

Argument Essay

Drafts:

Annotated Bibliography (600 words): Wednesday, November 20 (turnitin.com)

Outline: Friday, November 22 (due on Schoology at the end of class)

First Draft for self-review: Wednesday, December 4 (turnitin.com and hard copy)

Second (revised) draft for peer review: Friday, December 6 (turnitin.com and hard copy)

Final (revised) draft: Wednesday, December 11 by 7:00 am (turnitin.com ONLY, if you want additional feedback, then you must turn in a hard copy. You must have it printed *before* coming to class). Work submitted one day late will receive a maximum grade of 85, after which point your grade will be a ZERO.

Assignment Description:

The purpose of your final essay is to develop an articulate, persuasive argument about an issue of social, political, environmental, scientific, or historical significance that is interesting — and pertaining — to you. You will apply critical thought and research skills in support of your argument to substantiate any and all claims made, providing all necessary contextual information and background. You must, in short, prove to the audience that you actually know what you are writing about, that you know your subject, as you proceed to take, explain, and defend the position you have put forth. The final essay has three main components:

- Thesis

Your thesis should open the paper and introduce the main claim you are making as your argument. The thesis is crucial because it serves as the foundation on which you will build the rest of your paper. A strong thesis is one that has a strong, articulate, and well-developed claim. Your paper's claim should be the most concise formulation of your argument that you can muster — the no-frills version of the case you are making. It should very clearly make a case and argue a point. This can be difficult though, and you must strike a balance between hyper-specificity and vagueness. You will be able to flesh your arguments out in the argument's body paragraphs, so you shouldn't go into extreme detail, but should also avoid vague, directionless language.

In providing this concise, not-too-specific and not-too-vague statement of your argument, you also provide a quick summary of the scope of your paper, the ground it will cover. You must also identify your **target audience**—who you are directly arguing to, and so trying to persuade—in the thesis. Refer back to the Prezi on thesis and body paragraphs posted on Schoology (link:

http://prezi.com/sqbtzkd_cina2/?utm_campaign=share&utm_medium=copy&rc=ex0share

- Research and Supporting Paragraphs

Refer to your notes from class lectures and from the book about developing supporting paragraphs. There are many ways to write and structure the paragraphs that will support the thesis, but here is a general overview of supporting (body) paragraphs from OWL MLA that you can refer to if you find it helpful:

Keep one idea to one paragraph. If you begin to transition into a new idea, it belongs in a new paragraph. There are some simple ways to tell if you are on the same topic or a new one. You can have one idea and several bits of supporting evidence within a single paragraph. You can also have several points in a single paragraph as long as they relate to the overall topic of the paragraph. If the single points start to get long, then perhaps elaborating on each of them and placing them in their own paragraphs is the route to go.

Keep in mind the general structure of arranging support for your thesis:

- **Cibim**: The overall thesis for which the writer will make an argument.

Research Essay Assignment Sheet

Heidi Wall Burns, Michael MacBride

A red circular graphic with a gradient, appearing as a partial circle or a stylized arrow pointing to the right, located to the right of the text bar.

Research Essay Assignment Sheet:

Writing Assignments Across University Disciplines Roger Graves, 2017-12-07 Writing Assignments Across the University Curriculum as a whole asks and answers these questions What kinds of documents do students write in a wide range of university degree programs in Canada How do instructors structure those writing assignments That is who is the audience for the assignments Do students get formative feedback as they develop their documents Do the patterns we found in a small liberal arts college Graves Hyland and Samuels 2010 occur in other kinds of universities We took our cue from an article by Anson and Dannels 2009 who pointed us toward the idea that students experience a curriculum through their degree progress in an academic program Consequently we needed to map the writing assignments according to how different departments organized these degree programs Results that were organized by curricular unit departments faculties or colleges or programs units were more significant than general statistics because students would progress through these courses to a degree Several chapters in the book describe how this kind of curricular mapping provided a spark for curricular reform in Engineering Education and an entire small university The last two chapters report on the instructors perspective on their assignments what they were intending to do and why they both resisted and engaged in curricular discussions

Writing the Classroom Stephen E. Neaderhiser, 2022-11-21 Writing the Classroom explores how faculty compose and use pedagogical documents to establish classroom expectations and teaching practices as well as to articulate the professional identities they perform both inside and outside the classroom The contributors to this unique collection employ a wide range of methodological frameworks to demonstrate how pedagogical genres even ones as seemingly straightforward as the class syllabus have lives extending well beyond the classroom as they become part of how college teachers represent their own academic identities advocate for pedagogical values and negotiate the many external forces that influence the act of teaching Writing the Classroom shines a light on genres that are often treated as two dimensional with purely functional purposes arguing instead that genres like assignment prompts course proposals teaching statements and policy documents play a fundamental role in constructing the classroom and the broader pedagogical enterprise within academia Writing the Classroom calls on experienced teachers and faculty administrators to critically consider their own engagement with pedagogical genres and offers graduate students and newer faculty insight into the genres that they may only now be learning to inhabit as they seek to establish their personal teacherly identities It showcases the rhetorical complexity of the genres written in the service of pedagogy not only for students but also for the many other audiences within academia that have a role in shaping the experience of teaching Contributors Michael Albright Lora Arduser Lesley Erin Bartlett Logan Bearden Lindsay Clark Dana Comi Zack K De Piero Matt Dowell Amy Ferdinandt Stolley Mark A Hannah Megan Knight Laura R Micciche Cindy Mooty Dustin Morris Kate Navickas Kate Nesbit Jim Nugent Lori A Ostergaard Cynthia Pengilly Jessica Rivera Mueller Christina Saidy Megan Schoen Virginia Schwarz Christopher Toth

Intellectual Creativity in First-Year

Composition Classes Heidi Wall Burns, Michael MacBride, 2016-10-12 Today's first year composition classrooms are largely reflective of the writing pedagogy that has been used for the last 200 years. Unfortunately, this methodology does not meet the research or writing needs of today's college and university students. Burns and MacBride were determined to make their first year composition courses more relevant to their students and sought a way to revolutionize their syllabus to do so. Building on the work of Tom Romono, Nancy Mack, Camille Allen, Sirpa Grierson, Melinda Putz, and others, Burns and MacBride set out to determine if a multigenre research project could better teach their students research writing and critical thinking skills than a traditional research-based essay. The findings of their semester-long study indicated that not only does a MGRP teach these skills but it far surpasses a traditional essay in teaching engagement, intellectual creativity, and transferable writing skills. Burns and MacBride demonstrate two different ways to integrate a multigenre research project into the college composition classroom.

Practical Composition Russell Brickey, Laura L. Beadling, Evelyn Martens, 2014-07-18 For English instructors at every level, the task of producing a worthwhile, workable plan for each class period can prove challenging. This invaluable work offers a vast compilation of writing exercises and in-class activities collected from professors, graduate students, and lecturers from colleges and universities across the United States. Step-by-step instructions guide teachers through class discussions and exercises on topics ranging from invention, argumentation, formatting, thesis development, and organization to rhetorical situation, visual rhetoric, peer review, and revision. From high school teachers and first-time teaching assistants to experienced writing professors looking to enhance their courses, anyone who teaches English will appreciate the fresh ideas found in this indispensable volume. Instructors considering this book for use in a course may request an examination copy [here](#).

Writing Visions of Hope Richard C. Raymond, 2013-05-01 This nine-chapter book narrates a writing-centered approach to the teaching of literature and literary research. As the title suggests, the book also embraces a thematic approach to reading and writing about twentieth-century American literature, focusing on the grounds for hope in an age of despair. The first five chapters explore in detail the teaching of the twentieth-century American literature course at the University of Pristina in Kosovo, where the author served as Fulbright Professor of American Literature in the spring semester of 2012. Throughout these chapters, students in class interactions illustrate writing-to-learn strategies for teaching the literature. Chapter six then follows the same cohort of 22 students as they learned to ground their literary research in their own questions about American and Balkan narratives of oppression and liberty of despair and hope. The last three chapters document the responses of students and their professors to this American theme of liberty and hope as seen through the Balkan lenses of ethnic violence and emerging republican government. Specifically, chapter seven focuses on students' participation in a blog featuring Balkan literature that explores the same issues of liberty and justice examined in the American literature they have read. Chapter eight then celebrates student writing, the fruit of the writing-to-learn strategies narrated in earlier chapters. Finally, chapter nine narrates professors' and students' responses.

gathered through surveys and interviewing to questions about their country's violent past and the value of literary study in preparing citizens to shape a new republic

Creating Culturally Affirming and Meaningful Assignments Christine Harrington, 2024-02-02 *Creating Culturally Affirming and Meaningful Assignments* offers principles, strategies, and examples to aid in the development of inclusive college coursework in which all students feel seen and valued. This resource prepares instructors to proactively consider ways to honor and engage with students' varied identities and lived experiences through assignments. Chapters cover the course design process, methods on getting to know your students, assignment options beyond the exam, and more. Reflection questions at the end of each chapter serve as a springboard for faculty and leadership conversations on equitable and inclusive teaching practices, while the appendix features 20 example assignments sourced from various higher education disciplines. An accessible, practical read, this guidebook is for any higher education instructor who wants to reimagine their assignments to center and celebrate students' varied cultural backgrounds and experiences.

Teaching/Writing in Thirdspaces Rhonda C. Grego, Nancy S. Thompson, 2008 Rhonda C. Grego and Nancy S. Thompson argue that because the studio is physically and institutionally outside but alongside both students' other coursework and the hierarchy of the institution, it represents a thirdspace, a unique position in which to effect institutional change. *Teaching Writing in Thirdspaces* provides an alternative approach to traditional basic writing courses that can be adopted in educational institutions of all types and at all levels.

BOOK JACKET

Trends in Learning Research Samuel N.

Hogan, 2006 Learning as used here refers to concerted activity that increases the capacity and willingness of individuals, groups, organisations, and communities to acquire and productively apply new knowledge and skills to grow and mature and to adapt successfully to changes and challenges. Such learning empowers individuals and organisations to make wise choices, solve problems, and break new ground. In particular, it is sustainable; it is a lifelong, renewable process for people and for the institutions that serve people. Learning certainly includes academic studies and occupational training through high school and beyond but also encompasses the physical, cognitive, emotional, and social development of children in the earliest years of their lives. This book presents new research in this explosive field.

□□□□□□□□ □□, 2021-08-01

Handbook of

Complementary Methods in Education Research Judith L. Green, Judith Green, Gregory Camilli, Patricia B. Elmore, Patricia Elmore, 2012-01-04 Published for the American Educational Research Association by Routledge. The *Handbook of Complementary Methods in Education Research* is a successor volume to AERA's earlier and highly acclaimed editions of *Complementary Methods for Research in Education*. More than any book to date, including its predecessors, this new volume brings together the wide range of research methods used to study education and makes the logic of inquiry for each method clear and accessible. Each method is described in detail, including its history, its research design, the questions that it addresses, ways of using the method, and ways of analyzing and reporting outcomes. Key features of this indispensable book include the following:

Foundations Section Part I is unique among research books. Its three chapters examine common

philosophical epistemological and ethical issues facing researchers from all traditions and frames ways of understanding the similarities and differences among traditions Together they provide a tripartite lens through which to view and compare all research methods Comprehensive Coverage Part II the heart of the book presents 35 chapters on research design and analysis Each chapter includes a brief historical overview of the research tradition examines the questions that it addresses and presents an example of how the approach can be used Programs of Research Part III examines how research programs connected to eight specific lines of inquiry have evolved over time These chapters examine phenomena such as classroom interaction language research issues of race culture and difference policy analysis program evaluation student learning and teacher education Complementary Methods As the title suggests a central mission of this book is to explore the compatibility of different research methods Which methods can be productively brought together and for what purposes How and on what scale can they be made compatible and what phenomena are they best suited to explore Flexibility The chapters in Parts II and III are largely independent Therefore selected portions of the book can be used in courses devoted to specific research methods and perspectives or to particular areas of education Likewise established researchers interested in acquiring new techniques or greater expertise in a given methodology will find this an indispensable reference volume This handbook is appropriate for any of the following audiences faculty teaching and graduate students studying education research education researchers and other scholars seeking an accessible overview of state of the art knowledge about specific methods policy analysts and other professionals needing to better understand research methods and academic and research libraries serving these audiences

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though not every one of you 11 for he knew who was going to betray him and that was why he said not every one was clean
12 when he had finished washing their feet he put on his clothes and returned to his place

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