

Structures Supplement Guide: How to Write Essays

How to Write a Narrative Essay: From Thesis to Final Draft

Step 1: Make your Thesis (your opinion of the topic)

Example: **Jessica Bray's Thesis = Loss of dream** = 😞

Step 2: Make a Topic (that is the "Point" for Each Body Paragraph) Outline

Instructions: In a Narrative structure, the topics (or "points") are in chronological order, from earliest to most recent in time.

Example:

Thesis: **Loss of dream** = 😞

- I. **Little Jessica** = 😊
- II. **Freshman year Jessica** = 😊 But in reality -- :/
- III. **Senior year Jessica** = 😞
- IV. **Jessica today** = 😞 Lost Dream, but 😊 Gained Family

Restated Thesis: **Therefore, Loss of dream** = 😞

Step 3: Turn your Topic Outline into a Topic Sentence Outline

Example:

Thesis Statement: Later on, I would learn **a hard lesson** about that first love.

- I. My cousin Kambri is the one who really introduced me to gymnastics **when I was four**.
- II. I started high school **in ninth grade**.
- III. **My senior year** rolled around and I was heavily recruited by scouts from colleges who would later see my "below average" grades and retract any offer ever mentioned.
- IV. **My new passion** is my little family.

Restated Thesis Statement: Therefore, I have learned as a mother I want do my best to let my “no” be “no” and my “yes” be “yes”, to stand my ground and keep my promises. I want my kids to possess a greater respect for their elders and authority than I and to listen when given valuable advice, **so they will never have to learn the hard way like their mother.**

Step 4: Make a Tiny Rough Draft from Your Sentence Outline

Instructions: Put all the info of your Sentence Outline in Paragraph form. You’ll have

1. your Essay Title, which is a Keyword or Keywords of your Thesis Statement,
2. your Intro paragraph’s Thesis Statement,
3. your Body Paragraphs’ Topic Sentences, and
4. your Conclusion paragraph’s Restated Thesis Statement

Example:

A Hard Lesson Learned

Intro paragraph: Later on, I would learn **a hard lesson** about that first love.

First body paragraph: My cousin Kambri is the one who really introduced me to gymnastics **when I was four.**

Second body paragraph: I started high school **in ninth grade.**

Third body paragraph: **My senior** year rolled around and I was heavily recruited by scouts from colleges who would later see my “below average” grades and retract any offer ever mentioned.

Fourth body paragraph: **My new passion** is my little family.

Conclusion paragraph: Therefore, I have learned as a mother I want do my best to let my “no” be “no” and my “yes” be “yes”, to stand my ground and keep my promises. I want my kids to possess a greater respect for their elders and authority than I and to listen when given valuable advice, **so they will never have to learn the hard way like their mother.**

Step 5: Expand Your Tiny Rough Draft, Starting with Intro Paragraph

Instructions: Use the information on pages 22-25 in [Structures](#) -- 1) to start your Intro paragraph, 2) to write your Body paragraph's supporting details, and 3) to finish your Conclusion paragraph.

Example (for a minimum **1000 word** rough draft):

A Hard Lesson Learned

Intro paragraph (100-150 words): My mother always joked that I came out of the womb with pointed toes; I believed her. Growing up, I lived for flipping, swinging, stretching, and leaping. As long as I was moving or upside down, I was content. Gymnastics was my very first love, and my dream growing up was to be an Olympic gymnast. "The Magnificent Seven" were my childhood heroes as well as their coach, Bella Koroli. When those girls brought home the gold for America in 1996, I was ten years old, sitting in my father's lap and sobbing tears of joy as Koroli carried Kerri Strug on to the floor to receive her medal. However, a great number of those tears were conceived from envy and that night was fuel to my fire.

Later on, I would learn a hard lesson about that first love.

First body paragraph (200-250 words): My cousin Kambri is the one who really introduced me to gymnastics when I was four. [CONTINUE WITH THE REST OF WHAT HAPPENED HERE.]

Second body paragraph (200-250 words): I started high school in ninth grade. [CONTINUE WITH THE REST OF WHAT HAPPENED HERE.]

Third body paragraph (200-250 words): My senior year rolled around and I was heavily recruited by scouts from colleges who would later see my "below average" grades and retract any offer ever mentioned. [CONTINUE WITH THE REST OF WHAT HAPPENED HERE.]

Fourth body paragraph (200-250 words): My new passion is my little family. [CONTINUE WITH THE REST OF WHAT HAPPENED HERE.]

Conclusion paragraph (100-150 words): Therefore, I have learned as a mother I want do my best to let my “no” be “no” and my “yes” be “yes”, to stand my ground and keep my promises. I want my kids to possess a greater respect for their elders and authority than I and to listen when given valuable advice, so they will never have to learn the hard way like their mother. [Note that Jessica Bray’s Conclusion paragraph was too short]

Step 6: Transform Your Rough Draft into a Final Draft

Instructions: Revise for body paragraph structure and word count, edit for errors, and format in [MLA Manuscript style](#) for a Final Draft.

Example: see Jessica Bray’s Final Draft for “A Hard Lesson Learned” on pages 42-45 in [Structures](#).

How to Write a Process Essay: From Thesis to Final Draft

Step 1: Make your Thesis (your opinion of the topic)

Example: **Janey Broyle's Thesis = Shipping through FedEx Express** = 😊

Step 2: Make a Topic (that is the "Point" for Each Body Paragraph) Outline

Instructions: In a Process structure, the topics (or "points") are in chronological order, from earliest to most recent in time.

Example:

Thesis: **Shipping through FedEx Express** = 😊

- I. **First stage: Item to ship** = 😊
- II. **Second stage: Package item** = 😊
- III. **Final stage: FedEx Express counter – forms and payment** = 😊

Restated Thesis: **Shipping through FedEx Express** = 😊

Step 3: Turn your Topic Outline into a Topic Sentence Outline

Example:

Thesis Statement: I have worked at FedEx for three years, and I often assure them that **shipping a package is simple and easy.**

- I. The first step is to decide **what items** customers need to ship.
- II. After they select what they want to ship, it's time to **package their items.**
- III. When customers arrive, they will find **a variety of forms to fill out:** one for ground, one for overnight, and one for international.

Restated Thesis Statement: As anyone can see, **shipping packages is easy.**

Step 4: Make a Tiny Rough Draft from Your Sentence Outline

Instructions: Put all the info of your Sentence Outline in Paragraph form. You'll have

1. your Essay Title, which is a Keyword or Keywords of your Thesis Statement,
2. your Intro paragraph's Thesis Statement,
3. your Body Paragraphs' Topic Sentences, and
4. your Conclusion paragraph's Restated Thesis Statement

Example:

Shipping Solutions

Intro paragraph: I have worked at FedEx for three years, and I often assure them that **shipping a package is simple and easy.**

First body paragraph: The first step is to decide **what items** customers need to ship.

Second body paragraph: After they select what they want to ship, it's time to **package their items.**

Third body paragraph: When customers arrive, they will find **a variety of forms to fill out:** one for ground, one for overnight, and one for international.

Conclusion paragraph: As anyone can see, **shipping packages is easy.**

Step 5: Expand Your Tiny Rough Draft, Starting with Intro Paragraph

Instructions: Use the information on pages 22-25 in [Structures](#) -- 1) to start your Intro paragraph, 2) to write your Body paragraph's supporting details, and 3) to finish your Conclusion paragraph.

Example (for a minimum **1000 word** rough draft):

Shipping Solutions

Intro paragraph (100-150 words): It is very likely that at some point, people will need to ship something. They may want to purchase gifts for family members who live far away from them. Perhaps their holiday visitors flew home without their car keys. Maybe a friend went on vacation and left all of his vital medication at home. These are all valid explanations that I have heard from customers who come to

FedEx Express. Many of these people have never shipped anything before and are quite intimidated by the process. I have worked at FedEx for three years, and I often assure them that **shipping a package is simple and easy.**

First body paragraph/ first section (250-275 words): The first step is to decide **what items** customers need to ship. [CONTINUE WITH THE REST OF STEPS HERE.]

Second body paragraph/ second section (250-275 words): After they select what they want to ship, it's time to **package their items.** [CONTINUE WITH THE REST OF THE STEPS HERE.]

Third body paragraph/ third section (250-275 words): When customers arrive, they will find **a variety of forms to fill out:** one for ground, one for overnight, and one for international. [CONTINUE WITH THE REST OF THE STEPS HERE.]

Conclusion paragraph (100-150 words): As anyone can see, **shipping packages is easy.** First, people have to select the items they want to ship. Next, they select an appropriate container and pack their items inside. Finally, they go to the shipping office and pay for the services. I help people ship packages every day. The first time may seem intimidating but, after that, it's a piece of cake!

Step 6: Transform Your Rough Draft into a Final Draft

Instructions: Revise for body paragraph structure and word count, edit for errors, and format in [MLA Manuscript style](#) for a Final Draft.

Example: see Janey Broyle's Process Explanation Final Draft for "Shipping Solutions" on pages 52-55 in [Structures](#).

How to Write a Division (Analysis) Essay: From Thesis to Final Draft

Step 1: Make your Thesis (your opinion of the one specific subject)

Example: Rufel Ramos' Thesis: **Vanilla ice cream = favorite** 😊

Step 2: Make a Topic (that is the "Point" for Each Body Paragraph) Outline

Instructions: In a Division structure, the topics (or "points") are in importance order: your top three or four characteristics.

Example:

Thesis: **Vanilla ice cream = favorite** 😊

- I. **Basic** = 😊
- II. **Smooth** = 😊
- III. **Versatile** = 😊

Restated Thesis: **Thesis: Vanilla ice cream = favorite** 😊

Step 3: Turn your Topic Outline into a Topic Sentence Outline

Example:

Thesis Statement: With all my years of eating ice cream, however, my favorite ice cream flavor is surprisingly ordinary: **vanilla**.

- I. But what they call "boring" I call "**basic.**"
- II. Also, the **smooth** creaminess of vanilla ice cream comes through as well.
- III. Finally, vanilla ice cream is **versatile**.

Restated Thesis Statement: Thus, my top ice cream flavor is **vanilla**.

Step 4: Make a Tiny Rough Draft from Your Sentence Outline

Instructions: Put all the info of your Sentence Outline in Paragraph form. You'll have

1. your Essay Title, which is a Keyword or Keywords of your Thesis Statement,
2. your Intro paragraph's Thesis Statement,
3. your Body Paragraphs' Topic Sentences, and
4. your Conclusion paragraph's Restated Thesis Statement

Example:

Vanilla: My Favorite Ice Cream Flavor

Intro paragraph: With all my years of eating ice cream, however, my favorite ice cream flavor is surprisingly ordinary: **vanilla**.

First body paragraph: But what they call "boring" I call "**basic.**"

Second body paragraph: Also, the **smooth** creaminess of vanilla ice cream comes through as well.

Third body paragraph: Finally, vanilla ice cream is **versatile**.

Conclusion paragraph: Thus, my top ice cream flavor is **vanilla**.

Step 5: Expand Your Tiny Rough Draft, Starting with Intro Paragraph

Instructions: Use the information on pages 22-25 in [Structures](#) -- 1) to start your Intro paragraph, 2) to write your Body paragraph's supporting details, and 3) to finish your Conclusion paragraph.

Example (for a minimum **1000 word** rough draft):

Vanilla: My Favorite Ice Cream Flavor

Intro paragraph (100-150 words): When I was four years old, I had my first taste of ice cream. I think it was an odd flavor, sweetened avocado, which my mom made from scratch from an old Filipino recipe. I loved it then, and I still love avocado ice cream, although you can't find it in stores. But over the years, I've tasted many different kinds of ice cream, different brands, in many places. There's an ice cream shop not too far away from where I live, and I know the ice cream section of my local grocery store as if it

were my own personal freezer. **With all my years of eating ice cream, however, my favorite ice cream flavor is surprisingly ordinary: vanilla.**

First body paragraph/ first section (250-275 words): Some of my friends are surprised that I like vanilla. After all, I've had exotic flavors like avocado, green tea, and mango, while vanilla seems so boring in comparison. **But what they call "boring" I call "basic."** [CONTINUE EXPLANATION WITH DETAILED EXAMPLE OR EXAMPLES HERE.]

Second body paragraph/ second section (250-275 words): **Also, the smooth creaminess of vanilla ice cream comes through as well.** [CONTINUE EXPLANATION WITH DETAILED EXAMPLE OR EXAMPLES HERE.]

Third body paragraph/ third section (250-275 words): **Finally, vanilla ice cream is versatile.** [CONTINUE EXPLANATION WITH DETAILED EXAMPLE OR EXAMPLES HERE.]

Conclusion paragraph (100-150 words): **Thus, my top ice cream flavor is vanilla.** Even though I've had many opportunities to eat all kinds of ice cream, I've returned to this flavor again and again. But of the qualities, as you've probably noticed, the versatility of vanilla is my most valued one. Vanilla is just that good. If you've never fully appreciated vanilla ice cream, I recommend you should go and buy the best vanilla ice cream that you can find. However, if you don't care for vanilla, that's okay. Any ice cream flavor is good, I believe, and ice cream will continue to be a popular dessert for a very long time. After all, who doesn't like ice cream?

Step 6: Transform Your Rough Draft into a Final Draft

Instructions: Revise for body paragraph structure, edit for errors, and format in [MLA Manuscript style](#) for a Final Draft.

Example: see Rufel Ramos' Division Final Draft for "Vanilla: My Favorite Ice Cream Flavor" on pages 57-60 in [Structures](#).

OPTIONAL: for a more sophisticated Division Final Draft, see Allison Sanchez's Literary Analysis, "Odysseus' Need for Another Odyssey" on pages 61-66 in [Structures](#).

How to Write a Comparison/Contrast Essay: From Thesis to Final Draft

Step 1: Make your Thesis (your opinion of the two related subjects)

Example: Jessica Bray's Thesis -- **Spirit Airlines** = NO, **American Airlines** = YES

Step 2: Make a Topic (that is the "Point" for Each Body Paragraph) Outline*

*Note: Comparison/Contrast essays can be structured Subject-by-Subject, but for this guide, we'll do Point-by-Point.

Instructions: In a Comparison/Contrast, Point-by-Point structure, the topics (or "points") are in importance order: your top three or top four characteristics.

Example:

Thesis: **Spirit Airlines = NO, American Airlines = YES**

- I. **Comfort** = Spirit vs. American
- II. **Cost** = Spirit vs. American
- III. **Convenience** = Spirit vs. American

Restated Thesis: **Spirit Airlines = NO, American Airlines = YES**

Step 3: Turn your Topic Outline into a Topic Sentence Outline

Example:

Thesis Statement: While both airlines definitely serve their main purpose of transporting passengers to various destinations, **the two contrast greatly** when it comes to comfort, cost, and convenience.

- I. **Comfort** is important in many aspects of my life, and transportation is one of them. This is where American and Spirit vary the most.
- II. Another comparable aspect between the two airlines was the **cost**.
- III. Finally and equally important as the previous aspects is the **convenience** of the two airlines. By convenience I mean the punctuality of the two.

Restated Thesis Statement: After **both trips**, my husband and I decided we would **never** again choose **Spirit Airlines** when traveling.

Step 4: Make a Tiny Rough Draft from Your Sentence Outline

Instructions: Put all the info of your Sentence Outline in Paragraph form. You'll have

5. your Essay Title, which is a Keyword or Keywords of your Thesis Statement,
6. your Intro paragraph's Thesis Statement,
7. your Body Paragraphs' Topic Sentences, and
8. your Conclusion paragraph's Restated Thesis Statement

Example:

You Get What You Pay For

Intro paragraph: While both airlines definitely serve their main purpose of transporting passengers to various destinations, **the two contrast greatly** when it comes to comfort, cost, and convenience.

First body paragraph/ section: **Comfort** is important in many aspects of my life, and transportation is one of them. This is where American and Spirit vary the most.

Second body paragraph/ section: Another comparable aspect between the two airlines was the **cost**.

Third body paragraph/ section: Finally and equally important as the previous aspects is the **convenience** of the two airlines. By convenience I mean the punctuality of the two.

Conclusion paragraph: After **both trips**, my husband and I decided we would **never** again choose **Spirit Airlines** when traveling.

Step 5: Expand Your Tiny Rough Draft, Starting with Intro Paragraph

Instructions: Use the information on pages 22-25 in [Structures](#) -- 1) to start your Intro paragraph, 2) to write your Body paragraph's supporting details, and 3) to finish your Conclusion paragraph.

Example (for a minimum **1000 word** rough draft):

You Get What You Pay For

Intro paragraph (100-150 words): “You get what you pay for.” This saying actually has great merit when traveling and choosing the airline that will take you to your destination. Last summer, my husband and I went on our honeymoon to beautiful Isla Mujeres in Mexico and were fortunate enough to be able to attend a friends’ wedding a few months later in Las Vegas. The trip to Mexico was an all-inclusive, flight-included package where we would fly with American Airlines. Since we spent the majority of our vacation money on the honeymoon, we were on a budget for traveling, so we chose the new low cost carrier, Spirit Airlines, to get to Vegas. While both airlines definitely serve their main purpose of transporting passengers to various destinations, the two contrast greatly when it comes to comfort, cost, and convenience.

First body paragraph/ first section of two body paragraphs (250-275 words): Comfort is important in many aspects of my life, and transportation is one of them. This is where American and Spirit vary the most. [CONTINUE EXPLANATION WITH DETAILED EXAMPLE OR EXAMPLES HERE OF HOW THEY ARE THE SAME OR DIFFERENT FROM EACH OTHER ON THIS POINT.]

Second body paragraph/ second section of two body paragraphs (250-275 words): Another comparable aspect between the two airlines was the cost. [CONTINUE EXPLANATION WITH DETAILED EXAMPLE OR EXAMPLES HERE OF HOW THEY ARE THE SAME OR DIFFERENT FROM EACH OTHER ON THIS POINT.]

Third body paragraph/ third section of two body paragraphs (250-275 words): Finally and equally important as the previous aspects is the convenience of the two airlines. [CONTINUE EXPLANATION WITH DETAILED EXAMPLE OR EXAMPLES HERE OF HOW THEY ARE THE SAME OR DIFFERENT FROM EACH OTHER ON THIS POINT.]

Conclusion paragraph (100-150 words): After both trips, my husband and I decided we would never again choose Spirit Airlines when traveling. The chance of missing an important event or missing out on part of an expensive vacation is not worth the cheap price. We may have paid a small amount more to fly with American, but in comparison to the comfort level, amenities, and friendliness of the staff, it was well worth it. As we found out first hand, “you get what you pay for.”

Step 6: Transform Your Rough Draft into a Final Draft

Instructions: Revise for body paragraph structure, edit for errors, and format in [MLA Manuscript style](#) for a Final Draft.

Example: see Jessica Bray’s Comparison/Contrast, Point-by-Point Final Draft “You Get What You Pay For” on pages 69-72 in [Structures](#).

How to Write a Classification (Exemplification) Essay: From Thesis to Final Draft

Step 1: Make your Thesis (your opinion of the top 3-4 types of the topic)

Example: Rufel Ramos' Thesis -- **Ice cream flavors = top 3 favorite types** 😊

Step 2: Make a Topic (that is the "Point" for Each Body Paragraph) Outline

Instructions: In a Classification structure, the topics (or "points") are in importance order: your top three or four types.

Example:

Thesis: **Ice cream flavors = top 3 favorite types** 😊

- I. **Vanilla** = 😊
- II. **Chocolate** = 😊
- III. **Pistachio** = 😊

Restated Thesis: **Ice cream flavors = top 3 favorite types** 😊

Step 3: Turn your Topic Outline into a Topic Sentence Outline

Example:

Thesis Statement: With all my years of eating ice cream, my **favorite ice cream flavors** remain pretty normal: they are **vanilla, chocolate, and pistachio.**

- I. Some of my friends are surprised that I like **vanilla.**
- II. Like most people who like ice cream, I really like **chocolate** ice cream.
- III. Finally, my most favorite ice cream flavor is **pistachio.**

Restated Thesis Statement: Thus, my **top three ice cream flavors** are **vanilla, chocolate, and pistachio.**

Step 4: Make a Tiny Rough Draft from Your Sentence Outline

Instructions: Put all the info of your Sentence Outline in Paragraph form. You'll have

1. your Essay Title, which is a Keyword or Keywords of your Thesis Statement,
2. your Intro paragraph's Thesis Statement,
3. your Body Paragraphs' Topic Sentences, and
4. your Conclusion paragraph's Restated Thesis Statement

Example:

My Favorite Ice Cream Flavors

Intro paragraph: With all my years of eating ice cream, my **favorite ice cream flavors** remain pretty normal: they are **vanilla**, **chocolate**, and **pistachio**.

First body paragraph: Some of my friends are surprised that I like **vanilla**.

Second body paragraph: Like most people who like ice cream, I really like **chocolate** ice cream.

Third body paragraph: Finally, my most favorite ice cream flavor is **pistachio**.

Conclusion paragraph: Thus, my **top three ice cream flavors** are **vanilla, chocolate, and pistachio**.

Step 5: Expand Your Tiny Rough Draft, Starting with Intro Paragraph

Instructions: Use the information on pages 22-25 in [Structures](#) -- 1) to start your Intro paragraph, 2) to write your Body paragraph's supporting details, and 3) to finish your Conclusion paragraph.

Example (for a minimum **1000 word** rough draft):

My Favorite Ice Cream Flavors

Intro paragraph (100-150 words): When I was four years old, I had my first taste of ice cream. I think it was an odd flavor, sweetened avocado, which my mom made from scratch from an old Filipino recipe. I loved it then, and I still love avocado ice cream, although you can't find it in stores. But over the years, I've tasted many different kinds of ice cream, different brands, in many places. There's an ice cream shop not too far away from where I live, and I know the ice cream section of my local grocery store as if it

were my own personal freezer. **With all my years of eating ice cream, my favorite ice cream flavors remain pretty normal: they are vanilla, chocolate, and pistachio.**

First body paragraph/ first section (250-275 words): **Some of my friends are surprised that I like vanilla.** [CONTINUE EXPLANATION WITH DETAILED EXAMPLE OR EXAMPLES HERE.]

Second body paragraph/ second section (250-275 words): **Like most people who like ice cream, I really like chocolate ice cream.** [CONTINUE EXPLANATION WITH DETAILED EXAMPLE OR EXAMPLES HERE.]

Third body paragraph/ third section (250-275 words): **Finally, my most favorite ice cream flavor is pistachio.** [CONTINUE EXPLANATION WITH DETAILED EXAMPLE OR EXAMPLES HERE.]

Conclusion paragraph (100-150 words): **Thus, my top three ice cream flavors are vanilla, chocolate, and pistachio.** Even though I've had many opportunities to eat all kinds of ice cream, I've returned to these three flavors again and again. But of the three, as you've probably noticed, pistachio is my favorite flavor. It is just that good. If you've never had it before, I recommend you should go and buy pistachio ice cream. However, if you don't like pistachio, that's okay. Any ice cream flavor is good, I believe, and ice cream will continue to be a popular dessert for a very long time. After all, who doesn't like ice cream?

Step 6: Transform Your Rough Draft into a Final Draft

Instructions: Revise for body paragraph structure, edit for errors, and format in [MLA Manuscript style](#) for a Final Draft.

Example: see Rufel Ramos' Classification Final Draft for "My Favorite Ice Cream Flavors" on pages 37-40 in [Structures](#).

How to Write a Cause/Effect (Causal Analysis) Essay: From Thesis to Final Draft

Step 1: Make your Thesis (your opinion of the situation)

Example: Georgia Rudd's Thesis -- **WHY restaurant losing \$\$\$ = top three past causes** ☹️

Step 2: Make a Topic (that is the "Point" for Each Body Paragraph) Outline*

*Note: For this guide, we will use the "Classification Method of Causes" on page 80 in [Structures](#).

Instructions: In a Cause / Effect structure, using the "Classification Method of Causes," the topics (or "points") are in importance order: your top three or four causes (that all began in the past and perhaps are still continuing in the present).

Example:

Thesis: **WHY restaurant losing \$\$\$** ☹️

- I. **Past Cause 1: Higher temperature**
- II. **Past Cause 2: School vacation – no one in town**
- III. **Past Cause 3: No advertising**
- IV. **Current Effects of Those Causes: No income, frustrated employees**

Restated Thesis: **WHY restaurant losing \$\$\$** ☹️

Step 3: Turn your Topic Outline into a Topic Sentence Outline

Example:

Thesis Statement: We believe that the **causes** of our **decreased income** are due to the seasonal issues of **higher temperature** and the **end of the school session** multiplied by the **lack of restaurant advertising**.

- I. The most obvious and **immediate cause** of slower business in the restaurant is the **warmer summer temperature**.
- II. Another **cause** for less business could be that **school is out** over the summer.
- III. We believe that the **main cause** is the **lack of advertising**.

- IV. For the employees, the **effect** of these causes is a **lower income**. We watch with **frustration** the booming business across the street.

Restated Thesis Statement: Woodfire's slower business may have begun with the **warmer weather** and the **end of the school session**, but the **lack of mister fans and advertising** compounded the already declining income of the restaurant and employees.

Step 4: Make a Tiny Rough Draft from Your Sentence Outline

Instructions: Put all the info of your Sentence Outline in Paragraph form. You'll have

1. your Essay Title, which is a Keyword or Keywords of your Thesis Statement,
2. your Intro paragraph's Thesis Statement,
3. your Body Paragraphs' Topic Sentences, and
4. your Conclusion paragraph's Restated Thesis Statement

Example:

Causes of Lower Income in a Restaurant

Intro paragraph: We believe that the **causes** of our **decreased income** are due to the seasonal issues of **higher temperature** and the **end of the school session** multiplied by the **lack of restaurant advertising**.

First body paragraph: The most obvious and **immediate cause** of slower business in the restaurant is the **warmer summer temperature**.

Second body paragraph: Another **cause** for less business could be that **school is out** over the summer.

Third body paragraph: We believe that the **main cause** is the **lack of advertising**.

Fourth body paragraph: For the employees, the **effect** of these causes is a **lower income**. We watch with **frustration** the booming business across the street.

Conclusion paragraph: Woodfire's slower business may have begun with the **warmer weather** and the **end of the school session**, but the **lack of mister fans and advertising** compounded the already declining income of the restaurant and employees.

Step 5: Expand Your Tiny Rough Draft, Starting with Intro Paragraph

Instructions: Use the information on pages 22-25 in [Structures](#) -- 1) to start your Intro paragraph, 2) to write your Body paragraph's supporting details, and 3) to finish your Conclusion paragraph.

****NOTE:** Georgia Rudd chose to quote an outside source to in her Intro paragraph and Conclusion paragraph. If using an outside source in your essay (**also called research**), you will need to name the source wherever you used it in your essay (called **in-text citation**) plus provide a source list at the end of the essay (called **Work Cited**). For more information on how to document in MLA Style researched info used in your essay, see pages 14-20 in [Structures](#).

Example (for a minimum **1000 word** rough draft):

Causes of a Lower Income in a Restaurant

Intro paragraph (100-150 words): **Evelyn Pellicane** points out in her essay, "The Irish Famine, 1845-1849," that the contributory causes of an economic event can increase the effects of the more obvious immediate causes (**333**). Similarly, my coworkers and I have been experiencing a personal economic crisis recently; we are not making as much money as we made earlier this year. We work in a restaurant called Woodfire. Because work has been slower than it was previously, we have had time to discuss the potential causes for the restaurant's slower business. Although the business circumstances at Woodfire are not as severe as a famine, my coworkers and I are greatly affected by the lower income. **We believe that the causes of our decreased income are due to the seasonal issues of higher temperature and the end of the school session multiplied by the lack of restaurant advertising.**

First body paragraph (200-250 words): The most obvious and immediate cause of slower business in the restaurant is the warmer summer temperature. [CONTINUE EXPLANATION WITH DETAILED EXAMPLE OR EXAMPLES HERE.]

Second body paragraph (200-250 words): Another cause for less business could be that school is out over the summer. [CONTINUE EXPLANATION WITH DETAILED EXAMPLE OR EXAMPLES HERE.]

Third body paragraph (200-250 words): Although the summer's reasons for changes in business are obvious, as employees, we believe that the major cause for slower business in the restaurant began long before the season started. We believe that the main cause is the lack of advertising. [CONTINUE EXPLANATION WITH DETAILED EXAMPLE OR EXAMPLES HERE.]

Fourth body paragraph (200-250 words): For the employees, the effect of these causes is a lower income. We watch with frustration the booming business across the street. [CONTINUE EXPLANATION WITH DETAILED EXAMPLE OR EXAMPLES HERE. OPTIONAL: SPECULATE ABOUT FUTURE EFFECTS.]

Conclusion paragraph (100-150 words): Evelyn Pellicane describes the Irish Famine as a "natural disaster compounded by the insensitivity of the British Government and the archaic agricultural system of Ireland" (334). Woodfire's slower business may have begun with the warmer weather and the end of the school session, but the lack of mister fans and advertising compounded the already declining income of the restaurant and employees. [←NOTE: This Conclusion paragraph is too short: can be longer with recommending a solution.]

Work Cited

Pellicane, Evelyn. "The Irish Famine, 1845-1849." *Patterns for College Writing: A Rhetorical Reader and Guide*, 12th edition, edited by Laurie G. Kirszner and Stephen R. Mandell, Bedford, 2012, pp. 333-34.

Step 6: Transform Your Rough Draft into a Final Draft

Instructions: Revise for body paragraph structure and word count, edit for errors, and format in [MLA Manuscript style](#) for a Final Draft.

Example: see Georgia Rudd's Cause/Effect Final Draft for "Causes for Lower Income in a Restaurant" on pages 82-85 in [Structures](#).

How to Write a Classic Argument Essay: From Thesis to Final Draft

Step 1: Make your Claim (your debatable opinion of the topic)

Example: C. Smith's Claim -- **Stereotyping based on appearance** = ☹️

Step 2: Make a Topic (that is the "Point" for Each Body Paragraph) Outline*

*Note: For this guide, we will use the "Classic (Definition) Method" on page 89 in [Structures](#).

Instructions: In a Classic Argument structure, the topics (or "points") have the four elements of Argumentation – **Claim, Reason, Evidence, Opposition** and **Rebuttal** -- in separate paragraphs.

Example:

CLAIM: **Stereotyping based on appearance** = ☹️

- I. **REASON:** **Preconceived notion + Stereotyped image = Causes false reality and harm**
- II. **EVIDENCE:** **Personal example – male with long hair "Goth" look, others reacting negatively**
- III. **A. OPPOSITION:** **they say "based on truth"**
B. REBUTTAL: **my answer "not always"**

RESTATED CLAIM: **Stereotyping based on appearance** = ☹️

Step 3: Turn your Topic Outline into a Topic Sentence Outline

Instructions: Put all of the info of your Topic Outline into complete sentences. You'll produce a Claim Statement, Topic Sentences, and a Restated Claim Statement.

Example:

CLAIM Statement: In my observation, along with racism, any form of **discrimination and stereotyping is not only unhealthy** but also leads to an **unnecessary wide chasm** between individuals in a society.

- I. **REASON:** People often associate certain **preconceived notions** about certain individuals, or groups, or even nations, thus, creating an image which may be **far from reality**.
- II. **EVIDENCE:** **For example, I** personally have sported **long hair** for most of my life.
- III. A. **OPPOSITION:** **Yes, some people** can make an argument that these preconceived notions are based on the way a group of individuals **truly behaves**. And these notions have been **set over ages**, which lends to their credibility.
 - B. **REBUTTAL:** **However**, the fact still remains that everyone is an individual and **should be treated as an individual**, with their own set of characteristics which could be **far from the preconceived** notion of the individual.

Restated CLAIM Statement: I hope that we could look deep inside **people as individuals**, **rather than** looking at the **surface** and treating them **based on prior notions**.

Step 4: Make a Tiny Rough Draft from Your Sentence Outline

Instructions: Put all the info of your Sentence Outline in Paragraph form. You'll have

1. your Essay Title, which is a Keyword or Keywords of your Claim Statement,
2. your Intro paragraph's Claim Statement,
3. your Body Paragraphs' Topic Sentences, and
4. your Conclusion paragraph's Restated Claim Statement

Example:

Stereotyping Is Wrong

Intro paragraph -- CLAIM Statement: In my observation, along with racism, any form of **discrimination and stereotyping is not only unhealthy** but also leads to an **unnecessary wide chasm** between individuals in a society.

1st body paragraph section -- REASON: People often associate certain **preconceived notions** about certain individuals, or groups, or even nations, thus, creating an image which may be **far from reality**.

2nd body paragraph section -- EVIDENCE: For example, I personally have sported long hair for most of my life.

3rd body paragraph section: A. OPPOSITION: Yes, some people can make an argument that these preconceived notions are based on the way a group of individuals truly behaves. And these notions have been set over ages, which lends to their credibility. **B. REBUTTAL:** However, the fact still remains that everyone is an individual and should be treated as an individual, with their own set of characteristics which could be far from the preconceived notion of the individual.

Conclusion paragraph -- Restated CLAIM Statement: I hope that we could look deep inside people as individuals, rather than looking at the surface and treating them based on prior notions.

Step 5: Expand Your Tiny Rough Draft, Starting with Intro Paragraph

Instructions: Use the information on pages 22-25 in [Structures](#) -- 1) to start your Intro paragraph, 2) to write your supporting details in your Body paragraphs, and 3) to finish your Conclusion paragraph.

- **NOTE:** C. Smith chose to quote an outside source to in his Intro paragraph and Conclusion paragraph. When using an outside source in your essay (**also called research**), you will need to name the source (either the **Human Author's Name** or – if missing – the **"Article Name"**) wherever you used it in your essay (called **in-text citation**) plus provide a source list at the end of the essay (called **Work Cited**). For more information on how to document in MLA Style researched info used in your essay, see pages 14-20 in [Structures](#).

Example (for a minimum **1200 word** rough draft):

Stereotyping Is Wrong

Intro paragraph -- CLAIM Statement (150 words): In his essay "An Argument against the Todd Jennings Scholarship," Matt Daniels narrates a situation where he, as "a white, well qualified, and definitely a deserving student" for the Anna Todd Jennings Scholarship, decided against applying for the scholarship because the scholarship is limited for "Caucasian students" only (563). He further states that

“racism in any form is an evil that should be opposed” (Daniels 563). In my observation, along with racism, any form of discrimination and stereotyping is not only unhealthy but also leads to an unnecessary wide chasm between individuals in a society.

1st body paragraph – REASON (at least 200 words): People often associate certain preconceived notions about certain individuals, or groups, or even nations, thus, creating an image which may be far from reality.

2nd body paragraph / section – EVIDENCE (at least 350 words): For example, I personally have sported long hair for most of my life.

3rd body paragraph / section (at least 350 words): **A. OPPOSITION:** Yes, some people can make an argument that these preconceived notions are based on the way a group of individuals truly behaves. And these notions have been set over ages, which lends to their credibility. **B. REBUTTAL:** However, the fact still remains that everyone is an individual and should be treated as an individual, with their own set of characteristics which could be far from the preconceived notion of the individual. If we presume that we know what an individual’s character is like just based on preconceived notion of a group which that individual belongs to, we tend to neglect the fact that the individual is a person and we are more likely to make errors in judging the person’s character.

Conclusion paragraph -- Restated CLAIM Statement (150 words): I hope that we could look deep inside people as individuals, rather than looking at the surface and treating them based on prior notions. To quote Matt Daniels, “All of us have a responsibility towards us and to society” (565). If we could just treat others as we wish to be treated by them, I think our societies and the world collectively would become a much better place. [←NOTE: This Conclusion paragraph is too short]

Daniels, Matt. "An Argument against the Anna Todd Jennings Scholarship." *Patterns for College Writing*.

11th ed., edited by Laurie G. Kirszner and Stephen R. Mandell, Bedford, 2010, pp. 563-65.

Step 6: Transform Your Rough Draft into a Final Draft

Instructions: Revise for body paragraph structure and word count, edit for errors, and format in [MLA Manuscript style](#) for a Final Draft, including complete in-text citations for all sources in Works Cited ([MLA documentation](#)).

Example: see C. Smith's Classic Argument Final Draft "Stereotyping Is Wrong" on pages 90-92 in [Structures](#).

IMPORTANT NOTE: Smith's Final Draft is short (just under 800 words) because he only had one body paragraph body paragraph section. I had assigned this essay when my students were writing more essays, but with lower word counts.

- For a course with less number of essays but with higher word counts, Smith should add more supporting details for the EVIDENCE and OPPOSITION + REBUTTAL sections (by providing more examples as well as analyzing those examples, perhaps by using his Daniels source in his body paragraphs).
- Additionally, he could offer a solution (recommendation) to increase his CONCLUSION paragraph.
- Doing these revisions would provide the 400 additional words for a 1200-word final draft.

How to Write a Toulmin Argument Essay: From Thesis to Final Draft

Step 1: Make your Claim (your debatable opinion of the topic)

Example: Stephen Klehm's Claim -- **Expensive headphones = worth it for students** 😊

Step 2: Make a Topic (that is the "Point" for Each Body Paragraph) Outline*

*Note: For this guide, we will use the "Toulmin (Points) Method" on page 92 in [Structures](#).

Instructions: In a Toulmin Argument structure, the topics (or "points") for two of the elements of Argumentation – **Claim** and **Opposition** + **Rebuttal** – are in separate paragraphs. However, unlike the Classic Argument, you have at least three **Reasons**, and each piece of **Evidence** supports its own Reason.

Example:

CLAIM: **Expensive headphones = worth it for students** 😊

I. **REASON 1:** **Benefits of quality features**

EVIDENCE 1: Detailed examples and/or logical explanation for Reason 1

II. **REASON 2:** **Teaches financial responsibility**

i. **EVIDENCE 2:** Detailed examples and/or logical explanation for Reason 2

III. **REASON 3:** **No hearing problems**

EVIDENCE 3: Detailed examples and/or logical explanation for Reason 3

IV. **A.OPPOSITION:** they say "**wasting money**"

B. REBUTTAL: my answer "**good investment**"

RESTATED CLAIM: **Expensive headphones = worth it for students** 😊

Step 3: Turn your Topic Outline into a Topic Sentence Outline

Instructions: Put all of the info of your Topic Outline into complete sentences. You'll produce a Claim Statement, Topic Sentences, and a Restated Claim Statement.

Example:

CLAIM Statement: I believe buying high quality headphones can be a prudent and beneficial decision for college students.

I. **REASON 1:** First, high-end headphones have high quality features.

EVIDENCE 1: The noise canceling feature in many expensive headphones blocks out the outside world so they can concentrate, the high quality sound aids in the enlightening process, and the trendy design improves their appearance to the outside world, to whom they are oblivious.

II. **REASON 2** Second, owning high quality products like Beats headphones teaches college students to be financially responsible.

EVIDENCE 2: Spending three-hundred dollars on a high quality product while in college would help to build the respect of, and responsibility to take care of, quality items early on.

III. **REASON 3:** A final reason to use high quality headphones is that they don't cause as much ear strain at high volume levels as cheaper headphones do.

EVIDENCE 3: For example, my father listened to very loud music on low quality headphones for an extended period of time, when he was young. This gave him permanent, partial hearing loss, which could have been avoided by using quality headphones.

IV. A. **OPPOSITION:** Of course, out of all the chapters in a person's life, college is probably the one in which he or she should be the most careful about money.

B. **REBUTTAL:** However, most college students spend more than that on coffee every year.

Restated CLAIM Statement: Students must endeavor to make prudent decisions in every aspect of their lives. However, buying high quality headphones can be a prudent and beneficial decision for college students.

Step 4: Make a Tiny Rough Draft from Your Sentence Outline

Instructions: Put all the info of your Sentence Outline in Paragraph form. You'll have

1. your Essay Title, which is a Keyword or Keywords of your Claim Statement,
2. your Intro paragraph's Claim Statement,
3. your Body Paragraphs' Topic Sentences, and
4. your Conclusion paragraph's Restated Claim Statement

Example:

Quality Headphones

Intro paragraph -- CLAIM Statement: I believe buying high quality headphones can be a prudent and beneficial decision for college students.

1st body paragraph section: REASON 1: First, high-end headphones have high quality features.

EVIDENCE 1: The noise canceling feature in many expensive headphones blocks out the outside world so they can concentrate, the high quality sound aids in the enlightening process, and the trendy design improves their appearance to the outside world, to whom they are oblivious.

2nd body paragraph section: REASON 2 Second, owning high quality products like Beats headphones teaches college students to be financially responsible. **EVIDENCE 2:** Spending three-hundred dollars on a high quality product while in college would help to build the respect of, and responsibility to take care of, quality items early on.

3rd body paragraph section: REASON 3: A final reason to use high quality headphones is that they don't cause as much ear strain at high volume levels as cheaper headphones do. **EVIDENCE 3:** For example, my father listened to very loud music on low quality headphones for an extended period of time, when he was young. This gave him permanent, partial hearing loss, which could have been avoided by using quality headphones.

4th body paragraph section: A. OPPOSITION: Of course, out of all the chapters in a person's life, college is probably the one in which he or she should be the most careful about money. **B. REBUTTAL:** However, most college students spend more than that on coffee every year

Conclusion paragraph -- Restated CLAIM Statement: Students must endeavor to make prudent decisions in every aspect of their lives. However, buying high quality headphones can be a prudent and beneficial decision for college students.

Step 5: Expand Your Baby Rough Draft, Starting with Intro Paragraph

Instructions: Use the information on pages 22-25 in [Structures](#) -- 1) to start your Intro paragraph, 2) to write your supporting details in the Body paragraphs, and 3) to finish your Conclusion paragraph.

- **NOTE:** When using an outside source in your essay (**also called research**), you will need to name the source (either the **Human Author's Name** or – if missing – the **"Article Title"**) wherever you used it in your essay (called **in-text citation**), plus provide a source list at the end of the essay (called **Work Cited**). For more information on how to document in MLA Style researched info used in your essay, see pages 14-20 in [Structures](#).

Example (for a minimum **1200 word** rough draft):

Quality Headphones

Intro paragraph -- CLAIM Statement (100 words): With the trendsetting Beats headphones being worn around the necks of more and more college students, the idea of spending three-hundred dollars on headphones is becoming more and more accepted. For decades, headphones in that price range were for audio professionals and rich people who spent a lot of time flying; but now, they're becoming commonplace. Should college students spend three-hundred dollars on a pair of headphones? **I believe buying high quality headphones can be a prudent and beneficial decision for college students.**

1st body paragraph section (250 words): REASON 1: **First, high-end headphones have high quality features.** **EVIDENCE 1:** The noise canceling feature in many expensive headphones blocks out the outside world so they can concentrate, the high quality sound aids in the enlightening process, and the trendy design improves their appearance to the outside world, to whom they are oblivious.

2nd body paragraph section (250 words): REASON 2: **Second, owning high quality products like Beats headphones teaches college students to be financially responsible.** **EVIDENCE 2:** Spending three-hundred dollars on a high quality product while in college would help to build the respect of, and responsibility to take care of, quality items early on.

3rd body paragraph section (250 words): REASON 3: A final reason to use high quality headphones is that they don't cause as much ear strain at high volume levels as cheaper headphones do. **EVIDENCE 3:** For example, my father listened to very loud music on low quality headphones for an extended period of time, when he was young. This gave him permanent, partial hearing loss, which could have been avoided by using quality headphones.

4th body paragraph section (250 words): A. OPPOSITION: Of course, out of all the chapters in a person's life, college is probably the one in which he or she should be the most careful about money. **B. REBUTTAL:** However, most college students spend more than that on coffee every year.

Conclusion paragraph -- Restated CLAIM Statement (100 words): Students must endeavor to make prudent decisions in every aspect of their lives. However, buying high quality headphones can be a prudent and beneficial decision for college students. While their longevity proves them to be a good fiscal investment, good headphones promote responsibility, health, providence, and relaxation in college students. Have you thought about buying a pair?

Step 6: Transform Your Rough Draft into a Final Draft

Instructions: Revise for body paragraph structure and word count, edit for errors, and format in [MLA Manuscript style](#) for a Final Draft, including complete in-text citations for all sources in Works Cited ([MLA documentation](#)).

Example: see Stephen Klehm's Toulmin Argument Final Draft "Quality Headphones" on pages 92-94 in [Structures](#).

- **IMPORTANT NOTE:** While structured well, Klehm's Final Draft is very short (just over 600 words) because he only had one body paragraph per section, had several short paragraphs, and chose not to research any outside source, either for supporting Evidence or as part of his Opposition + Rebuttal.
- Also, I had assigned this essay when my students were writing more essays, but with lower word counts. As for Klehm's essay, he also wasn't required to do research in that course.

HOWEVER, in order to make a **word count of 1200 words** (especially an argument about a consumer product), then **you have to do research** to provide enough **Evidence** to support your

Reasons, as well as knowing your **Opposition** well enough that your **Rebuttal** is relevant to their concerns.

How to Write a Rebuttal (Debate) Argument Essay: From Thesis to Final Draft

Step 1: Make your Claim (your debatable opinion of the topic)

Example: Hamilton Pacheco's Claim -- **Pit bulls = NOT vicious monsters!**

Step 2: Make a Topic (that is the "Point" for Each Body Paragraph) Outline*

*Note: For this guide, we will use the "Rebuttal (Debate) Method" on page 94 in [Structures](#).

Instructions: In a Rebuttal Argument structure, the topics (or "points") are the **Opposition's Reasons**. You have at least **THREE Oppositional Reasons**, and each ONE of **Your Reasons and Evidence serves as Rebuttal** for EACH Oppositional Reason.

Example:

CLAIM: **Pit bulls = NOT vicious monsters!**

- I. **OPPOSITIONAL REASON 1:** they say **"violent"**
YOUR REBUTTAL 1: my answer "caused by **bad owners"**
- II. **OPPOSITIONAL REASON 2:** they say **"danger to kids"**
YOUR REBUTTAL 2: my answer "**Nanny Dogs"**
- III. **OPPOSITIONAL REASON 3:** they say **"naturally aggressive"**
YOUR REBUTTAL 3: my answer "**affectionate"**

RESTATED CLAIM: **Pit bulls = NOT vicious monsters!**

Step 3: Turn your Topic Outline into a Topic Sentence Outline

Instructions: Put all of the info of your Topic Outline into complete sentences. You'll produce a Claim Statement, Topic Sentences, and a Restated Claim Statement.

Example:

CLAIM: Their claim, **that pit bulls should not be allowed** in small neighborhoods because they are violently aggressive toward the people of the community, **fails to consider that a pit bull's behavior**

is dependent on their owner's care, that pit bulls were once called "Nanny Dogs" for their protection of children, and that pit bulls are extremely affectionate animals.

I. **OPPOSITIONAL REASON 1:** While it is true that pit bulls can be violent,

YOUR REBUTTAL 1: a pit bull's behavior is an outcome of care or neglect received by the pet owner.

II. **OPPOSITIONAL REASON 2:** My opponents, the HOA and those against pit bulls, will likely point out that pit bulls are a danger to small children.

YOUR REBUTTAL 2: Conversely, pit bulls were once known as "Nanny Dogs" for their affectionate love towards children.

III. **OPPOSITIONAL REASON 3:** My opposition may say that pit bulls are naturally aggressive.

YOUR REBUTTAL 3: However, pit bulls are extremely affectionate animals.

RESTATED CLAIM: Pit bulls = NOT vicious monsters!

Step 4: Make a Tiny Rough Draft from Your Sentence Outline

Instructions: Put all the info of your Sentence Outline in Paragraph form. You'll have

1. your Essay Title, which is a Keyword or Keywords of your Claim Statement,
2. your Intro paragraph's Claim Statement,
3. your Body Paragraphs' Topic Sentences, and
4. your Conclusion paragraph's Restated Claim Statement

Example:

For the Love of Pit Bulls

Intro Paragraph with CLAIM: Their claim, that pit bulls should not be allowed in small neighborhoods because they are violently aggressive toward the people of the community, fails to consider that a pit bull's behavior is dependent on their owner's care, that pit bulls were once called "Nanny Dogs" for their protection of children, and that pit bulls are extremely affectionate animals.

1st body paragraph section: OPPOSITIONAL REASON 1: While it is true that pit bulls can be violent,

YOUR REBUTTAL 1: a pit bull's behavior is an outcome of care or neglect received by the pet owner.

2nd body paragraph section: OPPOSITIONAL REASON 2: My opponents, the HOA and those against pit bulls, will likely point out that pit bulls are a danger to small children. **YOUR REBUTTAL 2:** Conversely, pit bulls were once known as “Nanny Dogs” for their affectionate love towards children.

3rd body paragraph section: OPPOSITIONAL REASON 3: My opposition may say that pit bulls are naturally aggressive. **YOUR REBUTTAL 3:** However, pit bulls are extremely affectionate animals.

Conclusion Paragraph with RESTATED CLAIM: My opposition does not understand the true nature of pit bulls, and they seem to have fallen to the media’s attacks on this maligned breed.

Step 5: Expand Your Tiny Rough Draft, Starting with Intro Paragraph

Instructions: Use the information on pages 22-25 in [Structures](#) -- 1) to start your Intro paragraph, 2) to write your supporting details of the Body paragraphs, and 3) to finish your Conclusion paragraph.

- **NOTE:** When using an outside source in your essay (**also called research**), you will need to name the source (either the **Human Author’s Name** or – if missing – the **“Article Title”**) wherever you used it in your essay (called **in-text citation**), plus provide a source list at the end of the essay (called **Work Cited**). For more information on how to document in MLA Style researched info used in your essay, see pages 14-20 in [Structures](#).

Example (for a minimum **1500 word** rough draft):

For the Love of Pit Bulls

Intro Paragraph with CLAIM (150 words): Many people believe pit bulls to be vicious monsters that terrorize any who may be unfortunate enough to cross their paths. In my neighborhood the HOA, Home Owners Association, prohibits the ownership of pit bulls. Their claim, that pit bulls should not be allowed in small neighborhoods because they are violently aggressive toward the people of the community, fails to consider that a pit bull’s behavior is dependent on their owner’s care, that pit bulls were once called “Nanny Dogs” for their protection of children, and that pit bulls are extremely affectionate animals. **Their claim, that pit bulls should not be allowed in small neighborhoods because they are violently aggressive**

toward the people of the community, fails to consider that a pit bull's behavior is dependent on their owner's care, that pit bulls were once called "Nanny Dogs" for their protection of children, and that pit bulls are extremely affectionate animals.

1st body paragraph section: OPPOSITIONAL REASON 1 (200 words): While it is true that pit bulls can be violent, [PROVIDE OPPOSITION'S USUAL REASON AND/OR EVIDENCE]

YOUR REBUTTAL 1 (200 words): a pit bull's behavior is an outcome of care or neglect received by the pet owner. [EXPLAIN WITH YOUR COUNTER-REASON AND PROVIDE COUNTER-EVIDENCE FOR THIS REBUTTAL.]

2nd body paragraph section: OPPOSITIONAL REASON 2 (200 words): My opponents, the HOA and those against pit bulls, will likely point out that pit bulls are a danger to small children. [PROVIDE OPPOSITION'S USUAL REASON AND/OR EVIDENCE]

YOUR REBUTTAL 2 (200 words): Conversely, pit bulls were once known as "Nanny Dogs" for their affectionate love towards children. [EXPLAIN WITH YOUR COUNTER-REASON AND PROVIDE COUNTER-EVIDENCE FOR THIS REBUTTAL.]

3rd body paragraph section: OPPOSITIONAL REASON 3 (200 words): My opposition may say that pit bulls are naturally aggressive. [PROVIDE OPPOSITION'S USUAL REASON AND/OR EVIDENCE]

YOUR REBUTTAL 3 (200 words): However, pit bulls are extremely affectionate animals. [EXPLAIN WITH YOUR COUNTER-REASON AND PROVIDE COUNTER-EVIDENCE FOR THIS REBUTTAL.]

Conclusion Paragraph with RESTATED CLAIM (150 words): My opposition does not understand the true nature of pit bulls, and they seem to have fallen to the media's attacks on this maligned breed. Their claim to banning pit bulls in small communities ignores the fact that pit bulls are all around family orientated dogs. The number of families owning pit bulls is great, and there is no doubt that pit bull ownership will continue to be present despite current or future bans of this misunderstood breed.

Works Cited [WILL NEED TO PROVIDE **IN-TEXT CITATIONS** FOR **EACH SOURCE ENTRY**]

"About Dog Breeds: Pit Bull." *Global Animal, Global Animal Foundation*, 4 Oct. 2013,

www.globalanimal.org/2013/10/04/about-dog-breeds-pit-bull/. Accessed 01 Apr. 2014.

Frosek, Rose. "What Is It About Pit Bulls?" *Modern Dog Magazine. Modern Dog Inc.*,

moderndogmagazine.com/articles/what-it-about-pit-bulls/17294. Accessed 30 Mar. 2014.

"Position Statement on Pit Bulls." ASPCA. ASPCA, www.asPCA.org/about-us/asPCA-policy-and-position-statements/position-statement-pit-bulls. Accessed 30 Mar. 2014.

Step 6: Transform Your Rough Draft into a Final Draft

Instructions: Revise for body paragraph structure and word count, edit for errors, and format in [MLA Manuscript style](#) for a Final Draft, including complete in-text citations for all sources in Works Cited ([MLA documentation](#)).

Example: see Hamilton Pacheco's Rebuttal Argument Final Draft "For the Love of Pit Bulls" on pages 95-96 in [Structures](#).

- **IMPORTANT NOTE:** While structured well, Pacheco's Final Draft is very short (just 550 words) because he only had one body paragraph per section and chose not to do further explanation and use of his three source, either for summarizing his Opposition's point of view or providing further supporting Evidence as part of his Rebuttal.
- Also, I had assigned this essay when my students were writing more essays, but with lower word counts.

However, in order to make a **word count of 1500 words** (especially an argument rebutting the long-held opinions of a highly controversial, stereotyped dog breed), then **Pacheco has to explain how his research supports his Claim and rebuts the Opposition** -- to provide enough supporting details. **← YOU WILL NEED TO DO THIS TOO FOR YOUR REBUTTAL TOPIC.**

How to Write a Rogerian (Compromise) Argument Essay: From Thesis to Final Draft

Step 1: Make your Claim (your debatable opinion of a shared problem)

Example: Caroline Pecena's Claim -- *Harry Potter* = NOT sinful to read

Step 2: Make a Topic (that is the "Point" for Each Body Paragraph) Outline*

*Note: For this guide, we will use the "Rogerian (Compromise) Method" on page 94 in [Structures](#).

Instructions: In a Rogerian Argument structure, the topics (or "points") are 1) the **Opposition's position**, 2) **your position**, 3) **the benefits your position** has for the Opposition, and 4) **a compromise** -- your offer of a "middle" position that both you and the Opposition can accept. Organize your Topic Outline in that order.

Example:

CLAIM: *Harry Potter* = NOT sinful to read

- I. **OPPOSITION'S POSITION:** evil -- witchcraft, will trick kids
- II. **YOUR POSITION:** not evil -- "incantational magic"
- III. **HOW YOUR POSITION BENEFITS OPPOSITION:** teaches how to be Christ-like, like Harry Potter
- IV. **YOUR COMPROMISE TO THE OPPOSITION:** maybe not right for everyone

RESTATED CLAIM: *Harry Potter* = NOT sinful to read

Step 3: Turn your Topic Outline into a Topic Sentence Outline

Instructions: Put all of the info of your Topic Outline into complete sentences. You'll produce a Claim Statement, Topic Sentences, and a Restated Claim Statement

Example:

CLAIM: I believe that reading and enjoying *Harry Potter* is not a sin and that it has Christian values rooted in the narrative.

- I. **OPPOSITION'S POSITION:** The Christians who are against the reading of *Harry Potter* are against it for moral reasons.
- II. **YOUR POSITION:** However, the reason why the magic in *Harry Potter* is not evil is that it is not "invocational magic," but instead is "incantational magic."
- III. **HOW YOUR POSITION BENEFITS OPPOSITION:** The benefit of reading *Harry Potter* comes from the Christian morals modeled by the characters in the book.
- IV. **COMPROMISE:** Reading the *Harry Potter* books isn't wrong, but that doesn't mean that it's right for everyone.

RESTATED CLAIM: I will always hold *Harry Potter* close to my heart because I do not believe I am sinning in doing so.

Step 4: Make a Tiny Rough Draft from Your Sentence Outline

Instructions: Put all the info of your Sentence Outline in Paragraph form. You'll have

1. your Essay Title, which is a Keyword or Keywords of your Thesis Statement,
2. your Intro paragraph's Thesis Statement,
3. your Body Paragraphs' Topic Sentences, and
4. your Conclusion paragraph's Restated Thesis Statement

Example:

A Christian Defense of *Harry Potter*

Intro paragraph, with CLAIM: I believe that reading and enjoying *Harry Potter* is not a sin and that it has Christian values rooted in the narrative.

1st body paragraph section: OPPOSITION'S POSITION: The Christians who are against the reading of *Harry Potter* are against it for moral reasons.

2nd body paragraph section: YOUR POSITION: However, the reason why the magic in *Harry Potter* is not evil is that it is not “invocational magic,” but instead is “incantational magic.”

3rd body paragraph section: HOW YOUR POSITION BENEFITS OPPOSITION: The benefit of reading *Harry Potter* comes from the Christian morals modeled by the characters in the book.

4th body paragraph section: COMPROMISE: Reading the *Harry Potter* books isn’t wrong, but that doesn’t mean that it’s right for everyone.

Conclusion paragraph, with RESTATED CLAIM: I will always hold *Harry Potter* close to my heart because I do not believe I am sinning in doing so.

Step 5: Expand Your Tiny Rough Draft, Starting with Intro Paragraph

Instructions: Use the information on pages 22-25 in [Structures](#) -- 1) to **start** your Intro paragraph, 2) to write your **supporting details** in your Body paragraphs, and 3) to **finish** your Conclusion paragraph.

- **NOTE:** When using an outside source in your essay (**also called research**), you will need to name the source (either the **Human Author’s Name** or – if missing – the **“Article Title”**) wherever you used it in your essay (called **in-text citation**), plus provide a source list at the end of the essay (called **Work Cited**). For more information on how to document in MLA Style researched info used in your essay, see pages 14-20 in [Structures](#).

Example (for a minimum **1500 word** rough draft):

A Christian Defense of *Harry Potter*

Intro paragraph, with CLAIM (150 words): *Harry Potter* has quickly become one of the most well-known and talked about series of books and movies in the past fifteen years. I, as a Christian, read *Harry Potter* when I was thirteen and consider it one of the great books of my childhood along with *The Chronicles of Narnia*, *Beowulf*, and *The Hobbit*. Unfortunately, some Christians have viewed reading *Harry Potter* as a sin. Their main concern about *Harry Potter* is the use of magic as the central element of the

story. I believe that reading and enjoying *Harry Potter* is not a sin and that it has Christian values rooted in the narrative.

1st body paragraph section: OPPOSITION'S POSITION (2 paragraphs = 350 words): The Christians who are against the reading of *Harry Potter* are against it for moral reasons. [CONTINUE WITH THE OPPOSITION'S REASON OR REASONS, AS WELL AS THEIR SINCERELY BELIEVED EVIDENCE OF THEIR REASON, RESPECTFULLY EXPLAINED.]

2nd body paragraph section: YOUR POSITION (2 paragraphs = 350 words): However, the reason why the magic in *Harry Potter* is not evil is that it is not "invocational magic," but instead is "incantational magic." [CONTINUE WITH YOUR REASON OR REASONS, AS WELL AS YOUR SINCERELY BELIEVED EVIDENCE OF YOUR REASON, RESPECTFULLY EXPLAINED.]

3rd body paragraph section: HOW YOUR POSITION BENEFITS OPPOSITION (250 words): The benefit of reading *Harry Potter* comes from the Christian morals modeled by the characters in the book. [EXPLAIN HOW THE BENEFITS WILL HAPPEN, WITH EVIDENCE AND LOGICAL REASONING.]

4th body paragraph section: COMPROMISE (250 words): Reading the *Harry Potter* books isn't wrong, but that doesn't mean that it's right for everyone. [EXPLAIN A POSSIBLE "MIDDLE" POSITION – LIMITATION OF THE OPPOSITION ACCEPTING YOUR POSITION BASED ON TIME AND PLACE: WHEN AND WHERE THE OPPOSITION SHOULD CHANGE BEHAVIOR, AND WHEN AND WHERE IT'S OKAY TO STAY THE SAME. PROVIDE LOGICAL REASONING AND – IF NEEDED – EVIDENCE.]

Conclusion paragraph, with RESTATED CLAIM (150 words): *Harry Potter* has not been around long enough to be one of the classics, but I believe it will be. These books and movies are not going away. Christians will have to deal with it in one way or another in the coming years. Some will benefit from reading it while others will still see it as wrong. However, "I have the freedom to rejoice in the *Harry Potter* story, because even there, Christ is King. Wherever we see beauty, light, truth, goodness, we see Christ"

(Peterson). I will always hold *Harry Potter* close to my heart because I do not believe I am sinning in doing so.

Works Cited [WILL NEED TO PROVIDE IN-TEXT CITATIONS FOR EACH SOURCE ENTRY]

Carpenter, Tom. "Why Christians Should Avoid *Harry Potter*." *Creation Science Defence*, 12 Jan. 2001, www.creationdefense.org/91.htm. Accessed 28 Mar. 2014.

Colson, Chuck. "Should Christian Kids Read '*Harry Potter*'?" *The Christian Post*, The Christian Post, 20 July 2007, www.christianpost.com/news/should-christian-kids-read-harry-potter.html. Accessed 28 Mar. 2014.

Granger, John. *Looking for God in Harry Potter*. SaltRiver, 2006.

The Holy Bible, New International Version. Moody, 1994. [See [Purdue page for in-text citations of Bible verses](#)]

Neal, C. W. *What's a Christian to Do with Harry Potter?* WaterBrook, 2001.

Peterson, Andrew. "*Harry Potter*, Jesus, and Me." *The Rabbit Room*, The Rabbit Room, 11 July 2011, rabbitroom.com/2011/07/harry-potter-jesus-and-me/. Accessed 28 Mar. 2014.

Step 6: Transform Your Rough Draft into a Final Draft

Instructions: Revise for body paragraph structure and word count, edit for errors, and format in [MLA Manuscript style](#) for a Final Draft, including complete in-text citations for all sources in Works Cited ([MLA documentation](#)).

Example: see Caroline Pecena's Rogerian Argument Final Draft "A Christian Defense of *Harry Potter*" on pages 97-100 in [Structures](#).

- **IMPORTANT NOTE:** While structured well, Pecena's Final Draft is short (just under 890 words) because she only had one body paragraph per section, chose not to do further explanation, and chose not to do further use of her six sources in the four sections of her Rogerian argument.

- Also, I had assigned this essay when my students were writing more essays, but with lower word counts.

However, in order to make a **word count of 1500 words** (especially an argument in which over 25% of your essay is your fairly understanding where the Opposition is coming from), then **you need to have at least two body paragraphs per section (instead of one page-long body paragraph per section)** to provide enough supporting details.

- 1) Smart use of **researched information** **AND** 2) analysis of what that information means will help achieve that 1500 word count. 😊

How to Write a Proposal (Problem-Solving) Argument Essay: From Thesis to Final Draft

Step 1: Make your Claim (your debatable opinion of a shared problem)

Example: Antonio Eudabe's Claim – **Facial Recognition Algorithms = least harmful option to fight crime** 😊

Step 2: Make a Topic (that is the "Point" for Each Body Paragraph) Outline*

*Note: For this guide, we will use the "Proposal (Problem-Solving) Method" on pages 100-101 in [Structures](#).

Instructions: In a Proposal Argument, you are proposing (that is, supporting or even defending) a SOLUTION to a persistent PROBLEM. The structure, therefore, have topics (or "points") that are more informative than argumentative: 1) "The Problem," 2) "Your Refutation," 3) "Your Solution," 4) "The Benefits," and 5) "The Compromise." **You need to follow the structure CLOSELY.**

Example:

CLAIM: **Facial Recognition Algorithms = least harmful option to fight crime** 😊

- I. **THE PROBLEM:** History of crime and crime prevention
- II. **YOUR REFUTATION: OPPOSITION**
 - A. **Critics say: Errors and violates citizens' freedom**
 - B. **Critics say: Violates privacy**
- III. **YOUR SOLUTION: Rebuttal** – how it's still the least harmful option
- IV. **THE BENEFITS:** Catches criminals, prevents crime
- V. **THE COMPROMISE:** Not be reckless implementing algorithms

RESTATED CLAIM: **Facial Recognition Algorithms = least harmful option to fight crime** 😊

Step 3: Turn your Topic Outline into a Topic Sentence Outline

Instructions: Put all of the info of your Topic Outline into complete sentences. You'll produce a Claim Statement, Topic Sentences, and a Restated Claim Statement.

Example:

CLAIM: Given our circumstances, the implementation of algorithms to aid government entities in crime prevention is less harmful than abstaining from such practice and, thus, the least harmful option.

- I. **THE PROBLEM:** Historically, society has put laws or rules in place to reduce the prevalence of these criminal acts for the safety, tranquility, and security of society as a whole.
- II. **THE OPPOSITION:**
 - A. Although the intended purpose for such algorithms is to aid in crime prevention, critics have argued that an algorithm with any possibility of error and the power of stripping a citizen of their freedom should never be implemented.
 - B. Another opposing party believes in abstaining from the use of algorithms to aid in crime prevention because of privacy issues.
- III. **MY REFUTATION & SOLUTION:** Nevertheless, implementing algorithms to aid government entities in crime prevention is less harmful than not doing so.
- IV. **THE BENEFITS:** The benefits of the implementation of facial recognition algorithms by government entities are twofold because not only do they aid in bringing criminals to justice, but they also prevent further crime.
- V. **THE COMPROMISE:** We realize that there are two options as stated: We can decide to fully implement algorithms with regulations, or we can decide to not use algorithms. To gain more insight into deciding which option is best, we can ask ourselves what the best course of action is given our circumstances and abilities while not being reckless.

RESTATED CLAIM: Implementing algorithms to aid in crime prevention is less harmful than completely abstaining from their use.

Step 4: Make a Tiny Rough Draft from Your Sentence Outline

Instructions: Put all the info of your Sentence Outline in Paragraph form. You'll have

1. your Essay Title, which is a Keyword or Keywords of your Claim Statement,
2. your Intro paragraph's Claim Statement,
3. your Body Paragraphs' Topic Sentences, and
4. your Conclusion paragraph's Restated Claim Statement

Example:

Algorithms and Crimes

Intro paragraph with CLAIM: Given our circumstances, the implementation of algorithms to aid government entities in crime prevention is less harmful than abstaining from such practice and, thus, the least harmful option.

1st body paragraph section -- THE PROBLEM: Historically, society has put laws or rules in place to reduce the prevalence of these criminal acts for the safety, tranquility, and security of society as a whole.

2nd body paragraph section -- THE OPPOSITION: A. Although the intended purpose for such algorithms is to aid in crime prevention, critics have argued that an algorithm with any possibility of error and the power of stripping a citizen of their freedom should never be implemented.

THE OPPOSITION: B. Another opposing party believes in abstaining from the use of algorithms to aid in crime prevention because of privacy issues.

3rd body paragraph section -- MY REFUTATION & SOLUTION: Nevertheless, implementing algorithms to aid government entities in crime prevention is less harmful than not doing so.

4th body paragraph section -- THE BENEFITS: The benefits of the implementation of facial recognition algorithms by government entities are twofold because not only do they aid in bringing criminals to justice, but they also prevent further crime.

5th body paragraph section -- THE COMPROMISE: We realize that there are two options as stated: We can decide to fully implement algorithms with regulations, or we can decide to not use algorithms. To gain more insight into deciding which option is best, we can ask ourselves what the best course of action is given our circumstances and abilities while not being reckless.

Conclusion paragraph with RESTATED CLAIM: Implementing algorithms to aid in crime prevention is less harmful than completely abstaining from their use.

Step 5: Expand Your Tiny Rough Draft, Starting with Intro Paragraph

Instructions: Use the information on pages 22-25 in [Structures](#) -- 1) to start your Intro paragraph, 2) to write your supporting details for the Body paragraphs, and 3) to finish your Conclusion paragraph.

- **NOTE:** When using an outside source in your essay (**also called research**), you will need to name the source (either the **Human Author's Name** or – if missing – the **"Article Title"**) wherever you used it in your essay (called **in-text citation**), plus provide a source list at the end of the essay (called **Work Cited**). For more information on how to document in MLA Style researched info used in your essay, see pages 14-20 in [Structures](#).

Example (for a minimum **1500 word** rough draft):

Algorithms and Crimes

Intro paragraph with CLAIM (150 words): Today, society is faced with the issue of violence, terrorism, and other criminal acts such as theft or fraud. To aid in the enforcement of the law and the

prevention of crimes or terrorism, government entities have implemented the use of facial recognition algorithms; these facial recognition algorithms, which are simply computer programs, have been used with the expectation of aiding in crime prevention through the identification and early detainment of suspects or perpetrators before they can commit a crime. The implementation and efficacy of facial recognition algorithms in crime prevention have drawn attention from politicians and discussions from mathematicians, researchers, and the media. This is in large part due to the issue of privacy and to the cases of algorithmic misidentification of innocent citizens for criminals which have led to unfortunate arrests. Although these cases are truly unfortunate and the issue of privacy is evident, we cannot ignore that these algorithms have had notable success in helping detain criminals in cities like New York City, where the success to error ratio is large. **Given our circumstances, the implementation of algorithms to aid government entities in crime prevention is less harmful than abstaining from such practice and, thus, the least harmful option.**

1st body paragraph section -- THE PROBLEM: Historically, society has put laws or rules in place to reduce the prevalence of these criminal acts for the safety, tranquility, and security of society as a whole. [CONTINUE WITH BACKGROUND OF THE PROBLEM, SERIOUSNESS OF THE PROBLEM, AND ANALYSIS OF PAST AND PRESENT SOLUTIONS.]

2nd body paragraph section -- THE OPPOSITION: A. Although the intended purpose for such algorithms is to aid in crime prevention, critics have argued that an algorithm with any possibility of error and the power of stripping a citizen of their freedom should never be implemented. [CONTINUE WITH OPPOSITION'S REASON AND EVIDENCE FOR WHY OPPOSITION MEMBERS BELIEVE THEY ARE RIGHT.]

THE OPPOSITION: B. Another opposing party believes in abstaining from the use of algorithms to aid in crime prevention because of privacy issues. [CONTINUE WITH OPPOSITION'S REASON AND EVIDENCE FOR WHY OPPOSITION MEMBERS BELIEVE THEY ARE RIGHT.]

3rd body paragraph section -- MY REFUTATION & SOLUTION: Nevertheless, implementing algorithms to aid government entities in crime prevention is less harmful than not doing so. [CONTINUE WITH REBUTTAL OF OPPOSITIONAL VIEWPOINTS, WITH EVIDENCE AND LOGICAL REASONING. EXPLAIN HOW AND WHY YOUR SOLUTION WORKS, WITH EVIDENCE AND LOGICAL REASONING.]

4th body paragraph section -- THE BENEFITS: The benefits of the implementation of facial recognition algorithms by government entities are twofold because not only do they aid in bringing criminals to justice, but they also prevent further crime. [CONTINUE WITH EXPLANATION OF BENEFITS, WITH EVIDENCE AND LOGICAL REASONING.]

5th body paragraph section -- THE COMPROMISE: We realize that there are two options as stated: We can decide to fully implement algorithms with regulations, or we can decide to not use algorithms. To gain more insight into deciding which option is best, we can ask ourselves what the best course of action is given our circumstances and abilities while not being reckless. [CONTINUE WITH EXPLANATION OF HOW WE CAN DO THE SOLUTION SO THAT CRITICS AREN'T TOO WORRIED – OFFERING OF ACCOMMODATIONS.]

Conclusion paragraph with RESTATED CLAIM (150 words): Implementing algorithms to aid in crime prevention is less harmful than completely abstaining from their use. We must admit, however, that algorithms are fallible and, if used often enough and on large scales, have the potential to affect human lives for the worse through misidentification, leading to improper use of data and crime prevention respectively. However, algorithms have the potential to affect human lives for better through criminal detainment and crime prevention. Therefore, with due compromise and further debate, I hope that facial recognition algorithms will be accepted by critics in the future with the help of regulations, accountability, and transparency.

Step 6: Transform Your Rough Draft into a Final Draft

Instructions: Revise for body paragraph structure and word count, edit for errors, and format in [MLA Manuscript style](#) for a Final Draft, including complete **in-text citations** for all sources in **Works Cited** ([MLA documentation](#)).

Example: see Antonio Eudabe's Proposal Argument Final Draft "Algorithms and Crimes" on pages 107-111 in [Structures](#).

- **IMPORTANT NOTE:** Eudabe's Works Cited is an "**Annotated**" **Works Cited** (pages 111-119 in [Structures](#).) This was part of his essay requirement (for a multiple-sourced Argumentative Research Paper with an Annotated Works Cited).
- He started with a "normal" Works Cited list with four college-level sources.
- Then under each Works Cited entry (that is, each source), he wrote a paragraph each of "Summary," "Assess," and "Reflect" notes, following [Purdue Online Writing Lab's Annotated Bibliography guidelines](#).
- Since Eudabe's Final Draft is 1545 words, and his Annotated Works Cited is 1235 words, then Eudabe's total word count is 2780 words.