

Baumann's requirements for the argument

- ___1. Three (minimum) outside sources to document argument;
one must be a print source ~~(not the internet)~~ (originally)
- ___2. Quotes and support accurately documented
(MLA; parenthetical references)
- ___3. Works Cited Page (follow MLA style)
-Last page of paper, numbered
- ___4. One con/pro paragraphs (minimum)
-First body paragraph
- ___5. Strongest pro argument is last body paragraph
- ___6. At least six paragraphs total
- ___7. Begin paper with a neutral, general statement (broad statement)
- ___8. Thesis statement is last sentence of introduction and is restated at the beginning of the conclusion
- ___9. Turn in with argument -- final copy, first and second drafts, full and final thesis, outline, two peer editing, self-evaluation, and rubric

To write clearly structured pro-con arguments, you must make ample use of certain **transitional words and phrases** traditionally used as road signs signaling the direction the argument is to take. Thus, not only should you use these transitional words and phrases frequently in the middle of your arguments, or wherever they are needed, but you should use them properly, according to their traditional uses, to avoid misleading experienced readers. For example, *But*, with a capital B, placed at the beginning of a sentence, is a traditional signal that a writer is turning on a point of opposition he has just admitted. If you use *But* to introduce a *con* point, you might send a false signal to the reader, making him think that you are embarking on a discussion on the *pro* side, in other words, on your side. Try to memorize this short list of transitional words and phrases, or at least consult the list until you become very experienced at writing arguments:

CON	PRO	CONCLUSION
of course	but	therefore
no doubt	however	thus
doubtless	yet	so
to be sure	on the contrary	and so
granted	not at all	hence
granted that	surely	consequently
certainly	no	finally
perhaps	still	on the whole
conceivably	nevertheless	all in all
although	notwithstanding	in other words
though	furthermore	in short
whereas	indeed	
it is true		
it must be admitted		
one argument is		
opponents contend		

Full and Final Thesis

Name _____

Thesis:

Pro

1.

2.

3.

4.

5.

Con

1.

2.

3.

4.

5.

Argument Rubric

_____ A This is an A level writing. The writing includes a sophisticated, well-developed thesis that clearly establishes an argument and purpose. The writing is exceptionally developed with support from a variety of reliable sources. Opposing argument is thoroughly acknowledged and refuted. Claims are clearly supported by specific evidence which justifies solid warrants. Ideas are presented in a logical order to support thesis. Ideas actively engage the reader with a unified and coherent sequence and structure, including a well-developed introduction and conclusion and use of transitions. MLA documentation and manuscript format is precisely followed. Sources are correctly documented in the text using parenthetical citations, and accurately included in Works Cited. The paper shows a clear, appropriate sense of voice and is suitably designed for a specific audience. The writing consistently uses a variety of sentence structures, effective word choices, and an engaging style. It is free from spelling, mechanical, and punctuation errors, and avoids first and second person pronouns.

_____ B This is an B level writing. The writing includes an effective thesis that establishes an argument and purpose. The writing is developed with support from outside sources. Opposing argument is acknowledged and refuted. Claims are mostly supported by specific evidence and justify warrants. Most ideas are presented in a logical order related to the thesis. Ideas engage the reader with a mostly unified and coherent sequence and structure, and include an introduction, conclusion and transitions. The author has attempted to follow MLA documentation and manuscript format, but there are some inconsistencies. Sources are documented in the text using parenthetical citations and included in Works Cited with minor errors. The writing shows evidence of voice and audience, but language usage is not crafted as logically or creatively as an A-level writing. It sometimes uses a variety of sentence structures and effective word choices. There may be small problems with spelling, mechanical, and/or punctuation errors.

_____ C This is a C level writing. Although the intention of this essay is clear, the thesis is not fully developed or well argued. The writing is underdeveloped, lacking thorough support from reliable sources. Opposing argument is not clearly acknowledged and refuted. Claims are not supported by specific evidence and often do not justify warrants. Ideas are inconsistently organized and don't always relate to thesis. Ideas are not consistently unified in a coherent sequence and structure. The writing may include a simplistic introduction and conclusion. More appropriate transitions are needed. The author loosely follows MLA documentation and manuscript format, but attempts to attribute most ideas. Parenthetical citations and Works Cited contain frequent errors. The writing does not show evidence of an appropriate voice or an understanding of audience. Language usage is inconsistent, being confusing and muddled in places. Problems with spelling, mechanical, and/or punctuation errors are present.

_____ D This is a D level writing. The thesis and argument are unclear and unfocused. The writing is not developed, and does not have appropriate support. Opposing argument is not acknowledged and refuted. The writing is unorganized and may be missing important structural elements, such as, an introduction or conclusion. Ideas are not unified in a coherent sequence and structure. Transitions are used sparingly, if at all. Research includes limited materials from unreliable sources. MLA documentation and manuscript format is not followed. Sources are not documented correctly in the text using parenthetical citations. Works Cited is poorly formatted and sources may be omitted. There is no evidence of an appropriate voice or an understanding of audience. The writing is exemplified by noticeable lapses in sentence structure, use of appropriate word choices, and a clear readable style. Frequent problems with spelling, mechanical, and/or punctuation errors distract the reader.

_____ F This paper needs revision. The assignment requirements were not met. No grade will be issued until the paper is revised and resubmitted.

The following is a very basic outline form for you to follow when writing your argumentative essay. This outline form contains the **minimum** number of paragraphs possible. Many of you will want to go beyond this form, but no matter the size of your paper, you should follow this basic form. You may write right on this outline, or you may create your own adding paragraphs.

You should complete an outline before writing the rough draft so you know how you will organize your ideas. This outline will also show you where you need more support. If you completed a full and final thesis, this outline should be easy to complete.

I. Thesis:

II. Con point:

Support:

Rebuttal/pro point

Support:

III. Pro point:

Support:

IV. Pro point:

Support:

V. Pro point:

Support:

VI. Conclusion

Body paragraphs

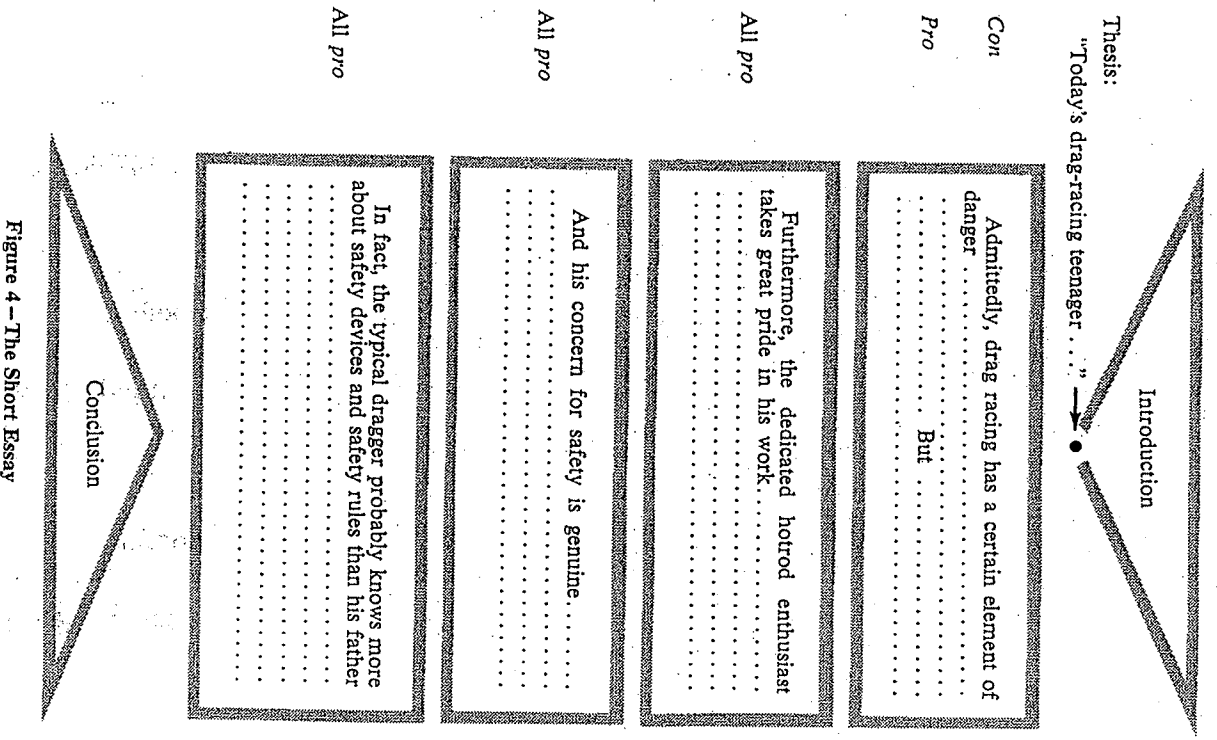


Figure 4—The Short Essay

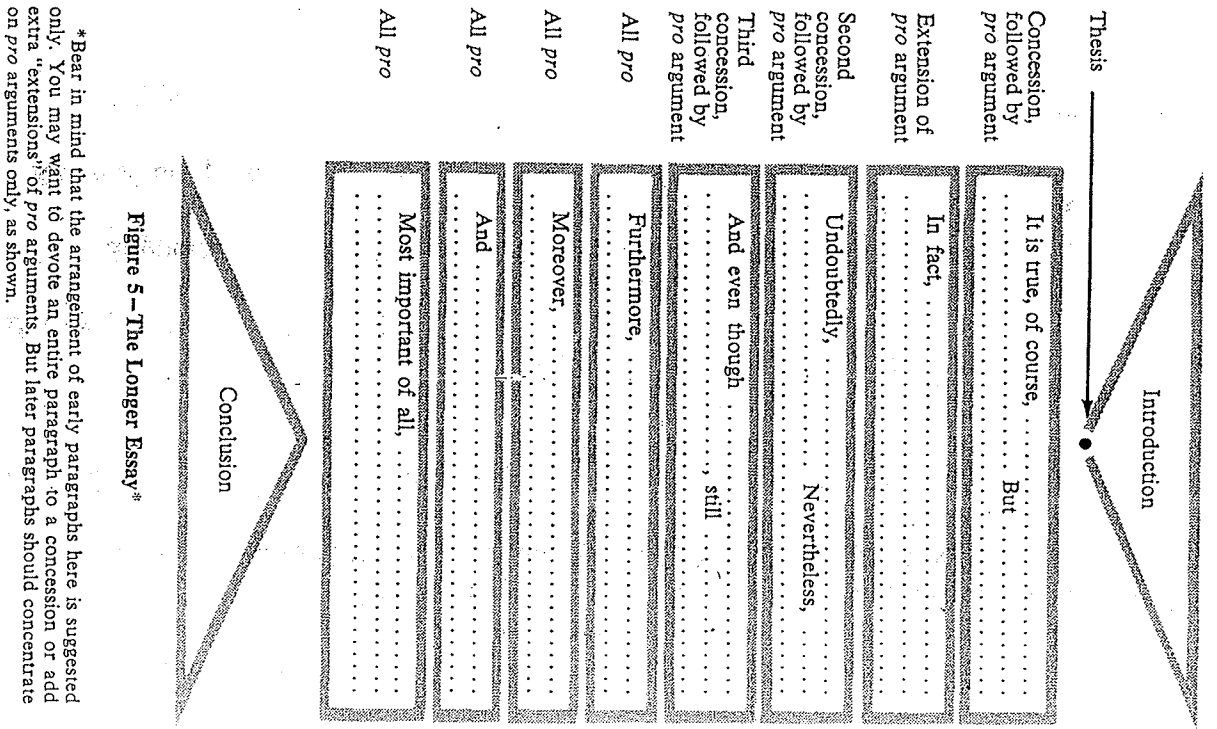


Figure 5—The Longer Essay*

*Bear in mind that the arrangement of early paragraphs here is suggested only. You may want to devote an entire paragraph to a concession or add extra "extensions" of *pro* arguments. But later paragraphs should concentrate on *pro* arguments only, as shown.

Peer Editing - Argument

Editor _____

Author _____

Part One: To be completed by author.

Editors should give suggestions on the following:

- 1.
- 2.
- 3.

Part Two: To be completed by the editor.

1. Is the thesis of this essay clearly stated? If so, what is it? Underline it in the paper.
2. Does the introduction begin with a broad statement then focus logically to the thesis?
3. What is the first con point made? Is it logical and clearly stated?
4. Was the con statement successfully refuted (proven wrong or invalid)?

Are all supports properly documented?

5. What other arguments are made in defense of the topic?

- 1.
- 2.
- 3.

Are they all logical and clearly explained?

Are they all properly supported with outside evidence?

6. Does the author use transitional words and phrases effectively? Circle one.
7. Was the conclusion logical, meaningful, and motivating?

How can the author improve this paper?

- 1.
- 2.
- 3.

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