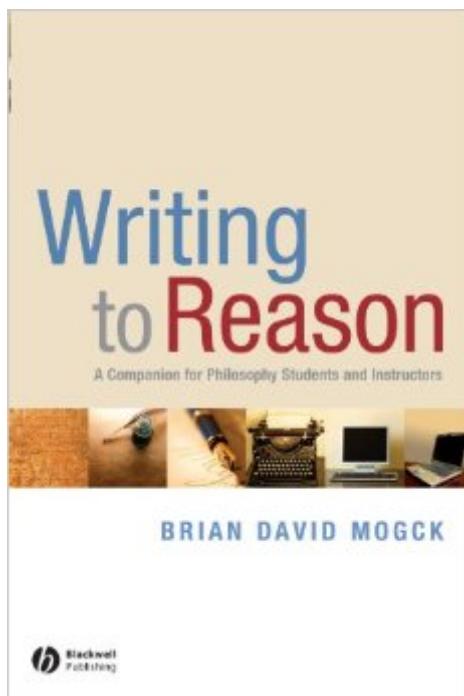


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Writing To Reason: A Companion For Philosophy Students And Instructors



Synopsis

Writing to Reason presents the principles of writing a clear and well-argued philosophy paper in an easily-referenced numerical format, which facilitates efficient grading and clearer communication between instructors and students. Points out the most common problems students have achieving these objectives Increases efficiencies for instructors in grading papers Presents students with clearer information, objectivity, and transparency about their graded results Facilitates clearer communication between instructors and students

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Customer Reviews

Since I am neither a student nor an instructor, nor a philosopher in any sense, perhaps I am not properly credentialed to review this book. Nonetheless, I opted to do so because I consider the book overall to be conceptually unique, pragmatically valuable, and quite relevant beyond the discipline of philosophy itself. Basically, the authorâ€™s approach to formal or scholarly writing is clearly expressed in a compact yet thorough form, and its merit has motivated my attempt to apply or adapt the authorâ€™s recommendations in drafting a research paper. After completing the book, I turned to its table of contents to locate certain topics. In so doing, I was amazed at how sensibly the book is organized, and in turn, how readily key content can thereby be located. Evidently, the author practiced the essence of his own advice in structuring and developing his message. Since I consider the book to be an enduring reference, I would expect to use its table of contents primarily in the future rather than its index. Yes, that was a bit of a surprise to me. Part I, the larger part of the book, addresses writing per se, and does so in an excellent and most practical fashion. The advice

and pointers for students, moreover, are interesting and sensible. There is no doubt they can aid in coursework orientation, expository caveats, and stylistic heuristics, and hence can foster improved overall academic performance. Quite impressive! Unfortunately, Part II of the book, addressing the "doing" of philosophy, seems somewhat extraneous or disjunct. It might, nevertheless, serve to familiarize philosophy majors informally with the nature and protocols of their chosen discipline.

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