

# Sample Argument Outline

The following is a basic outline of an argument essay. Keep in mind that this is only one kind of possible organization; there are several ways to structure an effective argument. Outlines can also vary in the amount of detail. Always check with your instructor if you are unsure about the organization of your essay. (Disclaimer: the following argument is used as an example and is not intended to represent the views of the UWC.)

## Introductory Section

**Thesis** (claim and reason): The American government should lift economic sanctions against Iraq, because this policy does more harm than good for both countries.

## Body Sections

### Section I

*Claim:* The sanctions have not accomplished their goal.

*Evidence:* logical appeal (facts, expert authority)

- Saddam Hussein is still in power
- other dictators have withstood sanctions (Fidel Castro)

### Section II

*Claim:* Rather than hurting Saddam, the sanctions only make life worse for the common people of Iraq

*Evidence:* logical appeal (statistics), ethical appeal (fair, humane), emotional appeal

- goes against American ideals of helping other people
- thousands of Iraqi children die each month sanctions continue
- restrictions on medicine and food hurt the poorest people first

### Section III

*Claim:* Lifting sanctions would benefit the American economy by increasing oil production

*Evidence:* logical appeal (facts), emotional appeal

- would cut down on gas and oil prices

### Section IV -- Dealing with the Opposition

*1st Opposing View:* Sanctions are necessary to prevent Iraq from supporting terrorists and becoming a regional problem again.

*Strategy for Response:* Concede that we want to prevent more conflict and stop terrorism...but we should lift sanctions gradually, and maintain a military presence in the area (compromise)

*2nd Opposing View:* Lifting sanctions would make the U.S. look weak.

*Strategy for Response:* It is the humane and fair action to take; also, sanctions contribute to hatred of the United States and encourage terrorist sentiment (rebuttal)

## Conclusion

End with a conclusion that suggests the larger importance of this issue, and why we should care. Create a final statement that is powerful and memorable.

# Sample Argument Papers

**Kathy Tuchman Glass**



## **Sample Argument Papers:**

**Argumentative Essays: A Step-by-Step Guide** Broadview Press, 2022-04-28 This brief spiral bound booklet provides a portable scannable and simple guide to the basics of argumentative essay writing Designed to complement in depth classroom instruction it serves as a portable resource that students can use on their own or in class for quick step by step guidance on how to plan research write and edit argumentative essays Advice on avoiding plagiarism and documenting sources is included along with up to date MLA and APA citation guidelines and a sample essay Laminated for convenience and durability the booklet is intended as a lasting reference tool that students can use throughout their academic studies Additional resources including an essay outline tool and grammar exercises are provided on a free companion website

**Argumentative Essay** Pamphlet Master, 2014-07-15 This Argumentative Essay study guide is created by Pamphlet Master for students everywhere This tool has a comprehensive variety of college and graduate school topics subjects which can give you what it takes to achieve success not only in school but beyond Included in the pamphlet are What is Argumentative Essay Formal vs Informal Arguments Sample Argumentative Essay Deductive arguments Standard argument types Inductive arguments Defeasible arguments Argument by analogy Transitional arguments Argument in informal logic A complete argument The five paragraph essay Longer argumentative essays

**Argumentative Essay** Kathryn Jacobs, 2018-05 Extremely important essay form that lays the groundwork for persuading others to see your side Students will be asked to write this essay type also known as a persuasive essay from grade school through college and definitely on standardized tests Beyond school much of a career can be spent debating points to persuade your peers coworkers colleagues customers vendors constituents etc Which is why the skill is important enough to be tested nationwide Great for school these 6 laminated pages can last to support the process of persuasion for a lifetime 6 page laminated guide includes Understanding Argument the Writing process Logic in Argument Six Evidences of a Good Argument Types of Arguments What an Argument Requires Arguable Issues Reading Argumentative Materials Writing Your Own Argument Critical Thinking Prompts Purpose Parts of an Argument Types of Claims Types of Evidence Types of Fallacies Questions for Reading Writing an Argument Writing the Argumentative Essay Understanding the Audience Research Model Essay Outline Sample Essay

**Argument Writing, Teacher Guide, Grades 9-12** PCG Education, 2016-06-07 Argument Writing Paths to College and Career Jossey Bass and Public Consulting Group Inc PCG are proud to bring the Paths to College and Career English Language Arts ELA curriculum and professional development resources for grades 6 12 to educators across the country Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require Paths to College and Career includes daily lesson plans guiding questions recommended texts scaffolding strategies and other classroom resources The Paths Writing Units Argument Writing Informative Writing and Narrative Writing complement the full instructional program and can also be used independently providing in depth writing

instruction to support all students in grades 9-12 in meeting grade level standards. To emphasize the relationship between reading and writing, each Writing Unit includes accessible model texts that exemplify key elements of each text type and source texts that provide a topic for the unit writing assignment. Individual lessons guide students through the writing process, providing instruction on grammar and conventions and highlighting collaboration and reflection as key elements of effective writing. Students' final essays are assessed using a checklist developed by the class over the course of the unit. The organization and distinctive content of the model and source texts in each unit afford teachers the flexibility to implement each unit independently of the others and at any point during the curriculum. For example, a unit may be implemented to assess students' writing prior to implementation of the standard curriculum to scaffold writing instruction leading into a writing assessment or to support struggling writers by addressing gaps in skills as demonstrated in previous assessments. The Paths Writing Units provide teachers with invaluable opportunities to engage students as active participants in their own learning at every stage of the writing process and to customize instruction to meet the varying needs of all students.

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[Navigating Argument: A Guidebook to Academic Writing](#) Sheila Morton, 2014-06-08. Written for Tusculum College students, this guidebook will help you to navigate the often confusing and tangled paths of academic writing. From your freshman composition sequence through your senior seminar course, you should plan to use the strategies taught in this book to complete a variety of writing assignments, including rhetorical analyses, standard arguments, research papers, annotated bibliographies, and proposals. Each chapter will walk you through the steps necessary to navigate these different writing types. Additionally, you will be introduced to the writing process, including methods of prewriting, drafting, revising, and editing. This process will help you in any kind of writing you undertake.

**(Re)designing Argumentation Writing Units for Grades 5-12** Kathy Tuchman Glass, 2016-12-22. Writing plays a crucial part in all education disciplines, helping students to communicate their ideas to different audiences and extend their content knowledge. Developed for teachers, curriculum designers, and literacy coaches, this user-friendly guide offers practical recommendations, strategies, and tips for establishing argumentation units of instruction.

that empower students to artfully and logically present and convince others of their position Benefits Examine the characteristic elements of an argument and the benefits of teaching students to work through how to structure an argument Examine an argumentation unit map its learning goals and guiding questions and then develop cohesive units based in argumentation writing Complete exercises throughout the book that will help to create consistent engaging units that will prepare students to take on any writing challenge that asks them to exercise their persuasive writing skills Design a full lesson on argumentation from establishing author s purpose to supporting a thesis with evidence to presenting counter arguments Download templates checklists rubrics and student activities useful for designing an argumentation unit and guiding lessons Contents Introduction Chapter 1 Preparing for Argumentation Chapter 2 Building an Argumentation Unit Map Chapter 3 Formulating a Pre and Culminating Assessment and Establishing Criteria for Success Chapter 4 Writing Engaging Introductions Using Gradual Release of Responsibility Chapter 5 Designing Lessons Epilogue Appendix A List of Figures and Tables Appendix B Professional and Student Resources References and Resources Index

A Writer's Reference with Writing about Literature Diana Hacker,Nancy Sommers,2011 This version of the best selling college handbook includes a tabbed section called Writing about Literature a practical guide to interpreting works of literature and to planning composing and documenting papers about literature Students will find help with forming and supporting an interpretation avoiding plot summary integrating quotations from a literary work observing the conventions of literature papers and using secondary sources Writing about Literature also includes two sample student essays one that uses primary sources and one that uses primary and secondary sources The full primary texts are also included Writing about Literature is also available in a packageable stand alone booklet ISBN 978 0 312 65684 3 Contact your sales representative or sales\_support bfwpub com for a copy

**Rules for Writers with Writing about Literature (Tabbed Version)** Diana Hacker,Nancy Sommers,2012-01-16 When it comes to value Rules rulesRules for Writers is a college writer s companion that covers writing grammar research and documentation in an extremely affordable and portable spiral bound format From the best selling family of handbooks Rules has consistently been the best value for college writers Now it s even more so The Seventh Edition actually teaches students how to make better use of their handbook With new material about how to integrate the handbook into lessons and class activities Rules for Writers is an even more useful tool for instructors We like Rules because it s affordable easy to use and flexible enough for multiple courses Anne Helms Alamance Community College

Expertise in Second Language Writing Instruction Alan Hirvela,Diane D. Belcher,2024-11-25 Despite growing interest in L2 writing teachers there is a dearth of published works that specifically delve into the nuances of the development of L2 writing teacher expertise Informed by relevant foundational theory and empirical research this book addresses this crucial gap in the understanding of expertise in L2 writing instruction This book offers a holistic analysis of L2 writing instruction serving as a valuable resource for those involved in the development of L2 writing teacher educators as well as novice

teachers striving to hone their skills in teaching L2 writing It draws from a wide array of international perspectives on the conceptualization of L2 writing teacher expertise and research in this domain Significantly it is the first comprehensive work that places expertise in L2 writing instruction at the forefront It will interest scholars in the disciplines of foreign and second language education as well as postgraduate students and aspiring teachers

**A Writer's Reference with Writing in the Disciplines** Diana Hacker,Nancy Sommers,2011-04-08 With Writing in the Disciplines Cover Stronger Writing Skills for Teens Gregory Berry,2018-08-16 Stronger Writing Skills for Teens offers middle and high school teachers strategies techniques and materials for teaching adolescent writing in a variety of modes A practical and useful resource for classroom teachers the book focuses on quality writing instruction within the modes of writing as defined by Common Core State Standards Examples of student work are included to illustrate effectively designed assignments and strategies for writing and revising It includes methods for teaching vocabulary and academic language to help students improve word choice and use of language in their writing Tools for assessing and grading student writing are also included as well as suggestions and resources for effectively using writing rubrics and scoring guides Narrative expository explanatory argument and research writing are discussed with specific strategies suggested materials and ways to approach the modes Teachers will also find suggestions for helping students learn to incorporate multimodal text into their writing and successfully write in digital contexts as well as methods for helping students master timed and on demand writing Writing Strategies That Work Lori G. Wilfong,2015-04-24 Learn the ten keys to effective writing instruction In this dynamic book bestselling author Lori G Wilfong takes you through today s best practices for teaching writing and how to implement them in the classroom She also points out practices that should be avoided helping you figure out how to update your teaching so that all students can reach success You ll discover how to Make sure students have enough work in a genre before you assign writing Develop thoughtful short writing prompts that are infinite and not finite Have students read and learn from master authors in the genre they are writing Create a writing community so that writing is not an isolated activity Use anchor charts and minilessons along with rubrics and checklists Implement revising strategies not just editing strategies taught in context Use conferencing to grow students as thoughtful reflective writers Let narratives be personal and creative focusing on details and imagery Let informational writing explore a topic creatively and in depth Let argument writing be situated in real world application and not be limited to one sided what if debates Every chapter begins with an engaging scenario includes the why behind the practice and how it connects to the Common Core and clearly describes how implement the strategy The book also contains tons of handy templates that you can reproduce and use in your own classroom You can photocopy these templates or download them from our website at <http://www.routledge.com/books/details/9781138812444> *Argument Writing as a Supplemental Literacy Intervention for At-Risk Youth* Margaret Sheehy,Donna M. Scanlon,2021-11-28 This volume details the development and initial evaluation of a supplemental literacy course intended to support at risk high

school students in the US Developed using design based research DBR the course combines argument writing and knowledge building literacy routines to support academic literacy development Acknowledging the demand for US students to meet academic literacy standards that emphasize explanatory and argumentative writing the text foregrounds knowledge building as key to effective writing development Chapters trace the development and implementation of course literacy routines designed using DBR and use whole class and individual case studies to demonstrate how informational reading discussion and argument writing become an activity system to support literacy development Ultimately the text has important implications for literacy course design and the use of knowledge building analysis and DBR in research The text will benefit researchers academics and educators in higher education with an interest in academic literacy education writing and composition and secondary education more broadly Those specifically interested in methodologies relating to classroom teaching and learning as well as argumentation and argument writing will also benefit from this book

**Strategies for Writing from Sources** Jessica Hathaway,2016-01-01 Students in today s classrooms must be able to draw evidence reasons and ideas from various sources This invaluable classroom resource offers practical easy to use strategies to help students analyze any text and use it as a source in their own writing Sample lessons guide students to use the provided text both as a source for information as well as a mentor text Each section includes 5 lessons tailored to the specific grade spans and correlations to state standards for each grade span are also included

**Teaching and Learning Argumentative Writing in High School English Language Arts Classrooms** George E. Newell,David Bloome,Alan Hirvela,2015-06-05 Focused on the teaching and learning argumentative writing in grades 9 12 this important contribution to literacy education research and classroom practice offers a new perspective a set of principled practices and case studies of excellent teaching The case studies illustrate teaching and learning argumentative writing as the construction of knowledge and new understandings about experiences ideas and texts Six themes key to teaching argumentative writing as a thoughtful multi leveled practice for deep learning and expression are presented teaching and learning argumentative writing as social practice teachers epistemological beliefs about argumentative writing variations in instructional chains instructional conversations in support of argumentative writing as deep learning and appreciation of multiple perspectives contextualized analysis of argumentative writing and the teaching and learning of argumentative writing and the construction of rationalities

Writing for Understanding Donovan R. Walling,2009-08-25 While we have all heard of writing across the curriculum areas Walling gives us an understanding of what this really means and provides examples that any teacher can modify to expand lessons to a more meaningful level thus enhancing both writing and critical thinking skills in students Mark S Strauss Principal Virginia Schuman Young Montessori Magnet Elementary School Ft Lauderdale FL Walling demonstrates through student writing samples and classroom dialogues how all content teachers can use various writing modes to enrich students content knowledge to the level of innovation and greater clarity Carol Conway Gerhardt President Catholic Schools Education

Alliance of the Bay Area Inc Develop effective writing assignments to boost student achievement in the content areas You don't have to be a writing instructor or English teacher to use writing in the classroom Writing for Understanding focuses on using writing as an essential instructional tool to deepen and expand student understanding in the content areas Written specifically for non language arts teachers this book debunks myths about using writing in the classroom and offers practical approaches for the upper elementary grades through high school Writing activates higher level thinking skills and engages students in concepts and content Through sample writing prompts and classroom dialogues Donovan R Walling shows you how to create writing lessons that Guide students in using narrative descriptive expository persuasive and argumentative writing Are adaptable to various subjects and disciplines Require students to process content using critical thinking skills This valuable resource helps teachers in any subject incorporate writing as a tool of effective instruction **GRE Answers**

**to the Real Essay Questions** Mark Alan Stewart,2009 With just a few minutes to analyze organize outline and compose your essay responses you need all the preparation you can get before test day GRE Answers to the Real Essay Questions provides sample responses from more than 200 actual GRE essay questions along with a comprehensive review of what test graders expect from your writing *Reading Literature and Writing Argument* Missy James,Alan Merickel,2001-08 Based on the premise that literature liberates thinking and argument disciplines it This anthology features a critical thinking analytical approach that readers in turn will apply to their own thought and writing processes It introduces and explains the tools of argument and presents reading selections centered on four enduring themes Individuality and Community Nature and Place Family and Identity and Power and Responsibility For those interested in literature composition and argumentative writing

**Reading, Thinking, and Writing About History** Chauncey Monte-Sano,Susan De La Paz,Mark Felton,2014 Although the Common Core and C3 Framework highlight literacy and inquiry as central goals for social studies they do not offer guidelines assessments or curriculum resources This practical guide presents six research tested historical investigations along with all corresponding teaching materials and tools that have improved the historical thinking and argumentative writing of academically diverse students Each investigation integrates reading analysis planning composing and reflection into a writing process that results in an argumentative history essay Primary sources have been modified to allow struggling readers access to the material Web links to original unmodified primary sources are also provided along with other sources to extend investigations The authors include sample student essays from each investigation to illustrate the progress of two different learners and explain how to support students development Each chapter includes these helpful sections Historical Background Literacy Practices Students Will Learn How to Teach This Investigation How Might Students Respond Student Writing and Teacher Feedback Lesson Plans and Materials Book Features Integrates literacy and inquiry with core U S history topics Emphasizes argumentative writing a key requirement of the Common Core Offers explicit guidance for instruction with classroom ready materials Provides primary sources for differentiated instruction Explains a curriculum



appropriate for students who struggle with reading as well as more advanced readers Models how to transition over time from more explicit instruction to teacher coaching and greater student independence The tools this book provides from graphic organizers to lesson plans to the accompanying documents demystify the writing process and offer a sequenced path toward attaining proficiency From the Foreword by Sam Wineburg co author of Reading Like a Historian Assuming literate practice to be at the core of history learning and historical practice the authors provide actual units of history instruction that can be immediately applied to classroom teaching These units make visible how a cognitive apprenticeship approach enhances history and historical literacy learning and ensure a supported transition to teaching history in accordance with Common Core State Standards Elizabeth Moje Arthur F Thurnau Professor School of Education University of Michigan The C3 Framework for Social Studies State Standards and the Common Core State Standards challenge students to investigate complex ideas think critically and apply knowledge in real world settings This extraordinary book provides tried and true practical tools and step by step directions for social studies to meet these goals and prepare students for college career and civic life in the 21st century Michelle M Herczog president National Council for the Social Studies     **The Argument**

**Writing Toolkit** Sean Ruday, 2015-07-16 In order for students to write effective arguments they need to read good arguments In this practical book you ll find out how to use mentor texts to make writing instruction more meaningful authentic and successful Author Sean Ruday demonstrates how you can teach middle school students to analyze the qualities of effective arguments and then help them think of those qualities as tools to improve their own writing You ll learn how to Introduce high interest topics to students to get them interested and engaged in argument writing Teach students to look at multiple sides of an issue and critically evaluate evidence to construct informed defensible arguments Make argument writing an interactive student driven exercise in which students pursue their own writing projects Use mentor texts to help students learn the core concepts of argument writing and apply those skills across the curriculum The book is filled with examples and templates you can bring back to the classroom immediately as well as an annotated bibliography which links the concepts in this book to the corresponding Common Core State Standards Blank templates are also available as printable eResources on our website <http://www.routledge.com> 9781138924390

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### **Table of Contents Sample Argument Papers**

1. Understanding the eBook Sample Argument Papers
  - The Rise of Digital Reading Sample Argument Papers
  - Advantages of eBooks Over Traditional Books
2. Identifying Sample Argument Papers
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Sample Argument Papers
  - User-Friendly Interface
4. Exploring eBook Recommendations from Sample Argument Papers
  - Personalized Recommendations
  - Sample Argument Papers User Reviews and Ratings
  - Sample Argument Papers and Bestseller Lists

5. Accessing Sample Argument Papers Free and Paid eBooks
  - Sample Argument Papers Public Domain eBooks
  - Sample Argument Papers eBook Subscription Services
  - Sample Argument Papers Budget-Friendly Options
6. Navigating Sample Argument Papers eBook Formats
  - ePub, PDF, MOBI, and More
  - Sample Argument Papers Compatibility with Devices
  - Sample Argument Papers Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Sample Argument Papers
  - Highlighting and Note-Taking Sample Argument Papers
  - Interactive Elements Sample Argument Papers
8. Staying Engaged with Sample Argument Papers
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Sample Argument Papers
9. Balancing eBooks and Physical Books Sample Argument Papers
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Sample Argument Papers
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine Sample Argument Papers
  - Setting Reading Goals Sample Argument Papers
  - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Sample Argument Papers
  - Fact-Checking eBook Content of Sample Argument Papers
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends
- Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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