

Reading, Thinking, and Writing about Issues

After studying this chapter, you will be able to:

- LO1** Describe and put into practice the steps for beginning a writing assignment.
- LO2** Define the six types of argument purpose and apply them to written, visual, and online argument.
- LO3** Create comprehensive notes for a given reading.
- LO4** Create a plan for revising your own written argument.
- LO5** Write examples of summary, summary-analysis, and exploratory essays.
- LO6** Develop skills for peer review.
- LO7** Apply the skills of summary, summary-analysis, and exploration to visual argument.



This chapter teaches strategies to help you complete assignments that require reading, thinking, and writing about issues. You can combine these three activities as you use the strategies taught here in writing three types of argument papers, explained later in this chapter: (1) the summary-response paper; (2) the summary-analysis-response paper; and (3) the exploratory paper.

Most people like their current reading and writing processes and are able to describe them. Try it. First, imagine that your professor has given you a difficult scholarly article to read. You must understand it, think about it, and remember the main ideas. How do you proceed with such an assignment? What do you typically do *before you read, while you are reading, when you encounter difficult passages, and after you finish reading?*

Now imagine writing a college paper on a subject that requires some research but also a considerable amount of critical thinking on your part. How would you *get started, write the first draft, break through writer's block (if that occurs), and rewrite and revise your paper?*

As you read through the strategies in this chapter, bear in mind that readers are often actively thinking and writing as they read, and that writers, in turn, are often reading and thinking as they write.

L01 Describe and put into practice the steps for beginning a writing assignment.

Getting Started on a Writing Assignment

Here is an example of a typical writing assignment.

Write a five- to six-page, typed, double-spaced argument paper in which you identify an issue, take a position on the issue, make a claim, and support it so that it is convincing to an audience of your peers. Do as much reading as you need to do, but plan to draw material from three to five sources in writing your paper. Use MLA style to document your sources and prepare your bibliography.

ANALYZE THE ASSIGNMENT AND ALLOCATE TIME

Before you begin work on a writing assignment for an argument paper, take some time to organize a workspace equipped with the materials you will need. Then take a few minutes to understand the assignment and schedule sufficient time to complete it. Begin by dividing the assignment into small, manageable parts: assign a sufficient amount of time for each part and set deadlines for completing each part.

IDENTIFY AN ISSUE, NARROW IT, AND TEST IT

The assignment just described directs you to identify an issue on which to write. You may start with a broad issue area such as education, technology, immigration, or the environment, but you will need to find a more narrow and specific issue to write about within this broad area. The map in Figure 3.1 shows one technique for generating more specific issues related to a broad issue area. A group of students created this map to help them find specific issues about race. Reading about your issue can also uncover a particular aspect or interpretation that you want to explore. You may also take a position on the issue and write a tentative claim. Add reasons for your position on the claim, if you can at this point. Keep your audience in mind as you do so.

DO SOME INITIAL WRITING, READING, AND THINKING

Get off to a strong start by using some of these suggestions.

Write Down Everything You Now Know about Your Issue

As soon as you have an issue in mind, begin to make notes. This practice guarantees that some of the material in your paper will be your original ideas. Do you have an idea right now about the position you think you may take on your issue? Can you list some reasons for it? Can you think of some examples?

ISSUES RELATED TO RACE

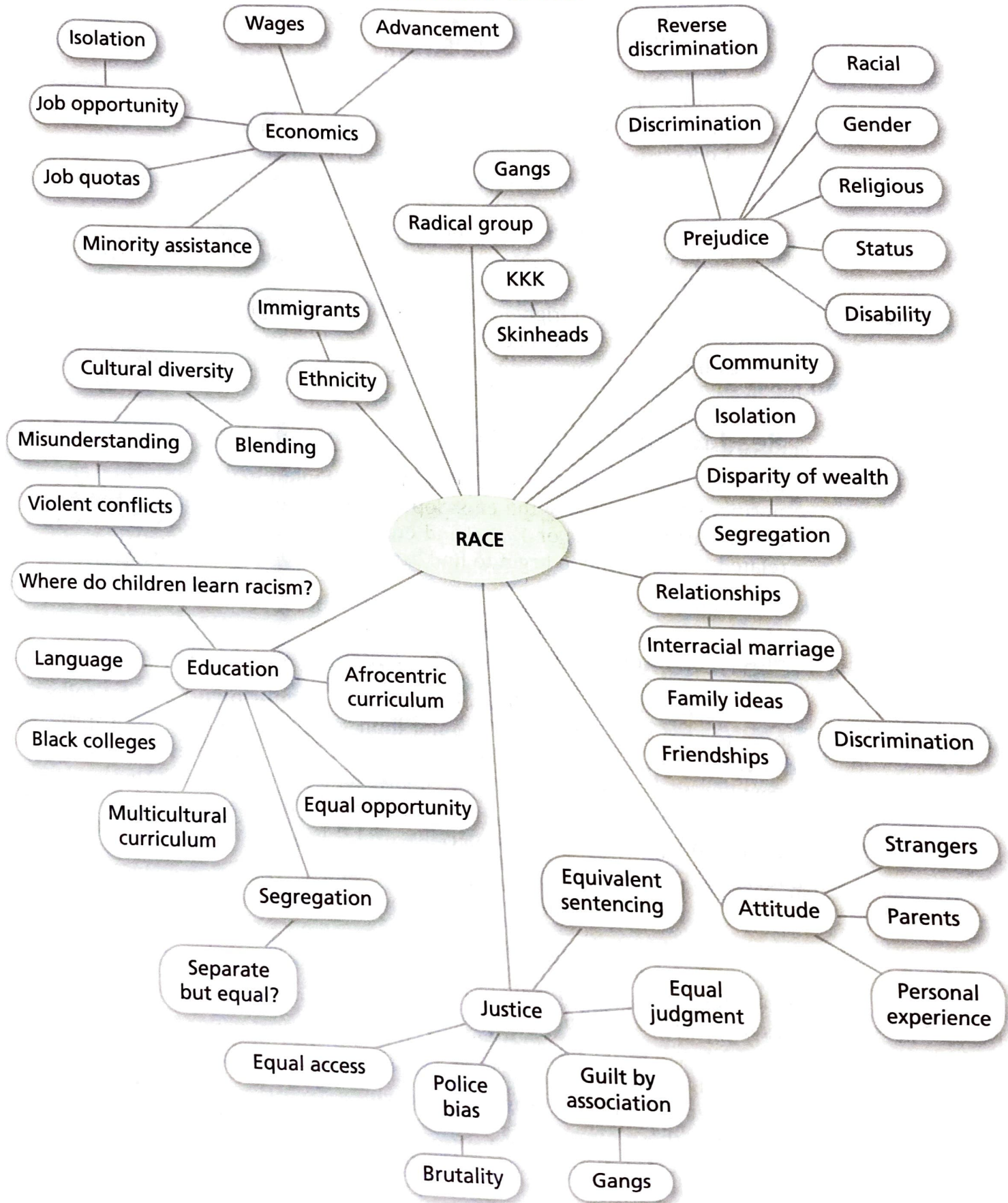


Figure 3.1 A Map Can Help You Discover Specific Related Issues for Paper Topics

A professional writer describes this type of writing as a tool that helps one think. This author sets out a number of suggestions that could be particularly useful for the writer of argument.

Write quickly, so you don't know what's coming next.

Turn off the censor in your head.

Write from different points of view to broaden your sympathies.

Collect quotations that inspire you and jot down a few notes on why they do.

Write with a nonjudgmental friend in mind to listen to your angry or confused thoughts.

When words won't come, draw something—anything.

Don't worry about being nice, fair, or objective. Be selfish and biased; give your side of the story from the heart.

Write even what frightens you, *especially* what frightens you. It is the thought denied that is dangerous.

Don't worry about being consistent. You are large; you contain multitudes.¹

Read to Improve Your Background Information

Start with broad reading to find out who else is interested in your issue and what positions they take. Try the encyclopedia, books, or the Internet. Use a search engine such as *Google* or *Yahoo!* and enter a keyword in the search box that is related to your issue to begin to find basic information online. Continue to write as you read.

Clip or Copy Images to Add to Your File

Make your issue more vivid and memorable in your own mind by collecting some related visual materials. Do not limit yourself to photographs, prints, or drawings. Create flowcharts of ideas, include tables and graphs, or make concept maps like that shown in Figure 3.1. Fully notate the sources of these materials in case you decide later to use some of them in your paper. If you are a visual learner, this practice will be especially useful in helping you understand your issue.

Use Critical Thinking Prompts

Get additional insights and ideas about your issue by using some well-established lines of thought that stimulate critical thinking. The "Critical Thinking Prompts" in Box 3.1 will help you think about your issue in some new ways. First, write what you now think you want to prove about your issue, and then write your responses to each of the prompts. You will be pleased by the quantity of new information these questions generate for your paper. Look at the example on page 74 to get started.

¹Marjorie Pellegrino, "Keeping a Writer's Journal," *Writer*, June 1992, 27.

Box 3.1**Use These Prompts to Help You Think Critically about Your Issue****Critical Thinking Prompts**

What is your issue? _____

Use some, but not all, of these prompts to help you think about it.

1. **Associate it.** Consider other related issues, broader issues, or enduring issues. Also associate your issue with familiar subjects and ideas.
2. **Describe it.** Use detail. Make the description visual if you can by forming pictures in your mind or by looking at the visual materials you have collected in your file and then describing them.
3. **Compare it.** Think about items in the same or different categories. Compare your issue with topics you know or understand well. Compare what you used to think about the issue with what you think now. Give reasons for your change of mind.
4. **Apply it.** Show practical uses or applications. Show how it can be used in a specific setting.
5. **Divide it.** Illuminate your issue by dividing it into related issues or into parts of the issue.
6. **Agree and disagree with it.** Identify the extreme pro and con positions and reasons for holding them. List other approaches and perspectives. Say why each position, including your own, might be plausible and in what circumstances.
7. **Consider it as it is, right now.** Think about your issue as it exists, right now, in present time. What is its nature? What are its special, contemporary characteristics?
8. **Consider it over a period of time.** Think about your issue in the past as well as how it might present itself in the future. Does the issue change? How? Why?
9. **Decide whether it is a part of something bigger.** Put it in a larger category, and consider the insights you gain as a result.
10. **Analyze it.** Consider its parts and assess how the parts are related.
11. **Synthesize it.** Put it back together in new ways so that the new whole is different. Ask if it is clearer and better than the old whole.
12. **Evaluate it.** Decide whether it is good or bad, valuable or not valuable, moral or immoral, ethical or unethical. Give evidence to support your evaluation.
13. **Elaborate on it.** Add and continue to add explanation until you can understand the issue more easily. Give some examples to provide further elaboration.
14. **Project and predict.** Answer the question, "What would happen if . . . ?" Extend its frame outward and its meanings and possibilities forward.
15. **Ask why, and keep on asking why.** Examine every aspect of your issue by asking why.

► Example of How to Use Critical Thinking Prompts

What is your issue? My issue is old-growth forests. I want to preserve those on the western coast of the United States.

Associate it. This is an enduring environmental issue. It is associated with other environmental issues, including reducing greenhouse gases that cause global warming and saving wildlife like the spotted owl, deer, and the other animals that live in these forests. It is also associated with preserving natural beauty and the history of these areas.

Describe it. These trees are as much as 3,200 years old. The giant sequoias in California, for example, are huge, majestic trees that can reach heights of 325 feet. People standing among them appear to be very small, and when they look up, they can barely see the tops. Even the sky seems farther away than usual. It is awe-inspiring to walk among these trees because of their size, their age, and their beauty.

Compare it. Saving these forests from logging is similar to preserving natural lakes, national forests, and other wilderness areas from commercial interests.

These responses will give you the idea. As you work through all the prompts, you will find that some are more productive than others for a particular issue. Use as many as you can. If you do not yet know enough to respond to some prompts, add information later when you have done more reading.

LO2 Define the six types of argument purpose and apply them to written, visual, and online argument.

Read to Develop Arguments for Your Paper

As you start reading in more detail, you will need to learn to recognize written argument.

RECOGNIZING ARGUMENTATION PURPOSE IN WRITTEN ARGUMENT

Some texts are obviously intended as argument, and others conceal their argumentation purpose, making it more difficult to recognize. Think of a continuum that includes six types of purpose, ranging from obvious argument at one extreme to objective writing at the other. Each of the six types reflects not only a different authorial intention but also a different relationship between the author and the audience. These descriptions can also help you establish your own purpose when you are the writer.

1. **Obvious argument.** The author's purpose is to take a position and to change minds or convince others. The author's point of view and purpose are clearly expressed along with reasons and supporting details that appeal to a wide audience.
2. **Extremist argument.** Authors who hold fast to prejudiced beliefs and stereotypes about various people, causes, or special projects sometimes rely on strongly expressed values and emotional language to appeal to specific audiences who may already share their views.

3. **Hidden argument.** Some texts seem to be written to inform but, on closer reading, actually favor one position over another. Supporting material may be carefully selected to favor a particular view. Also, emotional language, vivid description, or emotional examples can be signs that the author has strong opinions and intends not only to inform but also to convince.
4. **Unconscious argument.** Some authors who try to write objectively are influenced unconsciously by strong personal opinions, and the result is an unconscious intent to change people's minds. Imagine a journalist who strongly opposes war being sent to write an objective article about an active war zone.
5. **Exploratory argument.** In exploratory essays, the author lays out and explains three or more of the major positions on a controversial issue. The reader is invited to view an issue from several perspectives and to understand all of them better. If the author has a position, it may or may not be revealed.
6. **Objective reporting.** The author may report facts and ideas that everyone can accept. The author's own point of view, opinions, or interpretations are deliberately omitted. You might find writing like this in weather reports, some news stories, and government, business, science, and technical reports.

APPLYING THE SIX TYPES OF ARGUMENTATION PURPOSE TO VISUAL ARGUMENT

Even though the descriptions in the previous section apply mainly to written argument, you can easily modify them to help you analyze visual argument as well. Refer to the same six categories to help you recognize the possible intention of the person who created an image. An image may take an obvious argumentation position on an issue, or it may support extremist positions that the viewers already accept. Emotional images that appear on anti-abortion, anti-war, or anti-gay marriage Web sites are such examples. They will be persuasive to you only if you already agree with the positions they depict.

Some images at first may appear to be recording facts without creating issues or controversy, but as you look more closely, you discover unconscious or hidden bias in favor of a particular position, and you find you are looking at an argument. The photograph in Figure 3.2 offers an example. This photo originally appeared in a newspaper as an objective report about President Barack Obama greeting students at Hyde Park Academy in Chicago. Now, look at it again and see if you can detect some signs of hidden or unconscious argument in this picture. Take a closer look at how this figure is presented. How is he positioned in relation to the larger crowd? What do you imagine he is thinking?

Visual argument can also take the form of exploratory argument. In such cases, several images illustrate different visual perspectives on an issue in a way that is similar to an exploratory essay, which in writing identifies and explains several different perspectives on an issue. Examples of visual exploratory argument appear later in this chapter on pages 97 and 109 where, in each case, an issue is

Figure 3.2 Barack Obama greets students at Hyde Park Academy High School in Chicago.

Is this photograph an example of objective reporting, or is it hidden argument?



explored visually. An exercise at the end of this chapter invites you to create a visual exploratory argument yourself.

Finally, some images may be mainly objective. Tables of figures, graphs, and other presentations of numbers and additional data qualify as visual argument and may be objective in that they present information and facts everyone would accept. Scientific drawings or photos of procedures that are designed to teach fit into this category as well. Remember, however, that someone selects and presents—essentially edits out as much as includes—visual information, and even in the most ostensibly objective formats, it is always possible for bias and opinion to find its way in just as it does in written material.

ACADEMIC ARGUMENT

Much of what you read in college will be academic writing assigned by your professors and found in textbooks or scholarly journals or books. Any of the types of argumentation just described may appear in academic writing. The ideas in academic writing are often controversial, with authors taking positions on issues and presenting their ideas as either explicit or hidden argument. Academic writing may seem complex and unfamiliar, especially at the beginning of a class: it is new to you, it contains specialized vocabulary, it is dense with many new ideas, and, compared with easier material, it will often contain fewer examples and transitions. Its sentences and paragraphs are often longer as well. Your purpose in



Analyzing Online Argument: Purpose

There is a lot that online argument shares with visual argument. For one thing, Web-based arguments often include visual material, and so serve as another context for visual argument. And as is the case with visual argument, we can also easily find examples of Web-based material that makes obvious or extremist arguments. The list below outlines two key considerations to keep in mind when assessing the purpose behind online argument.

- **Analyzing the purpose behind multimedia argument:** Many Web-based arguments are multimedia in nature, incorporating written, visual, and/or graphic elements together. When you encounter such arguments, bear in mind that its multimedia elements may keep some of the purposes behind a given argument more hidden. The same is true for unconscious argument, where an author may remain unaware of the ways her or his purpose is being shaped both by written and visual material.
- **Analyzing the purpose behind interactive argument:** Online arguments afford readers much greater opportunity to respond to the arguments they encounter. While an author may have one purpose in mind when he or she creates an argument, it is quite possible that this goal will change or evolve as different readers post their own reactions and feedback. The effect of such feedback could easily be felt in relation to an exploratory argument online, in which an author's attempt to lay out a range of differing views on a given issue could be influenced by the views reflected in the responses of different readers. Likewise for objective reporting, in which the interaction between author and audience could easily complicate the question of who or what is truly objective.

Activity

Choose a multimedia or online argument and analyze its purpose.

reading such material is to understand it, analyze it, evaluate it, and, frequently, take a position and write about it.

Your instructor will expect you to use academic style in your college papers. You will engage with complicated issues that invite varying perspectives that seldom take shape as simple pro and con positions. You will learn to take positions on these kinds of issues and to support your ideas with your own reasons and examples as well as with paraphrased, summarized, or quoted material from other writers. Your readers will expect you to document these outside sources so that they can trace the materials you relied on to their origins. The student-written argument essays at the end of each chapter in this book serve as models for the academic writing you will be expected to do in college. Box 3.2 on the next page outlines some strategies you can use to help you complete projects that require reading about issues.

Box 3.2**How to Survey****Steps for Surveying Books, Articles, and Chapters**

Survey a book or an article before you read it to become acquainted with its structure and general qualities, and skim certain parts for the major ideas and a few of the supporting details.

Books. To survey a book (not a novel), follow these six steps in the order given.

1. Read the *title* and focus on what it tells you about the contents of the book.
2. Read the *table of contents*. Notice how the content has been divided and organized into chapters.
3. Skim the *introduction*. Look for background information about the subject and author and for any other information that will help you read the book.
4. Examine the special *features* of the book. Are there headings and subheadings in boldface type that highlight major ideas? Is there a glossary? An index? A bibliography? Are there charts? Other visuals?
5. Read the title and first paragraph of the *first* and *last chapters* to see how the book begins and ends.
6. Read the title and first paragraph of the *other chapters* to get a sense of the flow of ideas.

This procedure should take about half an hour. It will introduce you to the main issue and approaches in a book, and your reading will then be easier and more focused.

Articles and Chapters. To survey an article or a chapter in a book, follow these six steps in this order.

1. Read the *title* and focus on the information in it.
2. Read the *introduction*, which is usually the first paragraph but can be several paragraphs long. Skim for a claim and any forecasts of what is to come.
3. Read the *last paragraph* and look for the claim.
4. Read the *headings* and *subheadings*, if there are any, to get a sense of the ideas and their sequence. If there are no headings, read the first sentence of each paragraph to accomplish the same goal.
5. Study the *visuals*: pictures, charts, graphs. Read their captions. They often illustrate major ideas or key details.
6. Identify the *key words* that represent the main concepts.

Surveying an article or chapter takes ten to fifteen minutes. It introduces you to the issue, the claim, and some of the support.

LOOK FOR CLAIMS, SUBCLAIMS, SUPPORT, AND TRANSITIONS

All arguments have the structural components you are familiar with from other kinds of reading and writing. The main difference is their names. The thesis of an argument, which shapes the thinking of the entire text and states what the author finally expects you to accept or believe, is called the *claim*. The main ideas or *subclaims* are assertions, reasons, or supporting arguments that develop the claim. They usually require *support* in the form of facts, opinions, evidence, visual images, and examples. Support makes the claim and subclaims clear, vivid, memorable, and believable. *Transitions* lead the reader from one idea to another and sometimes state the relationships among ideas. There is a constant movement between general and specific material in all texts, including argument texts, and this movement becomes apparent when the ideas are presented in various types of outline form.

UNDERSTAND THE KEY WORDS

When reading material seems difficult, go back and look for words you do not understand. Always identify the key terms, those that represent major concepts. In this book so far, *rhetorical situation*, *survey*, *claim*, and *subclaim* are examples of key terms. To find the meaning of difficult words and key terms, first read the context in which you find the word or key term. A word may be defined in a sentence, a paragraph, or several paragraphs. Major concepts in argument are often defined at length, and understanding their meaning will be essential to understanding the entire argument. If the context does not give you enough information, try the glossary, the dictionary, or another book on the subject. Remember that major concepts require longer explanations than a single synonym.

UNDERLINE, ANNOTATE, AND SUMMARIZE IDEAS

As you begin to read, underline and write notes in the margins to help you concentrate and understand. These notes will also help you review and find information later. The key to marking a text is to do it selectively. Do not color an entire paragraph with a highlighter. Instead, underline only the words and phrases that you can later reread and still get a sense of the whole. Use key words. Jot the major ideas in the margins, or summarize them at the ends of sections. Write the big ideas along with your personal reactions on the flyleaves of a book or at the ends of chapters or articles. If you do not own the book, write on self-stick notes and attach them to the book pages. You can also create a computer file for your notes.

Here is an example. This essay about spy drones and privacy has been underlined and annotated. A brief summary has been added at the end to capture the main point. Note that this material is now very easy to understand.

ESSAY #1

AS SPY DRONES COME TO THE U.S., WE MUST PROTECT OUR PRIVACY*

Scientific American Editorial Board

Aerial drones on the rise in the U.S.

Congress set to establish rules for drone use because technology is extremely useful.

Drone technology poses significant risks to privacy.

Before the decade is out, there may be thousands more eyes in the sky. Unmanned aerial vehicles, commonly known as drones, are already a staple of modern warfare. Now they are set to take on a much larger role in the U.S.

Congress has directed the Federal Aviation Administration to set rules by 2015 for how drones may be used in domestic airspace. These rules could open up the skies to unmanned vehicles of all types—from large surveillance drones used by the military to insect-size prototypes being developed in university laboratories. The technology promises to be immensely useful. Public safety agencies can use drones to survey wildfires, conduct search-and-rescue operations, or pursue heavily armed suspects. Farmers will use them to survey their fields; energy companies will fly drones over critical machinery.

Still, drones also pose an immense threat to privacy. The proliferation of small, inexpensive aerial vehicles with video downlinks will dramatically alter the cost-benefit ratio of surveillance. No longer will law-enforcement agencies need to consider the expense and risk of operating a helicopter when gathering evidence. Consequently, law-enforcement agencies will have ample opportunity and motivation to deploy drones on open-ended sorties. It is not hard to imagine blanket campaigns that survey entire cities for backyard marijuana plants or even building code violations. Privacy advocates rightly worry that drones, equipped with high-resolution video cameras, infrared detectors and even facial-recognition software, will let snoops into realms that have long been considered private.

The privacy threat does not just come from law enforcement, either. Paparazzi and private detectives will find drones just as easy to use as the cops. Your neighbor is not allowed to go into your yard without your permission—will he be able to keep a drone hovering just above it?

5 Case law paints a hazy picture of how drones could be employed for surveillance. A 1989 Supreme Court decision ruled that police may use helicopters to peer into semiprivate areas—say, the backyard of a home—without first obtaining a warrant. Such speculative reconnaissance, however, has been naturally limited by the costs of helicopter operations. Will the same law apply to unmanned drones, which are not similarly constrained?

A more recent case poses troubling questions about access to the most sacrosanct spaces. In 2001 the Supreme Court ruled that police could not use thermal-imaging technology to gather evidence about the goings-on hidden inside a residence without first obtaining a warrant. The court reasoned that governmental use of “a device that is not in general public use”—a thermal

Past Supreme Court decisions provide little guidance about what limits to establish for drones.

*“As Spy Drones Come to the U.S., We Must Protect Our Privacy” from *Scientific American*, March 25, 2013. Reproduced by permission.

imager—constitutes a search under the Fourth Amendment and therefore requires a judge's approval. Yet if unmanned aerial vehicles become as prevalent as manufacturers hope, one could argue that drones are exempt from that precedent.

Already the FAA has permitted a handful of law-enforcement agencies to operate drones on a short-term basis. The limited regulations accompanying those permits (which, thankfully, preclude attaching any weapons to the drones) are insufficient to protect the privacy of citizens. Perhaps this should not be surprising. The FAA is not in the business of privacy protection. Its primary concern is with the safety of domestic airspace.

No federal agency, in fact, can be held accountable if drones are not used responsibly and in a way that respects the Fourth Amendment. As such, Congress should proactively enact laws that confine drones to reasonable, useful purposes. Several sensible ideas were proposed during the last session of Congress, including a bill that would have outlawed drone spying without a warrant and instituted important transparency and accountability measures for their use. But that bill failed to make it out of a subcommittee. The present Congress must be more active than its predecessor in heading off this clear and impending threat to personal privacy.

Congress should take the lead in creating guidelines for responsible drone use.

Summary: As the prospect of domestic drone use has increased, so too has the need for Congress to create sensible guidelines to protect the privacy of ordinary American citizens.

OUTLINES OR MAPS

If you have read, annotated, and summarized a reading selection and still feel you should understand it better, try writing an outline or a map of the key ideas in it. Both outlines and maps lay out ideas in a visual form and show how they are related to each other. Seeing the organization of ideas improves your understanding and ability to critically evaluate the selection.

Make an Outline

To make an outline, write the claim, the most general idea, at the left-hand margin; indent the subclaims under the claim; and indent the support—the specific facts, opinions, examples, illustrations, other data, and statistics—even further. You may not always need to write an outline. Sometimes you can make a simple mental outline to help you remember the claim and some of the ideas that support and develop it. Here is an outline of the essay “No Escape from ‘Helicopter Parents’” (pages 34–35).

OUTLINE OF “NO ESCAPE FROM ‘HELICOPTER PARENTS’”

Claim: Helicopter parenting of kids is counterproductive.

Subclaim: Helicopter parenting has negative effects on both parents and their kids.

This type of parenting undermines kids' independence.

Support (examples): Because of such parental oversight, kids are less likely to form healthy relationships, strike off on their own, or develop important job skills.

Subclaim: This type of parenting is fueled by parental stress and anxiety.

Support: Helicopter parents practice this type of parenting because they worry about their kids' educational and career opportunities.

Subclaim: This type of parenting undermines the relationship between parents and their kids.

Support: Helicopter parenting leads to confusion over the proper role parents are supposed to play.

Conclusion: "Helicopter parenting is counterproductive"

Make a Map

As an alternative to summaries or outlines, make a map of the ideas in a text. For many students, maps are the preferred way to reduce and reorganize the material they read. To make a map, write the most important idea, the claim, in a circle or on a line, and then attach major subclaims and support to it. Make your map in very brief form. Figure 3.3 is a possible map of the essay "No Escape from 'Helicopter Parents.'" You can be creative with map formats. Use whatever layout will give you a quick picture of the major ideas.

Figure 3.3 Map of Ideas for "No Escape from 'Helicopter Parents'"

Source: Nancy Wood.

1. Helicopter parenting has negative effects on both parents and their kids.

2. Helicopter parenting prevents kids from growing into independent, responsible adults.

Helicopter parenting is counterproductive

3. This type of parenting is fueled by parental stress and anxiety.

4. This type of parenting undermines the relationship between parents and their kids.

L03 Create comprehensive notes for a given reading.

Take Notes and Avoid Plagiarism

From the start, record the information from your reading that you may want to quote, paraphrase, or summarize later when you write your paper. If you have an outline or list of ideas in your computer, type in such material at appropriate spots. If you are keeping paper notes in a folder, write out the passages in full and identify the author and publisher information for later detailed documenting of the source. Write out or type in your own ideas as they occur to you as well.

Copy quoted material exactly as it is written and place it in quotation marks immediately, with the author's name and brief source information at the end. You must add the author's name and the location of the original material (page or paragraph number, title or site, etc.) to paraphrased or summarized material as well. Label your own ideas as "mine," or put them in square brackets []. Here are examples drawn from "As Spy Drones Come to the U.S." (pages 80–81).

► Example of a Quote

“Before the decade is out, there may be thousands more eyes in the sky” (“As Spy Drones Come to the U.S.” 80).

► Example of a Paraphrase

This editorial describes the threat to privacy posed by drone technology (“As Spy Drones Come to the U.S.” 80).

► Example of a Summary

According to the editorial writers at *Scientific American*, the use of drones domestically is on the rise. As a consequence, the federal government faces new and urgent challenges about how to balance the benefits of drone surveillance with the threats this technology poses to Americans’ privacy (“As Spy Drones Come to the U.S.” 80–81).

► Example of Your Idea

Drone surveillance technology also poses privacy threats when used outside of the U.S.

If you follow this advice on taking notes, you will have no problem with plagiarism. Just in case you are still unclear about what plagiarism is exactly, here is a statement made by the Council of Writing Program Administrators that will help you.

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or online, to manuscripts, and to the work of other student writers.²

Plagiarism is regarded as an extremely serious personal and academic violation because it negates the purpose of education, which is to encourage original and analytical thinking in a community in which expression of thought is both respected and protected.

Online research seems to have increased the incidence of plagiarism in student work. Some students find it tempting to copy and paste information from online articles into their own papers without using quotation marks and without documenting the source. Sometimes a student will mix her or his own words with the words of the quoted author and neglect to put the source’s words in quotation marks. The result is a strange mix of styles and voices that creates a problem for the reader, who cannot easily sort out the student’s words from those of the person being quoted. This, too, is plagiarism.

You can avoid plagiarism by differentiating between your ideas and those of others at all stages of the writing process. This is why you are advised to enclose all direct quotations in quotation marks in your notes, to introduce paraphrases and summaries drawn from other people’s works with the names of the authors in your notes, and to keep your own ideas separate from those of others by labeling them or placing them in brackets or a different font. You may safely and responsibly use other people’s ideas and words in your paper, but you must always acknowledge that they are theirs.

²From “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices” (2003). The full statement can be accessed at www.wpacouncil.org/positions/plagiarism.html.

If the passages you have drawn from outside sources are reasonably short, support your own ideas, and you clearly indicate where you found them, then you have done the right thing. If the passages are copied into your paper as though you had written them yourself, then you could receive a poor grade in the course or even be expelled from college. Understand too that you fail to link reading to thinking when you are reading to copy. It is a theft from someone else, but also from yourself. And, of course, you do not learn to improve your own writing when you copy other people's words instead of writing your own.

LO4 Create a plan for revising your own written argument.

Write Your Paper, Read It, Think about It, and Revise It

At some point you will feel that you are ready to read through the material you have gathered and put it in some kind of order so that you can write your paper. Here are some strategies to help you accomplish that.

REFOCUS YOUR ISSUE AND RECONSIDER YOUR AUDIENCE

Read through the materials you have gathered and see if your issue has changed or shifted focus during your reading, thinking, and writing. Select the aspect of your issue that now interests you the most and that you have sufficient materials and ideas to develop. Keep in mind your time constraints and word limitations. Rewrite or refine your claim at this point to make your focus clear and convincing to your audience. You will probably want to adjust or rewrite it once again as you do your final read-through and finish your paper.

Consider whether you can strengthen your argument by doing more reading, probably in sources you have already located. You may also rethink your evaluation of some of the sources you have used. As you reconsider your audience, think about what they already know and what they still need to learn. Review your areas of agreement and disagreement and the amount of common ground you share. What will you need to include in your paper to convince them to consider your point of view?

MAKE AN EXTENDED OUTLINE TO GUIDE YOUR WRITING

A written outline helps many people see the organization of ideas before they begin to write. Other people seem to be able to make a list or even work from a mental outline. Still others “just write” and move ideas around later to create order. There is, however, an implicit outline in most good writing. The outline is often referred to metaphorically as the skeleton or barebones of the paper because it provides the internal structure that holds the paper together. An outline can be

simple—a list of words written on a piece of scrap paper—or it can be elaborate, with essentially all major ideas, supporting details, major transitions, and even some of the sections written out in full.

If you have never made outlines, try making one. Outlining requires intensive thinking and decision making. When it is finished, however, you will be able to turn your full attention to writing, and you will never have to stop to figure out what to write about next. Your outline will tell you what to do, and it will ultimately save you time and reduce much of the difficulty and frustration you would experience without it.

WRITE THE FIRST DRAFT

The objective of writing the first draft is to get your ideas in some kind of written form so that you can see them and work with them. Include quoted, paraphrased, and summarized material in your draft as you write. Here is how a professional writer explains the drafting process.

Writing a first draft should be easy because, in a sense, you can't get it wrong. You are bringing something completely new and strange into the world, something that did not exist before. You have nothing to prove in the first draft, nothing to defend, everything to imagine. And the first draft is yours alone, no one else sees it. You are not writing for an audience. Not yet. You write the draft in order to read what you have written and to determine what you still have to say.³

This author advises further that you “not even consider technical problems at this early stage.” Nor should you “let your critical self sit at your desk with your creative self. The critic will stifle the writer within.” The purpose, he says, is “not to get it right, but to get it written.”⁴

Here is another writer, Stephen King, who advises putting aside reference books and dictionaries when concentrating on writing the first draft.

Put away your dictionary. . . . You think you might have misspelled a word? O.K., so here is your choice: either look it up in the dictionary, thereby making sure you have it right—and breaking your train of thought and the writer's trance in the bargain—or just spell it phonetically and correct it later. Why not? Did you think it was going to go somewhere? And if you need to know the largest city in Brazil and you find you don't have it in your head, why not write in Miami or Cleveland? You can check it . . . but *later*. When you sit down to write, *write*. Don't do anything else except go to the bathroom, and only do that if it absolutely cannot be put off.⁵

You will be able to follow this advice if the materials you have gathered before drafting are available to guide you and keep you on track. If you occasionally get stuck, you can write some phrases, freewrite, or even skip a section that you

³John Dufresne, “That Crucial First Draft,” *Writer*, October 1992, 9.

⁴*Ibid.*, 10–11.

⁵Stephen King, “Everything You Need to Know about Writing Successfully—in Ten Minutes,” *The Writer's Handbook*, ed. Sylvia K. Burack (Boston: Writer, 1991), 33.

cannot easily put into words. You will have another chance at your draft later. Right now, work only to capture the flow of ideas, either as they are written on an outline or as they are organized in your mind. You will discover, as you write, that many of the ideas that were only half formed before you began to write will now become clear and complete as you get insight from writing.

BREAK THROUGH WRITER'S BLOCK

Most writers suffer from writer's block from time to time, and there are a number of ways to get going again if you find that you are stuck while writing your first draft.

- ▶ **Read what you have written so far.** Concentrate on the ideas, think about what you need to write next, and jot down a few notes to remind yourself what you want to do. Then get back to writing.
- ▶ **Read more about your issue.** If you do not have enough material, take notes on additional sources. Place limits by doing directed reading to meet specific needs.
- ▶ **Reread your outline, lists, and other idea notes.** Add new ideas that occur to you as you read, and rearrange ideas into new combinations.
- ▶ **Freewrite, read some more, and freewrite again.** Write fast, in phrases or sentences, on your topic without imposing any structure or order. Go through it later, crossing out what you can't use, changing phrases to sentences, adding material in places, and soon you will find that you are started again.
- ▶ **Use critical thinking prompts.** Revisit Box 3.1. These prompts will help you think in new ways about your topic and generate new ideas and information as well.
- ▶ **Talk about your ideas with someone else.** Either talk with someone or ask someone to read the draft as it now is and write their comments on it.
- ▶ **Give yourself permission to write a less than perfect first draft.** You can paralyze yourself by trying to produce a finished draft on the first try. Lower your expectations for the first draft. Remind yourself that you will need to return later and fine-tune it as well as fix any flaws or omissions.

REVISE THE DRAFT

Resist the temptation to put your paper aside when you have finished drafting and declare it finished. Now is your opportunity to become its first careful reader and to improve it in significant ways. Working with a rough draft is easier than outlining or drafting. It is, in fact, creative and fun to revise because you begin to see your work take shape and become more readable and convincing. It is worthwhile to finish your draft early enough so that you will have several hours to read and revise before you submit it in its final form to a reader.

Look at Your Draft as a Whole

When you have a draft, print it out so that you can see it as a whole. Look at organization first. How does your paper begin? Have you written an introduction that informs your audience about the subject of your paper? What are your main points? Where does each of them begin and end? Have you used enough transitional material to make your ideas stand out? Do you have enough support to make each of your main points believable to your audience? Think about your audience and decide whether you need to add information to make your paper more persuasive. How do you conclude your paper? Is your ending strong and memorable?

If you cannot answer these questions, try making a list or an outline of the most important ideas in it. Apply this test: Can you state the claim or the main point of your paper and list the parts that develop it? Take a good look at these parts, rearrange them if necessary and make them clearer and more complete.

Now, read paragraph by paragraph. Do you make links between the end of one paragraph and the beginning of another so that the ideas in them flow and appear to be clearly related to each other? Is most of each paragraph about one idea? Is that idea developed with sufficient supporting detail?

Check your sentences. Is each a complete thought? Do they all make sense? Rewrite problem sentences or sentence fragments. As a final check, read your entire paper aloud and listen for problems. Correct with pencil as you go along. You can enter corrections into the computer later.

Ask Revision Questions to Help You Locate Other Problems

Ask these seven questions about your draft, which direct your attention both to global revisions for improved clarity and organization and to surface revisions for errors in grammar and usage.

1. **Is it clear?** If you cannot understand your own writing, other people will not be able to either. Be critical of your own understanding as you read your draft. If you encounter confusing passages, stop and analyze why they are confusing and then rewrite them until the words represent what you mean or want to say.
2. **What should I add?** Sometimes in writing the first draft you will write such a sketchy version of an idea that it does not explain your thinking or fully state what you want to say. Add fuller explanations and examples, or do extra research to improve the skimpy or unsubstantiated parts of your paper.
3. **What should I cut?** Extra words, repeated ideas, and unnecessary material often crowd into the first draft. Every writer cuts during revision. Stephen King, who earns millions of dollars each year as a professional writer, describes how he learned to cut the extra words. His teacher was the newspaper editor John Gould, who dealt with King's first feature article, as he describes in this excerpt.

He started in on the feature piece with a large black pen and taught me all I ever needed to know about my craft. I wish I still had the piece—it deserves to be framed, editorial corrections and all—but I can remember pretty well how it looked when he had finished with it. Here is an example:

Last night, in the well-loved
 gymnasium of Lisbon High School, partisans
 and Jay Hills fans alike were stunned by
 an athletic performance unequalled in school
 history: Bob Ransom, known as "Bullet" Bob
~~for both his size and accuracy,~~ scored
 thirty-seven points. He did it with grace
 and speed . . . and he did it with an odd courtesy
 as well, committing only two personal fouls
 in his knight-like quest for a record which
 has eluded Lisbon's basketball team
 since 1953 . . .

When Gould finished marking up my copy in the manner I have indicated above, he looked up and must have seen something on my face. I think he must have thought it was horror, but it was not: it was revelation.

"I only took out the bad parts, you know," he said. "Most of it's pretty good."

"I know," I said, meaning both things: yes, most of it was good, and yes, he had only taken out the bad parts. "I won't do it again."

"If that's true," he said, "you'll never have to work again. You can do *this* for a living." Then he threw back his head and laughed.

And he was right: I *am* doing this for a living, and as long as I can keep on, I don't expect ever to have to work again.⁶

4. *Are the language and style consistent and appropriate throughout?* Edit out words that create a conversational or informal tone in your paper. For example:

Change: And as for target shooting, well go purchase a BB gun or a set of darts.⁷
To read: For target shooting, a BB gun or a set of darts serves just as well as a handgun.

Also, edit out cheerleading, slogans, clichés, needless repetition, and exhortations. You are not writing a political speech.

⁶King, 30–31.

⁷From a student paper by Blake Decker. Used with permission.

In general, use a formal, rational style in an argument paper unless you have a good reason to do otherwise. Use emotional language and examples that arouse feelings only where appropriate with a particular audience to back up logical argument.

5. **Is there enough variety?** Use some variety in the way you write sentences by beginning some with clauses and others with a subject or a verb. Vary the length of your sentences as well. Write not only simple sentences but also compound and complex sentences. You can also vary the length of your paragraphs. The general rule is to begin a new paragraph every time you change the subject. Variety in sentences and paragraphs makes your writing more interesting to read. Do not sacrifice clarity for variety, however.
6. **Have I used the active voice most of the time?** The active voice is more direct, energetic, and interesting than the passive voice. Try to use it most of the time. Here is a sentence written in the active voice; it starts with the subject.

Robotics is an exciting new technology that could enhance nearly every aspect of our lives.

Notice how it loses its directness and punch when it is written in the passive voice.

Nearly every aspect of our lives could be enhanced by robotics, an exciting new technology.

7. **Have I avoided sexist language?** Avoid referring to people in your paper as though they are either all male or all female. However, using such expressions as “he or she” or “himself or herself” sounds inclusive but comes across as awkward. Solve this problem by using plural nouns (*students* instead of *student*) and pronouns (*they* instead of *he or she*). Occasionally, you may need to rewrite a sentence in the passive voice. It is better to write, “The U.S. Constitution is often used as the guide when making new laws,” than to write, “He or she often uses the U.S. Constitution as a guide when making new laws.”

Avoid the Seven Most Common Errors Students Make

1. Write three or more similar items in a *series*, separated by commas, with the final item connected by *and* or *or*.

Example: The National Rifle Association, firearms manufacturers, and common citizens are all interested in gun control.⁸

2. Use *parallel construction* for longer, more complicated elements that have a similar function in the sentence.

Example: Parents who fear for their children’s safety at school, passengers who ride on urban public transit systems, clerks who work at convenience stores and gas stations, and police officers who try to carry out their jobs safely are all affected by national policy on gun control.

⁸The examples presented here are drawn from a student paper by Blake Decker. I have revised his sentences for the sake of illustration.

3. Keep everything in the same *tense* throughout. Use the present tense to introduce quotations.

Example: As Sherrill states, "The United States is said to be the greatest gun-toting nation in the world." Millions of guns create problems in this country.

4. Observe *sentence boundaries*. Start sentences with a capital letter, and end them with a period or question mark. Make certain they express complete thoughts. Do not punctuate a clause as a sentence. In the following sentence, the "because" clause is incorrectly punctuated as a sentence.

Example (incorrect): Because criminals, including terrorists, can buy guns easily in this country. There should be a system for checking the background of everyone who purchases a gun.

The clause is actually a part of the rest of the sentence. Change the period to a comma to correct this common error.

Example (correct): Because criminals, including terrorists, can buy guns easily in this country, there should be a system for checking the background of everyone who purchases a gun.

5. Make *subjects agree* with *verbs*.

Example: Restrictions on gun control *interfere* [not *interferes*] with people's rights.

6. Use *clear and appropriate pronoun referents*.

Example: The *group* [one whole] is strongly in favor of gun control, and little is needed to convince *it* [not *them*] of the importance of this issue.

7. Use *commas* to set off long initial clauses, to separate two independent clauses, and to separate words in a series.

Example: When one realizes that the authors of the Constitution could not look into the future and imagine current events, one can see how irrational and irresponsible it is to believe that the right to bear arms should in these times still be considered a constitutional right, and according to Smith, the groups that do so "are shortsighted, mistaken, and ignorant."

Check for Final Errors, Add or Adjust the Title, and Submit Your Paper

Just before you submit your paper, check the spelling of every word you are not absolutely sure you know. If spelling is a problem for you, buy a small spelling dictionary or app that contains only words and no meanings. If you use a spell-checker, you should still read your paper one last time since a computer cannot find every kind of error. At this point you should format your paper and correct all the typographical errors that remain. Add a title or adjust your existing title, if necessary. Be sure that the final title provides information that will help the reader understand what your paper is about.

Complete the revision process by reading your paper aloud one more time. Read slowly and listen. You will be surprised by the number of problems that bother your ears that were not noticeable to your eyes. Your paper should be ready now to submit for evaluation.

Practice Your Process by Writing These Papers

You can practice reading, thinking, and writing about issues by understanding and learning to write the three types of papers that are described next in this chapter: the summary-response paper, the summary-analysis-response paper, and the exploratory paper. These papers can help you think about and develop ideas for papers described in future chapters.

LO5 Write examples of summary, summary-analysis, and exploratory essays.

THE SUMMARY-RESPONSE PAPER

A summary-response paper is composed of two parts: (1) the summary shows that you understand what an argument says, and (2) the response shows your reaction to it, including the ideas it generates in your mind.

A summary answers these questions: *What is this about? What did the author say about it?* To write a summary, follow these steps:

- Survey first. (See instructions on page 78.) Identify the issue, the claim, and some of the subclaims, or ideas that support the claim. This will help you answer the question, *What is this about?*
- Write a brief list of words or phrases that represent the subclaims or the main points the author makes about the claim. You may be able to do this when you finish surveying. If you cannot, go back and read section by section, or paragraph by paragraph, and make notes on what appear to be the main points. This will help you answer the question, *What did the author say about the claim?*
- Write a summary in your own words and in complete sentences that includes the author's claim and the main points that support it. Use the words and phrases you have written to guide you.

A response answers these questions: *What are your personal reactions to this essay? How much common ground do you have with the author? What in the essay is new to you? What else does it make you think about? What do you like or dislike about it?*

Here are examples of a summary and a response to "Let's Ban the Cell Phone Ban," which appears on pages 46–47.

Example of a Summary

Summary of "Let's Ban the Cell Phone Ban"

The author focuses on the tendency of college professors to ban all cell phones from their classrooms and asserts that this practice is both extreme and deprives students of a voice in this situation. She challenges the logic professors often use to justify this practice and suggests certain compromise solutions to this problem. Emphasizing the importance of involving students in discussions about classroom policy, Guterrez makes the case that students should be given a role in deciding how to limit cell phone use within the classroom.

► Example of a Response

Response to “Let’s Ban the Cell Phone Ban”

I have wondered myself about the fairness of the cell phone ban. Like Guterrez, I have often felt that students should be given a greater voice in determining the rules that define in-class behavior. However, I wonder if the author is being realistic in expecting professors to accept a larger student role in these matters. Is it really likely that professors would so easily relinquish their own authority? And shouldn’t the author’s discussion of potential solutions to this problem acknowledge the possibility that professors might refuse to change?

THE SUMMARY-ANALYSIS-RESPONSE PAPER

Add an analysis to a summary-response paper⁹ to demonstrate that you understand why a particular argument is effective. Insert the analysis between the summary and your response.

An analysis answers these questions: *How is the essay organized? What and where is the claim? What supports the claim? Is the support adequate and relevant? How does the author establish personal authority? What audience does the author assume? How does the author make the argument, including the support, effective for that audience? What overall qualities in this essay make it an effective (or ineffective) argument?*

► Example of an Analysis

Analysis of “Let’s Ban the Cell Phone Ban”

The essay opens with the author’s description of her own experiences with the cell phone ban. This description leads the author to immediately question the wisdom of this policy, which then forms the basis of her major claim: that students should be given the right to formulate a solution to this problem themselves. The rest of the essay is organized around the author’s repeated assertion that students should be treated as adults capable of taking responsibility for these kinds of classroom decisions themselves.

The support includes examples of alternatives to the cell phone ban: having students turn off their phones when they enter class or put their phones in backpacks. These examples are helpful because they help support the author’s claim that an outright ban of cell phones is not the only way to address this problem.

The author establishes her authority by citing these specific examples and thus demonstrates her firsthand experience with and knowledge of cell phone bans in classrooms. She assumes an audience who is familiar with classroom life and who perhaps has had doubts about the fairness of cell phone bans. She makes her argument appeal to this audience by using language that emphasizes students’ ability to make decisions for themselves. She establishes common ground with her audience throughout by presenting her critique of cell phone bans from the perspective of a person who has experienced them.

⁹Thanks to Beth Brunk-Chavez for this assignment.

This is an effective argument because the author establishes common ground not only with students who have experience with cell phone bans, but also with anyone who has experienced difficulties of any kind with a professor in a classroom.

Summary-response and summary-analysis-response papers preserve ideas from your reading, including your own ideas, and often provide original material and even phrasing for future papers that you write on the same subject, such as a Rogerian paper or researched position paper.

THE EXPLORATORY PAPER

In the exploratory paper,¹⁰ the arguer identifies not just one position but as many of the major positions on an issue as possible, both past and present, and explains them through summaries and an analysis of the overall rhetorical situation for the issue. The analysis of the rhetorical situation in these papers explains what caused the issue and what prompted past and present interest and concern with it, identifies who is interested in it and why, and examines the constraints of the inquiry and the various views in the ongoing conversation associated with it. The summaries of the positions not only explain each of the different perspectives on the issue but also provide the usual reasons cited to establish the validity of each perspective. The writer's own opinions are not expressed at all or are withheld until later in the paper.

The war in Iraq created a rhetorical situation because it raised many issues that motivated people all over the world to discuss and argue in an attempt to resolve what were perceived as problems associated with this war. Box 3.3 shows two of the many issues that emerged from this war. Several different perspectives held by individuals and groups who often disagreed with each other are also listed. Notice that the issues that emerged from the Iraq war did not invite simple pro and con positions. This is true of most rhetorical situations that motivate people to argue about issues. In between the either-or, people can and do take a variety of other positions that are not absolute or extreme.

Here are some additional examples. The issue of what to do with convicted criminals invites more perspectives than either putting criminals in jail or putting them to death. Intermediate positions might include sending them to various types of rehabilitation programs, releasing elderly inmates to their families when they are too old or too feeble to be a threat to society, or segregating different types of offenders in correctional institutions. The immigration issue in the United States invites more perspectives than either letting all foreigners in or keeping them all out. Other possibilities include issuing green cards to certain categories of immigrants or providing work permits for immigrant workers for a limited period of time.

There are a number of advantages to writing and reading exploratory papers. When writers and readers view an issue from many perspectives, they acquire a greater depth of understanding of it and the various views taken. Exploratory papers also help establish common ground between writers and readers.

¹⁰I am indebted to the late Professor James Kinneavy of the University of Texas at Austin for the basic notion of the exploratory paper.

Box 3.3**Examples of Issues and Perspectives That Emerged from the Iraq War**

Issue 1: Why did the United States and its allies start a war in Iraq?

- Perspectives:
1. To abolish weapons of mass destruction.
 2. To encourage freedom and democracy in Iraq.
 3. To destroy international terrorists.
 4. To protect foreign oil supplies.
 5. To remove a dictator who was perceived as a dangerous threat to the stability in the Middle East.
 6. To showcase U.S. military capabilities.

Issue 2: What did the United States and its allies need to do to succeed in this war?

- Perspectives:
1. Send more troops.
 2. Supply the existing troops with better equipment.
 3. Keep a few troops in Iraq indefinitely.
 4. Withdraw all troops.
 5. Rebuild the parts of Iraq destroyed by the war.
 6. Work with the Iraqi government to establish democracy there.

Writers, by restating several opposing positions along with the usual reasons for accepting them, are forced to understand that opposing views have commonalities that permit not only qualified but also multiple perspectives. The reader is interested because the exploratory paper explains several views, which usually include the reader's. The reader is consequently more willing to learn about the other positions on the issue. Exploratory papers can provide mutual understanding and common ground for the next stage in argument, the presentation of the writer's position, and reasons for holding it.

Exploratory papers are a common genre in argument writing. You will encounter them in newspapers, news magazines, other popular magazines of opinion, and scholarly journals. They are easy to recognize because they take a broad view of an issue, and they explain multiple perspectives instead of just one. You will find examples of the exploratory paper at the end of this chapter (page 106).

HOW TO WRITE AN EXPLORATORY PAPER

Your challenge now is to write an exploratory paper of your own. Look at your issue from several angles to decide which position you prefer. If you are later given the assignment to write a position paper on your issue, you will have discovered your own position, and you will also understand some of the other views that you may want to refute. The exploratory paper assignment and the worksheet appear on page 108. To complete it successfully, follow these general suggestions.

1. **Select an issue, and do some research and reading.** You will need an issue to write about that invites several different perspectives. You may have identified several issues already. If you do not have an issue, read about a topic that interests you on the Internet or in the library. Take notes on the different perspectives you identify in this material. You might also make copies of the material you locate so that you can quote it later in your paper. (In both cases, document the sources for correct citation later.)

An example of an issue that invites several perspectives is handgun control: some people believe there should be no restrictions on personal handgun ownership; other people believe possession of handguns should be banned for everyone except police officers and military personnel; a third group believes people have a right to own handguns, but with restrictions, including background checks, special training, and licensing. Notice these are three different positions on this issue, not merely three separate ideas about the issue.

As you plan the perspectives for your exploratory paper, you can think about perspectives that are for, against, or somewhere else on the spectrum of possibilities; perspectives that represent three (or more) possible approaches or "takes" on an issue; perspectives that describe three (or more) possible ways to solve an issue; perspectives that provide three (or more) ways of interpreting an issue; and so on. These perspectives may be yours or other people's. You may actually find four or five different approaches that different groups of people hold.

2. **Analyze the rhetorical situation.** Sketch out answers to the three parts of the rhetorical situation for your issue that are already in place before you begin to write: the exigence, the reading audience, and the constraints. To establish exigence ask, *What happened to arouse interest in this issue in the first place?* To establish audience ask, *Who shares my position on the issue, and who takes other positions?* To establish constraints ask, *What are some of the values, beliefs, and constraining circumstances that cause these groups and individuals to hold their positions?* Or, ask, *What do each of these groups or individuals value, want, and believe about the issue?*
3. **Write a draft, and include transitions.** Draw on the ideas for drafting a paper discussed in this chapter. As you write your draft, include transitions to separate and emphasize the different perspectives on your issue. You might use transitions such as "some people believe," "others believe," and "still others believe" "one perspective on this issue is," "another perspective is," and "a final perspective is" or "one way to look at this issue is," "another way is," and "a third way is."
4. **Work summarized ideas and quotes from your research into your draft.** In an exploratory paper, you mainly summarize or paraphrase, in your own words, the positions you describe. If you decide to add direct quotations to make these summaries clearer or more interesting, work the quotations smoothly into your draft so that they make sense in context and are easy to read. Tell your reader where the summarized, paraphrased, and quoted material came from by citing original sources fully.
5. **Revise your paper, and check your citations of source material.** Follow the suggestions for revision that appear in this chapter. At the end of your paper, list the works quoted in your text by creating a Works Cited page, if you are following MLA style, or a References page, if you are following APA style. To help further, look at the student example of an exploratory paper at the end of this chapter.

LO6 Develop skills for peer review.

Submit Your Paper for Peer Review

If you can, put the draft of your exploratory paper aside for twenty-four hours, then read it critically and make changes to improve it. It helps to read the paper aloud at this point to get an even better idea about what can be improved. Then seek the opinion of other students in a class peer-review session. Peer-review sessions may include only three or four of your fellow students. You may be asked to provide each member of the review group with a photocopy of your paper so that, as you read your paper aloud to them, they can follow along and begin to mark problem areas to discuss later. Or, you may participate in a round-robin reading session, in which group members read all of the papers silently and make brief notes before they discuss the papers one by one. In some cases, your instructor may join the group as an equal member and participate with students in asking questions that call your attention to areas that could be improved. Still another way of conducting peer reviews is for pairs of students to exchange papers to take home and read before the next class. This provides each student with time to read another student's paper more than once, if necessary, to locate areas for improvement.

There are several advantages to submitting your paper for review. No matter how well you write, revise, and edit a paper, another reader is almost always likely to have suggestions that can make your final paper better. Peer groups also make the writing task less isolating and provide immediate feedback from a real audience. They help you become a more sensitive critic of your own and others' work. Most professional writers rely heavily on other people's opinions at various stages of writing. Look at the prefaces of some of the books you are using this semester. Most authors acknowledge the help of several people who have read their manuscript and made suggestions for improvement.

If peer-review groups are not conducted in your writing class, try to find someone else, like a writing center tutor or another student, to read your draft. Most writers need someone to read their work as they continue to refine it.

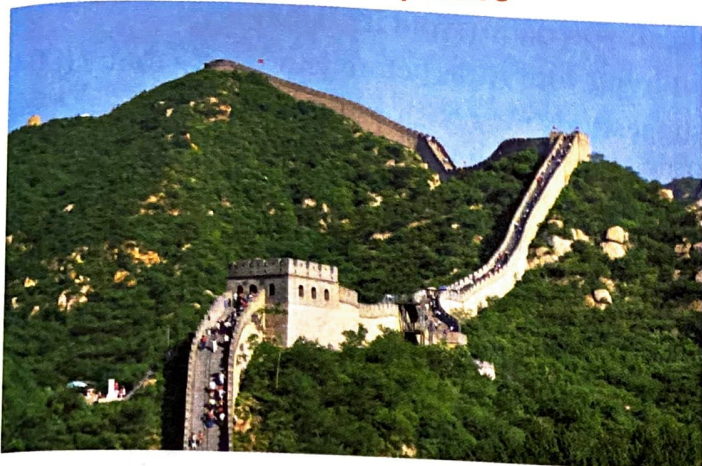
LO7 Apply the skills of summary, summary-analysis, and exploration to visual argument.

Expressing Multiple Perspectives through Visual Argument

Another way to express multiple perspectives on an issue is through a collection of images that express different perspectives on it. Most images, like those on the next page, need a few words of explanation to make their point. In this case, the title at the top and the four brief captions below the photographs explain the issue—walling off enemies—and various perspectives on how this has been done in four different countries. In the United States, walls are now in place on some parts of the border with Mexico, and more are being planned. Like the walls in China, Berlin, Israel, and Baghdad depicted in Images 1–4, this wall aims to separate people or keep people, such as undocumented immigrants from Mexico and Central America, out.

Walling Off Your Enemies: The Long View

Image 1: The Chinese Perspective



The Great Wall of China was first built between the fifth and third centuries B.C. to protect the northern borders of China. It is about 4,000 miles long at present.

Image 2: The German Perspective



The Berlin Wall, which separated East Berlin from West Berlin for 28 years, fell in 1989, an event that led to the reunification of Germany in 1990.

Image 3: The Israeli Perspective



This wall separates Israelis from Palestinians in the West Bank at the present time.

Image 4: The Iraqi Perspective



In Baghdad, during the Iraq War, Americans put up walls to secure neighborhoods.

These four photographs of walls provide four different perspectives on how governments have coped with perceived enemies by building walls. What do you think about the idea of building walls for protection from enemies? How effective is this solution? What other solutions can you think of that might also work or that might even work better?

Review Questions

1. Briefly describe a process for producing an argument paper that employs reading, thinking, and writing. (LO1)
2. What is plagiarism, and what can you do to avoid it? (LO3)
3. What are the advantages of outlining your ideas before you write a draft? (LO4)
4. Name at least three specific suggestions for revision made in this chapter and describe in detail how you could use each of them. (LO4)
5. Describe the exploratory paper along with some of the benefits of writing it. Then, describe exploring a topic visually along with some of the benefits of this form of communicating. (LO5)

Exercises and Activities

A. Class Project: Creating Composite Lists of the Reading, Thinking, and Writing Processes of Class Members

This exercise gives you an opportunity to share with your classmates what you do when you read, think about, and write argument. When all class members contribute their strategies to composite class lists, the result is usually a complete description of possible reading and writing processes. Include information, as you go along, about how you think as you read and write.

First, focus on describing what you do when you read and think about argument. Write the title "Reading Argument," and under it write the four headings "Prereading Strategies," "Reading Strategies," "Strategies for Reading Difficult Material," and "Postreading Strategies." Write five minutes to describe your current strategies in each area. Include thinking strategies in your description. Share these strategies with the class, creating master lists on the board.

Second, repeat this activity for writing argument. Write the title "Writing Argument," and under it write the four headings "Prewriting Strategies," "Drafting Strategies," "Strategies to Use When You Get Stuck," and "Postwriting Strategies." Write five minutes to describe your current strategies in each area and include thinking strategies in your description. Class members then contribute to composite lists on the board.

When you have written these lists, complete the following activities and discuss the results with the class.

1. Study the strategies for reading, thinking, and writing that your class has identified. Then,
 - a. Discuss the ways in which writing is used as a part of the reading process.
 - b. Discuss the ways in which reading is used as part of the writing process.
 - c. Discuss how thinking is used as a part of both processes.
2. Turn to the Summary Charts on pages 420–434 and read the descriptions of possible strategies that you could employ at various stages to help you read, think about, and write argument. Discuss strategies you would consider adding to your present reading, thinking, and writing processes.

B. Class Discussion: Recognizing Written Argument

This reprinted article by Gina Kolata was published as a news article. Answer the following questions to help you figure out what type of argument is present, if any. Refer back to the description of six types of argumentation purpose on pages 74–75 to help you make your analysis.

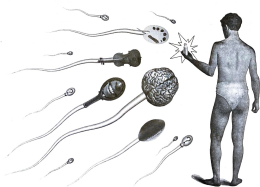
1. What is the main issue in this article? It is not directly stated.
2. What are the author's attitudes toward the subject at issue?
3. What supporting material favors the author's point of view? Notice emotional language, vivid description, emotional examples, and the drawing that provide clues to the author's personal point of view.
4. What is the author's intention in this article? To explain? To convince? Or both?
5. What does the author hope you will conclude when you finish reading? Justify your answer with evidence from the article.

BEFORE YOU READ: What do you know about sperm banks, and what is your present opinion of them?

ESSAY #2**PSST! ASK FOR DONOR 1913***

Gina Kolata

The author is a well-known science journalist for the *New York Times*. She has also published her work in *Science* magazine.



*"Psst! Ask for Donor 1913," by Gina Kolata, from *The New York Times*, February 18, 2007. © 2007. Reproduced by permission.

In the old days, nearly two decades ago, when Jeffrey Harrison was selling his sperm to California Cryobank, sperm banks did not tell clients much. Women learned that Donor 150 (Mr. Harrison, who was one of the bank's most-requested donors) was six feet tall, had blue eyes and was interested in philosophy, music and drama.

But they did not learn, for instance, that despite those interests, Mr. Harrison was also "sort of a free spirit," as Danielle, one of his donor-conceived daughters, said after finding him last week.

Mr. Harrison, 50, lives in a recreational vehicle near Los Angeles, eking out a living doing odd jobs and taking care of dogs.

While the women who used his sperm may be perfectly satisfied, women today seem to be looking for a more unquestionably accomplished sort of man. Handsome and brilliant. Talented and charming. Loving and kind. A match one might only dream of finding in the flesh.

5 "Many women see this as another way to give their child a head start in life," says Lori Andrews, a professor at Chicago-Kent College of Law who has studied the sperm bank industry, of the high stakes of sperm selection.

And increasingly, say the banks, women want proof of perfection before buying a dream donor's sperm.

They ask for SAT scores and personality test results. They want baby pictures, pictures of the donor as a teenager, and photos of him as an adult. They want to hear his voice on audio files and they want to read his answers to written questions.

As more and more is added to the profile, its compilation becomes almost a striptease as the veil of anonymity falls away, eventually revealing all but name and address.

The reason for offering clients previously unimaginable degrees of access to information is competition.

"It's kind of an arms race," explains William Jaeger, director of Fairfax Cryobank, in Fairfax, Va., which, along with California

Cryobank, based in Los Angeles, is among the largest sperm banks in the country.

"One year someone adds a personality profile, the next year someone adds something else," Mr. Jaeger says. "If one of your competitors adds a service, you add a service."

Supplying donors who will be saleable is quite a burden for the banks, which say they accept only about 1 to 2 percent of donor applicants. Often a man's sperm is not good enough, reproductively, or his medical history is problematic. Others are now rejected because their looks or education or even their demeanor is wrong.

"We're somewhat in the position of someone who is arranging a blind date," says Dr. Charles Sims, medical director and a founder of California Cryobank.

So who is Mr. Right for today's woman?

15 He can't be fat.

"We look for a height-weight ratio that is within the norm," Dr. Sims explains.

Being short is negotiable.

"If you have a 5-foot-7 or -8 donor who is a medical student or Ph.D. scientist, that out-weighs the height issue in many situations," Dr. Sims says.

Education matters. California Cryobank only takes men who are in college or who graduated from a four-year college. At the Fairfax bank, "there is a preference for guys with medical and law degrees," Mr. Jaeger says.

20 Some sperm banks reveal more about their depositors than others.

The Fairfax bank, for example, provides adult photos if the donor agrees. The California bank does not, fearing that they could identify the donor years later and cause real problems. The Fairfax bank asks donors if their offspring can contact them when they are 18. The California bank will not do that but will try to discreetly contact a donor and ask if he wants to be identified to an adult child.

"We have felt we have some obligation to anticipate issues that a young man of twenty

one, twenty two, or twenty three may not anticipate," Dr. Sims says. "To take an extreme example, let's say we had Bill Clinton as a donor when he was in college. Later he becomes president."

The Fairfax bank also includes "staff impressions" of donors in its dossiers. The staff seems to have favorable impressions of everyone, but some are more favorable than others.

Among the most favorable of all is a man who appears to also be the most-requested donor.

25 "Women sort of fall in love with him," says Joy Bader, director of client services.

The most-requested donor is of Colombian-Italian and Spanish ancestry, is "very attractive, with hazel eyes and dark hair," and, Ms. Bader adds, is "pursuing a Ph.D."

The bank's files have one man, Donor 1913, who fits this description.

Donor 1913, the staff notes in his file, is "extremely attractive," adding in a kind of clinical swoon, "He has a strong modelesque

jaw line and sparking hazel eyes. When he smiles, it makes you want to smile as well."

Donor 1913 is an all-around nice guy, they say. "He has a shy, boyish charm," the staff reports, "genuine, outgoing and adventurous."

30 He also answers questions, including, "What is the funniest thing that ever happened to you?"

Donor 1913 relates an incident that occurred when he asked his girlfriend's mother to step on his stomach to demonstrate his strong abdominal muscles.

"As she stepped on top of my stomach, I passed gas," he writes,

Is Don Juan the gas-passer also the most popular donor at Fairfax Cryobank?

Mr. Jaeger, the director, says he'll never tell. He cautions that discussing the most popular donor, whoever it is, might pose a problem—there is already a waiting list for his sperm, and publicity can only make it worse.

"We just can't keep enough of his units on hand," Mr. Jaeger says.

For Discussion:

Does this essay qualify as an argument? Why? Provide evidence for your answer. What does the drawing contribute? If the author had to express her opinion on the subject she writes about, what would it be? What is your opinion?



Arguing Like a Citizen

Issue: "Is sperm donation a business that should be encouraged?"

Take another look at the essay "Ask for Donor 1913." In order to see how the argument made in this piece connects to the issue of citizenship, look at the sample analysis below. In what ways does the discussion here provide you with a starting point for "arguing like a citizen"?

Thinking Like a Citizen

- Why do I care about this issue?

As someone who may one day consider starting a family, I feel a direct stake in arguments over sperm donation. Given the cultural pressure these days to create the "perfect" family, I believe it's important to have a candid discussion about the technologies designed

continued

Arguing Like a Citizen (continued)

to tailor a family's birth options to their personal specifications. Are these kinds of technologies helpful? Do they raise ethical questions we need to consider more fully?

- Who else cares about this issue?

In addition to parents or would-be parents, others with a stake in this discussion include the medical professionals in charge of offering these kinds of services. Like the families they serve, these professionals also need to think about the implications of a policy like sperm donation. Should those in charge create certain rules, regulations, or boundaries?

- What different perspectives on this issue might others have?

Many prospective parents would likely base their views on whether or not a sperm donation helped them achieve their personal goal of choosing the desired attributes for their prospective child. Medical professionals, on the other hand, would need to take a broader view, weighing the medical, social, and ethical effects on society.

Arguing Like a Citizen

- How does this issue impact or affect my daily life?

If I decide not to have a family, or if I do and find myself with no direct need to use sperm donation, it could be said that the impact of this issue on my daily life is minimal. Because it raises broader questions about the role technology should play in procreation and childrearing, however, this issue could be said to impact anyone contemplating starting a family in these technologically advanced times. It could, for example, affect my views about what types of fertility treatments are warranted.

- What are the key problems or questions this issue raises for me?

The key question the issue of sperm donation raises for me concerns the ethics of allowing prospective parents to engineer the procreation process to fit their personal specifications. Is it right for people to control or engineer the birth process to this degree?

Acting Like a Citizen

- Where could I go in my community to see an example of this debate being waged?

There are a number of media sources in which this issue might be discussed: medical journals, parenting magazines, fertility Web sites. In addition, there might be any number of local organizations in which this issue might be discussed as well: a local sperm bank, a community medical clinic, a family planning facility.

- What concrete action could I take to change or improve the way this issue is discussed?

Given how potentially polarizing an issue like this can be, the discussion over sperm donation could well benefit from an effort to frame the debate more in terms of objective, factual information. Finding firm data about the science of sperm donation or information about the particular ways prospective parents have used this technology would help frame the discussion within more objective terms.



Arguing Like a Citizen (continued)

Activity

Now use this same framework to analyze the argument in one of the other readings in this chapter. What key issue does the essay address? What larger argument about this issue does it make? Use the questions outlined above to connect this argument to the question of citizenship.

C. Writing Assignment: The Summary-Response Paper

Choose an issue that interests you and find three different essays that explore this issue. Using your own words, write a one-page summary-response paper for each of these essays: divide a piece of paper horizontally in half and write a summary on the top half and your response on the bottom half. Refer to the instructions and sample summary on page 91 and the sample response on page 92 to help you.

D. Class Discussion and Writing Assignment: The Summary-Analysis-Response Paper

The following essay, “When Texting is Wrong” by Randy Cohen, is an example of the type of argument you might find in a newspaper editorial or opinion column. Read, underline, and annotate the essay. Then briefly discuss answers to the following questions as a class.

1. Who is the author? What are his qualifications? What may have motivated him to write about this subject?
2. What are your own experiences with text messaging? How often do you employ this type of communication? What would you say are its advantages and disadvantages?
3. Finally, write a summary-analysis-response paper. Drawing on the notes you have taken on your reading and discussion of the essay, write a 300- to 500-word paper in which you first summarize the essay, then analyze the essay, and last, respond to the essay. Use the following prompts labeled “Summary,” “Analysis,” and “Response” to guide your writing.

- ▶ **Summary:** What is this about? What did the author say about it?
- ▶ **Analysis:** Describe the organization of the essay. Include a description of the claim. Describe and evaluate the support. Consider types, quantity, quality, and relevance of the support. Then answer these questions: How does the author establish his authority? What audience does the author assume? How does the author make his writing, including the support, effective for the audience? What overall qualities in this essay make it an effective (or ineffective) argument?
- ▶ **Response:** What are your personal reactions to this essay? How much common ground do you have with the author? What in the essay is new to you? What else does it make you think about? What do you like or dislike about it?

BEFORE YOU READ: What are your own experiences with text messaging? What are the advantages and disadvantages of this particular communications technology?

ESSAY #3 WHEN TEXTING IS WRONG*

Randy Cohen

Randy Cohen's column, "The Ethicist," regularly appeared in the *New York Times Magazine* from 1999 through 2011.

You're having dinner with your teenage kids, and they text throughout; you hate it; they're fine with it. At the office, managers are uncertain about texting during business meetings: many younger workers accept it; some older workers resist. Those who defend texting regard such encounters as the clash of two legitimate cultures, a conflict of manners not morals. If a community—teenagers, young workers—consents to conduct that does no harm, does that make it O.K., ethically speaking?

The Argument:

Seek consent and do no harm is a useful moral precept, one by which some couples, that amorous community of two, wisely govern their erotic lives, but it does not validate ubiquitous text messaging. When it comes to texting, there is no authentic consent, and there is genuine harm.

Neither teenagers nor young workers authorized a culture of ongoing interruption. No debate was held, no vote was taken around the junior high cafeteria or the employee lounge on the proposition: Shall we stay in constant contact, texting unceasingly? Instead, like most people, both groups merely adapt to the culture they find themselves in, often without questioning or even being consciously aware of its norms. That's acquiescence, not agreement.

Few residents of Williamsburg, Va., in, say, 1740 rallied against the law that restricted voting to property-owning white men. For decades, there was little active local opposition to the sexual segregation in various Persian Gulf states. A more benign example: few of us are French by choice, but most French people act much like other French people, for good and ill. Conformity does not imply consent. It simply attests to the influence of one's neighbors.

- 5 So it is with incessant texting, a noxious practice that does not merely alter our in-person interactions but damages them. Even a routine conversation demands continuity and the focus of attention: it cannot, without detriment, be disrupted every few moments while someone deals with a text message. More intimate encounters suffer greater harm. In romantic comedy, when someone breaks a tender embrace to take a phone call, that's a sure sign of love gone bad. After any interruption, it takes a while to regain concentration, one reason few of us want our surgeon to text while she's performing a delicate neurological procedure upon us. Here's a sentence you do not want to hear in the operating room or the bedroom: "Now, where was I?"

Various experiments have shown the deleterious effects of interruption, including this study that, unsurprisingly, demonstrates

*"When Texting Is Wrong," by Randy Cohen, from *New York Times Magazine*, July 13, 2009. © 2009. Reproduced by permission of the author.

that an interrupted task takes longer to complete and seems more difficult, and that the person doing it feels increased annoyance and anxiety.

Mine is not a Luddite's argument, not broadly anti-technology or even anti-texting. (I'm typing this by electric light on one of those computing machines. New fangled is my favorite kind of fangled.) There are no doubt benefits and pleasures to texting, and your quietly texting while sitting on a park bench or home alone harms nobody. But what is benign in one setting can be toxic in another. (Chainsaws: useful in the forest, dubious at the dinner table. Or, as Dr. Johnson put it in a pre-chainsaw age, "A cow is a very good animal in the field; but we turn her out of a garden.")

Nor am I fretful that relentless texting hurts the texter herself. Critics have voiced a broad range of such concerns: too much texting damages a young person's intelligence, emotional development and thumbs. That may be so, but it is not germane here. When you injure yourself, that is unfortunate; when you injure someone else, you are unethical. (I can thus enjoy reading about a texting teen who fell into a manhole. When a man is tired of cartoon mishaps, he is tired of life. And yes, that teen is fine now.)

Last week, a Massachusetts grand jury indicted a Boston motorman who crashed his trolley into another, injuring 62 people: he was texting on duty. Last month, Patti LuPone berated an audience member who pulled out an electronic device during her

show in Las Vegas. (Theaters forbid the audience to text during a performance, a rule routinely flouted. Perhaps stage managers could be issued tranquilizer darts and encouraged to shoot audience members who open any device during a show. At intermission, ushers can drag out the unconscious and confiscate their phones. Or we might institute something I call Patti's Law: Any two-time Tony winner would be empowered to carry a gun onstage and shoot similar offenders.)

10 These are the easy cases, of course: clearly it is unethical to text when doing so risks harming other people. And formal regulation can easily address them; a dozen states and the District of Columbia prohibit texting while driving, for example. But the problem of perpetual texting in more casual settings cannot be solved by legislation. No parent will call the cops if a son or daughter texts at table. Instead, we need new manners to be explicitly introduced at home and at work, one way social customs can evolve to restrain this emerging technology.

Lest casual texting seem a trivial concern, remember that some political observers trace the recent stalemate in the New York Senate to the wrath of power-broker Tom Golisano, who was offended that majority leader Malcolm Smith fiddled with his BlackBerry throughout a meeting between them. When the dust settled, the State Senate had been transformed from merely disheartening to genuinely grotesque. I wouldn't want that on my conscience.

E. Paired Student Activity: Analyzing a Student Exploratory Paper

The following is an example of an exploratory paper written by Prisna Virasin, a student in an argument class. Take a few minutes to read Prisna's paper. Then work in pairs to answer the following questions. Report your answers to the class.

1. What is the issue?
2. Describe the parts of the rhetorical situation that were in place when Prisna started to write. What is the exigence? Who are the groups of people interested in this issue? What are their positions? What are some of the constraints of these groups?

3. What are the perspectives on the issue that the author identifies? Make a list.
4. What transitions does the author use? Underline them.
5. What is the author's perspective? Why does she hold it?
- You may want to use Prisna's paper as a model for your own exploratory paper.*

BEFORE YOU READ: What do you know about Barbie dolls?

STUDENT PAPER

#1

Prisna Virasin
Prof. Wood
English 1302
1 March 2013

The Controversy behind Barbie

Explain the issue.

The Barbie doll was created in 1959 by Ruth Handler, the cofounder of Mattel. Handler created the doll after seeing her daughter, whose nickname was Barbie, and her daughter's friends play with their paper dolls. According to Gaby Wood and Frances Stonor Saunders, Handler realized that little girls wanted a doll "they could aspire to be like, not aspire to look after" (38). This was a revolutionary idea because before the creation of Barbie, the toy store doll selection mainly consisted of baby dolls, which encouraged girls to pretend to be mothers. For Handler, according to Wood and Saunders, Barbie "has always represented the fact that a woman has choices" (39). The "Barbie Dolls" entry on the *History Channel* Web site states, "ninety percent of all American girls in the last forty years have owned at least one Barbie. . . . Each week Mattel sells over 1.5 million dolls—that's two dolls per second."

Describe the rhetorical situation.

- ▶ Exigence
- ▶ Interested parties
- ▶ Constraints

What is the first perspective?

The fact that Handler created Barbie as a challenge to the ideology that the proper role for women was that of a mother has become ironic in light of the present feminist protest against the Barbie doll. The Barbie protesters have stated that Barbie is responsible for the development of poor body image in girls. They believe that the Barbie's proportions create impossible images of beauty that girls will strive toward. If Barbie were a human, she would be seven feet tall with a thirty-nine-inch chest measurement, twenty-two-inch waist measurement, and thirty-three-inch hip measurement ("Barbie Dolls").

In addition to protests of the Barbie's physical appearance, there is also the issue of the doll's intellectual image. Barbie detractors have criticized the Barbie lifestyle, which seems to center around clothes, cars, dream homes, and other material possessions. Protests followed the release of the talking Barbie that localized such expressions as "Math is hard" and "Let's go shopping."

*See the Appendix to Chapter 12 for the actual MLA format guidelines for student papers.

Parents feared that the first sentence would reinforce the stereotype that girls were less skilled at math than boys were. The second sentence seemed to reinforce the importance of clothes, physical appearance, and material goods. In her article, "Giga-What? Barbie Gets Her Own Computer," Ophira Edut criticizes educational materials based on Barbie for the image they reinforce. Edut states that the Barbie computer is bundled with typing tutor software while the boys' Hot Wheels computer is bundled with adventure games. Also, the Barbie Rapunzel CD-ROM is touted by Mattel to expose girls to fine art and creativity when the only creative function of the program is changing Barbie's clothes and hairstyle interactively on the computer screen.

What is the second perspective?

Supporters of the Barbie doll state that the toy is a fun part of growing up. They refer to the simple fun of playing with Barbie dolls. They believe that Barbie as a figure is a tool in building girls' imaginations. They also maintain that Barbie as a figure is a positive role model because she is able to do almost anything. Barbie was an astronaut before the first woman went into space. Barbie has been a veterinarian, a doctor, a businesswoman, and to top it all off, a presidential candidate.

What is the third perspective?

- 5 Between the anti-Barbie camp and the pro-Barbie camp, there are the Barbie moderates. The Barbie moderates do not completely agree with how Mattel chooses to portray the "ideal American woman," nor do they view the doll as all evil. They see the positive aspects of the Barbie (the many professions, the ability to foster imaginative play, and the message that girls can choose to be whomever they want) and the negative aspects of the Barbie as a figure (a materialistic nature, a focus on outward appearance, and the vapid blond stereotype). The moderates state that by banning Barbie dolls, we will not be solving the problem of poor body image. They believe that Barbie is a scapegoat—the figure (or doll) to blame for all the negative feelings that children develop about themselves. Although the moderates do not agree with the image of women that Barbie seems to sustain, they also do not believe that this doll (or figure) is the source of the problem.

What is the author's perspective? Why does she hold it?

As a twenty-something female who grew up in America, I am very interested in the Barbie debate. I played with Barbie dolls almost obsessively from first to third grade. I designed clothes for them out of handkerchiefs and tissues and dreamed about becoming a fashion designer. I remember envying the girls who had Barbie Ferraris and dream houses. I looked on in horror as my little sister cut Barbie's hair short and colored it hot pink with a marker. In college, when I was introduced to feminism, I tried to deny any past connection to Barbie. I was ashamed to have ever associated with this figure. I felt sorry for the girls who looked like walking Barbie dolls, always worried about looking perfect. I realize now that I cannot blame thoughts of being fat, short, or out of style on a doll or girls that look like dolls. I agree with the Barbie moderates. As simple as the Barbie looks, it seems that the Barbie issue is more complicated than "Barbie good" or "Barbie bad." The debate encompasses many interesting and controversial issues concerning how we view beauty and how we view ourselves. In my eyes, Barbie is a scapegoat. We, as an entire culture, need to look at our ideas about beauty and what we are teaching children about themselves.

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For Discussion:

Did you ever play with a Barbie or G.I. Joe? If not, what were your favorite childhood toys? How did they affect your imagination and self-image? Have they had any lasting effects on you?

F. Writing Assignment: Write an Exploratory Paper

Review "How to Write an Exploratory Paper" (pages 94–95) to help you complete this assignment. Then write a 750- to 900-word exploratory paper. Use the worksheet below to help you plan your exploratory paper. Follow MLA style (see the Appendix to Chapter 12), unless you are advised otherwise.

Worksheet 2

Exploratory Paper

- Write your issue in a complete sentence. Explain it, and include the information that provides background and makes the issue interesting to your readers.
- Explain the parts of the rhetorical situation that are already in place as you begin to write. Describe the exigence or context for your issue, including what happened to make people interested in it. Identify the individuals or groups of people interested in this issue, with a brief introduction to their positions. Mention some of the constraints of these groups. For example, what do they think, value, and believe?
- Describe at least three different positions on your issue, state who holds them, and give some of their reasons for holding them. You may explain more than three positions, if you want or need to do so. Jot down the positions.
 - Position 1: _____
 - Position 2: _____
 - Position 3: _____
- Explain your personal interest in the issue and the position you favor.

G. Group Work: Analyzing an Argument Essay That Employs Visual Perspectives on the Issue as Support

The following essay was written at a time when some members of Congress were advocating the addition of a flag-burning amendment to the United States Constitution. Read the essay, study the images, and answer the "For Discussion" questions that follow.

BEFORE YOU READ: Is flag burning an issue you feel strongly about? Why or why not?

ESSAY #4

FLAG PROTECTION: A BRIEF HISTORY OF RECENT SUPREME COURT DECISIONS*

Congressional Research Service

This excerpt, which provides an historical overview of recent US Supreme Court decisions regarding flag burning, was prepared as part of a report made to Congress in 2006.

Many Members of Congress see continued tension between “free speech” decisions of the Supreme Court, which protect flag desecration as expressive conduct under the First Amendment, and the symbolic importance of the United States flag.

Consequently, every Congress that has convened since those decisions were issued has considered proposals that would permit punishment of those who engage in flag desecration. The 106th Congress narrowly failed to send a constitutional amendment to allow punishment of flag desecration to the States. In the 107th and 108th Congresses, such proposals were passed by the House. This report is divided into two parts. The first gives a brief history of the flag protection issue, from the enactment of the Flag Protection Act in 1968 through current consideration of a constitutional amendment.

The second part briefly summarizes the two decisions of the United States Supreme Court, *Texas v. Johnson* and *United States v. Eichman*, that struck down the state and federal flag protection statutes as applied in the context punishing expressive conduct.

In 1968, Congress reacted to the numerous public flag burnings in protest of the Vietnam conflict by passing the first federal flag protection act of general applicability. For the next 20 years, the lower courts upheld the constitutionality of this statute and the Supreme Court declined to review these decisions. However, in *Texas v. Johnson*, the majority of the Court held that a conviction for flag desecration under a Texas statute was inconsistent with the First Amendment and affirmed a decision of the Texas Court of Criminal Appeals that barred punishment for burning the flag as part of a public demonstration.



Joe Rosenthal, *Marines Raising the American Flag at Iwo Jima*



Leonard Detrick, *Anti-Vietnam War Protesters*



Stephanie Frey, *Daughter Holding Parents' American Flag*

*Flag Protection: A Brief History of Recent Supreme Court Decisions,” Congressional Research Service, Library of Congress.

In response to *Johnson*, Congress passed the federal Flag Protection Act of 1989. But, in reviewing this act in *United States v. Eichman*, the Supreme Court expressly declined the invitation to reconsider *Johnson* and its rejection of the contention that flag-burning, like obscenity or "fighting words," does not enjoy the full protection of the First Amendment as a mode of expression. The only question not addressed in *Johnson*, and therefore the only question the majority felt necessary to

address, was "whether the Flag Protection Act is sufficiently distinct from the Texas statute that it may constitutionally be applied to proscribe appellees' expressive conduct." The majority of the Court held that it was not. Congress, recognizing that *Johnson* and *Eichman* had left little hope of an anti-desecration statute being upheld, has considered in each Congress subsequent to these decisions a constitutional amendment to empower Congress to protect the physical integrity of the flag.

For Discussion:

What three perspectives on the flag of the United States are expressed in the three photographs? What three wars do they represent? What effect is created by placing photographs next to each other in this order? How does the historical overview of recent Supreme Court decisions regarding flag burning influence how you read these images?

H. Creative Assignment: Exploring an Issue Visually

Select an issue and create a visual exploratory essay by gathering three or more images that express different perspectives on the issue. As a class, brainstorm together to generate some ideas that will work for this assignment. Here are a few ideas to get you started: modifying your personal image, embracing new media, selecting a major, planning your career, making a major purchase such as a car or computer. Search for images on the Internet or in magazines or newspapers.