



Persuasive and Argumentative Essays



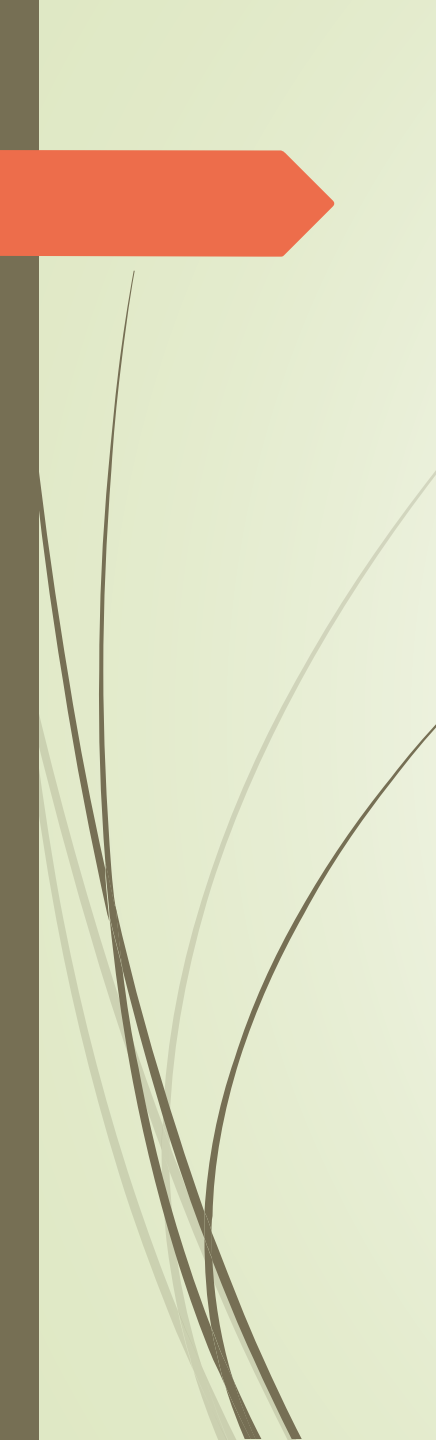
➤ **There are 2 main methods of presenting an argument:**

➤ The balanced view:

➤ **argumentative essay**

➤ The biased view:

➤ **persuasive essay**



	PERSUASIVE WRITING	ARGUMENTATIVE WRITING
PURPOSE	The writer aims to get the reader to agree with him/his perspective.	The writer aims to get the reader to accept his perspective/his side as truth.
GENERAL TECHNIQUE	Opinions are blended with facts, all in an attempt to convince the reader that the writer is “right.	Relevant reasons and credible data are blended to demonstrate the writer’s argument as valid.
AUDIENCE	The writer needs an intended audience to address his request or need to. Who can give him what he wants?	To write an argument, the writer doesn’t need an intended audience. The writer is satisfied with simply “putting the truth out there.”

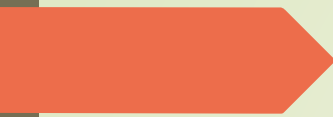
	Persuasive	Argumentative
POINT OF VIEW	Since the writer is communicating directly to a person, group, or organization, it's common to use first-person (i.e., I) and second-person (i.e., you) point of view.	With no specific audience in mind, this more formal writing addresses the multiple sides of an issue using the more objective third-person point of view.
ATTITUDE	Persuasive writers “go after” their readers more aggressively. They consider the emotional strategy that will work best on their audience (e.g., manipulation, motivation, inspiration, etc.). Persuasive writing is personal, passionate, and emotional.	Argumentative writers maintain a tone of fairness and reasonableness. Their attitude is respectful, tactful, and formal.
PERSPECTIVES PRESENTED	Persuasion has a single-minded goal— Get what the writer wants. It is based on the writer's personal conviction that his way of thinking is the best. Consequently, the writer's viewpoint is typically the only one presented.	Argumentative writing acknowledges opposing views within a pro/con piece. This demonstrates the writer as a fair-minded person and gives him the opportunity to counter these perspectives with more logic, reasoning, and proof.

	Persuasive Essay	Argumentative Essay
STARTING POINT	<ol style="list-style-type: none"> 1. Pick a topic of interest. (What do you want?) 2. Choose a side to “fight” for. 3. Start writing 	<ol style="list-style-type: none"> 1. Conduct initial research on a debatable topic. 2. Align with the strongest side. 3. Continue gathering facts and research.
SUPPORT	Persuasive pieces rely almost solely on opinions and feelings. The writer uses his own passion and/or plays off reader emotions to get what he wants. The audience agrees with the writer because of strong emotional appeals.	Arguments rely on logical reasons that are all substantiated by facts, data, expert quotes, and evidence. The audience agrees with the writer because of the strong logical appeals.
TONE	The tone is emotionally charged and more aggressive.	There is a calmer tone of just trying to get the reader to acknowledge the author’s side is worthy of consideration.

THE ARGUMENTATIVE ESSAY

- If the essay title begins
 - *Give the arguments for and against...*
 - *Assess the importance of...*
 - *Examine the arguments for and against...*
 - *What are the advantages and disadvantages of...?*
 - *Evaluate...*
 - *Critically examine the statement that...*
 - *To what extent is...true?*
- **or even just the word**
 - *Discuss...*

THE ARGUMENTATIVE ESSAY



➤ Then it is clear that...

a balanced essay is required.

➤ That is to say,

➤ you should present both sides of an argument, without necessarily committing yourself to any opinions,

➤ which should always be based on evidence,

➤ until the final paragraph.



THE ARGUMENTATIVE ESSAY

INTRODUCTION

- Introduce the argument to the reader —e.g. why it is a particularly relevant topic nowadays

BODY PARAGRAPHS 1, 2...

- Reasons in favour of the argument

BODY PARAGRAPHS 3, 4...

- Reasons against the argument

Body Paragraph 5

Concession paragraphs. address counter arguments in a paragraph explaining why your position is a better one.

CONCLUSION

- After summarising the two sides, state your own opinion, and explain why you think as you do

THE PERSUASIVE ESSAY

- **This second type of essay involves**
- stating your own point of view immediately & trying to convince the reader
- by reasoned argument that you are right.
- **Perhaps the essay title will begin with something like:**
- *Give your views on...*
- *What do you think about...?*
- *Do you agree that...?*
- *Consider whether...*

THE PERSUASIVE ESSAY

INTRODUCTION

- Introduce the topic briefly in general terms & then state your own opinion. Explain what you plan to prove in the essay.

BODY PARAGRAPHS 1, 2, 3

- Reasons for your argument; the arguments to support your own view, with evidence and examples.

CONCLUSION

- Do not repeat your opinion again. End your essay with something memorable —e.g. a quotation or a direct question.



Organization Patterns



1. **Pattern 1:** Using only support points that argue for your point of view (example on page 181)
2. **Pattern 2:** Stating only your opposition's support points and arguing against them (examples on page 182)
3. **Pattern 3:** alternating use of support points from your side of the argument and listing your opponent's points and arguing against them; this is a hybrid of patterns 1 and 2 (example on page 183)

Writing persuasive/Argumentative Essay

1. **Research:** To be valid, an opinion or point of view must be supported by facts and information.

Once you know what you will write about, you will need to do research on the topic.

Research through interviewing people, or reading newspaper, book, journal or Internet articles.

2. **Thesis Statement:** states your position on the topic & sets up the structure for the paper.

3. **Support the Thesis:** Support your thesis with three reasons. Write down each of the three main reasons that support your belief on a separate piece of paper. **These are your arguments.**

4. **Counter Arguments:** Every controversial issue has two sides. Once you can support your position with research, you need to explore what others think.



Writing persuasive/Argumentative Essay

5. Prepare your arguments: Look at the three main reasons for your opinion. What objections would others have to each of your reasons? Write these down under each of your reasons. Now you have ***three arguments and three counter-arguments***.

6. Answer counter Arguments: Write your answers down under the counter arguments. Now you have the raw material for each paragraph of the argumentative essay.

Elements of Argumentative Essay

- Argument essays also contain these particular elements:
- ***Debatable thesis statement*** in the Introduction
- **Argument** – paragraphs which show support for the author's thesis (for example: reasons, evidence, data, statistics)
- **Counterargument** – at least one paragraph which explains the opposite point of view
- **Concession** – a sentence or two acknowledging that there could be some truth to the Counterargument
- **Refutation** (also called Rebuttal) – sentences which explain why the Counterargument is not as strong as the original Argument

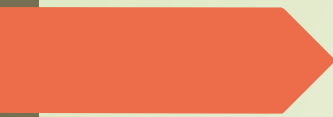

Debatable thesis statement

your thesis will need to have a claim that is debatable – not one that is obvious. Here are some examples:

- Junk food is bad for your health is not a debatable thesis. Most people would agree that junk food is bad for your health.
- **Because junk food is bad for your health, the size of sodas offered at fast-food restaurants should be regulated by the federal government** is a debatable thesis. Reasonable people could agree or disagree with the statement.
- Federal immigration law is a tough issue about which many people disagree is not an arguable thesis because it does not assert a position.
- **Federal immigration enforcement law needs to be overhauled because it puts undue constraints on state and local police** is an argumentative thesis because it asserts a position that immigration enforcement law needs to be changed.

1. Examine these working thesis statements. All of these are problematic in some way. What advice would you give the writer? Are the thesis statements debatable? Are they too obvious or too general? Do they use too much “writing about writing,” hedging, or redundancy? With your partner, write an improved thesis statement for each example.

1. Prisons in the United States are overcrowded.
2. In the following essay, I will discuss the problem of overcrowding in U.S. prisons, and I will propose solutions for this problem.
3. According to my opinion, firefighters and other first responders should have better salaries and health care.
4. Health care providers often suffer from stress because they are overworked and underpaid.
5. I think that students should be allowed to use cell phones in their classes.
6. It might be a good idea for children to have pets.
7. American pre-schoolers eat too much sugar.
8. There are many causes and effects of climate change, which I will discuss in the following paper.

- 
1. The overcrowded US jails are the only source of the increasing crime rate in the country.
 2. Overcrowded jails cause more trouble than solution, so the mandatory sentences should be revised for leniency to solve the jail issues.
 3. Capital punishment is the solution for the over crowded jails in US.
 4. Prison overcrowding proves the failure of the justice system.
 5. American pre-schoolers eat too much sugar, so the government should plan on including more nutritious lunch menu.
- 

- **Argument** – paragraphs which show support for the author's thesis (for example: reasons, evidence, data, statistics)

- **Counter Argument:**

A strong Argument essay would not be complete with only your reasons in support of your position. You should also include a Counterargument, which will show your readers that you have carefully researched and considered *both sides* of your topic.

Here are some ways to introduce a Counterargument:

- *Some people believe that vaping is not as harmful as smoking cigarettes.*
- *Critics argue that vaping is safer than conventional cigarettes.*
- *On the other hand, one study has shown that vaping can help people quit smoking cigarettes.*
- Your paragraph would then go on to explain more about this position; you would give evidence here from your research about the point of view that opposes your own opinion.

- **Concession** – a sentence or two acknowledging that there could be some truth to the Counterargument
- **Refutation** (also called Rebuttal) – sentences which explain why the Counterargument is not as strong as the original Argument
- Here are some ways to begin a Concession and Refutation:
 1. While this may be true for some adults, the risks of vaping for adolescents outweigh its benefits.
 2. Although these critics may have been correct before, new evidence shows that vaping is, in some cases, even more harmful than smoking.
 3. This may have been accurate for adults wishing to quit smoking; however, there are other methods available to help people stop using cigarettes.

Your paragraph would then continue your Refutation by explaining more reasons why the Counterargument is weak. This also serves to explain why your original Argument is strong. This is a good opportunity to prove to your readers that your original Argument is the most worthy, and to persuade them to agree with you.



➤ Write your own Counterargument, Concession, and Refutation for each thesis statement.

➤ Thesis Statements:

1. Vaping should be illegal because it can lead to serious health problems.
2. Online classes are a better option than face-to-face classes for college students who have full-time jobs.
3. Students who engage in cyberbullying should be expelled from school.

Example of Intro Paragraph

- Divide your thesis statement in two parts
- In the first part, acknowledge the other side's point of view
- In the second, state your opinion, suggesting that yours is the stronger viewpoint
- Examples:
- Although some students believe that studying another language is a waste of time, two years of second-language study should be required of all postsecondary graduates.

Activity

➤ **Instructions:** Read the sentences below and decide if they are examples of persuasive or argumentative writing. Circle your choice.

1. It is certainly true that cell phones are a distraction in many situations.

➤ Argumentative

➤ Persuasive

2. An informal survey found that 16 out of 20 middle school students agreed with the statement “Cell phones are a distraction in many situations.

➤ Argumentative

➤ Persuasive

3. The Center for Disease Control recommends that children receive a total of 14 vaccines before the age of 6.

➤ Argumentative

➤ Persuasive

Activity (continued)

4. So, take your children to the pediatrician today and make sure their vaccinations are up-to-date.

- Argumentative

- Persuasive

5. As a compassionate citizen of the Planet Earth, you can surely find time to volunteer at your local recycling center. After all, the future is in your hands.

- Argumentative

- Persuasive

6. According to environmental activist Michelle Weber, a staggering 14 million pounds of trash are dumped into the ocean each year.

- Argumentative

- Persuasive



7. Studies conducted at Columbia University School of Education suggest that music helps students develop greater concentration and more effective problem-solving skills.

➤ Argumentative

➤ Persuasive

8. Join the band or the choir today and bring a little extra harmony to your life.

➤ Argumentative

➤ Persuasive

9. If your heart breaks at the sight of a shivering, homeless cat or a hungry stray dog, you'll surely support the construction of a new shelter in our community.

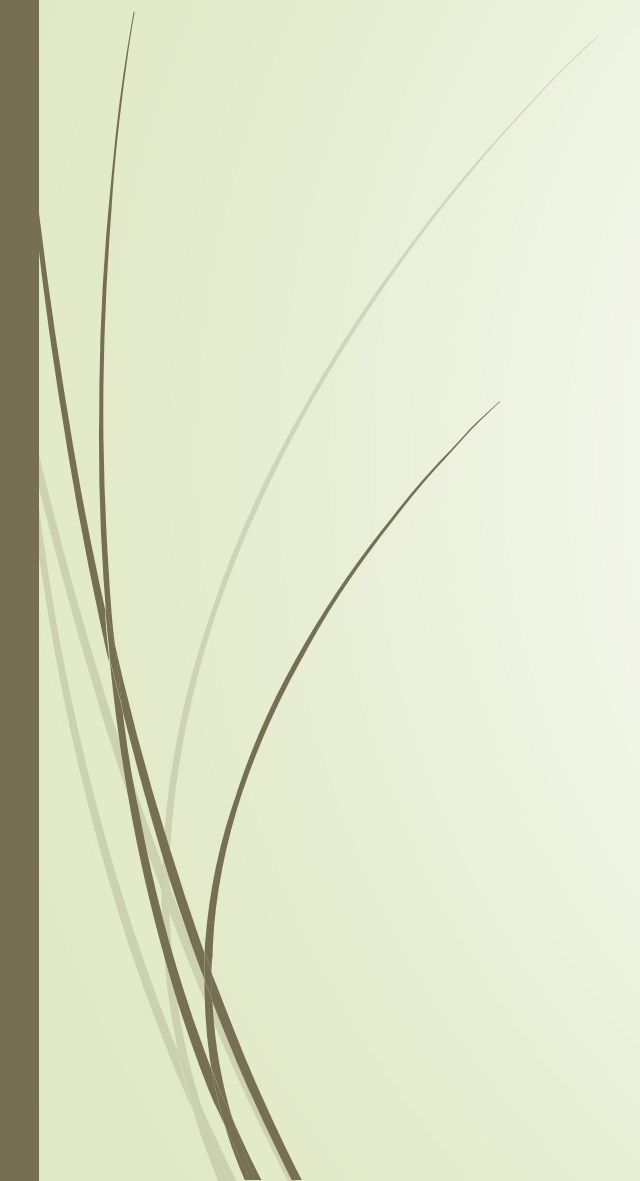
➤ Argumentative

➤ Persuasive



Balancing Emotional and Logical Appeals

The Rhetoric of Persuasion

- Ethos (rhetorical credibility)
 - Logos (logical reasons, evidence, proofs)
 - Pathos (emotional appeals)
- 

Ethos / Logos / Pathos



Writers persuade by appealing to ETHOS, LOGOS and PATHOS.

- **ETHOS: Credibility**


- Expertise & knowledge, experience, training, sincerity, etc.

- **LOGOS: Reason**

- Clarity & rationality, specific details, facts, statistical data (numbers), expert testimony, etc.

- **PATHOS: Emotion**

- Personal anecdotes, figurative language, “loaded” words (with strong connotations – positive or negative), vivid description, visual elements, etc.



ETHOS	PATHOS	LOGOS
SPEAKER <ul style="list-style-type: none">• Based on the character of the speaker• People will listen to someone respectable	AUDIENCE <ul style="list-style-type: none">• Appeals to the emotions of the reader/listener.	CONTENT <ul style="list-style-type: none">• Logical appeal• Make a claim and use reason and evidence to support it
<ul style="list-style-type: none">▪ Trustworthiness▪ Credibility▪ Experts▪ Reliable▪ Reputation	<ul style="list-style-type: none">▪ Higher emotions (love, fairness, love, pity, etc)▪ Lower emotions (greed, lust, revenge, etc)	<ul style="list-style-type: none">▪ Facts▪ Statistics▪ Evidence▪ Data▪ Logical reasoning▪ Proof

The Rhetorical Appeals

ETHOS CHARACTER



Different readers require different kinds of *ethos*. Strong writers use voice and tone, as well as credentialed pieces of evidence to make themselves:

- Trustworthy
- Educated
- Reliable
- Credible
- Honest
- Fair



ARISTOTLE SAYS:

Character may almost be called the most effective means of persuasion.

PATHOS EMOTION



Audiences don't respond well to overly emotional appeals. Strong writers invite readers to care about their subject matter by using diction, evidence, or claims that inspire emotions such as:

- Love
- Pity
- Justice
- Patriotism
- Hope
- Jealousy
- Anger
- Fear



ARISTOTLE SAYS:

Every action must be due to one or other of seven causes: chance, nature, compulsion, habit, reasoning, anger, or appetite.

LOGOS REASON



Strong writers build their argument on a foundation of logic using techniques such as:

- Case studies
- Cause-and-effect
- Authority
- Analogies
- Statistics
- Anecdote



ARISTOTLE SAYS:

The use of reason is more distinctive of a human being than the use of his limbs.

Advertisement as a form of Argument

Ethos

A form or argument based on character or authority.

How to identify Ethos in Ads:

1. endorsed by a celebrity
2. by someone in a uniform
3. by professional looking people.



This ad is an example of Ethos because it has a famous person selling mascara. It's Julia Roberts.

Pathos

A form or argument based on emotions: Fear, desire, sympathy, anger...

How to identify Pathos in Ads:

1. Fear: "Get this or else.."
2. Desire: Half naked people.
3. Empathy: sad kids or cute dogs
4. Hunger: Awesome looking food that looks way better than it does in real life.



This ad is an example of Pathos because we feel sympathy for the sad-looking dog. They are selling me dog food.

Logos

A form or argument based on logic, facts and figures.

How to identify Logos in Ads:

1. Facts
2. Percentages
3. Lots of words & information
4. Charts and figures



This ad is an example of Logos because it has different plans listed with different prices so it's telling me facts about the phone.

Example: Colgate Toothpaste

Ethos – I'm Beyoncé and when you get photographed as much as I do, you need to have a pearly white smile. That's why I only trust my smile to Colgate.

Logos – Colgate toothpaste is the only toothpaste that fights bacteria and plaque for 12 continuous hours. It's proven to help prevent the gum disease gingivitis.

Pathos – My little guy is growing up so quickly, and it's important he has a healthy smile for life. That's why he uses Colgate Toothpaste for Kids. A smile this adorable must be protected.

Activity: Argumentative/ Persuasive?

- 1. *The best way to assess student progress and achievement is through course work, not with exams.* **Discuss.**
- 2. *It is absolutely necessary to ask all students to pass a standardized test at the end of their secondary education to make sure that they have met the standards and that they are ready to enter university.* **To what extent is this true?**
- 3. *'Cloning research should not be restricted by governmental laws.'* What are **your views** on this statement?
- 4. *The traditional nuclear family is the only effective way to raise children.* **Do you agree?**

Activity: Argumentative/ Persuasive?

5. *Physician-assisted suicide should be a legal option for terminally ill patients. Evaluate.*
6. **Do you agree** that *Genetic testing will not improve our quality of life and may result in discrimination, invasion of privacy, and harmful gene therapy?*
7. *The death penalty should be administered for particularly heinous crimes. Discuss.*
8. **Do you agree** that *animal testing is necessary to develop new medicines and advance scientific knowledge?*

Support in Persuasion Paragraph

1. **Answering the opposition:** the best way to persuade is to respond to an opponent's point. This shows your knowledge on the opponent's side.
2. **Referring to an authority:** an expert on the subject and could be used as unbiased opinion.
3. **Predicting consequences:** you point out the relationship that different things or events share and that could have an impact.
4. **Presenting facts:** facts are those things that actually exist or have existed.
5. **Giving examples:** can develop an idea quickly and clearly. They are used to clarify, illustrate, or make concrete general idea about the subject.

Building Blocks of Effective Persuasive Writing

Topic: Every college student should complete an internship in his or her field of study.

Facts

- Many employers seek both academic and “real-world” experience.
- 60% of new college hires today have held an internship.

Authority

- Dr. Bennet, Dean of Nursing, says her internship program helps students get and hold good jobs.
- According to the National Association of Colleges and Employers, 30% of all workers started as interns.

Examples

- Majors like pharmacy and business already successfully require student internships.
- Tisa’s internship let her “test drive” work as a paralegal.

Consequences

- Required internships will help students find employment in bad economic times.
- Those without internships will be disadvantaged.

Answering opposition

- Students will receive college help in balancing their intern duties, part-time jobs, school work, and personal lives.



Activity and Assignment

- Activities: Page number 178-180
 - Assignment: page number 189 (to be submitted on GCR)
- 