

# Good Reasons with Contemporary Arguments

Seventh Edition

**Lester Faigley**

*University of Texas at Austin*

**Jack Selzer**

*The Pennsylvania State University*

**Jessica Enoch**

*University of Maryland*

**Scott Wible**

*University of Maryland*



330 Hudson Street, NY NY 10013

*In memory of James L. Kinneavy (1920–1999)*

VP & Portfolio Manager: Eric Stano  
Development Editor: Lynn Huddon  
Marketing Manager: Nick Bolte  
Program Manager: Rachel Harbour  
Project Manager: Michael McGranaghan, SPi Global

Cover Designer: Pentagram  
Cover Illustration: Anuj Shrestha  
Manufacturing Buyer: Roy L. Pickering, Jr.  
Printer/Binder: RR Donnelley/Crawfordsville  
Cover Printer: Phoenix Color/Hagerstown

Acknowledgments of third-party content appear on page[s] 529–533, which constitute an extension of this copyright page.

PEARSON, ALWAYS LEARNING, and REVEL are exclusive trademarks in the United States and/or other countries owned by Pearson Education, Inc., or its affiliates.

Unless otherwise indicated herein, any third-party trademarks that may appear in this work are the property of their respective owners and any references to third-party trademarks, logos, or other trade dress are for demonstrative or descriptive purposes only. Such references are not intended to imply any sponsorship, endorsement, authorization, or promotion of Pearson's products by the owners of such marks, or any relationship between the owner and Pearson Education, Inc., or its affiliates, authors, licensees, or distributors.

**Library of Congress Cataloging-in-Publication Data is on file with the Library of Congress.**

---

**Copyright © 2018 by Pearson Education, Inc.** All Rights Reserved. Printed in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise. For information regarding permissions, request forms and the appropriate contacts within the Pearson Education Global Rights & Permissions Department, please visit [www.pearsoned.com/permissions/](http://www.pearsoned.com/permissions/).

1 16



Student Edition ISBN 10: 0-134-39287-6  
Student Edition ISBN 13: 978-0-13439287-5

# Contents

## PART 1 READING AND DISCOVERING ARGUMENTS

### 1 Making an Effective Argument

What Exactly Is an Argument?  
Writing Arguments in College  
What Does Inquiry Have to Do with Argument?

#### Finding Good Reasons

How can you argue responsibly?  
How can you argue respectfully?  
Arguments as Turns in a Conversation

#### A Case Study: The Microcredit Debate

Build Your Credibility

### 2 Reading Arguments

Explore Controversies  
Find controversies  
Read Critically  
Before you begin reading, ask these questions:  
Read the argument once without making notes to gain a sense of the content

#### Finding Good Reasons

Read the argument a second and third time, asking more questions and making notes  
Annotate what you read  
Map a controversy

Recognize Fallacies

Fallacies of logic

#### It's on the Internet

Fallacies of emotion and language  
Note fallacies while you read

Map and Summarize Arguments

Draw a map  
Write a summary

### 3 Finding Arguments 22

1	Find Arguments in Everyday Conversations	23
2	Distinguish arguments from other kinds of persuasion	23
2	The Basics of Arguments	24
3	Find a Topic	25
5	Read your assignment carefully	26
6	What Is Not Arguable	26
6	Finding Good Reasons	27
7	Think about what interests you	28
7	List and analyze issues	28
8	Narrow your list	29
9	Explore Your Topic	30
10	Read About Your Topic	31
12	The skeptic: Disagreeing with a source	32
13	The contributor: Agreeing with a source with an additional point	33
13	The analyst: Agreeing and disagreeing simultaneously with a source	34
13	Use Inquiry to Find Good Reasons	34
13	Can you argue by definition?	34
13	Can you argue from value?	35
13	Can you argue from consequence?	36
14	Can you counter objections to your position?	37
	Find Evidence to Support Good Reasons	37

### 4 Drafting Arguments 39

15	Think About Your Purpose	40
15	State and Evaluate Your Thesis	40
16	Focus your thesis	40
17	Evaluate your thesis	41
17	Think About Your Readers	42
19	Understand what your readers know—and do not know	42
20	Finding Good Reasons	43
20	Understand your readers' attitudes toward you	44

Understand your readers' attitudes toward your subject

Organize Your Argument

Write an Engaging Title and Introduction

Write a Strong Conclusion

5 Revising and Editing Arguments

Evaluate Your Draft

Checklist for Evaluating Your Draft

Respond to the Writing of Others

First reading

Finding Good Reasons

Second reading

Third reading

Revise Your Draft

Edit and Proofread Carefully

Edit for style

Proofread carefully

PART 2 ANALYZING ARGUMENTS

6 Analyzing Written Arguments

What Is Rhetorical Analysis?

Build a rhetorical analysis

Analyze the Rhetorical Features:

Textual Analysis

Barbara Jordan, Statement on the Articles of Impeachment

Jordan's purpose and argument

Logos

Pathos

Ethos

Jordan's arrangement

Jordan's style

Analyze the Rhetorical Context

Communication as conversation

Jordan's life and works

The context of the speech

The larger conversation

Write a Rhetorical Analysis

STEPS TO WRITING A RHETORICAL ANALYSIS

Sample Student Rhetorical Analysis

T. Jonathan Jackson, An Argument of Reason and Passion: Barbara Jordan's "Statement on the Articles of Impeachment"

Projects

7 Analyzing Visual and Multimedia Arguments

What Is a Visual Argument?

Can there be an argument without words?

Visuals contain implicit arguments

What is a multimedia argument?

Analyze Visuals Used as Evidence

Evaluate photographs and videos as evidence

Visual fallacies

Ask these questions when you are analyzing charts and graphs

Evaluate informational graphics

Build a Visual Analysis

Analyze context

Analyze visual and textual elements

Reach an interpretation

Write a Visual Analysis

Sample Student Visual Analysis

Chris Gonzalez, Russell Lee's Pie Town Photographs

Projects

PART 3 WRITING ARGUMENTS

8 Definition Arguments

Understand How Definition Arguments Work

Recognize Kinds of Definitions

Formal definitions

Operational definitions

Definitions from example

Build a Definition Argument

King's Extended Definition Argument

STEPS TO WRITING A DEFINITION ARGUMENT

<b>Michael Pollan, <i>Eat Food: Food Defined</i></b>	<b>108</b>	<b>Jennifer de Leon, <i>Wise Latinas</i></b>	<b>157</b>
Sample Student Definition Argument	113	Projects	160
<b>Patrice Conley, <i>Flagrant Foul: The NCAA's Definition of Student Athletes as Amateurs</i></b>	<b>113</b>	<b>12 Rebuttal Arguments</b>	<b>161</b>
Projects	118	Understand How Rebuttal Arguments Work	162
<b>9 Causal Arguments</b>	119	Recognize Kinds of Rebuttal Arguments	163
Understand How Causal Arguments Work	120	Refutation	163
Why causal arguments?	120	Counterargument	164
Three forms for causal argument claims	120	Build a Rebuttal Argument	166
Find Causes	121	<b>STEPS TO WRITING A REBUTTAL ARGUMENT</b>	167
Build a Causal Argument	123	<b>Jeffrey Friedman, <i>The Real Cause of Obesity</i></b>	<b>168</b>
<b>STEPS TO WRITING A CAUSAL ARGUMENT</b>	126	Sample Student Rebuttal Argument	171
<b>Emily Raine, <i>Why Should I Be Nice to You? Coffee Shops and the Politics of Good Service</i></b>	127	<b>Marta Ramos, <i>Oversimplifying the Locavore Ethic</i></b>	<b>171</b>
Sample Student Causal Argument	132	Projects	175
<b>Armadi Tansal, <i>Modern Warfare: Video Games' Link to Real-World Violence</i></b>	132	<b>13 Proposal Arguments</b>	<b>176</b>
Projects	136	Understand How Proposal Arguments Work	177
<b>10 Evaluation Arguments</b>	137	Recognize Components of Proposal Arguments	177
Understand How Evaluation Arguments Work	138	Build a Proposal Argument	178
Recognize Kinds of Evaluations	139	<b>STEPS TO WRITING A PROPOSAL ARGUMENT</b>	180
Build an Evaluation Argument	141	<b>Scott LaBand, <i>The American Dream Remains within Reach—in Switzerland</i></b>	<b>181</b>
<b>STEPS TO WRITING AN EVALUATION ARGUMENT</b>	142	Sample Student Proposal Argument	184
<b>Meghan O'Rourke, <i>The Copycat Syndrome</i></b>	145	<b>Kim Lee, <i>Let's Make It a Real Melting Pot with Presidential Hopes for All</i></b>	<b>184</b>
Sample Student Evaluation Argument	145	Projects	188
<b>Jenna Picchi, <i>Organic Foods Should Come Clean</i></b>	145	<b>PART 4 DESIGNING AND PRESENTING ARGUMENTS</b>	<b>189</b>
Projects	151	<b>14 Designing Multimedia Arguments</b>	<b>190</b>
<b>11 Narrative Arguments</b>	152	Know When to Use Visual Evidence	191
Understand How Narrative Arguments Work	153	Think about what an image or graphic communicates	191
Recognize Kinds of Narrative Arguments	154	Think About the Argument an Image Makes	191
Build a Narrative Argument	155	Think about the argument a chart or graph makes	192
<b>STEPS TO WRITING A NARRATIVE ARGUMENT</b>	156		

Think about the argument a video makes	193	<b>17 Finding Sources</b>	214
Know When to Use Audio Evidence	193	Develop Strategies for Finding Sources	214
Think about what sound communicates	193	Determine where to start looking	214
Think about the argument an audio interview makes	194	Learn the art of effective keyword searches	215
Think about the argument that sounds make	194	Find Sources in Databases	215
Think About Your Good Reasons and the Best Media for Delivering Them	194	Locate databases	215
Design Multimedia Arguments	196	Use databases	216
Creating multimedia projects	196	<b>Common Databases</b>	<b>216</b>
Design Arguments for Print	198	Find Sources on the Web	217
<b>15 Presenting Arguments</b>	<b>199</b>	Use search engines wisely	217
Plan a Presentation	199	Find online government sources	219
Start with your goals in mind	199	Find online reference sources	219
It's all about your audience	200	Search interactive media	220
Get organized	200	<b>Know the limitations of Wikipedia</b>	<b>220</b>
Build content	200	Find Multimedia Sources	220
Design Visuals for a Presentation	201	Find images	221
Keep it simple	201	Find videos	221
Use audio and video clips strategically	203	Find podcasts	221
Deliver an Effective Presentation	203	Find charts, graphs, and maps	221
It's all about you	203	Respect copyright	221
Prepare in advance	203	Find Print Sources	222
Be professional	203	Find books	222
Convert a Written Text into a Presentation	204	Find journal articles	222
<b>PART 5 RESEARCHING ARGUMENTS</b>	<b>207</b>	<b>18 Evaluating and Recording Sources</b>	<b>224</b>
<b>16 Planning Research</b>	<b>208</b>	Read Sources Critically	224
Analyze the Research Task	208	Determine the Relevance of Sources	225
Look for keywords	208	Determine the Quality of Sources	225
Identify your potential readers	209	Distinguish individual and anonymous sources from edited sources	225
Assess the project's length, scope, and requirements	209	Distinguish popular sources from scholarly sources	226
Set a schedule	209	Distinguish primary sources from secondary sources	226
Find a Subject	209	Evaluate the quality of visual sources	226
Ask a Research Question	210	Evaluate Database and Print Sources	227
Gather Information About the Subject	210	<b>Checklist for evaluating database and print sources</b>	<b>227</b>
Conducting field research	210	Evaluate Online Sources	228
Draft a Working Thesis	212	Pay attention to domain names	228

Be alert for biased web sites	228	Write a Draft	242
<b>Checklist for evaluating online sources</b>	<b>229</b>	Write a specific title	242
Keep Track of Sources	229	Write an engaging introduction	243
Locate elements of a citation in database sources	229	Write a strong conclusion	243
Locate elements of a citation in online sources	229	Review and Revise	243
Locate elements of a citation in print sources	230		
<b>19 Writing the Research Project</b>	<b>232</b>	<b>20 Documenting Sources in MLA Style</b>	<b>244</b>
Review Your Goals and Plan	232	Elements of MLA Documentation	245
Your Organization	233	Citing a source in your paper	245
Review your assignment and thesis	233	Citing an entire work, a Web site, or other digital source	245
Determine your contribution	233	Creating an MLA-style works-cited list	246
Determine your main points	234	MLA In-Text Citations	250
Understand Plagiarism	234	MLA Works-Cited List: Books	253
Deliberate plagiarism	234	One author	253
Patch plagiarism	234	Multiple authors	253
What you are not required to acknowledge	234	Anonymous and group authors	254
What you are required to acknowledge	234	E-books and reprints	254
<b>Plagiarism in college writing</b>	<b>235</b>	Parts of books	254
Avoid Plagiarism When Taking Notes	236	Editions and translations	255
Avoid Plagiarism When Quoting Sources	237	Multivolume works	255
Quoting directly	237	MLA Works-Cited List: Periodicals	256
Attributing every quotation	238	Scholarly journal articles	256
Quoting words that are quoted in your source	238	Magazine articles	257
Avoid Plagiarism When Summarizing and Paraphrasing	238	Newspapers	257
Summarizing	238	Reviews, editorials, letters to the editor	257
Paraphrasing	239	MLA Works-Cited List:	
Choose and Integrate Quotations	240	Online-Only Sources	258
Decide when to quote and when to paraphrase	240	Web publications	258
Use quotations effectively	241	MLA Works-Cited List: Other Sources	260
Use signal phrases	242	Sample MLA Paper	261
Introduce block quotations	242	<b>Brian Witkowski, Need a Cure for Tribe Fever? How about a Dip in the Lake?</b>	<b>261</b>
Double-check quotations	242		
		<b>21 Documenting Sources in APA Style</b>	<b>266</b>
		Elements of APA Documentation	266
		Citing a source in your paper	266
		Creating an APA-style references list	267
		APA In-Text Citations	270
		APA References List: Books	271

APA References List: Periodicals  
APA References List: Library  
Database Sources  
APA References List: Online Sources  
APA References List: Other Sources

PART 6 CONTEMPORARY ARGUMENTS

22 Sustainability

Environmentalism and Sustainability  
Contemporary Arguments  
Wendell E. Berry, "It All Turns on Affection": 2012 Jefferson Lecture  
Jared Diamond, Will Big Business Save the Earth?  
How "Green" Is Your T-Shirt  
John Tierney, The Reign of Recycling  
Meera Subramanian, The Burning Garbage Heap That Choked Mumbai  
Issue in Focus: Sustainability on Campus  
William H. Mansfield III, Taking the University to Task  
National Association of Scholars, Fixing Sustainability and Sustaining Liberal Education  
Kyle Taylor, Energy Confessions of an Undergrad  
Bill McKibben, Turning Colleges' Partners into Pariahs  
George Will, Sustainability Gone Mad on College Campuses  
Projects: From Reading to Writing

23 City Life

City Spaces and Public Life  
Contemporary Arguments  
Maria Konnikova, Want to be Happier and Live Longer? Protect Green Spaces  
Jeff Speck, The Walkability Dividend  
Danya Sherman, What Urban Planners Can Learn From Skaters and Itinerant Marching Bands

272 Thomas Kiessling, The Rise of Smarter Cities 337  
Elizabeth Royte, Urban Farming is Booming, But What Does It Really Yield? 339  
273  
274 Issue in Focus: Designing Cities for Diverse Peoples and Experiences 346  
274 Clare Foran, How to Design a City for Women 347  
Ray Mark Rinaldi, Did Diversity Miss the Train in Union Station's Architecture? 349  
Dean Saitta, Is America's Civic Architecture Inherently Racist? 352  
278 Blaine Merker, Why Designers Should Care About the Mechanics of Mixing 355  
280 David Bamford, How Hosting the Paralympics Can Make Cities More Accessible 359  
284 Projects: From Reading to Writing 362  
292  
297 24 Education 364  
297  
Education in American Society 365  
Contemporary Arguments 365  
301 Andrew Delbanco, College at Risk 366  
303 Anthony P. Carnevale, College Is Still Worth It 372  
305 Richard Vedder, For Many, College Isn't Worth It 378  
310 Tasneem Raja, We Can Code It: Why Computer Literacy Is Key to Winning the 21st Century 382  
316 Adam Frank, What Is the Value of an Education in the Humanities? 390  
318 Issue in Focus: How Do We Learn? 393  
319 Emily Hanford, Don't Lecture Me: Rethinking the Way College Students Are Taught 396  
321 Paul Corrigan, To Lecture or Not to Lecture? 400  
322 Molly Werthen, Lecture Me. Really. 403  
324 Annie Murphy Paul, Are College Lectures Unfair? 405  
325 Projects: From Reading to Writing 408  
329 25 Science and Ethics 410  
334 The Ethics of Science and Technology 410  
Contemporary Arguments 412



<b>Jay Lehr, Mike Gemmell, and Joseph Bast, An Open Letter to the Oil and Gas Industry: The Ethical Case for Fracking</b>	<b>413</b>	<b>Issue in Focus: Drinking on College Campuses</b>	<b>474</b>
<b>Barbara Hurd, Fracking: A Fable</b>	<b>415</b>	Beth McMurtrie, Why Colleges Haven't Stopped Students from Binge Drinking	475
<b>Bill Gates, A Robot in Every Home</b>	<b>417</b>	Toben F. Nelson, Traci L. Toomey, and Co-Authors, The Drinking Age of 21 Saves Lives	480
<b>Sally Satel, Organs for Sale</b>	<b>422</b>	R. J. Lehman, Lowering the Drinking Age Will Have Bad Effects; We Should Do It Anyway	482
<b>Michael Sandel, It Is Time to Restore the Distinction between Good and Gold</b>	<b>428</b>	Projects: From Reading to Writing	488
<b>Carl Zimmer, Bringing Them Back to Life</b>	<b>430</b>	<b>27 Brave New Gadgets</b>	<b>489</b>
<b>Issue in Focus: Ethics and Food Safety</b>	<b>437</b>	New Technologies vs. Personal Privacy	490
Pamela Ronald, The Truth about GMOs	439	Contemporary Arguments	493
Ken Roseboro Interviews Thierry Vrain, Interview: A Former Genetic Engineer Now Speaks Out against GMO Risks	446	<b>Erwin Chemerinsky, Is It Time to Go High-Tech on the Fourth Amendment?</b>	<b>494</b>
James Freeman, You're Eating Genetically Modified Food	448	<b>Hanna Rosin, Why Kids Sext</b>	<b>496</b>
Steven Savage, Why I Don't Buy Organic	450	<b>Anna Bernasek and D. T. Morgan, Google's Privacy Whitewash</b>	<b>498</b>
Projects: From Reading to Writing	454	<b>John Sanbonmatsu, The Drone Invasion</b>	<b>500</b>
<b>26 Regulating Substances, Regulating Bodies</b>	<b>455</b>	<b>Roger Berkowitz, What Is a Drone?</b>	<b>502</b>
Private Bodies, Public Controls	456	<b>Malcolm Gladwell, Small Change: Why the Revolution Will Not Be Tweeted</b>	<b>506</b>
Contemporary Arguments	458	<b>Issue in Focus: Is There a Downside to the Internet?</b>	<b>513</b>
<b>Stuart Gitlow, Marijuana Legalization Is a Risk Not Worth Taking</b>	<b>460</b>	Clay Shirky, Does the Internet Make You Smarter?	515
<b>Ted Kyle, Call Obesity What It Is: A Disease</b>	<b>461</b>	John Perry Barlow, A Declaration of the Independence of Cyberspace	517
<b>Peggy Howell, How I Went from Fat and Healthy to Diseased—Overnight</b>	<b>463</b>	Nicholas Carr, Does the Internet Make You Dumber?	518
<b>David Edelstein, Up in Smoke: Give Movies with Tobacco an Automatic "R"</b>	<b>465</b>	Neil Richards, The Perils of Social Reading	520
<b>David Sweanor, Disruptive Technology: A Blessing and a Curse</b>	<b>466</b>	Projects: From Reading to Writing	523
<b>Dan Rockmore, The Case for Banning Laptops in the Classroom</b>	<b>470</b>	Glossary	525
<b>Rebecca Schuman, In Defense of Laptops in the College Classroom</b>	<b>472</b>	Credits	529
		Index	534

# Selections by Types of Arguments

## Arguments That Cite Sources

Gonzalez, Russell Lee’s Pie Town Photographs	92
Conley, Flagrant Foul	113
Witkowski, Need a Cure for Tribe Fever?	261
Berry, “It All Turns on Affection”	284
Mansfield, Taking the University to Task	305
Konnikova, Want to be Happier and Live Longer? Protect Green Spaces	325
Speck, The Walkability Dividend	329
Sherman, What Urban Planners Can Learn From Skaters and Itinerant Marching Bands	334
Delbanco, College at Risk	366
Carnevale, College Is Still Worth It	372
Vedder, For Many, College Isn’t Worth It	378
Satel, Organs for Sale	422
Zimmer, Bringing Them Back to Life	430
Richards, The Perils of Social Reading	520

## Causal Analysis Arguments

Raine, Why Should I Be Nice to You?	127
Tansal, Modern Warfare	132
Friedman, The Real Cause of Obesity	168
Mansfield, Taking the University to Task	305
Konnikova, Want to be Happier and Live Longer? Protect Green Spaces	325
Sherman, What Urban Planners Can Learn From Skaters and Itinerant Marching Bands	334
Bamford, How Hosting the Paralympics Can Make Cities More Accessible	359
Savage, Why I Don’t Buy Organic	450
McMurtrie, Why Colleges Haven’t Stopped Students from Binge Drinking	475
Lehman, Lowering the Drinking Age Will Have Bad Effects; We Should Do It Anyway	482

x

Rosin, Why Kids Sext	496
Gladwell, Small Change	506

## Definition Arguments

Jordan, Statement on the Articles of Impeachment	63
Pollan, Eat Food	108
Conley, Flagrant Foul	113
Berry, “It All Turns on Affection”	284
Diamond, Will Big Business Save the Earth?	292
Mansfield, Taking the University to Task	305
NAS, Fixing Sustainability and Sustaining Liberal Education	310
McKibben, Turning Colleges’ Partners into Pariahs	318
Will, Sustainability Gone Mad on College Campuses	319
Kiessling, The Rise of Smarter Cities	337
Royte, Urban Farming Is Booming, But What Does It Really Yield?	339
Foran, How to Design a City for Women	347
Delbanco, College at Risk	366
Raja, We Can Code It: Why Computer Literacy Is Key to Winning the 21st Century	382
Frank, What Is the Value of an Education in the Humanities?	390
Gates, A Robot in Every Home	417
Sandel, It Is Time to Restore the Distinction between Good and Gold	428
Ronald, The Truth about GMOs	439
Savage, Why I Don’t Buy Organic	450
Kyle, Call Obesity What It Is: A Disease	461
Howell, How I Went from Fat and Healthy to Diseased—Overnight	463

Edelstein, Up in Smoke  
 Sweanor, Disruptive Technology:  
 A Blessing and a Curse  
 Nelson et al., The Drinking Age of 21  
 Saves Lives  
 Lehman, Lowering the Drinking Age Will  
 Have Bad Effects; We Should Do It Anyway  
 Chemerinsky, Is It Time to Go High-Tech  
 on the Fourth Amendment?  
 Bernasek and Morgan, Google's Privacy  
 Whitewash  
 Sanbonmatsu, The Drone Invasion  
 Berkowitz, What Is a Drone?  
 Shirky, Does the Internet Make  
 You Smarter?

## Evaluation Arguments

O'Rourke, The Copycat Syndrome  
 Picchi, Organic Foods Should Come Clean  
 Kentucky Appalachian Ministry, Ad  
 Tierney, The Reign of Recycling  
 Subramanian, The Burning Garbage  
 Heap That Choked Mumbai  
 McKibben, Turning Colleges' Partners  
 into Pariahs  
 Speck, The Walkability Dividend  
 Royte, Urban Farming Is Booming,  
 But What Does It Really Yield?  
 Rinaldi, Did Diversity Miss the Train in  
 Union Station's Architecture?  
 Merker, Why Designers Should Care  
 about the Mechanics of Mixing  
 Delbanco, College at Risk  
 Carnevale, College Is Still Worth It  
 Vedder, For Many, College Isn't Worth It  
 Frank, What Is the Value of an Education  
 in the Humanities?  
 Hanford, Don't Lecture Me: Rethinking  
 the Way College Students Are Taught  
 Corrigan, To Lecture or Not to Lecture?  
 Werthen, Lecture Me. Really.  
 Paul, Are College Lectures Unfair?

465 Lehr, Gemmell, and Bast, An Open Letter to  
 the Oil and Gas Industry 413  
 466 Gates, A Robot in Every Home 417  
 Satel, Organs for Sale 422  
 480 Sandel, It Is Time to Restore the  
 Distinction between Good and Gold 428  
 482 Zimmer, Bringing Them Back to Life 430  
 Ronald, The Truth about GMOs 439  
 494 Freeman, You're Eating Genetically  
 Modified Food 448  
 498 Savage, Why I Don't Buy Organic 450  
 500 Sweanor, Disruptive Technology:  
 502 A Blessing and a Curse 466  
 515 McMurtrie, Why Colleges Haven't  
 Stopped Students from Binge Drinking 475  
 Bernasek and Morgan, Google's Privacy  
 Whitewash 498  
 Sanbonmatsu, The Drone Invasion 500  
 142 Gladwell, Small Change 506  
 145 Shirky, Does the Internet Make  
 288 You Smarter? 515  
 297 Carr, Does the Internet Make  
 You Dumber? 518  
 301 Richards, The Perils of Social Reading 520

## Narrative Arguments

de Leon, Wise Latinas 157  
 339 Berry, "It All Turns on Affection" 284  
 Konnikova, Want to be Happier and  
 349 Live Longer? Protect Green Spaces 325  
 Hanford, Don't Lecture Me: Rethinking  
 355 the Way College Students Are Taught 396  
 366 Hurd, Fracking: A Fable 415  
 372 Howell, How I Went from Fat and Healthy  
 378 to Diseased—Overnight 463  
 Gladwell, Small Change 506

## Proposal Arguments

396  
 400 Picchi, Organic Foods Should Come Clean 145  
 403 Laband, The American Dream Remains  
 405 within Reach—In Switzerland 181

## xii Selections by Types of Arguments

Lee, Let's Make It a Real Melting Pot	184	Savage, Why I Don't Buy Organic	450
Witkowski, Need a Cure for Tribe Fever?	261	Gitlow, Marijuana Legalization	
Berry, "It All Turns on Affection"	284	Is a Risk Not Worth Taking	460
Tierney, The Reign of Recycling	297	Sweanor, Disruptive Technology:	
Taylor, Energy Confessions of an Undergrad	316	A Blessing and a Curse	466
McKibben, Turning Colleges' Partners		Rockmore, The Case for Banning	
into Pariahs	318	Laptops in the Classroom	470
Will, Sustainability Gone Mad on		Nelson et al., The Drinking Age	
College Campuses	319	of 21 Saves Lives	480
Konnikova, Want to be Happier and		Lehman, Lowering the Drinking	
Live Longer? Protect Green Spaces	325	Age Will Have Bad Effects; We Should	
Speck, The Walkability Dividend	329	Do It Anyway	482
Sherman, What Urban Planners Can		Chemerinsky, Is It Time to Go High-Tech	
Learn From Skaters and Itinerant		on the Fourth Amendment?	494
Marching Bands	334	Sanbonmatsu, The Drone Invasion	500
Kiessling, The Rise of Smarter Cities	337	Shirky, Does the Internet Make	
Royte, Urban Farming Is Booming,		You Smarter?	515
But What Does It Really Yield?	339	Richards, The Perils of Social Reading	520
Foran, How to Design a City for Women	347		
Merker, Why Designers Should			
Care about the Mechanics of Mixing	355	Friedman, The Real Cause of Obesity	168
Bamford, How Hosting the Paralympics		Ramos, Oversimplifying the Locavore Ethic	171
Can Make Cities More Accessible	359	Diamond, Will Big Business	
Raja, We Can Code It: Why Computer		Save the Earth?	292
Literacy Is Key to Winning the 21st Century	382	Tierney, The Reign of Recycling	297
Frank, What Is the Value of an		NAS, Fixing Sustainability and	
Education in the Humanities?	390	Sustaining Liberal Education	310
Hanford, Don't Lecture Me:		Will, Sustainability Gone Mad on	
Rethinking the Way College		College Campuses	319
Students Are Taught	396	Saitta, Is America's Civic Architecture	
Corrigan, To Lecture or Not to Lecture?	400	Inherently Racist?	352
Werthen, Lecture Me. Really.	403	Carnevale, College Is Still Worth It	372
Gates, A Robot in Every Home	417	Vedder, For Many, College Isn't Worth It	378
Satel, Organs for Sale	422	Werthen, Lecture Me. Really.	403
Sandel, It Is Time to Restore the Distinction		Lehr, Gemmell, and Bast, An Open Letter	
between Good and Gold	428	to the Oil and Gas Industry	413
Ronald, The Truth about GMOs	439	Sandel, It Is Time to Restore the Distinction	
Roseboro, Interview: A Former		between Good and Gold	428
Genetic Engineer Now Speaks		Roseboro, Interview: A Former	
Out Against GMO Risks	446	Genetic Engineer Now Speaks	
Freeman, You're Eating Genetically		Out against GMO Risks	446
Modified Food	448	Edelstein, Up in Smoke	465

## Rebuttal Arguments

Friedman, The Real Cause of Obesity	168
Ramos, Oversimplifying the Locavore Ethic	171
Diamond, Will Big Business	
Save the Earth?	292
Tierney, The Reign of Recycling	297
NAS, Fixing Sustainability and	
Sustaining Liberal Education	310
Will, Sustainability Gone Mad on	
College Campuses	319
Saitta, Is America's Civic Architecture	
Inherently Racist?	352
Carnevale, College Is Still Worth It	372
Vedder, For Many, College Isn't Worth It	378
Werthen, Lecture Me. Really.	403
Lehr, Gemmell, and Bast, An Open Letter	
to the Oil and Gas Industry	413
Sandel, It Is Time to Restore the Distinction	
between Good and Gold	428
Roseboro, Interview: A Former	
Genetic Engineer Now Speaks	
Out against GMO Risks	446
Edelstein, Up in Smoke	465

Schuman, In Defense of Laptops in the College Classroom	472	Kentucky Appalachian Ministry (ad)	288
Chemerinsky, Is It Time to Go High-Tech on the Fourth Amendment?	494	Shifting Goals for Life (infographics)	392
Carr, Does the Internet Make You Dumber?	518	The Non-Tuition Costs of Education (infographic)	393
		Veley, Pure Research (cartoon)	411
		Bedtime Tales and Lunatic Lyrics for Little Activists Everywhere (infographic)	457
		Ramirez, Target Acquired:	
		The U.S. Constitution (cartoon)	503
		Beeler, Awright Now, Boy! Giddyup! (cartoon)	514
<b>Visual Arguments</b>			
Gonzalez, Russell Lee's Pie Town Photographs	93, 94, 95		
High Moon, We're Almost There (cartoon)	283		

# Preface

Nothing you learn in college will prove to be more important to you than the ability to create an effective argument.

As a student you are already aware that campus life is itself filled with arguments. There are hot-button public issues that engage the academic community—how to deal with binge drinking, for example, or make the university more environmentally sustainable, or improve campus housing or study-abroad opportunities. Meanwhile, in the classroom and in research programs, you and your peers will present arguments on current controversies such as climate change and economic policy as well as on scholarly topics such as the structure of the human brain, the cultural achievements of ancient Egypt, or the means of determining the material composition of the planet Mercury.

After college, you will continue to need to communicate effectively your ideas and points of view. Your livelihood and your successful engagement in the life of your community will depend on it. Sometimes, as a citizen, you will be moved to register your views on how to improve your local school system or enhance local development; or as a member of a neighborhood group or a civic organization, you will be suggesting ways of making a positive difference. And certainly in the workplace you will often be making arguments to support your recommendations and to refute the flawed recommendations of others.

## What This Book Offers You

For a number of years, we have studied arguments, taught students how to argue, and listened to others talk and write about the art of persuasion. Although there is no simple recipe for cooking up effective arguments (for changing people's

minds is not easy), we've discovered there are definite strategies and tactics that writers can rely on in any situation to ensure that their ideas are considered seriously. However, we also know that regardless of the value of its content, a text will be ineffective if it cannot present its ideas in a way that is engaging, easy to use, and comprehensive. It has been our aim to create such a text in *Good Reasons with Contemporary Arguments*.

**Lively, nontechnical language.** We've pointedly avoided technical jargon in order to explain concepts and techniques as clearly as possible. Explanations, examples, captions, and exercises are all written with the goal of keeping language straightforward and accessible.

**Emphasis on attractive design and visual arguments.** *Good Reasons with Contemporary Arguments* is notable for its attention to visual as well as verbal arguments. In addition, the book itself demonstrates the value of visual argument in its attractive design that is liberally illustrated with graphics, photos, and other visuals.

**Annotated student writing samples and numerous other examples.** In line with our philosophy of showing rather than telling, chapters covering types of arguments include annotated student essays as well as annotated professional essays illustrating six basic types of arguments: definition, causal, evaluation, narrative, rebuttal, and proposal arguments.

**Fresh, timely readings—including academic readings—on current issues.** These readings demonstrate how complex conversations develop around important issues of interest to students today. Readings span a wide range of material from canonical essays to contemporary journal articles. We've also taken care to select readings that give different points of view on an issue.

## New to This Edition

- **New emphasis on inquiry as an important aspect of argument throughout Parts 1–3**
- **More than 40 new professional readings in Part 6**, including new selections by Bill McKibben, Hanna Rosin, Elizabeth Royte, Nicholas Carr, Clay Shirky, Maria Konnikova, George Will, and many others
- **New Chapter 23, “City Life,”** with readings that discuss green spaces in cities, smart cities, walkable cities, the urban farming movement, and how cities can be designed to better accommodate the diverse people who live in them
- **Deeply revised Chapter 26, “Regulating Bodies, Regulating Substances”** with selections that explore topics as diverse as the use of laptops in classrooms, legalizing marijuana, smoking, and drinking on college campuses
- **Deeply revised Chapter 27, now called “Brave New Gadgets,”** with readings that raise questions about the ways that technology is shaping our culture, invading our privacy, and making us both smarter and dumber
- **A new “Issue in Focus” case study about sustainability on college campuses in Chapter 22, “Sustainability”**
- **A new “Issue in Focus” case study about how students learn in Chapter 24, “Education,”** that debates the best practices for teaching college students
- **A new student sample analysis in Chapter 7** demonstrates how to analyze visual and multimedia arguments
- **New professional readings in Chapter 10, “Evaluation Arguments,” Chapter 11, “Narrative Arguments,” Chapter 12, “Rebuttal Arguments,” and Chapter 13, “Proposal Arguments”**
- **Updated MLA coverage in Chapter 20** reflects the new guidelines in the *MLA Handbook*,

*Eighth Edition*, including how to cite social media and various online-only sources

- **New projects at the end of the chapters in Part 3** offer opportunities for students to practice each argument strategy and develop persuasive essays and multimedia texts of their own
- **New coverage of audio media in Chapter 14, “Designing Multimedia Arguments”**

## Resources for Teachers and Students

### INSTRUCTOR’S MANUAL

The **Instructor’s Manual** that accompanies this text was revised by, and is designed to be useful for, new and experienced instructors alike. The Instructor’s Manual briefly discusses the ins and outs of teaching the material in each text chapter. Also provided are in-class exercises, homework assignments, discussion questions for each reading selection, and model paper assignments and syllabi.

### REVEL™

Educational Technology Designed for the Way Today’s Students Read, Think, and Learn

When students are engaged deeply, they learn more effectively and perform better in their courses. This simple fact inspired the creation of REVEL: an interactive learning environment designed for the way today’s students read, think, and learn.

REVEL enlivens course content with media interactives and assessments—integrated directly within the authors’ narrative—that provide opportunities for students to read, practice, and study in one continuous experience. This immersive educational technology replaces the textbook and is designed to measurably boost students’ understanding, retention, and preparedness.

Learn more about REVEL <http://www.pearsonhighered.com/revel/>.



## Acknowledgments

We are much indebted to the work of many outstanding scholars of argument and to our colleagues who teach argument at Texas, Penn State, and Maryland. In particular, we thank the following reviewers for sharing their expertise: Stanley Coberly, West Virginia University at Parkersburg; Anne Corbitt, Kennesaw State University; Heather Frankland, Pierce College; John Hart, Motlow State Community College; Doris Jellig, Tidewater Community College; Scott Marsh, Fairmont State University; Elizabeth Meredith, University of Tennessee, Knoxville; Sergey Rybas, Capital University; and Erin Stephens, Somerset Community College. We are also grateful to the many students we've taught in our own classes, who have given us opportunities to test these materials in class and who have taught us a great deal about the nature of argument. Special thanks go to the students whose work is included in this edition.

We are privileged to work once again with Lynn Huddon, our senior development editor, who has collaborated with us from the third edition onward. She has contributed many great ideas while coordinating the work of four authors and paying close attention to the details of bringing the book to fruition. She is the best. We also thank those at Ohlinger Publishing Services, who have guided the book through production, and Brad Potthoff, many of whose suggestions are reflected throughout the book. Michael McGranaghan at SPi Global did a splendid job in preparing our book for publication.

Finally, we thank our families, who make it all possible.

*Lester Faigley*

*Jack Selzer*

*Jessica Enoch*

*Scott Wible*