submission meets or exceeds the minimum word limit • Submission adheres to MLA formatting guidelines
Optional: Brief Comment			

2.3: Reflexivity and Ethos (Assignment) is shared under a [CC BY-NC-SA 1.0](https://creativecommons.org/licenses/by-nc-sa/1.0/) license and was authored, remixed, and/or curated by LibreTexts.

CHAPTER OVERVIEW

3: The Big Why and Pathos by Viggy Alexandersson

This module emphasizes the use of pathos in persuasive writing for social justice, focusing on its emotional appeal to evoke empathy and motivate action. It describes a classroom activity where students define "pathos," discuss its role, and consider its application in their writing. The text also offers guidelines for enhancing the introduction of social justice essays by incorporating rhetorical elements and a clear thesis, and includes an assessment rubric for evaluation.

Student Learning Outcomes (SLOs) Present in This Module:

1. Engage in a recursive process of prewriting, drafting, revising, editing, and proofreading
 - The classroom activity and assignment require students to expand their introduction, reflect on their personal connection to the topic, and revise their work to include emotional appeals and a clear thesis, supporting the recursive writing process.
2. Engage in a reflective process of evaluating their own drafts and those of others
 - Students reflect on why they care about their topic, why readers should care, and the emotional stakes involved, which fosters self-evaluation and reflection.
3. Employ a voice, style, and tone appropriate to the topic selected and the rhetorical situation
 - The focus on pathos (emotional appeal) requires students to consciously select a voice and tone that will resonate with their audience and suit the rhetorical context.
4. Direct an argument or explanation to the designated audience
 - Activities and assignments ask students to consider the audience's emotional engagement and how to make the topic relatable and urgent for readers.
5. Establish a clear framework of essay and paragraph organization appropriate to the writing task and the thesis
 - The assignment rubric evaluates organization, transitions, and the logical development of the introduction and thesis, emphasizing structured writing.
6. Employ rhetorical strategies consistent with the purpose of the writing task
 - The explicit focus on pathos and the integration of kairos, ethos, and logos in the assignment require students to use appropriate rhetorical strategies for persuasion.
8. Incorporate reasoning and explanations appropriate to the thesis and its supporting claims
 - Students are prompted to provide reasons for their emotional investment and to articulate the logical and emotional consequences of the social justice issue.

[3.1: The Big Why and Pathos \(Reading/Media\)](#)

[3.2: The Big Why and Pathos \(Classroom Activity\)](#)

[3.3: The Big Why and Pathos \(Assignment\)](#)

3: The Big Why and Pathos by Viggy Alexandersson is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

3.1: The Big Why and Pathos (Reading/Media)

There are several types of persuasive techniques that can be utilized in essay writing. One persuasive writing technique that involves engaging emotions is known as **pathos**. A trick you can use to remember that pathos involves emotions is to think about other emotion related words that contain the root syllabus “path.” For instance, empathy and sympathy both have “path” in them.

Besides simply remembering that pathos relates to emotions, let us consider personalizing the definition. Have you ever read something that emotionally moved you? Have you ever read something and thought that the author put a lot of heart into what they wrote? If so, you experienced the pathos of their writing.

In the context of social justice research writing, pathos helps readers care about topics. On top of that, pathos helps readers personalize a topic even if it initially seemed unrelatable. In terms of social justice calls-to-action in research writing, pathos can inspire empathy and action in support of the people central to the social justice issue. With all of the above information in mind, let us define pathos in the social justice research writing context as ***a persuasive writing technique that appeals to emotions to make a social justice issue valued, relatable, and actionable.***

Example Reading/Media

"[My Last Day at Salem House](#)" in David Copperfield by Charles Dicken (located at Project Gutenberg)

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3.2: The Big Why and Pathos (Classroom Activity)

REMEMBER (8 minutes)

Think (B.E1+2.):

Create a lexicon entry for the vocabulary word.

Vocabulary List

1. pathos

Reread the definition of pathos to make a lexicon (i.e., vocabulary list) entry that is at least three sentences long. The first sentence is your basis (B) and the other two are your individualized explanations (E1 and E2). You will accomplish that in your “Individualized Research Writing Lexicon (i.e., vocabulary list)” by creating a 3-sentence lexicon entry that utilizes the following 3-sentence formula (B.E1+2.). Write (B) the exact pathos definition used in this OER as an in-text citation preceded by a transitional phrase of where the definition came from all as one sentence, (E1) the definition of pathos in your own words preceded by a transition like “In other words,” and (E2) a commentary sentence(s) about why you think pathos is important for research writing.

UNDERSTAND (15 minutes)

Pair (F.A.I.R.):

With a partner, share your lexicon (i.e., vocabulary list) entry for pathos.

F - Freely share only what you are comfortable sharing from your lexicon (i.e., vocabulary list) entry. (Partner A)

A - Articulate what you think the main idea was from their share. (Partner B)

I - Inquire kindly about wonders or confusions you have from what they share. (Partner B)

R - Responsively reply; in other words, address whether your partner understands your lexicon entry the way you meant for it to be understood and clarify any wonders or confusions with a rationale. (Partner A)

Sheer:

If your partner was not close to understanding your lexicon (i.e., vocabulary list) entry’s intended meaning when they articulated and inquired, then *sheer*—change course quickly by way of editing your lexicon (i.e., vocabulary list) entry.

APPLY (30 minutes)

Thinking about how to get people to care about a topic begins with the “Big Why,” also known as the purpose of your argument. Individually, take about thirty minutes to write a response to each of the following “Big Why” questions:

1. Why do you care about your topic?
2. Why should readers care about your topic?
3. What is gained by putting heart (i.e., showing why you care) into your essay?
4. What is lost by not putting heart (i.e., not showing why you care) into your essay?
5. Why should you persuade readers to be empathetic instead of sympathetic about the social justice topic your essay focuses on?
6. What is social justice without involving emotions?
7. Can social justice exist without involving emotions?
8. If emotions are always part of social justice issues, why might it be especially important to appeal to emotions in your essay?

9. Why might it be important to share why you care about your topic? How is that strategic to convincing your audience to care about your topic?
10. How does why you care about your topic relate to why your readers might care about your topic?

ANALYZE (25 minutes)

Case Study (Whole Class Discussion):

Scholar Emo Shun plans to write a research essay on how public health campaigns can motivate communities to promote positive body images and self-acceptance for all types of bodies. Scholar Emo Shun aims to write a thesis that not only states their position but also articulates the big why (i.e., the significance and urgency of the research scope) through pathos (i.e., connecting emotionally) with the audience. In order to infuse pathos, Emo Shun decides to bring forth concern and incentivize the audience to care about the issue individually and in relation to society overall. How can Emo Shun specifically make sure that their thesis effectively infuses the big why and pathos? What might be best to include in the thesis to engage the audience and highlight the importance of the research?

EVALUATE (5 minutes)

Exit Ticket (Individually):

What other questions would you add to your Big Why question set? That question(s) can be related to the Big Why with researching and writing in general or specific to the topic you choose.

3.2: The Big Why and Pathos (Classroom Activity) is shared under a [CC BY-NC-SA 1.0](#) license and was authored, remixed, and/or curated by LibreTexts.

3.3: The Big Why and Pathos (Assignment)

Expanded Introduction Section for the Social Justice Research Essay Assignment

Expand your 250 word (1 page double-spaced) introduction to 375 words (1.5 double-spaced pages) by more specifically addressing these rhetorical situation questions below. Make sure to include a thesis that indicates the four argumentation methods you will use (e.g., Aristotelian, Rogerian, Toulmin, and your own unique argumentation method) and the purpose of your social justice research essay.

1. Kairos: Why does your social justice research topic need to be advocated for now; what is the urgency?
2. Ethos: What connection do you have to your social justice research topic that establishes you as a credible and/or trustworthy person to discuss the issue?
3. Pathos: What emotions and feelings have already circulated from people in relation to your social justice research topic, and what are some of the emotional consequences and risks that could come up if people do not resolve the social justice issue (e.g., individual depression, communal anxiety, etc.)?
4. Logos: What is an overview of the reasons and evidence that support your position on the social justice issue?

Introduction Section Rubric			
Criteria	Unsatisfactory (0)	Developing (1)	Satisfactory (2)
Topic	Submission exhibits none of the following elements: • Topic is clearly stated • Topic's connection to social justice is clear	Submission exhibits one of the following elements: • Topic is clearly stated • Topic's connection to social justice is clear	Submission exhibits two of the following elements: • Topic is clearly stated • Topic's connection to social justice is clear
Position	Submission exhibits none of the following elements: • Position is clearly stated • Position is well-developed	Submission exhibits one of the following elements: • Position is clearly stated • Position is well-developed	Submission exhibits two of the following elements: • Position is clearly stated • Position is well-developed

Organization	Submission exhibits none of the following elements: • Section is well-organized • Transition words and phrases support the organization effectively	Submission exhibits one of the following elements: • Section is well-organized • Transition words and phrases support the organization effectively	Submission exhibits two of the following elements: • Section is well-organized • Transition words and phrases support the organization effectively
Quality	Submission exhibits none of the following elements: • Writing is easy to follow • Writing conventions are correct (e.g., capitalization, punctuation, and spelling)	Submission exhibits one of the following elements: • Writing is easy to follow • Writing conventions are correct (e.g., capitalization, punctuation, and spelling)	Submission exhibits two of the following elements: • Writing is easy to follow • Writing conventions are correct (e.g., capitalization, punctuation, and spelling)
Guidelines	Submission exhibits none of the following elements: • Submission meets or exceeds the minimum word limit • Submission adheres to MLA formatting guidelines	Submission exhibits one of the following elements: • Submission meets or exceeds the minimum word limit • Submission adheres to MLA formatting guidelines	Submission exhibits two of the following elements: • Submission meets or exceeds the minimum word limit • Submission adheres to MLA formatting guidelines
Optional: Brief Comment			

3.3: The Big Why and Pathos (Assignment) is shared under a [CC BY-NC-SA 1.0](https://creativecommons.org/licenses/by-nc-sa/4.0/) license and was authored, remixed, and/or curated by LibreTexts.

CHAPTER OVERVIEW

4: Research Question and Logos by Vigg Alexandersson

This module emphasizes the importance of critical thinking in formulating research questions and identifying knowledge gaps, referencing bell hooks in social justice research. It describes a classroom activity centered on "logos," where students develop lexicon entries and engage in discussions. A case study is provided to demonstrate effective research questions, and the Reverse Peer Feedback assignment aims to foster constructive critique and evaluation of social justice essays.

Student Learning Outcomes (SLOs) Present in This Module:

1. Engage in a recursive process of prewriting, drafting, revising, editing, and proofreading
 - Students are prompted to formulate and refine research questions, organize information, and clarify reasoning—key steps in the recursive writing process. The assignment also involves peer feedback, which encourages revision and refinement.
2. Engage in a reflective process of evaluating their own drafts and those of others
 - The classroom activity and assignment require students to reflect on the specificity, clarity, and meaningfulness of their research questions, and to provide and receive peer feedback.
5. Establish a clear framework of essay and paragraph organization appropriate to the writing task and the thesis
 - Students are asked to organize information logically to provide evidence and reasoning, and to consider how to structure their research writing for clarity.
6. Employ rhetorical strategies consistent with the purpose of the writing task
 - The focus on logos (logical reasoning) encourages students to use strategies such as evidence-based argumentation and clear organization to persuade their audience.
8. Incorporate reasoning and explanations appropriate to the thesis and its supporting claims
 - The entire module is centered on developing logical reasoning, supporting claims with evidence, and ensuring explanations are clear and coherent.
9. Revise work to enhance coherence and clarity while communicating with relevant discourse communities
 - The peer feedback process and the emphasis on revising research questions and reasoning directly support this outcome.
10. Summarize, analyze, and evaluate the arguments, counterarguments, and evidence in the writing of others
 - The classroom case study explicitly asks students to summarize, analyze, and evaluate articles and approaches to a social justice issue, and to use these skills to strengthen their own research question and logos.
11. Conduct inquiry-based research by formulating research questions, identifying a variety of sources, and evaluating and integrating sources into writing, including using sources as evidence in researched arguments
 - Students are tasked with formulating research questions, identifying gaps in knowledge, and considering how to gather and organize evidence to answer those questions.

[4.1: Research Question and Logos \(Reading/Media\)](#)

[4.2: Research Question and Logos \(Classroom Activity\)](#)

[4.3: Research Question and Logos \(Assignment\)](#)

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4.1: Research Question and Logos (Reading/Media)

To begin thinking through how to frame a research question as well as its aligned **logos** (*i.e., the logical reasoning rhetorical appeal the relies on proof in conjunction with deductive, inductive, or other reasoning to form conclusions*), let us first turn our attention to unpacking the function and purpose of critical thinking. In *Teaching Critical Thinking: Practical Wisdom*, bell hooks posits, “Critical thinking involves first discovering the who, what, when, where, and how of things—finding the answers to those eternal questions of the inquisitive child—and then utilizing that knowledge in a manner that enables you to determine what matters most” (9). With that in mind, framing a research question entails identifying what you want to investigate as well as recognizing the gaps of knowledge the research question’s answer could fill. Additionally, that involves organizing information in a logical way that serves as evidence and reasoning to prove the answer true—addressing the who, what, when, where, and how. In addressing those essential questions, you root your social justice research writing in a respect for complexity and comprehension—as opposed to a single narrative or overly simplistic answer to your research question. Without that approach, you cannot discern what matters most.

Example Reading/Media

"[The Value of Logic to the Student](#)" in *A Class Room Logic: Deductive and Inductive with Special Application to the Science and Art of Teaching* by George Hastings McNair (located at Project Gutenberg)

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4.2: Research Question and Logos (Classroom Activity)

REMEMBER (8 minutes)

Think (B.E1+2.):

Create a lexicon entry for the vocabulary word.

Vocabulary List

1. logos

Reread the definition of logos to make a lexicon (i.e., vocabulary list) entry that is at least three sentences long. The first sentence is your basis (B) and the other two are your individualized explanations (E1 and E2). You will accomplish that in your “Individualized Research Writing Lexicon (i.e., vocabulary list)” by creating a 3-sentence lexicon entry that utilizes the following 3-sentence formula (B.E1+2.). Write (B) the exact logos definition used in this OER as an in-text citation preceded by a transitional phrase of where the definition came from all as one sentence, (E1) the definition of logos in your own words preceded by a transition like “In other words,” and (E2) a commentary sentence(s) about why you think logos is important for research writing.

UNDERSTAND (15 minutes)

Pair (F.A.I.R.):

With a partner, share your lexicon (i.e., vocabulary list) entry for logos.

F - Freely share only what you are comfortable sharing from your lexicon (i.e., vocabulary list) entry. (Partner A)

A - Articulate what you think the main idea was from their share. (Partner B)

I - Inquire kindly about wonders or confusions you have from what they share. (Partner B)

R - Responsively reply; in other words, address whether your partner understands your lexicon entry the way you meant for it to be understood and clarify any wonders or confusions with a rationale. (Partner A)

Sheer:

If your partner was not close to understanding your lexicon (i.e., vocabulary list) entry’s intended meaning when they articulated and inquired, then *sheer*—change course quickly by way of editing your lexicon (i.e., vocabulary list) entry.

APPLY (30 minutes)

Individually, take about thirty minutes to write a response to each of the following research question and logical reasoning prompts:

1. Who is the most appropriate person to ask your research question? (This could be you or someone else.)
2. What is your research question?
3. When does the context of your research question take place?
4. Where does the context of your research question take place?
5. How might your research question fill any gaps of knowledge?
6. What gaps in knowledge exist related to your research question?
7. Is your research question specific?
8. Does your research question have the potential to be answered?
9. Is your research question meaningful?
10. How might you organize information to provide evidence?
11. How might you organize information to provide reasoning?

12. Is your logical reasoning clear?
13. Is your logical reasoning coherent?
14. Is your logical reasoning supported with evidence?
15. How can you determine if your audience understands your logical reasoning or not?
16. Whose logic matters most when writing within a social justice context?

ANALYZE (25 minutes)

Case Study (Whole Class Discussion):

Scholar Riley Rheeurch is researching climate change. In that process, they are learning how summary, analysis, and evaluation support strong research questions and logos. After examining articles about climate change, Scholar Riley Rheeurch summarizes key findings as well as analyzes and evaluates the strengths and opportunities for growth of different approaches to remedying climate change issues. Upon reflecting on their summary, analysis, and evaluation of the articles, Scholar Riley Rheeurch identifies a gap in knowledge that could be addressed if they revised their research question. How might Scholar Riley Rheeurch confirm that their summary, analysis, and evaluation fortifies their research question's clarity and logic? How can Scholar Riley Rheeurch rely on fortifying their research question's clarity and logic to strengthen their logos as a credible basis for their research?

EVALUATE (5 minutes)

Exit Ticket (Individually):

What other questions would you add to your research question and logical reasoning prompt set? That question(s) can be related to research questions and logical reasoning with researching and writing in general or specific to the topic you choose.

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4.3: Research Question and Logos (Assignment)

Reverse Peer Feedback 1 Assignment

Sometimes peer feedback exercises prioritize assessing how well a peer thinks you completed an assignment. However, with reverse peer feedback, you will be assessing how well your peer gave you feedback on your assignment submissions.

For this reverse peer feedback assignment, your peer should give constructive feedback on this assignment:

1. Expanded Introduction Section for the Social Justice Research Essay Assignment

As the peer giving feedback, prioritize giving feedback the addresses the following:

1. How does the assignment submission address the social justice research topic?
2. How well does the assignment submission address the assignment guidelines and/or argumentation method in focus?
3. What constructive feedback do you have that is actionable, would support improvement, emphasizes strengths, and discusses opportunities for growth?
4. What specific examples from the assignment submission support your constructive feedback?
5. How can you share constructive feedback in a way that is clearly written, well-organized, and respectful?

As the scholar receiving reverse peer feedback, use the Reverse Peer Feedback Rubric to rate your peer's constructive feedback. After that, you may also provide a brief comment that explains your ratings. That could be helpful to support both you and your peer's peer review skills.

Note: You should keep the feedback from your peer because you will use it later during the revision workshop.

Reverse Peer Feedback Rubric				
Criteria	Unsatisfactory (0)	Developing (1)	Proficient (2)	Exemplary (3)
Attention to Social Justice Research Topic	Feedback exhibits none of the following elements: • Specificity about the submission's connection to the topic • Depth of analyzing effectiveness of the submission's connection to social justice • Suggestions to support more connections of the submission to the social justice topic	Feedback exhibits one of the following elements: • Specificity about the submission's connection to the topic • Depth of analyzing effectiveness of the submission's connection to social justice • Suggestions to support more connections of the submission to the social justice topic	Feedback exhibits two of the following elements: • Specificity about the submission's connection to the topic • Depth of analyzing effectiveness of the submission's connection to social justice • Suggestions to support more connections of the submission to the social justice topic	Feedback exhibits three of the following elements: • Specificity about the submission's connection to the topic • Depth of analyzing effectiveness of the submission's connection to social justice • Suggestions to support more connections of the submission to the social justice topic

Alignment with Guidelines, Methods, and Strategies	Feedback exhibits none of the following elements: - Addresses the assignment guidelines - Addresses the argumentation method (e.g., components from the method) - Addresses specific criteria or steps (e.g., specific rhetorical strategies like narration, description, process, cause & effect, etc.)	Feedback exhibits one of the following elements: - Addresses the assignment guidelines - Addresses the argumentation method (e.g., components from the method) - Addresses specific criteria or steps (e.g., specific rhetorical strategies like narration, description, process, cause & effect, etc.)	Feedback exhibits two of the following elements: - Addresses the assignment guidelines - Addresses the argumentation method (e.g., components from the method) - Addresses specific criteria or steps (e.g., specific rhetorical strategies like narration, description, process, cause & effect, etc.)	Feedback exhibits three of the following elements: - Addresses the assignment guidelines - Addresses the argumentation method (e.g., components from the method) - Addresses specific criteria or steps (e.g., specific rhetorical strategies like narration, description, process, cause & effect, etc.)
Actionable Constructive Feedback	Feedback exhibits none of the following elements: - Actionable suggestions - Strengths - Opportunities for growth	Feedback exhibits one of the following elements: - Actionable suggestions - Strengths - Opportunities for growth	Feedback exhibits two of the following elements: - Actionable suggestions - Strengths - Opportunities for growth	Feedback exhibits three of the following elements: - Actionable suggestions - Strengths - Opportunities for growth
Apt Specificity, Quantity, and Relevance	Feedback exhibits none of the following elements: - Specific examples from the submission referenced - Multiple examples from the submission referenced - Relevant examples from the submission referenced	Feedback exhibits one of the following elements: - Specific examples from the submission referenced - Multiple examples from the submission referenced - Relevant examples from the submission referenced	Feedback exhibits two of the following elements: - Specific examples from the submission referenced - Multiple examples from the submission referenced - Relevant examples from the submission referenced	Feedback exhibits three of the following elements: - Specific examples from the submission referenced - Multiple examples from the submission referenced - Relevant examples from the submission referenced
Attunement to Clarity, Organization, and Respect	Feedback exhibits none of the following elements: - Clarity - Organization - Respect	Feedback exhibits one of the following elements: - Clarity - Organization - Respect	Feedback exhibits two of the following elements: - Clarity - Organization - Respect	Feedback exhibits three of the following elements: - Clarity - Organization - Respect
Optional: Brief Comment				

4.3: Research Question and Logos (Assignment) is shared under a [CC BY-NC-SA 1.0](https://creativecommons.org/licenses/by-nc-sa/4.0/) license and was authored, remixed, and/or curated by LibreTexts.

CHAPTER OVERVIEW

5: Aristotelian Argumentation Part 1 by Viggy Alexandersson

This module explores Aristotelian argumentation, emphasizing classical persuasive techniques for English composition students. It includes collaborative classroom activities that engage personal insights related to modern social justice issues. An assignment entails writing a 500-word section of a social justice essay, incorporating ethical, emotional, and logical appeals while addressing counterarguments.

Student Learning Outcomes (SLOs) Present in This Module:

1. Engage in a recursive process of prewriting, drafting, revising, editing, and proofreading
 - The chapter includes activities where students outline, draft, and revise arguments using the Aristotelian model, emphasizing the iterative process of writing.
3. Employ a voice, style, and tone appropriate to the topic selected and the rhetorical situation
 - Students must consider how their voice and tone contribute to ethos and how these choices affect their argument's effectiveness.
4. Direct an argument or explanation to the designated audience
 - Activities and assignments require students to tailor their argument to a specific audience, a key aspect of Aristotelian rhetoric.
5. Establish a clear framework of essay and paragraph organization appropriate to the writing task and the thesis
 - The Aristotelian model emphasizes structured argumentation (introduction, claim, support, counterargument, conclusion), which directly supports this outcome.
6. Employ rhetorical strategies consistent with the purpose of the writing task
 - The focus on ethos, pathos, and logos, as well as the use of the rhetorical triangle, requires students to select and apply appropriate rhetorical strategies.
8. Incorporate reasoning and explanations appropriate to the thesis and its supporting claims
 - The chapter's emphasis on logos and logical reasoning ensures students develop and explain claims with evidence and sound logic.
9. Revise work to enhance coherence and clarity while communicating with relevant discourse communities
 - Peer review and revision activities are included, prompting students to revise their arguments for clarity and coherence.
10. Summarize, analyze, and evaluate the arguments, counterarguments, and evidence in the writing of others
 - Students are asked to analyze sample arguments, identify appeals to ethos, pathos, and logos, and evaluate their effectiveness.

[5.1: Aristotelian Argumentation Part 1 \(Reading/Media\)](#)

[5.2: Aristotelian Argumentation Part 1 \(Classroom Activity\)](#)

[5.3: Aristotelian Argumentation Part 1 \(Assignment\)](#)

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5.1: Aristotelian Argumentation Part 1 (Reading/Media)

Classical argumentation (i.e., Aristotelian argumentation) is a style of expression, often written expression, that aims to convince your audience to see your side of an issue. Historically, that expression has taken the form of essays and speeches. However, other formats (e.g., dance, music, etc.) may also utilize classical argumentation. After all, if a dance or music composition without words can express human experiences like love and strife, why can't it also express (e.g., via a series of dance expressions aligned to each classical argumentation component) something using classical argumentation? Although, for the scope of English composition student learning outcomes, you will use classical argumentation for written expression in essays.

Example Reading/Media

"[Book 1: Chapters 1-3](#)" in *The Nicomachean Ethics of Aristotle* by Aristotle (located at Project Gutenberg)

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5.2: Aristotelian Argumentation Part 1 (Classroom Activity)

REMEMBER (35 minutes)

Think (B.E1+2.):

Create a lexicon entry for each vocabulary word.

Argumentation Components Vocabulary List

1. exordium
2. narratio
3. propositio
4. refutatio
5. confirmatio
6. digressio
7. peroratio

Read the seven argumentation component definitions, and make a lexicon (i.e., vocabulary list) entry that is at least three sentences long per vocabulary word. The first sentence is your basis (B) and the other two are your individualized explanations (E1 and E2). You will accomplish that in your “Individualized Research Writing Lexicon (i.e., vocabulary list)” by creating a 3-sentence lexicon entry that utilizes the following 3-sentence formula (B.E1+2.). Write (B) the exact definition of the vocabulary word an in-text citation preceded by a transitional phrase of where the definition came from all as one sentence, (E1) the definition of the vocabulary word in your own words preceded by a transition like “In other words,” and (E2) a commentary sentence(s) about why you think the vocabulary word is important for research writing. These 3-sentence lexicon entries should take about five minutes per vocabulary word.

UNDERSTAND (15 minutes)

Pair (F.A.I.R.):

With a partner, share your lexicon (i.e., vocabulary list) entry for each of the Aristotelian components (e.g., exordium, narratio, propositio, refutatio, confirmatio, digressio, and peroratio).

F - Freely share only what you are comfortable sharing from your lexicon (i.e., vocabulary list) entry. (Partner A)

A - Articulate what you think the main idea was from their share. (Partner B)

I - Inquire kindly about wonders or confusions you have from what they share. (Partner B)

R - Responsively reply; in other words, address whether your partner understands your lexicon entry the way you meant for it to be understood and clarify any wonders or confusions with a rationale. (Partner A)

Sheer:

If your partner was not close to understanding your lexicon (i.e., vocabulary list) entry’s intended meaning when they articulated and inquired, then *sheer*—change course quickly by way of editing your lexicon (i.e., vocabulary list) entry.

UNDERSTAND CONTINUED (25 minutes)

Reflection — When you think through how to construct your Aristotelian argumentation essay with a social justice approach, ask yourself:

1. How can you use Aristotelian argumentation to address a contemporary issue?
2. What is systemically pervasive about the issue your research focuses on?
3. How does the systemic issue manifest?

4. How have policies, procedures, and/or practices of people, communities, institutions, and/or other entities negatively and/or positively contributed to the systemic issue?
5. What systemic barriers prevent the opposing positions to your argument from being true, accessible, and/or achievable?
6. What change would you urge for in order to resolve the systemic issue?

EVALUATE (3 minutes)

Exit Ticket (Individually):

What other questions would you add to the question set above? Which of the Aristotelian argumentation components do you think will be the easiest to construct, and which do you think will be the hardest?

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5.3: Aristotelian Argumentation Part 1 (Assignment)

Aristotelian Argumentation Section for the Social Justice Research Essay Assignment

Write approximately 500 words (2 pages double-spaced) that clarify your social justice research essay's context. Be sure to include a claim that is like a mini thesis to tell readers what your Aristotelian section of your social justice research essay will discuss. Following that, write a series of paragraphs that focus on ethical appeals (ethos), emotional appeals (pathos), and logical reasoning and evidence (logos) to prove your perspective on the social justice issue correct. After proving your point, refute counterarguments that exist against your point.

Argumentation Section Rubric			
Criteria	Unsatisfactory (0)	Developing (1)	Satisfactory (2)
Purpose	Submission exhibits none of the following elements: - The section's purpose is clear - The section sustains its focus and function	Submission exhibits one of the following elements: - The section's purpose is clear - The section sustains its focus and function	Submission exhibits two of the following elements: - The section's purpose is clear - The section sustains its focus and function
Argument	Submission exhibits none of the following elements: - Arguments are logical - Arguments are supported with relevant evidence	Submission exhibits one of the following elements: - Arguments are logical - Arguments are supported with relevant evidence	Submission exhibits two of the following elements: - Arguments are logical - Arguments are supported with relevant evidence
Perspectives	Submission exhibits none of the following elements: - Analyzes multiple perspectives - Has a fair balance of argumentation and counterargumentation	Submission exhibits one of the following elements: - Analyzes multiple perspectives - Has a fair balance of argumentation and counterargumentation	Submission exhibits two of the following elements: - Analyzes multiple perspectives - Has a fair balance of argumentation and counterargumentation
Organization	Submission exhibits none of the following elements: - Sections and/or subsections are well-organized - Transition words and phrases support the organization effectively	Submission exhibits one of the following elements: - Sections and/or subsections are well-organized - Transition words and phrases support the organization effectively	Submission exhibits two of the following elements: - Sections and/or subsections are well-organized - Transition words and phrases support the organization effectively

Quality	Submission exhibits none of the following elements: • Writing is easy to follow • Writing conventions are correct (e.g., capitalization, punctuation, and spelling)	Submission exhibits one of the following elements: • Writing is easy to follow • Writing conventions are correct (e.g., capitalization, punctuation, and spelling)	Submission exhibits two of the following elements: • Writing is easy to follow • Writing conventions are correct (e.g., capitalization, punctuation, and spelling)
Guidelines	Submission exhibits none of the following elements: • Submission meets or exceeds the minimum word limit • Submission adheres to MLA formatting guidelines	Submission exhibits one of the following elements: • Submission meets or exceeds the minimum word limit • Submission adheres to MLA formatting guidelines	Submission exhibits two of the following elements: • Submission meets or exceeds the minimum word limit • Submission adheres to MLA formatting guidelines
Optional: Brief Comment			

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CHAPTER OVERVIEW

6: Aristotelian Argumentation Part 2 by Viggy Alexandersson

This module explores Aristotelian argumentation, highlighting the importance of kairos (timing and context) in applying classical reasoning to modern issues. It emphasizes the need to understand contemporary environments to effectively utilize ancient philosophies. Additionally, it includes an activity for groups to create and discuss Aristotelian paragraphs and an assignment that transitions to Rogerian argumentation, focusing on empathy and collaboration to tackle social justice challenges.

Student Learning Outcomes (SLOs) Present in This Module:

1. Engage in a recursive process of prewriting, drafting, revising, editing, and proofreading
 - Students continue developing their arguments, revising drafts, and refining their claims and support, which are core steps in the recursive writing process.
3. Employ a voice, style, and tone appropriate to the topic selected and the rhetorical situation
 - The chapter emphasizes the importance of ethos and audience awareness, requiring students to make deliberate choices about how they present their arguments.
4. Direct an argument or explanation to the designated audience
 - Activities focus on tailoring arguments to specific audiences, a central element of Aristotelian rhetoric.
5. Establish a clear framework of essay and paragraph organization appropriate to the writing task and the thesis
 - Students are expected to organize their arguments logically, following the Aristotelian model.
6. Employ rhetorical strategies consistent with the purpose of the writing task
 - The use of ethos, pathos, and logos, as well as logical appeals and counterargument/refutation, are key rhetorical strategies practiced in this chapter.
8. Incorporate reasoning and explanations appropriate to the thesis and its supporting claims
 - The focus on logos ensures students develop claims with logical reasoning and clear explanations.
9. Revise work to enhance coherence and clarity while communicating with relevant discourse communities
 - Peer review and revision exercises are included, prompting students to refine their arguments for clarity and coherence.
10. Summarize, analyze, and evaluate the arguments, counterarguments, and evidence in the writing of others
 - Students analyze sample arguments and practice evaluating the effectiveness of different rhetorical appeals and counterarguments.

[6.1: Aristotelian Argumentation Part 2 \(Reading/Media\)](#)

[6.2: Aristotelian Argumentation Part 2 \(Classroom Activity\)](#)

[6.3: Aristotelian Argumentation Part 2 \(Assignment\)](#)

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6.1: Aristotelian Argumentation Part 2 (Reading/Media)

Have you ever heard someone say “21st-century problems demand 21st-century solutions”? When people say that, they are often using *kairos* (i.e., the appeal centered on understanding the appropriate time and place for an expression of argumentation). With that in mind and depending on your topic, you should ask yourself how best to navigate relying on a method (e.g., Aristotelian argumentation) from the 4th century BCE (i.e., Before Common Era) in a 21st-century world.

Example Reading/Media

"[Book 1: Chapters 4-7](#)" in *The Nicomachean Ethics of Aristotle* by Aristotle (located at Project Gutenberg)

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6.2: Aristotelian Argumentation Part 2 (Classroom Activity)

APPLY (30 minutes)

Case Study #1 (THEN):

In 323 BCE, Alexander the Great died, and that resulted in many of his generals dividing his empire and relying on hereditary successions and absolute rule instead of democratic rule. [[Cite “4th Century BCE Wikipedia”](#)] Pretend you are someone arguing for a return to democratic rule in the 4th century BCE. Consider the time, place, and audience. Then, get into groups and write a paragraph for your group’s assigned Aristotelian argumentation component without knowing the direction or main ideas that the other groups are choosing to focus on to write their paragraphs. After each group writes their paragraph, each group will present their paragraphs to the whole class by reading it aloud and explaining why the group chose to write the paragraph that way and how it honors the definition of that Aristotelian argumentation component. Your group will then have a chance to hear from the whole class on how effective the paragraph was and why. Once each group has shared, the whole class will discuss how well each of the components go together and what improvements could be made to make each of the components go together smoother. If there are not enough groups to cover each of the components, that is okay. Your professor may choose to give each group more than one component or some may be left out. If some components are left out, the whole class can still talk about those components when discussing what could make the components go together smoother. In terms of time management, take approximately 10 minutes to write the paragraph with your group, 10 minutes to hear all groups’ paragraphs, and 10 minutes to discuss improvements and smoother transitions between the components.

Example Distribution of Groups Aligned to the Aristotelian Argumentation Components

- Group 1: Exordium Paragraph
- Group 2: Narratio Paragraph
- Group 3: Propositio Paragraph
- Group 4: Refutatio Paragraph
- Group 5: Confirmatio Paragraph
- Group 6: Digressio Paragraph
- Group 7: Peroratio Paragraph

Case Study #2 (NOW):

That was then; this is now. Democratic rule still gets challenged for a variety of reasons. Pretend you are someone in this present day arguing for a return to or increase of democratic values in the face of democratic values declining. Consider the time, place, and audience. Then, get into groups and write a paragraph for your group’s assigned Aristotelian argumentation component without knowing the direction or main ideas that the other groups are choosing to focus on to write their paragraphs. After each group writes their paragraph, each group will present their paragraphs to the whole class by reading it aloud and explaining why the group chose to write the paragraph that way and how it honors the definition of that Aristotelian argumentation component. Your group will then have a chance to hear from the whole class on how effective the paragraph was and why. Once each group has shared, the whole class will discuss how well each of the components go together and what improvements could be made to make each of the components go together smoother. If there are not enough groups to cover each of the components, that is okay. Your professor may choose to give each group more than one component or some may be left out. If some components are left out, the whole class can still talk about those components when discussing what could make the components go together smoother. In terms of time management, take approximately 10 minutes to write the paragraph with your group, 10 minutes to hear all groups’ paragraphs, and 10 minutes to discuss improvements and smoother transitions between the components.

Example Distribution of Groups Aligned to the Aristotelian Argumentation Components

- Group 1: Exordium Paragraph
- Group 2: Narratio Paragraph
- Group 3: Propositio Paragraph
- Group 4: Refutatio Paragraph
- Group 5: Confirmatio Paragraph
- Group 6: Digressio Paragraph
- Group 7: Peroratio Paragraph

ANALYZE (15 minutes)

As a class, let's reflect on the "Then" and "Now" case studies.

1. How did the approaches from each group's paragraph on advocating for democratic rule in the 4th century BCE case compare and contrast to the approaches on advocating for democratic rule present day? Why do you think those moments of similarity and/or difference occurred?
2. What challenges do you think people in the 4th century BCE faced when advocating for democratic rule, and why do you think that is? What challenges do you think people present day face when advocating for democratic rule, and why do you think that is?
3. What might some of the pros and cons have been for using Aristotelian argumentation to advocate for democratic rule in the 4th century BCE, and why? What might some of the pros and cons be for using Aristotelian argumentation to advocate for democratic rule present day, and why?

EVALUATE (3 minutes)

Exit Ticket (Individually):

In general, what do you think the strengths or limitations are to using Aristotelian argumentation, and why? Do you think it is necessary to utilize every component of Aristotelian argumentation when trying to persuade someone of one side of an issue? Why or why not?

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6.3: Aristotelian Argumentation Part 2 (Assignment)

Transition Section 1 for the Social Justice Research Essay Assignment

Write approximately 125 words (0.5 pages double-spaced) that serve as a rationale for why you are transitioning out of your Aristotelian argumentation section and into your Rogerian argumentation section. For example, you could acknowledge that while you believe you have proven your point, you also recognize that being right might not resolve the social justice issue. So, you might acknowledge that in order to infuse more empathy and bring more voices to work together towards the solution, you are transitioning into the Rogerian argumentation section.

Transition Section Rubric			
Criteria	Unsatisfactory (0)	Developing (1)	Satisfactory (2)
Clarity and Purpose	Submission exhibits none of the following elements: - Clearly expresses the logic of transition - Purpose is easy to comprehend	Submission exhibits one of the following elements: - Clearly expresses the logic of transition - Purpose is easy to comprehend	Submission exhibits two of the following elements: - Clearly expresses the logic of transition - Purpose is easy to comprehend
Expression of Limits	Submission exhibits none of the following elements: - Acknowledges the limitations of the previous argumentation section - Acknowledges the opportunity of the next argumentation section to address what the previous section cannot	Submission exhibits one of the following elements: - Acknowledges the limitations of the previous argumentation section - Acknowledges the opportunity of the next argumentation section to address what the previous section cannot	Submission exhibits two of the following elements: - Acknowledges the limitations of the previous argumentation section - Acknowledges the opportunity of the next argumentation section to address what the previous section cannot
Transition Effectiveness	Submission exhibits none of the following elements: - Transition is smooth - Transition is logically justified	Submission exhibits one of the following elements: - Transition is smooth - Transition is logically justified	Submission exhibits two of the following elements: - Transition is smooth - Transition is logically justified
Alignment with Guidelines	Submission exhibits none of the following elements: - Submission is at least 125 words - Submission adheres to MLA formatting guidelines	Submission exhibits one of the following elements: - Submission is at least 125 words - Submission adheres to MLA formatting guidelines	Submission exhibits two of the following elements: - Submission is at least 125 words - Submission adheres to MLA formatting guidelines
Optional: Brief Comment			

6.3: Aristotelian Argumentation Part 2 (Assignment) is shared under a [CC BY-NC-SA 1.0](https://creativecommons.org/licenses/by-nc-sa/4.0/) license and was authored, remixed, and/or curated by LibreTexts.

CHAPTER OVERVIEW

7: Aristotelian Argumentation Part 3 by Viggy Alexandersson

This module provides an overview of Aristotelian argumentation centered on social justice and transformative change, detailing two motivational approaches: demonstrative enthymemes that reinforce beliefs and refutative enthymemes that promote new perspectives. It includes a classroom activity focused on these enthymemes and highlights the importance of hidden premises.

Student Learning Outcomes (SLOs) Present in This Module:

1. Engage in a recursive process of prewriting, drafting, revising, editing, and proofreading
 - Students continue to develop, revise, and refine their Aristotelian arguments, moving through multiple drafts and incorporating feedback.
2. Engage in a reflective process of evaluating their own drafts and those of others
 - Peer review and reflection activities are included, prompting students to assess their own and others' arguments for clarity, logic, and rhetorical effectiveness.
3. Employ a voice, style, and tone appropriate to the topic selected and the rhetorical situation
 - The focus on ethos, as well as tailoring arguments to the rhetorical situation, requires students to make deliberate choices about voice and tone.
4. Direct an argument or explanation to the designated audience
 - Students are asked to consider audience expectations and tailor their arguments accordingly, a key element of Aristotelian rhetoric.
5. Establish a clear framework of essay and paragraph organization appropriate to the writing task and the thesis
 - The Aristotelian model's structure (introduction, claim, support, counterargument, conclusion) is emphasized, requiring logical organization.
6. Employ rhetorical strategies consistent with the purpose of the writing task
 - Use of ethos, pathos, and logos, as well as counterargument and refutation, are central rhetorical strategies practiced in this chapter.
8. Incorporate reasoning and explanations appropriate to the thesis and its supporting claims
 - Students must develop claims with logical reasoning and clear explanations, supporting their thesis throughout the argument.
9. Revise work to enhance coherence and clarity while communicating with relevant discourse communities
 - Revision activities are present, with a focus on improving clarity, coherence, and effectiveness of communication.
10. Summarize, analyze, and evaluate the arguments, counterarguments, and evidence in the writing of others
 - Students analyze sample arguments, evaluate rhetorical appeals, and provide feedback on peers' drafts.

[7.1: Aristotelian Argumentation Part 3 \(Reading/Media\)](#)

[7.2: Aristotelian Argumentation Part 3 \(Classroom Activity\)](#)

[7.3: Aristotelian Argumentation Part 3 \(Assignment\)](#)

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7.1: Aristotelian Argumentation Part 3 (Reading/Media)

Social justice is often aligned to transformative change. To convince your audience to bring about change, there are two paths you can take: relying on their existing beliefs or persuading them to change their minds. When considering Aristotelian argumentation strategies, the approach that relies on existing beliefs can be supported with demonstrative enthymemes. The second approach can be supported with refutative enthymemes. Before we get ahead of ourselves, let's consider what an enthymeme is. An enthymeme is an argument (i.e., reasoning) with a concealed assumption (i.e., missing piece). For example, "when a community college class has a small class size, students can receive more attention from their professor." The missing piece is that "a smaller class size results in the professor having more time for supporting each student." There are two types of enthymemes. A demonstrative enthymeme is an argument with a hidden premise that may align with the audience's views and common sense based on the audience's existing beliefs. A refutative enthymeme is an argument with a hidden premise that may align with the audience's views and common sense after they have been persuaded to change their mind.

Example Reading/Media

"[Book 1: Chapters 8-11](#)" in *The Nicomachean Ethics of Aristotle* by Aristotle (located at Project Gutenberg)

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7.2: Aristotelian Argumentation Part 3 (Classroom Activity)

EVALUATE (30 minutes)

Demonstrative Enthymemes

Take 15 minutes to read through and complete this demonstrative enthymeme exercise. This exercise may be done individually, in groups, or as a whole class.

Formula for Demonstrative Enthymemes:

Consider that **A** is the major premise/claim, **B** is the minor premise/reason, and **C** is the conclusion/hidden premise.

- Claim = **A** results a condition of **B**
- Reason = **A** results in a condition of **C**
- Hidden Premise = **C** results in a condition of **B**

Example Demonstrative Enthymeme:

- Claim: *People who vote* tend to **understand politics better than those that do not vote**.
- Reason: *Voting* enhances people's consciousness of the politicians on the ballot.
- Hidden Premise: Building up someone's consciousness of politicians on the ballot leads to **understanding politics better than those that do not vote**.

Have you ever taken a course where the syllabus included a student learning outcome that stated “students must demonstrate mastery of grammar and mechanics of Standard English in order to pass the course”? Many scholars who are part of the linguistic justice movement would argue that there is a hidden premise in that student learning outcome. What do you think that hidden premise is? What do you think are the possible impacts of that hidden premise? Consider the demonstrative enthymeme example above if you need help understanding the hidden premise's relationship to the claim. The claim is not hidden. The claim is the enthymeme phrase above about Standard English. The reason may be hidden, too. It depends on how implicit or explicit you want to be about the reason. In this case, the reason is hidden.

Refutative Enthymemes

Take 15 minutes to read through and complete this refutative enthymeme exercise. This exercise may be done individually, in groups, or as a whole class.

Formula for Refutative Enthymemes (Yes, it is the same as the Demonstrative Enthymeme Formula):

Consider that **A** is the major premise/claim, **B** is the minor premise/reason, and **C** is the conclusion/hidden premise.

- Claim = **A** results a condition of **B**
- Reason = **A** results in a condition of **C**
- Hidden Premise = **C** results in a condition of **B**

Example Refutative Enthymeme:

- Claim: *People who vote* **do not tend to understand politics better than those that do not vote**.
- Reason: *Voting* may be some people's way to defer understanding politics to the politicians.
- Hidden Premise: People deferring political understanding to politicians proves that **not all people who vote understand politics**.

Since refutative enthymemes challenge arguments by questioning underlying assumptions or premises, can you identify what argument the following refutative enthymeme is challenging? Refutative enthymeme: Balancing work, family, and education doesn't necessarily make community college students highly motivated because many students are forced into these circumstances out of necessity, not choice. Consider the example refutative enthymeme above if you need help understanding the hidden premise's relationship to the claim. Notice it is nearly the same example as the demonstrative enthymeme, except it has the opposite argument. In other words, the refutative claim's major premise (**A**) is in opposition to the demonstrative claim. That leads to a change in what the minor premise/reason (**B**) and conclusion/hidden premise (**C**) will be.

CREATE (45 minutes)

Take 15 minutes to create three to five demonstrative enthymeme claim, reason, and conclusion examples. Those should be based on your research paper's topic. Then, take 15 minutes to create refutative enthymeme claim, reason, and hidden premise examples for the three to five demonstrative enthymemes you created. Complete this individually. Next, work in pairs for 15 minutes to complete the Pair (F.A.I.R.) and Sheer exercises below.

Pair (F.A.I.R.):

With a partner, share your demonstrative and refutative enthymemes.

F - Freely share only what you are comfortable sharing from your enthymemes. (Partner A)

A - Articulate what you think the main idea was from their share. (Partner B)

I - Inquire kindly about wonders or confusions you have from what they share. (Partner B)

R - Responsively reply; in other words, address whether your partner understands your enthymemes the way you meant for them to be understood and clarify any wonders or confusions with a rationale. (Partner A)

Sheer:

If your partner was not close to understanding your enthymeme's intended meaning when they articulated and inquired, then *sheer*—change course quickly by way of editing your enthymemes.

EVALUATE (3 minutes)

What might the pros and cons be to having a hidden premise when using enthymemes to support your argument in your research essay? What do you think would make learning about enthymemes easier?

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7.3: Aristotelian Argumentation Part 3 (Assignment)

Reverse Peer Feedback 2 Assignment

Sometimes peer feedback exercises prioritize assessing how well a peer thinks you completed an assignment. However, with reverse peer feedback, you will be assessing how well your peer gave you feedback on your assignment submissions.

For this reverse peer feedback assignment, your peer should give constructive feedback on these assignments:

1. Aristotelian Argumentation Section for the Social Justice Research Essay Assignment
2. Transition Section 1 for the Social Justice Research Essay Assignment

As the peer giving feedback, prioritize giving feedback that addresses the following:

1. How does the assignment submission address the social justice research topic?
2. How well does the assignment submission address the assignment guidelines and/or argumentation method in focus?
3. What constructive feedback do you have that is actionable, would support improvement, emphasizes strengths, and discusses opportunities for growth?
4. What specific examples from the assignment submission support your constructive feedback?
5. How can you share constructive feedback in a way that is clearly written, well-organized, and respectful?

As the scholar receiving reverse peer feedback, use the Reverse Peer Feedback Rubric to rate your peer's constructive feedback. After that, you may also provide a brief comment that explains your ratings. That could be helpful to support both you and your peer's peer review skills.

Note: You should keep the feedback from your peer because you will use it later during the revision workshop.

Reverse Peer Feedback Rubric				
Criteria	Unsatisfactory (0)	Developing (1)	Proficient (2)	Exemplary (3)
Attention to Social Justice Research Topic	Feedback exhibits none of the following elements: - Specificity about the submission's connection to the topic - Depth of analyzing effectiveness of the submission's connection to social justice - Suggestions to support more connections of the submission to the social justice topic	Feedback exhibits one of the following elements: - Specificity about the submission's connection to the topic - Depth of analyzing effectiveness of the submission's connection to social justice - Suggestions to support more connections of the submission to the social justice topic	Feedback exhibits two of the following elements: - Specificity about the submission's connection to the topic - Depth of analyzing effectiveness of the submission's connection to social justice - Suggestions to support more connections of the submission to the social justice topic	Feedback exhibits three of the following elements: - Specificity about the submission's connection to the topic - Depth of analyzing effectiveness of the submission's connection to social justice - Suggestions to support more connections of the submission to the social justice topic

Alignment with Guidelines, Methods, and Strategies	Feedback exhibits none of the following elements: - Addresses the assignment guidelines - Addresses the argumentation method (e.g., components from the method) - Addresses specific criteria or steps (e.g., specific rhetorical strategies like narration, description, process, cause & effect, etc.)	Feedback exhibits one of the following elements: - Addresses the assignment guidelines - Addresses the argumentation method (e.g., components from the method) - Addresses specific criteria or steps (e.g., specific rhetorical strategies like narration, description, process, cause & effect, etc.)	Feedback exhibits two of the following elements: - Addresses the assignment guidelines - Addresses the argumentation method (e.g., components from the method) - Addresses specific criteria or steps (e.g., specific rhetorical strategies like narration, description, process, cause & effect, etc.)	Feedback exhibits three of the following elements: - Addresses the assignment guidelines - Addresses the argumentation method (e.g., components from the method) - Addresses specific criteria or steps (e.g., specific rhetorical strategies like narration, description, process, cause & effect, etc.)
Actionable Constructive Feedback	Feedback exhibits none of the following elements: - Actionable suggestions - Strengths - Opportunities for growth	Feedback exhibits one of the following elements: - Actionable suggestions - Strengths - Opportunities for growth	Feedback exhibits two of the following elements: - Actionable suggestions - Strengths - Opportunities for growth	Feedback exhibits three of the following elements: - Actionable suggestions - Strengths - Opportunities for growth
Apt Specificity, Quantity, and Relevance	Feedback exhibits none of the following elements: - Specific examples from the submission referenced - Multiple examples from the submission referenced - Relevant examples from the submission referenced	Feedback exhibits one of the following elements: - Specific examples from the submission referenced - Multiple examples from the submission referenced - Relevant examples from the submission referenced	Feedback exhibits two of the following elements: - Specific examples from the submission referenced - Multiple examples from the submission referenced - Relevant examples from the submission referenced	Feedback exhibits three of the following elements: - Specific examples from the submission referenced - Multiple examples from the submission referenced - Relevant examples from the submission referenced
Attunement to Clarity, Organization, and Respect	Feedback exhibits none of the following elements: - Clarity - Organization - Respect	Feedback exhibits one of the following elements: - Clarity - Organization - Respect	Feedback exhibits two of the following elements: - Clarity - Organization - Respect	Feedback exhibits three of the following elements: - Clarity - Organization - Respect
Optional: Brief Comment				

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CHAPTER OVERVIEW

8: Rogerian Argumentation Part 1 by Viggy Alexandersson

This module outlines Rogerian argumentation, which promotes compromise through understanding opposing viewpoints. It entails introducing the issue, recognizing different perspectives, and finding aligned solutions. This method fosters community pride and tolerance, making it significant in social justice contexts. The page also includes activities and assignments to help apply these principles in crafting balanced arguments that respect all sides, accompanied by an evaluation rubric.

[8.1: Rogerian Argumentation Part 1 \(Reading/Media\)](#)

[8.2: Rogerian Argumentation Part 1 \(Classroom Activity\)](#)

[8.3: Rogerian Argumentation Part 1 \(Assignment\)](#)

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8.1: Rogerian Argumentation Part 1 (Reading/Media)

Rogarian argumentation is a style of expression, often written expression, that aims to find a middle ground between opposing viewpoints. For instance, interpersonal and communal disagreements are frequently ripe for rogerian argumentation. Interpersonally, that might look like two spouses compromising on which religion(s) to introduce their children to. Communally, that may look like compromising on how a community's resources should be allocated. Given the social justice focus of this English composition module, compromise will be explored through both bonding and bridging social capital and conflict resolution. If you would like to learn more about social capital, visit the [Institute for Social Capital's website](#).

Bearing that in mind and the scope of social justice, let's define the Rogerian argumentation components as follows. The **introduction** is the component that *states the who, what, when, and where of the issue as well as clearly expresses the problem of the social justice issue*. Since Rogerian argumentation aims to find a middle ground, let's be courteous and share the opposition's perspective before our own. With that understanding, the **side a (i.e., the first side you share) comprehension** component is the component that *demonstrates how well you understand the opposing perspective*. The **side a validation** component is the component that *affirms the opposition as having an insightful perspective with something to contribute to the middle ground solution*. The **side b conveyance** component is the component that *expresses your perspective in a way that is processed and understood as you intended*. The **side b validation** component is the component that *expresses how your perspective is insightful and aligned to the middle ground solution*. The **conclusion (bonding)** component is the component focused on *sameness through pride in self and community, trust in upholding familiar information, ideas, and resources, and solidarity through coping without improvements*. The **conclusion (bridging)** component is the component focused on *difference through tolerance and acceptance, trust of unfamiliar information, ideas, and resources, and cross-solidarity through innovation with improvements and consensus building*.

Example Reading/Media

"[What to the Slave Is the Fourth of July?](#)" Extraction in *My Bondage and My Freedom* by Frederick Douglass (located at Project Gutenberg)

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8.2: Rogerian Argumentation Part 1 (Classroom Activity)

REMEMBER (35 minutes)

Think (B.E1+2.):

Create a lexicon entry for each vocabulary word.

Argumentation Components Vocabulary List

1. introduction: stating the issue
2. side a: comprehension
3. side a: validation
4. side b: conveyance
5. side b: validation
6. conclusion: bonding
7. conclusion: bridging

Read the seven argumentation component definitions, and make a lexicon (i.e., vocabulary list) entry that is at least three sentences long per vocabulary word. The first sentence is your basis (B) and the other two are your individualized explanations (E1 and E2). You will accomplish that in your “Individualized Research Writing Lexicon (i.e., vocabulary list)” by creating a 3-sentence lexicon entry that utilizes the following 3-sentence formula (B.E1+2.). Write (B) the exact definition of the vocabulary word an in-text citation preceded by a transitional phrase of where the definition came from all as one sentence, (E1) the definition of the vocabulary word in your own words preceded by a transition like “In other words,” and (E2) a commentary sentence(s) about why you think the vocabulary word is important for research writing. These 3-sentence lexicon entries should take about five minutes per vocabulary word.

UNDERSTAND (15 minutes)

Pair (F.A.I.R.):

With a partner, share your lexicon (i.e., vocabulary list) entry for each of the Rogerian components (e.g., introduction: stating the issue, side a: comprehension, side a: validation, side b: conveyance, side b: validation, conclusion: bonding, and conclusion: bridging).

F - Freely share only what you are comfortable sharing from your lexicon (i.e., vocabulary list) entry. (Partner A)

A - Articulate what you think the main idea was from their share. (Partner B)

I - Inquire kindly about wonders or confusions you have from what they share. (Partner B)

R - Responsively reply; in other words, address whether your partner understands your lexicon entry the way you meant for it to be understood and clarify any wonders or confusions with a rationale. (Partner A)

Sheer:

If your partner was not close to understanding your lexicon (i.e., vocabulary list) entry’s intended meaning when they articulated and inquired, then *sheer*—change course quickly by way of editing your lexicon (i.e., vocabulary list) entry.

UNDERSTAND CONTINUED (25 minutes)

Reflection — When you think through how to construct your Rogerian argumentation essay with a social justice approach, ask yourself:

1. How can you use Rogerian argumentation to address a contemporary issue?
2. What is a middle ground for what your research focuses on?
3. How does pushing each side (e.g., those for and against your argument) of your research away from a middle ground manifest?

4. How have policies, procedures, and/or practices of people, communities, institutions, and/or other entities found a middle ground on similar issues?
5. What systemic barriers prevent a middle ground from being true, accessible, and/or achievable?
6. What change would you urge for in order to achieve a middle ground?

EVALUATE (3 minutes)

Exit Ticket (Individually):

What other questions would you add to the question set above? Which of the Rogerian argumentation components do you think will be the easiest to construct, and which do you think will be the hardest?

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8.3: Rogerian Argumentation Part 1 (Assignment)

Rogerian Argumentation Section for the Social Justice Research Essay Assignment

Write approximately 500 words (2 pages double-spaced) that reframe your social justice research essay's approach towards a compromise-based solution. Now that you have already proven your points correct with the Aristotelian section, it is time to give more credit to other people and perspectives who can be part of the solution to your social justice issue, too. You can do so by reframing the social justice issue to seek a middle ground. Start by summarizing the opposing viewpoints in a fair way. Then, analyze those opposing viewpoints in a way that results in identifying shared concerns or values. Following that, reintroduce your perspective in a way that does not suggest it is the only way to solve the issue. Instead, find a middle ground that utilizes your perspective and the opposing viewpoints. That compromise is the solution, and be sure that you acknowledge both sides' interests in what happens if that solution is put into practice.

Argumentation Section Rubric			
Criteria	Unsatisfactory (0)	Developing (1)	Satisfactory (2)
Purpose	Submission exhibits none of the following elements: - The section's purpose is clear - The section sustains its focus and function	Submission exhibits one of the following elements: - The section's purpose is clear - The section sustains its focus and function	Submission exhibits two of the following elements: - The section's purpose is clear - The section sustains its focus and function
Argument	Submission exhibits none of the following elements: - Arguments are logical - Arguments are supported with relevant evidence	Submission exhibits one of the following elements: - Arguments are logical - Arguments are supported with relevant evidence	Submission exhibits two of the following elements: - Arguments are logical - Arguments are supported with relevant evidence
Perspectives	Submission exhibits none of the following elements: - Analyzes multiple perspectives - Has a fair balance of argumentation and counterargumentation	Submission exhibits one of the following elements: - Analyzes multiple perspectives - Has a fair balance of argumentation and counterargumentation	Submission exhibits two of the following elements: - Analyzes multiple perspectives - Has a fair balance of argumentation and counterargumentation
Organization	Submission exhibits none of the following elements: - Sections and/or subsections are well-organized - Transition words and phrases support the organization effectively	Submission exhibits one of the following elements: - Sections and/or subsections are well-organized - Transition words and phrases support the organization effectively	Submission exhibits two of the following elements: - Sections and/or subsections are well-organized - Transition words and phrases support the organization effectively

Quality	Submission exhibits none of the following elements: • Writing is easy to follow • Writing conventions are correct (e.g., capitalization, punctuation, and spelling)	Submission exhibits one of the following elements: • Writing is easy to follow • Writing conventions are correct (e.g., capitalization, punctuation, and spelling)	Submission exhibits two of the following elements: • Writing is easy to follow • Writing conventions are correct (e.g., capitalization, punctuation, and spelling)
Guidelines	Submission exhibits none of the following elements: • Submission meets or exceeds the minimum word limit • Submission adheres to MLA formatting guidelines	Submission exhibits one of the following elements: • Submission meets or exceeds the minimum word limit • Submission adheres to MLA formatting guidelines	Submission exhibits two of the following elements: • Submission meets or exceeds the minimum word limit • Submission adheres to MLA formatting guidelines
Optional: Brief Comment			

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CHAPTER OVERVIEW

9: Rogerian Argumentation Part 2 by Viggy Alexandersson

This module emphasizes the need for innovative solutions to contemporary challenges through collective effort and integrity. It advocates for Rogerian argumentation in addressing conflict and promoting social justice, referencing historical context.

[9.1: Rogerian Argumentation Part 2 \(Reading/Media\)](#)

[9.2: Rogerian Argumentation Part 2 \(Classroom Activity\)](#)

[9.3: Rogerian Argumentation Part 2 \(Assignment\)](#)

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9.1: Rogerian Argumentation Part 2 (Reading/Media)

Building off the idea that 21st-century problems demand 21st-century solutions from Aristotelian Argumentation Part 2, consider Priyal Tale's assertion, "Challenges of the 21st-century cannot be solved by a 20th-century attitude of neglect and apathy. These can only be solved by innovation, imagination and integrity not merely of our leaders but also of every single individual on this earth." Arguably, one way to achieve that is through conflict resolution via Rogerian argumentation, by which we imagine and achieve a more socially just world.

Example Reading/Media

"[Lincoln's Second Inaugural Address](#)" on March 4, 1865 by Abraham Lincoln (located at Project Gutenberg)

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9.2: Rogerian Argumentation Part 2 (Classroom Activity)

APPLY (30 minutes)

Case Study #1 (THEN):

During the 4th century BC, the concept of the Common Peace centered on sustainable peace between all Greek city-states—no matter how big, small, powerful, or not so powerful they each were. Cite “Common Peace” A nuance that is often overlooked is how each city-state existed in a state of common peace without erasing their self-governance and other freedoms. Pretend you are someone in the 4th century BC witnessing the common peace beginning to fall apart. Argue for the common peace to continue and be repaired. Consider the time, place, and audience. Then, get into groups and write a paragraph for your group’s assigned Rogerian argumentation component without knowing the direction or main ideas that the other groups are choosing to focus on to write their paragraphs. After each group writes their paragraph, each group will present their paragraphs to the whole class by reading it aloud and explaining why the group chose to write the paragraph that way and how it honors the definition of that Rogerian argumentation component. Your group will then have a chance to hear from the whole class on how effective the paragraph was and why. Once each group has shared, the whole class will discuss how well each of the components go together and what improvements could be made to make each of the components go together smoother. If there are not enough groups to cover each of the components, that is okay. Your professor may choose to give each group more than one component or some may be left out. If some components are left out, the whole class can still talk about those components when discussing what could make the components go together smoother. In terms of time management, take approximately 10 minutes to write the paragraph with your group, 10 minutes to hear all groups’ paragraphs, and 10 minutes to discuss improvements and smoother transitions between the components.

Example Distribution of Groups Aligned to the Rogerian Argumentation Components

- Group 1: Introductory (Stating the Issue) Paragraph
- Group 2: Side A: Comprehension Paragraph
- Group 3: Side A: Validation Paragraph
- Group 4: Side B: Conveyance Paragraph
- Group 5: Side B: Validation Paragraph
- Group 6: Concluding Paragraph Part One (Focused on Bonding)
- Group 7: Concluding Paragraph Part Two (Focused on Bridging)

Case Study #2 (NOW):

That was then; this is now. Sustaining a modern common peace still gets challenged in a variety of ways. Pretend you are someone in this present day arguing for a return to or increase of the common peace between religious, ethnic, or other cultural divides in the U.S. Consider the time, place, and audience. Then, get into groups and write a paragraph for your group’s assigned Rogerian argumentation component without knowing the direction or main ideas that the other groups are choosing to focus on to write their paragraphs. After each group writes their paragraph, each group will present their paragraphs to the whole class by reading it aloud and explaining why the group chose to write the paragraph that way and how it honors the definition of that Rogerian argumentation component. Your group will then have a chance to hear from the whole class on how effective the paragraph was and why. Once each group has shared, the whole class will discuss how well each of the components go together and what improvements could be made to make each of the components go together smoother. If there are not enough groups to cover each of the components, that is okay. Your professor may choose to give each group more than one component or some may be left out. If some components are left out, the whole class can still talk about those components when discussing what could make the components go together smoother. In terms of time management, take approximately 10 minutes to write the paragraph with your group, 10 minutes to hear all groups’ paragraphs, and 10 minutes to discuss improvements and smoother transitions between the components.

Example Distribution of Groups Aligned to the Rogerian Argumentation Components

- Group 1: Introductory (Stating the Issue) Paragraph
- Group 2: Side A: Comprehension Paragraph
- Group 3: Side A: Validation Paragraph
- Group 4: Side B: Conveyance Paragraph

- Group 5: Side B: Validation Paragraph
- Group 6: Concluding Paragraph (Focused on Bonding)
- Group 7: Concluding Paragraph (Focused on Bridging)

ANALYZE (15 minutes)

As a class, let's reflect on the "Then" and "Now" case studies.

1. How did the approaches from each group's paragraph on advocating for common peace in the 4th century BC case compare and contrast to the approaches on advocating for common peace present day? Why do you think those moments of similarity and/or difference occurred?
2. What challenges do you think people in the 4th century BC faced when advocating for common peace, and why do you think that is? What challenges do you think people present day face when advocating for common peace, and why do you think that is?
3. What might some of the pros and cons have been for using Rogerian argumentation to advocate for common peace in the 4th century BC, and why? What might some of the pros and cons be for using Rogerian argumentation to advocate for common peace in the present day, and why?

EVALUATE (3 minutes)

Exit Ticket (Individually):

In general, what do you think the strengths or limitations are to using Rogerian argumentation, and why? Do you think it is necessary to utilize every component of Rogerian argumentation when trying to persuade someone of one side of an issue? Why or why not?

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9.3: Rogerian Argumentation Part 2 (Assignment)

Transition Section 2 for the Social Justice Research Essay Assignment

Write approximately 125 words (0.5 pages double-spaced) that serve as a rationale for why you are transitioning out of your Rogerian argumentation section and into your Toulmin argumentation section. For example, you could acknowledge that while you believe you established a fair middle ground solution, you also recognize that your social justice issue is complex and also in need of an analytical approach beyond compromise. That way, more of the complexities and tensions of counterargumentation can further be addressed objectively. In other words, Aristotelian argumentation centered your evidence-based perspective. Rogerian argumentation centered the compromise between your evidence-based perspective and the evidence-based opposing viewpoints. However, Toulmin argumentation centers the evidence without prioritizing over evidence whose perspective is stronger nor how to find a compromise between viewpoints.

Transition Section Rubric			
Criteria	Unsatisfactory (0)	Developing (1)	Satisfactory (2)
Clarity and Purpose	Submission exhibits none of the following elements: - Clearly expresses the logic of transition - Purpose is easy to comprehend	Submission exhibits one of the following elements: - Clearly expresses the logic of transition - Purpose is easy to comprehend	Submission exhibits two of the following elements: - Clearly expresses the logic of transition - Purpose is easy to comprehend
Expression of Limits	Submission exhibits none of the following elements: - Acknowledges the limitations of the previous argumentation section - Acknowledges the opportunity of the next argumentation section to address what the previous section cannot	Submission exhibits one of the following elements: - Acknowledges the limitations of the previous argumentation section - Acknowledges the opportunity of the next argumentation section to address what the previous section cannot	Submission exhibits two of the following elements: - Acknowledges the limitations of the previous argumentation section - Acknowledges the opportunity of the next argumentation section to address what the previous section cannot
Transition Effectiveness	Submission exhibits none of the following elements: - Transition is smooth - Transition is logically justified	Submission exhibits one of the following elements: - Transition is smooth - Transition is logically justified	Submission exhibits two of the following elements: - Transition is smooth - Transition is logically justified
Alignment with Guidelines	Submission exhibits none of the following elements: - Submission is at least 125 words - Submission adheres to MLA formatting guidelines	Submission exhibits one of the following elements: - Submission is at least 125 words - Submission adheres to MLA formatting guidelines	Submission exhibits two of the following elements: - Submission is at least 125 words - Submission adheres to MLA formatting guidelines
Optional: Brief Comment			

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CHAPTER OVERVIEW

10: Rogerian Argumentation Part 3 by Viggy Alexandersson

This module emphasizes the importance of effective rhetorical strategies in Rogerian argumentation for promoting acceptance within diverse communities, focusing on audience assessment and social capital. It includes classroom activities encouraging participation and discussion on these concepts. The Reverse Peer Feedback 3 Assignment is also highlighted, where participants assess peer feedback on social justice topics for relevance and quality.

[10.1: Rogerian Argumentation Part 3 \(Reading/Media\)](#)

[10.2: Rogerian Argumentation Part 3 \(Classroom Activity\)](#)

[10.3: Rogerian Argumentation Part 3 \(Assignment\)](#)

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10.1: Rogerian Argumentation Part 3 (Reading/Media)

In a world with vast diversity but opportunities for growth regarding acceptance, affirmation, and celebration, it can be a challenge to navigate rhetorical strategies towards shared goals. To convince your audience to bring about change in Rogerian argumentation, you have to identify what your relationship is to your audience. Are you in community with your audience or not? If so, you will rely on bonding social capital. If not, you will rely on bridging social capital. Either approach can serve as a support for navigating trust, collaboration, frequency of interactions, quality of engagement, solidarity/cross-solidarity, and more. Please be aware that there are other definitions of solidarity in other contexts, so this unit's definition is primarily only for the context of the unit's rhetorical strategies. All in all, relying on either bonding social capital or bridging social capital can lead to accomplishing goals related to surviving and thriving respectively.

Example Reading/Media

"[Chapter I. Introductory](#)" (not to be confused with the previous section called "Introduction") in *On Liberty* by John Stuart Mill (located at Project Gutenberg)

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10.2: Rogerian Argumentation Part 3 (Classroom Activity)

EVALUATE (30 minutes)

Bonding Social Capital

Take 15 minutes to read through and complete this bonding social capital exercise. This exercise may be done individually, in groups, or as a whole class.

Formula for Bonding Social Capital:

Consider that **Cs** is the community of **sameness** through pride in self and community, **T** is trust through the upholding of **familiar** information, ideas, and resources; and **S** is **solidarity** via coping without improvements.

- Bonding Social Capital = $Cs + T + S$

Bonding Social Capital Three-Sentence Example:

- **Cs**: Our communal overlap in having all graduated from high school is a testament to academic success.
- **T**: Having learned a common core of math, social sciences, physical sciences, writing, and reading skills, let us carry those lessons into the future.
- **S**: While there are many life skills we may not have been taught, including but not limited to how to balance a checkbook, we can still manage our adult lives in other ways given the lessons we were taught.

For the example sentences below, determine if the sentence represents **Cs**, **T**, or **S**. You may have disagreements about the answers. If so, be sure to elaborate on why you believe the sentence is the type of bonding social capital sentence that it is.

1. Our neighborhood association continues to celebrate its commitment to anti-gentrification.
2. The tools we use to weave in community are age-old and make us sustain a connection to our ancestors.
3. As we have learned to be in tune with one another as an orchestra, we have created a sense of musical oneness.
4. While we may not have a music festival in our town, we continue to rely on block parties that feature local talent.
5. Our softball team takes pride in being the state champions.

Bridging Social Capital

Take 15 minutes to read through and complete this bridging social capital exercise. This exercise may be done individually, in groups, or as a whole class.

Formula for Bridging Social Capital:

Consider that **Cd** is the community of **difference** through tolerance and acceptance, **T** is trust through the exchanging of **unfamiliar** information, ideas, and resources; and **S** is **cross-solidarity** via innovation with improvements and consensus building.

- Bridging Social Capital = $Cd + T + S$

Bridging Social Capital Three-Sentence Example:

- **Cd**: While some of us graduated from high school and some did not, the traditional path to academic and professional outcomes is not for everyone.
- **T**: Having been in courses that are about the common core of math, social sciences, physical sciences, writing, and reading skills, it is apparent that an integrative approach to solving real-world problems is often the solution.
- **S**: Therefore, we need all voices at the table to bring about change that will have the largest and most effective impact.

For the example sentences below, determine if the sentence represents **Cd**, **T**, or **S**. You may have disagreements about the answers. If so, be sure to elaborate on why you believe the sentence is the type of bridging social capital sentence that it is.

1. We, tenured full-time faculty, stand in solidarity with the adjunct faculty who are fighting for better working conditions.

2. As Olympians from different countries, we kneel on the ground to promote anti-racism.
3. Sharing our perspectives as students and faculty, we can develop strategies to support more inclusive restrooms on campus.
4. Despite the different religions we may be, we share a common goal of valuing all life.
5. Joining in thought partnership between us as faculty and our external partners like the Mayor of Chicago, we can work towards innovative approaches to reducing or eliminating tuition costs.

CREATE (45 minutes)

Take 15 minutes to create a bonding social capital three-sentence example. That should be based on your research paper's topic. Then, take 15 minutes to create a bridging social capital three-sentence example. Complete this individually. Next, work in pairs for 15 minutes to complete the Pair (F.A.I.R.) and Sheer exercises below. (Note: If you find this exercise too easy, complete two three-sentence examples for both bonding and bridging social capital. Later, you can ask your partner which three-sentence examples were strongest.)

Pair (F.A.I.R.):

With a partner, share your bonding and bridging social capital three-sentence examples.

F - Freely share only what you are comfortable sharing from your bonding and bridging social capital three-sentence examples. (Partner A)

A - Articulate what you think the main idea was from their share. (Partner B)

I - Inquire kindly about wonders or confusions you have from what they share. (Partner B)

R - Responsively reply; in other words, address whether your partner understands your bonding and bridging social capital three-sentence examples the way you meant for them to be understood and clarify any wonders or confusions with a rationale. (Partner A)

Sheer:

If your partner was not close to understanding your bonding and bridging social capital three-sentence examples' intended meaning when they articulated and inquired, then *sheer*—change course quickly by way of editing your bonding and bridging social capital three-sentence examples.

EVALUATE (3 minutes)

What might the pros and cons be to using bonding social capital when supporting your argument in your research essay? What might the pros and cons be to using bridging social capital when supporting your argument in your research essay? What do you think would make learning about bonding and bridging social capital easier?

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10.3: Rogerian Argumentation Part 3 (Assignment)

Reverse Peer Feedback 3 Assignment

Sometimes peer feedback exercises prioritize assessing how well a peer thinks you completed an assignment. However, with reverse peer feedback, you will be assessing how well your peer gave you feedback on your assignment submissions.

For this reverse peer feedback assignment, your peer should give constructive feedback on these assignments:

1. Rogerian Argumentation Section for the Social Justice Research Essay Assignment
2. Transition Section 2 for the Social Justice Research Essay Assignment

As the peer giving feedback, prioritize giving feedback that addresses the following:

1. How does the assignment submission address the social justice research topic?
2. How well does the assignment submission address the assignment guidelines and/or argumentation method in focus?
3. What constructive feedback do you have that is actionable, would support improvement, emphasizes strengths, and discusses opportunities for growth?
4. What specific examples from the assignment submission support your constructive feedback?
5. How can you share constructive feedback in a way that is clearly written, well-organized, and respectful?

As the scholar receiving reverse peer feedback, use the Reverse Peer Feedback Rubric to rate your peer's constructive feedback. After that, you may also provide a brief comment that explains your ratings. That could be helpful to support both you and your peer's peer review skills.

Note: You should keep the feedback from your peer because you will use it later during the revision workshop.

Reverse Peer Feedback Rubric				
Criteria	Unsatisfactory (0)	Developing (1)	Proficient (2)	Exemplary (3)
Attention to Social Justice Research Topic	Feedback exhibits none of the following elements: - Specificity about the submission's connection to the topic - Depth of analyzing effectiveness of the submission's connection to social justice - Suggestions to support more connections of the submission to the social justice topic	Feedback exhibits one of the following elements: - Specificity about the submission's connection to the topic - Depth of analyzing effectiveness of the submission's connection to social justice - Suggestions to support more connections of the submission to the social justice topic	Feedback exhibits two of the following elements: - Specificity about the submission's connection to the topic - Depth of analyzing effectiveness of the submission's connection to social justice - Suggestions to support more connections of the submission to the social justice topic	Feedback exhibits three of the following elements: - Specificity about the submission's connection to the topic - Depth of analyzing effectiveness of the submission's connection to social justice - Suggestions to support more connections of the submission to the social justice topic

Alignment with Guidelines, Methods, and Strategies	Feedback exhibits none of the following elements: - Addresses the assignment guidelines - Addresses the argumentation method (e.g., components from the method) - Addresses specific criteria or steps (e.g., specific rhetorical strategies like narration, description, process, cause & effect, etc.)	Feedback exhibits one of the following elements: - Addresses the assignment guidelines - Addresses the argumentation method (e.g., components from the method) - Addresses specific criteria or steps (e.g., specific rhetorical strategies like narration, description, process, cause & effect, etc.)	Feedback exhibits two of the following elements: - Addresses the assignment guidelines - Addresses the argumentation method (e.g., components from the method) - Addresses specific criteria or steps (e.g., specific rhetorical strategies like narration, description, process, cause & effect, etc.)	Feedback exhibits three of the following elements: - Addresses the assignment guidelines - Addresses the argumentation method (e.g., components from the method) - Addresses specific criteria or steps (e.g., specific rhetorical strategies like narration, description, process, cause & effect, etc.)
Actionable Constructive Feedback	Feedback exhibits none of the following elements: - Actionable suggestions - Strengths - Opportunities for growth	Feedback exhibits one of the following elements: - Actionable suggestions - Strengths - Opportunities for growth	Feedback exhibits two of the following elements: - Actionable suggestions - Strengths - Opportunities for growth	Feedback exhibits three of the following elements: - Actionable suggestions - Strengths - Opportunities for growth
Apt Specificity, Quantity, and Relevance	Feedback exhibits none of the following elements: - Specific examples from the submission referenced - Multiple examples from the submission referenced - Relevant examples from the submission referenced	Feedback exhibits one of the following elements: - Specific examples from the submission referenced - Multiple examples from the submission referenced - Relevant examples from the submission referenced	Feedback exhibits two of the following elements: - Specific examples from the submission referenced - Multiple examples from the submission referenced - Relevant examples from the submission referenced	Feedback exhibits three of the following elements: - Specific examples from the submission referenced - Multiple examples from the submission referenced - Relevant examples from the submission referenced
Attunement to Clarity, Organization, and Respect	Feedback exhibits none of the following elements: - Clarity - Organization - Respect	Feedback exhibits one of the following elements: - Clarity - Organization - Respect	Feedback exhibits two of the following elements: - Clarity - Organization - Respect	Feedback exhibits three of the following elements: - Clarity - Organization - Respect
Optional: Brief Comment				

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CHAPTER OVERVIEW

11: Toulmin Argumentation Part 1 by Viggie Alexandersson

This module discusses Toulmin argumentation, detailing its six components (grounds, claim, warrant, backing, qualifier, rebuttal) that aid in analyzing arguments, particularly related to social justice. It includes classroom activities to foster understanding and dialogue on contemporary social issues. Lastly, it outlines assignments for a social justice research essay, stressing a structured approach and offering a rubric for assessment.

[11.1: Toulmin Argumentation Part 1 \(Reading/Media\)](#)

[11.2: Toulmin Argumentation Part 1 \(Classroom Activity\)](#)

[11.3: Toulmin Argumentation Part 1 \(Assignment\)](#)

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11.1: Toulmin Argumentation Part 1 (Reading/Media)

Toulmin argumentation is a style of expression, often written expression, centered on analysis and justification. It was created by Stephen Toulmin in 1958. In the context of social justice, let's frame ***Toulmin argumentation as a style of expression that relies on analysis for advocacy***. More specifically, Toulmin argumentation should be utilized for complex issues that do not have an obvious answer. For example, whether people should have access to drinkable water everyday should have an obvious answer given that people need water to survive. Toulmin argumentation would be better used for determining whether or not it makes sense to monetize access to water. To illustrate, one could advocate that monetizing access to water is a denial of basic human rights despite rebuttals based on the costs of collection and distribution. With the social justice scope of this English composition module, Toulmin argumentation will provide a rhetorical method for justified advocacy centered on complex issues.

In view of that, let's frame the six Toulmin argumentation components in ways that align with analyzing complex social justice issues. The **grounds** are the component that ***addresses what is happening with the social justice issue that makes it an issue***. The **claim** is the component that ***proposes what should be done in response to the social justice issue***. The **warrant** is the component that ***identifies the assumption being made about the connection between what is happening with the social justice issue and what should be done in response to it***. The **backing** is the component that ***alerts us to why warrant's assumption is possible***. The **qualifier** is the component that ***expresses the social justice conditions that the assumption applies within***. The **rebuttal** is the component that ***identifies the limits and/or doubts that are likely to arise about the assumption***.

Example Reading/Media

"[Give Me Liberty or Give Me Death](#)" on March 23, 1775 by Patrick Henry (located at Project Gutenberg)

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11.2: Toulmin Argumentation Part 1 (Classroom Activity)

REMEMBER (35 minutes)

Think (B.E1+2.):

Create a lexicon entry for each vocabulary word.

Argumentation Components Vocabulary List

1. Claim
2. Grounds (Evidence)
3. Warrant (Justification)
4. Backing
5. Qualifier
6. Rebuttal

Read the six argumentation component definitions, and make a lexicon (i.e., vocabulary list) entry that is at least three sentences long per vocabulary word. The first sentence is your basis (B) and the other two are your individualized explanations (E1 and E2). You will accomplish that in your “Individualized Research Writing Lexicon (i.e., vocabulary list)” by creating a 3-sentence lexicon entry that utilizes the following 3-sentence formula (B.E1+2.). Write (B) the exact definition of the vocabulary word an in-text citation preceded by a transitional phrase of where the definition came from all as one sentence, (E1) the definition of the vocabulary word in your own words preceded by a transition like “In other words,” and (E2) a commentary sentence(s) about why you think the vocabulary word is important for research writing. These 3-sentence lexicon entries should take about five minutes per vocabulary word.

UNDERSTAND (15 minutes)

Pair (F.A.I.R.):

With a partner, share your lexicon (i.e., vocabulary list) entry for each of the Toulmin components (e.g., claims, grounds, warrant, backing, qualifier, and rebuttal).

F - Freely share only what you are comfortable sharing from your lexicon (i.e., vocabulary list) entry. (Partner A)

A - Articulate what you think the main idea was from their share. (Partner B)

I - Inquire kindly about wonders or confusions you have from what they share. (Partner B)

R - Responsively reply; in other words, address whether your partner understands your lexicon entry the way you meant for it to be understood and clarify any wonders or confusions with a rationale. (Partner A)

Sheer:

If your partner was not close to understanding your lexicon (i.e., vocabulary list) entry’s intended meaning when they articulated and inquired, then *sheer*—change course quickly by way of editing your lexicon (i.e., vocabulary list) entry.

UNDERSTAND CONTINUED (25 minutes)

Reflection — When you think through how to construct your Toulmin argumentation essay with a social justice approach, ask yourself:

1. How can you use Toulmin argumentation to address a contemporary issue?
2. What is complex and/or multi-faceted about the issue your research focuses on?
3. How do the complexities and/or multi-faceted parts of the issue manifest?

4. How have policies, procedures, and/or practices of people, communities, institutions, and/or other entities negatively and/or positively contributed to exacerbating the complexities and/or multi-faceted parts of the issue?
5. What rebuttals prevent your argument from being considered credible?
6. What might help defeat the rebuttals against your argument while making your argument more credible?

EVALUATE (3 minutes)

Exit Ticket (Individually):

What other questions would you add to the question set above? Which of the Toulmin argumentation components do you think will be the easiest to construct, and which do you think will be the hardest?

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11.3: Toulmin Argumentation Part 1 (Assignment)

Toulmin Argumentation Section for the Social Justice Research Essay Assignment

Write approximately 500 words (2 pages double-spaced) that reframe your social justice research essay's approach towards analytically looking at the facts. This argumentation method can feel less like expressing your perspective and more like being an investigator that is making sense of what all the components of the social justice issue mean without imposing their interpretation in that analysis. Be sure to include a claim that expresses the main assertion about your social justice issue based on analysis of the facts. Also, include the other five Toulmin argumentation components: grounds (evidence), warrant (justification), backing, qualifier, and rebuttal.

Argumentation Section Rubric			
Criteria	Unsatisfactory (0)	Developing (1)	Satisfactory (2)
Purpose	Submission exhibits none of the following elements: - The section's purpose is clear - The section sustains its focus and function	Submission exhibits one of the following elements: - The section's purpose is clear - The section sustains its focus and function	Submission exhibits two of the following elements: - The section's purpose is clear - The section sustains its focus and function
Argument	Submission exhibits none of the following elements: - Arguments are logical - Arguments are supported with relevant evidence	Submission exhibits one of the following elements: - Arguments are logical - Arguments are supported with relevant evidence	Submission exhibits two of the following elements: - Arguments are logical - Arguments are supported with relevant evidence
Perspectives	Submission exhibits none of the following elements: - Analyzes multiple perspectives - Has a fair balance of argumentation and counterargumentation	Submission exhibits one of the following elements: - Analyzes multiple perspectives - Has a fair balance of argumentation and counterargumentation	Submission exhibits two of the following elements: - Analyzes multiple perspectives - Has a fair balance of argumentation and counterargumentation
Organization	Submission exhibits none of the following elements: - Sections and/or subsections are well-organized - Transition words and phrases support the organization effectively	Submission exhibits one of the following elements: - Sections and/or subsections are well-organized - Transition words and phrases support the organization effectively	Submission exhibits two of the following elements: - Sections and/or subsections are well-organized - Transition words and phrases support the organization effectively

Quality	Submission exhibits none of the following elements: • Writing is easy to follow • Writing conventions are correct (e.g., capitalization, punctuation, and spelling)	Submission exhibits one of the following elements: • Writing is easy to follow • Writing conventions are correct (e.g., capitalization, punctuation, and spelling)	Submission exhibits two of the following elements: • Writing is easy to follow • Writing conventions are correct (e.g., capitalization, punctuation, and spelling)
Guidelines	Submission exhibits none of the following elements: • Submission meets or exceeds the minimum word limit • Submission adheres to MLA formatting guidelines	Submission exhibits one of the following elements: • Submission meets or exceeds the minimum word limit • Submission adheres to MLA formatting guidelines	Submission exhibits two of the following elements: • Submission meets or exceeds the minimum word limit • Submission adheres to MLA formatting guidelines
Optional: Brief Comment			

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CHAPTER OVERVIEW

12: Toulmin Argumentation Part 2 by Viggy Alexandersson

This module discusses the Toulmin argumentation framework and its relevance to social change, emphasizing problem definition and the framework's six components for clarity and credibility. It includes an example by Thomas Paine and a classroom debate on voting rights for non-citizens, applying Toulmin methods through collaborative activities.

[12.1: Toulmin Argumentation Part 2 \(Reading/Media\)](#)

[12.2: Toulmin Argumentation Part 2 \(Classroom Activity\)](#)

[12.3: Toulmin Argumentation Part 2 \(Assignment\)](#)

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12.1: Toulmin Argumentation Part 2 (Reading/Media)

Whether it is 4th-century problems or 21st-century problems, consider this salient quotation by Steve Jobs: “If you define the problem correctly, you almost have the solution.” Similarly, the six parts of Toulmin argumentation set us up to define a problem in a solution-oriented way. By relying on the six Toulmin argumentation components, we can advocate for social change in a way that helps our audience more critically understand the parts of an issue and its remedy. In turn, our credibility as changemakers is likely to increase, and audiences are more likely to implement what we are advocating for.

Example Reading/Media

"[Thoughts on the Present State of American Affairs](#)" in *Common Sense* by Thomas Paine (located at Project Gutenberg)

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12.2: Toulmin Argumentation Part 2 (Classroom Activity)

Case Study #1 (THEN):

In Ancient Greece, Athenian democracy weighed whether or not extending citizen privileges to non-citizens supported or undermined their democratic values. Pretend you are someone in Athens circa 300 BCE. Athenian citizens are in disagreement about whether or not a group of free people called metics (i.e., foreigners) should be given several of the democratic rights that Athenian citizens have (e.g., the right to vote, the right to serve in the government, etc.). Argue for why metics should get the right to vote, serve in the government, and/or other privileges typically only given to Athenian citizens. Consider the time, place, and audience. Then, get into groups and write a paragraph for your group's assigned Toulmin argumentation component without knowing the direction or main ideas that the other groups are choosing to focus on to write their paragraphs. After each group writes their paragraph, each group will present their paragraphs to the whole class by reading it aloud and explaining why the group chose to write the paragraph that way and how it honors the definition of that Toulmin argumentation component. Your group will then have a chance to hear from the whole class on how effective the paragraph was and why. Once each group has shared, the whole class will discuss how well each of the components go together and what improvements could be made to make each of the components go together smoother. If there are not enough groups to cover each of the components, that is okay. Your professor may choose to give each group more than one component or some may be left out. If some components are left out, the whole class can still talk about those components when discussing what could make the components go together smoother. In terms of time management, take approximately 10 minutes to write the paragraph with your group, 10 minutes to hear all groups' paragraphs, and 10 minutes to discuss improvements and smoother transitions between the components.

Example Distribution of Groups Aligned to the Toulmin Argumentation Components

- Group 1: Claim Paragraph
- Group 2: Grounds (Evidence) Paragraph
- Group 3: Warrant (Justification) Paragraph
- Group 4: Backing Paragraph
- Group 5: Qualifier Paragraph
- Group 6: Rebuttal Paragraph

Case Study #2 (NOW):

That was then; this is now. However, distribution of democratic privileges are still debated among people in democratic nations today (e.g., the United States). Pretend you are someone in this present day advocating for why residents with a green card (i.e., permanent residence card) should get the right to vote, serve in the government, and/or other privileges typically only given to United States citizens. Consider the time, place, and audience. Then, get into groups and write a paragraph for your group's assigned Toulmin argumentation component without knowing the direction or main ideas that the other groups are choosing to focus on to write their paragraphs. After each group writes their paragraph, each group will present their paragraphs to the whole class by reading it aloud and explaining why the group chose to write the paragraph that way and how it honors the definition of that Toulmin argumentation component. Your group will then have a chance to hear from the whole class on how effective the paragraph was and why. Once each group has shared, the whole class will discuss how well each of the components go together and what improvements could be made to make each of the components go together smoother. If there are not enough groups to cover each of the components, that is okay. Your professor may choose to give each group more than one component or some may be left out. If some components are left out, the whole class can still talk about those components when discussing what could make the components go together smoother. In terms of time management, take approximately 10 minutes to write the paragraph with your group, 10 minutes to hear all groups' paragraphs, and 10 minutes to discuss improvements and smoother transitions between the components.

Example Distribution of Groups Aligned to the Toulmin Argumentation Components

- Group 1: Claim Paragraph
- Group 2: Grounds (Evidence) Paragraph
- Group 3: Warrant (Justification) Paragraph
- Group 4: Backing Paragraph
- Group 5: Qualifier Paragraph

- Group 6: Rebuttal Paragraph

ANALYZE (15 minutes)

As a class, let's reflect on the now and then case studies.

1. How did the approaches from each group's paragraph on advocating for more inclusive democratic privileges in the 300 BCE case compare and contrast to the approaches on advocating for democratic privileges present day? Why do you think those moments of similarity and/or difference occurred?
2. What challenges do you think people in 300 BCE faced when advocating for more inclusive democratic privileges, and why do you think that is? What challenges do you think people present day face when advocating for more inclusive democratic privileges, and why do you think that is?
3. What might some of the pros and cons have been for using Toulmin argumentation to advocate for more inclusive democratic privileges in 300 BCE, and why? What might some of the pros and cons be for using Toulmin argumentation to advocate for more inclusive democratic privileges in the present day, and why?

EVALUATE (3 minutes)

Exit Ticket (Individually):

In general, what do you think the strengths or limitations are to using Toulmin argumentation, and why? Do you think it is necessary to utilize every component of Toulmin argumentation when trying to persuade someone of one side of an issue? Why or why not?

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12.3: Toulmin Argumentation Part 2 (Assignment)

Transition Section 3 for the Social Justice Research Essay Assignment

Write approximately 125 words (0.5 pages double-spaced) that serve as a rationale for why you are transitioning out of your Toulmin argumentation section and into your uniquely created argumentation method section. For example, you may describe how some aspects of Toulmin argumentation as well as Aristotelian and Rogerian are outdated and how that inspired you to create an argumentation method that aligns with the present day context of your social justice issue. You may find it helpful to reference the “Your Argumentation Method” chart classroom activity when writing this transition section. However, you will heavily rely on that chart for constructing the next section of your social justice research essay.

Transition Section Rubric			
Criteria	Unsatisfactory (0)	Developing (1)	Satisfactory (2)
Clarity and Purpose	Submission exhibits none of the following elements: - Clearly expresses the logic of transition - Purpose is easy to comprehend	Submission exhibits one of the following elements: - Clearly expresses the logic of transition - Purpose is easy to comprehend	Submission exhibits two of the following elements: - Clearly expresses the logic of transition - Purpose is easy to comprehend
Expression of Limits	Submission exhibits none of the following elements: - Acknowledges the limitations of the previous argumentation section - Acknowledges the opportunity of the next argumentation section to address what the previous section cannot	Submission exhibits one of the following elements: - Acknowledges the limitations of the previous argumentation section - Acknowledges the opportunity of the next argumentation section to address what the previous section cannot	Submission exhibits two of the following elements: - Acknowledges the limitations of the previous argumentation section - Acknowledges the opportunity of the next argumentation section to address what the previous section cannot
Transition Effectiveness	Submission exhibits none of the following elements: - Transition is smooth - Transition is logically justified	Submission exhibits one of the following elements: - Transition is smooth - Transition is logically justified	Submission exhibits two of the following elements: - Transition is smooth - Transition is logically justified
Alignment with Guidelines	Submission exhibits none of the following elements: - Submission is at least 125 words - Submission adheres to MLA formatting guidelines	Submission exhibits one of the following elements: - Submission is at least 125 words - Submission adheres to MLA formatting guidelines	Submission exhibits two of the following elements: - Submission is at least 125 words - Submission adheres to MLA formatting guidelines
Optional: Brief Comment			

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CHAPTER OVERVIEW

13: Toulmin Argumentation Part 3 by Viggy Alexandersson

This module outlines the Toulmin argumentation framework, consisting of claims, grounds, warrants, backing, qualifiers, and rebuttals, which are crucial for social justice advocacy in English composition. It discusses the diverse interpretations of the model and its importance in forming social justice arguments.

[13.1: Toulmin Argumentation Part 3 \(Reading/Media\)](#)

[13.2: Toulmin Argumentation Part 3 \(Classroom Activity\)](#)

[13.3: Toulmin Argumentation Part 3 \(Assignment\)](#)

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13.1: Toulmin Argumentation Part 3 (Reading/Media)

According to Stephen Toulmin, Toulmin argumentation is the result of articulating your claim plus grounds and warrant. The backing, qualifier, and rebuttal are technically optional. Those optional components respectively provide additional support, limitations, and acknowledgement of counterargumentation. However, when using Toulmin argumentation for social justice advocacy in the context of English composition, more is more. Therefore, consider all six components of Toulmin argumentation as required. While people have interpreted the organization of Toulmin argumentation components in different ways, this module will organize the components in a fashion that aligns with a social justice context.

Example Reading/Media

"[Chapter I. Introductory](#)" (not to be confused with the previous section called "Preface") in *Geological Facts; or, the Crust of the Earth, What It Is, and What Are Its Uses* by W. G. Barrett (located at Project Gutenberg)

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13.2: Toulmin Argumentation Part 3 (Classroom Activity)

EVALUATE (30 minutes)

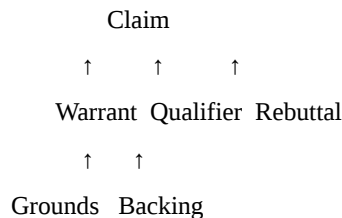
Toulmin Argumentation

Take 15 minutes to read through and complete each toulmin argumentation matching exercise for a total of 30 minutes. The exercise may be done individually, in groups, or as a whole class.

Formula for Toulmin Argumentation:

- Argument = Claim + Grounds + Warrant + Backing + Qualifier + Rebuttal

Organization of Toulmin Argumentation Components:



Questions to Address Per Toulmin Argumentation Component:

1. Grounds = What is happening?
2. Claim = What should you do in response to what is happening?
3. Warrant = What assumption is being made about the connection between what is happening and what should be done in response to what is happening?
4. Backing = Why is the assumption possible?
5. Qualifier = What are the conditions that the assumption applies within?
6. Rebuttal = What are the limits and/or doubts that will likely arise about the assumption?

Toulmin Argumentation Matching Exercise 1:

Take 15 minutes to match the phrase with which component it represents.

1. Environmental researchers found that plant-based diets decrease an individual's carbon footprint.
2. Even if there are still a few meat items, a plant-based dominant cafeteria still has a greatly positive impact on the environment.
3. The industry of animal agriculture creates a significant amount of greenhouse gas emissions.
4. Colleges should prioritize plant-based dietary options as one way to be environmentally friendly.
5. Although people worry about acquiring a healthy amount of protein on a plant-based diet, colleges can support viable strategies and consciousness on plant-based protein replacements.
6. Transitioning away from meat dominant college cafeteria options reduces greenhouse gas emissions and their negative impact on the environment.

Toulmin Argumentation Matching Exercise 2:

Take 15 minutes to match the phrase with which component it represents.

1. While there may still be a need for shelters, stable housing at least helps curb the overcrowding issue in shelters.
2. Shelters have overcrowding issues.
3. Even though stable housing for all people might cost cities money, it also reduces the costs of expenses towards things like mental health and public health issues that come from overcrowding in shelters.
4. People should be moved out of shelters and into stable housing.
5. Researchers found that frequently moving and lack of affordable housing leads to overcrowding in shelters.
6. Stable housing will provide consistent and secure places to live.

CREATE (45 minutes)

Take 15 minutes to create a six-sentence example of the six Toulmin argumentation components—one sentence per component. That should be based on your research paper's topic. Then, take another 15 minutes to create a different six-sentence example based on how you think someone on the other side of the argument would respond. Next, work in pairs for 15 minutes to make your six-sentence examples stronger. (Note: If you find this exercise too easy, complete a third example. Later, you can ask your partner which example was strongest.)

Pair (F.A.I.R.):

With a partner, share your six-sentence examples.

F - Freely share only what you are comfortable sharing from your six-sentence examples. (Partner A)

A - Articulate what you think the main idea was from their share. (Partner B)

I - Inquire kindly about wonders or confusions you have from what they share. (Partner B)

R - Responsively reply; in other words, address whether your partner understands your six-sentence examples the way you meant for them to be understood and clarify any wonders or confusions with a rationale. (Partner A)

Sheer:

If your partner was not close to understanding your six-sentence examples' intended meaning when they articulated and inquired, then *sheer*—change course quickly by way of editing your six-sentence examples.

EVALUATE (3 minutes)

What might the pros and cons be to leaving out the backing, qualifier, and rebuttal of your argument in your research essay? What do you think would make learning about the claim, grounds, warrant, backing, qualifier, and rebuttal easier?

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13.3: Toulmin Argumentation Part 3 (Assignment)

Reverse Peer Feedback 4 Assignment

Sometimes peer feedback exercises prioritize assessing how well a peer thinks you completed an assignment. However, with reverse peer feedback, you will be assessing how well your peer gave you feedback on your assignment submissions.

For this reverse peer feedback assignment, your peer should give constructive feedback on these assignments:

1. Toulmin Argumentation Section for the Social Justice Research Essay Assignment
2. Transition Section 3 for the Social Justice Research Essay Assignment

As the peer giving feedback, prioritize giving feedback that addresses the following:

1. How does the assignment submission address the social justice research topic?
2. How well does the assignment submission address the assignment guidelines and/or argumentation method in focus?
3. What constructive feedback do you have that is actionable, would support improvement, emphasizes strengths, and discusses opportunities for growth?
4. What specific examples from the assignment submission support your constructive feedback?
5. How can you share constructive feedback in a way that is clearly written, well-organized, and respectful?

As the scholar receiving reverse peer feedback, use the Reverse Peer Feedback Rubric to rate your peer's constructive feedback. After that, you may also provide a brief comment that explains your ratings. That could be helpful to support both you and your peer's peer review skills.

Note: You should keep the feedback from your peer because you will use it later during the revision workshop.

Reverse Peer Feedback Rubric				
Criteria	Unsatisfactory (0)	Developing (1)	Proficient (2)	Exemplary (3)
Attention to Social Justice Research Topic	Feedback exhibits none of the following elements: - Specificity about the submission's connection to the topic - Depth of analyzing effectiveness of the submission's connection to social justice - Suggestions to support more connections of the submission to the social justice topic	Feedback exhibits one of the following elements: - Specificity about the submission's connection to the topic - Depth of analyzing effectiveness of the submission's connection to social justice - Suggestions to support more connections of the submission to the social justice topic	Feedback exhibits two of the following elements: - Specificity about the submission's connection to the topic - Depth of analyzing effectiveness of the submission's connection to social justice - Suggestions to support more connections of the submission to the social justice topic	Feedback exhibits three of the following elements: - Specificity about the submission's connection to the topic - Depth of analyzing effectiveness of the submission's connection to social justice - Suggestions to support more connections of the submission to the social justice topic

Alignment with Guidelines, Methods, and Strategies	Feedback exhibits none of the following elements: - Addresses the assignment guidelines - Addresses the argumentation method (e.g., components from the method) - Addresses specific criteria or steps (e.g., specific rhetorical strategies like narration, description, process, cause & effect, etc.)	Feedback exhibits one of the following elements: - Addresses the assignment guidelines - Addresses the argumentation method (e.g., components from the method) - Addresses specific criteria or steps (e.g., specific rhetorical strategies like narration, description, process, cause & effect, etc.)	Feedback exhibits two of the following elements: - Addresses the assignment guidelines - Addresses the argumentation method (e.g., components from the method) - Addresses specific criteria or steps (e.g., specific rhetorical strategies like narration, description, process, cause & effect, etc.)	Feedback exhibits three of the following elements: - Addresses the assignment guidelines - Addresses the argumentation method (e.g., components from the method) - Addresses specific criteria or steps (e.g., specific rhetorical strategies like narration, description, process, cause & effect, etc.)
Actionable Constructive Feedback	Feedback exhibits none of the following elements: - Actionable suggestions - Strengths - Opportunities for growth	Feedback exhibits one of the following elements: - Actionable suggestions - Strengths - Opportunities for growth	Feedback exhibits two of the following elements: - Actionable suggestions - Strengths - Opportunities for growth	Feedback exhibits three of the following elements: - Actionable suggestions - Strengths - Opportunities for growth
Apt Specificity, Quantity, and Relevance	Feedback exhibits none of the following elements: - Specific examples from the submission referenced - Multiple examples from the submission referenced - Relevant examples from the submission referenced	Feedback exhibits one of the following elements: - Specific examples from the submission referenced - Multiple examples from the submission referenced - Relevant examples from the submission referenced	Feedback exhibits two of the following elements: - Specific examples from the submission referenced - Multiple examples from the submission referenced - Relevant examples from the submission referenced	Feedback exhibits three of the following elements: - Specific examples from the submission referenced - Multiple examples from the submission referenced - Relevant examples from the submission referenced
Attunement to Clarity, Organization, and Respect	Feedback exhibits none of the following elements: - Clarity - Organization - Respect	Feedback exhibits one of the following elements: - Clarity - Organization - Respect	Feedback exhibits two of the following elements: - Clarity - Organization - Respect	Feedback exhibits three of the following elements: - Clarity - Organization - Respect
Optional: Brief Comment				

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CHAPTER OVERVIEW

14: Hybrid Argumentation by Viggy Alexandersson

This module explores hybrid argumentation methodologies, including Aristotelian, Rogerian, and Toulmin styles, emphasizing innovation that balances critical thinking and ethics in relation to social justice. It features a classroom activity that compares these styles to foster collaboration and includes an assignment where students develop a personal argumentation method for a social justice essay, providing a structured approach and using a rubric for evaluation.

[14.1: Hybrid Argumentation \(Reading/Media\)](#)

[14.2: Hybrid Argumentation \(Classroom Activity\)](#)

[14.3: Hybrid Argumentation \(Assignment\)](#)

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14.1: Hybrid Argumentation (Reading/Media)

Now that you have learned about the three prominent methods of argumentation (e.g., Aristotelian, Rogerian, and Toulmin), it is time to compare, contrast, classify, and divide argumentation methods as well as create your own argumentation method. When creating your own argumentation method, it might seem scary at first. However, it can ultimately be liberating if navigated with care for yourself, your creation (i.e., your argumentation method), and those you intend to share your creation with (i.e., your audience). That involves a mix of thoughtful imitation, innovation, critical thinking, ethical responsibility, and revision informed by the potential for unintended consequences. After all, evolving times may demand evolving argumentation methods.

Example Reading/Media

"[Practical Problem Solving](#)" in *Sequential Problem Solving: A Student Handbook with Checklists for Successful Critical Thinking* by Fredric Lozo (located at Project Gutenberg)

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14.2: Hybrid Argumentation (Classroom Activity)

REMEMBER AND UNDERSTAND (8 minutes)

Before you create your own method, let's review the three prominent methods of argumentation via their distinctions as well as what they have in common. When we learn from the past, we can learn from both discoveries, errors, and everything in between to form a new argumentation method.

Shared Fundamentals of Foundational Argumentation Methods:

1. Presents a persuasive argument
2. Utilizes evidence to support main ideas/claims
3. Takes the audience's point of view into consideration
4. Works toward building trust and credibility with the audience

Distinctions Per Argumentation Method

1. Aristotelian

1. Definition: Classical argumentation (i.e., Aristotelian argumentation) is a style of expression, often written expression, that aims to convince your audience to see your side of an issue.
2. Structure = Linear
 1. exordium
 2. narratio
 3. propositio
 4. refutatio
 5. confirmatio
 6. digressio
 7. peroratio
3. Key Elements
 1. Seeks convincing the audience of the writer's own perspective
 2. Heavily relies on ethos, pathos, and logos
 3. Thesis is clearly articulated early

2. Rogierian

1. Definition: Rogierian argumentation is a style of expression, often written expression, that aims to find a middle ground between opposing viewpoints.
2. Structure = Balanced
 1. introduction: stating the issue
 2. side a: comprehension
 3. side a: validation
 4. side b: conveyance
 5. side b: validation
 6. conclusion: bonding
 7. conclusion: bridging

3. Key Elements

1. Seeks to convince the audience of a middle ground perspective
2. Heavily relies on pluralism—recognizing the value of opposing viewpoints
3. Thesis is likely delayed and expressed when articulating the middle ground solution

3. Toulmin

1. Definition: Toulmin argumentation as a style of expression that relies on analysis for advocacy.

2. Structure = Componential

1. Claim
2. Grounds (Evidence)
3. Warrant (Justification)
4. Backing
5. Qualifier
6. Rebuttal

3. Key Elements

1. Seeks to convince the audience of the underlying structure of the argument
2. Heavily relies on logical connections between components
3. Thesis is expressed early on to articulate how the issue is complex and without an unambiguous solution; thusly, the components in the argumentation will bring the audience closer to a solution

APPLY AND ANALYZE (20 minutes)

For approximately ten minutes, fill in the *Comparison Table in Your Own Words* with just a few words per box. Then, share your comparison table with a peer, and analyze how similar and different you and your peer filled in the comparison table. During that analysis, consider revising any part of your comparison table that you think would help you remember the comparisons better. After all, this comparison chart is a tool for you to keep and reference throughout your academic journey in various courses.

Comparison Table in Your Own Words			
Aspect	Aristotelian	Rogerian	Toulmin
<i>Primary Goal</i>			
<i>Approach to Opposition</i>			
<i>Structure</i>			
<i>Best Used For</i>			

CREATE AND EVALUATE (50 minutes)

Now that you have developed an awareness of prominent argumentation methods, it is time to create your own argumentation method. Sometimes tools of the past cannot fully address unforeseen issues of the present or future. That is all the more reason why you are invited to create an argumentation method that addresses your social justice research issue.

Your task is to construct a new argumentation method that blends elements from prominent argumentation methods (e.g., Aristotelian, Rogerian, and Toulmin) with your own unique argumentation method creation. Your method should achieve the following:

1. Incorporate at least one thing from each of the three prominent argumentation methods discussed (e.g., Aristotelian, Rogerian, and Toulmin). That could be something related to a method's goal, structure, elements, approach, or something else.
2. Infuse a unique component that can address the present day challenges and/or opportunities of how to express argumentation from your perspective. Then, clarify how your method addresses your social justice research issue.
3. Name your argumentation method. If you are having trouble thinking of a name, you can use this default naming convention: [Insert your name]'s Hybrid Argumentation Method (e.g., Viggys Hybrid Argumentation Method).
4. Write a definition of your argumentation method.
5. Outline the structure of your argumentation method.
6. Note key elements of your argumentation method.

You may submit your response in the following format:

Your Argumentation Method	
Argumentation Method Questions	Your Argumentation Method Responses
<i>What did you borrow from Aristotelian argumentation?</i>	
<i>What did you borrow from Rogerian argumentation?</i>	
<i>What did you borrow from Toulmin argumentation?</i>	
<i>What is a unique component that you are infusing into your argumentation method?</i>	
<i>What is your argumentation method named?</i>	
<i>What is the definition of your argumentation method?</i>	
<i>What is the outline for your argumentation method?</i>	
<i>What does your argumentation method hope to convince the audience of?</i>	
<i>What does your argumentation method heavily rely on?</i>	
<i>How does a thesis function in your argumentation method?</i>	
<i>Optional: Is there anything else you would like to say about your argumentation method?</i>	

After approximately 40 minutes of creating your argumentation method, share your method with a peer to evaluate each other's argumentation methods as follows:

1. Does the argumentation method seem to support emphasizing timing and urgency?
2. Does the argumentation method seem to support establishing trust and credibility?
3. Does the argumentation method seem to support evoking emotion and feeling?
4. Does the argumentation method seem to support expressing reason and logic?

It is okay for there to be “no” responses to those questions if the argumentation method creator intended to not prioritize some of those nuances. For instance, there may be an argumentation method created that strategically avoids evoking emotion and feeling. The goal of this peer discussion is to learn whether your peer saw what you intended then to see from your argumentation method. In other words, hopefully your peer’s yes or no responses to each question about your own argumentation method matches your yes or no responses for your own argumentation method. If not, you probably need to revise something about your argumentation method for clarity and comprehension.

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14.3: Hybrid Argumentation (Assignment)

Your Own Argumentation Method Section for the Social Justice Research Essay Assignment

Write approximately 375 to 500 words (1.5 to 2 pages double-spaced) that reframe your social justice research essay's approach in alignment with your own argumentation method. Be sure to include what you named your argumentation method and its definition. Then, describe your argumentation method's structure and purpose. Following that, apply your argumentation method to your social justice research topic to demonstrate how your argumentation method illustrates an advanced way to advocate for the solution to your social justice research topic. End this section with how your argumentation method builds upon or diverges from Aristotelian, Rogerian, and Toulmin argumentation, and why it seems to be the best argumentation method to resolve the social justice issue your research essay focuses on. It is likely easier to complete this section if you reference your responses to the "Your Argumentation Method" chart classroom activity.

Argumentation Section Rubric			
Criteria	Unsatisfactory (0)	Developing (1)	Satisfactory (2)
Purpose	Submission exhibits none of the following elements: - The section's purpose is clear - The section sustains its focus and function	Submission exhibits one of the following elements: - The section's purpose is clear - The section sustains its focus and function	Submission exhibits two of the following elements: - The section's purpose is clear - The section sustains its focus and function
Argument	Submission exhibits none of the following elements: - Arguments are logical - Arguments are supported with relevant evidence	Submission exhibits one of the following elements: - Arguments are logical - Arguments are supported with relevant evidence	Submission exhibits two of the following elements: - Arguments are logical - Arguments are supported with relevant evidence
Perspectives	Submission exhibits none of the following elements: - Analyzes multiple perspectives - Has a fair balance of argumentation and counterargumentation	Submission exhibits one of the following elements: - Analyzes multiple perspectives - Has a fair balance of argumentation and counterargumentation	Submission exhibits two of the following elements: - Analyzes multiple perspectives - Has a fair balance of argumentation and counterargumentation
Organization	Submission exhibits none of the following elements: - Sections and/or subsections are well-organized - Transition words and phrases support the organization effectively	Submission exhibits one of the following elements: - Sections and/or subsections are well-organized - Transition words and phrases support the organization effectively	Submission exhibits two of the following elements: - Sections and/or subsections are well-organized - Transition words and phrases support the organization effectively

Quality	Submission exhibits none of the following elements: • Writing is easy to follow • Writing conventions are correct (e.g., capitalization, punctuation, and spelling)	Submission exhibits one of the following elements: • Writing is easy to follow • Writing conventions are correct (e.g., capitalization, punctuation, and spelling)	Submission exhibits two of the following elements: • Writing is easy to follow • Writing conventions are correct (e.g., capitalization, punctuation, and spelling)
Guidelines	Submission exhibits none of the following elements: • Submission meets or exceeds the minimum word limit • Submission adheres to MLA formatting guidelines	Submission exhibits one of the following elements: • Submission meets or exceeds the minimum word limit • Submission adheres to MLA formatting guidelines	Submission exhibits two of the following elements: • Submission meets or exceeds the minimum word limit • Submission adheres to MLA formatting guidelines
Optional: Brief Comment			

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CHAPTER OVERVIEW

15: Revision Workshop by Viggy Alexandersson

This module outlines a revision workshop focused on argumentation in writing and social justice essays, proposing a combined approach to argumentation methods. It includes a classroom activity with structured assignments and peer feedback emphasizing clarity and respect. Additionally, it details the revision process involving peer and professor critiques, MLA formatting adherence, and a rubric for assessment, all aimed at enhancing students' writing and argumentation skills.

[15.1: Revision Workshop \(Reading/Media\)](#)

[15.2: Revision Workshop \(Classroom Activity\)](#)

[15.3: Revision Workshop \(Assignment\)](#)

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15.1: Revision Workshop (Reading/Media)

Using mixed argumentation methods is not always ideal. For instance, if you are writing an opinion piece, using Aristotelian methods would be best. If you are writing something for negotiations between multiple people with competing interests, then Rogerian methods would be best. If you are writing legal reasoning for a court case, then Toulmin methods would be best. However, when it comes to the complexities of social justice issues, mixing those argumentation methods with a new argumentation method that you create could provide an exceptionally strong argumentation approach. Consequently, that could more expeditiously bring about the change you wish to see in the world.

Below are a few example contexts that Aristotelian, Rogerian, and Toulmin argumentation methods are not the best argumentation methods to address. Thus, a new method argumentation method has an opportunity to address what those three argumentation methods cannot.

1. Creative or Non-Linear Problem-Solving
2. Extremely Emotional or Irrational Audiences
3. Multi-Relational Contexts
4. Paradoxical Reasoning
5. Systems of Oppression or Structural Inequity
6. Urgent Crisis Decision-Making

Given that context, this revision module provides an opportunity to revise your social justice research essay assignments first drafts and combine all of them into one mixed argumentation methods essay. Additionally, this module encourages critical and creative thinking towards adapting a variety of arguments for distinct audiences and conditions—skills needed to academically and civically thrive.

Example Reading/Media

"[No Compromise with Slavery: An Address Delivered to the Broadway Tabernacle, New York](#)" on February 14, 1854 by William Lloyd Garrison (located at Project Gutenberg)

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15.2: Revision Workshop (Classroom Activity)

REMEMBER AND UNDERSTAND (15 minutes)

Make a list of your key findings, arguments, and the value of using multiple argumentation methods for your social justice research essay. One way you could format your list is as follows:

1. Key Findings
 1. List Key Finding 1
 2. List Key Finding 2
 3. List Key Finding 3... and so on
2. Arguments
 1. List Argument 1
 2. List Argument 2
 3. List Argument 3
 4. List Argument 4... and so on
3. Value of Using Multiple Argumentation Methods
 1. Rationale Point 1
 2. Rationale Point 2... and so on

APPLY AND ANALYZE (15 minutes)

Write a reflection that describes what you learned about the relationship between argumentation and advocacy.

CREATE (30 minutes)

Concluding Section for the Social Justice Research Essay In-Class Assignment

Write approximately 250 words (1 page double-spaced) that reiterate your key findings and arguments from each section. Then, restate why it is valuable to use multiple argumentation methods to address your social justice research topic. Also, explain what you learned about the relationship between argumentation and advocacy. Conclude the section with a call-to-action and the vision you want to see in the world around us if people follow what you are advocating for regarding your social justice research topic.

***Note:** It is likely easier to write your concluding section if you reference your key findings, arguments, and rationales from the REMEMBER AND UNDERSTAND activity as well as the relationship between argumentation and advocacy in the APPLY AND ANALYZE activity above.*

EVALUATE (18 minutes)

Reverse Peer Feedback 5 In-Class Assignment

Sometimes peer feedback exercises prioritize assessing how well a peer thinks you completed an assignment. However, with reverse peer feedback, you will be assessing how well your peer gave you feedback on your assignment submissions.

For this reverse peer feedback assignment, your peer should give constructive feedback on this assignment:

1. Concluding Section for the Social Justice Research Essay In-Class Assignment

As the peer giving feedback, prioritize giving feedback that addresses the following:

1. How does the assignment submission address the social justice research topic?
2. How well does the assignment submission address the assignment guidelines and/or argumentation method in focus?

3. What constructive feedback do you have that is actionable, would support improvement, emphasizes strengths, and discusses opportunities for growth?
4. What specific examples from the assignment submission support your constructive feedback?
5. How can you share constructive feedback in a way that is clearly written, well-organized, and respectful?

As the scholar receiving reverse peer feedback, use the Reverse Peer Feedback Rubric to rate your peer's constructive feedback. After that, you may also provide a brief comment that explains your ratings. That could be helpful to support both you and your peer's peer review skills.

Note: You should keep the feedback from your peer because you will use it later during the revision workshop.

Reverse Peer Feedback Rubric				
Criteria	Unsatisfactory (0)	Developing (1)	Proficient (2)	Exemplary (3)
Attention to Social Justice Research Topic	Feedback exhibits none of the following elements: - Specificity about the submission's connection to the topic - Depth of analyzing effectiveness of the submission's connection to social justice - Suggestions to support more connections of the submission to the social justice topic	Feedback exhibits one of the following elements: - Specificity about the submission's connection to the topic - Depth of analyzing effectiveness of the submission's connection to social justice - Suggestions to support more connections of the submission to the social justice topic	Feedback exhibits two of the following elements: - Specificity about the submission's connection to the topic - Depth of analyzing effectiveness of the submission's connection to social justice - Suggestions to support more connections of the submission to the social justice topic	Feedback exhibits three of the following elements: - Specificity about the submission's connection to the topic - Depth of analyzing effectiveness of the submission's connection to social justice - Suggestions to support more connections of the submission to the social justice topic
Alignment with Guidelines, Methods, and Strategies	Feedback exhibits none of the following elements: - Addresses the assignment guidelines - Addresses the argumentation method (e.g., components from the method) - Addresses specific criteria or steps (e.g., specific rhetorical strategies like narration, description, process, cause & effect, etc.)	Feedback exhibits one of the following elements: - Addresses the assignment guidelines - Addresses the argumentation method (e.g., components from the method) - Addresses specific criteria or steps (e.g., specific rhetorical strategies like narration, description, process, cause & effect, etc.)	Feedback exhibits two of the following elements: - Addresses the assignment guidelines - Addresses the argumentation method (e.g., components from the method) - Addresses specific criteria or steps (e.g., specific rhetorical strategies like narration, description, process, cause & effect, etc.)	Feedback exhibits three of the following elements: - Addresses the assignment guidelines - Addresses the argumentation method (e.g., components from the method) - Addresses specific criteria or steps (e.g., specific rhetorical strategies like narration, description, process, cause & effect, etc.)

Actionable Constructive Feedback	Feedback exhibits none of the following elements: - Actionable suggestions - Strengths - Opportunities for growth	Feedback exhibits one of the following elements: - Actionable suggestions - Strengths - Opportunities for growth	Feedback exhibits two of the following elements: - Actionable suggestions - Strengths - Opportunities for growth	Feedback exhibits three of the following elements: - Actionable suggestions - Strengths - Opportunities for growth
Apt Specificity, Quantity, and Relevance	Feedback exhibits none of the following elements: - Specific examples from the submission referenced - Multiple examples from the submission referenced - Relevant examples from the submission referenced	Feedback exhibits one of the following elements: - Specific examples from the submission referenced - Multiple examples from the submission referenced - Relevant examples from the submission referenced	Feedback exhibits two of the following elements: - Specific examples from the submission referenced - Multiple examples from the submission referenced - Relevant examples from the submission referenced	Feedback exhibits three of the following elements: - Specific examples from the submission referenced - Multiple examples from the submission referenced - Relevant examples from the submission referenced
Attunement to Clarity, Organization, and Respect	Feedback exhibits none of the following elements: - Clarity - Organization - Respect	Feedback exhibits one of the following elements: - Clarity - Organization - Respect	Feedback exhibits two of the following elements: - Clarity - Organization - Respect	Feedback exhibits three of the following elements: - Clarity - Organization - Respect
Optional: Brief Comment				

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15.3: Revision Workshop (Assignment)

Putting the Pieces Together: Social Justice Research Essay Assignment

PART ONE

Begin by referencing your peer feedback and any other feedback you may have received from your professor and/or tutor(s). Note, this assignment does not require you to reference the reverse peer feedback that you gave to the peer who gave you constructive feedback on your assignments. Apply the peer feedback to the following assignments:

1. Expanded Introduction Section for the Social Justice Research Essay Assignment
2. Aristotelian Argumentation Section for the Social Justice Research Essay Assignment
3. Transition Section 1 for the Social Justice Research Essay Assignment
4. Rogerian Argumentation Section for the Social Justice Research Essay Assignment
5. Transition Section 2 for the Social Justice Research Essay Assignment
6. Toulmin Argumentation Section for the Social Justice Research Essay Assignment
7. Transition Section 3 for the Social Justice Research Essay Assignment
8. Your Own Argumentation Method Section for the Social Justice Research Essay Assignment
9. Concluding Section for the Social Justice Research Essay In-Class Assignment

PART TWO

After making revisions to all of those assignments, combine each of those nine assignments into one document. Be sure to use MLA formatting. While it is encouraged, you do not have to use subheadings for each section. However, if you do, please give each section a unique subheading that reflects what the section is about. The subheadings should not be the name of the assignments (e.g., “Aristotelian Argumentation Section for the Social Justice Research Essay Assignment”). Moreover, use this checklist to ensure that your social justice research essay adheres to MLA formatting and the assignment’s overall guidelines.

Checklist		
1	The entire document should adhere to MLA formatting guidelines.	☐
2	The essay is at least 2,500 words (10 pages double-spaced).	☐
3	The entire document should be in Times New Roman 12-point font. Make sure the font is black in color.	☐
4	The document’s margin should be 1 inch on all sides.	☐
5	The first line of each paragraph should be indented by 0.5 inches.	☐
6	There is a header (i.e., last name and page number) in the top right of each page in MLA format.	☐
7	There is a heading in MLA format, left-aligned on page one before above the start of the essay.	☐
8	There is a title centered and not in bold-face font after the MLA heading and before the start of the essay.	☐
9	The essay utilizes at least 8 credible sources, and there should be at least 8 in-text citations in MLA format.	☐
10	There is a Works Cited page in MLA format that starts on the top of the page that follows the page containing the last sentence of the essay.	☐

Note: I encourage professors to supplement the Assembled Social Justice Research Essay Rubric with more robust commentary on the actual essay.

Assembled Social Justice Research Essay Rubric			
Criteria	Unsatisfactory (0)	Developing (1)	Satisfactory (2)
Purpose	Submission exhibits none of the following elements: - The purpose has a clear alignment to social justice - The purpose sustains its focus and function throughout the entire essay	Submission exhibits one of the following elements: - The purpose has a clear alignment to social justice - The purpose sustains its focus and function throughout the entire essay	Submission exhibits two of the following elements: - The purpose has a clear alignment to social justice - The purpose sustains its focus and function throughout the entire essay
Argument	Submission exhibits none of the following elements: - Arguments are logical - Arguments are supported with relevant evidence	Submission exhibits one of the following elements: - Arguments are logical - Arguments are supported with relevant evidence	Submission exhibits two of the following elements: - Arguments are logical - Arguments are supported with relevant evidence
Perspectives	Submission exhibits none of the following elements: - Analyzes multiple perspectives - Has a fair balance of argumentation and counterargumentation	Submission exhibits one of the following elements: - Analyzes multiple perspectives - Has a fair balance of argumentation and counterargumentation	Submission exhibits two of the following elements: - Analyzes multiple perspectives - Has a fair balance of argumentation and counterargumentation
Organization	Submission exhibits none of the following elements: - Sections and subsections are well-organized - Transition words and phrases support the organization effectively	Submission exhibits one of the following elements: - Sections and subsections are well-organized - Transition words and phrases support the organization effectively	Submission exhibits two of the following elements: - Sections and subsections are well-organized - Transition words and phrases support the organization effectively

Quality	Submission exhibits none of the following elements: • Writing is easy to follow • Writing conventions are correct (e.g., capitalization, punctuation, and spelling)	Submission exhibits one of the following elements: • Writing is easy to follow • Writing conventions are correct (e.g., capitalization, punctuation, and spelling)	Submission exhibits two of the following elements: • Writing is easy to follow • Writing conventions are correct (e.g., capitalization, punctuation, and spelling)
Guidelines	Submission exhibits none of the following elements: • Submission meets or exceeds the 2,500 word (10 pages double-spaced) limit minimum • Submission adheres to MLA formatting guidelines	Submission exhibits one of the following elements: • Submission meets or exceeds the 2,500 word (10 pages double-spaced) limit minimum • Submission adheres to MLA formatting guidelines	Submission exhibits two of the following elements: • Submission meets or exceeds the 2,500 word (10 pages double-spaced) limit minimum • Submission adheres to MLA formatting guidelines
Optional: Brief Comment			

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