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Freshman Year Reading/ Common Reading Guide

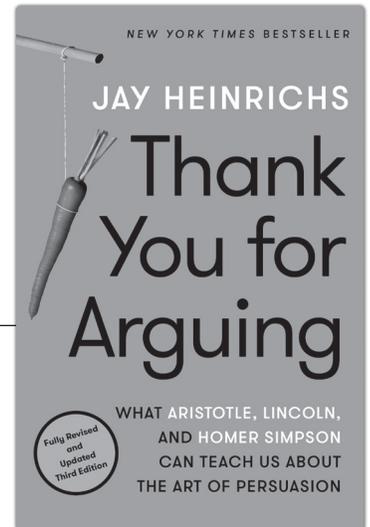
Thank You for Arguing Third Edition

What Aristotle, Lincoln, and Homer Simpson
Can Teach Us About the Art of Persuasion

by Jay Heinrichs

Three Rivers Press | Paperback | 978-0-8041-8993-4 | 480 pages | \$17.00

Also available in e-book format



Have Jay Heinrichs phone, Skype, or Google Hangout your class

Jay Heinrichs offers free phone-ins, Skype-ins, or Google Hangouts for classes or clubs that use the book. He can give a quick ten-minute talk about living the writer's life, about how the argument skills have changed him . . . or any other topic you choose. Then we get to interaction, with questions asked live or submitted in advance.

about the author

JAY HEINRICHS spent 25 years as a journalist and publishing executive before becoming a full-time advocate for the lost art of rhetoric. Since then he has taught persuasion to Fortune 500 companies, Ivy League universities, NASA, and the Pentagon. He is also the author of *Word Hero: A Fiendishly Clever Guide to Crafting the Lines That Get Laughs, Go Viral, and Live Forever*. Author Website: www.arguelab.com

note to instructors

This guide helps students access the text and explore it interactively. The guide also helps extend rhetoric's interdisciplinary reach and integration with different fields of study. Instructors should adapt this guide freely to fit their desired format (written, spoken, performed, multimedia), audience (individuals, groups, example demonstrations), context, and needs. An additional instructor's guide of activities and assignments for each chapter is available in the official *Thank You for Arguing* Teacher's Guide available at tiny.cc/TYFAGuide.

questions before reading:

This is a book about arguing. Each of us has a personal relationship with arguing. You need to understand this relationship in order to grow your skills.

1. What were your first thoughts about reading a book about this topic? What were your first feelings about it? Why do you think you have these responses to this topic?
2. Do you enjoy arguing? If yes, what aspects are enjoyable? If no, why not?

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3. What were some of the most important arguments of your life? Why were they important? How could they have been done better?
4. What does the word “argument” mean to you personally? What do you think “argument” means to others?
5. How can arguing best be done? What word might better replace “argument”?
6. What are the biggest arguments people around you are having?
7. What are the biggest arguments your country as a whole is having? Where do these arguments occur? How are people having those arguments? Name three ways in which you dislike the way these arguments are occurring. Use your imagination: How would you like to see them improve?
8. Who speaks in a way that inspires you? What exactly do they do that inspires you?
9. Who speaks in a way you dislike? What exactly do they do that you dislike?
10. Discuss each of these questions with others to collect everyone’s answer. Discuss the range of thoughts and feelings people have about each question.

— discussion questions

ch. 1 — open your eyes

- Explain in your own words what Heinrichs means when he says that rhetoric and argument form “a real-life Matrix”? How will your college experience require you to navigate this Matrix?

ch. 2 — set your goals

- What are the “goals” Heinrichs teaches here? What are some of your most common personal goals in the arguments you are currently having? What are your goals generally in most of your arguments?
- Define each word of “Mood, Mind, Action.” How will you need to use these in your classes ahead?
- What is a “concession”? What are the common concessions you will be using in your future courses?

ch. 3 — control the tense

- What are the “core issues of blame, values, and choice”?
- Define the three “tenses.” Discuss which tense each discipline usually talks in.

ch. 4 — soften them up

- What are “Ethos, Pathos, and Logos”?
- Who is your ethos role model? Regarding your ethos, how do people generally perceive you before you speak? As you speak? After you speak?

ch. 5 — get them to like you; ch. 6 — make them listen; ch. 7 — use your craft; ch. 8 — show you care

- What is “decorum”? How will you need to follow decorum in your college experiences? In what ways do students fail to meet decorum in college?

ch. 9 — control the mood; ch. 10 — turn the volume down; ch. 11 — gain the high ground

- What are “commonplaces”? List the commonplaces about college, your major, and your generation.

ch. 12 — persuade on your terms

- What is “stance theory”? Define each of its four parts. In what scenarios will you be using stance theory?

- What is “framing”? You will be framing your arguments in most of your essays. How can you use framing in them well?
- Define each term and discuss where you will use them: *term-changing*, *redefinition*, *definition jujitsu*, and *definition judo*.

**ch. 13 — control the argument; ch. 14 — spot fallacies; ch. 15 — call a foul;
ch. 16 — know whom to trust**

- Define each term and discuss how your field uses them: *induction* and *deduction*, *sylogism*, *the three types of example*, *enthymemes*, *fallacy*, *needs*, and *extremes tests*.

ch. 17 — find the sweet spot

- Is there topic that you cannot use the “That Depends Filter” on? Consider possibilities. Most topics do depend on conditions.

ch. 18 — deal with a bully

- What are Heinrichs’ concepts of “virtue pose” and “aggressive interest”? Where will this be useful in your life?

ch. 19 — get instant cleverness

- Define *tropes* and *figures*. When would you use these? Give examples where certain kinds are appropriate.

**ch. 20 — change reality; ch. 21 — speak your audience’s language;
ch. 22 — make them identify with your choice**

- Define each of the following techniques: *metaphor*, *metonymy*, *synecdoche*, *hyperbole*, *profanity* (from Ch. 20), *code grooming*, *logic-free values*, *repeated code words*, *reverse words* (from Ch. 21), *identity strategy*, *irony*, and *code inoculation* (from Ch. 22). Discuss each, mentioning your favorite examples and the scenarios where they will be useful to use.

ch. 23 — recover from a screwup

- What are Heinrichs’ “The Steps”? Select a situation where you would need to apologize and discuss how you could apply Heinrichs’ steps.

ch. 24 — seize the occasion

- What is “kairos”? Discuss what the ingredients are to kairos (time, location, relationships, shared feelings, etc.) and which ingredients will be useful in college assignments.
- What current events are shaping most people’s lives today? Discuss how argument topics can incorporate these current events.

ch. 25 — use the right medium

- Discuss the different kinds of places where public argument occurs (e.g., TV news, newspaper op-eds, books, YouTube comments). For each, describe how the conversation is influenced by aspects of its medium.
- Discuss how arguments are made through each type of media: audio only, video, in-person live or recorded to a mass audience, and so forth. Also consider how arguments are made through images, music, and other media.
- Select one recent news event and discuss how different news outlets cover the story differently across video, print, webtext, etc.

ch. 26 — give a persuasive talk

- Define each of the parts of the classical argument arrangement: *introduction*, *narration*, *division*, *proof*, *refutation*, and *conclusion*. Pick a simple argument (e.g., your favorite food) and verbally deliver an argument in this classical arrangement.

appendix i — argument lab

- Do the quizzes on p.382 as a group, having people creatively make their case for each of the possible answers. Create additional possible answers not listed on the page.

appendix ii — the tools; appendix iii — glossary

- Which of these tools are your favorite? Which will be most useful in your college experience?

cross-curricular questions

- **How does rhetoric relate to your major or intended profession?** Come up with all the ways a given major or job requires you to argue. Ask a professor how their discipline involves argument and bring your answers back to discuss with your peers. What patterns emerge across disciplines? Which answers are specific to their discipline?
- **What is the ethos of each major?** Discuss what people think of each major. Which majors are generally considered the “smartest”? The “hard working”? “Least hard working”? The “most lucrative”? The “most boring”? The “most sociable”? The “snobbiest”? How can you best use your major to build your ethos when arguing?
- **What is the pathos of each major?** What mood, tone, and emotions are associated with each? Every major has at least one.
- **What kinds of logoi does each major use?** What does each field look for and consider important?
- **What are the “commonplaces” (common assumptions) associated with each major?** What are some of the more controversial ones? (Every major tends to have a few.)
- **Discuss one discipline in terms of another.** How might a scientist talk and argue about literature? How might an anthropologist talk and argue about biology? Come up with your own examples and discuss with others.
- Outside of their studies, **what do people argue about in college?** Which concepts from this book will help these arguments?
- **Why are you here in college?** Be honest about your answer. Then argue for the best and worst reasons why one should be in college.
- **Argue for a new major:** Describe the coursework, the degree title, the kind of person it would produce, and why this new major is a good idea for students, the college, and society.
- How can concepts from this book be used to **create a better-functioning country?** Which aspects of society would be benefitted by more effective speech?

• about the author of this guide

DAVID LANDES, Ph.D., is Assistant Professor of Oral Rhetoric at the American University in Dubai, United Arab Emirates, and has taught courses on rhetoric, media, communication, speaking, and writing. He coauthored the Argument Lab section of *Thank You for Arguing* and contributes to its supplemental website, www.ArgueLab.com. As a consultant, he helped teach humanities courses at Stanford and MIT and has given over 40 invited talks. More info at www.David-Landes.com.



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