

# Building an Argument

**The 1,2,3s of EPT/EAP:**

- 1. Summarize / paraphrase the author’s argument (must use author’s name and title of piece if available).
- 2. State to what extent you agree or disagree with that argument.
- 3. Support YOUR opinion with examples from
  - a. experiences
  - b. observations
  - c. readings

**THE GRAFF TEMPLATE –**

Helps students use the elements of an argument –claim, support, examples – to guide their reading and writing processes. It provides a useful structure for students to follow until they internalize the process.

**The general argument made by \_\_\_\_\_(author’s full name) in her/his work\_\_\_\_\_ (title) is that**

\_\_\_\_\_  
\_\_\_\_\_.

**More specifically, (author’s last name only) argues that**\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

**She/He writes, “**\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_”

**(citation). In this passage, (author’s last name only) is suggesting that** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_. **In my view, (author’s last name only) is wrong/right, because** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_(this is your thesis for the rest of your essay).

Modified template *From* Gerald Graff. *Clueless in Academe* (New Haven: Yale UP, 2003), pp.179-70. Qtd. In Shea, Renee H. and Lawrence Scanlon. *Teaching Nonfiction in AP English – A Guide to Accompany 50 Essays*. Boston: Bedford/St. Martin’s, 2007. 199.