

The effectiveness of rebuttal arguments depends on critical thinking, assessing the validity of claims based on evidence. The kind of rebuttal I want you to make is refutation. Refutation challenges the assumptions on which a claim is based or questions the evidence provided (rectitude? completeness? representativeness? counter evidence?)

**BEFORE WRITING – The Hesburgh Libraries Information Literacy Experience:
Tuesday, September 20, 2016: 11:00am-12:15pm Coleman-Morse**

Students are required to work through the [Pot of Gold \(Library Research & Information Literacy Tutorial\)](#) by **Thursday, September 15, 2016.**

Knowledge Practices: Learners who are developing their information literate abilities

- cite the contributing work of others in their own information production;
- contribute to scholarly conversation at an appropriate level, such as local online community, guided discussion, undergraduate research journal, conference presentation/poster session;
- identify barriers to entering scholarly conversation via various venues;
- critically evaluate contributions made by others in participatory information environments;
- identify the contribution that particular articles, books, and other scholarly pieces make to disciplinary knowledge;
- summarize the changes in scholarly perspective over time on a particular topic within a specific discipline;
- Recognize that a given scholarly work may not represent the only or even the majority perspective on the issue.

Dispositions: Learners who are developing their information literate abilities

- Recognize they are often entering into an ongoing scholarly conversation and not a finished conversation;
- Seek out conversations taking place in their research area;
- See themselves as contributors to scholarship rather than only consumers of it;
- Recognize that scholarly conversations take place in various venues;
- Suspend judgment on the value of a particular piece of scholarship until the larger context for the scholarly conversation is better understood;
- Understand the responsibility that comes with entering the conversation through participatory channels;
- Value user-generated content and evaluate contributions made by others;
- Recognize that systems privilege authorities and that not having a fluency in the language and process of a discipline disempowers their ability to participate and engage.

1. Identify an argument (and its main claim) to oppose – fairly summarize your opponent’s position (see chaps 2 and 3 in [They Say/I Say](#) for tips on how to effectively summarize and quote); does he/she have any secondary claims? Utilize the [Library Research Guide](#); pay particular attention to the following resources labeled: “*Resources as Exploration*”
2. Examine the facts on which the claim is based: accurate? representative? current? any counter evidence? are statistics valid? properly interpreted? are the sources reliable? are the quotations in context? are authorities quoted? Utilize the [Library Research Guide](#): Pay particular attention to the following resources labeled: “*Scholarship as a Conversation*”
3. Examine the assumptions: primary? secondary? flaws? fallacies? (See logical fallacy handout from course syllabus.)
4. Analyze your audience: shared assumptions? how best appealed to [ethos, logos, pathos](#)?

WRITING ASSIGNMENT #3 – Due September 27, 2016

Write a 4-5 page rebuttal argument, refuting any of the authors or speakers (Include You Tube videos we have viewed in class and provided on the [Library Research Guide](#); as well as the readings to date we have discussed in class).

Incorporate **two outside sources** into your argument to which one of your resources must be a peer-reviewed- scholarly resource.

1. **Introduction:** engage your reader, then identify the issue, provide background, offer a fair and accurate summary of the competing position to establish credibility; stakes here?
2. **Body:** take on the argument, challenging assumptions and/or evidence (chap. 4 of [They Say/I Say](#) should be useful here, as it focuses on ways to respond).
3. Finish firmly with a strong argument that emphasizes your objections (can you offer a counter argument or counter proposal here?) Too, this might be a good place to identify stakes, if you did not do so in your intro, or reiterate them, if you did mention them earlier; why is it important to see things your way rather than your opponent’s? who are the stakeholders?