# Argumentation 4

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| --- |
| **Student focused learning outcomes:**  By the end of this session, you should be better able to:   * take a position on the essay question * identify problems that relate to the essay question * explore reasons/examples to support your ideas |

You will start to build your academic arguments once you have taken a position on the question or topic you have been given. This position will usually stem from your research and understanding of the sources you have explored. You are going to begin the process of building an argument on a question about essay mills. You should already have an understanding of this topic based on previous study in this course.

## Task 1

Recap the ‘essay mills’ discussion with your group.

1. Why do some students use essay mills?
2. Why are some people who work in higher education against essay mills?
3. What is your opinion on the use of essay mills in higher education?

## Task 2

Read the essay question.

*Analyse the impact of essay mills on higher education.*

Spend 10 minutes noting down your initial thoughts on the essay question. Remember to

include:

* your opinion
* any problems you have identified
* some reasons/examples to support your ideas.

## Task 3

Add information to the table to create a possible introduction to the essay.

|  |  |  |
| --- | --- | --- |
| **Stage** | **Purpose** | **Your notes** |
| General statement | To introduce the reader to the subject of the essay |  |
| Definition(s) | To explain any important terms to the reader |  |
| Position | To present the writer’s position on the topic |  |
| Preview/scope/overview of essay | To explain to the reader what aspects of the topic will be included in the essay |  |

## Task 4

Using your notes from the table in Task 3, write a draft of your introduction.

Nowadays, the services which are intended to help students writing assessments like the Essay Mill have been widely discussed. Some scholars and tutors announced that this kind of technology could destroy the academic integrity so that it should be banned, while some others insist that students can benefit from it. As essay mills is a tool helping to complete but not assisting the students’ work, I highly recommend that it should be banned to protect the academic integrity, which is one of the most important characters in academic. In the following paragraphs, I will introduce the potential risks of essay mills and explain the reason why it should be banned. Additionally, I will put out some suggestion that could help students to avoid using these techniques but complete their tasks impressively.

## Task 5

You now need to create the first body paragraph for the essay.

1. Before you begin writing, refer to the table below to remind yourself of the stages you need to include.

|  |  |  |
| --- | --- | --- |
| **Main stages** | **Sub-stages** | **Purpose of stage** |
| Body paragraphs (arguments) | Point | To establish the main point of the paragraph with a clear topic sentence that links the main point to the essay question or the overall argument. |
| Evidence/Example | To support the main point and develop your argument with evidence and an example. |
| Explain | To provide an explanation of how the evidence/example supports the main point. |
| Link | To conclude the paragraph by relating the main point back to the essay question, topic, or thesis statement. |

1. Now spend 10 minutes brainstorming ideas for your body paragraph.

## Task 6

Add notes to the table to create an outline for your body paragraph.

|  |  |  |
| --- | --- | --- |
| **Sub-stages** | **Purpose of stage** | **Your notes** |
| Point | To establish the main point of the paragraph with a clear topic sentence that links the main point to the essay question or the overall argument. |  |
| Evidence/Example | To support the main point and develop your argument with evidence and an example. |  |
| Explain | To provide an explanation of how the evidence/example supports the main point. |  |
| Link | To conclude the paragraph by relating the main point back to the essay question, topic, or thesis statement. |  |

### Write with purpose

When you are writing body paragraphs, you should have a clear idea of:

* what you want the overall function of each paragraph to be.
* which language functions you will use to develop your argument.

In *Argumentation 2,* you learned about the language functions academic writers use to express their arguments. Reread the possible language functions below before you begin writing.

* identify problems / solutions
* show cause / effect
* compare / contrast ideas
* define information
* give examples
* explain reasons
* present evidence
* question / refute / rebut ideas
* support / corroborate ideas
* show position

## Task 7

Using your notes from the table in Task 6, write a draft of your body paragraph (this should be written immediately after your draft introduction).