An argument essay is one in which you make a claim about an issue (thesis statement) that presents a clear point and indicates a value, importance, or reasoning for supporting the point of view offered.  Argument is not about winning or losing or proving you're right.  It's about making your claim about something and providing evidence in the form of facts, statistics, expert opinion, as well as examples from our world to back it up.

Take notes on also what I think about those things.  That should help me identify the subtopics or main points I want to share.

One way I can do that is through using an outline. Here’s a [basic outline form](https://kelli.ninja/1301/Rabbit/E2%20Outline%20Draft%20Long%20form-In%20class.pdf) we will use as a prewriting later on.  As it points out on the form, I don't need to start in the beginning.  I can fill out any of the parts in any order.  Those parts represent the basic argument outline:

**The Basic Structure of an Argument Essay**

The essay has a general structure that you can use whether you’re writing about a current issue, a literary work, or explaining and defending a point of view. The following outline illustrates that structure.

**INTRODUCTION**

* Provide an opening that gets readers into the topic. You might discuss the overall subject in general, provide some history or background, or use narrative to set the scene.
* A clear thesis statement

Your thesis (main point) should be expressed in one clear sentence. It should meet these criteria:

* + It should be arguable (not a fact), and state your position clearly.
  + It should bear further explanation.
  + It should be supportable with credible sources and facts.

**BODY**

Decide on a number of subtopics or reasons to support your thesis.  For each of these you need a section that does the following.  It may be a paragraph or a few paragraphs for each topic.

* Provide reasons for belief in your thesis (subtopic). Do this in clear topic sentences.
* Provide evidence (facts, quotes, statistics, or narrative with a personal
* essay),
* Explain and interpret how the evidence fits into or illuminates the thesis, and
* Connect the evidence to your position in your thesis.
  + Sometimes the last two kind of merge

**CONCLUSION** options include:

* Discuss how all of the points you’ve given in your essay add up to illustrate something bigger about the issue.
* Explain how the points you’ve made lead to a logical view or way to progress on the issue.

This is a general outline, and much like a basic recipe, it is designed to be adapted. Writing, like cooking, uses a number of basic concepts, then allows the creator to play with and embellish on them to create something distinct and unique. However, this basic outline is present in everything from semi-formal to very formal writing.

Sometimes when you write, you might find that as you work on parts of your outline, you just want to stop thinking about the outline and get to writing the essay.  That's fine.  Go ahead and do that.  Don’t' stop the processes that help you get words on the page.  Once you're done, go back through what you've written and paste it into the outline.  If you're not able to fill in spots, then you know what you need to develop to fill out your argument.

If you've checked to see if you have all the parts and you do but your essay is still shorter than it should be, then develop another paragraph or two (or three or. . .) to fill it out.   Of course, going to the writing center or reading this with a friend or classmate before doing this is also good since as readers, they can give you some advice on what will help them understand your argument even better.

**Final Essay**

Begin work on putting this essay together by reviewing the grade sheet at the end of this handout. I grade looking for those things, so you need to make sure you keep those things in mind as you write. Once you’ve done that, look over your prewritings, and use those as a starting point to organize. Below are some important tips to remember. Since this is a formal paper, it should follow a fairly strict structure.

Remember, this is your goal:

* Write a formal essay in which look carefully at a topic and make a claim (thesis) about it, providing evidence in the form of facts, statistics, expert opinion, as well as examples from our world to back it up clearly indicating the value, importance, or compelling reasoning to see it this way.
  + That means you need to decide what value, importance, or reason there is for your overall position (thesis).

**General Requirements**

The essay should:

* Be correctly formatted: typed in a standard 12-point font, double spaced, correct heading and header
* Be at least 3 pages long, exclusive of your Works Cited page.
* Utilize and correctly cite at least 3 sources. At least two of them must be credible and reliable sources. The third may be your inspiration—a meme, video, song, tv show, etc. Do not use more than 5 sources.

How to Write a Standout Argumentative Essay

Reviews types of arguments and structures.

<https://www.grammarly.com/blog/academic-writing/argumentative-essay/>

How to Write an Argumentative Essay Outline

With templates for various structures—Classical, Toulmin, Rogerian, etc.

<https://www.grammarly.com/blog/academic-writing/argumentative-essay-outline/>

**Tips**

* Avoid the personal pronouns I/me/my. Instead, go with readers, viewers, consumers, buyers, advertisers, or something similar.
* Avoid you as if it will give you the plague, Ebola, or anything else equally frightening and life threatening. REALLY!
* Focus on your claim about an issue and presents a strong argument, clearly indicating the value, importance, or reasoning for supporting the point of view offered. That means you need to decide what value, importance, or reason there is for your overall position (thesis).
* Analyze and discuss how specific points
* Conclude by explaining what the ad reveals about contemporary culture: values, goals, acceptable roles in society, etc., and what this implies or reveals about our culture, desires, aspirations, or expectations.
* If a source is in your paper, it should be on the Works Cited page.
* If a source is on the Works Cited page, it should be in your paper and easy to find.
* In-text citations go at the *end* of the sentence or section.
* Quotation marks mean you are using the exact words—they usually require an in-text citation.
* With a paraphrase, you don’t need quotation marks since you’re putting it in your own words, but you still need an in-text citation and/or a clear signal phrase.
* Have someone read it out loud to you for a real idea of what you’ve said in your essay as opposed to what you think you said.
* Proofread, proofread, proofread, proofread, proofread, proofread, proofread, proofread, proofread, proofread, proofread, proofread, proofread, proofread, proofread, proofread, proofread, proofread, proofread, proofread, proofread, proofread, proofread, proofread, proofread, proofread, proofread, proofread, and proofread again!

**Turning Your Essay In**

See your schedule for specific instructions.

**Grading Criteria**

Your essay will be evaluated based on the following standards. Please review them and take them into consideration when finalizing your essay.

|  |  |
| --- | --- |
| [**Essay 2: Down the Rabbit Hole**](https://kelli.ninja/1301/Rabbit/E2%20Rabbit%20Hole%20Essay%20assignment.pdf) | |
| **Format/Professionalism** | |
| Was the document uploaded in the correct file type? (doc, docx, odt) | **✓ X** |
| Is the essay correctly formatted?  [(MLA)](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html) | **✓ X** |
| Does it meet length requirements? | **✓ X** |
| Is it turned in on time? | **✓ X** |
| Is there a Work Cited page? | **✓ X** |
| **Introduction** | |
| Does the introduction move the reader into the subject the essay and focus on the topic?   * [*Writing down the Basics*](http://kelli.ninja/essay2.html), pp. 48-50 for discussion and examples. * [Writing an Introduction: 3 Steps](https://www.youtube.com/watch?v=9Jx9SCBSOYU) ([Slideshow version](https://sites.google.com/view/epcc-english/3steps-to-intro)) | **✓ X** |
| Is the thesis a clear statement that makes a claim about an issue and presents a strong argument, clearly indicating the value, importance, or reasoning for supporting the point of view offered?   * [Developing a Thesis](https://writingcenter.fas.harvard.edu/thesis), * [Creating a Thesis Statement](https://owl.purdue.edu/owl/general_writing/the_writing_process/thesis_statement_tips.html), * [How to Write a Thesis Statement](https://libguides.sjsu.edu/c.php?g=230322&p=1528209) (text and video) | **✓ X** |
| **Content** | |
| Is the essay making an argument about an issue?   * [Argument](https://writingcenter.unc.edu/tips-and-tools/argument/) (UNC WC) | **✓ X** |
| Does the essay use at least 3 sources?   While one may be uncredible or not college-level as an example or primary source, the other two should be college-level sources. (No more than 5 sources)   * [*Writing down the Basics*](http://kelli.ninja/essay2.html), pp.62-65, Establishing Credibility. | **✓ X** |
| Are sources smoothly integrated into sentences using signal phrases and transitions as needed?   * [*Writer's Reference*](https://kelli.ninja/readings/AWR9e-HDNS.pdf),  p. 727+ (pdf page number) Pay special attention to the section on Dropped Quotations and Signal Phrases, * [Avoiding Dropped Quotations](https://wilskiki.files.wordpress.com/2014/01/avoiding-dropped-quotations.pdf) * Ashford University Writing Center: [Integrating Research](https://writingcenter.ashford.edu/integrating-research) and their [Video Tutorial](https://content.bridgepointeducation.com/curriculum/file/5408ee9b-e793-44d5-8a4d-e54bc6e72f74/1/Integrating%20Research.zip/story_html5.html) * [Signal Phrases and How to Use Them](https://examples.yourdictionary.com/examples-of-signal-phrases-and-how-to-use-them.html) * [A Guide to Rhetoric, Genre, and Success: Signal Phrases](https://pressbooks.ulib.csuohio.edu/csu-fyw-rhetoric/chapter/apa-signal-phrases/) | **✓ X** |
| Is research cited with correct parenthetical citations as needed?   * [See pages 78-82](https://kelli.ninja/Writing_down_the_Basics.pdf) of *Writing down the Basics* * [Citing Tables, Graphics, and Images in MLA](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_tables_figures_and_examples.html) * [The Pearson Guide, pp 37-41--MLA in-text citations](https://kelli.ninja/readings/PearsonGuide-MLA-final.pdf) | **✓ X** |
| **Development** | |
| Does the writer support the thesis with the right amount of logical, clearly discussed points, using specific details as support? | **✓ X** |
| Does the writing explain how the quotes/facts/statistics/examples support the thesis going beyond simply restating what the source information said?   * [Developing Body Paragraphs](https://www.sjsu.edu/writingcenter/docs/handouts/Body%20Paragraphs.pdf) | **✓ X** |
| If appropriate, does the writing bring up and address any opposing views?   * [Concessions & Counterarguments](https://depts.washington.edu/owrc/wp-content/uploads/2021/05/Concessions-and-Counterarguments.pdf) | **✓ X NA** |
| Is the work organized to lead the reader though the thinking process that led to the writer’s outlook on the topic?   * [Organizing Your Argument](https://owl.purdue.edu/owl/general_writing/academic_writing/establishing_arguments/organizing_your_argument.html) * [Writing Conclusions and Examples](https://examples.yourdictionary.com/conclusion-examples.html) * [Organizing Academic Research Papers: 9. The Conclusion](https://library.sacredheart.edu/c.php?g=29803&p=185935) | **✓ X** |
| **Style** | |
| Does the style—voice, tone, sentence style, and word choice—reflect the type of writing expected in this essay? (**No I/me/my/you/your;** formal tone and word choice.)   * [How to Avoid Using Personal Language](https://unilearning.uow.edu.au/academic/2div.html) | **✓ X** A few things to work on |
| **Clarity** | |
| Does the writing reflect grammatical and mechanical correctness expected at this level? | **✓ X** A few things to work on |
| **Works Cited Page** | |
| Are all sources correctly cited on the Works Cited page?   * [*Writing down the Basics*, pp 83-86](https://kelli.ninja/Writing_down_the_Basics.pdf) | **✓ X** |
| Are all sources used listed used in the essay? | **✓ X** |
| Are all sources cited on the Works Cited page, used in the essay? | **✓ X** |
| **TENTATIVE Grade (if you don’t change anything for the final)** | |
|  |  |
| **-10 Missing** [**Grammarly Report**](https://kelli.ninja/grammarly-report.html) **or ignored obvious advice from it** | **-** |
| **- Late points** | **-** |
| **+5 Writing Center** | **+** |
| If you don't revise, this will be your final essay grade:  **Tentative Grade** |  |
| **Grade for turning in this DRAFT** | |
|  | **100** |
| **+5 Writing Center** | **+** |
| **-10 Missing** [**Grammarly Report**](https://kelli.ninja/grammarly-report.html) **or ignored obvious advice from it** | **-** |
| **- Late points** | **-** |
| **Draft Grade:** |  |
| **↓ FINAL DRAFT INSTRUCTIONS ↓**  **IMPORANT INSTRUCTIONS: READ SLOWLY AND CAREFULLY** | |
| **If you're happy with the grade listed as your TENATAIVE grade,**   * **Don’t do anything else. I will enter that grade in the Final.** * If you turn in the same version, you turned in for the draft and make no changes, I will deduct 5 points for the time it takes me to compare both.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **If you want more points**   * Review my comments and suggestions here and in the video and the links in this grade sheet to help you improve your work. * Use [Grammarly](https://app.grammarly.com), go to the [Writing Center](http://kelli.ninja/misc/Going%20to%20the%20Online%20Writing%20Center.pdf), and then ask me any questions you still have. [(Very short video on how to get your Grammarly report.](https://youtu.be/7_YmYsQzlzk)) * Turn in your final version by the due date on your schedule. | |