Lesson 04.04 Analyzing an Argument

Introduction

Like First Lady Michelle Obama, New York City Mayor Michael Bloomberg had concerns about public health. He took action within the city to bring about major changes in the way people thought about and purchased food. Not all of his ideas were popular—one in particular prompted a variety of arguments.

In this lesson, you will read, analyze, and evaluate some of those arguments. Use the Analyzing an Argument note-taking guide to record the observations you make in this lesson. Your notes will help you answer questions during the assessment at the end of the lesson.

Analyzing an Argument Note-Taking Guide

Video

What is the purpose of Casey Neistat’s video?

Based on his presentation, what is his position on the soda ban? How do you know?

What techniques does he use to present his thoughts on the topic?

Does he make a convincing argument? Why or why not? Refer to logos, pathos, and ethos.

Cartoons

What is the purpose of this cartoon?

What is the cartoonist’s position on the soda ban? How can you tell?

What techniques does he use to present his thoughts on the topic?

Does he make a convincing argument? Why or why not? Refer to logos, pathos, and ethos.
What is the purpose of this cartoon?

What is the cartoonist’s position on the soda ban? How can you tell?

What techniques does he use to present his thoughts on the topic?

Does he make a convincing argument? Why or why not? Refer to logos, pathos, and ethos.

Infographics

What is the purpose of an infographic?

How do the infographics in the lesson relate to the soda ban?

What techniques do they use to present their information?

Do they make a convincing argument? Why or why not? Refer to logos, pathos, and ethos.

Article

What is the purpose of Arumugam’s article?

What is her position on the soda ban? How can you tell?

What techniques does she use to present her thoughts on the topic?

Does she make a convincing argument? Why or why not? Refer to logos, pathos, and ethos.
Objectives

After completing this lesson, you will be able to:

- identify the purpose and point of view of an argument
- understand techniques used to communicate arguments
- evaluate the effectiveness of an argument

The Issue

Watch this video created by Casey Neistat to learn about the proposal that sparked debate over government involvement in public health in New York City.

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Soda Ban Explained Video—Text Version

Casey Neistat
September 10, 2012

News Anchor: Now to the new proposal from New York City Mayor Michael Bloomberg, that's being met with some mixed reactions. As we told you on Thursday, he wants to outlaw large sodas and sugary drinks to help fight the obesity epidemic. Mayor Bloomberg is with us this morning.

Casey Neistat: There's been a lot of talk of the proposed sugary drink ban. In an attempt to understand the proposal I called the mayor's office and they send me these: The New York City Obesity Task Force Plan to Prevent and Control Obesity, a collection of statements in support of the proposal, the notice of public hearing, and the actual proposed amendment of Article 81. Sixty seven pages in total. So I thought I'd try to reduce the sugary drink ban down to a simple explanation, a sort of simple explanation.

So, most restaurants have three sizes, small, medium, and large. At McDonald's that's 16 ounces, 21 ounces, and 32 ounces.

Woman: His proposal prohibits sugary drinks larger than 16 ounces.
Casey Neistat: That part makes sense. A large coke at McDonald’s is like drinking four eight ounce bottles, it’s 104 grams of sugar, we don’t need that.

Same deal at Subway, gotta be under 16 ounces.

[21 ounces, 32 ounces, and 44 ounces, all banned.]

[Dunkin Donuts—16 ounces, 24 ounces, and 32 ounces. Small and large banned.]

[Movie Theatre—32 ounces, 44 ounces, and 54 ounces.]

Casey Neistat: This big guy here (large movie theatre soda) is the same as drinking four and a half cans of coke while at the movies, that’s 175 and 1 half grams of sugar.

Starbucks is okay, except for venti. And, of course, all Big Gulp are banned.

Mayor Bloomberg: The way it would work is simply those organizations in industries we regulate, which are restaurants, and movie theatres, and and carts.

Casey Neistat: What the mayor just mumbled was that only food services establishments regulated by the city will be affected, so because they are not regulated by the city, 7-Eleven will be still be able to sell whatever size Slurpee’s they want.

And when I get a Subway, I can just walk across the street to get my 54 oz coke. And that humongous Starbucks is okay, because it’s not sweetened by the establishment. I add the sugar.

The same with coffee from Dunkin Donuts, and while you are there you can grab a 32oz Oreo Vanilla Bean Collatta with a whopping 150 grams of sugar, because there is also an exception if the drink contains more then 50% milk.

Even still, if you wanted to get real weird, you can just go to a drug store and buy a two-liter bottle of coke or buy two cokes. See, preventing people from drinking what they want is not the goal of the ban.

Mayor Bloomberg: If you want to order two cups at the same time, that’s fine, it’s your choice. We are not taking away anybody’s right to do things we are simply forcing you to understand.

Casey Neistat: I will take you out of context right there, Mr. Mayor, forcing you to understand. People in New York, just like people in the rest of America, are fat and getting fatter. And whether or not this ridiculous ban passes, it has forced a conversation about why people are getting fat, and that, that’s a good thing.

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**Multiple Perspectives**

Consider the information presented in the video to interpret the statements about the New York City soda ban in these cartoons.

Remember, while political cartoons may be humorous, poking fun is not their purpose. The main goal of a cartoonist is to make you think about a controversial issue and to persuade you to accept their viewpoint.

In these cartoons about the proposed soda ban, the cartoonists use several persuasive techniques that are common to the genre. Check out this chart to help you interpret the message of each cartoon:
<table>
<thead>
<tr>
<th>Technique</th>
<th>Description</th>
<th>Ask Yourself</th>
</tr>
</thead>
</table>
| Exaggeration | Often cartoonists overdo, or exaggerate the facial expressions or physical characteristics of people to make a point. | • What physical characteristics are overblown?  
• What point about the issue is the cartoonist trying to make through this emphasis? |
| Symbolism | Sometimes cartoonists include objects, or symbols to stand for larger concepts or ideas. | • What objects, animals, or people might be symbols?  
• What might each stand for? |
| Labelling | Cartoonists occasionally label objects or people to make it clear exactly what they stand for. | • Are there labels or text in the image?  
• Why did the artist choose to include this text? |
| Irony | Cartoonists frequently use irony to point out the difference between the way things are and the way things should be or are expected to be. | • Is irony present in the image or labels?  
• What point is the artist trying to make through this emphasis? |

Now that you have analyzed the cartoons, ask yourself:

What are the cartoonists’ positions on the soda ban? Do these images present a strong argument?
Building a Case

"If you've got the truth you can demonstrate it."
— Robert Heinlein

Evidence is the foundation of a strong argument. Just as lawyers in a courtroom present facts, details, and timelines to make their case, an argument needs supporting evidence. Evidence should come from credible sources and provide specific, researched details that support a claim.

Even the strangest things can sound believable when an author provides specific details, examples, and interviews with experts.

Building a Case—Text Version

Slide 1
Believe It or Not?
Consider the following scenario. Do you believe the diagnosis to be real? Or is this disease from someone's imagination?

Diagnosis: Warts Gone Wild

[Drawing of ancient treating of warts]

Warts are relatively common and usually do not pose a major medical problem. However, problems with immunity can cause small warts to form and multiply so excessively that the skin begins to look like tree bark. The warts begin to overtake the extremities. A "tree man" in Indonesia has undergone numerous surgeries to remove the warts, but they keep returning. His wart growths are long and heavy, making it impossible to accomplish simple daily tasks.

Believe it or not?
Slide 2
Consider the following scenario. Do you believe the diagnosis to be real? Or is this disease from someone’s imagination?

Diagnosis: Werewolf Syndrome

[Still image from Abbot and Costello Meet Frankenstein]

Approximately 50 individuals throughout the world live with hypertrichosis terminalis, a rare genetic disorder in which hair grows excessively on the entire body. Stephan Bibrowski, also known as Lionel, the lion-faced man, had facial hair that measured eight inches; the remainder of his body was covered in hair that was four inches long. Julia Pastrana, another individual with hypertrichosis, traveled the world as the "bearded lady." Werewolf syndrome affects approximately one in 340 million people. The article "Causes and Management of Hypertrichosis" explains that it can be the result of inheritance or spontaneous genetic mutation. According to the Journal of the American Academy of Dermatology, genetic mutations of the 8th and 17th chromosomes may be responsible for the excessive hair growth.

Believe it or not?

Slide 3
Believe it! Both of these medical mysteries are true. If you are feeling brave and do not scare easily, do a quick search for pictures of these unusual diseases.

Consider the descriptions one more time. Which scenario is more believable?

Warts Gone Wild

"Warts Gone Wild" provides some interesting information but no specifics and very few details. We should be skeptical of anything that is so vague. "Werewolf Syndrome" provides detailed explanations, specific examples, statistics, and expert testimony from scientists, making the explanation more believable.

Werewolf Syndrome

Great insight! Werewolf Syndrome proves to be more believable because it provides detailed explanations, specific examples, statistics, and expert testimony. "Warts Gone Wild" lacks these important elements and is, therefore, less believable.
Believability

Look at the "Warts Gone Wild" example again. You can see that the excerpt was not very believable. It might have appealed to your curiosity, but it did not provide evidence. It is not believable because the writer did not build a convincing case. See how the use of evidence makes this medical mystery more believable:

Warts are relatively common and usually do not pose a major medical problem; however, immune problems can cause small warts to form and multiply so excessively that the skin begins to look like tree bark. The warts begin to overtake the extremities. A "tree man" in Indonesia has undergone numerous surgeries to remove the warts, but they keep returning. His wart growths are long and heavy, making it impossible to accomplish even the simplest daily tasks.

Read on to see how the use of evidence makes this medical mystery more believable. Notice the highlighted changes.

Evidence-Based Improvements

Evidence Based Improvements

Dede Koswara, an Indian man known as the "Tree Man of Java," never had a problem with warts until he suffered an injury when he was 15 years old. Warts formed around his wound and spread to his limbs and face. Warts are relatively common and usually do not pose a major medical problem to the general population; however, immune deficiencies can cause the small warts to multiply so excessively that the skin begins to look like tree bark. Koswara’s warts grew so uncontrollably that simple daily tasks became impossible for him. Doctors diagnosed Koswara with the human papilloma virus (HPV), which is common, and the extremely rare immune deficiency epidermodysplasia verruciformis (EV). Dr. Anthony Gaspari of the University of Maryland explains that the HPV weakened Koswara’s immune system, which activated the EV that would change his life. According to an article in the journal Nature Genetics, this disease is the result of mutations of the EVER1 or EVER2 genes. Surgery can provide temporary relief; in Koswara’s case, doctors conducted several surgeries and removed more than 13 pounds of warts from his hands and feet. After his last surgery, he held a pen for the first time in 10 years.

Questioning the Counterclaim

Evidence is also important when addressing counterclaims. After counterclaims are identified, they must be refuted or diluted. It is important to locate research that disproves the counterclaim or demonstrates why the claim is superior to the counterclaim.

Look at the way Nadia Arumugam addresses potential counterclaims to Mayor Bloomberg’s soda ban.

Of course, no one is arguing that sodas are alone responsible for the crippling obesity problem. No, dietary habits, environment, genetics, and a myriad of other factors come together to form a complex matrix that impacts our weight. But the facts are clear, sugar-filled beverages are unhealthy. A study by the University of Texas Health Science Center which tracked 1,550 people between the ages of 25 to 64 for eight years revealed a common theme: the more soda participants consumed daily, the greater the likelihood that they became overweight or obese. Other researchers discovered similar trends. The Nurse’s Health Study which followed the health of close to 90,000 women over two decades showed that women who had one or more servings a day of a sugary drink were twice as likely to develop Type II diabetes than those who stayed away from such beverages.

Evaluating Images

A convincing argument can also be made visually. Reconsider the cartoons you viewed earlier in the lesson:

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Bramhall's World: The Soda Ban [dropdown menu — logos, pathos, ethos] combined with an appeal to [dropdown menu — logos, ethos] to make statements about the soda ban. However they lack an appeal to [dropdown menu — ethos].

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Check your answers

Bramhall's World: The Soda Ban pathos combined with an appeal to logos to make statements about the soda ban. However they lack an appeal to ethos.

The first cartoon uses humor to address the efficacy(the ability to produce an effect) of the soda ban. Will it actually make a difference if people can just drink two smaller sodas instead of one giant soda?

The second cartoon uses humor to address the need for the soda ban. What does it mean that the soda drinker on the couch can't get up to join the protest against the soda ban?
Slide 2

Injecting Ethos

Look at these infographics. Are they more or less effective than the cartoons in communicating an argument on the issue of banning sodas?

[Infographic — Americans eat way too much sugar.]

Provided that the infographic images rely on well-founded data, they create a visual representation that appeals to [dropdown menu — ethos, pathos, logos].

In addition, the images help appeal to [dropdown menu — ethos, pathos, logos] because the visual impact of seeing ten slices of bacon is more powerful than just the statement “Added sugar accounts for 500 calories a day.”

Piles of sugar are more compelling than a typical line or bar graph. The images appeal to [dropdown menu — ethos, pathos, logos] indirectly — they present the information and ask the viewer to make a logical assumption about sugar consumption.

Check your answers

Provided that the infographic images rely on well-founded data, they create a visual representation that appeals to ethos.

In addition, the images help appeal to pathos because the visual impact of seeing ten slices of bacon is more powerful than just the statement “Added sugar accounts for 500 calories a day.”

Piles of sugar are more compelling than a typical line or bar graph. The images appeal to logos indirectly — they present the information and ask the viewer to make a logical assumption about sugar consumption.

Consider Purpose

The purpose of an argument is to convince another party to see things a certain way. When someone wants to make an argument about a specific issue, he or she will write a claim. The claim is the thesis statement that guides the development of the argument. The argument claims that something is wrong and something must be done to fix it.

To identify the purpose of an argument, you must pay close attention to the words used in the argument. Sometimes the purpose of an argument will be stated clearly, as you would do with the thesis statement in an essay. This statement of the claim may appear at the beginning of the speech, in the middle, or at the very end.

Other times, though, the audience might have to think a little harder to figure out the purpose. This is when it becomes important to consider each word carefully.
Robert Doar, the Commissioner of New York City Human Resources Administration, made this statement regarding the use of food stamps to purchase sugary beverages:

“The food stamp program is one of our nation’s great achievements, but it can always be improved. By excluding unhealthy, sugary drinks from the list of items allowed to be purchased with food stamp benefits, the program will come closer to meeting its goal of being a nutritional assistance program. Government should not be in the business of subsidizing poor health habits that end up costing taxpayers through higher Medicaid and Medicare costs.”

Doar’s statements can be consolidated to reveal a single purpose—to propose that the government policy should be changed to prevent people from buying sugary drinks with food stamps.

Consider Purpose—Text Version

Slide 1

Read this statement from New York City Health Commissioner Dr. Thomas Farley:

“Analysis suggests that sugary drink consumption is contributing to obesity not just in national research studies, but also in our local neighborhoods. Reducing sugary drink consumption is critical to reducing obesity and obesity-related illnesses, which kill more people in New York City than anything except smoking. This is what the portion cap on sugary drinks is all about.”

What is the purpose of Farley’s statement?

- To explain why people are consuming so many sugary drinks even though they cause health problems
- To explain why people are consuming so many sugary drinks even though they cause health problems
- To tell people that obesity is a not a public health crisis because the portion control is effective
- To convince people that obesity is a local issue and the portion cap is will address that problem
Feedback

Correct: Excellent interpretation of purpose. You have done well condensing Farley’s comments into a clear purpose.
Try Again: TakeTwoTicket. Look at Farley’s comments again. What issue is he addressing? Why is it important?
Try This: The correct answer is: To convince people that obesity is a local issue and the portion cap is will address that problem.
Farley’s statements are designed to convince people that obesity is a local issue that the portion cap will help address.

Slide 2

What is the purpose of Farley’s statement?

“The twin epidemics of obesity and diabetes are taking a toll on our country, and on New Yorkers. The good news is now we know more than we did before about what is fueling these epidemics, and sugar-sweetened beverages are major contributors. The City is working to encourage residents to take sugary drinks out of their everyday diets.”

[Answer box to type answer]

Check Understanding

A correct answer would be: Farley’s purpose is to show New Yorkers why the city is working to encourage residents to take sugary drinks out of their everyday diets. How does yours compare?

Consider Rhetorical Devices

The words used in an argument can tell you a lot about the purpose. Rhetorical devices are used to help establish the purpose of an argument.

Rhetorical devices are techniques that use words and phrases to make audiences react. Here are a few examples:

 oldu00a0Repetition

When the writer wants you to remember something, he or she will repeat it. Repeat it, repeat it, repeat it. When a writer wants you to remember something, he or she will repeat it.

 Figurative Language

A speech without figurative language is like a song with no music. An argument can have a greater impact on its audience if it uses imagery and descriptive phrases.
Following a harrying battle against the beverage industry, fast food giants and New York residents determined to drink themselves into a saccharine oblivion, Mayor Bloomberg, has emerged victorious. On Thursday, New York City’s Board of Health voted near unanimously to cap the size of sugary drinks to no more than 16-ounces at movie theaters, restaurants, mobile food carts, and sports arenas.

The ban, which will take effect from March 12 and won’t impact fruit juices, milkshakes, diet sodas or alcoholic drinks, will see violators coughing up fines of $200. Rest assured though, if you really can’t do without a behemoth-sized barrel of liquefied sugar, you can still quell your thirst at grocery stores and convenience stores, including 7-Eleven, which will be exempt from the new regulation.

Mayor Bloomberg, proudly bearing the mantle of nutrition nanny, has a history of championing aggressive measures to ease the $4 billion dollar burden in direct medical costs courtesy of the city’s obesity epidemic. He saw this latest proposition seemingly breeze through yesterday by a vote of eight-to-zero, with one abstention. The ban, which in actuality is little more than a cap (the truth of the matter is that no-one is banned from drinking unlimited amounts of soda, they just have to order two or more drinks), continues to face considerable opposition. The group, New Yorkers for Beverage Choice, claiming the measure to be an infringement of personal freedom, has pledged to continue its fight, possibly through legal means. But, this hasn’t eclipsed widespread support from medics, consumer health advocates,
and the developer of the Barclays Center in Brooklyn. Bruce Ratner of Forest City Ratner has said that the stadium, which has partnered with Coca Cola, would abide by the new ruling when it opens at the end of the month.

Around one-third of Americans are obese. At least two-thirds are considered overweight or obese; this includes over half of the New York City’s adults and close to 40% of the city’s public elementary and middle school students. In an opinion piece in the New York Daily News, Thomas Farley, commissioner of New York City’s Health Department, writes that if the new regulation “leads to New Yorkers simply reducing the size of one sugary drink from 20 ounces to 16 ounces every other week, it would help them avoid gaining some 2.3 million pounds a year.” He adds that “obesity leads to the deaths of nearly 6,000 New Yorkers a year, more than any health problem except smoking, according to our best estimates,” and surmises that “if we can reduce obesity rates in New York City by just 10%, it could save hundreds of lives a year.”

The big question then, is really how much of a difference the soda ban will make—whether it’s hundreds of lives saved, or hundreds of thousands of dollars? Of course, at this point the answer eludes us, but judging by the impact of Bloomberg’s past food and health-related regulations there’s a high probability it will inspire improvement in the city’s health stats.

In 2005, he initiated the ban of trans fats at all restaurants within the city limits. A NYC Health Department study published in the Annals of Internal Medicine in July this year revealed that in as little as two years after the regulation was implemented in 2007 it had made considerable headway in ridding New Yorkers’ diets of damaging amounts of trans fats and potentially curbing the incidence of heart disease in the metropolis. An analysis of 6,969 receipts collected from fast food chains including Burger King, Subway, Pizza Hut and McDonald’s in 2007, found that the average fast food meal in that year contained 2.9 grams of trans fat. In comparison, a scrutiny of 7,885 receipts from the establishments from 2009 found that the figure had slipped to 0.5 grams—an amount the FDA considers “negligible.” The American Heart Association recommends limiting trans fat, a leading cause of heart disease, to less than 2 grams a day. An even bigger victory for Bloomberg is the fact that some chains including McDonalds have gone so far as to ban trans fat nationwide. Contrary to the fears of opponents to the regulation, eateries didn’t simply replace trans fat with a slew of other bad ingredients—the study found only a marginal increase in saturated fat.

In 2008, Bloomberg forced chain restaurants in the city to post calorie counts. A study of Starbucks outlets in NYC showed that customers bought 6% fewer calories after outlets started posting calorie counts. Further afield in Seattle where chains are also now required to display calories (the practice also spread to California), a study of 37 sit-down and quick service burger, pizza, sandwich, and Tex-Mex chains in the area found fast-food entrees contained about 19 less calories only 18 months after the regulation was implemented. This might not seem like much of an improvement, but 19 calories lost per meal over a number of years can amount to a number of pounds lost. Moreover, even if consumers are not necessarily making healthier choices based on what numbers they are seeing, the ruling has certainly made food giants more conscious of the ingredients they are putting into their offerings.

Going forward, McDonald’s has just announced that as of next week it will begin posting calorie information on its menu boards in all 14,000 of its stores in the US. Coupled with this, it is developing healthier items such as egg white breakfast sandwiches, vegetable sides and lower-calorie wraps. The real indicator of how far-reaching Bloomberg’s pioneering measure has become is the proposed regulation that’s part of President Obama’s health care reform legislation mandating all chain restaurants with more than 20 locations to display the calorie contents of their menu items. If successful, this will take effect at the end of 2012.

To assess the potential of the soda ban, it’s worth alluding to a recent Health Department study which found that opting for a 16-ounce drink rather than a 20-ounce one every day (46% of Bronx residents drink a soda a day) will save a not insubstantial 14,600 calories a year. Incidentally, this amounts to four pounds of body fat. If anything this ban will teach us the benefits of portion control. We have become so accustomed to the rampant satiation of our desire for bigger and better that we don’t really know what constitutes a normal, regular portion any more.

Of course, no one is arguing that sodas are alone responsible for the crippling obesity problem. No, dietary habits, environment, genetics, and a myriad other factors come together to form a complex matrix that impacts our weight. But the facts are clear, sugar-filled beverages are unhealthy. A study by the University of Texas Health Science Center which
tracked 1,550 people between the ages of 25 to 64 for eight years revealed a common theme: the more soda participants consumed daily, the greater the likelihood that they became overweight or obese. Other researchers discovered similar trends. The Nurse’s Health Study which followed the health of close to 90,000 women over two decades showed that women who had one or more servings a day of a sugary drink were twice as likely to develop Type II diabetes as those who stayed away from such beverages.

As has been shown with cigarettes, no amount of telling people not to indulge will do any real, tangible good. Setting limits, and implementing bans – at least when it comes to substances that are detrimental to health, are not infringements of personal freedom, but helpful ways of making it easier for people to help themselves by simply saying No.

Slide 2
Which statement illustrates Arumugam’s acknowledgement of potential counterclaims to the issue?

- The ban, which will take effect from March 12 and won’t impact fruit juices, milkshakes, diet sodas or alcoholic drinks, will see violators coughing up fines of $200.
- On Thursday, New York City’s Board of Health voted near unanimously to cap the size of sugary drinks to no more that 16-ounces at movie theaters, restaurants, mobile food carts, and sports arenas.
- The group, New Yorkers for Beverage Choice, claiming the measure to be an infringement of personal freedom, has pledged to continue its fight, possibly through legal means.
- A study of Starbucks outlets in NYC showed that customers bought 6% fewer calories after outlets started posting calorie counts.

Feedback
Correct: Excellent close reading! You’ve dug into the argument to find this opposing idea. It relates directly to the claim she makes in the last paragraph.
Try Again: Remember Arumugam’s claim and take another look at the answer choices. Which statement presents an idea that is contrary to that claim?
Try This: Correct answer: The group, New Yorkers for Beverage Choice, claiming the measure to be an infringement of personal freedom, has pledged to continue its fight, possibly through legal means. – You need to dig into the argument to find this opposing idea. It relates directly to the claim she makes in the last paragraph.

Slide 3
Who is Arumugam’s audience?

- Politicians
- Students
- Journalists
- Americans

Feedback
Correct: Excellent interpretation. Arumugam is addressing Americans in general.
Try Again: Is this the only segment of the population she is writing to?
Try This: Correct answer: Americans – Arumugam is addressing Americans in general.
Slide 4
What rhetorical devices does Arumugam use in this argument? Check any that apply.

- Repetition
- Rhetorical Questioning
- Figurative Language
- Quotations

**Feedback**

Correct: Great job! You selected the correct answers.
Try Again: Excellent thinking so far, but you missed something. There are a total of three devices used.
Arumugam uses:
- **Repetition** – She repeatedly references the problems associated with obesity throughout the article.
- **Figurative language** – She uses strong descriptive words and phrases like harrying, saccharine oblivion, behemoth-sized barrel of liquefied sugar.
- **Quotations** – She quotes Thomas Farley, commissioner of New York City’s Health Department

Slide 5
What appeal does Arumugam primarily focus on in her argument?

- Pathos
- Ethos
- Logos

**Feedback**

Correct: Excellent analysis. You noticed that she relies heavily on data and hard evidence to give her position credibility.
Try Again: Try this one again. Does she appeal to your emotions or present her information in a very logical way? Does she rely on evidence?
Try This: Correct answer: Ethos – Arumugam relies heavily on data and hard evidence to give her position credibility.

Slide 6
How do you feel about the New York City soda ban after reading Arumugam’s argument?

[Text box]

**Check Understanding**

This is a rhetorical question – there is no right or wrong answer!
Lesson Summary

In this lesson, you have worked with arguments presented in a variety of ways and answered questions to analyze their purpose and effectiveness. Use your understanding of these concepts to complete the Analyzing an Argument assessment. Make sure you have completed the Analyzing an Argument note-taking guide before beginning the assessment. Your notes will help you answer questions during the assessment.

Assessment Instructions

Check your understanding of these concepts by completing the Analyzing an Argument assessment.

Assignment

1. Complete the reading for this lesson.
2. Complete the self-checks in the lesson.
3. In the Assessments area, complete the 04.04 Analyzing an Argument Quiz.

4.04 Analyzing an Argument Quiz:

Question 1 (Essay) [Group 1]

(04.04)
RI112.1, RI112.7:


Would Dave Granlund, the artist who created this cartoon, agree or disagree with the argument in Nadia Arumugam's article? Explain why or why not in a minimum of three sentences.
Question 2 (Essay)  Group 1

(04.04)
RI1112.1, RI1112.7:

53 Gallons of Soft Drinks Per Year

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How does the information in this infographic relate to the argument made in Nadia Arumugam's article? Explain in a minimum of **three** sentences.

Question 3 (Essay)  Group 1

(04.04)
RI1112.1, RI1112.7:

Using these images as inspiration, write a claim, **one or two sentences in length**, in support of the soda ban.

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Question 4 (Essay)  Group 1

(04.04)
RI1112.1, RI1112.7:

Read this argument from *The New York Times* opinion pages. Does the author of this article agree or disagree with Nadia Arumugam? Use evidence from each article to support your answer. Answer in a minimum of **five** sentences.

*Mayor Michael Bloomberg has done a lot to help improve the health of New York City residents. Smoking is outlawed in workplaces, restaurants and bars. Trans fat is banned in restaurants. Chain restaurants are required to post calorie counts, allowing customers to make informed choices.*

*Mr. Bloomberg, however, is overreaching with his new plan to **ban the sale of sugary drinks larger than 16 ounces**. He argues that prohibiting big drinks at restaurants, movie theaters, stadiums and other food sellers can help combat obesity. But as he admits, customers can get around the ban by purchasing two drinks.*

*The administration should be focusing its energies on programs that educate and encourage people to make sound choices. For example, obesity rates have declined slightly among students in elementary and middle schools, with the city's initiatives to make lunches healthier with salad bars, lower-calorie drinks and water fountains in cafeterias. Requiring students to get more exercise has also helped.*

*The city should keep up its tough anti-obesity advertising campaigns—one ad shows that it takes walking from Union Square to Brooklyn to burn off the calories from a 20-ounce soda. The mayor has also started adult exercise programs and expanded the program for more fresh produce vendors around the city.*

*Promoting healthy lifestyles is important. In the case of sugary drinks, a regular reminder that a 64-ounce cola has 780 calories should help. But too much nannying with a ban might well cause people to tune out.*


Question 5 (Essay)  Group 1

(04.04)
RI1112.1, RI1112.7:

Which of the arguments in the lesson did you find most effective in communicating a position on the soda ban? Identify the argument and explain why. Include details from the argument and comments on ethos, pathos, and logos. Answer in a minimum of **five** sentences.
Introduction

You have spent time studying the arguments put forth by politicians and columnists in regard to government involvement in public health. Now is your chance to develop your own argument. In this lesson, you will conduct preliminary research to inform your position on your choice of one of the following topics:

- Is college necessary for a successful future?
- Should the use of plastic (ie: straws, bags) be banned in consumer markets?
- Are homeschool students at a disadvantage compared to public school students?
- Should college athletes be paid?
- Has technology negatively affected our ability to communicate with each other?
- Should high school students be required to take an online class in order to graduate?
- Should the driving age be raised to 17 instead of 16?

Objectives

After completing this lesson, you will be able to:

- conduct a search to answer a research question
- review multiple sources to develop a response to a research question
- establish a claim and identify a counterclaim
Choose Your Position

To get an idea of how to choose your position, look at how Health coach Laura Pappas published a list of pros and cons for the New York soda ban on her blog "Against the Grain." Review her comments. Use this list to inspire research for your own argument on the topic you selected. Remember, you may select one of these topics for research:

- Is college necessary for a successful future?
- Should the use of plastic (ie: straws, bags) be banned in consumer markets?
- Are homeschool students at a disadvantage compared to public school students?
- Should college athletes be paid?
- Has technology negatively affected our ability to communicate with each other?
- Should high school students be required to take an online class in order to graduate?
- Should the driving age be raised to 17 instead of 16?

Why the Ban is a Good Idea

**Limits size:** Limiting the size that you can purchase is better than banning the entire product. I see the size limit as a way of trying to educate people that there is a “reasonable amount” of soda that should be consumed in a sitting. While people won’t like it, maybe they will try to curb their thirst with healthier options, like water instead of sipping on sugary soda all day.

**Raises Awareness:** The size restriction will start to raise awareness that drinking large quantities of sugar sweetened beverages is not a good idea. When you drink soda, it causes your insulin to spike, giving you a burst of energy followed by a crash when the sugar is gone. When your body releases large amounts of insulin, which is a storage hormone, your body stores fat. And chronically high insulin is also a warning sign of Type 2 Diabetes.

**Leads to weight loss?** Reducing the amount of soda that people drink may start to put a dent in the obesity epidemic. I don’t think that anyone can hang their hat on this containing it, but you have to start somewhere. This is a step in the right direction, but we need added awareness and education so that consumers know what that 16oz soda is doing to them, the detrimental effects of drinking sugar sweetened beverages (soda and others) in general, and what consuming them in excess does to your health.

Why the Ban is a Bad Idea

We told you so: People don’t like being told what they can and cannot eat. This is a slippery slope too, which sounds like a good idea when you agree with the substance being regulated (here with the sugar sweetened beverages I completely agree). However, we don’t want to demonize food because a government or state claims that it isn’t healthy. In some ways the ban is restricting a consumer’s freedom of choice. However you can still buy soda and sugar sweetened beverages, but it will be in regulated sizes. If you want your 128oz Big Gulp you just have to get a few (EIGHT!) sodas instead of being able to fill a single serving bucket with that sugary substance.

Missing Diet Soda: Diet soda isn’t included in the ban, and neither is real fruit juice. Both of these things can be just as bad from an obesity perspective. Just because sugar from fruit is natural, doesn’t mean that your body perceives it any differently that the sugar or HFCS sweetened drinks that will have size limits. For diet sodas, fake sugar tricks your brain into thinking it’s starving, since you get the sugary taste and then wham, no calories?? Your body has no idea what to do with that information and often times causes weight gain instead of the desired weight loss – that’s why you’re drinking a diet soda in the first place right?

Lacking Education: While the ban infers that there are reasonable quantities of sugary drinks to consumer, I don’t necessarily agree that 16oz is a reasonable size and there isn’t any education about why the sugary drinks are to be limited to a certain size. Research and biochemistry show that sugar is causing our nation’s obesity epidemic and causing millions to struggle with Type 2 diabetes, at all ages, even kids are getting what used to be referred to as “adult onset” diabetes! We need to educate people so that they know how to make better choices.

Where’s the money?: The soda and beverage industry is obviously upset here since this law will limit their product and infers that there is something about these products that needs to be regulated and is therefore dangerous or bad in some way (think about what else is regulated: alcohol, cigarettes…) Plus the state of NY is touting their product as unhealthy and needing restriction. There is some concern from businesses related to sales, but wasn’t that the case when they banned smoking in bars as well? We’ll have to see what the size restriction does to the beverage market and if it makes a dent in profits.


If there is another debated topic in current events you would like to focus on for your research, please contact your instructor.
President Obama's State of the Union Address—Text Version

The third step in winning the future is rebuilding America. To attract new businesses to our shores, we need the fastest, most reliable ways to move people, goods, and information — from high-speed rail to high-speed Internet.

Our infrastructure used to be the best, but our lead has slipped. South Korean homes now have greater Internet access than we do. Countries in Europe and Russia invest more in their roads and railways than we do. China is building faster trains and newer airports. Meanwhile, when our own engineers graded our nation's infrastructure, they gave us a "D."

We have to do better. America is the nation that built the transcontinental railroad, brought electricity to rural communities, constructed the Interstate Highway System. The jobs created by these projects didn't just come from laying down track or pavement. They came from businesses that opened near a town's new train station or the new off-ramp.

So over the last two years, we've begun rebuilding for the 21st century, a project that has meant thousands of good jobs for the hard-hit construction industry. And tonight, I'm proposing that we redouble those efforts.
Researched Details

- South Korean homes now have greater Internet access than we do.
- Countries in Europe and Russia invest more in their roads and railways than we do.
- China is building faster trains and newer airports.
- Engineers graded our nation’s infrastructure as a “D.”

What would strengthen these details and increase their effectiveness in appealing to ethos?

Quoting specific research as support – how does he know that South Korean homes now have greater Internet access than we do? What report grades the nation’s infrastructure as a “D”?

Do you believe him just because he is the President? There are sources out there, like FactCheck.org devoted to “fact checking” remarks made by politicians.

Research Tips

Previewing Sources

When you conduct research, it can be helpful to preview sources before using them. This will save time!

Electronic Sources

When you are researching electronic sources such as websites and databases, there are a few useful things you should look for:

- subheadings
- highlighted words
- diagrams
- graphics
- photos

These details will help you understand the material you are researching better. If you see useful information in these sources, you may want to explore them further. If you do not see any of these useful things in a source, it might be better to move on to the next source on your list.
Print Sources

When you are researching print sources such as books, magazines, and newspapers, there are two places you can look to determine whether the source is going to be helpful:

- index
- table of contents

Use these resources to find out whether the book, magazine, or newspaper contains the information you need. If it doesn't, move on!

You may also look through print sources for diagrams, charts, and images that might be helpful.

Evaluating Credibility

The sources you select to develop an argument should be credible and appeal to logic. Sources that appeal primarily to pathos or ethos could be biased and might not provide enough facts to give you a balanced view of the issue. In addition, the author of the source should be an authority on the topic.

Credible Web Resources

Not all sources are credible, and in order to be a good researcher, you must learn how to find the right information for your task.

One important question to ask yourself is whether the site you have found is written or maintained by someone who is an authority on the topic.

If the answer is no, or if you can’t find out, then it is better to search for another source instead. Even if the information looks valid, it is not considered credible until an established authority supports it. What makes someone an authority on a topic? Many different people can lend credibility to your search:

- People whose job it is to study and report on this topic
- People who have experienced your topic firsthand
- People who work for organizations that deal with this topic
- Companies or organizations that focus on this topic
- Most universities and newspapers

You should look for four main points while evaluating an online source.

Does the website express a specific opinion?

If it appears to have been created to make another website look bad or to promote a product or cause, it may not be a completely reliable source.

Opinion can often cloud the judgment of the person writing the information. Be careful when using sources that express strong opinions.

How recently was the website published?

Information can change or be updated over time. If the website is not current, it may have old facts that will not work well for your research.
Is the author credible?

Look for an indication that the owner or writer of the website is an authority on this topic.

Does the website provide documentation?

Read through what is provided to determine whether it is useful to you. Check other websites to see whether this information appears to be correct. Look for references and statistics within the website itself that will lend credibility to its facts.

Important

Remember: Wikis, as well as discussion boards, are often quite useful for preliminary research; however, they are not considered credible sources that you can use in your final data.

This is because it is possible for any person to edit them at any time. In other words, be cautious about using some online encyclopedias where users can edit content. You wouldn't want to write about George Washington being the 55th President of France. That is not credible information!

Credible Print Resources

Even though they are at the library, not all sources are credible. You must remember to ask yourself the same questions about your library materials that you have asked about your online research.

The questions to be asked are as follows:

- Was this document (book, newspaper, journal, etc.) written by an authority on the topic?
- Does the document express a specific opinion?
- How recently was the document published?
- Does the publication provide documentation?

You should also consider the publishing house of the materials you find at the library. Most credible authors publish their books through universities or other major publishing houses.

Check the copyright page to find out the name of a document's publishing company. If you are not familiar with the name, research it on your own or ask your librarian for input.
Organizing Research Results

Here are some strategies you can use to organize the information you find:

- Take notes on notebook paper, note cards, and website printouts. Also, try using an online note-taking program to bookmark pages and take notes within websites.
- Highlight main ideas, helpful quotations, or important facts directly on the website using a Web 2.0 tool, or print your research and use highlighters to mark these things directly on the paper.
- Assign specific colors to your different points and then color code your notes as you research.

Even though everyone takes notes a little differently, there is one thing everyone must do: document each source as they research.

If you read something that seems like it will be useful to your research, first write down the citation information on a note card, webpage printout, or online bookmark.

Research Your Argument

Take a moment to revisit the position you would like to take in your argument. Can it be supported with facts? Do some research now to find out.

Required Sources

Keep in mind, your finished argument must be supported by at least three credible sources and include at least one visual representation of data that supports your claim.

Stop now and record at least three sources and a copy of a link to your supporting visual representation in the Preparing Your Argument graphic organizer. Once you have conducted your preliminary research, proceed to the next lesson page to develop your claim.
Preparing Your Argument Graphic Organizer

Audience

Identify and describe your audience.

Research

<table>
<thead>
<tr>
<th>Source:</th>
<th>Where did you find this source?</th>
<th>How do you know it is credible?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chart, graph, infographic:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Writing Your Claim

1. Complete the following sentence: I plan to prove that...

2. Cross out "I plan to prove that." What remains is your clearly stated position.

3. Complete the following sentence: This matters because...

4. Cross out "This matters because." What remains is your purpose for writing.
5. Combine these two thoughts into one sentence; this is your claim.

Your finalized claim:

**Identifying the Counterclaim**

1. Complete the following sentence: My claim states that...

2. Cross out "My claim states that." What remains is your clearly stated position.

3. Complete the following sentence: Some may disagree with me because...

4. Cross out "Some may disagree with me because." What remains is your purpose for writing.

5. Combine these two thoughts into one sentence; this is your counterclaim.

Your finalized counterclaim:
Stating Your Claim

Developing a Claim—Text Version

Five Steps to Developing an Effective Claim

1. Complete the following sentence: I plan to prove that...
   a. I plan to prove that the Afghani government denies many women educational opportunities.

2. Cross out "I plan to prove that." What remains is your clearly stated position.
   a. I plan to prove that the Afghani government denies many women educational opportunities.

3. Complete the following sentence: This matters because...
   a. This matters because education helps people improve their quality of life.

4. Cross out "This matters because." What remains is your purpose for writing.
   a. This matters because education helps people improve their quality of life.

5. Combine these two thoughts into one sentence; this is your claim.
   a. The Afghani government denies many women educational opportunities to prevent them from improving their quality of life.
Developing a Counterclaim—Text Version

Five Steps to Identifying a Counterclaim

**Initial Position:** Women in Afghanistan do not have educational opportunities.

1. **Complete the following sentence:** My claim states that …
   a. My claim states that the Afghani government denies many women educational opportunities to prevent them from improving their quality of life.

2. **Cross out** "My claim states that." **What remains is your clearly stated position.**
   a. My claim states that the Afghani government denies many women educational opportunities to prevent them from improving their quality of life.

3. **Complete the following sentence:** Some may disagree with me because …
   a. "Some may disagree with me because their culture is different, and the dynamics between men and women are not the same in Afghanistan as they are in America."

4. **Cross out** "Some may disagree with me because." **What remains is your purpose for writing.**
   a. "Some may disagree with me because their culture is different, and the dynamics between men and women are not the same in Afghanistan as they are in America."

5. **Combine these two thoughts; this is your claim and your counterclaim.**
   a. The Afghani government denies many women educational opportunities to prevent them from improving their quality of life. However, their culture is different, and the dynamics between men and women are not the same in Afghanistan as they are in America.
Use your research to determine opposing viewpoints. Once you have decide what you think about the issues, use the Identifying the Counterclaim section of your Preparing Your Argument graphic organizer to develop a counterclaim.

Submit a Counterclaim—Text Version

[ Text area, type in your claim ]

Feedback

Does your counterclaim respond to your claim? Does it clearly state why people may disagree with you? If yes, great job! If not, revise and try again.

Once you are happy with the way your counterclaim is written, copy and paste it into your Preparing Your Argument graphic organizer because your work cannot be saved here.

Lesson Summary

In this lesson, you have conducted research to inform your own position on a controversial topic. You should have used that research to complete the Preparing Your Argument graphic organizer.

Remember that you may choose from these topics:

- Is college necessary for a successful future?
- Should the use of plastic (i.e.: straws, bags) be banned in consumer markets?
- Are homeschool students at a disadvantage compared to public school students?
- Should college athletes be paid?
- Has technology negatively affected our ability to communicate with each other?
- Should high school students be required to take an online class in order to graduate?
- Should the driving age be raised to 17 instead of 16?

Your work on this graphic organizer will be evaluated using the Preparing Your Argument rubric.
4.05 Rubric

<table>
<thead>
<tr>
<th></th>
<th>On Track</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Claim</strong> 25 points possible</td>
<td>17–25 points</td>
<td>0–16 points</td>
</tr>
<tr>
<td>Claim <strong>effectively</strong> explains what you want to prove and <strong>thoroughly</strong> explains why the topic is important.</td>
<td></td>
<td>Claim <strong>inadequately</strong> explains what you want to prove and provides a <strong>limited</strong> explanation of why the topic is important.</td>
</tr>
<tr>
<td><strong>Counterclaim</strong> 25 points possible</td>
<td>17–25 points</td>
<td>0–16 points</td>
</tr>
<tr>
<td>Counterclaim <strong>effectively</strong> responds to your claim and <strong>clearly</strong> states why people may disagree with you.</td>
<td></td>
<td>Claim <strong>inadequately</strong> explains what you want to prove and provides a <strong>limited</strong> explanation of why the topic is important.</td>
</tr>
<tr>
<td><strong>Research List</strong> 50 points possible</td>
<td>35–50 points</td>
<td>0–34 points</td>
</tr>
<tr>
<td>Includes <strong>at least three</strong> credible sources. <strong>Includes at least one</strong> graph, chart, or infographic to support the claim. <strong>Adequately</strong> explains credibility of the sources.</td>
<td></td>
<td>Includes <strong>fewer than three</strong> credible sources. <strong>Does not include</strong> a graph, chart, or infographic to support the claim. <strong>Explanation of source credibility is limited.</strong></td>
</tr>
</tbody>
</table>

**Assessment Instructions**

At this time, you will submit your graphic organizer to provide a list of credible sources, a fully-developed claim, and a reasonable counterclaim.

**Assignment**

1. Complete the reading for this lesson.
2. Complete the self-checks in the lesson.
3. In the Assessments area, submit your completed note taking guide for 04.05 **Preparing Your Argument**.
Lesson 04.06 Outlining Your Argument

Introduction

“The author starts with the skeleton and tries to cover it up. His aim is to conceal the skeleton artistically or, in other words, to put flesh on the bare bones.”
— Mortimer Adler

With your claim and counterclaim prepared and preliminary sources identified, you have completed the first two steps of the argument pre-writing process. The final step in the pre-writing process is organizing your ideas in an outline. Your outline is the skeleton on which you will build your final argument.

Objectives

After completing this lesson, you will be able to:

- use organizational strategies and tools
- establish a logical organizational pattern with supporting details

The Need for Structure

You may have an excellent appeal to logic and convincing evidence from reliable sources. However, if these elements in your writing are not structured properly, your argument will fall apart. A structured outline will ensure that your argument is presented in a logical order. This is critical because an audience is more likely to be persuaded by your argument if it makes sense and they can easily follow your way of thinking.

Sometimes it is tempting to skip this step of the pre-writing process. Resist that temptation. Take the time to organize now to save time later.

To organize your ideas, revisit your claim, counterclaim, and evidence. Ask yourself:

- What is my claim?
- How do the examples, interviews, and data support that claim?
- What is the counterclaim?
- How does my evidence refute that counterclaim?

The answers to these questions will help you decide how to organize your points.

A solid argument will not only recognize the opposition by including the counterclaim; it will also refute the counterclaim. Check out this video to see how you can refute the opposition in the body of your essay.
Refute Opposition—Text Version

ANNOUNCER 1: It's the match of the year.

ANNOUNCER 2: Yeah, I can't tell you how long I've been waiting for this one, and so have the competitors. Nothing but claims and counterclaims every day for a week, so let's see which side can block those counterclaims and bring home the victory.

ANNOUNCER 1: In this corner, weighing in at less than one percent of the United States' workforce, we have ARTS!

ANNOUNCER 2: And in this corner, also weighing in at under one percent of the United States' workforce, we have ATHLETICS!

ANNOUNCER 1: Which of these fine competitors should get more funding in schools?

ANNOUNCER 2: I don't know yet, but they're about to face off in the biggest clash I've seen since—

ANNOUNCER 2: What? What's this?

ANNOUNCER 1: It looks like both sides have been knocked out!

ANNOUNCER 2: Don't they know how to defend?

ANNOUNCER 1: I think they need some refreshers on refuting an argument.

ANNOUNCER 2: Let's hope they get it together soon.

ANNOUNCER 1: I'll tell you what they did wrong. They both had a strong claim and counterclaim, but neither of them bothered to refute the opposition.

ANNOUNCER 2: You gotta refute.

ANNOUNCER 1: You gotta.

ANNOUNCER 1: Oh, it looks like Arts and Athletics are ready to give it another shot.
ANNOUNCER 2: I sure hope so. Fans have been waiting for this one for a long time.

ANNOUNCER 1: Okay! Look at that! Arts has made its claim: Arts should get more school funding than Athletics!

Text appears on screen: Because of the demonstrated value of artistic skills and creative thinking, arts education should receive more funding than athletics.

ANNOUNCER 2: Fighting words. But Athletics fires back with its claim! Athletics should get more funding than arts!

Text appears on screen: Because of the demonstrated value of physical fitness and cooperative abilities, athletics education should receive more funding than arts.

ANNOUNCER 1: Let’s get ready for the counterclaims.

ANNOUNCER 2: And here they come. Arts lays it on the line.

Text appears on screen: Many who oppose this initiative cite unbalanced budgets in schools already. They feel that, unless some less essential programs are cut, core subjects may suffer.

ANNOUNCER 1: Clear, fair, and direct. Does Athletics have a counterclaim ready?

ANNOUNCER 2: You know it does! Look at this!

Text appears on screen: Opponents of this idea frequently argue that funding for sports activities and education is costly. It not only drains school budgets, but it also distracts from more academic topics.

ANNOUNCER 1: Now, that’s a strong counterclaim! But the real question is …

ANNOUNCER 2: I’m right there with you. We’re all waiting to see whether these two sides are ready to refute their counterclaims.

ANNOUNCER 1: It looks like Arts is ready to give it a try. It’s winding up for the shot … and … Wow! Look at that!

Text appears on screen: And yet, research proves that creative thinking skills learned in art courses actually improve the ability for students to learn information in the general education classes, like language arts, science, and math. Therefore, arts funding should be increased in schools, not decreased.
ANNOUNCER 2: What a hit. I don’t know whether Athletics can bounce back.

ANNOUNCER 1: The fight’s not over yet. Athletics is ready to refute the counterclaim.

Text appears on screen: The cost of athletics may be steep, but the documented cost of ignoring physical activity and collaboration in teams is even higher. Without sports in school, students may suffer both physically and socially. Therefore funding for athletics education must be increased.

ANNOUNCER 2: Can you believe it?

ANNOUNCER 1: I can’t believe it!

ANNOUNCER 2: These were two fierce competitors.

ANNOUNCER 1: They certainly were. Now it’ll be up to the judges. Whose argument was the strongest?

ANNOUNCER 2: Thanks for tuning in!

Text appears on screen: Claim, Counterclaim, Refute the Opposition

Organizational Pattern

A logically-organized argument follows an alternating format:

- This is my position.
  - First, you state your claim.

- This is why I have taken that position.
  - Next, you use evidence make supporting points that show why your claim is the more desirable position.

- This is why people might disagree with me.
  - Then, you acknowledge opposing point of view by providing researched counterpoints that show why it might be the more desirable position.

- That is true, but you should agree with me because...
  - Finally, you use your evidence to address the counterclaim by providing a rebuttal that reinforces your claim and reminds your audience why they should agree with you.
Organizational Pattern—Text Version

Look at these comments from Michelle Obama’s address at the Childhood Obesity Forum. Match her comments to the correct location in an alternating organizational pattern.

This is my position:

Correct Comment:
And I’ve been meeting with parents, too, because we all need to do our parts, as well, because the fact is, is that our kids didn’t do this to themselves.

This is why I have taken that position:

Correct Comment:
We make those decisions. That’s all up to us.

This is why people might disagree with me:

Correct Comment:
I know how hard it is as a parent when you’re bombarded by ads for junk food; when you’re hit with a barrage of conflicting stories about what’s healthy and what’s not; when you always feel like you’re failing to meet some impossible standard for working parents – or for any parents for that matter.

That is true, but you should agree with me because:

Correct Comment:
But we also know this – that over the past three decades, childhood obesity rates in America have tripled. That is a fact. Nearly one third of children in America now are overweight or obese.

Developing a Rebuttal

The more evidence you have to support your position, the better you can address counterclaims. If you do not have enough information to refute the counterpoints to your argument, take some time now to look for additional data or expert opinions.
Creating an Outline

Use this structure to organize your argument:

<table>
<thead>
<tr>
<th>Body Part I</th>
<th>II. State your claim</th>
</tr>
</thead>
<tbody>
<tr>
<td>III. Point A</td>
<td>A. Make your first point</td>
</tr>
<tr>
<td></td>
<td>B. Support your first point</td>
</tr>
<tr>
<td>IV. Counterpoint A</td>
<td>A. Present first counterpoint</td>
</tr>
<tr>
<td></td>
<td>B. Support first counterpoint</td>
</tr>
<tr>
<td>V. Rebuttal A</td>
<td>A. State first rebuttal point</td>
</tr>
<tr>
<td></td>
<td>B. Support rebuttal point</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Body Part II</th>
<th>VI. Point B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. Make your second point</td>
</tr>
<tr>
<td></td>
<td>B. Support your second point</td>
</tr>
<tr>
<td>VII. Counterpoint B</td>
<td>A. Present second counterpoint</td>
</tr>
<tr>
<td></td>
<td>B. Support second counterpoint</td>
</tr>
<tr>
<td>VIII. Rebuttal B</td>
<td>A. State second rebuttal point</td>
</tr>
</tbody>
</table>
### Example Outline

<table>
<thead>
<tr>
<th>Body Part I</th>
<th>II. State your claim</th>
<th>II. Requiring community service participation is the best way to prepare teens for life after high school.</th>
<th>Research Source Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>III. Point A</td>
<td>A. Make your first point</td>
<td>III. Point A</td>
<td>to show where you got this information</td>
</tr>
<tr>
<td>B. Support first counterpoint</td>
<td>A. Teens are busy with afterschool activities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Continue pattern until all points and counterpoints have been addressed.*

IX. Conclusion

View an example outline that follows the alternating pattern format.
V. Rebuttal A
   A. State first rebuttal point
   B. Support rebuttal point

B. Teens use their time after school for part-time jobs, school clubs, sports, and hanging out with friends.

V. Rebuttal A
   A. Teens can find a way to incorporate community service with their usual afterschool activities.
   B. Examples are singing with choir at a nursing home, taking younger siblings to help in a community garden, visiting children in the hospital with your baseball team.

VI. Point B
   A. Make your first point
   B. Support your first point

VI. Point B
   A. Teens are prepared for the workplace.
   B. Teens learn commitment, teamwork, and professionalism.

VII. Counterpoint B
   A. Present first counterpoint
   B. Support first counterpoint

VII. Counterpoint B
   A. Teens might be taken advantage of by unfair supervisors.
   B. Teens could be assigned long work hours or be placed in unsafe conditions.

VIII. Rebuttal B
   A. State first rebuttal point
   B. Support rebuttal point

VIII. Rebuttal B
   A. Teens can work in a familiar setting with a group they know.
   B. Teens can find volunteer opportunities through trusted sources and volunteer with others they know.

IX. Conclusion
Develop Your Outline

You have carefully researched both sides of an issue, determined your position, and stated a claim. Now you must find a way to juggle your supporting evidence and counterclaims to create a powerful argument.

Use the Outline Planning Guide to begin organizing your argument. As you build your outline, make note of the sources where you found your information.

Need a refresher?

Check out this review to see the building blocks of an outline.

Outline

When we outline, it helps to use the following formatting rules:

- Use Roman numerals for each paragraph heading.
- Use parallel structure for headings, subheadings, and examples. For example, if you use a phrase beginning with a verb in Roman numeral I, then you should use a phrase beginning with a verb in Roman numeral II, and so on. If you write in complete sentences in your headings, you should write in complete sentences in your subheadings.
- Place main points in headings indicated by Roman numerals.
- Place specific information or examples in subheadings indicated by capital letters beginning with A.
- Divide each heading into two or more parts. For example, if you have an A, you should have a B.
The Research Project Process

I. Choose Topic
   A. Brainstorm ideas of interest
   B. Conduct preliminary research
   C. Decide on a specific topic

II. Research topic
   A. Consult only reliable and credible sources
   B. Take notes
   C. Record source information

III. Organize information
   A. Sort evidence
   B. Decide on an organizational pattern
   C. Use an organizational tool

IV. Draft ideas
   A. Write a first draft
   B. Read it out loud
   C. Make necessary changes

V. Revise draft
   A. Evaluate content and organization
   B. Evaluate word choice and sentence variety
   C. Read it out loud

Roman numerals: Roman numerals are used for the main points.

Verbs in headings and subheadings: Each phrase uses parallel structure by beginning with a verb.

Headings: Headings are the main points, more general than the subheadings.

Subheadings: Subheadings are the more specific points, examples, and explanations.

A–C in one section: Each paragraph is divided into two or more parts to ensure the development of ideas.
Lesson Summary

In this lesson, you have learned a technique to organize your ideas and research for an effective argument. Having a clear plan will help you thoroughly develop support for your claim and address the counterclaim.

Your outline will be evaluated according to the Outlining Your Argument rubric.

Submit your outline to your instructor for feedback before moving on to writing your argument.

Assignment

1. Complete the reading for this lesson.

2. Complete the self-checks in this lesson.

3. In the Assessments area, submit your outline for 04.06 Outlining Your Argument.

Outline Planning Guide

<table>
<thead>
<tr>
<th>Body Part 1</th>
<th>I. Introduction</th>
<th>II. State your claim</th>
<th>Research: Source where you found this information</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>I.</td>
<td>II.</td>
<td></td>
</tr>
<tr>
<td>II.</td>
<td>II.</td>
<td>III.</td>
<td></td>
</tr>
<tr>
<td>III.</td>
<td>III.</td>
<td>IV.</td>
<td></td>
</tr>
<tr>
<td>III.</td>
<td>III. A.</td>
<td>IV. A.</td>
<td></td>
</tr>
<tr>
<td>III.</td>
<td>III. B.</td>
<td>IV. B.</td>
<td></td>
</tr>
<tr>
<td>IV.</td>
<td>IV. A.</td>
<td>V.</td>
<td></td>
</tr>
<tr>
<td>IV.</td>
<td>IV. B.</td>
<td>V.</td>
<td></td>
</tr>
<tr>
<td>IV.</td>
<td>IV. A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body Part 2</td>
<td>VI.</td>
<td>Point B</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-----</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A.</td>
<td>Make your first point</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B.</td>
<td>Support your first point</td>
<td></td>
</tr>
<tr>
<td>VII.</td>
<td>Counterpoint B</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A.</td>
<td>Present first counterpoint</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B.</td>
<td>Support first counterpoint</td>
<td></td>
</tr>
<tr>
<td>VIII.</td>
<td>Rebuttal B</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A.</td>
<td>State first rebuttal point</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B.</td>
<td>Support rebuttal point</td>
<td></td>
</tr>
</tbody>
</table>

**Body Part X**

*Continue pattern until all points and counterpoints have been addressed.*

<table>
<thead>
<tr>
<th>IX.</th>
<th>Conclusion</th>
</tr>
</thead>
</table>

**Lesson 04.07 Drafting Your Argument**
“The author starts with the skeleton and tries to cover it up. His aim is to conceal the skeleton artistically or, in other words, to put flesh on the bare bones.”
Mortimer Adler

In writing, an outline provides a framework where your ideas about a topic develop. Your ideas continue to grow as you learn more about that topic through research. In a fully-realized piece of writing, all of your ideas must be thoroughly explained and woven together—that is what you will do when you write your rough draft in this lesson.

Read this lesson completely before you put pencil to paper or start typing. The tips you learn will to sharpen your writing style.

Objectives

After completing this lesson, you will be able to:

- organize evidence in a logical manner to support claims in an argument
- develop claims fairly and thoroughly with current, relevant evidence
- write a concluding statement that reiterates and supports the argument

Writing an Argument

In this lesson, you will look at the elements of drafting a narrative in detail. Before moving on, review what you have learned and preview the writing process by walking through this Argument Writing presentation.

Beginning Your Argument

Your introductory paragraph is the key to grabbing your audience and getting them to hear you out. It should say, “Listen to me, this is important!” How do you accomplish that without actually shouting at your audience? You need to “hook” them.

Use any of the following techniques to “hook” your audience:

- Anecdote
- Quotation
- Definition
- Description
- Shocking statement
- Facts or statistics

Regardless of the introductory technique you choose, it should be brief and clearly connected to your topic.
Writing an Effective Introduction—Text Version

Anecdote
A very short story that illustrates some aspect of your essay's topic can help your reader connect to your topic.

Example
Terri could not stop grinning. Her parents noticed a change in her attitude, and her grades improved. After years of trying out for this sport or that team, she had found her place in the band. She had made friends for what felt like the first time in her life.

Quotation
A saying or quotation that ties into your essay's topic can be thought-provoking for your reader.

Example
Psychiatrist William Glasser showed how important belonging is when he said, "We are driven by five genetic needs: survival, love and belonging, power, freedom, and fun."

Definition
A fresh or unusual way of defining the topic of your essay can cause your reader to keep reading. Do not use dictionary definitions as a hook.

Example
Equality is a warm quilt wrapped around you on a cold day; it is something everyone needs to experience.

Description
A vivid description of some aspect of your essay's topic can get your readers' attention; appeal to as many of the senses as possible to create a powerful image that will keep them reading.

Example
An elderly man sits in a wheelchair staring at the cold, white walls of his nursing home room. A young child sits, nervously tapping his foot and chewing his nails, as his social worker looks for a new family for him. These two individuals are alone in a world that seems dark, cold, and hopeless.

Bold statement
A surprising or shocking statement connected to the topic of your essay causes your reader to keep reading to find out if the statement is true or how it connects to your topic.
People who need others to fight for them to have equal rights are weak.

**Facts or Statistics**
A surprising fact or statistic pertaining to your claim can draw your audience into the argument.

**Example**
Many people do not know that the depression rate among middle-aged men is 40 percent; gender stereotypes result in missed diagnoses and unequal access to help.

---

**When writing your introduction, you are focusing on these elements of the writing process:**

**Ideas**
Evidence, opinions, reasons, or experiences that inform the writing

**Organization**
Progression of ideas from the introduction to conclusion

**Voice**
The way words and phrases are used to develop tone and increase reader interest

---

**ENGLISH 4 : MODULE 04 : LESSON 07: DRAFTING YOUR ARGUMENT**

**Shape Your Argument**

“Put the argument into a concrete shape, into an image, some hard phrase, round and solid as a ball, which they can see and handle and carry home with them, and the cause is half won.”

—Ralph Waldo Emerson

Use your outline to flesh out your argument. Body paragraphs should include a clear topic sentence, sentences containing supporting evidence, and a final sentence that ties the topic back to your original claim.

Look at an example of an outline that could have been used by Nadia Arumugam to develop these body paragraphs in her article, “Why Soda Ban Will Work in Fight Against Obesity; Food Regulations Have Proven Record”: 
<table>
<thead>
<tr>
<th>Outline</th>
<th>Detailed Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. The claim: Bloomberg's past health-related regulations increase probability of success for soda ban.</td>
<td>The big question then, is really how much of a difference the soda ban will make – whether it's hundreds of lives saved, or hundreds of thousands of dollars? Of course, at this point the answer eludes us, but judging by the impact of Bloomberg's past food and health-related regulations there's a high probability it will inspire improvement in the city's health stats.</td>
</tr>
<tr>
<td>II. Trans fat ban</td>
<td>In 2005, he initiated the ban of trans fats at all restaurants with the city limits. A NYC Health Department study published in the <em>Annals of Internal Medicine</em> in July this year revealed that in as little as two years after the regulation was implemented in 2007 it had made considerable headway in ridding New Yorkers' diets of damaging amounts of trans fats and potentially curbing the incidence of heart disease in the metropolis. An analysis of 6,969 receipts collected from fast food chains including Burger King, Subway, Pizza Hut and McDonald's in 2007, found that the average fast food meal in that year contained 2.9 grams of trans fat. In comparison, a scrutiny of 7,885 receipts from the establishments from 2009 found that the figure had slipped to 0.5 grams – an amount the FDA considers “negligible.” The American Heart Association recommends limiting trans fat, a leading cause of heart disease, to less than 2 grams a day. An even bigger victory for Bloomberg is the fact that some chains including McDonalds have gone so far as to ban trans fat in their nationwide. Contrary to the fears of opponents to the regulation, eateries didn't simply replace trans fat with a slew of other bad ingredients – the study found only a marginal increase in saturated fat.</td>
</tr>
<tr>
<td>C. Long term effects</td>
<td>In 2008, Bloomberg forced chain restaurants in the city to post calorie counts. A study of Starbucks outlets in NYC showed that customers bought 6% fewer calories after outlets started posting calorie counts. Further afield in Seattle where chains are also now required to display calories (the practice also spread to California), a study of 37 sit-down and quick service burger, pizza, sandwich, and Tex-Mex chains in</td>
</tr>
</tbody>
</table>
I. Fast-food giants bending

McDonalds have gone so far as to ban trans fat in their restaurants nationwide.

III. Bloomberg forced chain restaurants in the city to post calorie counts
A. Food giants more conscious of the ingredients they are putting into their offerings.
   I. A study of 37 sit-down and quick service burger, pizza, sandwich, and Tex-Mex chains in the area found fast-food entrees contained about 19 less calories only 18 months after the regulation was implemented.

II. A study of Starbucks outlets in NYC showed that customers bought 6% fewer calories after outlets started posting calorie counts.

the area found fast-food entrees contained about 19 less calories only 18 months after the regulation was implemented. This might not seem like much of an improvement, but 19 calories lost per meal over a number of years can amount to a number of pounds lost. Moreover, even if consumers are not necessarily making healthier choices based on what numbers they are seeing, the ruling has certainly made food giants more conscious of the ingredients they are putting into their offerings.

Citation: Arumugam, Nadia. "Why Soda Ban Will Work in Fight Against Obesity; Food Regulations Have Proven Record." Forbes. 14 September 2012: Lifestyle. Web.
When writing your introduction, you are focusing on these elements of the writing process:

- **Ideas**: Evidence, opinions, reasons, or experiences that inform the writing
- **Organization**: Progression of ideas from the introduction to conclusion
- **Voice**: The way words and phrases are used to develop tone and increase reader interest

---

**Support Your Argument**

Because you are relying on the research and expertise of others to build credibility, your argument will feature facts and quotations from your research sources. You must give credit to each source using in-text citations. “In-text” means these citations occur inside the paragraphs of your writing.

For example, Arumugam cites:

**The NYC Health Department via *The Annals of Internal Medicine***

A **NYC Health Department study** published in the *Annals of Internal Medicine* in July this year revealed that in as little as two years after the regulation was implemented in 2007, it had made considerable headway in ridding New Yorkers' diets of damaging amounts of trans fats and potentially curbing the incidence of heart disease in the metropolis.

A study by the University of Texas Health Science Center which tracked 1,550 people between the ages of 25 to 64 for eight years revealed a common theme: the more soda participants consumed daily, the greater the likelihood that they became overweight or obese. Other researchers discovered similar trends.


Note: Arumugam's sources are all credible. Evidence published in the Annals of Internal Medicine is likely more authoritative than evidence from SodalsBad.com.

Information supported by in-text citations can be incorporated into your writing in three ways:

- **Summarizing**
  putting the main, broad ideas of a text entirely in your own words

- **Paraphrasing**
  putting a specific sentence or several sentences entirely in your own words

- **Directly Quoting**
  Keep in mind, regardless of which method you choose, your in-text citations must be supported by other sentences that show their relationships to the points you are making in a paragraph. A helpful guideline is to add at least two supporting sentences for each in-text citation you use.
Print Sources

For a print source such as a book, scholarly journal, magazine, or newspaper, the author and page number should be included.

- According to Mark Jones, author of *Encouraging Independence*, teenagers need many opportunities to make decisions prior to moving out of the family home *(16)*.

*Because the author’s name is included in the signaling phrase, it does not need to be repeated in the parentheses at the end of the sentence.*

- Teenagers need many opportunities to make decisions prior to moving out of the family home *(Jones 16)*.

*The author’s last name and the page number are included in the parenthetical citation because they do not appear in the sentence.*

- Jones explains, "Wise and compassionate parents will prepare their teenage children for independence by allowing them to make their own decisions" *(16)*.

*The author’s last name is used in the signaling phrase and, therefore, does not need to be included in the parenthetical citation. If the quotation was said by one person but located in a book or article by another person, then the speaker of the quotation should be mentioned in the sentence and the author who published the quotation should be cited in the parentheses.*

Print Sources Without Author

For a print source with no author, the title of the work and page number, if available, should be included.

- In "Let Them Decide," teenagers explain how being able to make their own decisions made them feel confident, independent, and prepared to make major decisions in the future *(28)*.

*The parenthetical citation contains only a page number because the article title is used in a signaling phrase.*

- According to one study, teenagers who were encouraged to make their own decisions felt more confident, independent, and prepared to make major decisions in the future *("Let Them Decide" 28)*.

*Because there is no author, the article title and page number are included in this example of parenthetical citation.*
Websites

For a website, database, or film, include the information first available: author, article title, website name, or film title. Page numbers do not need to be included for these nonprint sources.

Complete URLs or web addresses should only appear in the Works Cited page and not within the text.

- According to the website Independent Teen Studies, making major decisions with the support of an adult is an important step toward independence. *A signaling phrase is used to let readers know the source of this information.* The website title is used which tells us that there is no author or article title available.
- Making major decisions with the support of an adult is an important step toward a teenager's independence *(Independent Teen Studies)*. *The website title appears in the parentheses because it is not referenced within the sentence. If an author were available, the last name would appear in the parentheses instead.*

Special Circumstances

Some unusual circumstances that may occur:

- More than one author with the same name: (M. Shelley 224) (P. Shelley 321)
- More than one work from the same author: (Joyce, *Portrait* 132) (Joyce, *Ulysses* 316)
- Citing an indirect source: (Taylor qtd. in Hughes 2:40)
  qtd. is used to indicate material that is quoted in another source
- Citing a work with multiple authors: (Jones, Smith, and Anderson 51)

What Do I Do With This Graphic?

During the research process you were asked to locate a graphical representation of data that supported your argument. To incorporate it into your argument, treat it as a quoted material and cite it using in-text citation format. Read this [press release](#) from Mayor Bloomberg's office to see an example.

Note that the press release repeatedly refers to the data that shows a strong correlation between sugary drink consumption and obesity. The line graph provides one visual representation of that data and the table provides the data in a different visual format. In your argument, you should provide and reference the graphic you located in your research in a similar manner.
Enhance Your Argument: Voice and Word Choice

Once all of the ideas from your outline are fleshed out and properly supported by documented sources, you need to focus on making it engaging and easy to read. You do that by focusing on these elements of the writing process:

Voice

The way words and phrases are used to develop tone and increase reader interest

Word Choice

Concrete and specific words and phrases; use of figurative language

Voice

Remember, one important aspect of presenting an effective argument is to respect your audience. Therefore, the tone of the voice you use in your writing should convey respect. If you present your information sarcastically or condescendingly, all of your careful research will be for nothing because no one will be listening to you anymore. Scathing newspaper editorials often provide examples of this.

Word Choice

“Did you know that the stuff that she said was really important to finding out more about that thing?”

— Very Important Scientist, Somewhere University

If the words you choose are not clear and specific, you jeopardize your authority and credibility and risk people not being able to follow your argument. To maintain a strong voice in your argument, you need to use precise language and domain-specific vocabulary.

Check It Out

Review domain-specific vocabulary and precise language.

Domain-Specific Vocabulary  Precise Language  Domain-Specific and Precise Words in Action
Word Choice—Text Version

Directions: Sort the terms into groups according to their topic.

Groups

Terms for Academics | Terms for Healthy Eating
---|---
nutrition | code of conduct
calories | protein
transcript | schedule
grade point average | consumption

Answers

Terms for Academics
- transcript
- grade point average
- code of conduct
- schedule

Terms for Healthy Eating
- nutrition
- calories
- protein
- consumption

Domain-Specific and Precise Words—Text Version

Question 1
Which term means the same as “rules students must follow”?

- nutrition
- schedule
- transcript
- code of conduct

Feedback

Incorrect – Correct answer is: code of conduct
Your answer is close, but not correct. Think about the term that relates to behavior.

Correct – Good work! A code of conduct is a set of rules for students.
Question 2
Which term means the same as “eating the right foods for good health and growth”?

- schedule
- nutrition
- calories
- protein

**Feedback**

Incorrect – Correct answer is: nutrition
Try this one again. Look for the word relating to the process of eating.
Correct – Correct! Nutrition is the process of eating the right foods for good health and growth.

How do you recognize expertise and precision? Imagine you’re considering your first skydiving experience. Read the comments from Bob and Carl.
Instructor Bob: We'll check your gear when the plane is high enough off the ground. Then we'll hook up and jump on three. I'll pull the cord after we fall for a while, and we'll float down to the ground.

Instructor Carl: After the aircraft reaches the correct altitude, our trained staff will complete a safety check for each component of your equipment. As long as the equipment passes inspection, your instructor will secure the tandem harness after the safety check is completed. Once you're prepared, the instructor will precisely time your jump and pull the rip cord to deploy your parachute at the proper altitude. Deployment of your parachute will slow your descent until you reach the ground with your partner.

What does Instructor Bob mean by “gear”?

Gear isn't specific enough to explain which specific pieces of equipment he is talking about. It could mean something as simple as putting on goggles or as important as your parachute. The word is too vague to explain Bob's meaning.

What does Instructor Bob mean by “after we fall for a while”?

Bob's comment isn't specific enough to explain how long "after we fall for a while" should be. He doesn't use domain-specific terms to explain the reference.

If you were choosing a knowledgeable instructor for your first skydive, which instructor would you choose?

While instructor Bob may be an excellent instructor, his statement does not support a reputation as being knowledgeable or attentive to details. His statement has the same basic meaning as Carl's, but lacks the precise language and details which would strengthen his authority as an expert skydiving instructor.

Look at Instructor Carl's precise and specific word choices:

As a writer, you will also use precise language and details to strengthen your authority as an expert. Before you write your argument, take time to make a list of the domain-specific and precise language your topic will require.
Appeal to Pathos

Remember your audience. While you do not want to adjust your voice in a way that would diminish your authority or credibility, you should take the opportunity to use your voice to appeal to pathos. You can appeal directly to specific audiences by choosing words and examples that they can relate to. Using figurative language, like imagery, simile, metaphor, and analogy, can help you make an even greater impact.

For example, if you are trying to convince parents to limit their children’s intake of sugary drinks, you could just say: “Sugary drinks are bad for children.”

But for greater impact you could say:
Metaphor: “Research shows that allowing your children to consume sugary drinks robs them of a healthy future.”
Analogy: “Sugary drinks are to children as cigarettes are to adults – addicting and dangerous.”

Your argument must include at least two examples of figurative language used to make an impact on your audience.

Recall some of the strong imagery Arumugam used to add interest in the introduction of her article:

“Following a harrying battle against the beverage industry, fast food giants and New York residents determined to drink themselves into a saccharine oblivion, Mayor Bloomberg, has emerged victorious.”

“Rest assured though, if you really can’t do without a behemoth-sized barrel of liquefied sugar, you can still quell your thirst at grocery stores and convenience stores, including 7-Eleven, which will be exempt from the new regulation.”
Enhance Your Argument: Sentence Fluency

You have a solid claim, research to back it up, and precise words to express it in an interesting and authoritative way – the only thing left to do is make it all flow together. You do that by focusing on this element of the writing process:

The way sentences are formed and connect throughout the writing

Sentence fluency includes:

- a variety of sentence structures as building blocks
- interesting connections between sentences and phrases

In informative/explanatory writing, you will need to use three types of connecting words to make your writing flow:

<table>
<thead>
<tr>
<th>Coordinating Connections—for equally important ideas, which may be the same or different</th>
<th>Subordinating Connections—for ideas which support other ideas</th>
<th>Transition Words/Phrases—to switch between subtopics and paragraphs</th>
</tr>
</thead>
<tbody>
<tr>
<td>and</td>
<td>although</td>
<td>in addition</td>
</tr>
<tr>
<td>both ... and</td>
<td>while</td>
<td>furthermore</td>
</tr>
<tr>
<td>not only</td>
<td>because</td>
<td>therefore</td>
</tr>
<tr>
<td>so</td>
<td>when</td>
<td>similarly</td>
</tr>
<tr>
<td>either ... or</td>
<td>unless</td>
<td>eventually</td>
</tr>
<tr>
<td>but</td>
<td>as long as</td>
<td>as a result</td>
</tr>
</tbody>
</table>

Examples of connecting words:

<table>
<thead>
<tr>
<th>Sentences</th>
<th>Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both apples and tomatoes are red.</td>
<td>Coordinating</td>
</tr>
<tr>
<td>Although tomatoes are red, they do not taste as sweet as apples.</td>
<td>Subordinating</td>
</tr>
<tr>
<td>Furthermore, tomatoes are not as crunchy as apples.</td>
<td>Transition words/phrases</td>
</tr>
</tbody>
</table>
Dot Your “i’s” and Cross Your “t’s”

Conventions to Maintain Credibility

Remember, in order to maintain your credibility in your argument writing, you must follow the conventions for the English language: proper grammar, spelling, and punctuation. Review the following rules to ensure you’ll maintain your credibility with your audience.

How is it done?

Using correct grammar to create complex sentences is a key to successful writing. Review these rules to use proper punctuation in your writing:

Wrap Up Your Argument

“Tell them what you are going to tell them. Tell them. Then tell them what you told them.”

A solid conclusion is essential to presenting a successful argument. In the conclusion, you tell your audience:

- “what you told them” but briefly
- remind them of the importance of your topic
- restate your claim addressing any counterclaims

For even greater impact, leave your audience with something to think about—challenge them to take action!

Make sure you do not introduce new ideas in your conclusion. Your conclusion is the place you sum up what you have already explained in your speech. Don’t lose momentum by stopping to explain something new.
Instructions:
You will read an excerpt from the conclusion of President Obama's 2011 State of the Union Address. Sections of the speech have been separated out to indicate the purpose of the phrases used.

"We should have no illusions about the work ahead of us. Reforming our schools, changing the way we use energy, reducing our deficit—none of this will be easy. All of it will take time.

Purpose: reminds the audience of the importance of the topic
And it will be harder because we will argue about everything. The costs. The details. The letter of every law..."

"...We may have differences in policy, but we all believe in the rights enshrined in our Constitution. We may have different opinions, but we believe in the same promise that says this is a place where you can make it if you try. We may have different backgrounds, but we believe in the same dream that says this is a country where anything is possible. No matter who you are. No matter where you come from..."

Purpose: addresses the counterclaim
"... From the earliest days of our founding, America has been the story of ordinary people who dare to dream. That's how we win the future."

Purpose: restates the claim

Make it Official

Finally, you need to make sure you give credit to your sources. Add a Works Cited page in which you list your sources using MLA citation. Each source you cite in your writing must have a corresponding reference on a Works Cited page.
Teenagers need to have as many decision-making opportunities as possible prior to moving out of the family home (Jones 16). They can practice these skills in everything from planning family meals to determining college or career plans. By making decisions regularly, teenagers gain important thinking skills such as weighing the pros and cons or considering consequences of decisions. According to the website Independent Teen Studies, making major decisions with the support of an adult is an important step toward independence. In "Let Them Decide," teenagers explain how being able to make their own decisions after consulting an adult made them feel confident, informed, and prepared to make major decisions in the future (28).

Works Cited


Use this Works Cited Formatting Guide for future reference.

Remember, you may use online resources to help create citations, such as EasyBib or Son of Citation Machine.
Works Cited Formatting Guide

Citation for a book:
Last name, First name. Title of Book. City of Publication: Publisher, Year of Publication. Medium of Publication.

Example:

Citation for a magazine or journal article:
Author(s). "Title of Article." Title of Periodical Day Month Year: pages. Medium of publication.

Example:

Citation for a website:
Editor, author, or compiler name (if available). Name of Site. Version number.
Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation (if available). Medium of publication. Date of access.

Example:

Be sure to list your entries in alphabetical order.

For a detailed review of MLA formatting, please visit the Purdue Online Writing Lab.
Lesson Summary

In this lesson, you have learned about the techniques you can use to write an effective argument. Now it is time to apply those techniques to write the first draft of your argument.

To prepare for writing your argument, you have:

- developed a claim
- identified possible counterclaims
- researched credible sources for evidence that supports your claim
- outlined your main points, counterpoints, and rebuttals

Assessment Instructions

To complete this assignment:

Step 1: Gather your materials and write your draft of at least 500 words.

Step 2: Write a Works Cited page. Remember, each source you cite in your writing must have a corresponding reference on a Works Cited page. You may use online resources to help create citations, such as EasyBib or Son of Citation Machine.

Step 3: Annotate your finished draft to show the techniques you have used.

- Underline your hook.
- Highlight transition words in yellow.
- Highlight domain specific and precise language in green.
- Highlight figurative language used in pink.
- Highlight references to your graphic representation in blue.

Your draft will be evaluated according to the Drafting Your Argument rubric. This rubric will check for the content of your draft as well as the organization of your writing. Check the rubric to confirm that you have met the requirements in your completed argument.

If you need a little help, read a sample argument.
# 04.07 Drafting Your Argument—Rubric

<table>
<thead>
<tr>
<th></th>
<th>On Track 11-15 points</th>
<th>Needs Improvement 0-10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Introduction <em>effectively introduces the claim</em> and includes an <em>engaging hook</em>. Hook is <em>underlined</em> per annotation guidelines.</td>
<td>Introduction <em>does not clearly introduce the claim</em> or is <em>lacking an engaging hook</em>. Hook is <em>not underlined</em>.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Conclusion <em>effectively reminds</em> the audience of the claim, counterclaim, and the importance of the topic. <em>Encourages further action. Does not introduce new ideas.</em></td>
<td>Conclusion <em>attempts to remind the audience</em> of the claim, counterclaim, and the importance of the topic. <em>Does not encourage further action</em>. Possibly <em>introduces new ideas</em> that detract from the original claim.</td>
</tr>
<tr>
<td><strong>Development of Body Paragraphs</strong></td>
<td>Body paragraphs *thoroughly expand the ideas originally presented in the outline. <em>Solid supporting evidence gathered from research</em> is included.</td>
<td>Body paragraphs <em>do not fully expand the ideas originally presented in the outline</em>.</td>
</tr>
</tbody>
</table>

| **Figurative Language**      | Argument *successfully incorporates two examples* of figurative language that are designed to appeal to the audience. Examples are *highlighted* in pink per the annotation guidelines. | Argument *attempts to incorporate two examples* or incorporates fewer than two examples. Examples are *not highlighted*. |
| **Supporting Evidence**      | Solid supporting evidence gathered from research is included. | Supporting evidence is weak, incomplete, or not based on research. |
| **Transitions**              | Transitional phrases *effectively link* pieces of supporting evidence and provide a *logical progression* from one idea to the next. Examples are *highlighted* in yellow per the annotation guidelines. | Transitional phrases *attempt to establish a logical progression* from one idea to the next, but *do not effectively link* pieces of supporting evidence. Examples are *not highlighted*. |
| **Domain Specific/Precise Language** | Argument includes *well-chosen* domain specific and precise language. Examples are highlighted in green per the annotation guidelines. | Domain specific and precise language is *absent* or *insufficient*. Examples are *not highlighted*. |
| **Graphical Representation** | Chart, graph, or infographic is *successfully incorporated* as supporting evidence for the claim. References to item are *highlighted* in blue per the annotation guidelines. | Chart, graph, or infographic is *absent* or *insufficiently incorporated* as supporting evidence for the claim. References are *not highlighted*. |

| **Works Cited**              | In-text citations are *properly incorporated* and correspond to correctly formatted source citations in the Works Cited page. | In-text citations are *absent* or incorporated incorrectly. Sources on the Works Cited page are *incomplete* or formatted *incorrectly*. |
| **Conventions**              | Draft shows *minimal conventions errors*. | Draft shows *many conventions errors*. |
4.07 Sample Argument

This argument focuses on the soda ban, which is a topic that is not available for students. Read the sample and consider how you can use similar techniques to create your own effective argument.

The sample below includes highlighting and underlining to mark the following features:

- **Transition words** are in yellow.
- The **hook** is underlined.
- **Domain-specific and precise language** are in green.
- **References to the graphic representation** are in blue.

On a hot summer's day in Florida, nothing beats a nice glass of sweet tea. Some, though, would rather down a miniature barrel of acid, high-fructose corn syrup, unpronounceable chemicals, and industrial dyes. Apparently, this would also be refreshing. Many argue that deciding what goes into one's own body is an inalienable liberty — "all men are by nature free; you have therefore an undoubted liberty to depart whenever you please" (Voltaire). **However**, it should be the duty of the elected government to at least protect the health and well-being of children as they are not informed enough to make the decision to destroy or protect their own bodies. This essay will explain why the New York Soda Ban should have been enacted for the sake of the children.

On March 12, 2013, **the Sugary Drinks Portion Gap Rule** was supposed to have taken effect. Strongly supported by then-Mayor Bloomberg, and still supported by Mayor de Blasio, this **regulation** would have **prohibited** the sale of sugary drinks in excess of 16 ounces. **However**, not included in the ban were beverages in excess of 70% fruit juice, diet sodas, and milk-based drinks (New York City Health Code §81.53). This ban on **oversized sodas** was a perfectly reasonable attempt to save New Yorkers from themselves. As explained by the Harvard School of Public Health:

Two out of three adults and one out of three children in the United States are overweight or obese, and the nation spends an estimated $190 billion a year treating obesity-related health conditions. Rising consumption of sugary drinks has been a major contributor to the obesity epidemic. A typical 20-ounce soda contains 15 to 18 teaspoons of sugar and upwards of 240 calories. A 64-ounce fountain cola drink could have up to 700 calories. People who drink this "liquid candy" do not feel as full as if they had eaten the same calories from solid food and do not compensate by eating less (Harvard University).

**Clearly** the **consumption** of
calories via sugary beverages is not off-set by a decrease in calorie intake via actual food, yet these beverages offer no nutritional value. Who thinks about this when buying a refreshing drink though? Unfortunately, not the average consumer, which is why the New York City government decided to step in, like a parent, and set a limit. Childhood obesity is no joke, and parents all too often will satiate their own thirst and their child's without thinking about the ramifications. As the infographic shows, child obesity as tripled since the 1970's proving that as sugar intake increases, our children’s health is increasingly at risk.

On the other side of the coin is the strong argument that the government should have no say on what an individual puts inside his or her body. It is hard to argue against this logic, as it is a basic principle of liberty and freedom. When striking down the ban on its first challenge, State Supreme Court Justice Tingling was concerned about "the health department having a virtually limitless authority," and that "Bloomberg’s conception of its mandate would create an administrative Leviathan" (Weiner). A significant concern is where we, the people, draw the line on government interference in our lives. However, large sums of public money fund hospitals and health departments in every state, and New York City spends a lot on healthcare. Where public money is spent, the government must be mindful of what it is spent on. While average people balk at being told what size soda they can purchase, they are much more incensed when told that they must pay for the health ramifications someone else incurs because of what they purchased. As pointed out on CNN, "If policy makers could not balance economic consequences, virtually every law in America would be flawed" (Gostin). Children, of course, are both most at risk of building unhealthy habits, and will be the biggest long-term factor on health costs associated with their habits. This firmly places responsibility for finding a solution in the hands of the health department.

Finally, the Soda Ban should have been enacted in 2013, and perhaps brought to fruition state- or nationwide. Children need guidelines and regulations to form healthy habits, and no American wants to shoulder the financial burden of decades of bad habits via increased health spending that hits the wallet. Arguments to the contrary are steeped in short-sighted ideas about personal liberty while ignoring the bigger picture of true libertarianism.
Works Cited


If you need a little help, read a sample argument.

Assignment

1. Complete the reading for this lesson.

2. Complete the self-checks in this lesson.

3. In the Assessments area, submit your first draft for 04.07 Drafting Your Argument.