



Developing Claim Paragraphs





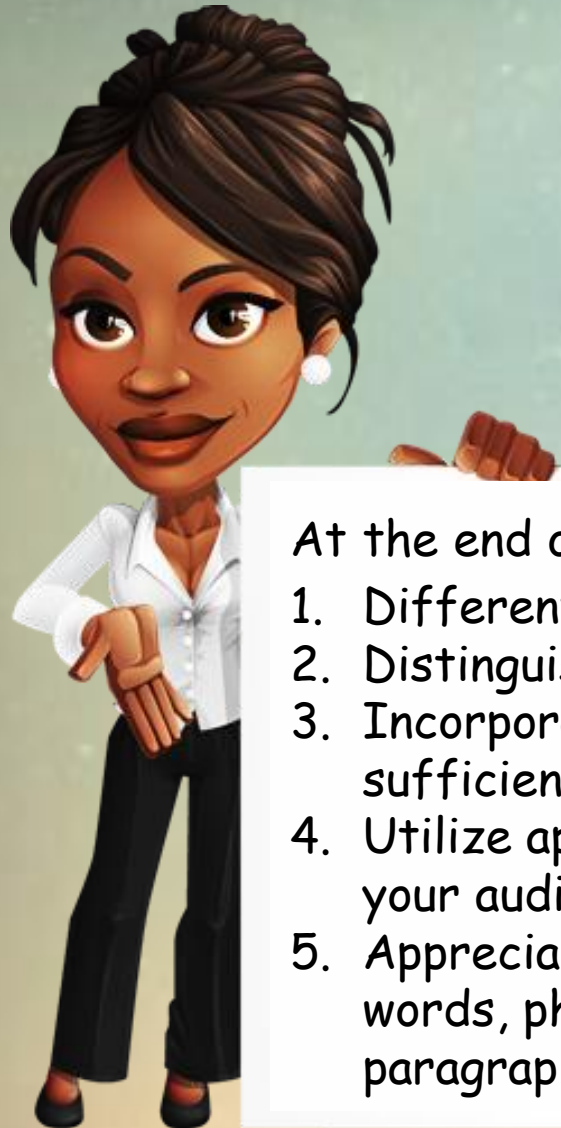
Lesson Overview



In preparing you to write the final essay, this lesson takes you through **developing the first part of the body of your essay - your argumentative claims**. You will explore the different key components of these body paragraphs, and how to combine these effectively, to produce a fluent, convincing argument.



Lesson Objectives



At the end of this session, you should be able to:

1. Differentiate exposition from argumentation
2. Distinguish between main and supporting ideas
3. Incorporate evidence that is credible, relevant, sufficient and logical
4. Utilize appropriate rhetorical strategies to appeal to your audience and establish argumentative tone
5. Appreciate the use of appropriate transitional words, phrases and sentences in creating a coherent paragraph





Pre-Activity

How well do you think you can organize a claim paragraph?

Go to the 'Activities' section of Week 10 and attempt the [unscramble activity](#) before moving on:

We will revisit the paragraph later in the lesson.
You get two attempts at the activity.





Exposition vs. Argumentation



Exposition	Argumentation
Purpose: to inform/educate	Purpose: to convince/persuade
Language/tone: objective, neutral	Language/tone: subjective, argumentative
Writer's place: writer's views/opinions are not presented	Writer's place: writer is expected to take a position/express his/her opinions on a controversial issue
Information: facts	Information: both facts & opinions





Recap – The Introduction



Hook

- Attention-grabbing statement - statistics, quote, anecdote, question, line from poem or song...

Definition(s)

- Meanings of key terms that fit your argument; use definitions from credible sources on the topic.

Background Context

- Considers what information the audience needs to help them better understand topic; provides context - include historical data, stats, controversy surrounding issue.

Thesis

- Establishes stance and two reasons in support of stance. May optionally include counterclaim.





Myths about the Essay



Myth 1

- Once you have an outline you have an essay/To create the essay you simply have to remove the numbers and join the sentences.

Myth 2

- You can produce a strong essay without a plan/outline.

Do not fall prey to these myths!





Transforming the outline into the essay



- | | | |
|-----|---|--|
| I | <div><div>A</div><div>B</div><div>C</div></div> | ▶ Body paragraph 1 - Claim 1, supporting evidence, additional details & appropriate transitions |
| II | <div><div>A</div><div>B</div><div>C</div></div> | ▶ Body paragraph 2 - Claim 2, supporting evidence, additional details & appropriate transitions |
| III | <div><div>A</div><div>B</div></div> | ▶ Body paragraph 3 - Counterclaim, supporting evidence, additional details & appropriate transitions |
| IV | <div><div>A</div><div>B</div></div> | ▶ Body paragraph 4 - Refutation, supporting evidence, additional details & appropriate transitions |



Elements of a good body paragraph -TTEB

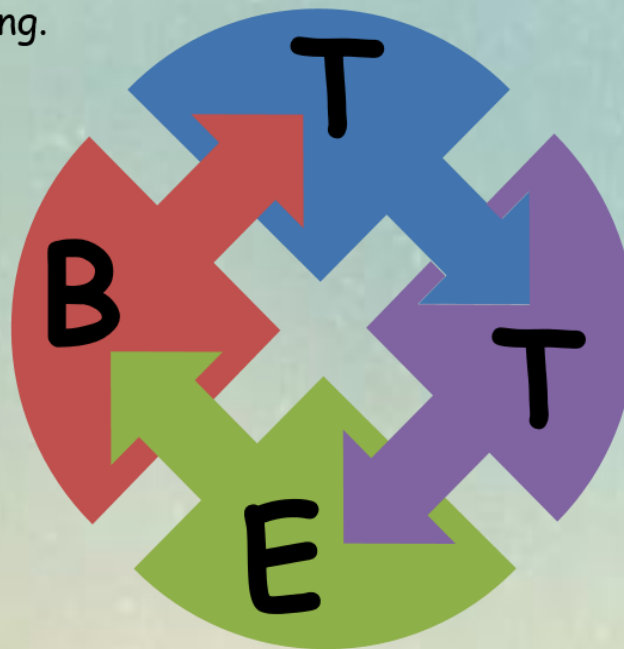


Transitions

Words, phrases and sentences that allow you to move smoothly between and within paragraphs. Necessary connectors in achieving coherence in writing.

Brief Wrap up

This is your closing statement. Ensure you bring one body paragraph to a close, before moving on to another paragraph.



Topic Sentence

Clearly tells your reader the point you will be addressing in each body paragraph.

Evidence

Specific evidence and analysis that supports your topic sentence and that provides a deeper level of detail than the topic sentence.

Source of information:
OWL at Purdue





Checklist for argumentative claim paragraphs



Topic Sentence	<input checked="" type="checkbox"/>
3 pieces of evidence	<input checked="" type="checkbox"/>
Additional Details	<input checked="" type="checkbox"/>
Rhetorical Strategies	<input checked="" type="checkbox"/>
Appropriate Transitions	<input checked="" type="checkbox"/>
Closing Statement	<input checked="" type="checkbox"/>





The Topic Sentence

In constructing your claims (topic sentences) for the first two body paragraphs of your essay, ensure that the claims:



1. Are the first sentences in your body paragraphs;
2. Reinforce the stance/position you have taken on the issue;
3. Correspond to the ideas in the thesis;
4. Present the ideas in the same order they are presented in the thesis;
5. Are not linked to sources;
6. Are expressed in complete sentences.

The claims tend to be expressed as a **conditional** statement, with the structure "if this then that". Consider the example on the next slide.



The Topic Sentence

Thesis:

The National Water Commission should be privatized as this would ensure a more efficient service and result in more citizens having access to running water.



Topic sentence 1:

If the National Water Commission is privatized, it would ensure a more efficient system.

Topic sentence 2:

Not only would privatization of the National Water Commission foster a more efficient service, but would also result in more citizens having access to running water.





The Evidence

In supporting your claims ensure that you:



1. Have three (3) pieces of evidence in support of each claim
2. Vary the types of evidence used (hard and soft)
3. Include basic information on authors/studies to build credibility.
4. Do not stack the evidence

Be reminded that the topics should be approached from a local or regional perspective, which requires evidence from Jamaica and/or the Caribbean; however, evidence from other countries can be used as long as a link is made to the local/regional context.



The Evidence



What makes good evidence?

- Statistics
- Examples/illustrations of factual cases
- Anecdotes
- Testimonials, including expert testimonies
- Documents, for example, legal documents/laws
- Analogies





The Details – Argumentation/Analysis

1. Providing valid evidence is just the first step in proving your claim.
2. Very important is how you 'unpack' and **explain** your evidence



- ❖ Introduce your evidence so that it is smoothly integrated into paragraph - citation

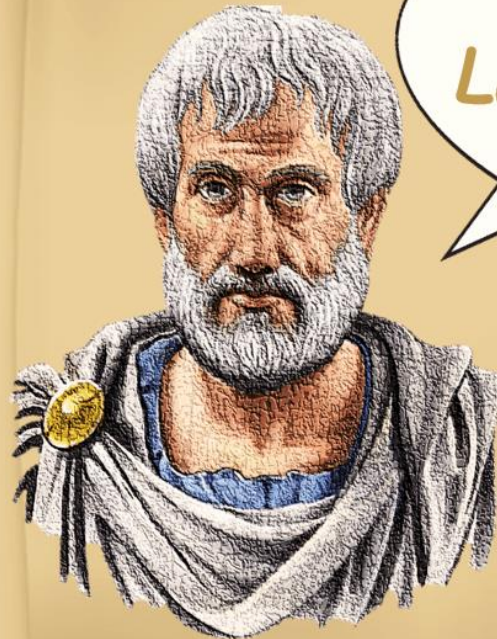
NB. Possible words to refer to cited material: asserts, believes, claims, comments, confirms, declares, infers, describes, explains, indicates, makes clear, proposes, etc. *However, these terms are not interchangeable. Make your choices carefully based on your meaning.*

- ❖ Explain what the evidence actually means by providing additional details/specific examples
- ❖ Show how the evidence is linked/important to proving claim
- ❖ Select type(s) of reasoning





The Rhetorical Appeals



Aristotle

Modes of
persuasion
Logos, **Ethos** and
Pathos



The Rhetorical/Language Strategies

Your **writing style** is how you “dress up” your writing to suit the **specific context of** your argument, your **audience**, and your **purpose**.

What is your writing style? What strategies will you employ?



Strategies specific to arguments:

- ❖ Carefully selected diction
- ❖ Literary devices
- ❖ Rhetorical questions
- ❖ Repetition
- ❖ Analogies
- ❖ Anecdotes





The Transitions



Logical relationships	Transitional expressions
Additional support/evidence	Furthermore, in addition to..., additionally, equally important, moreover
Emphasis	Indeed, in fact, of course
Example/Illustration	For example, for instance..., to illustrate, in other words..., namely, specifically
Consequence/cause and effect	Accordingly, consequently, for this reason..., hence, therefore
Sequence/Order	Firstly, secondly
Similarity	In the same way, likewise, similarly
Summary/conclusion	In conclusion, in summary..., in the end, in the final analysis, on a whole, in sum
Time	Afterward, at last, meanwhile, simultaneously, subsequently





The Closing Statement



- ❖ Final statement in body paragraphs
- ❖ Signals that your paragraph is coming to an end
- ❖ A concluding sentence that reasserts your main point for that paragraph, and how your paragraph contributes to the development of your argument as a whole.
- ❖ Usually begins with a transition that indicates a summary or conclusion (See previous slide)
- ❖ Does not include any new information





Sample Introduction



"If you're not willing to follow the law, then you should not have a role in making the law for everyone else." This is a popular and narrow-minded sentiment held by individuals who believe that felony disenfranchisement is suitable for prisoners, that is, persons deprived of liberty and kept under involuntary restraint, according to the Merriam Webster Dictionary. Felony disenfranchisement is the act of revoking a prisoner's voting right. Currently, the Charter of Fundamental Rights and Freedoms says that every person shall have the right to vote if that person is not, by the provision of any law in force, disqualified from being eligible. Consequently, persons who are spending time in prison are ineligible. Others may argue that prisoners should not be allowed to vote because majority of persons who are incarcerated are not mentally fit to cast a sound vote. However, it is time to flee from this myopic view of stripping voting rights from prisoners and consider reasons why they should be permitted to vote. **Prisoners should be allowed to vote because they will be less likely to engage in further criminal acts due to alienation and they will eventually be affected by the governance of any appointed leader.**





Sample Body Paragraph



Prisoners should be allowed to vote because they will be less likely to engage in further criminal acts due to alienation. Human beings have an innate drive to express their freedom, therefore, restricting this will cause feelings of alienation leading to retaliation. Weir (2012) even posits that psychologically healthy individuals could become sadistic when placed in an environment such as prisons where certain rights are revoked, and freedom is lost. In fact, the trauma of being in solitary confinement coupled with disenfranchisement can alienate prisoners and urge them to commit the same crime they were arrested for upon release- this is known as recidivism. Hamilton-Smith & Vogel (2015) suggest that policies like disenfranchisement that lead to more crime make no sense and is directly linked to recidivism. With the crime rate in Jamaica spiralling, is it reasonable to subject these persons to measures like disenfranchisement policies that will alienate them and in turn, enhance their criminal capabilities? Likewise, renowned sociologist Robert Merton explained through his Strain Theory that certain strains lead to negative emotions which create pressure for corrective action like crime. Therefore, if prisoners are disenfranchised (the strain), they will feel alienated (the negative emotion) and engage in criminal acts (the corrective action). Let us not forget that prison is still a place of rehabilitation, not alienation, hence, the Government must ensure that while prisoners serve their time, they are protected from becoming victims of alienation by giving them access to fundamental human rights like voting.





Lesson Recap



This session took us through how to transform the first two sections of our sentence outline into argumentative claim paragraphs.

These two paragraphs develop the ideas from the thesis statement, and should have clear topic sentences, incorporation and analysis of the evidence, appropriate rhetorical appeals, strategies and transitions, as well as closing statements that wrap up the paragraphs.

While developing your body paragraphs, keep track of the number of words you are using. Be reminded that you have a word limit of 800-1000 words for the entire essay, so you need be concise in your expression.





Independent Activities



1. Read pp. 116-127 in Unit 4 of your Academic Writing 2 Workbook.



2. Draft the claim paragraphs and **submit the first one** to your tutor for feedback.



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