Arguing for Argument: Teaching Student Advocacy

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Recommended Citation
Burnham, Christopher C. PhD, "Arguing for Argument: Teaching Student Advocacy" (2016). Student Success in Writing Conference. 4.
http://digitalcommons.georgiasouthern.edu/sswc/2016/2016/4

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History and Overview: Rhetoric/Argument/Advocacy

- Curricular Origins
- History of Rhetoric
- Teacher Inquiry: ENGL 263 History of Argument
- ENGL 211 Writing in the Humanities and Social Sciences: Argument and Advocacy
Identity and Advocacy: Finding and Investing the Self

- Origins as failed standard researched argument
- Advocacy Project:
  - Encouraging engagement to foster deep learning
  - Investing self through discovering passion. “Now that just ain’t right” quick writes.
    (http://www.edutopia.org/blog/golden-rules-for-engaging-students-nicolas-pino-james)
Advocacy Project:
Putting the Self and Passion In Context

- Canvas responses and conferences. Creating community. Fostering conversation
- Argument theory and systematic research to gain mastery (Argument Theory/Practice). Cognitive development: Bloom’s Taxonomy (https://lightalamp.files.wordpress.com/2011/05/bloom.jpg)
  - Basic thesis and argument strategy
  - Stasis Analysis: the facts of the case. Fact, definition, quality, policy
  - Toulmin Analysis: data, claim, warrants, backing; qualifications, rebuttals, concessions
Discovering/Uncovering the Other: Creating Authentic Audience

- Audience Analysis: Intellectual/Moral/Ethical Development
  - Perry [http://perrynetwork.org/?page_id=2]
  - Belenky et al [https://en.wikipedia.org/wiki/Women%27s_Ways_of_Knowing]

- Engaging Audience vs. “Preaching to the Choir”
Relation to Student Success in Writing

HELP

Thank You!