

Essay of Argumentation

Beginning Composition
Fall 2017

**DON'T RAISE
YOUR VOICE.**

**IMPROVE
YOUR
ARGUMENT.**

ZERODEAL.COM



Argumentation

- In this essay, you will:
- **form an opinion** on a researched topic
- **argue the reasons** why the reader should believe or support your point of view on the topic.
- **use of ethos, pathos and logos** to persuade the reader
- There is an art to arguing a point in an essay – we will discuss and practice the art of argumentation.



Topic Selection

- The essay begins with you **choosing a topic**. Go to this website and peruse, finding a topic/attached article that interests you.

<http://learning.blogs.nytimes.com/2015/02/05/301-prompts-for-argumentative-writing/>

- You will **choose three potential topics** for the essay – you will **then narrow it down to one topic**

Additional Research

- Once you have **narrowed down your topic and have it cleared with me**, you will continue to add to your research.
- **Find 4-5 additional sources for your essay, and write a rhetorical precis for each**





Works Cited Page

- Once you have all of your source material (with a rhetorical precis for each), you will:
- **draft a Works Cited Page**
- I will walk you through the process of this step once you have conducted your research.



Thesis Statement

- Now that you **have your topic**, and all of your sources secured, **you can begin writing the essay**.
- After reading all of your sources – what is your opinion on the topic – condense your opinion to one sentence – this will become your working **thesis statement**.
- Example: *Given the vast majority of research on the topic of students using cell phones in a school environment, it is clear that banning cell phones in secondary schools is detrimental to the academic and social growth of students.*

Claims



- Make a series of claims (arguments). These will read like “I believe” statements.
- **List 4 or 5 reasons why you believe** these that your thesis is correct.
- For example: **Cell phones have a wide variety of uses that can be utilized within a classroom setting and therefore should be allowed in class.**

Evidence

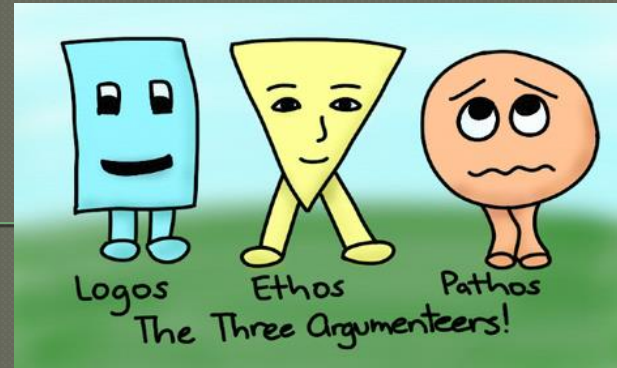


- It's not enough to just state your opinions.
- This is where your sources come into the essay, as you use them to **back up your arguments.**
- Find a piece of **evidence from your source and cite this evidence in your essay.**

Evidence, continued.

- The trick is to work your evidence into the paragraph so that it flows well organizationally. Use the work you already did with the Rhetorical Précis:
- Here is a way to support our earlier claim with direct evidence:
 - Cell phones have a wide variety of uses that can be utilized within a classroom setting and therefore should be allowed. In a recent article on the *New York Times*, writer Kate Taylor states “teachers are experimenting with technology and finding that the miniature computers many students carry in their pockets can be valuable classroom tools.” (Taylor, 2014).

Commentary



- After you have made a solid claim, and backed it up with evidence from a reliable source, **you need to expand on the idea by offering commentary.**
- This is where **your opinion and ability to argue the point comes into play.** You may focus on using **logic** to convince the reader (**logos**) or appeal to the **emotions** of the audience (**pathos**) or convince the audience through word choice and tone that you are making **reliable arguments (ethos).**

Commentary, continued

- ◉ Here is the way the entire paragraph can be structured if we **put it all together**.
 - Cell phones have a wide variety of uses that can be utilized within a classroom setting and therefore should be allowed. In a recent article on the New York Times, writer Kate Taylor states “teachers are experimenting with technology and finding that the miniature computers many students carry in their pockets can be valuable classroom tools.” (Taylor, 2014). Here, Taylor supports the argument that cell phones are not only not detrimental, but also a benefit to students in the classroom. We have to embrace the 21st Century technology and place this into the hands of our future – our middle and high school students. If the school system limits the amount of technology these students are exposed to, we risk having our students fall behind in an increasingly advancing technological world.

Counterclaim



- At some point in the essay you need to mention the **other side of the argument**.
- **Avoid adding counterclaims to every paragraph**, as it will appear that you are undecided on the topic.
- A good way to **integrate a counterargument**: **While some may argue that _____** (and cite a piece of evidence from your sources). **Then refute that counterargument with your own analysis** as to why this position is incorrect.

Introduction

- ◉ Once you have **completed writing body paragraphs for every claim** (If you listed three claims, you will have three body paragraphs. Four claims? Four body paragraphs, etc.) **Write your Introduction.**
- ◉ Begin by giving a **good overview of the issue** – Some things you could mention –
 - How long has this been an issue?
 - Who does this issue affect?
 - Share your thesis statement

John Gormley JG

Introduction

Conclusion

- ◉ Find a way to leave your reader with a good idea on your position on the topic.
- ◉ Avoid bringing up new arguments or new evidence.



Works Cited Page

- Once you have completed the essay, you can draft your Works Cited Page – a list of the sources you cited in the essay.
- We will write this document together in class.

