

## Classical Argumentative Essay Sample

When we speak of “classical” argument, we are not speaking of famous speeches, though many of history’s most memorable and persuasive speeches have partaken of classical form. The term “classical” as we will understand it in this class denotes a formal arrangement, a way of structuring an oration or prose argument so that its parts fall in a certain order. Obviously, for those parts to be arranged in such an order, they must be present in the text in the first place. We study classical rhetorical form not to tie ourselves to emulation of past rhetors, but rather so that we will have a common foundation from which to understand the historic arguments of the past and the best arguments of our own time. Much has changed in the thousands of years since argument was formalized, but much – a surprising amount – has remained the same.

A classical argument falls into five parts. They are the *exordium*, the *narratio*, the *partitio*, the *refutatio*, the *confirmatio*, and the *peroratio*. Let’s examine them in order.

**Exordium.** This is the opener, the attention-getter, the part of the argument that reaches out to your reader (or listener) and grabs him or her by the buttonhole. It should be designed with care, not only because it sets the rhetorical tone for the rest of your argument, but also because it is your first (and perhaps last) opportunity to involve your reader in the topic of your argument.

The best exordia will build a bridge of words between your topic and your reader’s interests and concerns. For this reason, the most effective exordia are often audience-specific; they address themselves to a particular, well-defined group of readers who (presumably) share certain concerns and interests. Think of early women’s rights speakers who directly addressed other women instead of trying to persuade men, or think of African-American abolitionists who targeted Christian white women with religious appeals, all in the first paragraphs or first few seconds of their arguments.

Sometimes, an *exordium* will seem urgent and forceful. This is an attempt on the part of the rhetor to insist upon the importance and timeliness (the *khairós*) of his or her argument. At other times, the tone will be calmer, even cheerful. Different tones serve different persuasive designs, and only you

Sometimes, an *exordium* will seem urgent and forceful. This is an attempt on the part of the rhetor to insist upon the importance and timeliness (the *khairós*) of his or her argument. At other times, the tone will be calmer, even cheerful. Different tones serve different persuasive designs, and only you can determine what tone to employ in your argument. Be convinced, however, that the tone you set in the beginning of your text is the tone your audience will expect you to maintain throughout that text. Should you have a compelling reason to change tones (as when a rhetor goes from a cheerful, humorous tone to one of mounting despair or anger), do so with care. Careful readers pick up on these

# Poor Student Argumentative Essays

**J Rink**



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**Ignoring Poverty in the U.S.** P. L. Thomas, 2012-06-01 Ignoring Poverty in the U S The Corporate Takeover of Public Education examines the divide between a commitment to public education and our cultural myths and more powerful commitment to consumerism and corporate America The book addresses poverty in the context of the following the historical and conflicting purposes in public education how schools became positivistic behavioral in our quest to produce workers for industry the accountability era how A Nation at Risk through NCLB have served corporate interest in dismantling public education and dissolving teachers unions the media and misinformation about education charter schools as political corporate compromise masking poverty demonizing schools and scapegoating teachers from misusing the SAT to VAM evaluations of teachers rethinking the purpose of schools shifting from schools as social saviors to addressing poverty so that public education can fulfill its purpose of empowering everyone in a democracy and reframing how we view people living in poverty rejecting deficit views of people living in poverty and students struggling in school under the weight of lives in poverty This work is intended to confront the growing misinformation about the interplay among poverty public schools and what schools can accomplish while political and corporate leadership push agendas aimed at replacing public education with alternatives such as charter schools The audience for the publication includes educators educational reformers politicians and any member of the wider public interested in public education

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**Discourse, conversation and argumentation: Theoretical perspectives and innovative empirical studies, volume II** Antonio Bova, Lise Haddouk, Carlo Galimberti, Francesco Arcidiacono, 2023-06-22

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