Brainstorming

Composing

Editing

<https://openstax.org/books/writing-guide/pages/10-5-writing-process-creating-a-position-argument>

**Thesis:**

In your thesis, state your position about what **should happen** regarding the issue.

**Outline**

1. Introduce the issue or subject and your position (thesis at the end of intro)
2. Background information
3. Explain the significance of the issue, whom it affects, how it affects them
4. Discuss an opposing position and refute that position’s argument
5. Present evidence that supports your position
6. Conclude with a reminder of your position, why it is important to you, call to action, a statement of what you want readers to do.
7. Background info
8. Reason 1 logos, pathos, ethos, kairos
9. Reason 2
10. Reason 3
11. Opposing side + refutation + evidence

Also, plan to answer “**reporters’ questions**” to provide readers with any needed background information. **For example, the student writing about the need for more mental health counselors on her campus created and answered these questions**:

* ***What*** *is needed?* More mental health counseling is needed for Powell College South.
* ***Who*** *would benefit from this?* The students and faculty would benefit.
* ***Why*** *is this needed?* The college does not have enough counselors to meet all students’ needs.
* ***Where*** *are more counselors needed?* More counselors are needed at the south campus.
* ***When*** *are the counselors needed?* Counselors need to be hired now and be available both day and night to accommodate students’ schedules.
* ***How*** *can the college afford this*? Instead of hiring daycare workers, the college could use students and faculty from the Early Childhood Education program to run the program and use the extra money to pay the counselors.

**To establish your credibility, to show readers you are trustworthy, to win over their hearts**, and to set your issue in an appropriate time frame to influence readers, consider how you present and discuss your evidence throughout the paper.

Appeal to **ethos:**

* To establish credibility in her paper arguing for expanded mental health services, a student writer used these **reliable** sources:
* a **student survey** on mental health issues
* **data** from the International Association of Counseling Services (a **professional organization)**
* and information from an **interview with a campus mental health counselor**

Appeal to **logos**:

* To support her **sound reasoning**, the student writer approached the issue rationally
* used **data** and **credible evidence** to explain the current situation and its effects

Appeal to **pathos**:

* To **show compassion and arouse audience empathy,** the student writer shared the experience of a student on her campus who struggled with anxiety and depression

Appeal to **Kairos**:

* To appeal to kairos, the student emphasized the **immediate need** for these services, as more students are now aware of their particular mental health issues and trying to deal with them

**Types of Supporting Evidence**

* Anecdotes, short narratives
* Definition
* Description
* Example
* Expert opinion
* Fact
* Interview
* Quotation
* Statistics
* Visuals

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| **Thesis:** My position as a single declarative sentence:   * Background information: * Reporters’ questions:   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Point 1 in support of thesis:  Reasoning: explanation/elaboration/clarification:  Concrete evidence:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Point 2 in support of thesis:  Reasoning: explanation/elaboration/clarification:  Concrete evidence:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Point 3 in support of thesis:  Reasoning: explanation/elaboration/clarification:  Concrete evidence:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Counterclaim:  Reasoning: explanation/elaboration/clarification:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Refuting of counterclaim:  Reasoning: explanation/elaboration/clarification: |