

Exploratory Essay Sheet

For your first essay for this course, you must write a persuasive exploratory paper in which you explain the controversy surrounding the issue you chose and state your position on the issue. The paper should present the preliminary research you have done to explore the three positions on the issue: the viewpoints in favor of (pro), against (con), and in the middle ground. Most of the paper will consist of your explanation of the three positions. The rest will consist of the preliminary case you will make for your position. Be as objective as you can in explaining the three positions. If you want to counter any of the points, you can do so when you present your case for your position.

The paper should conform to the standard organization of an academic paper: an introduction with clear thesis, body paragraphs with topic sentences, and conclusion. In the introduction, be sure to define the issue by briefly suggesting its history or background. When did your topic become controversial? What was the situation regarding the topic before the controversy arose? What was the situation after? What broader implications, if any, does the issue have? Don't forget to briefly define important terms and to provide brief explanations where necessary for an unfamiliar audience.

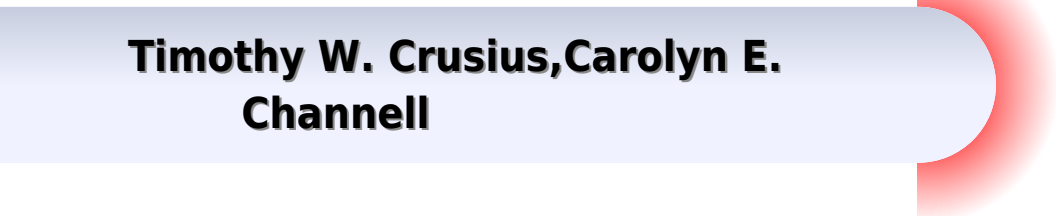
Your thesis should be a clear, direct statement that presents the three positions and that gives your position. You may have a single paragraph introduction with the thesis at or near the end of it. However, you also have the option of presenting your thesis in a paragraph later than the first one, similar to the placement of the thesis in the "Homosexual Marriage" essay. This choice is up to you: neither option is more "correct" than the other.

The body paragraphs should present in an objective discussion each of the three positions, as well as your case for your position. You should quote from, paraphrase, or summarize your source material in order to develop the body paragraphs. You may have only two block quotations of only four lines each. Use paraphrase and summary primarily to present the positions. Be sure to properly credit all source material (whether direct quotation, paraphrase, or summary) by using correct MLA documentation techniques.

In the conclusion, summarize the three positions. Then press your stand or point of view on the issue.

Sample Exploratory Essay Mla Style

**Timothy W. Crusius, Carolyn E.
Channell**



Sample Exploratory Essay Mla Style:

How to Write Anything John J. Ruszkiewicz, Jay T. Dolmage, 2010-07-08 Click here to find out about the 2009 MLA Updates and the 2010 APA Updates Designed to be clear and simple How to Write Anything re imagines how texts work with support for students wherever they are in their writing process The Guide in Parts 1 and 2 lays out focused advice for writing common genres while the Reference in Parts 3 through 9 covers the range of writing and research skills that students need as they work across genres and disciplines Intuitive cross referencing and a modular chapter organization that s simple to follow make it easy for students to work back and forth between the chapters and still stay focused on their own writing Now also available in a version with 50 fresh additional readings from a wide range of sources organized by the genres covered in the guide The result is everything you need to teach composition in a flexible highly visual guide reference and reader

Introducing Author Talk Watch our video interview with Jay Dolmage **Writing in Response** Matthew Parfitt, 2011-12-23 Writing in Response is a flexible brief rhetoric that offers a unique focus on the critical practices of experienced readers analysis and reflection the skills at the heart of academic writing It helps students compose academic essays by showing how active reading and exploratory writing bring fresh ideas to light and how informal response is developed into polished documented prose Extensively class tested Writing in Response emphasizes the key techniques common to reading thinking and writing throughout the humanities and social sciences by teaching students the value of a social incremental and recursive writing process Read the preface *A Meeting of the Minds* Patsy Callaghan, Ann Dobyns, 2003-11 This book shows would be writers and serious readers how to open up a dialogue between writer and audience The book includes coverage of how to write for college academic purposes as well as how to write for the job or in service to the community Rhetoric writing reading writing practice English courses English composition courses all potential writers **The Aims of Argument** Timothy W. Crusius, Carolyn E. Channell, 2002-10 Offers a process oriented introduction to argumentation with coverage of the aims or purposes of argument to inquire to convince to persuade and to mediate This work focuses on aims that provide rhetorical context to help students write as well as read arguments *How to Write Anything: A Guide and Reference with Readings* John J. Ruszkiewicz, Jay T. Dolmage, 2012-02-01 How to Write Anything supports students wherever they are in their writing process Designed to be clear and simple the Guide lays out focused advice for writing common academic and real world genres while the Reference covers the range of writing skills that students needs as they work across genres and disciplines Genre based readings including narratives reports arguments evaluations proposals and rhetorical causal and literary analyses are sure to engage students and inspire ideas The result is everything you need to teach composition in a flexible highly visual guide reference and reader This new edition gives students more support for academic writing more help choosing and working with genres and more emphasis on multimodal composing Read the preface Order E Library for How to Write Anything Second Edition packaged with How to Write Anything Second Edition

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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 Real Writing Walter H. Beale,1986 Pocket Handbook with MLA Revised Text with InfoTrac Laurie G. Kirsznar,Stephen R. Mandell,2003 A truly portable reference guide offering coverage of all of the topics that you would expect to find in a bigger and more expensive handbook **Research Papers** William Coyle,1996-08

Instructor's Resource Manual to Accompany Ramage, Bean, Johnson, the Allyn and Bacon Guide to Writing Susanmarie Harrington,2003 **The Wadsworth Handbook** Laurie G. Kirsznar,Stephen R. Mandell,2005 **The Prentice Hall Guide for Student Writers** Stephen Reid,Enid Gossin,Susan Stancer,2002 A comprehensive guide to writing designed for introductory composition courses This all in one text offers hallmark coverage of the purposes of writing focusing on the importance of a writer s research critical reading skills the ability to organize ideas and a strategy to assess and develop rhetorical contexts While the guide emphasizes traditional writing purpose and process the authors also consider the technological changes that influence and enhance contemporary writing including expanded coverage of researching evaluating and documenting Internet sources The first Canadian edition not only highlights good writing by

Canadians but also provides further insights into Canadian culture and ideas **The Allyn and Bacon Guide to Writing**

John D. Ramage, John C. Bean, June Johnson, 2002-12 A concise version of the most successful college rhetoric published in more than a decade The Allyn Bacon Guide to Writing Concise Edition offers the most progressive and teachable introduction to academic and personal writing available This four color guide offers engaging instruction in rhetoric and composition a flexible sequence of comprehensive writing assignments and numerous examples of student and professional writing Solidly grounded in current theory and research yet eminently practical and teachable The Allyn Bacon Guide to Writing Concise Edition is the new standard for first year composition courses in writing reading critical thinking and inquiry Part I A Rhetoric for College Writers provides a conceptual framework for the text by showing how inquiring writers pose problems pursue them through discussion and exploratory writing and solve them within a rhetorical context shaped by the writer's purpose audience and genre Part II Writing Projects contains six self contained assignment chapters arranged according to the purposes for writing Each chapter guides students through the process of generating and exploring ideas composing and drafting and revising and editing Guidelines for Peer Reviewers which sum up the important features in the assignments and facilitate detailed helpful peer reviews Part III A Guide to Composing and Revising comprises two self contained chapters of nuts and bolts strategies for composing and revising Part IV A Rhetorical Guide to Research presents pedagogically sequenced instruction for helping students learn to conduct searches evaluate sources and incorporate sources into their own writing Research skills are taught within a rhetorical context with special attention to the rhetoric of websites

Perspectives on Argument Nancy V. Wood, 2007 This combination rhetoric reader helps readers develop strategies for critical reading critical thinking research and writing that will help them argue clearly and convincingly It teaches them to identify and develop arguments to read and form reactions and opinions of their own to analyze an audience to seek common ground and to use a wide realistic range of techniques to write argument papers that express their individual views and original perspectives on modern issues The Rhetoric portion includes clear explanations and examples of argument theory and reading and writing processes research and documentation skills and offers engaging class tested writing assignments and activities The Reader portion includes 75 reading selections covering seven broad issue areas and 18 more focused areas all of contemporary concern Unique chapters discuss argument styles Rogerian argument and argument and literature Material covered includes engaging with argument for reading and writing understanding the nature of argument for reading and writing writing a research paper that presents an argument and visual and oral argument Readings cover a range of issues including those concerning families and relationships education crime and the treatment of criminals race culture and identity freedom war and issues concerning the future For anyone interested in a clear presentation of argument theory applied to written visual and oral forms **Wadsworth Handbook 8e-Instructors Edition** Laurie G. Kirszner, Stephen R. Mandell, 2007-04 The Instructor's Edition previews the features that save you time and help students learn and demonstrates

how to integrate our powerful supplements into your curriculum The Allyn & Bacon Guide to Writing John D. Ramage, John C. Bean, June Johnson, 2003 The most successful college rhetoric published in over a decade The Allyn Bacon Guide to Writing offers the most progressive and teachable introduction now available to academic and personal writing The four color guide offers engaging instruction in rhetoric and composition a flexible sequence of comprehensive writing assignments numerous examples of student and professional writing and thorough guides to research and editing Solidly grounded in current theory and research yet eminently practical and teachable The Allyn Bacon Guide to Writing has set the new standard for first year composition courses in writing reading critical thinking and inquiry Part One A Rhetoric for College Writers provides a conceptual framework for The Allyn Bacon Guide to Writing by showing how inquiring writers pose problems pursue them through discussion and exploratory writing and solve them within a rhetorical context shaped by the writer's purpose audience and genre Part Two Writing Projects contains thirteen self contained assignment chapters arranged according to the purposes for writing Each chapter guides students through the process of generating and exploring ideas composing and drafting and revising and editing Concluding each chapter are Guidelines for Peer Reviewers which sum up the important features in the assignments and facilitate detailed helpful peer reviews Part Three A Guide to Composing and Revising comprised of three self contained chapters of nuts and bolts strategies for composing and revising Part Four A Rhetorical Guide to Research presents pedagogically sequenced instruction for helping students learn to conduct searches evaluate sources and incorporate sources into their own writing Research skills are taught within a rhetorical context with special attention to the rhetoric of websites Part Five A Guide to Special Writing and Speaking Occasions gives students helpful advice on working in groups giving speeches and presentations writing essay exams assembling portfolios and writing reflective self evaluations Part Six A Guide to Editing is a concise handbook of grammar usage mechanics punctuation style and editing Writing Argumentative Essays Nancy V. Wood, 2000-05 This brief rhetoric helps students develop strategies for critical reading critical thinking research and writing that will help them argue clearly and convincingly It teaches them to identify and develop arguments to read and form reactions and opinions of their own to analyze an audience to seek common ground and to use a wide realistic range of techniques to write argument papers that express their individual views and original perspectives on modern issues It includes clear explanations and examples of argument theory and reading and writing processes research and documentation skills and offers engaging class tested writing assignments and activities 49 Essays for Analysis cover several broad issue and sub issue areas all of contemporary concern Unique chapters discuss student argument styles Rogerian argument and argument and literature **The Commonsense Guide to Writing the Research Paper** Pamela West, S. Leonard Rubinstein, 1986 Custom Guide to Writing, 2005

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