

## Sample Argumentative Essay

The Turkish government is planning to open 15 new universities in developing provinces of Turkey. This is a response to pressure coming from local MPs who in turn voice the demands of their constituencies. However, while the already existing 85 universities are wrestling with financial and academic difficulties, it does not seem to be a good idea to add new universities to the system of higher education.

First of all, the new universities will experience staffing problems. That is, they will have difficulty finding faculty that is qualified to teach in these budding universities. In our country the number of academicians who meet the academic requirements is limited. New universities will have two choices: either to draw from the existing pool or to employ under qualified people. To attract those instructors from other universities they will have to offer attractive incentives. However, since these will be state universities they will not have the necessary funds and most academics will be unwilling to go to small town universities where academic and life standards are below par. The only venue open to these universities will be to employ local professionals or under qualified instructors. The inevitable result will follow: a drop in the quality of education.

In addition to recruitment problems, small town universities will have financial difficulties. The funds allocated to them by the state will not be enough to build from scratch all the facilities that make a university a "real university". A university is more than a few classrooms. Students will need dorms, gyms, cafeterias, sports facilities, labs and computers for their academic and social development. How many new universities can claim to have only a few of these facilities on their campuses? The result will be a small town "university" which consists of a sole building that houses classrooms and offices, and nothing more.

It is argued that the establishment of a university in a developing town will contribute to the development of local culture, community and economy. However, if a university is wrestling with staff recruitment problems, or if it cannot solve its financial difficulties it means that it cannot be of any help to the local community or economy either. It will only employ a few locals, provide substandard education to a few local youth, and it will not fulfill the the aim for which it was initially established.

Universities are institutions of higher education and they need to provide education to satisfy certain standards. In order to provide such quality education they need to have qualified teachers and must

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**Annelies Wilder-Smith**



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**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 *Writing Strategies for the Common Core* Hillary Wolfe,2015-06-23 Elementary school students need to learn to write explanatory informational argument and narrative text types and respond to literature both for standardized tests and more importantly real world writing With a balanced literacy approach Wolfe provides core instruction teaching strategies and mini lessons on these text types each of which can be delivered across content areas or as a complete unit of instruction Mini lessons are provided for grades 3 5 and include materials lists overviews planning tips procedures including modeling guided practice and independent practice opportunities reading connections formative assessments and reproducible graphic organizers for scaffolding Prerequisite skill overviews and rubrics both analytic for formative assessments and holistic for summative assessments are also provided for each unit to simplify your teaching and ensure student success [Oswaal ICSE 10 Sample Question Papers Class 10 \(Set of 6 Books\) Physics, Chemistry, Biology, Maths, English Paper 1 & 2 For 2025 Board Exam \(Based On The Latest CISCE/ICSE Specimen Paper\)](#) Oswaal Editorial Board,2024-09-09 Description of the product Fresh Relevant with the Latest ICSE Specimen Paper 2025 Score Boosting Insights with 450 Questions 250 Concepts approx Insider Tips Techniques with On Tips Notes Mind Maps Mnemonics Exam Ready Practice with 5 Solved 5 Self Assessment

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LePan,Doug Babington,Maureen Okun,2015-06-11 Increasingly writing handbooks are seen as over produced and overpriced One stands out The Broadview Guide to Writing is published in an elegant but simple format and sells for roughly half the price of its fancier looking competitors For the sixth edition the coverage of MLA APA Chicago and CSE styles of documentation has been substantially expanded as well as updated Also expanded is coverage of academic argument of writing and critical thinking of writing about literature of paragraphing of how to integrate quoted material into one's own work of balance and parallelism and of issues of gender race religion etc in writing The chapter Seeing and Meaning Reading and Writing About Visual Images is entirely new The online materials including the selection of interactive exercises have also been revised considerably **Technology in Interlanguage Pragmatics Research and Teaching** Naoko

Taguchi,Julie M. Sykes,2013-06-20 Technology informed approaches to L2 research and teaching have prompted great interest by both researchers and practitioners alike This book highlights the relationship between digitally mediated technologies and second language pragmatics by presenting exemplary applications of technology for both research and pedagogy Part I presents technology informed research practices that range from measuring response times when processing conversational implicature to studies examining systematic pragmatic learning via online activities and multiuser virtual environments as well as analyzing features of pragmatic language use in social networking and longitudinal learner corpora Part II surveys a variety of technology assisted tools for teaching pragmatics including place based mobile games blogging web based testing and automated text analysis software The volume will be of interest for those interested in technological tools to expand the scope of traditional methods of data collection analysis and teaching and critically examining how technology can best be leveraged as a solution to existing barriers to pragmatics research and instruction

Teaching Discipline-Specific Literacies in Grades 6-12 Vicky I. Zygouris-Coe,2014-10-30 Comprehensive timely and relevant this text offers an approach to discipline specific literacy instruction that is aligned with the Common Core State Standards and the needs of teachers students and secondary schools across the nation It is essential that teachers know how to provide instruction that both develops content and literacy knowledge and skills and aims at reducing student achievement

gaps Building on the research supported premise that discipline specific reading instruction is key to achieving these goals this text provides practical guidance and strategies for prospective and practicing content area teachers and other educators on how to prepare all students to succeed in college and the workforce Pedagogical features in each chapter engage readers in digging deeper and in applying the ideas and strategies presented in their own contexts Classroom Life real 6 12 classroom scenarios and interviews with content area teachers Common Core State Standards Connections College Career and Workforce Connections Applying Discipline Specific Literacies Think Like an Expert habits of thinking and learning specific to each discipline Digital Literacies Differentiating Instruction Reflect and Apply Questions Extending Learning Activities The Companion Website includes Lesson plan resources Annotated links to video files Annotated links to additional resources and information Glossary Flashcards For Instructors All images and figures used in the text provided in an easily downloadable format For Instructors PowerPoint lecture slides Teaching Arguments Jennifer Fletcher, 2015 No matter where students live after graduation one of the most essential tools we can teach them is how to comprehend analyze and respond to arguments Students need to know how writers and speakers choices are shaped by elements of the rhetorical situation including audience occasion and purpose In Teaching Arguments Rhetorical Comprehension Critique and Response Jennifer Fletcher provides teachers with engaging classroom activities writing prompts graphic organizers and student samples to help students at all levels read write listen speak and think rhetorically Fletcher believes that with appropriate scaffolding and encouragement all students can learn a rhetorical approach to argument and gain access to rigorous academic content Teaching Arguments opens the door and helps them pay closer attention to the acts of meaning around them to notice persuasive strategies that might not be apparent at first glance When we analyze and develop arguments we have to consider more than just the printed words on the page We have to evaluate multiple perspectives the tension between belief and doubt the interplay of reason character and emotion the dynamics of occasion audience and purpose and how our own identities shape what we read and write Rhetoric teaches us how to do these things Teaching Arguments will help students learn to move beyond a superficial response to texts so they can analyze and craft sophisticated persuasive arguments a major cornerstone for being not just college and career ready but ready for the challenges of the world

*Rules for Writers with Writing about Literature (Tabbed Version)* Diana Hacker, Nancy Sommers, 2012-01-16 When it comes to value Rules rules Rules 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 Teaching and Learning English in

Japanese Classrooms Darren Elliott, 2023-05-19 This book shows how English language instructors in Japan explored the questions and issues which most closely affected them and their students in the language learning process Each of the teacher researchers had a puzzle After reviewing existing literature each writer found a way to adjust their practice and in these chapters they report on the results Topics include educational technology learner autonomy feedback and novel approaches to listening reading and writing instruction Although the contributors are working in Japan classroom practitioners from the wider international language teaching community can benefit from the practical teaching approaches and accessible descriptions of practitioner research to be found in this book A secondary audience of educational managers and teacher trainers will also find value in chapters which outline the ways in which an environment conducive to practitioner research can be facilitated

*Corpus Linguistics for English for Academic Purposes* Vander Viana, Aisling O'Boyle, 2021-12-30 This book shows how corpus analyses can enhance students practitioners and researchers knowledge of academic language The book provides a reader friendly discussion of the key concepts practices and research applications of corpus linguistics which are relevant to the EAP community The volume empowers readers to compile and analyze EAP relevant corpora to support their practice draws on open access resources allowing readers in all contexts to engage in corpus analyses examines how corpus studies have advanced the description of spoken written and computer mediated academic discourses contains numerous reflective and hands on tasks *Corpus Linguistics for English for Academic Purposes* is an essential book for EAP students practitioners and researchers who wish to develop corpus analytical skills to support their learning teaching and research practice It is equally important to novice corpus linguists who wish to find out how they can contribute to the ever expanding area of EAP

**Argumentative Style** Frans H. van Eemeren, Bart Garssen, Sara Greco, Ton van Haften, Nanon Labrie, Fernando Leal, Peng Wu, 2022-07-15 *Argumentative Style* discusses the various ways in which the defence of a standpoint is given shape in argumentative discourse In this innovative study the new notion argumentative style introduced for this purpose is situated in the theoretical framework of the pragma dialectical approach to argumentation This means that the choices involved in utilising a particular argumentative style do not only concern the presentational dimension but also the topical selection and the audience adaptation of the strategic manoeuvring taking place in the discourse In identifying the functional variety of the argumentative styles utilised in the political the diplomatic the legal the facilitatory the academic and the medical domain the point of departure is that these argumentative styles manifest themselves in the discourse in the argumentative moves that are made the dialectical routes that are chosen and the strategic considerations that are brought to bear

**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

**The ESL Writer's Handbook, 2nd Ed.** Janine Carlock, Maeve Eberhardt, Jaime Horst, Lionel Menasche, 2017-12-20 The ESL Writer's Handbook is a reference work for ESL students who are taking college level courses Because its purpose is to provide help with the broad variety of writing questions students may have when working on school assignments the text focuses on English for Academic Purposes Unlike other handbooks on the market this book's sole purpose is to address the issues of second language learners The spiral bound Handbook complements a student writer's dictionary thesaurus and grammar reference book It would be suitable as a text for an advanced ESL writing course when used together with the companion Workbook 978 0 472 03726 1 The new edition features significant revisions to Sections 3 and 4 in particular both APA and MLA style guides have been updated and new sample papers for each are included The new edition includes new and revised exercises and many new samples of student writing Like its predecessor the 2nd Edition has these special features The topic selection is based on ESL writers needs as observed by the authors over many years The coverage of topics is more complete than the limited amount usually provided for ESL writers in first language or L1 handbooks The explanatory language is appropriate for ESL students in contrast to the more complex and idiomatic language of other English handbooks Many of the examples of paragraphs essays research papers and exercise sentences were written by ESL students to help users realize that they too can become effective writers

**An Introduction to Advanced Academic Argumentative Writing Approach for High School and Undergraduate Students** Dr Julius Nang Kum , An Introduction to the Advanced Academic Argumentative Writing Approach for High School and Undergraduate Students This long awaited textbook examines the knowledge making genre or the argumentative writing at the advanced stage It provides students with an insightful and a coherent picture of the academic argumentative essay which is a training tool for knowledge making for most convincing writings The book is divided into six chapters Chapter one highlights some key pragmatic features which are very necessary for most successful students in the academic world Chapter two focuses on the writing skills and some advantages of being a good writer The remaining chapters identify the actual definition of an academic argumentative writing and also highlight the components of the introduction section the body section and the conclusion section of the knowledge constructing genre The book would be appropriate as a training tool for the writing skills of many advanced and undergraduate students We hope that high school and undergraduate students would find the book very interesting and vital for their advanced



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