

National 4 Added Value Unit: National 5 Discursive Writing

The 'Rules' of Argumentative Writing

- In the introduction there is
 - a statement of the issue,
 - an explanation of the issue
 - definitions of any key terms
- Both sides covered clearly and fairly
- Supporting evidence used to help the reader draw conclusions
- A clear layout that helps the reader follow the argument
- Each paragraph opens with a clear topic sentence
- Written in third person but perhaps first person in the conclusion
- Written in present tense
- Impersonal formal writing style, which attempts to stay on the fence until the conclusion – doesn't take sides, says what 'people' think
- Uses connectives and signpost words
- Questions/Rhetorical questions may appear - e.g. what can be said to those who argue that ..? but is it right that...?
- Phrases are used which introduce evidence - e.g. this view is supported by the fact that... as evidence of this we can see that...
- A conclusion that sums up the debate and perhaps gives a reasoned opinion
- The conclusion may be introduced by phrases such as, in conclusion...weighing up all these arguments, I.... What conclusion can be drawn from..?

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The 'Rules' of Persuasive Writing

- Has a clear structure: statement title, there is a clear opening statement followed by arguments - often in the form of point plus elaboration, then reiteration - summary and conclusion
- Attention grabbing title statement and opening
- Introduction that clearly states your point of view
- Several key arguments backed up with information/evidence/reasons/explanation/examples/background detail
- Each paragraph starts with a topic sentence
- Clear conclusion that reiterates and sums up main points
- Make people agree with you
- Use of facts, statistics, examples, quotes, jargon, specialist vocabulary to persuade/convince reader
- Third person in formal persuasion, often second person/first person/imperative
- Uses connectives and signpost words e.g. this shows, because, therefore, in fact
- The opposing arguments are included but are set up to be demolished - e.g. some people may imagine that ...
- Persuasive techniques are used:
 - Addressing the reader directly
 - Minor/partial sentences used for impact e.g. let's look at the facts
 - Questions/rhetorical questions used to draw in and influence reader
 - Value judgement words are used to influence reader 'dare the reader to disagree' e.g., obviously, clearly, surely
 - Adjectives/adverbs used for effect
 - Humour gets reader on writer's side
 - Wordplay (puns)
 - Hyperbole/Superlatives
 - Superlatives
 - Imagery and sound techniques
 - Emotive/loaded words
 - Repetition

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Word Bank of connectives

Stating your

View: In my opinion, I feel strongly, I firmly believe, in my view, it is obvious to me that

Comparisons: similarly, likewise; in the same way

Contrasts: although, for all that, however, on the contrary, otherwise, yet, but, even so, nevertheless

Reasons: to this end, for this reason, for this purpose; firstly, secondly, furthermore, in addition, above all, in particular

Results: accordingly, as a consequence, as a result, hence, therefore, inevitably, moreover, furthermore

Examples/

Evidence: for example, for instance, in other words, by way of illustration, such as, as a result

Stating

opposing view: some people believe; I am aware that some people think, on the other hand, it has been stated

Countering

opposing view: this is clearly a weak line of argument, nevertheless, I am totally convinced however

Conclusions: as has been noted, finally, in brief, in short, on the whole, in other words, to sum up, finally, without question, overall

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Writing Frame - Persuasive Title

Make a strong statement

Introduction

To smack or not to smack – that is the question. A topic of great debate both by the British government and in the Scottish parliament over recent years has been whether parents should be allowed to smack their children. I, however, see no debate. To raise a hand, or worse, to any child to teach them something is wrong is, for me, an act of utter hypocrisy.

Main Body

- Deal with the opposing arguments as the first or last paragraph in the essay
e.g. I am aware that some may disagree with this point of view. They would argue that.....because.....

Start each paragraph with a clear topic sentence

e.g. Smoking should be banned in public places

The most obvious reason smoking should be banned in public places is the health risk to smokers themselves....

Additionally however and perhaps more worryingly are the risks to non-smokers...

Furthermore surely employees in public places deserve the right to breathe clean air...

Moreover, perhaps the most persuasive argument is the strain smokers place on the NHS...

Conclusion

To conclude then it is clear to me that the Scots' diet should be taken more seriously by schools and the government because of the risk of disease and death, the strain on the NHS and the future of our country.

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Writing Frame - Argumentative

Introduction

For the last couple of years the biggest debate amongst Scottish football fans has been whether or not Celtic and Rangers should leave the Scottish Premier League to join the English premiership. This sparks many strong opinions and emotions on either side not least because it involves a move to England. It seems that there are both positives and negatives about a move away from Scottish football.

Main Body

EITHER

- Deal with the arguments for first then against (or vice versa)
- OR 1 argument for then 1 Against then 1 For etc.

Start each paragraph with a clear topic sentence

Should smoking be banned in public places?

One reason put forward by those who wish to see smoking banned in public places is the health risk to smokers themselves....

Additionally many argue that a ban would minimise the financial stress which smokers place on the NHS....

On the other hand smokers themselves argue that smokers create a great deal of tax revenue through the tax on packets of cigarettes.

Some who oppose the ban *argue* that it would be difficult to enforce....Perhaps the most persuasive argument is the strain smokers place on the NHS...

Conclusion

To conclude then it is clear to me that the Scots' diet should be taken more seriously by schools and the government because of the risk of disease and death, the strain on the NHS and the future of our country.

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Argumentative Writing (looking at both sides of an argument)

Title: Question _____

Ideas for introduction:

What? Where? When? Who? Why?

Argument 1 FOR: _____

Evidence:

Argument 2 FOR: _____

Evidence:

Argument 1 AGAINST: _____

Evidence:

Argument 2 AGAINST: _____

Evidence:

Ideas for conclusion

What do you think and why?

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Persuasive Writing (one-sided)

Title: Statement _____

Ideas for introduction:

What? Where? When? Who? Why?

Argument 1: _____

Evidence:

Argument 2: _____

Evidence:

Argument 3: _____

Evidence:

Opposing Arguments

Ideas for conclusion:

Restate your strongest point

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Report Writing (factual and objective)

Remit: To _____

Define the issue and explain the controversy

Outline the **PROBLEMS**

Outline the **ATTITUDES** towards the topic (of a variety of groups)

Outline the proposed **SOLUTIONS**

Conclusion

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Bibliography

Remember that a National 5 essay needs to have a bibliography.

You should have kept a note of all your sources. Now you need to list them at the end of your essay.

A bibliography is usually organised alphabetically, using the surnames of the people who have written the resources you have found useful.

You need to include the author's name, the date the resource was published, the title of the resource, where it was published and by whom (the publisher).

You should use that order of sequence to record them.

The examples below will give you an idea how to set out each section and record your resources. If you find a resource and you are not sure how to record it, see your teacher.

Books

- Bingham, Jane (2006) *Smoking*, Oxford: Heinemann.
- Haughton, Emma (2000) *A Right to Smoke?* London: Franklin Watts.

Websites

- Ash Scotland website. Available at: <http://www.ashscotland.org.uk/> (Last checked 04/05/09)

Leaflets/Posters

- *Say No to Tobacco* (Poster, no publication details)
- *Smoking Concerns: Take Control in Your Home* (Leaflet, NHS Greater Glasgow, no publication date)

Articles

- McQueen, Craig (2009) *Smoking Can Give You Acne*, The Daily Record, 29/03/09.