

Parts of an Argument Essay

- 1. **CLAIM**: The writer's stance, or overall argument.
- 2. **REASONS**: Main points that use logic or reasoning to justify the writer's claim.
- 3. **DATA**: Evidence (facts) that support the reasons (claim).
- 4. **JOINT**: The warrant or bridge that connects data to the writer's reasons and claim.
- 5. **COUNTERCLAIM**: A claim that disagrees with the writer's claim. (The opposition's stance)
- 6. **REBUTTAL**: Evidence that disputes or disagrees with the counterclaim.

→ An ARGUMENT is an opinion backed by DATA.

Therefore, your argument essay must include credible sources to back up your opinion.

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4. JOINT: The warrant or bridge that connects data to the writer's reasons and claim.
5. COUNTERCLAIM: A claim that disagrees with the writer's claim. (The opposition's stance)
6. REBUTTAL: Evidence that disputes or disagrees with the counterclaim.

★ Your CLAIM is your opinion.

★ Your REASONS help justify your claim with logic.

★ Your DATA is the evidence you find to back it up and make your claim stronger and more credible (believable).

★ Your REBUTTAL is an answer to the COUNTERCLAIM and shows you are not afraid of your opponents.

- ★ To win an ARGUMENT, make sure you start with a strong claim.
- ★ Support your claim with logical reasons and facts.
- ★ Find CREDIBLE SOURCES that agree with your claim.

THE "RIGHT" HOOK

Grab your readers attention!
Use one of these techniques for your opening hook:

- A surprising fact or statistic
- Rhetorical question
 - Anecdote
- Sensory details describing a scene or situation
- Introduce a dilemma
 - A quote

Include a transition sentence after your hook that leads into your CLAIM (thesis statement).



THE INTRODUCTION

EXAMPLE INTRODUCTION PARAGRAPH

(105 words; 8 sentences)

Imagine sitting in class taking your final exit exam for high school. Your future depends on the results of this test. You feel confident until you hear a buzzing noise next to you. A student in the desk beside yours pulls out their cell phone and begins texting right in the middle of class. You lose focus, wondering if you should tell the teacher or just ignore it. This situation is all too familiar in today's high schools. Students using cell phones have become a great distraction in classrooms, causing tension for both teachers and students. Therefore, cell phones should be banned from the classroom.



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Imagine sitting in class taking your final exit exam for high school. Your future depends on the results of this test. You feel confident until you hear a buzzing noise next to you. A student in the desk beside yours pulls out their cell phone and begins texting right in the middle of class. You lose focus, wondering if you should tell the teacher or just ignore it. This situation is all too familiar in today's high schools. Students using cell phones as a great distraction in classrooms, causing a great deal of trouble for students. Therefore, cell phones should be banned from the classroom.

THE HOOK

This student example describes a situation from the classroom.



THE INTRODUCTION

EXAMPLE INTRODUCTION PARAGRAPH

(105 words; 8 sentences)

THE TRANSITION

Linking the HOOK to the CLAIM.

Imagine sitting in class taking your final exit exam for high school. You are nervous about the results of this test. You feel nervous. A student in the class next to you is making a lot of noise. A student in the class next to you is using their cell phone and begins texting right in the middle of class. You lose focus, wondering if you should tell the teacher or just ignore it. This situation is all too familiar in today's high schools. Students using cell phones have become a great distraction in classrooms, causing tension for both teachers and students. Therefore, cell phones should be banned from the classroom.



THE INTRODUCTION

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Imagine sitting in class taking your final exit exam for high school. Your future depends on the results of this test. You feel confident until you hear a buzzing noise next to you. A student in the desk beside yours pulls out their phone and starts texting right in the middle of class. You know you should tell the teacher or just ignore it. This is a common problem in

THE CLAIM

today's high schools. Students using cell phones have become a great distraction in classrooms, causing tension for both teachers and students. Therefore, cell phones should be banned from the classroom.



THE INTRODUCTION

○ ADDITIONAL STUDENT EXAMPLES

Topic: Texting and driving

In 2012 more people were injured from texting and driving than drinking and driving (Distraction.gov). Despite this fact the average fine for texting and driving in the United States is only \$100 (motherjones.com). Because of these lax punishments, many drivers continue to read or write texts while behind the wheel. This means that every day thousands of people are at risk due to a driver's carelessness. Raising this fine to match the drunk driving fine would give drivers an incentive to resist looking at their phones while operating a vehicle and will greatly reduce their chances of getting into an accident.

Topic: Internet Filters

○ Have you ever been researching a topic for class but couldn't access any of the websites because they were blocked? Many students are experiencing difficulties completing their homework because of the school's internet filters. It is time for our administration to trust us and drop the security on our internet access.



THE BODY: WRITING A PARAGRAPH

EXAMPLE PARAGRAPH (160 words; 8 sentences)

Cell phones should be banned from schools because they distract students from learning. According to Armstrong Williams, author of "Classrooms Are No Place for Cell Phones," students use their cell phones during school to "send text messages during class, browse [redacted] content on the Internet, cheat on tests, and even coordinate drug deals on school grounds." Williams says that all of these distractions put unnecessary stress on teachers and administrators who now have to police the use of cell phones. One text message containing answers to a unit test can invalidate an entire month of instruction. One image snapped in the locker room and posted online may have life-long consequences. These actions can occur in mere seconds; requiring teachers and administrators to monitor every student every second of the day is impossible. Yet, even if it were possible, is this what we want our teachers to focus on? They should be focused on instructing students in their academic field, not monitoring cell phone use.



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EXAMPLE PARAGRAPH (160 words; 8 sentences)

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REASON (topic sentence)
Also reinforced in last sentence.

...ing school to "send text
...al content on the Internet,
...e drug deals on school grounds."

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EVIDENCE (expert quote)



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CITATIONS

(In-text citations of source)

Introduce your source and give him/her credibility. Use phrases like:

- According to...
- A recent study from...
- [Author's Name] says...
- In her article "School Daze," Jane Doe claims...



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EXPLANATION (links the data with the reason using logical assumptions)

content on the Internet, like drug deals on school grounds." Distractions put unnecessary

stress on teachers and administrators who now have to police the use of cell phones. One text message containing answers to a unit test can invalidate an entire month of instruction. One image snapped in the locker room and posted online may have life-long consequences. These actions can occur in mere seconds; requiring teachers and administrators to monitor every student every second of the day is impossible. Yet, even if it were possible, is this what we want our teachers to focus on? They should be focused on instructing students in their academic field, not monitoring cell phone use.



THE BODY: WRITING A PARAGRAPH

EXAMPLE PARAGRAPHS

Cell phones should be banned from schools because they

TRANSITION SENTENCE or PHRASE
(links the one reason with the next reason)

These can come at the end of the previous paragraph or at the beginning of a new paragraph.

Other phrases that can be used include:

- Also...
- In addition...
- Furthermore...
- Similarly...
- Next...
- Not only...but also...
- In the same way...

second of the day is impossible. yet, even if it were possible, is this what we want our teachers to focus on? They should be focused on instructing students in their academic field, not monitoring cell phone use.

Teachers aren't the only ones who suffer from cell phone use in class. Other students can become easily distracted when a classmate is using his or her phone. Jane Doe, a senior at Erie High

BUILDING YOUR ARGUMENT: ADDRESSING THE COUNTERCLAIM
Protect your CLAIM by acknowledging and addressing the opposition's COUNTERCLAIM.
Not backing down to your opponents gives you "street cred" or CREDIBILITY!



**DON'T BACK DOWN! FACE YOUR
OPPONENTS WITH A **STRONG** REBUTTAL.**

- **KNOW** the COUNTERCLAIM: this is the opposite, or opposing viewpoint, of your claim.
- **ADDRESS** the COUNTERCLAIM in your paper, acknowledging that there are those who disagree. This shows your readers you realize that some may disagree with you.
- **WRITE** a REBUTTAL: Prove the COUNTERCLAIM is FALSE or ineffective with your own EVIDENCE that refutes theirs. Your rebuttal is another REASON, but this time it is in direct response to your opponents. It's like the final round in an arm-wrestling competition and you have to lay down the hammer. Be STRONG!
- **USE** transition words and phrases, such as: Those who disagree say..., however, in contrast, even so, nevertheless, rather, yet, instead, but, alternatively, hence, on the other hand, except, conversely...

THE KNOCKOUT PUNCH!

Write a conclusion your reader won't forget.

Your conclusion is your last chance to make an impact on your reader. Forget about restating your reasons! That's boring and repetitive. Instead, remind your reader WHY your claim is ESSENTIAL or IMPORTANT.

The most effective conclusions circle back to the hook:

- If you asked a rhetorical question, give the reader an answer that supports your claim.
- If you gave an shocking fact, tell the reader the consequences if your claim is not followed through.
- Offer a solution to the problem or an alternative plan or system.
- Give your reader something to think about.
- End with a powerful quote from an expert that you haven't used yet.

EVERLAST

★ THE CONCLUSION

EXAMPLE CONCLUSION PARAGRAPH

(108 words; 8 sentences)

You're back in the classroom and the buzzing of your classmate's cell phone hasn't let up. Is she receiving answers for the exam? Sending images of her own test for the next class period? You've had enough, but don't want to be labeled as a narc. Essentially, students shouldn't have to worry about classroom distractions and teachers aren't paid to be cell-phone police. The purpose of school is to learn; so when electronic devices like cell phones prohibit learning, something must be done. A simple solution of banning cell phones in the classroom would eliminate this difficult situation. Let's make learning easier for the students, not harder.



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TIES BACK
TO THE HOOK



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TRANSITIONS INTO CLAIM

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You're back in the classroom and the buzzing of your classmate's cell phone hasn't let up. Is she receiving answers for the exam? Can she use her phone to look up information for the next class period? You want to be labeled as a narc. Essentially, you have to worry about classroom cell-phone police. If you aren't paid to be cell-phone police. The purpose of school is to learn; so when electronic devices like cell phones prohibit learning, something must be done. A simple solution of banning cell phones in the classroom would eliminate this difficult situation. Let's make learning easier for the students, not harder.

REINFORCING
THE CLAIM



THE CONCLUSION

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SOMETHING TO THINK ABOUT

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Works Cited

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