Introduction
Carla Cerino  
May 12, 2008  
Introduction to Unit  
FLA 518- Dr. Verplaetse

**Title:** Writing the Argumentation Essay

**Grade Level:** Community College

**Target Group:** Students in ENG100- Intro to the Essay. This is a developmental community college course which usually consists of approximately 60-75% native speakers 25-40% ELLs. Native speakers and some ELLs are placed into this class based on a placement test. It is also used as a transition level for students exiting the ESL program and entering mainstream community college classes. It is, on the whole, a mainstream class with integrated ELLs.


* Heretofore referred to as (OL). Copy appears in last section of unit.

Authentic student essay provided by teacher (last page of unit). (Anonymous author)

**Source of Lessons:** Teacher-created based on textbook.

**Learning Goals:** I want my students to know how to use the 5 strategies for argumentation that their textbook provides and at least 2 methods of organization for argumentation essays. I want them to know that they can express their opinion without using the first person in written form. I want them to know how to revise and edit an argumentation essay. Finally, I want students to know that they can and must include an opposing viewpoint in a reasonable manner in an argumentation essay and that they can debate an issue orally in a reasonable manner as well.
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**Original Materials**

- Original Lesson Plans
- Original Text
- Student Essay (last page)
FLA 518: Sheltered ELL Strategies Checklist

Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

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Grammar Checklist
Writing an Argumentation Essay

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<td>Comma after dependent clause</td>
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<td>--------</td>
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<td>Express opinion</td>
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<td>Synthesize and Modify</td>
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Lesson 1
Carla Cerino  
March 31, 2008  
FLA518  
Dr. Verplaatse  
Content Objectives and Lesson 1 Performance Indicators

Unit: Writing the Argumentation Essay  
Target Group: Community College (mainstream with integrated ELLs)

### Lesson 1

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<th>Language Goals</th>
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<td>Students will...</td>
<td>Students will...</td>
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<tr>
<td>1) In small groups, complete a chart which names and defines the five strategies for argumentation essays.</td>
<td>1) Name and define 5 strategies for writing an argumentation essay (from reading homework).</td>
</tr>
<tr>
<td>2) Read topics and identify supporting points and opposing viewpoint for at least one argument.</td>
<td>2) Complete a pre-writing exercise for an argumentation essay with the topics available on page 334 of the text.</td>
</tr>
<tr>
<td>3) Create, in small groups, a list of supporting arguments for the issue assigned for eventual class oral debate on vegetarianism (and other topics depending on class size).</td>
<td>3) Brainstorm ideas for an oral debate on vegetarianism (or other topic).</td>
</tr>
<tr>
<td>Task</td>
<td>Pre-production (Level 1)</td>
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<td>-------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Speaking: 5 Strategies for Argumentation</td>
<td>In pairs or small groups, read list of homework terms relating to 5 strategies. Compare L1 definitions if possible. With a higher level partner, repeat and record L2 definitions.</td>
</tr>
<tr>
<td>Writing: Complete a pre-writing exercise</td>
<td>Using the images selected from the homework, create a list of reasons for choice of image in L1. Use a dictionary to translate to L2.</td>
</tr>
<tr>
<td>Speaking and Writing: Prepare for oral debate (name supporting arguments)</td>
<td>With the teacher or a same L1 partner, identify reasons that people choose to be vegetarians in L1. Compare this list to L2 list (created by other students) and choose three strongest arguments out of both lists.</td>
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### Functional/Notional Chart

**Lesson 1 Pre-writing exercise (Expressions introduced in modified homework text for these levels)**

**Levels 3 and 4**

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<th>Situation</th>
<th>Expression</th>
<th>Word/Phrase</th>
<th>Grammar</th>
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<tbody>
<tr>
<td>Use polite, courteous language.</td>
<td>Argumentation Essay or Oral Debate</td>
<td>Supporters of _______</td>
<td>Television-watching Technology Discipline Prohibiting television Personal communication Freedom (topic-dependent)</td>
<td>Relative clauses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>say/believe that _______.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Point out common ground.</td>
<td>Argumentation Essay or Oral Debate</td>
<td>Most people/Everyone can agree _______ is</td>
<td>Television-watching Technology Discipline Prohibiting television Personal communication Freedom (sometimes) Necessary Essential Important Indispensable</td>
<td>Relative clauses Adjectives</td>
</tr>
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</tr>
<tr>
<td>Acknowledge the opposing viewpoint.</td>
<td>Argumentation Essay or Oral Debate</td>
<td>_______ some people believe _______ that (author's name) believes that (restate thesis or opinion).</td>
<td>Although, While, Even though (Topic-dependent- see above list)</td>
<td>Dependent Clauses Subordinate conjunctions (contrasting) Punctuation</td>
</tr>
<tr>
<td>When appropriate, grant the merits of differing viewpoints.</td>
<td>Argumentation Essay or Oral Debate</td>
<td>_______ it is true that _______ ; it is also true that _______.</td>
<td>Although, While, Even though (topic-dependent) (topic-dependent)</td>
<td>Dependent Clauses Subordinate Conjunctions Punctuation</td>
</tr>
<tr>
<td>Rebut the opposing viewpoint.</td>
<td>Argumentation Essay or Oral Debate</td>
<td>_______ fails to _______.</td>
<td>(topic-dependent, i.e., giving freedom to teenagers, using technology, watching television)</td>
<td>Participial noun phrases</td>
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### Functional/Notional Chart

**Lesson 1 Pre-writing exercise**

**Level 1/2**

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<th>Situation</th>
<th>Expression</th>
<th>Word/Phrase</th>
<th>Grammar</th>
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<td>Stating opinion</td>
<td>Argumentation Essay, Oral Debate, Conversational Skills</td>
<td>_______ is/are better than _______</td>
<td>Cats/dogs</td>
<td>Comparative with “than”</td>
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<td></td>
<td></td>
<td></td>
<td>Watching television/Reading Eating meat/Eating vegetables</td>
<td>Subject/Verb Agreement</td>
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<td></td>
<td></td>
<td></td>
<td>Participial Noun Phrases</td>
</tr>
<tr>
<td>Stating reasons for opinion</td>
<td>Argumentation Essay or Oral Debate, Conversational Skills</td>
<td>_______ is/are better because it/they is/are</td>
<td>Cleaner, quieter, prettier, healthier, more independent, more loyal, better for the earth, more fun, higher in vitamins, higher in protein, etc.</td>
<td>Comparative adjectives/adj. phrases Subject/Verb agreement</td>
</tr>
</tbody>
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**Notes:**
- Comparative with “than”
- Participial Noun Phrases
- Subject/Verb Agreement
**LESSON PLAN # 1 (modified)**

**Name:** Carla Cerino  
**School:** Middlesex Community College- ENG100- Intro to the Essay  
**Topic:** Argumentation Essays  
**Time:** 1 hour 20 minutes

**Lesson Objectives:**  
1) Students will become familiar with 5 strategies for argumentation.  
2) Students will complete a pre-writing exercises.  
3) Students will begin to prepare for an oral debate.

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<tr>
<th>Time</th>
<th>Activities and Materials for Mainstream Ss and Level 5 ELLs</th>
<th>Modified Activities and Materials for ELLs</th>
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</table>
| Homework prior | Prior to first class, students will have read pages 319-325 of text and have considered the writing assignments on page 334. | **Level 1** students will complete a word wall by looking up the L1 equivalents of the word list. They may define these words in L1 of possible (page 8).  
**Level 2** students will complete the word wall (page 8) in the same way as Level 1 but must define the words in L1 and attempt to define the words in English.  
**Level 3** students will read a modified text (pages 9-11). *(adapted from OL)*  
**Level 4** students will read a modified text (pages 12-13). *(adapted from OL)* |
| 15min | In groups, students will summarize sections of the reading from pages 319-322 of the homework and share with class. Students will complete a chart in which they name and define the five strategies for argumentation. | **Level 1 and 2** students (mixed together in groups of 3) will compare their word walls and add each other’s information to their own word walls (if it is agreed to be correct). Students will attempt to complete definitions in English for all of the words.  
**Level 3 and 4** students will complete modified charts (pages 14-15).  
**Level 1 and 2** students will listen to Level 3 and 4 students and read along *(OL)*. They will highlight any words they recognize and any they wish to research.  
**Level 3 and 4** students will be grouped together with one Level 1 or 2 student. They will read the essays *(OL)* to each other out loud and highlight the sentences which state the author’s main |
<p>| 20min | In groups of 3, students will read aloud the sample essays from pp. 322-325. Students will highlight sentences which exemplify the five strategies for argumentation. |  |</p>
<table>
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<tr>
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<th>Task</th>
<th>Level 1 and 2</th>
<th>Level 3</th>
<th>Level 4</th>
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<tr>
<td>20min</td>
<td>Students will choose one of the three writing assignments on page 334 (students may also choose their own topics if approved by teacher) for argumentation essay and do pre-writing exercise of choice to hand in before end of class.</td>
<td>Level 1 and 2 students will complete modified pre-writing assignments (pages 16-19).</td>
<td>Level 3 students will complete choose from a modified list of topics. They will brainstorm 3 supporting points and one opposing argument (page 20).</td>
<td>Level 4 students may choose from the modified topics or the topics on page 334. If they choose the modified topics, they will be required to identify a rebuttal to the opposing argument (page 21).</td>
</tr>
<tr>
<td>20 min</td>
<td>Teacher will present issue for student debate (possibly vegetarianism) Class brainstorms ideas in cluster on board Class breaks into two to four groups (depending on class size) and begins preparation for class debate on issue- to be continued next class.</td>
<td>Level 1 and 2 students will continue to work on section of pre-writing assignment that involves issue of eating meat versus eating vegetables. They will create a list of supporting arguments for or against vegetarianism in L1 and Level 2 students will attempt to create or translate a list in English.</td>
<td>Level 3 students will listen to larger group discussions and create a copy of the list of supporting arguments.</td>
<td>Level 4 students will contribute to larger group discussion and create a copy of the list.</td>
</tr>
<tr>
<td>Homework (5 minutes for explanation)</td>
<td>Students will read 326-332 and complete exercises on 332-4. Students will continue to work on pre-writing/outlining of argumentation essay at home. Students may do internet research to prepare for debate.</td>
<td>Modifications to follow with Lesson 2 plans.</td>
<td></td>
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</table>
Please use a dictionary to find these words in your language. Define these words in your language. If you can, define them in English.

Strategy-

Courteous-
(one strategy for writing is to be courteous)

Commonality-
(a second strategy for writing is to see commonalities)

Opposing-
(a third strategy for writing is to see opposing ideas)

Merits-
(a fourth strategy for writing is to see merits of opposing ideas)

Rebut-
(a fifth strategy for writing is to rebut opposing ideas)

Modified homework for Levels 1 and 2.
Level 1 students are expected to look up the words in L1 and try to define them in L1.
Level 2 students are expected to look up the words and try to define them in L1 and L2.
The Five Strategies for Argumentation

<table>
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<tr>
<th>Argumentation</th>
<th>a type of writing that expresses an opinion and tries to convince the reader that this opinion is the best opinion</th>
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<tbody>
<tr>
<td>Strategies</td>
<td>ways to make your writing more effective</td>
</tr>
<tr>
<td>Viewpoint or point of view</td>
<td>looking at an issue a person or group's opinion and way of</td>
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</tbody>
</table>
| Point of view (grammatical meaning) | I/we = first person point of view  
you = second person point of view  
he/she/it/they = third person point of view |

1) Use tactful, courteous language.

Use polite language. When you talk about people who have the opposite opinion (as your own), you could say: “Supporters of ________________ believe/say ________________.

For example: “Supporters of television news say that TV has more current information than newspapers.” It is better NOT to say, “My opponents don’t understand how important reading is.”

2) Point out common ground.

Say what can be agreed on. Say what you have in common with the people who have the opposite opinion. You could say, “Most people/everyone can agree that ________________.” Or, “People on both sides of the issue agree that ________________.”

For example, “Everyone can agree that it is important to be well-informed about the news.”

Level 3 text modifications for homework. (Rewrite)
3) Acknowledge differing viewpoints.

Say what the opposite opinion is. Say what the opposite opinion is early in your essay. Try to do it in the thesis statement. You could say, "While some people believe __________, (your opinion here).

For example, "While some people believe that television is the best source of news, newspapers provide the most informed, detailed coverage of world and local events."

(The underlined part is the author's opinion.)

Try one of your own (in-class pre-writing):

________________________

4) When appropriate, grant the merits of differing viewpoints.

Say what is good about the opposite opinion. Readers will be convinced you are an expert if you say what is true about the opposite opinion. Follow this with another, stronger truth about your own opinion. You could say, "It is true that __________. It is also true that (truth about your opinion)."

For example, "It is true that television news will provide you with the news more quickly than written sources. It is also true that newspapers provide much deeper explanations about news events."

Level 3 text modifications for homework. (Rewrite)
5) Rebut differing viewpoints.

Argue against the opposite opinion. Say what the problems are with the opposite argument. You can say what all the problems are at once (like in one paragraph); or you can say what the problems one at a time throughout the essay. For example, "While many people say that newspapers are obsolete, they are still an important source for local news, especially in smaller communities."
Five Strategies for Argumentation Essays
(5 Ways to Make Your Essay Better!)

Patterns of Essay Development

Use polite language.

When you talk about people who have the opposite opinion, you could say:

Supporters of ______ believe/say ______.

Say what you agree on.

Saying what you have in common with people who have the opposite opinion, you could say:

Everyone/Most people can agree that ______.

People on both sides of the issue say that ______.

Say what the opposite opinion is.

Say what the opposite opinion is early in your essay. Try to do it in the thesis statement. You could say, ______, while some people believe ______. (Your opinion here).

1. Use Tactful, Courteous Language

In an argumentation essay, you are attempting to persuade readers to accept your viewpoint. It is important, therefore, not to anger them by referring to them or their opinions in rude or belittling terms. Stay away from sweeping statements like “Everybody knows that . . .” or “People with any intelligence agree that . . .” Also, keep the focus on the issue you are discussing, not on the people involved in the debate. Don’t write, “My opponents say that orphanages cost less than foster care.” Instead, write, “Supporters of orphanages say that orphanages cost less than foster care.” Terms like my opponents imply that the argument is between you and anyone who disagrees with you. By contrast, a term such as supporters of orphanages suggests that those who don’t agree with you are nevertheless reasonable people who are willing to consider differing opinions.

2. Point Out Common Ground

Another way to persuade readers to consider your opinion is to point out common ground—opinions that you share. Find points on which people on all sides of the argument can agree. Perhaps you are arguing that there should be an 11 P.M. curfew for juveniles in your town. Before going into detail about your proposal, remind readers who oppose such a curfew that you and they share certain goals: a safer city, a lower crime rate, and fewer gang-related tragedies. Readers will be more receptive to your idea once they have considered the ways in which you and they think alike.

3. Acknowledge Differing Viewpoints

It is a mistake to simply ignore points of view that conflict with yours. Acknowledging other viewpoints strengthens your position in several ways. First, it helps you spot flaws in the opposing position—as well as in your own argument. Second, and equally important, it gives the impression that you are a reasonable person, willing to look at an issue from all sides. Readers will be more likely to consider your point of view if you indicate a willingness to consider theirs.

At what point in your essay should you acknowledge opposing arguments? The earlier the better—ideally, in the introduction. By quickly establishing that you recognize the other side’s position, you get your readers “on board” with you, ready to hear what else you have to say.

One effective technique is to cite the opposing viewpoint in your thesis statement. You do this by dividing your thesis into two parts. In the first part, you acknowledge the other side’s point of view; in the second, you state your opinion, suggesting that yours is the stronger viewpoint. In the following example, the opposing viewpoint is underlined once; the writer’s own position is underlined twice.

Level 4 text modification for homework.)
Examples of thesis statements that have the author's opinion and the opposing opinion:

While some people believe that television is a waste of time, it is an important source of information and educational resources. (author's opinion)

Although many people argue that vegetarians have a healthier lifestyle, a balanced diet that includes meat provides the best nutrition. (author's opinion)

Write your own examples (in class)....

Say what is good about the opposite opinion. → 4 When Appropriate, Grant the Merits of Differing Viewpoints

Readers will be convinced that you are an expert if you say true about the opposite opinion. Follow this truth with another, Stronger truth about your opinion. You could say:

It is true that...
It is also true that (truth about your opinion).

Argue against the opposite opinion. → 5 Rebut Differing Viewpoints

Say what the problems are with the opposite argument. You can say what all the problems are at once (like in one paragraph). Or, you can say what the problems one at a time throughout the essay.

Sometimes an opposing argument contains a point whose validity you cannot deny. What should you do then? The strongest strategy is to admit that the point is a good one. You will lose credibility if you argue against something that clearly makes sense. Admit the merit of one aspect of the other argument while making it clear that you still believe your argument to be stronger overall. Suppose that you were arguing against the use of computers in writing classrooms. You might say:

"Granted, students who are already accustomed to computers can use them to write papers more quickly and efficiently"—admitting that the other side has a valid point. But you could quickly follow this admission with a statement making your own viewpoint clear: "But for students like me who write and think in longhand, a computer in the classroom is more a hindrance than a help; it would require too great a learning curve to be of any value to me."

Sometimes it may not be enough simply to acknowledge other points of view and present your own argument. When you are dealing with an issue that your readers feel strongly about, you may need to rebut the opposing arguments. To rebut means to point out problems with an opposing view, to show where an opponent's argument breaks down.

Imagine that you are writing an essay arguing that your college should use money intended to build a campus health and fitness center to upgrade the library instead. From reading the school paper, you know that supporters of the center say it will help attract new students to the college. You rebut that point by citing a survey conducted by the admissions office, which shows that most students choose a college because they can afford it and because they like its academic program and facilities. You also emphasize that many students, already financially strapped, would have trouble paying the proposed fee for using the center.

A rebuttal can take two forms. (1) You can first mention all the points by the other side and then present your counterargument. You can present the first point raised by the opponent and move on to the second opposing point and rebut...
Please complete the chart using the text you read for homework. Use number 1 as an example.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use Tactful, Courteous Language</td>
<td>Use polite language to speak about people who hold the opposing viewpoint.</td>
</tr>
<tr>
<td>2. Point out common ground.</td>
<td></td>
</tr>
<tr>
<td>3. Acknowledge differing viewpoints.</td>
<td></td>
</tr>
<tr>
<td>4. When appropriate, grant the merits of differing viewpoints.</td>
<td></td>
</tr>
<tr>
<td>5. Rebut differing viewpoints.</td>
<td></td>
</tr>
</tbody>
</table>

Level 3 Graphic Organizer for pair discussion of homework text.
Please complete the chart using the text you read for homework. Use number 1 as an example.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use Tactful, Courteous Language</td>
<td>Use polite language to speak about people who hold the opposing viewpoint.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>
Circle the picture you think is better. Then, match the words or phrases to the picture you think is better. (For example, I think cats are better than dogs.)

cleaner, more loyal, quieter, more fun, more independent, prettier

Cat

cleaner
quieter
prettier
more independent

Dog
easier, more convenient, more informative, more relaxing, more portable, cheaper

Watching television

________________________________________
________________________________________
________________________________________

Reading

________________________________________
________________________________________
________________________________________

Level 1 pre-writing exercise.
Circle the picture you think is better. Then, explain why you think this is better. Use the given words/phrases to help you. Use a dictionary if you need to.

(For example, I think cats are better than dogs.)

cleaner, more loyal, quieter, more fun, more independent, prettier

Cat

Why are cats better than dogs?
They are...
more independent, cleaner, and quieter than dogs.

Dog

Why are dogs better than cats?
They are...

than cats.

easier, more convenient, more informative, more relaxing, more portable, cheaper

Watching television

Why is watching television better than reading?
It is __________. __________. __________
than reading.

Reading

Why is reading better than watching television?
It is __________. __________.
__________ than watching television.

Level 2 pre-writing exercise.
healthier, more delicious, cheaper, higher in protein, higher in vitamins, better for the earth

Eating meat

Why is eating meat better than eating vegetables?

It is _____________, ______________, and ______________ than eating vegetables.

Eating vegetables

Why is eating vegetables better than eating meat?

It is _____________, ______________, and ______________ than eating meat.

Level 2 pre-writing exercise.
Topics for Argumentation
Pre-writing

Choose topic I, II, or III. Decide what your opinion is. For the topic you choose, write three reasons that you believe in your opinion (supporting arguments) and one reason people might believe in the opposite opinion (opposing argument).

I) Watching television is or is not dangerous for children.

Supporting Arguments:
1) 
2) 
3) 

Opposing Argument:
1) 

II) Technology (email, text messaging, etc.) improves or does not improve interpersonal communication.

Supporting Arguments:
1) 
2) 
3) 

Opposing Argument:
1) 

III) Parents should or should not be very strict with teenaged children.

Supporting Arguments:
1) 
2) 
3) 

Opposing Argument:
1) 

Level 3 modified pre-writing exercise.
Topics for Argumentation
Pre-writing

Choose topic I, II, or III. Decide what your opinion is. For the topic you choose, write three reasons that you believe in your opinion (supporting arguments) and one reason people might believe in the opposite opinion (opposing argument). Rebut the opposing argument.

I) Watching television is or is not dangerous for children.

Supporting Arguments:
1) 
2) 
3) 

Opposing Argument:
1) 

Rebuttal 

II) Technology (email, text messaging, etc.) improves or does not improve interpersonal communication.

Supporting Arguments:
1) 
2) 
3) 

Opposing Argument:
1) 

Rebuttal 

III) Parents should or should not be very strict with teenaged children.

Supporting Arguments:
1) 
2) 
3) 

Opposing Argument:
1) 

Rebuttal 

Level 4 modified pre-writing exercise.
This unit is designed for a developmental writing course for mainstream students with integrated ELLs. Due to the developmental nature of the course, nearly fluent (or Level 5) ELLs will not need as many modifications as they might in a completely mainstream course. The main sheltered-content and interactional support for these students will be in the peer-editing, teacher-editing, and grammar mini-lessons and review that are built into the course. Other discourse support for these students will be vocabulary support from peers and the teacher and support in choosing and developing a topic for the argumentation essay they will write.

For beginning, low-intermediate, and high-intermediate students, extensive text and discourse modification, sheltered-content, and enhanced interactional support is provided. For beginning students, the original text for this course has been replaced with a vocabulary list that captures the essential ideas of the concepts of the five strategies for writing argumentation essays that are described in detail in the text. The students must define these terms at home as completely as possible before coming to class and negotiating their meanings with fellow classmates. For intermediate students, differentiated levels of rewritten, cut-and-pasted, and annotated text will help to contextualize the concepts from the text and make them accessible for class discussion and implementation into the writing process.

The text is further contextualized when it is discussed in small groups. Interacting with other students to negotiate the meaning of the text enhances understanding and provides an opportunity for language production for students. I have created graphic
organizers to assist students at levels 3 and 4 with this process. Level 1 and 2 students will continue to work with the word walls they received for homework.

Mainstream and Level 5 ELLs will eventually write a five-paragraph argumentation essay during this unit on one of three topics provided on page 334 of the original text. These topics are written using dense language and some might require (American) cultural knowledge that is not yet a part of a lower-level student’s repertoire. For this reason, I have created more general topics for Level 1-4 students and differentiated the level of textual, visual, and vocabulary, and structural (grammatical) support provided for pre-writing exercises based on these topics. A Level 5 student wishing to explore one of the Level 4 topics due to a lack of target-culture background knowledge would be welcome to do so. In this way, I have created sheltered-content that is accessible to ELLs and provides access into some issues that Americans find controversial (to varying degrees).

Additional enhanced interaction will occur during the preparations for oral class debate. Level 1 and 2 students who have activated their background knowledge about this issue by completing the modified pre-writing exercise will now work together to produce a further list of supporting arguments in L1 and/or L2. This is a cognitively challenging exercise for the mainstream students who are using their L1, so I believe that it will just as challenging for the lower-level students even if some cannot produce very much in L2. At this time, Level 3 students will group with the higher level students (per Vygotsky, working with “experts” to move up in the Zone of Proximal Development) and contribute to group discussion if possible. They will remain engaged as they will be asked to create a copy of the list of supporting arguments that is created. Level 4 students
will be expected to participate more fully. The creation of the list and the ultimate goal of presenting an oral debate will make this interaction meaningful.
Lesson 2
<table>
<thead>
<tr>
<th>Language Objectives</th>
<th>Content Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will...</strong></td>
<td><strong>Students will...</strong></td>
</tr>
<tr>
<td>1) Students will critically read a professional and a sample student essay.</td>
<td>1) Students will evaluate and compare two essays based on how well they use the five strategies for argumentation.</td>
</tr>
<tr>
<td>2) Students will discuss (and record for themselves) supporting and opposing viewpoints, rebuttals, and the roles each student will play in the debate.</td>
<td>2) Students will work in groups to prepare for an oral debate utilizing argumentation strategies.</td>
</tr>
<tr>
<td>3) In full class, students will orally argue their points, listen to opposing viewpoints, rebut each other’s arguments, and conclude their debates.</td>
<td>3) Students will carry out an oral debate on vegetarianism (or another issue).</td>
</tr>
</tbody>
</table>
### Performance Indicators
#### Lesson 2

<table>
<thead>
<tr>
<th>Task  ↓</th>
<th>Pre-production (Level 1)</th>
<th>Early Production (Level 2)</th>
<th>Speech Emergent (Level 3)</th>
<th>Intermediate (Level 4)</th>
<th>Nearly Fluent (Level 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Listening/Speaking: <strong>Professional vs. Student Essay</strong></td>
<td>Students will listen and read along as group members read the essays aloud. Students will circle any words they know. Students will make a copy of at least one box of the discussion guide.</td>
<td>Students will listen and read along as group members read the essays aloud. Students will complete as much as they can of a cloze exercise (every 15th word missing). Students will make a copy of at least two boxes of the discussion guide.</td>
<td>Students will listen and read along as group members read the essays aloud. Students will complete a cloze exercise (every 15th word missing). Students will make a copy of the discussion guide.</td>
<td>Students will participate in reading essays aloud. They will contribute to small group discussion comparing the use of the 5 strategies in each essay using a discussion guide.</td>
<td>Students will participate in reading essays aloud. They will help to lead a group discussion comparing the use of the 5 strategies in each essay using a discussion guide.</td>
</tr>
<tr>
<td>Speaking/Listening/Writing: <strong>Preparation for Oral Debate</strong></td>
<td>In pairs, students will compare thesis statements and supporting arguments from pre-writing. They will circle appropriate terms on a questionnaire about their work.</td>
<td>In pair, students will compare thesis statements and supporting arguments. They will write terms on a questionnaire about their work.</td>
<td>In debate groups (with larger class), students will make a copy of the list of supporting arguments and choose one to read aloud during the debate.</td>
<td>In debate groups (with larger class), students will participate in creating arguments and rebuttals and choose one argument or rebuttal to present orally during debate.</td>
<td>In debate groups (with larger class), students will create arguments and rebuttals and choose one argument and one rebuttal to present orally during debate.</td>
</tr>
<tr>
<td>Speaking/Listening: <strong>Oral Debate</strong></td>
<td>Students will listen to debate in full class. Students will identify terms that they recognize and circle them on a listening guide.</td>
<td>Students will complete a listening guide and record at least five terms that they hear. They must research the definition of any terms recorded that they are unfamiliar with.</td>
<td>Students will read at least one supporting argument aloud from the copy of the list that they have created during debate preparation.</td>
<td>Students will be expected to participate orally at least one time during the debate. They may read a prepared sentence or rebut one argument from the opposing team.</td>
<td>Students will be expected to participate orally in the debate at least two times. They must present one supporting argument and one rebuttal.</td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Expression</td>
<td>Word/Phrase</td>
<td>Grammar</td>
<td></td>
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<tr>
<td>State a thesis/Express an opinion (level 1)</td>
<td>Argumentation Essay or Oral Debate</td>
<td>I prefer ________________</td>
<td>Cats, dogs, reading, watching television, eating meat, eating vegetables</td>
<td>Declarative sentences</td>
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<td></td>
<td>Generic (plural) nouns</td>
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<td></td>
<td>Noun phrases with gerund</td>
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</tr>
<tr>
<td>State a thesis/Express and opinion (level 2)</td>
<td>Argumentation Essay or Oral Debate</td>
<td>I prefer ________________ because it is/they are ________________</td>
<td>Cats, dogs, reading, watching television, eating meat, eating vegetables independent, quiet, pretty, loyal, clean, healthy, easy, convenient, informative, portable, relaxing, cheap, delicious, high in protein, high in vitamins, good for the earth</td>
<td>Subordinate clauses</td>
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<td>Subordinating conjunctions</td>
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<td>Generic (plural) nouns</td>
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<td></td>
<td></td>
<td></td>
<td>Noun phrases with gerund</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Adjectives/Adjective phrases</td>
<td></td>
</tr>
<tr>
<td>Provide supporting arguments, Describe</td>
<td>Argumentation Essay or Oral Debate, description</td>
<td>________________ are</td>
<td>Cats, dogs independent, quiet, pretty, loyal, clean, health, easy, convenient, informative, portable, relaxing, cheap, delicious, high in protein, high in vitamins, good for the earth, good for the earth</td>
<td>Subject/Verb agreement</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Copula</td>
<td></td>
</tr>
<tr>
<td>Provide supporting arguments, Describe</td>
<td>Argumentation Essay or Oral Debate, description</td>
<td>________________ is</td>
<td>Reading, watching television, eating meat, eating vegetables healthy, easy, convenient, informative, portable, relaxing, cheap, delicious, high in protein, high in vitamins, good for the earth, good for the earth</td>
<td>Subject/Verb agreement</td>
<td></td>
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<td>Copula</td>
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<td></td>
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<td></td>
<td></td>
<td>Gerund as subject</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Plan #2 (modified)

Name: Carla Cerino
School: Middlesex Community College- ENG100- Intro to the Essay
Topic: Argumentation Essays
Time: 1 hour 20 minutes
Lesson Objectives:
Students will complete oral argumentation and prepare to write first draft of argumentation essay.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities and Materials (for mainstream Ss and Level 5 ELLs)</th>
<th>Modified Activities and Materials for ELLs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework prior</td>
<td>Students will read 326-332 and complete exercises on 332-4. Students will continue to work on pre-writing/outlining of argumentation essay at home. Students may do internet research to prepare for debate.</td>
<td><strong>Level 1</strong> students will complete a word wall by looking up the L1 equivalents of the word list (page 31). They may define these words in L1 of possible. They will choose one topic from the pre-writing exercise (p.16-17) and write a thesis statement that says, “I prefer ________.” They will fill in the blank with one of the following options: cats, dogs, reading, watching television, eating meat, or eating vegetables. <strong>Level 2</strong> students will complete a word wall (page 32) in the same way as Level 1 but must define the words in L1 and attempt to define the words in English. They will choose one topic from the pre-writing (p.18-19) and write a thesis statement that says, “I prefer ________ because it is/they are ____________, ____________, and _________. (See functional/notional chart for L options.) <strong>Level 3</strong> students will read a modified (adapted from OL) text and answer questions (page 33). They will continue to work on the pre-writing exercise (p. 20) they received in class. <strong>Level 4</strong> students will read the original text concentrating on the highlighted sections (OL) (pages 34-39) and work on the pre-writing exercise they received in class (p. 21).</td>
</tr>
<tr>
<td>10min</td>
<td>Students will compare their answers to the exercises in the text in pairs and then find another pair to share their findings with.</td>
<td><strong>Level 1 and 2</strong> students will compare their homework. Students who have chosen the same topic will work together in pairs or threes (mixed levels). They will be sure that each student has an L2 definition for each term and</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td></td>
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<td>------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
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<tr>
<td>15 minutes</td>
<td>In small groups, students will compare the professional essay on gun control (from the homework in Original Materials section) to the student essay on gun control provided by the teacher (last page of unit). Students will read the essay aloud to each other and then discuss whether or not each essay employed the 5 strategies for argumentation and complete a chart (page ). Level 4 and 5 and mainstream students will be advised to read slowly and clearly to assist their lower level group members.</td>
<td></td>
</tr>
<tr>
<td>20-30 minutes</td>
<td>Students will prepare their debate arguments in groups following the 5 strategies for argumentation in the text.</td>
<td></td>
</tr>
</tbody>
</table>

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that they have appropriate thesis statements.

**Level 3** students will work in pairs and compare their pre-writing (p.20). Each student will determine if the other has followed the six steps for pre-writing development outlined in the homework reading (p.33).

**Level 4 and 5** students will mix into groups with mainstream students and fill in any answers they were unable to complete at home.

**Level 1** students will listen to reading by other students. They will circle any words in the texts that they recognize (from OL and student essay) (pages 40-43). They will attempt to fill in at least one box of the discussion guide chart (page 48). (Same chart for all levels.)

**Level 2 and 3** students will complete a cloze exercise (pages 44-47) (adapted from OL and student essay) as they listen to higher level students read the essays. They will complete as much of the discussion guide chart (p.48) as possible with the help of other group member.

**Level 4** students will participate in reading aloud (from OL and student essay) and completing the discussion guide (p.48).

**Level 1 and 2** students will form pairs based on their thesis statements. Teacher will attempt to pair students who have opposing thesis statements. Students will complete a questionnaire (pages 49-50) comparing thesis statements. They will each create supporting arguments and discuss the differences between them in L1 and/or L2. The teacher will be available to help negotiate meaning.

**Level 3** students will participate with the larger groups for debate. They will make a copy of the list of arguments and rebuttals and choose (or be assigned) one sentence to read aloud during whole class debate.

**Level 4** students will participate in creating arguments and rebuttals and choose one
| 20-30 minutes | Students will debate the issue(s) of vegetarianism orally (another issue will be debated if needed for class size).

Levels 1 and 2 students will receive a participation grade (check system) based on completing the listening guide.

Levels 3-5 students will be informally assessed for participation based on the number of times they speak during the debate. The expectations for full credit (✓+) for ELLs is listed opposite.

Mainstream students must speak at least 2 times each for full participation credit. |
| Level 1 students will listen to debate in full class. Students will identify terms that they recognize and circle them on a listening guide (page 51). They may write down any terms that they hear and recognize or would like to research. |
| Level 2 students will complete a listening guide (p.51) and record at least five terms that they hear. They must research the definition of any terms recorded that they are unfamiliar with. |
| Level 3 students will read at least one supporting argument aloud from the copy of the list that they have created during debate preparation. |
| Level 4 students will be expected to participate orally at least one time during the debate. They may read a prepared sentence or rebut one argument from the opposing team. |
| Level 5 students will be expected to participate orally in the debate at least two times. They must present one supporting argument and one rebuttal. |

| Homework | Students will write a rough draft of an argumentation essay for peer review. |
Please use a dictionary to find these words in your language. Define these words in your language. If you can, define them in English.

**Purpose-**

**Convince/Persuade-**
(the purpose of argumentation is to convince and persuade)

**Audience (Who is the audience for argumentation? People who agree? Disagree?)-**

**Evidence-**

**Unity (What is unity in writing?)-**

**PART II**
Pre-Writing- Choose one of the topics from your pre-writing assignment and write a thesis statement.
For example: I prefer *cats*.

Your thesis statement:

Choose from: cats, dogs, reading, watching television, eating meat, or eating vegetables

Modified homework for Level 1.
Students are expected to look up the terms in an L1/L2 dictionary. They may try to define them in L2.
Please use a dictionary to find these words in your language. Define these words in your language. If you can, define them in English.

**Purpose:**

**Convince/Persuade**
(the purpose of argumentation is to convince and persuade)

**Audience (Who is the audience for argumentation? People who agree? Disagree?)**

**Evidence**

**Unity (What is unity in writing?)**

**PART II**
Pre-Writing- Choose one of the topics from your pre-writing assignment and write a thesis statement.
For example: I prefer cats because they are pretty, independent, and clean.

Your thesis statement:

---

**Choose 1 from topics:** cats, dogs, reading, watching television, eating meat, or eating vegetables

**Choose 1 from adjectives:** independent, quiet, pretty, loyal, clean, healthy, easy, convenient, informative, portable, relaxing, cheap, delicious, high in protein, high in vitamins, better for the earth

Modified homework for Level 2.
Students are expected to look up the terms in an L1/L2 dictionary if needed and try to define them in L2.
Homework

Vocabulary for Reading

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>to convince</td>
<td>To make someone believe something</td>
</tr>
<tr>
<td>to persuade</td>
<td>To try and change someone’s opinion</td>
</tr>
<tr>
<td>controversial</td>
<td>Something that divides people (in opinion)</td>
</tr>
<tr>
<td>issue</td>
<td>a topic of discussion</td>
</tr>
<tr>
<td>audience</td>
<td>The readers of your writing</td>
</tr>
</tbody>
</table>

Purpose and Audience for Argumentation

**Purpose**- For argumentation, the writer has two possible purposes:

1) To convince the audience that his/her opinion of a controversial issue is correct.

2) To persuade the audience to take some sort of action.

For this essay, your purpose will be number 1: to convince the audience (the teacher and your fellow students) that your opinion is correct.

**Steps for Developing Your Pre-writing**

1) Choose one of the topics from your pre-writing exercise for your essay.

2) Be sure the thesis statement you chose clearly states your opinion.

3) Look at your supporting points for this topic. Be sure that they are all related to your thesis statement.

4) Find one good point about the opposite opinion and write a sentence about it.

5) Think of one reason someone might disagree with your thesis and write a sentence about it. Start with, “Some people think that__________________________.”

6) Now write a sentence about why you disagree with the sentence you just wrote.
Considering Purpose and Audience

When you write an argumentation essay, your main purpose is to convince readers that your particular view or opinion on a controversial issue is correct. In addition, at times, you may have a second purpose for your argumentation essay: to persuade your audience to take some sort of action.

In order to convince readers in an argumentation essay, it is important to provide them with a clear main point and plenty of logical evidence to back it up. Say, for example, you want to argue that public schools should require students to wear uniforms. In this case, you might do research to gather as much evidence as possible to support your point. You may check to see, for instance, if uniforms are cheaper than the alternative. Perhaps you could find out if schools with uniforms have a lower rate of violence than those without them. You may even look for studies to see if students’ academic performance improves when school uniforms are adopted. As you search for evidence, be sure that it clearly links to your topic and supports the main point you are trying to get across to your audience.

While consideration of your audience is important for all essay forms, it is absolutely critical to the success of your argumentation essay. Depending on the main point you choose, your audience may be firmly opposed to your view or somewhat supportive of it. As you begin planning your own argumentation essay, then, consider what your audience already knows, and how it feels, about the main point of your argument. Using the example above, for instance, ask yourself what opinion your audience holds about school uniforms. What are likely to be their objections to your argument? Why would people not support your main point? What, if anything, are the merits of the opposing point of view? In order to “get inside the head” of your opposition, you might even want to interview a few people you’re sure will disagree with you: say, for instance, a student with a very funky personal style who you know would dislike wearing a uniform. By becoming aware of the points of view your audience might have, you will know how to proceed in researching your rebuttal to their arguments. (For more information on how to deal with opposing views in your essay, see pages 320–322.) By directly addressing your opposition, you add credibility to your argument and increase the chances that others will be convinced that your main point is valid.

Development through Prewriting

Before choosing a topic for her essay, Anna, the writer of “Teenagers and Jobs,” asked herself what controversial subject she was particularly well qualified to argue. She wanted to select something she cared about, something she could “sink her teeth into.” As a person who had been an active member of her high school community—she had worked on the newspaper, played basketball, and sung in a chorus—Anna first thought of writing about “student apathy.” It had always bothered her to see few students taking advantage of the opportunities available to them in school. But as she thought more about individual students she knew and their reasons for not getting more involved in school and extracurricular activities, she changed her opinion. “I realized that ‘apathy’ was not really the problem,” she explained. “Many of them worked so much that they literally didn’t have time for school life.”
After narrowing her thesis to the idea of “teenagers and work,” Anna made a list of what she perceived as the bad points of students’ working too much:

No time for real involvement in school and school activities
Students leave right after school—can’t stay for clubs, practices
Don’t have time to attend games, other school functions
Students sleep in class and skip homework
Stress, extra money contribute to drug and alcohol use
Teachers frustrated trying to teach tired students
Having extra money makes teens materialistic
Some get so greedy they drop out of school to work full-time
Students miss the fun of being young, developing talents and social abilities
Students burn out, even get sick
Hanging around older coworkers can contribute to drug, alcohol use
Buying luxuries gives teens unrealistic idea of standard of living

As she reviewed and revised her list of points, Anna identified three main points to develop in her essay. Those she identified as points 1, 2, and 3. She realized that some of the other items she had jotted down were related ideas that might be used to support her main topics. She marked those with the number of the main idea they supported, in parentheses, like this: (1). She also crossed out points that did not fit.

1. No time for real involvement in school and school activities
   (1) Students leave right after school—can’t stay for clubs, practices
   (1) Don’t have time to attend games, other school functions
   Students sleep in class and skip homework
2. Stress, extra money contribute to drug and alcohol use
   (1) Teachers frustrated trying to teach tired students
3. Having extra money makes teens materialistic
   (3) Some get so greedy for money they drop out of school to work full-time
Students miss the fun of being young, developing talents and social abilities.

Students burn out, even get sick.

(2) Hanging around older coworkers can contribute to drug, alcohol use.

(3) Buying luxuries gives teens unrealistic idea of standard of living.

Referring to this list, Anna wrote the following first draft of her essay.

**Teenagers and Jobs**

Many people think that working is a valuable experience for young people. But when teenagers have jobs, they are too likely to neglect their schoolwork, become overly materialistic, and get into trouble with drugs and alcohol.

Schoolwork and the benefits of extracurricular activities tend to go by the wayside when adolescents work long hours. As more and more teens have taken jobs, teachers have faced increasing difficulties. They must both keep the attention of tired pupils and give homework to students who simply don't have time to do it. In addition, educators have noticed less involvement in extracurricular activities. School bands and athletic teams are losing players to work, and sports events are poorly attended by working students. Those teens who try to do it all—homework, extracurricular activities, and work—may find themselves exhausted and burned out.

Another drawback of too much work is that it may promote materialism and an unrealistic lifestyle. Most working teens use their earnings to buy luxuries. These young people don't worry about spending wisely—they can just about have it all. They are becoming accustomed to a lifestyle they won't be able to afford several years down the road, when they have to support themselves.

Finally, teenagers who work are more likely than others to get involved with alcohol and drugs. Teens who put in long hours may seek a quick release from stress, just like the adults who need to drink a couple of martinis after a hard day at work. Also, teens who have money are more likely to get involved with drugs.

In short, teens and work just don't mix.

**Development through Revising**

Anna's instructor had offered to look over students' first drafts and suggest improvements for revision. Here is the note she wrote at the end of Anna's work:
Anna — Good beginning. While I think your thesis is overstated, it and each of your main topics are on the right track. Here are some points to consider as you write your next draft:

- Many teenagers find working a limited number of hours a week to be a good experience. I think it's a mistake to state flatly that it's always a negative thing for teenagers to have jobs. Think about acknowledging that there can be good points to students' working part-time.

- You do a pretty good job of supporting your first main point ("Schoolwork and the benefits of extracurricular activities tend to go by the wayside when adolescents work long hours") by noting the effect of too much work on scholastic achievement and extracurricular activities. You less effectively support points 2 and 3 ("Another drawback of too much work is that it may promote materialism and an unrealistic lifestyle" and "Finally, teenagers who work are more likely than others to get involved with alcohol and drugs"). Show how teens become too materialistic; don't just state that they do. And what evidence do you have that working teens use drugs and alcohol more than others?

- Throughout the essay, can you come up with evidence beyond your own observations to support the idea that too much working is detrimental to teens? Look into the magazine indexes in the library and on the Internet for studies or stories that might support your thesis.

I'll look forward to seeing your final draft.

After considering her instructor's comments, Anna wrote the version of "Teenagers and Jobs" that appears on page 322.

A Professional Essay to Consider

Read the following professional essay. Then answer the questions and read the comments that follow.

Ban the Things. Ban Them All.

by Molly Ivins

Guns. Everywhere guns.

Let me start this discussion by pointing out that I am not anti-gun. I'm pro-knife. Consider the merits of the knife.
In the first place, you have to catch up with someone to stab him. A general substitution of knives for guns would promote physical fitness. We'd turn into a whole nation of great runners. Plus, knives don't ricochet. And people are seldom killed while cleaning their knives.

As a civil libertarian, I of course support the Second Amendment. And I believe it means exactly what it says: "A well-regulated militia being necessary to the security of a free state, the right of the people to keep and bear arms shall not be infringed." Fourteen-year-old boys are not part of a well-regulated militia. Members of wacky religious cults are not part of a well-regulated militia. Permitting unregulated citizens to have guns is destroying the security of this free state.

I am intrigued by the arguments of those who claim to follow the judicial doctrine of original intent. How do they know it was the dearest wish of Thomas Jefferson's heart that teenage drug dealers should cruise the cities of this nation perforating their fellow citizens with assault rifles? Channeling?

There is more hooey spread about the Second Amendment. It says quite clearly that guns are for those who form part of a well-regulated militia, i.e., the armed forces including the National Guard. The reasons for keeping them away from everyone else get clearer by the day.

The comparison most often used is that of the automobile, another lethal object that is regularly used to wreak great carnage. Obviously, this society is full of people who haven't got enough common sense to use an automobile properly. But we haven't outlawed cars yet.

We do, however, license them and their owners, restrict their use to presumably sane and sober adults and keep track of who sells them to whom. At a minimum, we should do the same with guns.

In truth, there is no rational argument for guns in this society. This is no longer a frontier nation in which people hunt their own food. It is a crowded, overwhelmingly urban country in which letting people have access to guns is a continuing disaster. Those who want guns—whether for target shooting, hunting or potting rattlesnakes (get a hoe)—should be subjected to the same restrictions placed on gun owners in England, a nation in which liberty has survived nicely without an armed populace.

The argument that "guns don't kill people" is patent nonsense. Anyone who has ever worked in a cop shop knows how many family arguments end in murder because there was a gun in the house. Did the gun kill someone? No. But if there had been no gun, no one would have died. At least not without a good footrace first. Guns do kill. Unlike cars, that is all they do.

Michael Crichton makes an interesting argument about technology in his thriller Jurassic Park. He points out that power without discipline is making

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1civil libertarian; someone actively concerned with protecting rights guaranteed to the individual by law.
2infringed; violated.
3channeling: serving as a medium in order to communicate with spirits.
4potting: shooting with a pochot (an easy shot).
this society into wreckage. By the time someone who studies the martial arts becomes a master—literally able to kill with bare hands—that person has also undergone years of training and discipline. But any fool can pick up a gun and kill with it.

"A well-regulated militia" surely implies both long training and long discipline. That is the least, the very least, that should be required of those who are permitted to have guns, because a gun is literally the power to kill. For years, I used to enjoy taunting my gun-nut friends about their psychosexual hangups—always in a spirit of good cheer, you understand. But letting the noisy minority in the National Rifle Association force us to allow this carnage to continue is just plain insane.

I do think gun nuts have a power hangup. I don't know what is missing in their psyches that they need to feel they have the power to kill. But no sane society would allow this to continue.

Ban the damn things. Ban them all.

You want protection? Get a dog.

QUESTIONS

About Unity

1. Which of the following statements best represents the implied thesis of the essay?
   a. The author is pro-knife.
   b. The Second Amendment is poorly understood.
   c. Despite arguments to the contrary, people without long training and discipline should not be allowed to have guns.
   d. In his novel Jurassic Park, Michael Crichton argues that power without discipline is wrecking society.

2. Which statement would best serve as a topic sentence for paragraphs 5 and 6?
   a. Drug dealers should not be allowed to purchase assault rifles.
   b. Ivins is interested in other people's points of view concerning gun ownership.
   c. Thomas Jefferson was opposed to the idea of a "well-regulated militia."
   d. Applying the original intent of the Second Amendment to modern circumstances is not clear-cut and must be done with common sense.

3. Which is the topic sentence of paragraph 9?
   a. "In truth, there is no rational argument for guns in this society."
   b. "This is no longer a frontier nation in which people hunt their own food."
Listen to your classmates as they read the text. Circle any words you know.

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this society into wreckage. By the time someone who studies the martial arts becomes a master—literally able to kill with bare hands—that person has also undergone years of training and discipline. But any fool can pick up a gun and kill with it.

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Listen to your classmates as they read the text. Circle any words you know.

To me the phrase “Gun Control” is unconstitutional and un-American. We as Americans should have the uncensored right to bear arms. This means we should not be banned from buying a weapon, because some feel that it is unnecessary for the weapon to be available for the public to purchase. This theory of “if it is unnecessary, then why should we have it?” could apply to most everything in this world that we desire but do not need. Is a one hundred and fifty thousand dollar car necessary? I think not, but should we complain that it is being made and driven on our roads? Some could consider a vehicle that expensive a driving weapon, because the cars that are that expensive, are made to top out at speeds well over one hundred and seventy miles per hour. This speed can be considered as dangerous as a gun in the hands of a psycho killer. Just because the potential for the wrong use is there doesn’t mean it should banned.

In the article that was handed out in class, the writer points out how gun manufacturers are making 50 round clips. It seems to me she is assuming what the use of such a large clip is going to be. The author doesn’t give the thought that even though the legal hunting size is a 10 round clip; maybe the owner of the gun and the 50 round clips is going to use them at the shooting range. There are so many possibilities of what the use of the gun is going to be. It may be bought as part of a person’s personal gun collection. The gun can also be used for hunting; which for some is a way of surviving, casual shooting, or for homeowners who want to protect their families from intruders.
Some may say that when the gun hits the market, it will be responsible for a lot more of the deaths in our country. I say I do not need a high-powered gun to kill someone. I can use a regular handgun, pocketknife, steak knife, a belt, or I can even use my bare hands. I am sure you get the point by now. If all those are just as deadly as a high-powered gun why shouldn’t the government ban those items? If the intent to kill is there than you do not need a gun to do it. We can all live sheltered lives, using paper belts, plastic forks and spoons, and let’s not forget maybe they should cut our hands off so we can’t use them the wrong way.

Just as historical figures fought for what they believed in, we need to fight for what we believe in. Everyone is able to have freedom of speech and everyone is supposed to be equal whether we are male, female, black, white, pink, yellow, blue or whatever. Just as those are liberties that we are able to enjoy, bearing arms should be just as free and uncensored.

I think it is ridiculous that some people want to take away our liberties. Owning a gun is just as much of a liberty as freedom of speech. They both are valued by people and it would not be right to take them away because some are opposed to them. Our ancestors had worked so hard to create a world full of freedom and liberties that we celebrate everyday. I do not think it’s fair people want to take, limit, or censor what our relatives fought so hard to gain. We should not have to change the constitution for those who oppose some of the content. Our country is built on the content of the constitution, and for those who do not like it, they can go to countries that better suit their beliefs.
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As a civil ______, I of course support the Second Amendment. And I believe it means exactly what ____ says: "A well-regulated militia being necessary to the security of a free state, the _____ of the people to keep and bear arms shall not be infringed." Fourteen-year-old boys _____ not part of a well-regulated militia. Members of wacky religious cults are not part of a well-regulated militia. Permitting unregulated citizens to have guns is destroying the security of a free state.

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3. Channeling: serving as a medium in order to communicate with spirits.
4. отметить: смотреть на машину с оценкой, охранять машину.
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<table>
<thead>
<tr>
<th>Strategies</th>
<th>Professional Essay</th>
<th>Student Essay</th>
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<tbody>
<tr>
<td>Repeat Different Viewpoints</td>
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<tr>
<td>Grant the Merits of Different Viewpoints</td>
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<tr>
<td>Acknowledge Different Viewpoints</td>
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<td>Point Out Common Ground</td>
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<tr>
<td>Use Tactful, Courteous Language</td>
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</table>

Yes  NO (Why not?)

Used Strategy Successfully?

Compare the use of the 5 strategies for argumentation in the two essays you have read. Discuss in your group and decide whether or not each author used each strategy successfully throughout his/her essay. Then, complete the chart with an x or a ✓ in the appropriate box. Explain any "No" answers.
Argumentation- Debate Activity

Compare your thesis statement to your partner’s thesis statement.

Are the sentences **the same**? (You agree.) **Or different**? (You disagree.)

I prefer cats. I prefer cats. I prefer cats. I prefer dogs.

Circle the correct word or phrase and write it in the space provided.

1) My partner and I ____________________.

   **Agree**  **Disagree**

2) I prefer ____________________.

cats   dogs   watching television   reading   eating meat   eating vegetables

3) and my partner prefers ____________________.

cats   dogs   watching television   reading   eating meat   eating vegetables

Ask your partner the following question. Choose the word that matches your partner’s thesis statement. Circle the words he/she says and write it in the space provided.

1) Why do you prefer (cats, dogs, watching television, reading, eating meat, eating vegetables)?

   **EXAMPLE:**

   I prefer *eating meat* because *it is delicious*.

   **YOUR PARTNER’S SUPPORTING ARGUMENT**

   I prefer ____________________ because ____________________.

   a. ____________________  b. ____________________  c. ____________________

   a) cats   dogs   watching television   reading   eating meat   eating vegetables
b) it is ______ they are ______

c) independent, quiet, pretty, loyal, clean, healthy, easy, convenient, informative, portable, relaxing, cheap, delicious, high in protein, high in vitamins, good for the earth

Look at your supporting arguments. (Your partner has your supporting argument. You have your partner’s supporting argument.)

The arguments are ____________________.

the same ______ different ______

Discuss any differences with your partner. You may use your native language or the teacher’s help. If you use English to discuss the differences, remember that to compare two things, use these forms:

cleaner, more loyal, quieter, more fun, more independent, prettier

easier, more convenient, more informative, more relaxing, more portable, cheaper

healthier, more delicious, cheaper, higher in protein, higher in vitamins, better for the earth

EXAMPLE

I think eating vegetables is healthier than eating meat.
Listen to the student debate. Circle all of the words that you hear.

<table>
<thead>
<tr>
<th>Vegetarian</th>
<th>Meat</th>
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<tbody>
<tr>
<td>Vitamins</td>
<td>Protein</td>
</tr>
<tr>
<td>Fiber</td>
<td>Iron</td>
</tr>
<tr>
<td>Healthy</td>
<td>Lean</td>
</tr>
<tr>
<td>Inexpensive</td>
<td>Delicious</td>
</tr>
<tr>
<td>Environment</td>
<td>Anemia</td>
</tr>
<tr>
<td>Nuts</td>
<td>Free-range</td>
</tr>
<tr>
<td>Grains</td>
<td>Dairy</td>
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<tr>
<td>Soy</td>
<td>Nutrients</td>
</tr>
<tr>
<td>Factory</td>
<td>Omnivore</td>
</tr>
<tr>
<td>Farm</td>
<td>Cholesterol</td>
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<tr>
<td>Organic</td>
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</tbody>
</table>

Please write five other words that you hear. If you don’t know the meaning, please check a dictionary or ask a student or the teacher.
In Lesson 2, I have employed similar text modifications as in Lesson 1 with the addition of a highlighted text. In this text, there is an essay which the level 4 students will be required to read aloud during a portion of Lesson 3, so I felt it was important to provide them with the opportunity to read it at home beforehand. In Lesson 2, I also used a cloze exercise as a listening guide for levels 2 and 3 students. Students must attempt to fill in every 15th word of the text that they hear. While fifteen may be a larger skip than usual, I feel that the text is quite dense and more frequent gaps would mean that students would fall too far behind. During this activity, I will carefully monitor that the readers are slowing their pace of reading and enunciating clearly.
Lesson 3
Lesson 3

<table>
<thead>
<tr>
<th>Language Objectives</th>
<th>Content Objectives</th>
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</thead>
<tbody>
<tr>
<td>Students will...</td>
<td>Students will...</td>
</tr>
<tr>
<td>1) Students will complete a questionnaire that helps them to evaluate their use of argumentation strategies in their rough drafts.</td>
<td>1) Students will complete a self-revision of rough draft of argumentation essay.</td>
</tr>
<tr>
<td>2) In pairs or threes, students will read each other’s essays and evaluate them using the strategies questionnaire.</td>
<td>2) Students will participate in a peer-editing session of argumentation essays.</td>
</tr>
<tr>
<td>3) Students will read their peers’ evaluations and identify areas for revision in their own essays with peer and teacher support.</td>
<td>3) Students will begin to make revisions on essays.</td>
</tr>
</tbody>
</table>
### Performance Indicators
Lesson 3

<table>
<thead>
<tr>
<th>Task</th>
<th>Pre-production (Level 1)</th>
<th>Early Production (Level 2)</th>
<th>Speech Emergent (Level 3)</th>
<th>Intermediate (Level 4)</th>
<th>Nearly Fluent (Level 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing (homework): Write an Argumentation Essay</strong></td>
<td>Students will complete a four-sentence writing exercise including a thesis, supporting arguments, and comparison to opposing argument.</td>
<td>Students will complete a four-sentence writing exercise including a thesis, supporting arguments, opposing point of view, and rebuttal.</td>
<td>Students will write a paragraph which includes a thesis, 3 supporting arguments, and acknowledges the opposing point of view.</td>
<td>Students will write a three-paragraph essay which includes an introduction (and thesis), supporting paragraph with 3 supporting arguments, acknowledgement of opposing viewpoint and rebuttal, and a conclusion.</td>
<td>Students will write a 5-paragraph essay with an intro, 3 supporting paragraphs, and a conclusion. They essay will include the use of the 5 strategies for argumentation.</td>
</tr>
<tr>
<td><strong>Writing: Self-Revision</strong></td>
<td>Students will work with the teacher to ensure completeness of writing exercise. Students will make revisions as necessary.</td>
<td>Students will reread homework assignments before working with the teacher to ensure completeness of exercise. Students will make revisions as necessary.</td>
<td>Students will complete a rubric that evaluates their paragraph's use of 4 out of 5 strategies for argumentation.</td>
<td>Students will complete a questionnaire about their paragraphs and make revisions as necessary. Students will check for subject/verb agreement errors.</td>
<td>Students will complete a questionnaire about their paragraphs and make revisions as necessary. Students will check for subject/verb agreement errors.</td>
</tr>
<tr>
<td><strong>Reading/Writing/Speaking: Peer Editing</strong></td>
<td>Students will read a partner's essay and check off three elements it contains on a rubric.</td>
<td>Students will read a partner's essay and check off four elements it contains on a rubric.</td>
<td>Students read a partner's essay and complete a rubric that evaluates their partner's use of 4 out of 5 strategies for argumentation.</td>
<td>Students will read a partner's essay and use the questionnaire to evaluate the use of the five strategies for argumentation. Students will check for s/v agreement errors.</td>
<td>Students will read a partner's essay and use the questionnaire to evaluate the use of the five strategies for argumentation. Students will check for grammar and mechanical errors.</td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Expression</td>
<td>Word/Phrase</td>
<td>Grammar</td>
<td></td>
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<td>---------------------</td>
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<td>-----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Constructive</td>
<td>Peer Editing</td>
<td>Your writing is good. You need to add a/an</td>
<td>Noun</td>
<td>Nouns/noun phrases</td>
<td></td>
</tr>
<tr>
<td>Criticism (Levels 1</td>
<td>(Levels 1 and 2)</td>
<td>_______________________________________________</td>
<td>Adjective</td>
<td>Parts of speech</td>
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<td></td>
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<td></td>
<td>Comparative adjective</td>
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<td></td>
<td></td>
<td></td>
<td>Different verb</td>
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<td>Different noun/adje.</td>
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<td>Comparative adj.</td>
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<td>Subject and a verb</td>
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<td></td>
<td></td>
<td></td>
<td>Different subject and verb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constructive</td>
<td>Peer Editing</td>
<td>Your paragraph/essay is very</td>
<td>Excellent</td>
<td>Adjectives</td>
<td></td>
</tr>
<tr>
<td>Criticism (Level</td>
<td>(Levels 3-5)</td>
<td>_______________________________________________</td>
<td>Convincing</td>
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<td></td>
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<td>Interesting</td>
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<td></td>
<td>Well-written</td>
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<td></td>
<td>Persuasive</td>
<td></td>
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<td></td>
<td></td>
<td>You can make it even better by adding</td>
<td>Supporting arguments</td>
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<td></td>
<td></td>
<td>more___________________________________________</td>
<td>Courteous language</td>
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<td></td>
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<td></td>
<td>Acknowledgement of differing</td>
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<td>viewpoints</td>
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<td></td>
<td>Merits of differing viewpoints</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Common ground</td>
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<td></td>
<td></td>
<td></td>
<td>Rebuttals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Plan #3 (modified)

Name: Carla Cerino
School: Middlesex Community College- ENG100- Intro to the Essay
Topic: Argumentation Essays
Time: 1 hour 20 minutes

Lesson Objectives:
1) Students will recognize their ability to use the strategies for argumentation in their own work and in their peers’ work.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities and Materials for Mainstream and Level 5 ELLs</th>
<th>Modified Activities and Materials for ELLs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework prior</td>
<td>Students will have 2 copies of a rough draft of 5-paragraph argumentation essay prepared for peer review. See rubric for Level 5 ELL and mainstream students page 67.</td>
<td><strong>Level 1 and 2</strong> students will complete writing exercises (pages 57-58) based on their pre-writing (pp.16-19) and debate activity (pp.49-50). Rubric for teacher assessment pages 59-60. <strong>Level 3</strong> students will write a short essay based on their pre-writing (p.20). Rubric for teacher assessment page 61. <strong>Level 4</strong> students will write a short essay based on their pre-writing (p.21). See rubric for assessment (page 66).</td>
</tr>
<tr>
<td>10-15 min</td>
<td>Students read the Revising section on page 335 (OL) and answer the questions for their own essays, making any revisions necessary on their copies. The Revising section checks for the use of the 5 strategies for argumentation.</td>
<td><strong>Level 1 and 2</strong> will meet with the teacher for review of writing assignments and to ask questions. Teacher will explain peer editing process. <strong>Level 3</strong> students will complete a self-assessment rubric (page 62). <strong>Level 4 and 5</strong> students will complete the same OL questionnaire as mainstream students (page 63).</td>
</tr>
<tr>
<td>25-30 minutes</td>
<td>In pairs, students will peer review each other’s essays following the same questions on 335. Students will also check for grammar and mechanics as they have done previously in the semester.</td>
<td><strong>Level 1 and 2</strong> students will read a partner’s writing assignment and complete peer assessment rubrics (pages 64-65). <strong>Level 3</strong> students will read a partner’s paragraph and complete the assessment rubric (p.62) for their partner’s paragraph.</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Activity for Level 4 students</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>20-30 minutes</td>
<td>Students will begin to make revisions on their essays.</td>
<td>Students will read a (same level) partner’s essay and complete the (OL) questionnaire (p.63) for their partner’s essay. They will check their partner’s essay for subject verb agreement.</td>
</tr>
<tr>
<td>Homework</td>
<td>Students will prepare a new draft for consideration by the teacher.</td>
<td>Students will be able to work on their essays while they have access to the teacher.</td>
</tr>
</tbody>
</table>
Writing Argumentation


2) Rewrite your supporting argument (your partner wrote this for you). Example: I prefer reading because it is relaxing.

3) Write another sentence using two adjectives from your debate activity. Examples:

   Reading is informative and fun.   Cats are quiet and pretty.

   Eating vegetables is high in vitamins and good for the earth.

   Watching television is convenient and easy.   Dogs are loyal and fun.

4) Write a sentence that compares your thesis to your opponent’s/partner’s thesis. Use your pre-writing for comparative adjectives. Examples:

   Reading is more relaxing than watching television.

   Eating meat is higher in protein than eating vegetables.

   Dogs are more loyal than cats.   Cats are cleaner than dogs.

YOUR ARGUMENTATION ESSAY

1) I prefer __________________________.  2) I prefer __________________________ because

   (it is/they are) __________________________.  3) __________________________ is/are

   and __________________________.  4) __________________________ is/are

   comparative adjective than opposite noun.
Writing Argumentation

1) Rewrite your thesis statement. Example: I prefer reading because it is portable, convenient, and cheap.

2) Rewrite your partner's/opponent's supporting argument from your debate activity. Examples:

Some people prefer reading because it is relaxing.

Some people prefer dogs because they are loyal.

3) Choose one of the following sentences to write next. Put your preferred item (from your thesis) in the blank.

a) Although this is true, I still prefer ____________.

b) However, I still prefer ________________.

c) This may be true, but I still prefer ________________.

4) Restate your thesis by writing a sentence that compares your thesis to your opponent's/partner's thesis. Use your pre-writing for comparative adjectives. Examples:

Reading is more relaxing than watching television.

Eating meat is higher in protein than eating vegetables.

Dogs are more loyal than cats. Cats are cleaner than dogs.

YOUR ARGUMENTATION ESSAY

1) I prefer _______________ because it is/they are _______________{adj} _________.

______________________, and ______________________. 2) Some people prefer

_______________________ because it is/they are _______________.

3) (Choose a), (b), or (c).

4) (your noun) _______ is/are __________________ comparative adjective _______

__________ (opposite noun).
# Level 1 Grading Rubric for Writing Assignment

<table>
<thead>
<tr>
<th>Elements</th>
<th>✓+</th>
<th>✓</th>
<th>✓-</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Supporting Argument</td>
<td>Contains appropriate noun, S/V agreement, and appropriate adjective.</td>
<td>Is missing or has an incorrect answer in one of the three blanks.</td>
<td>Is missing or has an incorrect answer in two of three blanks.</td>
</tr>
<tr>
<td>Further Supporting Argument</td>
<td>Contains appropriate noun, S/V agreement, and 2 appropriate adjectives.</td>
<td>Is missing or has an incorrect answer in one or two of the four blanks.</td>
<td>Is missing or has an incorrect answer in 3 or more of the four blanks.</td>
</tr>
<tr>
<td>Comparison</td>
<td>Demonstrates S/V agreement and appropriate comparative adjective.</td>
<td>Has one error in S/V agreement or comparative adjective.</td>
<td>Has error in S/V agreement and comparative adjective.</td>
</tr>
</tbody>
</table>
## Level 2 Grading Rubric for Writing Assignment

<table>
<thead>
<tr>
<th>Elements</th>
<th>✓+</th>
<th>✓</th>
<th>✓-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis Statement with supporting argument</td>
<td>Thesis statement contains appropriate noun, three appropriate adjectives and subject/verb agreement.</td>
<td>Contains less than three appropriate adjectives or incorrect subject/verb agreement.</td>
<td>Contains less than three adjectives and incorrect subject/verb agreement.</td>
</tr>
<tr>
<td>Opposite Point of View</td>
<td>Contains appropriate noun, S/V agreement, and appropriate adjective.</td>
<td>Is missing or has an incorrect answer in one of the three blanks.</td>
<td>Is missing or has an incorrect answer in two of three blanks.</td>
</tr>
<tr>
<td>Merits of Opposite Point of View (A sentence that begins with: However, I still; This may be true, but; or, Although this is true)</td>
<td>Appropriate noun supplied. No spelling errors.</td>
<td>Appropriate noun supplied, one spelling error.</td>
<td>Inappropriate noun supplied.</td>
</tr>
<tr>
<td>Rebuttal</td>
<td>Demonstrates S/V agreement and appropriate comparative adjective.</td>
<td>Has one error in S/V agreement or comparative adjectives.</td>
<td>Has error in S/V agreement and comparative adjective.</td>
</tr>
</tbody>
</table>
# Level 3 Rubric for Teacher Assessment

<table>
<thead>
<tr>
<th>Grade</th>
<th>✓+</th>
<th>✓</th>
<th>✓-</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Use Tactful, Courteous Language</td>
<td>Uses strategy throughout paragraph.</td>
<td>Uses strategy in some of paragraph.</td>
<td>Makes little or no use of this strategy.</td>
</tr>
<tr>
<td>2. Point out common ground.</td>
<td>Uses strategy throughout paragraph.</td>
<td>Uses strategy in some of paragraph.</td>
<td>Makes little or no use of this strategy.</td>
</tr>
<tr>
<td>3. Acknowledge differing viewpoints.</td>
<td>Uses strategy throughout paragraph.</td>
<td>Uses strategy in some of paragraph.</td>
<td>Makes little or no use of this strategy.</td>
</tr>
<tr>
<td>4. When appropriate, grant the merits of differing viewpoints.</td>
<td>Uses strategy throughout paragraph.</td>
<td>Uses strategy in some of paragraph.</td>
<td>Makes little or no use of this strategy.</td>
</tr>
<tr>
<td>5. Rebut differing viewpoints.</td>
<td>Uses strategy throughout paragraph.</td>
<td>Uses strategy in some of paragraph.</td>
<td>Makes little or no use of this strategy.</td>
</tr>
<tr>
<td>Grade</td>
<td>✓+</td>
<td>✓</td>
<td>✓-</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td><strong>Strategies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Use Tactful, Courteous Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Point out common ground.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Acknowledge differing viewpoints.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. When appropriate, grant the merits of differing viewpoints.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Rebut differing viewpoints.</td>
<td></td>
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</tr>
</tbody>
</table>
Revising

After you have completed the first draft of the paper, set it aside for a while (if possible). When you review it, try to do so as critically as you would if it were not your own work. Ask yourself these questions:

- Have I provided persuasive details to support my argument?
- Have I acknowledged the opposing point of view, showing that I am a reasonable person willing to consider other arguments?
- Is my language tactful and courteous? Have I avoided insulting anyone who doesn't agree with me?
- Have I used transition words to help readers follow my train of thought?
- Does my final supporting paragraph include a strong argument for my position?
- Have I provided a concluding paragraph to summarize my argument or add a final persuasive touch?

As you revise your essay through added drafts, continue to refer to this list until you can answer "yes" to each question. Then be sure to check the next-to-final draft of the paper for the sentence skills listed on the inside front cover.
Peer-Editing Rubric. Check (✓) YES if your partner’s essay contains the element. Check NO if it does not.

<table>
<thead>
<tr>
<th>Elements</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis Statement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting Argument</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comparative Adjective</td>
<td></td>
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</tr>
</tbody>
</table>
Peer-Editing Rubric. Check (√) YES if your partner’s essay contains the element. Check NO if it does not.

<table>
<thead>
<tr>
<th>Elements</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis Statement with supporting argument</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opposite Point of View</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Merits of Opposite Point of View (A sentence that begins with: However, I still; This may be true, but; or, Although this is true)</td>
<td></td>
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</tr>
<tr>
<td>Rebuttal</td>
<td></td>
<td></td>
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</tbody>
</table>
Original Lessons
<table>
<thead>
<tr>
<th>Time</th>
<th>Activities and Materials</th>
<th>Objectives</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework prior</td>
<td>Prior to first class, students will have read pages 319-325 of text and have considered the writing assignments on page 334.</td>
<td>-students will refresh their memory of the reading</td>
<td></td>
</tr>
<tr>
<td>15min</td>
<td>In groups, students will summarize sections of the reading from pages 319-322 of the homework and share with class.</td>
<td>-students/the teacher will become aware of any gaps on comprehension</td>
<td></td>
</tr>
<tr>
<td>15min</td>
<td>Students will read aloud the sample essays from pp. 322-325.</td>
<td>-students will refresh their memory of the reading</td>
<td></td>
</tr>
<tr>
<td>10-15 min.</td>
<td>In groups, students will complete the exercises in the textbook on pages 325-326.</td>
<td>Students will recognize essential parts of the argumentation essays.</td>
<td></td>
</tr>
<tr>
<td>15 min</td>
<td>Students will choose one of the three writing assignments on page 334 (students may also choose their own topics if approved by teacher) for argumentation essay and do pre-writing exercise of choice to hand in before end of class.</td>
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</tr>
<tr>
<td>20 min</td>
<td>Teacher will present issue for student debate (possibly vegetarianism)</td>
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<tr>
<td></td>
<td>Class brainstorms ideas in cluster on board</td>
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<tr>
<td></td>
<td>Class breaks into two to four groups (depending on class size) and begins preparation for class debate on issue- to be continued next class.</td>
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<tr>
<td>Homework</td>
<td>Students will read 326-332 and complete exercises on 332-4.</td>
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<tr>
<td></td>
<td>Students will continue to work on pre-writing/outlining of argumentation essay at home.</td>
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<td></td>
<td>Students may do internet research to prepare for debate.</td>
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</tbody>
</table>
Lesson Plan #2

Name: Carla Cerino
School: Middlesex Community College- ENG100- Intro to the Essay
Topic: Argumentation Essays
Period: Time: 1 hour 20 minutes Grade:

Lesson Objectives:
Students will complete oral argumentation and prepare to write first draft of argumentation essay.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities and Materials</th>
<th>Objectives</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>Students will read 326-332 and complete exercises on 332-4. Students will continue to work on pre-writing/outlining of argumentation essay at home. Students may do internet research to prepare for debate.</td>
<td>-students will refresh their memory of the reading</td>
<td>students/the teacher will become aware of any gaps on comprehension</td>
</tr>
<tr>
<td>prior</td>
<td>10 min Students will compare their answers to the exercises in the text in pairs and then find another pair to share their findings with.</td>
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<tr>
<td></td>
<td>15 minutes In pairs, students will compare the professional essay on gun control to the student essay on gun control provided by the teacher (attached).</td>
<td>Students will be able to rate each essay based on how well the authors used the 5 strategies for argumentation presented in the text.</td>
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<td></td>
<td>20-30 minutes Students will prepare their debate arguments in groups following the 5 strategies for argumentation in the text.</td>
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<tr>
<td></td>
<td>20-30 minutes Students will debate the issue(s) of vegetarianism orally (another issue will be debated if needed for class size)</td>
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<tr>
<td></td>
<td>Homework Students will write a rough draft of an argumentation essay for peer review.</td>
<td></td>
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</tbody>
</table>
Lesson Plan #3

Name: Carla Cerino
School: Middlesex Community College- ENG100- Intro to the Essay
Topic: Argumentation Essays
Period: Time: 1 hour 20 minutes Grade:

Lesson Objectives:
Students will recognize their ability to use the strategies for argumentation in their own work.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities and Materials</th>
<th>Objectives</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>Students will have 2 copies of a rough draft of argumentation essay prepared for peer review.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-15min</td>
<td>Students read the Revising section on page 335 and answer the questions for their own essays, making any revisions necessary on their copies.</td>
<td>-students will refresh their memory of the reading</td>
<td>-students/the teacher will become aware of any gaps on comprehension</td>
</tr>
<tr>
<td>25-30 minutes</td>
<td>In pairs, students will peer review each other’s essays following the same questions on 335.</td>
<td>-Students will be able to recognize the use of the 5 strategies for argumentation in each other’s work.</td>
<td></td>
</tr>
<tr>
<td>20-30 minutes</td>
<td>Students will begin to make revisions on their essays.</td>
<td>-Students will be able to work on their essays while they have access to the teacher.</td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td>Students will prepare a new draft for consideration by the teacher.</td>
<td></td>
<td></td>
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</tbody>
</table>
Argumentation

Do you know someone who enjoys a good argument? Such a person likes to challenge any sweeping statement we might make. For example, when we say something like “Ms. Lucci doesn’t grade fairly,” he or she comes back with “Why do you say that? What are your reasons?”

Our questioner then listens carefully as we state our case, judging if we really do have solid evidence to support our point of view. We realize that saying, “Ms. Lucci just doesn’t, that’s all,” sounds weak and unconvincing, so we try to come up with stronger evidence to back up our statement. Such a questioner may make us feel uncomfortable, but we may also feel grateful to him or her for helping us clarify our opinions.

The ability to put forth sound and compelling arguments is an important skill in everyday life. You can use argumentation to make a point in a class discussion, persuade a friend to lend you money, or talk an employer into giving you a day off. Becoming skilled in clear, logical reasoning can also help you see through faulty arguments that others may make. You’ll become a better critic of advertisements, newspaper articles, political speeches, and the other persuasive appeals you see and hear every day.

In this chapter, you will be asked to write an essay in which you defend a position with a series of solid reasons. In a general way, you have done the same thing—making a point and then supporting it—with all the essays in this book. The difference here is that argumentation advances a controversial point, a point that at least some of your readers will not be inclined to accept. To prepare for this assignment, first read about five strategies you can use in advancing an argument. Then read the student essays and the professional essay that follow and work through the questions that accompany the essays.

Because argumentation assumes controversy, you have to work especially hard to convince readers of the validity of your position. Here are five strategies you can use to help win over readers whose viewpoint may differ from yours.
1 Use Tactful, Courteous Language

In an argumentation essay, you are attempting to persuade readers to accept your viewpoint. It is important, therefore, not to anger them by referring to them or their opinions in rude or belittling terms. Stay away from sweeping statements like “Everybody knows that…” or “People with any intelligence agree that…” Also, keep the focus on the issue you are discussing, not on the people involved in the debate. Don’t write, “My opponents say that orphanages cost less than foster care.” Instead, write, “Supporters of orphanages say that orphanages cost less than foster care.” Terms like my opponents imply that the argument is between you and anyone who disagrees with you. By contrast, a term such as supporters of orphanages suggests that those who don’t agree with you are nevertheless reasonable people who are willing to consider differing opinions.

2 Point Out Common Ground

Another way to persuade readers to consider your opinion is to point out common ground—opinions that you share. Find points on which people on all sides of the argument can agree. Perhaps you are arguing that there should be an 11 P.M. curfew for juveniles in your town. Before going into detail about your proposal, remind readers who oppose such a curfew that you and they share certain goals: a safer city, a lower crime rate, and fewer gang-related tragedies. Readers will be more receptive to your idea once they have considered the ways in which you and they think alike.

3 Acknowledge Differing Viewpoints

It is a mistake to simply ignore points of view that conflict with yours. Acknowledging other viewpoints strengthens your position in several ways. First, it helps you spot flaws in the opposing position—as well as in your own argument. Second, and equally important, it gives the impression that you are a reasonable person, willing to look at an issue from all sides. Readers will be more likely to consider your point of view if you indicate a willingness to consider theirs.

At what point in your essay should you acknowledge opposing arguments? The earlier the better—ideally, in the introduction. By quickly establishing that you recognize the other side’s position, you get your readers “on board” with you, ready to hear what else you have to say.

One effective technique is to cite the opposing viewpoint in your thesis statement. You do this by dividing your thesis into two parts. In the first part, you acknowledge the other side’s point of view; in the second, you state your opinion, suggesting that yours is the stronger viewpoint. In the following example, the opposing viewpoint is underlined once; the writer’s own position is underlined twice:
Although some students believe that studying a foreign language is a waste of time, two years of foreign-language study should be required of all college graduates.

For another example of a thesis that acknowledges an opposing viewpoint, look at this thesis statement, taken from the essay titled “Once Over Lightly: Local TV News” (page 323):

While local TV newscasts can provide a valuable community resource, too often such programs provide mere entertainment at the expense of solid news.

Another effective technique is to use one or two sentences (separate from the thesis) in the introduction to acknowledge the alternative position. Such sentences briefly state the “other side’s” argument. To see this technique at work, look at the introduction to the essay “Teenagers and Jobs” (page 322), noting the sentence “Many people argue that working can be a valuable experience for the young.”

A third technique is to use a paragraph within the body of your essay to summarize opposing opinions in greater detail. To do this successfully, you must spend some time researching those opposing arguments. A fair, evenhanded summary of the other side’s ideas will help convince readers that you have looked at the issue from all angles before deciding where you stand. Imagine, for instance, that you are writing an essay arguing that the manufacture and sale of handguns should be outlawed. You would begin by doing some library research to find information on both sides of the issue, making sure to pay attention to material that argues against your viewpoint. You might also talk with local representatives of the National Rifle Association or other organizations that support gun ownership. Having done your research, you would be in a good position to write a paragraph summarizing the opposing viewpoints. In this paragraph, you might mention that many citizens believe that gun ownership is a right guaranteed by the Constitution and that gun owners fear that outlawing handguns would deprive law-abiding people of protection against gun-toting criminals. Once you had demonstrated that you understood opposing views, you would be in a stronger position to present your own point of view.

When Appropriate, Grant the Merits of Differing Viewpoints

Sometimes an opposing argument contains a point whose validity you cannot deny. What should you do then? The strongest strategy is to admit that the point is a good one. You will lose credibility if you argue against something that clearly makes sense. Admit the merit of one aspect of the other argument while making it clear that you still believe your argument to be stronger overall. Suppose that you were arguing against the use of computers in writing classrooms. You might say,

\[\text{Say what is good about the opposite opinion.}\]
Patterns of Essay Development

"Granted, students who are already accustomed to computers can use them to write papers more quickly and efficiently"—admitting that the other side has a valid point. But you could quickly follow this admission with a statement making your own viewpoint clear: "But for students like me who write and think in longhand, a computer in the classroom is more a hindrance than a help; it would require too great a learning curve to be of any value to me."

5 Rebut Differing Viewpoints

Sometimes it may not be enough simply to acknowledge other points of view and present your own argument. When you are dealing with an issue that your readers feel strongly about, you may need to rebut the opposing arguments. To rebut means to point out problems with an opposing view, to show where an opponent's argument breaks down.

Imagine that you are writing an essay arguing that your college should use money intended to build a campus health and fitness center to upgrade the library instead. From reading the school paper, you know that supporters of the center say it will help attract new students to the college. You rebut that point by citing a study conducted by the admissions office which shows that most students choose a college because they can afford it and because they like its academic programs and facilities. You also emphasize that many students, already financially strapped, would have trouble paying the proposed fee for using the center.

A rebuttal can take two forms. (1) You can first mention all the points raised by the other side and then present your counterargument to each of those points. (2) You can present the first point raised by the opposition and rebut that point, then move on to the second opposing point and rebut that, and so on.

Teenagers and Jobs

"The pressure for teenagers to work is great, and not just because of the economic plight in the world today. Much of it is peer pressure to have a little bit of freedom and independence, and to have their own spending money. The concern we have is when the part-time work becomes the primary focus." These are the words of Roxanne Bradshaw, educator and officer of the National Education Association. Many people argue that working can be a valuable experience for the young. However, working more than about fifteen hours a week is harmful to adolescents because it reduces their involvement with school, encourages a materialistic and expensive lifestyle, and increases the chance of having problems with drugs and alcohol.
Schoolwork and the benefits of extracurricular activities tend to go by the wayside when adolescents work long hours. As more and more teens have filled the numerous part-time jobs offered by fast-food restaurants and malls, teachers have faced increasing difficulties. They must both keep the attention of tired pupils and give homework to students who simply don't have time to do it. In addition, educators have noticed less involvement in the extracurricular activities that many consider a healthy influence on young people. School bands and athletic teams are losing players to work, and sports events are poorly attended by working students. Those teens who try to do it all—homework, extracurricular activities, and work—may find themselves exhausted and prone to illness. A recent newspaper story, for example, described a girl in Pennsylvania who came down with mononucleosis as a result of aiming for good grades, playing on two school athletic teams, and working thirty hours a week.

Another drawback of too much work is that it may promote materialism and an unrealistic lifestyle. Some parents claim that working helps teach adolescents the value of a dollar. Undoubtedly that can be true. It's also true that some teens work to help out with the family budget or to save for college. However, surveys have shown that the majority of working teens use their earnings to buy luxuries—computers, video-game systems, clothing, even cars. These young people, some of whom earn $400 or more a month, don't worry about spending wisely—they can just about have it all. In many cases, experts point out, they are becoming accustomed to a lifestyle they won't be able to afford several years down the road, when they no longer have parents paying for car insurance, food, lodging, and so on. At that point, they'll be hard-pressed to pay for necessities as well as luxuries.

Finally, teenagers who work a lot are more likely than others to get involved with alcohol and drugs. Teens who put in long hours may seek a quick release from stress, just like the adults who need to drink a couple of martinis after a hard day at work. Stress is probably greater in our society today than it has been at any time in the past. Also, teens who have money are more likely to get involved with drugs.

Teenagers can enjoy the benefits of work while avoiding its drawbacks, simply by limiting their work hours during the school year. As is often the case, a moderate approach will be the most healthy and rewarding.

Once Over Lightly: Local TV News

Are local television newscasts a reliable source of news? Do they provide in-depth coverage and analysis of important local issues? Unfortunately, all too often they do not. While local TV newscasts can provide a valuable community resource, too often such programs provide mere entertainment.
at the expense of solid news. In their battle for high ratings, local programs emphasize news personalities at the expense of stories. Visual appeal has a higher priority than actual news. And stories and reports are too brief and shallow.

Local TV newscasters are as much the subject of the news as are the stories they present. Nowhere is this more obvious than in weather reports. Weatherpersons spend valuable news time joking, drawing cartoons, chatting about weather fronts as "good guys" and "bad guys," and dispensing weather trivia such as statistics about relative humidity and record highs and lows for the date. Reporters, too, draw attention to themselves. Rather than just getting the story, the reporters are shown jumping into or getting out of helicopters to get the story. When reporters interview crime victims or the residents of poor neighborhoods, the camera angle typically includes them and their reaction as well as their subjects. When they report on a storm, they stand outside in the storm, their styled hair blowing, so we can admire how they "brave the elements." Then there are the anchorpersons, who are chosen as much for their looks as their skills. They too dilute the news by putting their personalities at center stage.

Often, the selection of stories and the way they are presented are based on visual impact rather than news value. If a story is not accompanied by an interesting film clip, it is not likely to be shown on the local news. The result is an overemphasis on fires and car crashes and little attention to such important issues as the economy. A tractor-trailer spill on the highway slightly injures one person and inconveniences motorists for only an hour. But because it provides dramatic pictures—the big truck on its side, its load spilled, emergency personnel running around, lots of flashing lights—it is given greater emphasis in the local newscast than a rise in local taxes, which has far more lasting effect on the viewer. "If it bleeds, it leads" is the unofficial motto of many local news programs. A story that includes pictures of death and destruction, no matter how meaningless, is preferable on the local news to a solid, important story without flashy visuals. The mania for visuals is so strong that local news programs will even slap irrelevant visuals onto an otherwise strong story. A recent story on falling oil prices, for example, was accompanied by footage of a working oil well that drew attention away from the important economic information in the report.

On the average, about half a minute is devoted to a story. Clearly, stories that take less than half a minute are superficial. Even the longest stories, which can take up to several minutes, are not accompanied by meaningful analysis. Instead, the camera jumps from one location to another, and the newscaster simplifies and trivializes the issues. For instance, one recent "in-depth" story about the homeless consisted of a glamorous reporter talking to a homeless person and asking him what should be done about the problem. The poor man was in no condition
to respond intelligently. The story then cut to an interview with a city bureaucrat who mechanically rambled on about the need for more government funding. Is raising taxes the answer to every social problem? There were also shots of homeless people sleeping in doorways and on top of heating vents, and there were interviews with people in the street, all of whom said that something should be done about the terrible problem of homelessness. There was, in all of this, no real exploration of the issue and no proposed solution. It was also apparent that the homeless were just the issue of the week. After the week's coverage was over, the topic was not mentioned again.

Because of the emphasis on newscasters' personalities and on the visual impact of stories and the short time span for stories, local news shows provide little more than diversion. What viewers need instead is news that has real significance. Rather than being amused and entertained, we need to deal with complex issues and learn uncomfortable truths that will help us become more responsible consumers and citizens.

**QUESTIONS**

**About Unity**

1. Which paragraph in “Once Over Lightly” lacks a topic sentence?

   Write a topic sentence for the paragraph: ____________
   
   *Answers may vary; an example is given: Local news is often lacking in depth.*

2. What sentence in paragraph 4 of “Once Over Lightly” should be omitted in the interest of paragraph unity? (Write the opening words.) ____________

3. Which sentence in paragraph 4 of “Teenagers and Jobs” should be omitted in the interest of paragraph unity? (Write the opening words.) ____________

**About Support**

4. Which sentence in paragraph 4 of “Teenagers and Jobs” needs to be followed by more supporting details? Which sentence in paragraph 2 of “Once Over Lightly” needs to be followed by supporting details? (Write the opening words of each sentence.) ____________

   “Teenagers and Jobs”: Also, teens who have money . . .

   “Once Over Lightly”: They too dilute the news . . .
5. In “Teenagers and Jobs,” which supporting paragraph raises an opposing idea and then argues against that idea? What transition word is used to signal the author’s change of direction? 

6. In paragraph 2 of “Once Over Lightly,” the topic sentence is supported by details about three types of newscasters. What are those three types?

   weatherpersons
   reporters
   anchorspersons

About Coherence

7. Which two paragraphs of “Teenagers and Jobs” begin with an addition transition, and what are those words?

   3: Another
   4: Finally

8. Write the change-of-direction transition and the illustration transition in paragraph 3 of “Once Over Lightly.”

   Change of direction: But
   Illustration: for example

About the Introduction and Conclusion

9. Two methods of introduction are used in “Teenagers and Jobs.” Circle the letters of these two methods.
   a. Broad, general statement narrowing to thesis
   b. Idea that is the opposite of the one to be developed
   c. Quotation
   d. Anecdote
   e. Questions

10. Both essays end with the same type of conclusion. What method do they use?
   a. Summary only
   b. Summary and recommendation
   c. Prediction

Developing an Argumentation Essay

Considering Purpose and Audience

When you write an argumentation essay, your main purpose is to convince readers that your particular view or opinion on a controversial issue is correct. In addition, at times, you may have a second purpose for your argumentation essay: to persuade your audience to take some sort of action.
In order to convince readers in an argumentation essay, it is important to provide them with a clear main point and plenty of logical evidence to back it up. Say, for example, you want to argue that public schools should require students to wear uniforms. In this case, you might do research to gather as much evidence as possible to support your point. You may check to see, for instance, if uniforms are cheaper than the alternative. Perhaps you could find out if schools with uniforms have a lower rate of violence than those without them. You may even look for studies to see if students' academic performance improves when school uniforms are adopted. As you search for evidence, be sure that it clearly links to your topic and supports the main point you are trying to get across to your audience.

While consideration of your audience is important for all essay forms, it is absolutely critical to the success of your argumentation essay. Depending on the main point you choose, your audience may be firmly opposed to your view or somewhat approve of it. As you begin planning your own argumentation essay, then, consider what your audience already knows, and how it feels, about the main point of your argument. Using the example above, for instance, ask yourself what opinion your audience holds about school uniforms. What are likely to be their objections to your argument? Why would people not support your main point? What, if anything, are the merits of the opposing point of view? In order to "get inside the head" of your opposition, you might even want to interview a few people you're sure will disagree with you: say, for instance, a student with a very funky personal style who you know would dislike wearing a uniform. By becoming aware of the points of view your audience might have, you will know how to proceed in researching your rebuttal to their arguments. (For more information on how to deal with opposing views in your essay, see pages 320-322.) By directly addressing your opposition, you add credibility to your argument and increase the chances that others will be convinced that your main point is valid.

Development through Prewriting

Before choosing a topic for her essay, Anna, the writer of "Teenagers and Jobs," asked herself what controversial subject she was particularly well qualified to argue. She wanted to select something she cared about, something she could "sink her teeth into." As a person who had been an active member of her high school community—she had worked on the newspaper, played basketball, and sung in a chorus—Anna first thought of writing about "student apathy." It bothered her to see few students taking advantage of the opportunities available to them in school. But as she thought more about individual students she knew and their reasons for not getting more involved in school and extracurricular activities, she changed her opinion. "I realized that 'apathy' was not really the problem," she explained. "Many of them worked so much that they literally didn't have time for school life."
After narrowing her thesis to the idea of “teenagers and work,” Anna made a list of what she perceived as the bad points of students’ working too much:

| No time for real involvement in school and school activities |
| Students leave right after school—can’t stay for clubs, practices |
| Don’t have time to attend games, other school functions |
| Students sleep in class and skip homework |
| Stress, extra money contribute to drug and alcohol use |
| Teachers frustrated trying to teach tired students |
| Having extra money makes teens materialistic |
| Some get so greedy they drop out of school to work full-time |
| Students miss the fun of being young, developing talents and social abilities |
| Students burn out, even get sick |
| Hanging around older coworkers can contribute to drug, alcohol use |
| Buying luxuries gives teens unrealistic idea of standard of living |

As she reviewed and revised her list of points, Anna identified three main points to develop in her essay. Those she identified as points 1, 2, and 3. She realized that some of the other items she had jotted down were related ideas that might be used to support her main topics. She marked those with the number of the main idea they supported, in parentheses, like this: (1). She also crossed out points that did not fit.

1. No time for real involvement in school and school activities
   (1) Students leave right after school—can’t stay for clubs, practices
   (2) Don’t have time to attend games, other school functions
       Students sleep in class and skip homework
2. Stress, extra money contribute to drug and alcohol use
   (1) Teachers frustrated trying to teach tired students
3. Having extra money makes teens materialistic
   (5) Some get so greedy for money they drop out of school to work full-time
Students miss the fun of being young, developing talents and social abilities
Students burn out, even get sick
(2) Hanging around older coworkers can contribute to drug, alcohol use
(3) Buying luxuries gives teens unrealistic idea of standard of living

Referring to this list, Anna wrote the following first draft of her essay.

**Teenagers and Jobs**

Many people think that working is a valuable experience for young people. But when teenagers have jobs, they are too likely to neglect their schoolwork, become overly materialistic, and get into trouble with drugs and alcohol.

Schoolwork and the benefits of extracurricular activities tend to go by the wayside when adolescents work long hours. As more and more teens have taken jobs, teachers have faced increasing difficulties. They must both keep the attention of tired pupils and give homework to students who simply don’t have time to do it. In addition, educators have noticed less involvement in extracurricular activities. School bands and athletic teams are losing players to work, and sports events are poorly attended by working students. Those teens who try to do it all—homework, extracurricular activities, and work—may find themselves exhausted and burned out.

Another drawback of too much work is that it may promote materialism and an unrealistic lifestyle. Most working teens use their earnings to buy luxuries. These young people don’t worry about spending wisely—they can just about have it all. They are becoming accustomed to a lifestyle they won’t be able to afford several years down the road, when they have to support themselves.

Finally, teenagers who work are more likely than others to get involved with alcohol and drugs. Teens who put in long hours may seek a quick release from stress, just like the adults who need to drink a couple of martinis after a hard day at work. Also, teens who have money are more likely to get involved with drugs.

In short, teens and work just don’t mix.

**Development through Revising**

Anna’s instructor had offered to look over students’ first drafts and suggest improvements for revision. Here is the note she wrote at the end of Anna’s work:
Anna — Good beginning. While I think your thesis is overstated, it and each of your main topics are on the right track. Here are some points to consider as you write your next draft:

- Many teenagers find working a limited number of hours a week to be a good experience. I think it’s a mistake to state flatly that it’s always a negative thing for teenagers to have jobs. Think about acknowledging that there can be good points to students’ working part-time.

- You do a pretty good job of supporting your first main point ("Schoolwork and the benefits of extracurricular activities tend to go by the wayside when adolescents work long hours") by noting the effect of too much work on scholastic achievement and extracurricular activities. You less effectively support points 2 and 3 ("Another drawback of too much work is that it may promote materialism and an unrealistic lifestyle" and "Finally, teenagers who work are more likely than others to get involved with alcohol and drugs"). Show how teens become too materialistic; don’t just state that they do. And what evidence do you have that working teens use drugs and alcohol more than others?

- Throughout the essay, can you come up with evidence beyond your own observations to support the idea that too much working is detrimental to teens? Look into the magazine indexes in the library and on the Internet for studies or stories that might support your thesis.

I’ll look forward to seeing your final draft.

After considering her instructor’s comments, Anna wrote the version of “Teenagers and Jobs” that appears on page 322.
In the first place, you have to catch up with someone to stab him. A general substitution of knives for guns would promote physical fitness. We’d turn into a whole nation of great runners. Plus, knives don’t ricochet. And people are seldom killed while cleaning their knives.

As a civil libertarian,¹ I of course support the Second Amendment. And I believe it means exactly what it says: “A well-regulated militia being necessary to the security of a free state, the right of the people to keep and bear arms shall not be infringed.”¹ Fourteen-year-old boys are not part of a well-regulated militia. Members of wacky religious cults are not part of a well-regulated militia. Permitting unregulated citizens to have guns is destroying the security of this free state.

I am intrigued by the arguments of those who claim to follow the judicial doctrine of original intent. How do they know it was the dearest wish of Thomas Jefferson’s heart that teenage drug dealers should cruise the cities of this nation perforating their fellow citizens with assault rifles? Channeling²?

There is more hooey spread about the Second Amendment. It says quite clearly that guns are for those who form part of a well-regulated militia, i.e., the armed forces including the National Guard. The reasons for keeping them away from everyone else get clearer by the day.

The comparison most often used is that of the automobile, another lethal object that is regularly used to wreak great carnage. Obviously, this society is full of people who haven’t got enough common sense to use an automobile properly. But we haven’t outlawed cars yet.

We do, however, license them and their owners, restrict their use to presumably sane and sober adults and keep track of who sells them to whom. At a minimum, we should do the same with guns.

In truth, there is no rational argument for guns in this society. This is no longer a frontier nation in which people hunt their own food. It is a crowded, overwhelmingly urban country in which letting people have access to guns is a continuing disaster. Those who want guns—whether for target shooting, hunting or potting³ rattlesnakes (get a hoe)—should be subjected to the same restrictions placed on gun owners in England, a nation in which liberty has survived nicely without an armed populace.

The argument that “guns don’t kill people” is patent nonsense. Anyone who has ever worked in a cop shop knows how many family arguments end in murder because there was a gun in the house. Did the gun kill someone? No. But if there had been no gun, no one would have died. At least not without a good footrace first. Guns do kill. Unlike cars, that is all they do.

Michael Crichton makes an interesting argument about technology in his thriller Jurassic Park. He points out that power without discipline is making

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¹civil libertarian: someone actively concerned with protecting rights guaranteed to the individual by law.
²infringed: violated.
³channeling: serving as a medium in order to communicate with spirits.
⁴potting: shooting with a potshot (an easy shot).
this society into wreckage. By the time someone who studies the martial arts becomes a master—literally able to kill with bare hands—that person has also undergone years of training and discipline. But any fool can pick up a gun and kill with it.

"A well-regulated militia" surely implies both long training and long discipline. That is the least, the very least, that should be required of those who are permitted to have guns, because a gun is literally the power to kill. For years, I used to enjoy taunting my gun-nut friends about their psychosexual hangups—always in a spirit of good cheer, you understand. But letting the noisy minority in the National Rifle Association force us to allow this carnage to continue is just plain insane.

I do think gun nuts have a power hangup. I don't know what is missing in their psyches that they need to feel they have the power to kill. But no sane society would allow this to continue.

Ban the damn things. Ban them all.
You want protection? Get a dog.

**QUESTIONS**

About Unity

1. Which of the following statements best represents the implied thesis of the essay?
   a. The author is pro-knife.
   b. The Second Amendment is poorly understood.
   c. Despite arguments to the contrary, people without long training and discipline should not be allowed to have guns.
   d. In his novel *Jurassic Park*, Michael Crichton argues that power without discipline is wrecking society.

2. Which statement would best serve as a topic sentence for paragraphs 5 and 6?
   a. Drug dealers should not be allowed to purchase assault rifles.
   b. Irvins is interested in other people's points of view concerning gun ownership.
   c. Thomas Jefferson was opposed to the idea of a "well-regulated militia."
   d. Applying the original intent of the Second Amendment to modern circumstances is not clear-cut and must be done with common sense.

3. Which is the topic sentence of paragraph 9?
   a. "In truth, there is no rational argument for guns in this society."
   b. "This is no longer a frontier nation in which people hunt their own food."
c. "It is a crowded, overwhelmingly urban country in which letting people have access to guns is a continuing disaster."

d. "Those who want guns . . . should be subjected to the same restrictions placed on gun owners in England . . . ."

About Support

4. Why does Ivins contrast the use of martial arts with the use of guns?
   a. To support the idea that gun owners should be required to study the martial arts
   b. To support the idea that a martial arts master can kill with his bare hands
   c. To support the idea that power without discipline is dangerous
   d. To support the idea that guns are more practical than the martial arts

5. Which statement best expresses the implied point of paragraph 10?
   a. Guns kill people.
   b. Many family arguments are surprisingly violent.
   c. Many arguments end in death only because a gun was handy.
   d. Guns and cars are similar.

6. In what ways, according to Ivins, is the knife preferable to the gun? Is Ivins really "pro-knife," or is she making some other point in her discussion of knives versus guns? Answers may vary.
   Knives promote physical fitness, don't ricochet, don't kill people cleaning them.
   No, she is not really pro-knife: her point is that guns are even more dangerous than knives.

About Coherence

7. In paragraph 3, Ivins uses three addition signals— one to introduce each of her three reasons for being pro-knife. What are those three signals? (Two are not in the list of addition signals on page 80.)
   In the first place  Plus  And

8. In paragraph 7, Ivins acknowledges an opposing point of view when she mentions that automobiles, like guns, "wreak great carnage." In paragraph 8, what sentence includes a "change of direction" signal indicating that Ivins will present her argument against that point of view? (Write the first few words of that sentence.)
   We do, however, license . . .
Patterns of Essay Development

About the Introduction and Conclusion

9. Ivins’s introduction consists of three very brief paragraphs. Which statement best describes the style of her introduction?
   a. It presents an anecdote that is related to the topic of unregulated gun ownership.
   b. It presents a provocative question that grabs the reader’s attention.
   c. It makes a startling point that at first seems unrelated to the topic.
   d. It presents a quotation that puts the topic in some sort of historical context.

10. Which of these best describes the conclusion of “Ban the Things”?
    a. It makes a blunt recommendation.
    b. It asks a thought-provoking question.
    c. It narrates an anecdote about guns.
    d. It predicts what will happen if guns are not banned.

Writing an Argumentation Essay

Writing Assignment 1

Write a paper in which you argue for or against any one of the three comments below (options 1–3). Support and defend your argument by drawing on your reasoning ability and general experience.

Option 1  In many ways, television has proved to be one of the worst inventions of modern times. All too often, television is harmful because of the shows it broadcasts and the way it is used in the home.

Option 2  Many of society’s worst problems with drugs result from the fact that they are illegal. During Prohibition, Americans discovered that making popular substances unlawful causes more problems than it solves. Like alcohol and tobacco, drugs should be legal in this country.

Option 3  Statistics show that newly licensed teenage boys cause a higher number of serious automobile accidents than any other group. It is evident that many young men are too reckless and impulsive to be good drivers. In order to protect the larger society, the age at which a boy can earn his license should be raised to eighteen.

Prewriting

a. Take a few minutes to think about the three options. Which one in particular are you for or against, and why?
b On a sheet of paper, make a brief outline of support for your position on one
of the options. (Remember, you may choose to argue against one of the three
comments, as well as for it.) Preparing the outline will give you a chance to
think further about your position. And the outline will show whether you have
enough support for your position. (If you find that you don't, choose another
position and prepare another outline.)

c Next, decide how you will develop each of your three supporting points. Make
up brief outlines of the three supporting paragraphs. In addition to preparing
brief outlines, you may want to use other prewriting techniques. You may want
to freewrite or ask questions or make up lists.

d Decide in which order you want to present your paragraphs. Emphatic order
(in which you end with your most important reason) is often the most effective
way to organize an argument. Your reader is most likely to remember your
final reason.

e As you write, think of your audience as a jury that will ultimately believe or
disbelieve your argument. Have you presented a convincing case? Do you need
more details? If you were on the jury, would you be favorably impressed with
this argument?

f Proceed to write the first draft of your essay.

Revising

After you have completed the first draft of the paper, set it aside for a while (if
possible). When you review it, try to do so as critically as you would if it were not
your own work. Ask yourself these questions:

- Have I provided persuasive details to support my argument?
- Have I acknowledged the opposing point of view, showing that I am a reasonable
  person willing to consider other arguments?
- Is my language tactful and courteous? Have I avoided insulting anyone who
doesn't agree with me?
- Have I used transition words to help readers follow my train of thought?
- Does my final supporting paragraph include a strong argument for my position?
- Have I provided a concluding paragraph to summarize my argument or add a
  final persuasive touch?

As you revise your essay through added drafts, continue to refer to this list
until you can answer "yes" to each question. Then be sure to check the next-to-final
draft of the paper for the sentence skills listed on the inside front cover.
Writing Assignment 2

Write a paper in which you argue for or against any one of the three comments below. Support and defend your argument by drawing on your reasoning ability and general experience.

Option 1 Giving students grades does more harm than good. Schools should replace grades with written evaluations of the student's strengths and weaknesses. These would benefit both students and parents.

Option 2 Jails are overcrowded. Furthermore, jails often function as "schools for crime" in which petty lawbreakers learn to become hardened criminals. Of course, it is necessary to put violent criminals in jail in order to protect others. But society would benefit if nonviolent criminals received punishments other than jail sentences.

Option 3 Physical punishment "works" in the sense that it may stop a child from misbehaving, but adults who frequently spank and hit are also teaching children that violence is a good method of accomplishing a goal. Nonviolent methods are a more effective way of training children.

Prewriting

a. As you write your opening paragraph, acknowledge the opposing point of view before stating your thesis. If you have trouble figuring out what the "other side" would argue, completing this exercise will give you practice in acknowledging another way of looking at the question.

In each item, you will see a statement and then a question related to that statement. Write two answers to each question. Your first will answer "yes" to the question and briefly explain why. The other will answer "no" to the question, and also state why. The first item is done for you as an example:

1. Smoking has been proved to be bad for health. Should it therefore be made illegal?

"Yes": _Because smoking has been shown to have so many negative effects on health, the sale of tobacco should be made illegal._

"No": _Although smoking has been linked to various health problems, adults should have the right to make their own decision about whether or not to smoke. Smoking should not be made illegal._
Answers will vary.

2. Animals feel pain when they are killed for food. Is eating animals therefore immoral?
   “Yes”: ____________________________________________

   “No”: ____________________________________________

3. Professional boxing often leads to serious injury. Should it be outlawed?
   “Yes”: ____________________________________________

   “No”: ____________________________________________

4. Some high school students are sexually active. Should birth control devices and information be given out by high schools to their students?
   “Yes”: ____________________________________________

   “No”: ____________________________________________

b Make a list of the thoughts that support your argument. Don’t worry about repetition, spelling, or grammar at this point. Just write down everything that occurs to you.

c Once you have written down all the thoughts that occur to you, identify what you see as your strongest points. Select your three main supporting points. Are there other thoughts in your list that you can use as supporting details for those points?

d Write your three supporting paragraphs. Keep in mind that you are writing for an audience of people who, initially, will not all agree with you. It isn’t enough to state your opinion. You must show why you feel as you do, persuading your reader that your point of view is valid.

e Your concluding paragraph is your final chance to persuade your readers to accept your argument. Consider ending with a prediction of what will happen if your point of view does not prevail. Will an existing situation grow worse? Will a new problem arise?

Revising

Follow the suggestions for revising provided on page 335.
To me the phrase “Gun Control” is unconstitutional and un-American. We as Americans should have the uncensored right to bear arms. This means we should not be banned from buying a weapon, because some feel that it is unnecessary for the weapon to be available for the public to purchase. This theory of “if it is unnecessary, then why should we have it?” could apply to most everything in this world that we desire but do not need. Is a one hundred and fifty thousand dollar car necessary? I think not, but should we complain that it is being made and driven on our roads? Some could consider a vehicle that expensive a driving weapon, because the cars that are that expensive, are made to top out at speeds well over one hundred and seventy miles per hour. This speed can be considered as dangerous as a gun in the hands of a phsyco killer. Just because the potential for the wrong use is there doesn’t mean it should banned.

In the article that was handed out in class, the writer points out how gun manufacturers are making 50 round clips. It seems to me she is assuming what the use of such a large clip is going to be. The author doesn’t give the thought that even though the legal hunting size is a 10 round clip; maybe the owner of the gun and the 50 round clips is going to use them at the shooting range. There are so many possibilities of what the use of the gun is going to be. It may be bought as part of a person’s personal gun collection. The gun can also be used for hunting; which for some is a way of surviving, casual shooting, or for homeowners who want to protect their families from intruders.
Some may say that when the gun hits the market, it will be responsible for a lot more of the deaths in our country. I say I do not need a high-powered gun to kill someone. I can use a regular handgun, pocketknife, steak knife, a belt, or I can even use my bare hands. I am sure you get the point by now. If all those are just as deadly as a high-powered gun why shouldn't the government ban those items? If the intent to kill is there than you do not need a gun to do it. We can all live sheltered lives, using paper belts, plastic forks and spoons, and let's not forget maybe they should cut our hands off so we can't use them the wrong way.

Just as historical figures fought for what they believed in, we need to fight for what we believe in. Everyone is able to have freedom of speech and everyone is supposed to be equal whether we are male, female, black, white, pink, yellow, blue or whatever. Just as those are liberties that we are able to enjoy, bearing arms should be just as free and uncensored.

I think it is ridiculous that some people want to take away our liberties. Owning a gun is just as much of a liberty as freedom of speech. They both are valued by people and it would not be right to take them away because some our opposed to them. Our ancestors had worked so hard to create a world full of freedom and liberties that we celebrate everyday. I do not think it's fair people want to take, limit, or censor what our relatives fought so hard to gain. We should not have to change the constitution for those who oppose some of the content. Our country is built on the content of the constitution, and for those who do not like it, they can go to countries that better suite their beliefs.