

Here is how our potential argument about corporate sponsorship might be mapped out with the Toulmin Model:

<b>The claim:</b>	Corporations should be permitted and also encouraged to support libraries, the arts, and clubs in the schools that serve their communities.
<b>The grounds, reasons, and/or evidence:</b>	Corporate contributions already support school athletics, plus community libraries, arts, and service organizations.
<b>The warrant:</b>	It is wise for corporations to find highly visible ways to support schools that do good work in the corporations' communities.
<b>The backing:</b>	Corporations can create good will and, therefore, do more profitable business in communities and schools that they serve financially.
<b>The rebuttal:</b>	Some may argue that corporate sponsorships in schools might encourage students to develop unhealthy consumer practices and spend money on products that they neither need nor can afford. However, we should assume that students have the good sense to monitor their own spending habits.
<b>The qualifier:</b>	If corporate sponsorship should somehow interfere with the best practices of teaching and learning in the schools, it should be stopped.

The Toulmin Model is not nearly as complicated as it might appear on first examination. The easiest way to understand it is to compare it to the deductive model. The warrant in the Toulmin Model corresponds to the *general premise* in the deductive argument. The grounds, reasons, and/or evidence in Toulmin corresponds to the *specific evidence* in the deductive, and the claim in Toulmin corresponds to the *conclusion* in the deductive. The other parts of the Toulmin Model—the backing, the rebuttal, and the qualifier—help you flesh out the reasoning of your argument in greater detail.

#### 4. The Rogerian Argument

**Rogerian argument**, effective for situations in which you want to establish close, friendly contact with your readers from the outset, is named for the twentieth-century American psychologist Carl Rogers, who emphasized the need for arguments to be based on what he called “common grounds” that the writer shares with his or her audience. Rogerian argument is less concerned with winning the case than establishing a solution that will accommodate more than one position. The writer gives a fair statement of the position, but also fairly states the alternative. The writer consciously plays out instances where the alternate position might work and then discusses reasons for the position being advocated. Sometimes the aim is to reach a compromise or to leave open the possibility of change.

A Rogerian argumentative essay may or may not have a distinctive thesis statement. In essence, the writer offers points in support of a position and then asks the readers, “What can we agree upon?”, “What might be the benefits of seeing the argument one way rather than another?”

Here are elements of Rogerian argument, using our sample topic:

- **Know your audience.** Let’s assume the audience as members of the board of education and other citizens who want students to have the best education possible.
- **Establish common ground.** You, the writer, are a student in the school, and you realize that better libraries, arts programs, and clubs can benefit students, several of whom are the children and grandchildren of audience members.
- **Introduce the premises that underlie your position.** Corporations have a responsibility to support their communities. The schools are an important part of the community. Libraries, the arts, and clubs add value to a student’s education. Students who have good libraries, arts organizations, and clubs are likely to become lifelong readers and learners and supporters of the arts and service organizations in the communities where they will eventually live.
- **Explain shared premises.** Parents, community members, and students have a vested interest in creating active, independent learners and citizens.
- **Introduce and develop your position.** Corporations should be permitted and also encouraged to support libraries, the arts, and clubs in the schools that serve their communities. Corporations are part of communities and act as citizens.
- **Consider possible objections.** Corporate support would limit the free expression of speech and thought in the schools, or encourage students to be unthinking consumers, buying items they neither need nor can afford.
- **Find places of agreement, compromise, contingency.** Explain how you and the audience can work together to be certain that these objections are observed, how alterations might occur if objections are observed, and how the benefits of your claim actually outweigh negative possible consequences.

#### Choosing an Argumentative Path

As a writer who has now developed a tentative thesis or main idea for your argument, read and thought through reasons and considered data, you decide on an argumentative path based on

- The strength of your opinion about the topic
- The knowledge, background, and attitude of your audience
- The amount or kind of data or reasons you have developed for your position
- The amount of space you have to devote to your discussion
- The persona you want to develop for persuasive effect

**ACTIVITY** Try One or More of the Argumentative Paths

With the assistance of your teacher or your classmates, focus on a topic and develop an argumentative position on an issue from the literature you are reading or from current local or national events. Experiment with one or all of these argumentative paths as you make decisions about your big ideas, your position, and the reasons you find the position persuasive. Make careful notes about your evolving argument.

## Arrangement and the Argumentative Essay

**B**uilding your argumentative position by choosing one argumentative path or another is not the same as writing the argumentative essay, although lots of the thinking that goes into forging the main idea and considering how to develop it might eventually make its way into the essay. Choosing the appropriate arrangement for your argument helps move you into the writing of the essay and is key to your being most persuasive—you're choosing the right tool for the job.

As you move from developing your argumentative position—marshaling ideas and counter arguments, creating and refining your big idea—to drafting your argumentative essay, you have lots of choices for arranging ideas to deliver your message and persuade readers. What follows are three possibilities for arrangement. The first—the five-paragraph theme—is probably the most familiar to you, but we think it's actually the least effective in terms of writing a compelling argumentative essay. The other two offer you more opportunity to interact with and persuade your readers.

### Five-Paragraph Theme

The familiar arrangement pattern is the **five-paragraph theme**, and its component parts are easy to describe. It begins with an opening paragraph to “hook” the reader and then offers a thesis statement. It then moves to three “body” paragraphs, each of which is supposed to have a topic sentence that grows out of your thesis statement. It then concludes with a paragraph where you “restate” and emphasize the importance of your thesis.

There is nothing especially wrong with the five-paragraph theme. It's a good genre to know. Imagine an examination question asked you to write a response to the following prompt:

What were the major causes of the American Civil War?

You might begin with a paragraph that looks something like this:

The American Civil War, 1861 to 1865, was tremendously destructive, both in terms of loss of life and devastation of property. Three major causes of this unfortunate event were disagreements about the rights of states versus those of the federal government, the controversy over the enslavement of African Americans, and the differences in ideology related to an agricultural economy in contrast to an industrial economy.

Then each of your three body paragraphs would begin with a topic sentence about one of the three causes, and you would flesh out each of these paragraphs with facts, details, and explanations about the topic sentence. You might conclude the composition with the following:

Given the complexity of the disagreements over states' rights, the intensity of ill feelings about slavery, and the conflicts between an industrial and an agrarian way of life, one might perceive that the American Civil War was inevitable. It's unfortunate that three such strong forces converged at the time and place they did.

The five-paragraph theme works well for many examination answers, but it does not lend itself well to writing an argumentative essay that really invites your readers to think deeply about your topic and, by interacting with you, the writer, come to the same thoughtful conclusion that your essay promotes. The five-paragraph essay does create a frame or box that establishes some signposts for your reader to notice. But there's little room in a five-paragraph theme for the reader to “talk back,” to engage with the writer. Five-paragraph themes general don't make for interesting reading or persuasive writing.

### Six-Part-Oration Model

A better arrangement pattern to use for an argumentative essay is the **six-part oration**, first taught by the first-century B.C.E. rhetorician, Marcus Tullius Cicero. He taught his students to create speeches by the model in Figure 5.2.

Notice how these six “moves”—they're not all necessarily paragraphs; some may take more than one paragraph to accomplish, some fewer—might structure an argumentative essay:

- You contextualize the issue at hand for your readers and let them know why your topic is an important one for them to consider.
- You provide background on your topic, sketching out what people generally talk about when the topic comes up or what compels you to discuss it.
- You divide your topic into smaller chunks, and then commit to developing one or more of them—your thesis—mapping out how you intend to do so.
- You generate points to support your thesis, and you make these points substantial by providing reasons, details, examples, and illustrations.
- You anticipate your readers' objections and address them, again with reasons, details, examples, and illustrations.

### Arrangement of a Six-Part-Oration Argument

<b>Exordium (introduction)</b>	Literally, the web that draws listeners into the speech; the speaker introduces the subject at hand and includes material that makes the audience both attentive and receptive to the argument.
<b>Narration (background)</b>	Background material or context on the topic or argument.
<b>Partition (forecast and thesis)</b>	Divides the topic into parts; makes clear which part or parts the speaker hopes to address, which parts might be omitted, and how parts will be arranged; and commits to a thesis.
<b>Confirmation (development of points)</b>	Offers points to develop and substantiate the thesis and provides reasons, details, illustrations, and examples in support of those points.
<b>Refutation (consideration of opposing positions)</b>	Considers possible objections to the thesis or its supporting points and tries to counter those objections.
<b>Peroration (conclusion)</b>	Draws together the entire argument as it makes the final persuasive case to the audience.

FIGURE 5.2

- You conclude by doing two things: (a) addressing the “so what” question—the implications of your thesis for further discussion or how readers might be better off for having read your essay and (b) *sounding* like a conclusion—giving your ending a rhythm and a finale, like the last chords in a song or symphony.

#### ACTIVITY Analyze a Sample Six-Part Argumentative Essay

The following is an argumentative essay submitted by student writer Alexandra Rooney in response to the corporate-sponsorship-of-schools prompt. Read it carefully and then identify the “moves” suggested by the six-part oration and evaluate how effectively the essay fulfills them.

Alexandra Rooney

#### Corporate Sponsorship in Today's Schools

Anyone who has sat at a hometown football game has seen the banners along the fence for local businesses. Look at the last few pages of an old yearbook and what does one find? Advertisements from restaurants to car shops to nail salons. Corporate sponsorship has grown from mom and pop shops donating \$25 to a school for a business card sized advertisement in the school newspaper to things such as funding of new school buildings by businesses and exclusive contracts with companies such as Frito Lay in which only Frito Lay products would be sold in vending machines in exchange for large donations to the school. Corporate sponsorship involves a company giving money to a school in exchange for advertisement and/or exclusive distribution on school grounds.

Corporate sponsorship of schools is a very debatable topic. Many are strongly opposed to corporate funding, but is it really a bad thing? Each year there are growing needs in public education, which means more spending of public funds. As technology advances there are new demands for computer labs, smartboards, and even personal computers for students all the way down to the elementary level. With expanding immigrant populations there is a growing need for educators capable of working with ESL students. Often brand new programs are needed for these students. Technology and teachers cost money. As the list of needs grows from year to year the taxpayer's budget gets tighter and tighter. As America slowly recovers from a financial recession, people would like to hold onto their money, but at the same time they do not want to sacrifice the quality of their child's education.

In sweep corporate sponsorships to save the day! If a company supplies the funds for that new computer lab then the taxpayer can hold on to their money, and their children can still reap the benefits of the improved school facilities. Of course, things cannot be that easy. There are people who are swift to naysay.

Many argue that the majority of sponsorship funds go to school athletics, in particular football and/or basketball, only benefiting a minority of the students. First, there are several other extracurricular activities that benefit from corporate sponsorship, for example, the school newspaper. School newspapers are struggling to survive, and one way they can raise money is by selling advertisement space in the paper. It