The very nature of argumentation and research forces you to think critically about issues; through argumentative writing, you evaluate, judge, analyze, and synthesize information. Besides becoming a better writer, you become a better informed student, professional, voter, and citizen.

***Goal:***

* To increase you knowledge and broaden your perspectives of current controversial social issues to help you be a more informed voter and citizen
* To convince your readers or have your readers acknowledge the validity of your position.
* To defend your position and to refute positions you feel to be misguided
* To examine and assess issues and arguments from multiple perspectives
* To assess the validity of sources
* To synthesize, incorporate, and document information from diverse sources

***Take A Stand:***

* End your introduction with a thesis statement that clearly indicates the position you will defend. Your lead-in should lead smoothly to your thesis statement.
* Examine your thesis and ***make sure it is debatable***; it should contain a position that has at least two sides. (Test your thesis by formulating an antithesis, a statement that asserts the opposite position.)

***Do Your Research:***

**Follow these points when embarking on your research:**

* After selecting an argumentative topic and focusing your topic, start researching your topic. Research and review sources that support both sides of the issue. Don’t forget that you will also need to refute valid points of the opposition; therefore, you should have a broad knowledge of the issue.
* Use a **minimum of 5 sources and no more than 7 sources**: three sources from databases accessed through EBSCOhost and two sources from a reliable website. Additional sources may come from either reliable websites or EBSCOhost databases.
* Your sources from EBSCOhost **must be full text articles**. **Don’t use short articles or abstracts (summary of a source) as part of the requirements**. Short articles may be used beyond the required number as additional sources.
* **Avoid encyclopedias and eBooks*.*** You may use and document information from a dictionary; however, this source cannot be used as part of the requirements.

***DO NOT USE WIKIPEDIA, BLOGS, OR SOCIAL***

***NETWORKS AS SOURCES!!***

* Blend your sources and material into your writing with unity and coherence. **Avoid dropped quotations;** use signal phrases to integrate your quotations.
* All quotations, paraphrases, and summaries must serve to explain and develop your topic sentences and your thesis. **Use at least 2 direct quotations, but limit your use of direct quotations to no more than three*.*** (Don’t lose your own voice or permit your essay to be a summary of other people’s opinion.) Be sure that the quotations are necessary. **Quotations must be brief (a phrase or a sentence).** Don’t forget to credit your sources’ input by using in-text citations to indicate experience, knowledge, ideas, statistics, examples, or details borrowed from others. Proper documentation will help to establish your own credibility.
* **Avoid plagiarism. If any information is plagiarized, your paper will receive a failing grade.** Paraphrase the information **using your own words and writing style**.

***Draft and Revise Your Draft:***

* Revise carefully for mechanics and sentence structure.
* Make sure that all your paragraphs have clearly stated topic sentences and that each paragraph is fully developed with sufficient information to support its topic sentence.
* Make sure that **ALL** information that is not your personal experience and observation is properly documented using MLA in-text citations.
* Make sure that all the sources you used are listed in your Works Cited page and that all sources in your Works Cited page are clearly referenced in your text through in-text citations.

***Length/Format:***

* Your essay must be ***at least* FIVE *(5) typed pages*** to be considered developed (not including your Works Cited page). (Do not go beyond six pages unless you receive your instructor’s approval.)
* **Use 12-pt font size and Times New Roman** font style.
* **Allow a one-inch margin** on all sides of your paper.
* Use MLA style headings and page numbering. **Use header command for page numbering; do not type numbers on each page yourself.**
* Your paper should be **typed and double line spaced**. Do not increase the line spacing between paragraphs. Maintain double line spacing throughout the entire essay. Make sure MS Word is set to correct double-line spacing:

# Structure of Argumentative Essay 2

## Classic Pattern (Pro + Con)

The following essay structure is probably the most commonly used method for organizing an argument. Sometimes referred to as the classic pattern, this method of organization first presents your case and then refutes the most valid points of the opposition.

### ****Pattern A: Defend-then refute****

#### **Introduction**

* Explain the issue
* Thesis: Your position on the issue

#### **Statement of your case**

##### Points in defense of your position

* Point 1: facts, details, examples, statistics, quotations, causes, effects, comparison, contrast, definition, etc.
* Point 2: facts, details, examples, statistics, quotations, causes, effects, comparison, contrast, definition, etc.
* Point 3: facts, details, examples, statistics, quotations, causes, effects, comparison, contrast, definition, etc.

#### **Refutation**

* Con Point 1
* Con Point 2

#### **Conclusion**

Arguing effectively on a controversial issue requires that you examine both sides of an issue and take a position on one side or the other. Your audience must perceive you as both knowledgeable and reasonable. In the classic structure pattern, you first state your case on the controversial issue by stating three or four points in defense of your position; this is your pro section. Then, you must identify and debate at least two opposing points of view, the refutation section of the essay. This classic essay structure has four sections: introduction, case for your position, refutation of opposing views, and conclusion. Similar to your previous argument (opposing views pattern), the evidence you present in each section must be **relevant**, **representative**, and **sufficient**:

## Introduction

Like all essays, your introduction must be **meaningful** and have a **strong sense of purpose**. The following points may help you achieve this purpose:

1. Review the many essays you have read for this course to determine the best strategies for this essay. For a variety of ideas, revisit the different strategies for writing your introduction and conclusion presented at the start of this course (located in D2L).
2. In your introduction, let your reader know the topic, the importance of the topic (reason for reading), and the effect you want your essay to achieve (a need for action, make the correct decision/choice, support or abolish, etc.).
3. If appropriate, use persuasive appeal.
4. Cite any information from sources that you decide to use in your introduction, e.g. statistics, news events, examples, case studies, or facts that you learned from your research.
5. Conclude your introduction with a clear thesis that states your position on the controversial t If you choose to use an essay map, list only the three or four points that you will discuss in the pro section—the reasons for your reader to accept or consider your position.

## Pro Section: The case in defense of your position

In this section you will present supporting evidence in favor of your position. Be sure that you address the following points

1. Start each paragraph with a clear topic sentence that states a reason in defense of your position.
2. Similar to previous essays, use transitional expressions and hooks to connect your pro paragraphs, keeping all your ideas flowing smoothly.
3. Provide details, facts, examples, statistics, and your own conclusions based on the facts clearly.
4. Make sure that ALL information under each topic sentence serves to support and explain the whole idea of its topic sentence.
5. **Use information from sources that will strengthen your opinions, conclusions, assertions, and feelings. Be sure to cite these sources to avoid plagiarism**.
6. Use persuasive appeals (emotions, character, and/or reason) as necessary and appropriate.

## Refutation section:

Because the audience in argumentative essays consists mostly of people who are undecided on the issue, in the refutation (rebuttal) section of your essay, debate your opposition’s main claims—at least two. Your goal in this section is to defend your position against opposing points of view and at the same time provide a balanced and reasonable analysis of both sides of the issue to convince your audience to accept, or at least consider, your position. Be sure to adhere to the following points:

1. Choose at least two major arguments/claims that your opponents would most likely use in their defense. Don’t choose claims simply because you can easily dismiss them. Your reader should view you as a knowledgeable and informed reader.
2. **DO NOT rehash any information that you have discussed in your “Pro” section**. The claims you’re refuting in this section should not be a continuation of the claims you have recently discussed in the pro section.
3. If you feel that it’s necessary to clarify for the reader the claims you will be refuting, do so briefly in 2 or 3 sentence Don’t waste an entire paragraph explaining the opponents’ view. **Your job here is to debate that point of view.** If you do not address and dispel opposing points, your reader is just as likely to accept your opponents’ arguments as your own.
4. Start your refutation section with a sharp transition that indicates that you will be addressing your opponents’ c Don’t let the reader think that you’ve changed your position.
5. Each rebuttal paragraph should have three parts:
	1. Your opponent’s claim: use transitions and topic sentences in which you challenge the soundness of the claim.
	2. Your position on this claim: You need to let the reader know that the point is not your belief but the belief of the opposition. Make clear the reason for your disagreement with the claim. (See “3” below for reasons.)
	3. Your refutation: Debate each point in its own paragraph. Show that your opponents’ argument is weak in some way. For example, you might point out that the opponents’ evidence is incorrect, exaggerated, outdated, or incomplete; you might even show how your opponent is not seeing or does not understand the entire issue. **Besides your own conclusions and beliefs, use information from sources that help you refute the claim of the opposition**. Be sure to cite these sources to avoid plagiarism.
6. Use persuasive appeals in your refutation where appropriate.

## Conclusion

To wrap up your discussion, don’t introduce new points or claims that you have not developed or will not be able to develop. Your job in this section is to conclude. Go back to your introduction. Both your introduction and conclusion should connect:

1. Restate your thesis (don’t repeat).
2. Restate the importance of your topic.
3. Explain why your reader should support your posit
4. Use persuasive appeals if appropriate.
5. If applicable and appropriate, extend on a scenario, example, quotation, definition, e that you might have included in your introduction.
6. Call for action.

Example Essay [file:///C:/Users/Christina/Downloads/ENG%20121%20Sample%20Classic%20Pattern%20Argumentative%20Essay%20(MLA%208th%20ed).pdf](file:///C%3A/Users/Christina/Downloads/ENG%20121%20Sample%20Classic%20Pattern%20Argumentative%20Essay%20%28MLA%208th%20ed%29.pdf)