


# The Well-Crafted Argument

*By Fred D. White, Simone J. Billings*

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**The Well-Crafted Argument** By Fred D. White, Simone J. Billings

THE WELL-CRAFTED ARGUMENT, 6th Edition, guides students through the process of writing effective arguments across the disciplines. The two-part structure of this rhetoric/reader includes a complete pedagogical apparatus -- with coverage of critical reading strategies as well as writing, researching, and documenting a topic -- and an anthology of readings grouped into six thematic clusters. In-depth instruction, combined with real student writings, engages students and helps them discover their own voices. The text's visual emphasis and the authors' practical skill-building approach are enhanced with a full-color format. Summaries and checklists in Part I, "Connections Among the Clusters" and other study aids in Part II, and writing projects throughout the text encourage students to apply what they've learned. In addition to guidance on drafting and revising arguments, the authors provide a variety of composition strategies, including freewriting, outlining, and shared reading.

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## Editorial Review

Review
"It's also excellent on ethos, pathos, and logos. It does not 'speak down' to students and is an excellent resource for them. It seems very thorough. I've just completed three semesters using it."

"I love the sample essays, the clear explanations of things like fallacies and appeals, and the way the textbook explains 'argument' and 'essay' concepts."

About the Author
Fred D. White received his Ph.D. in English (with a concentration in Rhetorical Theory and Composition Studies) in 1980 from The University of Iowa and began teaching at Santa Clara University that same year. He has taught expository writing and literature courses at both the community college and university level. A professor of English emeritus at Santa Clara University, White offered courses in first-year composition, argumentation, nature writing, and an introduction to poetry. In 1997 he received the Louis and Dorina Brutocao Award for Teaching Excellence. He is the author, most recently, of THE WRITER'S IDEA THESAURUS (Writer's Digest Books, 2014) and WHERE DO YOU GET YOUR IDEAS? A WRITER'S GUIDE TO TRANSFORMING NOTIONS INTO NARRATIVES (Writer's Digest Books, 2012). He is also the author of APPROACHING EMILY DICKINSON: CRITICAL CURRENTS AND CROSSCURRENTS SINCE 1960 (Camden House, 2008), THE DAILY WRITER: 366 MEDITATIONS TO CULTIVATE A PRODUCTIVE AND MEANINGFUL WRITING LIFE (Writer's Digest Books, 2008; A Quality Paperback Book Club Featured Selection), ESSENTIAL MUIR: A SELECTION OF JOHN MUIR'S BEST WRITINGS (Heyday Books, 2006), and LIFEWRITING (Quill Driver Books, 2004). His articles have been published in such journals as Arizona Quarterly, College Literature, The Chronicle of Higher Education, The Cambridge Companion to Emily Dickinson, North Dakota Quarterly, Pleiades, San Jose Studies, South Dakota Review, Walt Whitman Review, and The Writing Instructor.

Simone J. Billings received her Ph.D. in the Division of Language, Literacy, and Culture from Stanford University in 1994. Presently a senior lecturer at Santa Clara University, where she has worked full-time since 1980, she generally teaches non-fiction writing courses: freshman composition, freshman composition for honors students, argumentation, and creative non-fiction (e.g., profiles, satires, interviews, reviews, travel writing). In Fall 2009, Dr. Billings received a grant as a Fulbright Scholar to work with the Open Campus of the University of the West Indies on developing curriculum for online and blended (both online and face-to-face) delivery of writing classes. As a Fulbright Scholar, she also ran workshops on design of writing classes, written response to student papers, and writing program design for writing instructors of the Open Campus. In Fall 2007, she received the Dr. David E. Logothetti Teaching Award. Dr. Billings has presented numerous papers at the annual conventions of College Composition and Communication. She has also served as a consultant to the writing program at The University of the West Indies, Cave Hill Campus, on Barbados. Her research interests include (1) instructor commentary on and assessment of student writing and (2) various sites and manifestations of literacy.

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