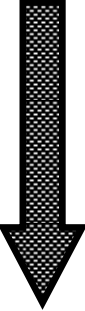


	My Main Argument(s)	The Counter Argument(s)
<p style="text-align: center;"><i>Least Significant Argument</i></p>  <p style="text-align: center;"><i>Most Significant Argument</i></p>	Argument (claim): Support (evidence):	Argument (claim): Support (evidence):
	Argument (claim): Support (evidence):	Argument (claim): Support (evidence):
	Argument (claim): Support (evidence):	Argument (claim): Support (evidence):
	Summary Argument	Summary Argument

B. Organize the Piece:

<p><u>Title</u></p> <ul style="list-style-type: none"> • Introduces the topic to the audience. • Generates reader interest in the argument. • Avoids generalities or titles that lack character. • Grabs attention using a provocative image or question.
<p><u>Introduction</u></p> <ul style="list-style-type: none"> • Thesis statement or main idea developed as the most important sentence in the paper and answers the question: <i>What am I trying to prove?</i> • Acquaints the reader with the topic and purpose. • Gets the reader interested. • Provides the plan for the piece. • Often uses an example (real or hypothetical, a question, shocking statistics, or a striking image).

Body Paragraphs

- Constructs topic sentences.
- Builds main points.
- Counters the opposition: counter-argument (addresses the opponent's claims; gives the author credibility).
- Paragraphs ordered in several ways to reflect writer's purpose (e.g., general to specific, most to least important, weakest to strongest claim).
- Incorporates research to support the claims.

Conclusion

- Reemphasizes main points.
- Stresses the importance of the thesis statement.
- Gives the essay a sense of completeness.
- May call the reader to action or speculate on the future.
- Avoids the raising of new claims.
- Synthesizes rather than summarizes. Shows how the points made fit together. Through the synthesis, may create new meaning.
- Leaves a final impression on the reader.

C. Draft the Argument

1. *What position or claim will be developed?* Take a stance.
2. *What grounds will convince the reader to agree with the claim?* Give reasons why, data, evidence, and facts.
3. *What is the link (warrant) between grounds and claim?* Explain the "reasons why" using conventional wording, e.g., *since, given the data, if...then...*
4. *Is the backing reliable?* Justify the reasons. *This is reasonable because...* (further explanation)
5. *What are other possible views on this issue?* Provide a rebuttal to the counterargument. Explain and refute other possibilities, e.g., *Others might think...but...*
6. *Is a qualification necessary? Is the argument so solid that qualification based on extenuating circumstances is unneeded?* Use conditional qualification, e.g., *probably, presumably.*
7. *Have I adequately summed up the case?* Restate and summarize.

D. Evaluate for Substance:

- **Claim:** Is the claim clearly understood? From what standpoint is the claim addressed (e.g., moral, religious...)?
- **Rebuttal:** Does the wording of the claim allow for exceptions? (*May, presumably, if...then, given the condition...then, etc.*)
- **Backing:** Is the warrant solidly backed with support (e.g., facts, examples, verifiable opinions)?
- **Grounds:** Are the grounds sufficient and relevant?
- **Thinking:** Have I avoided logical fallacies? Misused evidence/ language? Drawn faulty conclusions?
- **Language:** Have I used the language of reason?

E. Use Peer Response Groups and Conferring Strategies. Move the piece to publication.

Adapted from Karbach, J. (1990). Using Toulmin's model of argumentation. *Journal of Teaching Writing*, 81-91.