



**You Want Me to Do What?
Part 2: Strategies for Teaching
Argumentative Writing**

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Welcome!



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Objectives



- Dig deeper into strategies for teaching argumentative writing
 - Creating argument and evidence
 - Organizational structure and progression of ideas
 - Editing/revising

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Time Out for an Update . . .



To create more effective writers, we must teach . . .



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We know the process . . .



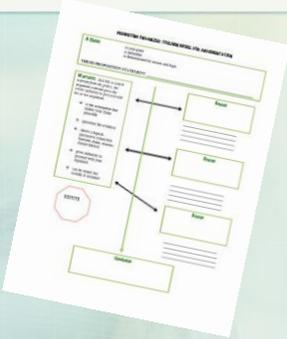
1. **Read** the passage and question
2. **Unpack** the prompt (identify key words)
3. **Rewrite** the question in your own words and turn the question into a topic sentence/ thesis statement
4. **Collect** relevant details from passage
5. **Organize** details into a logical order
6. **Draft** your answer
7. **Re-read** and **edit/revise** your answer making sure all parts of the question are answered

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and the basic structure . . .

Beginning	<ul style="list-style-type: none">• The introduction states the main idea or position. It begins with a topic sentence/thesis/hypothesis statement. The beginning restates the question and sets the stage to answer the prompt.
Middle	<ul style="list-style-type: none">• Answer the question first.• Provide important information the author stated and meant. This is where you go to the text(s) and provide examples/evidence and important details to support the answer.• Sample phrases to introduce each text reference include: ... stated; in the text ...; for example . . .• Include background information as required through the prompt.
Ending	<ul style="list-style-type: none">• Write a closing that summarizes the position taken or restates the thesis statement in a different way.

But how do we dig deeper into teaching students how to develop and draft an effective argumentative response?



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Let's begin with the end in mind . . .

It was a dark and stormy

**Response 7
Assessing an argumentative writing sample**



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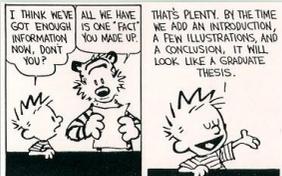
What's argumentative writing?

What is argumentative style writing?

Why does it matter?

How is it similar to or different from informative/explanatory/persuasive writing?

How do I teach it in my classroom?



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Argumentative writing is . . .

a type of critical thinking and rhetorical production involving the identification of a thesis (also called a claim), supportive evidence (empirical or experiential), and assessment of the warrants that connect the thesis, evidence, and situation within which the argument is being made.



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Why "Argument" Matters

Argument is the ability to support a claim using valid reasoning based on relevant and sufficient evidence. Well-crafted argumentative writing is an expression of rigorous analysis and critical thinking.

To support a claim, a writer must:

- > identify and extract relevant and sufficient evidence from credible primary and secondary sources;
- > develop a logical and reasoned analysis based on evidence; and
- > acknowledge the strengths and weaknesses of counterclaims.



Argumentative Writing and Evidence



Argumentative writing requires students to support their position after analyses of claims using **valid reasoning** based on **relevant and sufficient evidence** drawn from the text.

Similarities between Argumentative and Informative/Explanatory Writing

- Use **transitional language** to link major sections of the text and create cohesion.
- Employ a **concluding statement** or section that follows from what came before.
- Establish and maintain a **formal style** attuned to the discipline.



Differences between Argumentative and Informative/Explanatory Writing

- What distinguishes Arguments from Informative/Explanatory is the goal when writing:
 - **Defending** a claim versus explaining a topic
 - **Proving** a viewpoint versus unpacking a concept
 - **Supporting** a point versus examining an idea



Elements of Argument





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Teach students to analyze and evaluate text(s)

analysis ≠ description or summary



An analysis or evaluation of text(s) goes "beneath the surface"

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Analyzing a Text

Analyzing a text(s) requires that students:

- Examine form, content, and organization
- Examine the author's purpose and perspective
- Identify the author's claim and the reasons
- Determine if evidence is sufficient and accurate
- Determine logical fallacies (errors in reasoning)

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Evaluating an Argument

Evaluating an argument requires that students:

- Analyze the purpose of the argument
- Recognize the main claim and evaluate how it is expressed
- Understand and evaluate the structure of the argument
- Evaluate the reliability of evidence
- Understand and evaluate reasoning about the evidence

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Teach the building blocks of an effective argument . . .

- Claim
- Evidence
- Warrant – the logical connection between the evidence and the claim
- Counterclaim – addresses potential objections to the claim
- Rebuttal

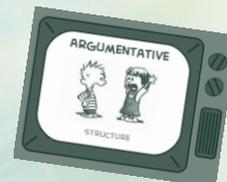


Toulmin Model

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Claim (thesis statement)

- States what is being argued; what point is being made.
- A claim must be
 - Debatable: reasonable people could disagree
 - Narrow: not too big to deal with in a writing
 - Valid: evidence needs to support the claim



Evidence (data)

- Supports the claim; not opinions but, information from reliable sources that may include:
 - Facts or statistics
 - Expert opinion
 - Examples



Warrant (bridge)

- Explains the pieces of evidence (arguments) and connects them to the claim.
- A warrant
 - Is logical – makes sense
 - Is reasonable – avoids excessive emotion
 - Does not assume – sticks with the evidence



Counterclaim (opposite argument)

- Disagrees with the claim.
- Reasonable people can disagree with a specific claim.
 - What do they think? (claim)
 - What is their evidence?



Rebuttal (evidence)

- Explains why the counterclaim is wrong.
- A person can reasonably disagree with the counterclaim.
 - Why is the counterclaim wrong?
 - What is the evidence as to why a counterclaim is wrong or less effective?



What does written argument look like in the classroom?

The Question	
Your Claim	
Your Evidence	Your Reasoning
Counterclaims/Rebuttals:	
Summary of your argument:	

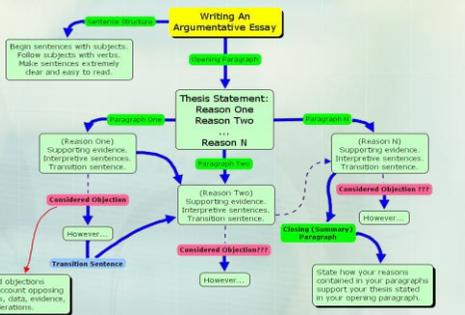
- Evaluate data
- Make a claim
- List evidence and reasoning
- Identify counterclaims and provide rebuttals

Can your students answer these questions about the text(s)?

- What is the author's argument?
- What position does the author take (for or against)?
- What is one point that supports the author's argument?
- What evidence does the author give to support this point?
- What is the point of view of the author?
- What is one point that refutes the author's point of view?



Teach the structure of an effective argument . . .



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Sample Structure

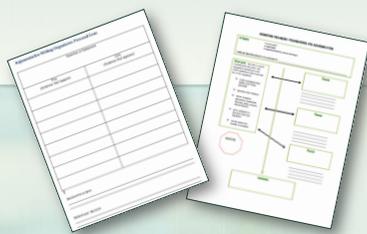
- **Introductory Paragraph**
 - Set the stage or context for the position that is being argued
 - Provide a “hook” - material to get reader’s attention
 - Introduce the claim or thesis



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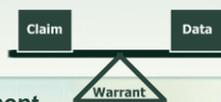
How about a vee-chart as a prewrite?

Or a pro/con organizer or a Toulmin graphic organizer or . . . ?



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Sample Structure



- **Body (Middle) of the Argument**
 - Offer data (reasons/evidence) to support the claim
 - Introduce evidence in a few words or a sentence, e.g. “to support his/her position, the author provides recent statistics”
 - State supporting evidence
 - Explain the evidence
 - Connect the reasons/evidence to the claim
 - Explore warrants that show how the evidence is logically connected to the claim
 - Discuss counter-arguments and provide rebuttal
 - Present positions in opposition to the one being argued
 - Point out what opposition states in response to the argument
 - Provide rebuttal or refutation of opposing view(s)

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Remember, effective argumentative writing should include:

P E E L S

Point

A claim or thesis

Evidence

Evidence & examples to support the claim

Explanation

Explanation of the evidence (how and why it supports the claim)

Link

A link (transition) to the next point or from the last point

Style

A formal style throughout



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It's like building a chain of evidence

- Identify the claim
- Define the evidence
- Explain the connections
- Define the counter-arguments
- Refute the counter-arguments
- Organize the evidence



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Sample Structure

- **Conclusion/Ending**
 - Share the significance of the claim and what the reader should "take away"
 - Show reader implications of the argument, summarization of points, or final statement so that reader remembers the argument
 - Provide logical ending

**T H E
E N D**

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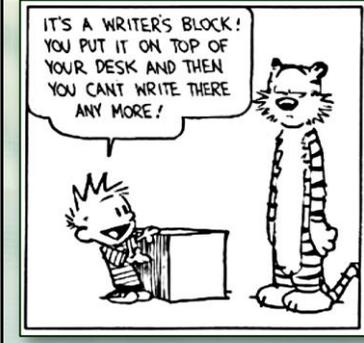
Don't forget to provide tools for real-world revision and editing



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Ideas for Revising and Editing

- The Everyday Writer 20 Common Errors in Writing
http://bcs.bedfordstmartins.com/everyday_writer/20errors/
- Twelve Common Errors
<https://writing.wisc.edu/Handbook/CommonErrors.html>
- 15 Grammar Goofs That Make You Look Silly
<http://www.copyblogger.com/grammar-goofs/>



Need more ideas?

A Few Tools for the Classroom

Argumentative Essentials - putting it all together



Stay connected

<http://www.gedtestingservice.com/>

www.floridaipdae.org

http://www.fldoe.org/workforce/dwdf/frame/ad_frame.asp

Stay connected

Purdue OWL Writing Lab
<https://owl.english.purdue.edu/owl/resource/588/03/>

Tools for Teachers: Engaging in Academic Writing
<http://www.aspendl.org/portal/browse/CategoryList?categoryid=281>

Writer's Web. University of Richmond Writing Center
<http://writing2.richmond.edu/writing/wweb.html>

Teach 4 Results
http://iteach4results.wikispaces.com/*Writing

The Writing Studio – Colorado State University
<http://writing.colostate.edu/guides/guide.cfm?guideid=58>

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If you want to be a writer, you must do two things above all others: read a lot and write a lot. There's no way around these two things that I'm aware of, no shortcut.

Stephen King

“Don't just sit around and think about it

GET UP & DO IT.”

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— Taysha
Florida, 2014 graduate

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