

WORKSHEET/OUTLINE FOR ANALYTICAL/ARGUMENT ESSAYS

1. My subject is (complete this sentence in 10 words or less)

2. I believe that (make an assertion about your subject to complete this sentence)

3. One reason this assertion is true is that (in completing this sentence, support your assertion by supplying the main reasons for your belief about the subject)

4. Supporting evidence for this reason includes (give specific examples)

Supporting Evidence 1:

Supporting Evidence 2:

Supporting Evidence 3:

Counter evidence that needs to be accounted for in my evidence is:

6. Continue with the pattern of step 4 for as long as your essay requires (usually at least one more time).

REVISION CHECKLIST FOR ANALYTIC/ARGUMENT ESSAYS

1. Is my topic debatable?
2. Does my essay include an effective argumentative thesis?

Writing checklist: identifying an effective thesis

- Does my thesis clearly communicate my essay's main idea?
Does it suggest the approach I will take toward my material?
Does it reflect my essay's purpose?
 - Is my thesis more than a title, a statement of fact, or an announcement of my subject?
 - Is my thesis carefully worded?
 - Does my thesis accurately predict my essay's direction, emphasis, and scope?
3. Have I adequately defined the terms I use in my argument?
 4. Have I considered the opinions, attitudes, and values of my audience?
 5. Have I identified and refuted opposing arguments?
 6. Have I supported my assertions with evidence?
 7. Have I established my credibility?

Guidelines for establishing my credibility

FINDING COMMON GROUND

- Identify the various sides of an issue.
- Identify the points on which I and my readers are in agreement.
- Work the areas of agreement into my argument.

DEMONSTRATING KNOWLEDGE

- Include relevant personal information.
- Include relevant special knowledge of my subject.
- Include the results of any relevant research I have done.

MAINTAINING A REASONABLE TONE

- Use a confident tone.
- Avoid sounding high-handed or pedantic.
- Use moderate language and qualify my statements.

8. Have I been fair and accurate?
9. Are my arguments logically constructed and have I avoided logical fallacies?
10. Does the structure of my essay suit my material and my audience?
11. Have I provided my readers with enough background information?
12. Do I present my points clearly and organize them logically?
13. Do I have an engaging and interesting introduction and a strong conclusion?

**THE FIVE-PART ESSAY:
Two common variations on the pattern**

Pattern 1:

1. Introduction, at least 3-5 sentences, includes
 - One or more audience-engaging sentences
 - A specific, clear, arguable, supportable thesis statement
 - One or more sentences that develop and explain your thesis in more detail
2. Supporting Paragraph #1, at least 3-5 sentences, includes
 - A topic sentence beginning the paragraph that further develops the thesis
 - At least one specific example that supports the topic sentence
 - A sentence that explains the significance of this example to your thesis statement
3. Supporting Paragraph #2, at least 3-5 sentences, includes
 - A topic sentence beginning the paragraph that further develops the thesis and that is linked to the previous paragraph through transitions, word choice, etc.
 - At least one specific example that supports the topic sentence
 - A sentence that explains the significance of this example to your thesis statement
4. Supporting Paragraph #3, at least 3-5 sentences, includes
 - A topic sentence beginning the paragraph that further develops the thesis and that is linked to the previous paragraph through transitions, word choice, etc.
 - At least one specific example that supports the topic sentence
 - A sentence that explains the significance of this example to your thesis statement
5. Conclusion, at least 3-5 sentences, includes
 - A sentence restating the main idea of the thesis, but in different words
 - A sentence summarizing the main ideas in the supporting paragraphs
 - A sentence that presents a new perspective on the information in the rest of the essay that has broader implications than those discussed earlier in the essay, but which leaves the reader with something new to consider about the topic in light of the argument

Pattern 2:

1. Introduction, at least 3-5 sentences, includes
 - One or more audience-engaging sentences
 - A specific, clear, arguable, supportable thesis statement
 - One or more sentences that explain your thesis by providing the background to your argument
2. Evidence Paragraph 1, at least 3-5 sentences, includes
 - A topic sentence beginning the paragraph that introduces the first piece of evidence in your argument and links back to your thesis (normally, you should present your weakest piece of evidence here)
 - At least one specific example that supports the topic sentence
 - A concluding sentence that accounts for an opposing view, but presents it in such a way that it does not completely refute your own argument
3. Evidence Paragraph 2, at least 3-5 sentences, includes
 - A topic sentence beginning the paragraph that introduces the second piece of evidence in your argument and links back to your thesis
 - At least one specific example that supports the topic sentence
 - A concluding sentence that accounts for an opposing view, but presents it in such a way that it does not completely refute your own argument
4. Evidence Paragraph 3, at least 3-5 sentences, includes
 - A topic sentence beginning the paragraph that introduces the third, and normally strongest, piece of evidence in your argument and links back to your thesis
 - At least one specific example that supports the topic sentence
 - A concluding sentence that accounts for an opposing view, but presents it in such a way that it does not completely refute your own argument
5. Conclusion, at least 3-5 sentences, includes
 - A restatement, in different words, of the thesis and a summary of the evidence and counter arguments presented in the rest of your paper
 - And/or a new perspective on the information in the rest of the essay that has broader implications than those discussed earlier in the essay, but which leaves the reader with something new to consider about the topic in light of the argument