



ENGLISH COMPOSITION & COMPREHENSION

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ARGUMENTATIVE ESSAY WRITING



What is an Argumentative Essay Writing?

Argumentative essay writing, also known as the persuasive essay, utilizes logic and reason to show that one idea is more legitimate than another idea.

It attempts to persuade a reader to adopt a certain point of view or to take a particular action.

The argument must always use sound reasoning and solid evidence by stating facts, giving logical reasons, using examples, and quoting experts.

Argumentative Essay

**1. investigate
a topic.**

**2. collect, generate,
and evaluate evidence.**

**3. establish a position on the
topic in a concise manner.**

Difference between Persuasive and Argumentative Essay

A persuasive essay

- May make a claim based on opinion
- May not take opposing ideas into account
- Persuades by appealing to the audience's emotion or by relying on the character or credentials of the writer
- **Emotion-based**

An argumentative essay

- Makes claims based on factual evidence (research)
- Makes counterclaims – the author takes opposing views into account.
- Neutralizes or “defeats” serious opposing ideas
- Convinces audience through the merit and rationality of the claim and proofs offered
- **Logic-based**



**DON'T RAISE
YOUR
VOICE.
IMPROVE
YOUR
ARGUMENT.**

ELEMENTS OF ARGUMENTATION



Argument / Claim

An argument states a claim and supports it with reasons and evidence from sources.

Arguing your side makes you the proponent.

Counterargument / Counterclaim

An argument that stands in opposition to your argument / claim. The counterargument is your **opponent's** (the other side's) argument that tries to explain why you are wrong.

Refutation

Simply disproving an opposing argument.

It is an important skill because it is how a writer successfully convinces the audience to the validity of his/her own argument.

Everyday Life Example



When we argue:

Claim

Hassan: That was a lame movie!

Mariam: Why?

Evidence

Hassan: The special effects were bad.
The monsters were obviously fake.

Counterclaim

Mariam: I thought the movie was good
because the acting was believable.

Refutation

Hassan's bad response: You are an idiot.

Hassan's good response: Yes the acting
was good but the horrible special effects
were too distracting and caused some
awkward moments.

Key Terms to Learn

Argumentation 2

Refutation 5

Proponent 6

Opponent 1

Counter Argument (CON) 4

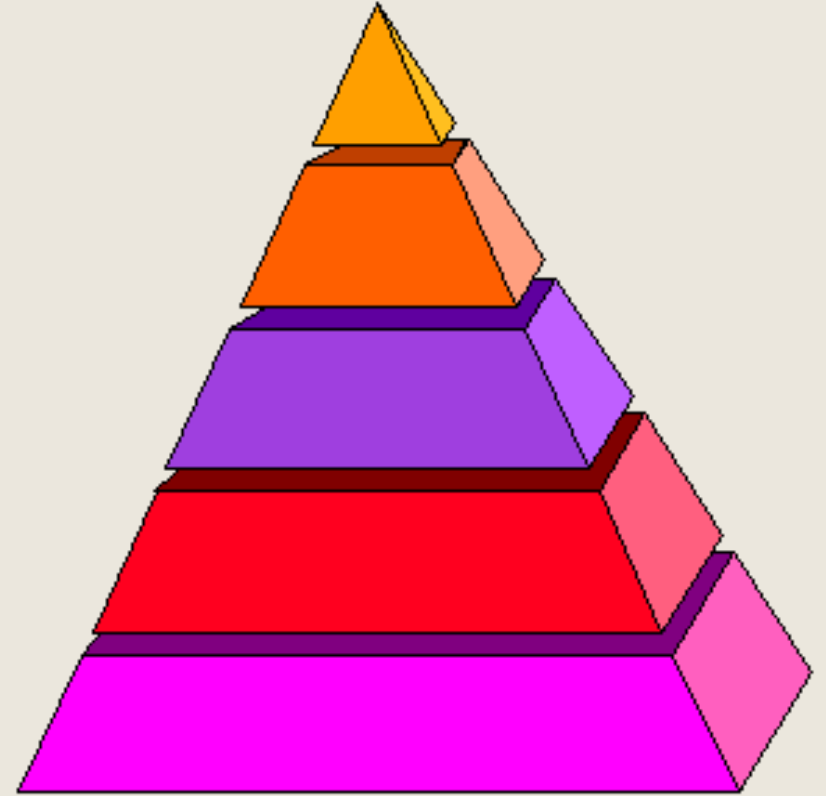
Pro Argument (PRO) 3

1. a person who disagrees with something and speaks against it
2. the act or process of forming reasons, drawing conclusions, and applying them to a case in discussion
3. point or statement that supports one's ideas and/or thesis
4. point or statement in opposition to the argument being made in a written document or speech
5. the process of discrediting the arguments that oppose your thesis statement
6. someone who argues in favor of something; advocate

ORGANIZING YOUR ARGUMENT



- **Title**
- **Introduction**
 - Thesis statement
- **Body Paragraphs**
 - Constructing Topic Sentences
 - Building Main Points
 - Countering the Opposition
- **Conclusion**



Introduction

Acquaints the reader with the topic and purpose of the paper.

Generates the audience's interest in the topic.

Offers a plan for the ensuing argument:

Introduction: Tell them what you're going to tell them

Body: Tell them

Conclusion: Tell them what you told them

Conclusion

Your conclusion should reemphasize the main points made in your essay.

You may choose to reiterate a call to action or speculate on the future of your topic, when appropriate.

Avoid raising new claims in your conclusion.

Introduction: Tell them what you're going to tell them

Body: Tell them

Conclusion: Tell them what you told them

Example Outline



Thesis Statement:

Because of its cost, risk and alternatives, the building of nuclear reactors should not continue.

Topic Sentence 1:

The first problem with nuclear reactors is their cost.

Topic Sentence 2:

Another problem is the serious consequences of accidents.

Refutation:

Some people might claim that there is no real alternative to nuclear power.

Concluding Statement:

In short, although nuclear power is an attractive option, it has too many disadvantages.

CRITERIA TO PRODUCE AN EFFECTIVE ARGUMENT



The following criteria are essential to produce an effective argument:

Be well informed about your topic. To add to your knowledge of a topic, read thoroughly about it, using legitimate sources. Take notes.

Test your thesis. Your thesis, i.e., argument, must have two sides. It must be debatable. If you can write down a thesis statement directly opposing your own, you will ensure that your own argument is debatable.

Cont.

Disprove the opposing argument. Understand the opposite viewpoint of your position and then counter it by providing contrasting evidence or by finding mistakes and inconsistencies in the logic of the opposing argument.

Support your position with evidence. Remember that your evidence must appeal to reason.

WAYS TO SUPPORT YOUR ARGUMENTS



The following are different ways to support your argument:

Facts - A powerful means of convincing, facts can come from your reading, observation, or personal experience.

Note: Do not confuse facts with truths. A "truth" is an idea believed by many people, but it cannot be proven.

Cont.

Statistics - These can provide excellent support. Be sure your statistics come from responsible sources. Always cite your sources.

Quotes - Direct quotes from leading experts that support your position are invaluable.

Examples - Examples enhance your meaning and make your ideas concrete. They are the proof.

Revision Checklist

Grab your readers' attention

State a clear thesis

Identify your reason for asserting your thesis

Provide strong evidence to support your main points

Convince the readers that your position is valid

Make it easy for your readers to read

Cite your sources

Prevent plagiarism

Outline of an Argumentative Essay-Classical Pattern

- I. **Introduction**
 - A. **Background Information:** basic information about the issue and the position being argued.
 - B. **Thesis Statement:** states the position to be argued in the essay
- II. **Reasons that Support the Thesis Statement**
 - A. **Reason/Argument 1 (main point #1)**
 1. Supporting evidence
 2. Supporting evidence
 - B. **Reason/Argument 2 (main point #2)**
 1. Supporting evidence
 2. Supporting evidence
 - C. **Reason/Argument 3 (main point #3)**
 1. Supporting evidence
 2. Supporting evidence
- III. **Counter Arguments and Responses to Them**
 - A. **Mention the arguments from the other side of the issue if there could be an opposing interpretation.**
 - B. **Briefly refute the other side's arguments**
- IV. **Conclusion**

Thesis Statements (courtesy of the History Writing Center)

A short essay should contain a thesis statement in its first paragraph. The thesis statement informs the reader, as soon as possible, what argument the paper will make. A thesis statement may require more than one sentence. In deciding where to place the thesis statement and how to introduce it, consider what a typical UW student would need to know to understand your thesis.

A good thesis statement will probably have these characteristics:

- It is clearly and forcefully supported by the rest of the paper, and all of the evidence pertains to it.
- It is precise, and can be understood on its own, before one has read the essay.
- It is precise, and not so general and vague that it does not express an arguable position.

Argumentative Essay Outline

1. **Intro**
 - a. Hook
 - b. Background information
 - c. Thesis

2. Develop Your Argument

Make a claim 1

1. Evidence 1a
2. Evidence 1b
3. Evidence 1c

Make a claim 2

4. Evidence 2a
5. Evidence 2b
6. Evidence 2c

Make a claim 3

7. Evidence 3a
8. Evidence 3b
9. Evidence 3c

3. Refuting Opponents' Arguments

Opposing view 1
Refutation 1

Opposing view 2
Refutation 2

4. Conclusion

Restate the importance of your issue
Paint a picture of the world depicting what would happen if your argument is (or is not) implemented

TASK

Group Project – Collaborative Essay Writing

Project Details

- Write an Argumentative Essay on Any One of the given topics in groups:

1. *Who is serving more to society: Teachers or Doctors?*
2. *Gender equality is a myth.*
3. *Is banning social websites increase mental health and relaxation?*
4. *Education should be free for all.*
5. *Can Cell phones be educational tools?*
6. *New technologies create new problems.*

Instructions:

- A group leader will generate a **Google Doc** and share the link with me and the other members
- Assign roles to each group members in order to work equally as a team
- Select a topic and write, share, edit, your thoughts in the Doc
- Each member has to **collaborate** in the writing process and the group leader will be assisting them in contributions to the essay
- Word limit: **450-500** (in minimum of **5 paragraphs**)
- Font type must be **TIMES NEW ROMAN**, and font size must be **12**
- Negative marking will be done for **violating the rules**
- Plagiarized essays will not be accepted
- Marks will be given on the basis of the **originality of ideas**
- Deadline: **Sunday, December 19, 2021**

Argumentative Essay Writing Rubric

COMPONENT	Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)
Focus	<i>Takes a strong position in thesis statement, well-chosen reasons and/or examples in supporting details; obvious use of persuasive strategies like appeal to reason, appeal to emotion, and appeal to one's character to convey an argument.</i>	<i>Takes a clear position in thesis statement and supports it with relevant reasons and/or examples in supporting details; some use of persuasive strategies like appeal to reason, appeal to emotion, and appeal to one's character to convey an argument.</i>	<i>Takes an adequate position in thesis statement and provides uneven support in details; may use persuasive strategies like appeal to reason, appeal to emotion, and appeal to one's character to convey an argument.</i>	<i>Takes a weak position in thesis statement and provides irrelevant support in details; incorrect/inadequate use of persuasive strategies like appeal to reason, appeal to emotion, and appeal to one's character to convey an argument.</i>	<i>Takes no clear position in thesis statement and provides minimal or no support in details; no use of persuasive strategies.</i>
Organization	<i>Organization is sequential; introductory, body and concluding paragraphs are well established and strongly developed; ideas are coherent and linked with smooth and effective transitions.</i>	<i>Competent organization; introductory, body and concluding paragraphs are established but are loosely developed; ideas may lack some coherence and effective transitions.</i>	<i>Limited attempts to organization; introductory, body and concluding paragraphs are mostly stand-alone; ideas lack coherence and have few or weak transitions.</i>	<i>Disorganized or unfocused; introductory, body and concluding paragraphs are simple and disconnected; ideas are vague and no evident use of transitions.</i>	<i>Organization is disjointed; introductory, body and concluding paragraphs are weakly structured; transitions are missing; ideas are inappropriate and illogical.</i>
Sentence Structure and Word Choice	<i>Sentences consistently exhibit variety in length and kind (compound and complex sentences); word choice is rich and varied.</i>	<i>Sentences exhibit some variety in length and kind (more compound than complex sentences); word choice is clear and reasonably precise.</i>	<i>Sentences reflect little variety in length and kind (mostly simple sentences); word choice lacks variety or flair.</i>	<i>Sentences are fragmented or lack formal structure; word choice is basic or may often be inaccurate.</i>	<i>Sentences are mostly incomplete; word choice is vague in much or the entire essay.</i>
Mechanics	<i>No errors in grammar, spelling, and punctuation.</i>	<i>Some errors in grammar, spelling, and punctuation which do not interfere with understanding.</i>	<i>More frequent errors in grammar, spelling, and punctuation, sometimes interfere with understanding</i>	<i>Errors in grammar, spelling, and punctuation interfere with understanding in much of the essay.</i>	<i>Errors in grammar, spelling, and punctuation prevent reader from fully understanding essay.</i>
Writer's Stance and Voice	<i>Author impressively owns his/her point of view through interactional techniques like; use of personal pronouns, attitude markers, and boosters efficiently.</i>	<i>Author clearly owns his/her point of view through interactional techniques like; use of personal pronouns, attitude markers, and boosters appropriately.</i>	<i>Author weakly owns his/her point of view through limited use of interactional techniques.</i>	<i>Author disowns his/her point of view and use hedges only as an interactional technique.</i>	<i>Author is submissive and has no voice at all.</i>

**Thank
You!**

