**Writing an Argumentative Essay**

**Vocabulary Unit 24 (20 points)**

1. Persuasive
2. Counterargument
3. Rebuttal
4. Relevant
5. Consistent
6. Thesis statement
7. Coherent
8. Elaboration
9. Anecdotes
10. Analogies

**Pronounce words**

**Define words**

**Use words in a paragraph**

Pick a topic you feel strongly about from the list below and write an argumentative essay. An effective persuasive composition must contain certain elements. Your first objective is to present both sides of the issue. You should make a list of the pros and cons then choose a side.

1. Do violent video games make people more likely to be violent in real life?
2. Does the average American have a healthy diet?
3. Should students have a greater say in what they learn?
4. Do girls or boys face more societal pressure—or do they face equal amounts?
5. Do schools do enough to prevent bullying?
6. Does reality television accurately depict real life?
7. Do athletes, celebrities, and CEOs deserve to make more money than the average person?
8. Is arts education as important as other types of curriculum?
9. Does pop culture have value?
10. Should parents monitor their children’s Internet usage?
11. Do participation trophies have value, or do they undervalue the achievements of the winners?
12. What types of responsibilities does a government have to take care of its citizens?
13. Should students be required to learn a second language in school?
14. Do celebrities forfeit their right to privacy by choosing to live in the public eye?
15. Why are the US citizens rapidly becoming more obese?
16. Young people must have a right to choose when it comes to military.
17. Is current academic grading helpful in performance?
18. Is our election process fair?
19. Are school uniforms beneficial?
20. Do curfews keep teens out of trouble?
21. Is cheating out of control in middle school?
22. Are we too dependent on computers?
23. Should animals be used for research?
24. Are cell phones dangerous?
25. Are law enforcement cameras an invasion of privacy?
26. Do we have a throwaway society?
27. Should the government provide health care?
28. Are girls too mean to each other?
29. Is homework harmful or helpful?
30. Is public prayer okay in schools?

You must take a few minutes to plan and prepare before you begin to write. You need to gather evidences to provide proof to support your claim. You will need to explore two sides of a topic and provide proof as to why one position is best.

 **Pros & Cons (25 points)**

|  |  |
| --- | --- |
|  |  |

**Persuasive or Argumentative Essays (100 points)**

**Elements Toward Building A Good Persuasive Essay**

1. Have the confidence to communicate your "persuasion" in writing
2. Establishing facts to support your argument/claim
3. Clarifying relevant information
4. Prioritizing/editing the facts in order of importance
5. “Persuading" the audience to take your side.

In a persuasive or argumentative essay, you are trying to convince others to agree with your facts, share your values, accept your argument, and adopt your way of thinking.

An effective persuasive composition must contain certain elements. The introduction, body, counterargument and conclusion.

**Introduction Paragraph:**

1. Introduce the topic by starting with an interesting quote, dialog, question or surprising fact to grab the reader’s attention.
2. Entice the reader to continue reading with a brief history of your issue.
3. Inform the reader of your point of view/claim.
4. Focus on three main points to develop in your body paragraphs.

Introduce your issue with an attention grabber then provide background information. All persuasive papers must have a good thesis statement. What is your issue or claim for the persuasive paper and where do you stand? Your thesis must be well defined, coherent, and clear so your readers have no questions about where you stand. Your thesis must present your focused and consistent opinion.

Example:

**Issue**: Does Grammar still matter in an age of twitter?

**Present your claim**: I believe that Grammar still matters even in this age of social media.

**Thesis statement**: Grammar matter even in this age of social media.

 30 points

 Persuasive Essay Graphic Organizer

 **Conclusion**

* Restate point of view-
* Summarize 3 reasons-
* Closing Statement
* Call to action or closing statement

**Rebuttal**

**Counterclaim:**

**Counterargument:**

**Counterclaim:**

**Counterargument:**

* Call to action or closing statement

**Introduction**

* Attention- grabbing beginning-
* Description of Issue-
* Point of view-
* Opinion Statement-

Reason #1-

Evidence to support-

(details and examples)

-

-

-

Reason #3-

Evidence to support-

(details and examples)

-

-

-

Body

Reason #2-

Evidence to support-

(details and examples)

-

-

-

**Helpful Tips**:

1. Establish flow from paragraph to paragraph
2. Keep your voice active
3. Quote sources to establish authority
4. Stay focused on your issue/claim

**Body Paragraph:**

Subtopic 1 and elaboration

Subtopic 2 and elaboration and so on …

Each subtopic will be included in a body paragraph that highlights the facts and explanation of one topic. The body paragraph should include facts, statistics, examples, direct quotations, analogies, and/or elaboration; then use a transition sentence to end one paragraph and begins the next paragraph.

1. In each body paragraph discuss a different topic
2. Arrange your supporting detail in order of importance.
3. State your first reason and support it with evidences, facts, statistics, anecdotes, analogies, or expert opinions.
4. Make sure your reasons and evidences reflect the point of view in your thesis statement.
5. Use transitional words and phrases to end one paragraph and start another.

**Rebuttal or Counterargument Paragraph:**

The rebuttal is to overcome opposing evidence and reasoning by introducing evidence and reasoning that will destroy opposing viewpoint. You must present both sides of the issue. The opposing view is the rebuttal or counterargument. The counterargument refutes the most significant opposing view.

1. Introduce opposing evidence to counter then disprove or contradict the opposition's point of view by writing a response to the counterclaim that shows why it is wrong or unimportant.
2. Address the opponent issues, concerns, and opinions then shoot them down.
3. Address your opponent counterarguments then write a sentence that contradicts the claim and determine that your side is the best conclusion.

**Example:**

**Counterclaim**: Homework is the greatest source of stress for students.

**Counterargument**: Studies show that homework improves student achievement in terms of improved grades and test results.

**Rebuttal:** Although homework is the greatest source of stress for students, studies show that homework improves student achievement in term of improved grades and test results (ProCon.org, page 1).

**REMEMBER TO CITE THE SOUCE OF INFORATION** **IN A PRENTHETICAL CITATION.**

**Conclusion:**

Restate the main issue or claim in your introduction?

Summarization your reasons in one or two sentences.

Call to action or write a closing statement that supports your point of view.

**Parenthetical Citation:**

What is Parenthetical Citation?

Parenthetical citation is when a writer directly puts into the text a note from

where he or she got the information. Parenthetical or “in-text” citation allows

your reader to know from what source each idea/fact came.

**This is how it looks in the text of your paper:**

“In 2007, 37 percent of American adults sought medical information from the

internet regarding a health problem they were experiencing before consulting a

doctor” (Smith, 38).

In the example above, notice that the author’s name and the page number on

which this fact was found are set off from the text within parenthesis. Note also

that the punctuation of this parenthetical citation is also important. The reader

would understand from this citation that on page 38 of Smith’s book, this fact is

mentioned. Furthermore, since the words are contained within quotes, the above

example illustrates that this is a direct quote from that page.

Here is an example of the same idea presented as an indirect quote:

Instead of going to a doctor right away, a recent study found that 37 percent of

Americans are now turning to the internet for medical information (Smith, 38).

**You must have at least two Parenthetical Citations.**

**Bibliography using MLA format (25 points)**

What is a “Works Cited” Page?

A “Works Cited” page is the name that MLA gives to a bibliography. It is a listing

of all of the sources you cited in the body of your paper.

**Here are a few things to keep in mind about the “Works Cited” page:**

1. The “Works Cited” page is always going to be the last page of your essay

or report. You should type the words “Works Cited” and center it on the

page.

2. Each entry must be complete and accurate. To see examples of common

sources in correct bibliographic format click here.

3. Each entry reads like one long sentence. What this means is that it does

not matter where the second line begins in an entry; it begins on the

second line only because you ran out of room on the first line.

4. The second and subsequent lines are always indented five spaces.

5. The sources are listed alphabetically by the first word or name of the

entry. This first word or name should be what you use in your

parenthetical citation.

**Forms of Sources for Citation:**

**Online Database**—**Articles provided through Infohio.org Databases**

Last Name, First Name. “Title of Article.” Original Print Source Title. Date. Online

source name. Date accessed <URL link>.

**Example:**

Freeman, Gregory A. “Code Alpha: The President is Coming!” American History.

October 2006. Academic Search Premier. 6 October 2006

Click Here for More [Exam](http://www.lakewoodcityschools.org/UserFiles/file/Harding%20Library%20Documents/MLA%20Bibliography%20Handout.pdf)ples.

**Internet Website**

Last Name, First Name. Title of Website. Date last updated. Author (if given). Name of organization that sponsors the site. Date accessed <URL link>.

**Examples:**

Flannery O’Connor Collection. 7 July 2006. Georgia College and State University.

31 August 2006. <http://library.gcsu.edu/~sc/foc.html>. Walker, Gary. “The Effects of Radiation.” Hiroshima Atom Bomb. 15 Mar. 2000. Los Alamos Research Facility. 14 Oct. 2008

Click Here for More [Exam](http://www.lakewoodcityschools.org/UserFiles/file/Harding%20Library%20Documents/MLA%20Bibliography%20Handout.pdf)ples.

**CONTUINE READING YOUR ACCELERATED READER BOOK FOR THE NEXT ASSIGNMET.**

**SOURCE DOCUMENTS FOR STUDENTS THAT DO NOT HAVE COMPUTERS**

**Source Document #1**

**It’s easy to become obese in America. These 7 charts explain why.**

**“In America, the unhealthiest foods are the tastiest foods, the cheapest foods, the largest-portion foods.”**

By Eliza Barclay, Julia Belluz, and Javier Zarracina Updated Aug 9, 2018, 8:14am EDT

It’s no secret that Americans have gotten much, much bigger over the past few decades. The signs are all around us, from XXXL clothing sizes to supersize movie seats and even larger coffins.

According to an analysis from the Centers for Disease Control and Prevention, the average American man now stands at 5-feet-9 1/4 inches tall and weighs 196 pounds — up 15 pounds from 20 years ago. For women, the change has been even more striking: The average female today stands 5-feet-3 3/4 inches and weighs 169 pounds. In 1994, her scale read 152 pounds

The latest CDC estimates now show that, as of 2016, 40 percent of US adults and 19 percent of youth were obese.

Javier Zarracina/Vox

This data on the state of our weight comes from the National Health and Nutrition Examination Surveys (NHANES), a combination of interviews and physical examinations that's considered the gold standard measurement. Since the 1980s, the NHANES has been charting obesity rates — and extreme obesity rates — as they've soared.

Alongside the rise in obesity, we’ve also seen growing rates of associated chronic disease — like diabetes, heart disease, and metabolic syndrome.

Clearly it’s gotten easier and easier to gain weight, and harder and harder to avoid it.

Atkins. Paleo. Keto. Do any of these diets work in the long term?

We looked at the influence of marketing, food environments, and genes to explain why so many diets fail for Explained, our weekly show on Netflix.

So what’s going on here? There’s an obvious answer — we eat more than we burn off. But increasingly public health experts agree that we are not consciously choosing to overeat.

"The food environment is a strong predictor of how we eat," says Scott Kahan, director of the National Center for Weight and Wellness and a faculty member at both Johns Hopkins and George Washington University. "And in America, the unhealthiest foods are the tastiest foods, the cheapest foods, the largest-portion foods, the most available foods, the most fun foods."

But why talk about how our food environment enables overeating with words when we can show it with charts? Let’s do it.

**1) We eat out — a lot**

Americans are cooking less and less and eating away from home more and more. And that’s leading us to chow down more than we would if we were home.

More than half of our food dollars are now being spent on restaurants and convenient on-the-go meals. In 2015, for the first time, Americans spent more money eating away from home than they did on groceries.

Sure, it’s possible to have a small, healthy meal at a restaurant. But researchers have found that people typically eat 20 to 40 percent more calories in restaurants compared with what they’d eat at home.

To understand why that happens, consider data from this recent study in the Journal of the Academy of Nutrition and Dietetics. The authors examined the nutrition content of more than 360 dinner entrees at 123 non-chain restaurants in San Francisco, Boston, and Little Rock between 2011 and 2014. The restaurant dishes contained 1,200 calories, on average — about half of the 2,000 or 2,500 calories recommended for moderately active women and men in an entire day.

**2) Portion sizes have gone up, up, up**

When we eat out, we’re not being served modest plates. The average restaurant meal today is more than four times the size of typical 1950s fare, according to the CDC.

These supersize portions are reflected in our daily calorie intake. The average American’s total caloric intake grew from 2,109 calories in 1970 to 2,568 calories in 2010. As Pew Research put it, that’s "the equivalent of an extra steak sandwich every day."

**3) We guzzle sugary beverages on an unrivaled scale**

People who drink soda have more obesity, Type 2 diabetes, tooth decay, and other health problems compared with people who don't -- the research on this is clear. And Americans are drinking way, way too much of the sweet stuff. According to Euromonitor’s most recent data, Americans remain the world leaders when it comes to per capita sales of soft drinks.

That said, one of the biggest public health wins of recent decades has been a slow shift away from soda in the United States.

With more awareness about the strong correlation between drinking sweet, fizzy drinks and obesity and tooth decay, sales of beverages like Coca-Cola and Pepsi have slumped.

But we may still be getting hoodwinked by other, equally sugary beverages. According to Euromonitor’s analysis of US retail beverage sales over the past five years, while the soda category is shrinking, juice sales have held steady, and sales of energy and sports drinks have been growing.

**4) Healthier foods can cost more**

Javier Zarracina/Vox

The federal government recommends 1 1/2 to 2 cups of fruit and 2 to 3 cups of vegetables per day. According to the CDC, Americans in every state barely hit these minimum targets.

Fewer than 10 percent of American adults ate enough vegetables in 2013. Fewer than 15 percent consumed the recommended amount of fruit.

The Americans who aren’t eating broccoli don’t have a vendetta against it. Instead, there is a range of economic and social factors that make eating enough fruits and vegetables really hard.

Let’s start with cost: As you can see in the chart, when it comes to how many calories you get per dollar, sugar, vegetable oils, and refined grains deliver a higher bang for the buck than fruits and vegetables. In the long run, nutrients in food (like fiber, vitamins, and minerals) matter more for health than calories alone. But if your household income is low, you’re probably going for the cheapest, highest-calorie options.

**5) Our vegetables consist mainly of potatoes and tomatoes**

Javier Zarracina/Vox

To make things more complicated, there’s a supply problem. We’re told to eat nutrient-dense foods like broccoli and Brussels sprouts instead of energy-dense foods like soda and french fries, yet there aren’t enough nutrient-dense foods to go around. Researchers have pointed out that if Americans actually followed the US dietary guidelines and started to eat the volume and variety of produce health officials recommend, we wouldn’t have nearly enough to meet consumer demand.

As of 2013, potatoes and tomatoes made up half of the legumes and vegetables available in this country, according to the US Department of Agriculture. And when we do eat tomatoes and potatoes, they’re often accompanied by so much sugar, fat, and salt that we’re propelled to overeat.

**6) Too many of our meals are like dessert**

American breakfast is often nothing more than disguised dessert. And we keep eating sugar throughout the day — in cupcakes, soda, even salad dressing.

So many of the additional calories in our diet that weren’t there a few decades ago are coming in the form of sugar. Back in 1977, the average adult got 228 calories per day from sugar in food and drinks. By 2010, it was up to 300 calories a day. Added sugar consumption increased almost as much — 20 percent — among kids.

Between 2003 and 2012, sugar consumption in adults and kids has come down a bit. But it’s still way too high.

"Added sugars increase excess energy and reduce nutrient density in our diets, often contributing to weight gain and obesity," said Elyse Powell, one of the researchers at the University of North Carolina Chapel Hill who crunched these numbers.

**7) We’re bombarded with ads for unhealthy food**

Sugary, oily foods are engineered to be consumed often and in big portions. But we’re not just influenced by their irresistible taste. The food industry is also terrific at marketing its products to us — and turning us into loyal consumers.

A 2006 report by the Institute of Medicine helped establish how the rise in obesity among kids corresponds to increasing marketing of unhealthy food and drinks to them. Since then, public health researchers have tracked food advertising — and have discovered how in some ways, this problem just keeps getting worse.

The UConn Rudd Center for Food Policy & Obesity found that in 2014, food companies spent $1.28 billion to advertise snack foods on television, in magazines, in coupons, and, increasingly, on the internet and mobile devices.

**Source Document # 2**

**TOO DEPENDENT ON COMPUTERS**

**KATHLEEN M. POWERS Springfield**

Contrary to Mary Ann Ericson's statement, God did not give us computers {"In Virginia Schools, a New Focus on Facts," front page, Sept. 24}. People who learned to "memorize long lists of facts" did. I do not believe that total memorization is necessary, but there is nothing wrong with some memorization. Besides, in the area of geography, current methods do not seem to be working because our kids, collectively, are not that good in the subject.

I believe that our children are becoming too dependent upon computers and calculators, and not on spontaneous thinking that comes with memorization. For instance, I have yet to meet any child past the fourth grade who knows weights and measures. (They start with 8 ounces equals 1 cup and work up to bushels and barrels, or with 12 inches equals 1 foot and work up to rods, acres and miles.) These are used daily in situations where we may not have direct access to a textbook, a calculator or a computer.

Also, if teachers asked only for poster representations of what the kids are learning, I would be thrilled. I feel as if I spend half of my life at craft stores and the rest of it accumulating paper towel tubes, shoe boxes, etc. for their projects. Whatever happened to writing a book report? Being made to do so teaches and reinforces grammar, spelling, sentence structure, cohesiveness of thought and logical progression that is now tested on the Virginia literacy test that sixth-graders take. Much time in the sixth grade now is spent preparing these children for that test, when they should have been building up to it for the first five years. How many kids going into middle and high school know how to diagram a sentence or how to properly define an adjective, adverb or a preposition?

I am not an education professional, but I am a mother. I have five children ages 3 to 17. I have an undergraduate and a master's degree in business administration and have experienced various methods of the education process. I learned to read by using phonics. Of my four children old enough to read, my two best readers have also had speech therapy, which, coincidentally, uses phonics in teaching speech sounds. They enjoy reading much more than the other two children and write and spell much better as well.

I have no problem with the standards of learning tests. However, I think we need to look at the current methods being used and compare them to the educational methods that were used to teach the people who gave us the computer. Then, look at what works best from both and use those positives, but do not rule out memorization as an educational tool.

**Source Document # 3**

**Is Homework Beneficial? - Top 3 Pros and Cons**

**Thursday, Sep. 27, 2018 | Author: ProCon.org | MORE HEADLINES**

**A child working on homework.**

**Source: Image by lourdesnique via pixabay.com, May 25, 2016**

**What are the pros and cons of homework? Is it beneficial? From dioramas to book reports, and algebraic word problems to research projects, the type and amount of homework given to students has been debated for over a century. [1]**

**In the early 1900s, progressive education theorists decried homework's negative impact on children's physical and mental health, leading California to ban homework for students under 15. [2][1] Public opinion swayed in favor of homework in the 1950s due to concerns about keeping up with the Soviet Union's technological advances. [3] Today, kindergarten to fifth graders have an average of 2.9 hours of homework per week, sixth to eighth graders have 3.2 hours per teacher, and ninth to twelfth graders have 3.5 hours per teacher, meaning a high school student with five teachers could have 17.5 hours of homework a week. [4]**

**Proponents of homework say that it improves student achievement and allows for independent learning of classroom and life skills. They also say that homework gives parents the opportunity to monitor their child's learning and see how they are progressing academically.**

**Opponents of homework say that too much may be harmful for students as it can increase stress, reduce leisure and sleep time, and lead to cheating. They also say that it widens social inequality and is not proven to be beneficial for younger children.**

**Is Homework Beneficial?**

**Pro 1**

**Homework improves student achievement.**

**Studies show that homework improves student achievement in terms of improved grades, test results, and the likelihood to attend college.**

**Research published in the High School Journal indicates that students who spent between 31 and 90 minutes each day on homework "scored about 40 points higher on the SAT-Mathematics subtest than their peers, who reported spending no time on homework each day, on average." [6]**

**On both standardized tests and grades, students in classes that were assigned homework outperformed 69% of students who didn't have homework. [7] A majority of studies on homework's impact - 64% in one meta-study and 72% in another - showed that take home assignments were effective at improving academic achievement. [7][8]**

**Research by the Institute for the Study of Labor (IZA) concluded that increased homework led to better GPAs and higher probability of college attendance for high school boys. In fact, boys who attended college did more than three hours of additional homework per week in high school. [10]**

**Con 1**

**Too much homework can be harmful.**

**A poll of high school students in California found that 59% thought they had too much homework. [24] 43% of respondents said that homework was their greatest source of stress, and 82% agreed that they were "often or always stressed by schoolwork." [28]**

**The American Educational Research Association says that "whenever homework crowds out social experience, outdoor recreation, and creative activities, and whenever it usurps time that should be devoted to sleep, it is not meeting the basic needs of children and adolescents." [27]**

**High-achieving high school students say the amount of homework they have to complete leads to sleep deprivation and other health problems such as headaches, exhaustion, weight loss, and stomach problems. [29]**

**Excessive homework leads to cheating: 90% of middle school students and 67% of high school students admit to copying someone else's homework, [30] and 43% of college students engaged in "unauthorized collaboration" on out-of-class assignments. [31] Even parents take shortcuts on homework: 43% of those surveyed admitted to having completed a child's assignment for them. [32]**

**Pro 2**

**Homework helps to reinforce learning and develop good study habits and life skills.**

**Everyone knows that practice makes perfect. Students typically retain only 50% of the information teachers provide in class, and they need to apply that information in order to truly learn it. [11]**

**Homework helps students to develop key skills that they’ll use throughout their lives, such as accountability, autonomy, discipline, time management, self-direction, critical thinking, and independent problem-solving. [12][13][14][15]**

**A study of elementary school students who were taught "strategies to organize and complete homework," such as prioritizing homework activities, collecting study materials, note-taking, and following directions, showed increased grades and positive comments on report cards. [17]**

**Research by the City University of New York noted that "students who engage in self-regulatory processes while completing homework," such as goal-setting, time management, and remaining focused, "are generally more motivated and are higher achievers than those who do not use these processes." [18]**

**Con 2**

**Homework disadvantages low-income students.**

**41% of US kids live in low-income families, which are less likely to have access to the resources needed to complete homework, such as pens and paper, a computer, internet access, a quiet work space, and a parent at home to help. [34][35] They are also more likely to have to work after school and on weekends, or look after younger siblings, leaving less time for homework. [35][25][36]**

**A study by the Hispanic Heritage Foundation found that 96.5% of students across the country said they needed to use the internet for class assignments outside of school, and nearly half reported there had been times they were unable to complete their homework due to lack of access to the internet or a computer, sometimes resulting in lower grades. [37][38]**

**Private tutoring is a more than $6 billion enterprise that further advantages students from wealthier families. [25][39] A study published in the International Journal of Education and Social Science concluded that homework increases social inequality because it "potentially serves as a mechanism to further advantage those students who already experience some privilege in the school system while further disadvantaging those who may already be in a marginalized position." [39]**

**Pro 3**

**Homework allows parents to be involved with their child's learning.**

**Thanks to take-home assignments, parents are able to track what their children are learning at school as well as their academic strengths and weaknesses. [12]**

**Data from a nationwide sample of elementary school students show that parental involvement in homework can improve class performance, especially among economically disadvantaged African-American and Hispanic students. [20]**

**Research from Johns Hopkins University found that an interactive homework process known as TIPS (Teachers Involve Parents in Schoolwork) improves student achievement: "Students in the TIPS group earned significantly higher report card grades after 18 weeks (1 TIPS assignment per week) than did non-TIPS students." [21]**

**Homework can also help clue parents in to the existence of any learning disabilities their children may have, allowing them to get help and adjust learning strategies as needed. [12] Duke University professor Harris Cooper, PhD, noted, "Two parents once told me they refused to believe their child had a learning disability until homework revealed it to them." [12]**

**Con 3**

**There is a lack of evidence that homework helps younger children.**

**An article published in the Review of Educational Research reported that "in elementary school, homework had no association with achievement gains" when measured by standardized tests results or grades. [7]**

**Fourth grade students who did no homework got roughly the same score on the National Assessment of Educational Progress (NAEP) math exam as those who did 30 minutes of homework a night. Students who did 45 minutes or more of homework a night actually did worse. [41]**

**Temple University professor Kathryn Hirsh-Pasek, PhD, says that homework is not the most effective tool for young learners to apply new information: "They're learning way more important skills when they're not doing their homework." [42]**

**An entire elementary school district in Florida enacted a policy that replaced traditional homework with 20 minutes of reading each night - and students get to pick their reading material. [43] A study by the University of Michigan found that reading for pleasure - but not homework - was "strongly associated with higher scores on all achievement tests" for children up to 12 years old. [40]**