**English 101**

**2nd Writing Assignment**

**Fall 2017**

 **Writing a Persuasive Argument**

**A persuasive argument** is a series of statements arranged in a logical sequence, supported with sound evidence, and expressed powerfully to sway the reader or listener. **A thesis statement**, which is the foundation of an argument, sets the tone and direction for your writing. When beginning to write a paper, ask yourself, "What is my point?" The strength of the **evidence**, and the use of it, can make or break an argument. Be consistent with the evidence, and parts of the argument should include:

* **Making a claim**

Ask yourself what the point is, to avoid a mere "information dump."

* **Evidence to support your claim and thesis statement**

Select and gather evidence in the form of ***observations and examples,******statistics, hard data developed through scientific methods, and expert opinions and testimony.***

* **Counterargument**

One way to strengthen an argument and to show a deep understanding of the issue being discussed is to anticipate and address counterarguments or objections. By **considering** what someone who disagrees with a position might have to say about the argument, shows that the writer has thought things through, and thus he or she disposes some of the reasons the audience might have for not accepting the argument.

* **Audience**

It's usually wise to think of the audience in an academic setting as someone who is perfectly smart but who doesn't necessarily agree with the writer’s position. At the same time, do not think of the audience as psychic. **The writer has to come out and state both the claim and the evidence clearly**. **Do not assume** that because the instructor knows the material, he or she understands what part of it is being used, what the writer thinks about it, or why the writer has taken the position that has been chosen.

 **There are several other factors to consider before writing a persuasive argument...**

* assess current knowledge on the subject matter
* clearly identify the issue and distinguish a position as the writer
* emphasize the main point, analysis or interpretation of the issue
* **maintain a reasonable, yet persuasive tone which calls upon the use of the 3 appeals (ethos, logos, and pathos)**
* “apportion praise and blame” about the issue
* If appropriate, label any trends related to the issue
* Identify “underlying causes and consequences and make judgments”
* ultimately, there should be a “call to action” stance about the issue reflected in the commentary

**Directions**

* The student must compose a list of **at least three sources** which support the **thesis** **statement**.

**The Rough Draft , Thesis Statement,** and **List of Sources** are due on **Sunday, November 19, 2017.**

Once the **Thesis Statement, Rough Draft** and **List of Sources** have been reviewed and graded,

**The Final Draft is due on Sunday, November 26, 2017.**

* The student must use **federal, state or local government websites** which end in the **url .gov** or **educational websites** which end in **.edu** to obtain evidence and information in the form of relevant **statistics**, **trends,** **estimates, analyses, and other factual information** to support the **thesis statement.**
* The student may only also use **legitimate newspaper** or **news magazine sources** **(i.e.** **CNN, MSNBC, NPR, Washington Post, Baltimore Sun)**
* ***No blogs or online encyclopedias may be used***

**Completing the Writing Assignment**

* The **500-750 word narrative of the essay should have,**

-a **clear thesis statement stating the purpose and main idea in the first paragraph.**

-**the body of the essay** should have background information and be consistent with the thesis statement, complete with specific details and examples. (**details and examples should be in the form of quotes, summarized information and relevant statistics).**

-the body of the essay should lead to a **logical and gradual conclusion** which **demonstrates good reasoning and academic intelligence.**

**-all summarized or quoted information must be credited appropriately to the source.**

***Good luck, and please communicate with the instructor if you have any questions or concerns.***