

Argumentative Philosophy Paper

One kind of philosophy assignment is the argumentative essay, which typically includes an expository component and a lengthier, argumentative section. Often, the essay's argument consists of a critique (or critical evaluation) of a given author's position together with your own positive argument on the assigned topic. For instance, you might be required to present Descartes' argument for mind-body dualism, critically assess that argument, and then provide your own argument for or against dualism. While some philosophy assignments require only an exposition and critical evaluation of an author's work, the focus of this document is on an assignment in which you must provide exposition, a critical evaluation, and your own positive argument.

(i) Introductory Paragraph: This paragraph should be brief, ranging in length from one-third of a page to half a page. In this paragraph, identify your topic and state your thesis claim, which is the conclusion for which you will argue. For instance, your thesis claim might be that Descartes' argument for dualism is unpersuasive due to its reliance on a priori methods; or, to change the example, your thesis might be that active euthanasia should be legalized in order to respect the autonomy of patients. Once you have formulated a thesis claim, briefly indicate your strategy for supporting it (e.g., by considering a given author's argument for legalizing euthanasia and showing how it is superior to another author's argument against legalizing the practice). Indicate your strategy by means of a 'road map', in which you outline the sections of your paper (e.g., "After presenting Y's argument for allowing active euthanasia, I will present X's argument against allowing the practice. I will then argue that Y's reasoning is superior, since it involves a better conception of the duty to respect autonomy and includes regulations for euthanasia that obviate X's worries").

Notice the use of the first-person voice in the above example of road-mapping. The introductory paragraph is one of the few places where it is preferable to write in the first-person, and philosophy professors tend to allow students to do so. For example, a thesis claim may take the following form: "I will defend Y's argument for allowing active euthanasia by refuting objections to the practice that arise from X's reasoning." In the main body of the essay, use the first-person sparingly. Avoid introducing your claims with phrases such as "I believe that...", "I feel that...", and "In my opinion...". These phrases are usually redundant. For example, "I believe that active euthanasia will reduce suffering" conveys no more to the reader than, "Active euthanasia will reduce suffering."

Typically, your thesis will be provisional at the outset of the writing process. It is normal to revise the thesis claim after completing a first draft of the paper. With a completed draft in hand, ask yourself, "What conclusion did I end up supporting?" Capture that detailed conclusion in the thesis claim.

How To Write A Philosophy Argument Paper

Wendy Strachan



How To Write A Philosophy Argument Paper:

How to Write a Philosophy Paper James S. Stramel, 1995 How to Write a Philosophy Paper is a handbook which provides students with a ready arsenal of analytical and compositional techniques It is intended for undergraduate students in any type of philosophy course and is written and organized in a user friendly manner The first half includes discussions of the nature of philosophy and a variety of basic and essential techniques of philosophical enquiry and argumentation The second half takes the student step by step through the writing process from choosing a suitable topic to developing his or her thought to preparation of the final draft Includes an index and bibliographical material **Yale Daily News Guide to Writing College Papers** Justin H. Cohen, Justin M. Cohen, Marti Page, 2000 By Students for Students The staff of the Yale Daily News has created a practical and effective guide to writing better college papers With step by step advice from professors writing experts and successful students this powerful tool guides you through every aspect of the writing process From blank page to final draft the Yale Daily News Guide to Writing College Papers will help you write distinctive and creative papers that get you noticed Yale Daily News The Yale Daily News the nation's oldest college daily newspaper is an independent student run nonprofit organization Often called the best unofficial undergraduate school of journalism in the country The Yale Daily News alumni include highly respected and influential leaders across the professional spectrum

Advances in Corpus-based Research on Academic Writing Ute Römer, Viviana Cortes, Eric Friginal, 2020-02-15 This volume showcases some of the latest research on academic writing by leading and up and coming corpus linguists The studies included in the volume are based on a wide range of corpora spanning first and second language academic writing at different levels of writing expertise containing texts from a variety of academic disciplines and sub disciplines and of different academic registers Particularly novel aspects of the collection are the inclusion of research that combines rhetorical moves with multi dimensional analysis studies that cover both fixed and variable phraseological items lexical bundles phrase frames constructions and work that is based on corpora of English as an academic lingua franca Going beyond merely summarizing their findings the authors also discuss what their research means for academic writing practice and pedagogical settings The volume will be of interest to researchers students and teachers who would like to expand their knowledge of how academic writing functions and what it looks like in a variety of contexts *Introducing Ethics* Justin P. McBrayer, Peter J. Markie, 2014 *Introducing Ethics A Critical Thinking Approach with Readings* combines guiding commentary and questions with a rich selection of concise carefully edited and accessible readings on ethical theory and contemporary moral issues This unique introduction shows students how to do philosophy by first analyzing texts identifying ethical positions and the arguments that support them and then evaluating the truth of those positions and the soundness of the arguments In doing so it provides students with a uniquely engaging introduction to ethics that also hones their critical thinking skills **FEATURES** A unique Unit 1 gives students the conceptual tools to do philosophy with coverage of logic

arguments moral reasoning and reading and writing philosophy Extensive coverage of the three main areas of ethics metaethics normative ethics and applied ethics addresses issues often ignored by other texts including ethics vs science moral responsibility moral vs legal issues torture terrorism and more Unit and chapter introductions outline major themes and issues and explain why they matter Reading questions precede the essays and focus students studying on key points while discussion questions follow the readings and help students move into the evaluation phase Argument Reconstruction Exercises after each reading provide practice in identifying the premises and conclusions in the essays An Instructor's Manual with Test Bank on CD is available to adopters A Companion Website at www.oup.com/us/mcbrayer provides all the material contained on the CD along with student resources

Writing-Intensive Wendy Strachan, 2008-04-01 In one of the few book length studies of a major post secondary writing across the curriculum initiative from concept to implementation Writing Intensive traces the process of preparation for new writing requirements across the undergraduate curriculum at Simon Fraser University a mid sized Canadian research university As faculty members across campus were selected to pilot writing intensive courses and as administrators and committees adjusted the process toward full implementation planners grounded their pedagogy in genre theory a new approach for many non composition faculty So doing the initiative aimed to establish a coherent yet rhetorically flexible framework through which students might improve their writing in all disciplines Wendy Strachan documents this campus cultural transformation exploring successes and impasses with equal interest The study identifies factors to be considered to avoid isolating the teaching of writing in writing intensive courses to engender a university wide culture that naturalizes writing as a vital part of learning across all disciplines and to keep the teaching of writing organic and reflected upon in a scholarly manner across campus A valuable case history for scholars in writing studies WAC WID and curricular change studies

Writing to Learn: An Introduction to Writing Philosophical Essays Anne Michaels Edwards, Anne Edwards, 1999-10-21 Based on the premise that one of the best ways for a student to understand a topic is to write about it this is a book that teaches students how to write philosophical essays Geared toward first time philosophy students the book is a supplement for any Philosophy course in which the instructor requires the students to write essays Most of the work involved in a Philosophy class is reading assigned material thinking about it and then writing about it whether on an exam or in an essay written outside of class This book is designed to make all three of those activities easier Writing to Learn begins with helpful hints on how to read philosophy chapter 2 In chapters 3 through 7 students are guided through several different types of essays beginning with the simplest summaries that demonstrate knowledge and understanding and progressing through essays that require the application of theories to new situations the analysis and evaluation of arguments used and finally the synthesis of several theories or arguments

Writing Philosophy Papers Zachary Seech, Andrew Kania, 2024-08-28 This sixth edition of Writing Philosophy Papers updates and expands one of the most popular guides to philosophical writing assignments for undergraduate students Written in a clear straightforward style

the book covers everything from time management to the difference between i.e. and e.g. The heart of the book is devoted to how to write a thesis defense paper with chapters on the structure of a strong paper, the process of writing and revising, matters of style and usage, and scholarly citation. This advice is illustrated with concrete examples throughout, including a complete thesis defense paper written and formatted according to the book's recommendations. The book also covers how to take good notes from various kinds of philosophical sources, how to write other commonly assigned kinds of papers, and how to study for and take a philosophy exam. A chapter on doing philosophical research contains practical advice on how to discover and access the most helpful sources for a philosophical research paper or annotated bibliography. Because virtually every philosophy assignment requires a basic grasp of arguments, the book ends with a chapter introducing some basic concepts and skills for reasoning well. The heart of the sixth edition has been revised and restructured to lead students even more clearly through the process of drafting, revising, and formatting a thesis defense paper. This new edition also includes an updated, completely revised, and expanded chapter on citing sources, giving equal consideration to print and online sources; an updated, completely revised, and expanded chapter on doing philosophical research, focused on how to find the most helpful sources for completing a philosophical research paper or annotated bibliography; updated, revised, and greatly expanded advice on writing style and usage; a completely revised and expanded treatment of good reasoning, with a new discussion of inductive and abductive reasoning; and new advice on how to take good notes and how to study for and take philosophy exams.

Creating Digital Literacy Spaces for Multilingual Writers Joel Bloch, 2021-01-27 This book argues for the value of digital literacy in the multilingual writing classroom. Against the background of huge changes in literacy practices prompted by online communication and a growing acceptance of a broader definition of academic literacy that encompasses multimodality, the book examines the relationship between digital and print literacies and addresses the design of literacy spaces for multilingual classrooms. The author critically evaluates the latest developments in the use of technology in multilingual writing spaces and focuses on the role of teachers in their design; it also addresses areas that are not often discussed in relation to multilingual students, from blogging to publishing and intellectual property. The book will help teachers meet the challenges created by rapidly shifting technology, as well as making an innovative contribution to research on multilingual writing classrooms.

The Moral Weight of Ecology Edward F. Tverdek, 2015-12-24 If the natural environment is in the precarious state to which many attest, what would this demand of us? What duties are suggested by the observation that our collective behavior threatens the planet, even if no particular individual intends harm? Can we legitimately ask those who sincerely hold little or no interest in the long-term viability of the earth's ecosphere to value it in the same way as committed environmentalists do, and to act accordingly? In *The Moral Weight of Ecology: Public Goods, Cooperative Duties, and Environmental Politics*, Edward Tverdek engages these questions and ultimately argues that the demands of ecology upon all of us are in fact quite substantial. The book is not, however, another study in environmental ethics.

examining what it if anything we owe the natural world Rather The Moral Weight of Ecology addresses the matter from the perspective of political economy and social choice theory Tverdek seeks to disarm both the intuitive libertarian notion that no one should be compelled to value and contribute toward something for which she has little regard as well as the romantic environmentalist assertion that one cannot assign an economic value to nature We must in some way price the natural world Tverdek argues but how we do so necessarily depends on what we believe would be a fair way to distribute the costs and burdens of maintaining it and these moral beliefs must be antecedent to the consumer preferences economists consider the raw data for determining the value of the environment *Philosophical Traditions* Louis P. Pojman,1998 This text is a fresh approach to the Western traditions of philosophy that includes readings of manageable length for the typical undergraduate student Its approach encourages critical thinking about philosophical issues by offering appropriate readings and explanations as well as straightforward demonstrations of the implications of the book s featured arguments and ideas

Writing Argumentative Essays Nancy V. Wood,2000-05 This brief rhetoric helps students develop strategies for critical reading critical thinking research and writing that will help them argue clearly and convincingly It teaches them to identify and develop arguments to read and form reactions and opinions of their own to analyze an audience to seek common ground and to use a wide realistic range of techniques to write argument papers that express their individual views and original perspectives on modern issues It includes clear explanations and examples of argument theory and reading and writing processes research and documentation skills and offers engaging class tested writing assignments and activities 49 Essays for Analysis cover several broad issue and sub issue areas all of contemporary concern Unique chapters discuss student argument styles Rogerian argument and argument and literature *Doing Philosophy* Joel Feinberg,2002 This booklet is intended to help college students who are enrolled in introductory courses in philosophy **Some Eighteenth Century**

Byways and Other Essays John Buchan,1908 **How to Write Philosophy Essays** Brian Poxon,2014-03-03 Many students fall down not on knowledge but on how to arrange analyse and evaluate an argument so that the question is fully and clearly answered Written an experts in the subject this book uniquely uses twelve real examples of essays written in actual exams to demonstrate conclusively how to write a top philosophy essay Mistakes in arguments are clarified and suggestions made of how to practise structuring an argument for maximum effect This book is a must read for anyone seeking to improve their essay writing skills **Writing Philosophy Papers** Zachary Seech,1993 WRITING PAPERS IN PHILOSOPHY is an inexpensive supplement covering the various kinds of writing assignments for which many of today s students are ill prepared Teachers can rest assured that students now have the resources to learn the various skills e g organization documentation how to write a thesis defense or comparison and contrast paper This book will save time and frustration for everyone concerned **Bombay University Calendar: Examination papers** University of Bombay,1919

Papers Read at the Royal Institute of British Architects ,1875 *Sessional Papers Read at the Royal Institute of*

British Architects Royal Institute of British Architects, 1875 List of members separately paged bound at end of v 18 19 1867 68 1868 69 also various brief reports papers etc separately paged bound at end of v 16 19 22 24 1965 66 1868 69 1871 72 1873 74 **Examination Papers** Queen's University (Kingston, Ont.), 1905 **I-writing** Karen Surman Paley, 2001 In this ethnographic study of the teaching of writing Karen Surman Paley reveals the social significance of first person writing and the limitations of a popular taxonomy of composition studies Paley looks critically at the way social constructionists have created an Other in the field of composition studies and named it expressivist Paley demonstrates the complexity of approaches to teaching writing through an ethnographic study of two composition faculty at Boston College a program that some would say is expressivist She prompts her colleagues to consider how family experiences shape the way students feel about and treat people of races religions genders and sexual preferences other than their own Finally she suggests to the field of composition that practitioners spend less time shoring up taxonomies of the field and more time sharing pedagogies

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