

Name: \_\_\_\_\_ Period: \_\_\_\_\_

## Argumentative Essay: Editorial

You are writing an editorial for the school newspaper. This newspaper is distributed among high school students, teachers, and parents. Respond to the following prompt in your editorial.

**PROMPT: Write an essay of argumentation about the value of a college education. Your essay must be organized as an argument in which you assert a precise claim, support it with reasons and evidence, and acknowledge and refute counterclaims fairly.**

### Argumentative Essay Checkpoints

---

- **TUES, 5/2**     **Planning: Make a plan for researching your topic and collecting evidence**
  - What is your claim? Is it clear? What information do you need to support it?
  - How will you use the articles in your essay?
  - How will you expand upon the articles in this unit by doing further research?
  - How will you evaluate whether you have enough information to write your draft?
  - How will you consider your audience and determine the reasons and evidence that will best convince them to support your argument?
  
- **TUES, 5/2**     **Pre-Writing: Prepare to write the essay draft**
  - Complete the pre-write. How will you read your notes and add to, delete, or refine them as the basis for your argument?
  - What quotations will you use as evidence?
  - What information do you have to address counterclaims?
  
- **WED, 5/3**     **Drafting: Decide how to structure your essay**
  - What will you include in the introduction? How will you describe your claim?
  - Have you used vivid and precise language, carefully chosen diction, and formal style?
  - Have you acknowledged and addressed counterclaims?
  - Have you written a strong conclusion with a call to action?
  
- **THURS, 5/4**     **Revising and Editing for Publication: Review and revise to make your work the best it can be.**
  
- **FRI, 5/5**     **Final Reflection and Turn-In: Complete the reflection and consult the scoring guide for final review before turning in your paper.**

Staple, in order:

- Rubric
- Final Draft
- This packet: Pre-Write, Draft, and Reflection

## Pre-Write

Before you begin composing your argumentative essay, complete the following pre-write exercises.

### Step One: Drafting a Claim

Brainstorm at least three reasons for each opposing claim.

College education is valuable because...	College education may not be valuable to everyone because...
1.	1.
2.	2.
3.	3.

Review the articles and your notes. What claim will you make regarding the value of education? Do you believe we should have more college graduates? Why or why not? Give specific reasons. Revise your opinion into a clear, concise, and debatable claim statement about the topic: College Education.

**Claim:**

*Check your claim:*

Is it debatable?	Yes	No
Can it be supported by evidence?	Yes	No
Will I address the counterclaim?	Yes	No

### Step Two: Collect Evidence

Highlight particularly poignant and descriptive **quotes** from the articles. Remember to follow embedded quotation format in your editorial. Do you need more evidence? If so, you will need to conduct research.

**Introduction:** Use the following as a guide for your introduction. You must develop your introduction by offering a clear explanation of the connection from your hook to your claim.

1. Hook: Use an attention-grabbing hook to engage the reader. Choose one of the following strategies:
  - a. Anecdote: short, descriptive story that exemplifies an aspect of your argument
  - b. Startling Fact or Statistic: relevant, interesting fact or statistic that exemplifies an aspect of your argument
  - c. Analogy: Comparison of two things for the purpose of drawing conclusions on its similarities, may be figurative or literal.
2. Bridge: Connect the hook to your claim, by explaining the connection and relevance.
3. Claim: State your claim (thesis statement), which is a clear and straightforward statement of the writer's belief about the topic of the argument.

**Introduction (Hook, Bridge, Claim)**

**Body Paragraphs: Minimum of Three** (next page)

- **Supporting Paragraphs:** Analyze the reasons offered in support of a claim, developed through a variety of evidence. Use embedded quotation format when using direct quotes.
- **Concession and/or Refutation:** Restatements of valid counterclaims made by the opposing side (concessions) or the writer's arguments against those opposing viewpoints (refutations), explaining why the writer's position is more valid.

Embedded Quotation Format: Transition, lead-in "quotation" (#).

Note: You may use the standard three-body paragraph Argumentative/Persuasive Essay format (two supporting paragraphs, one concession/rebuttal paragraph), or you may deviate from this form, provided you include supporting paragraphs and a concession.

**Body Paragraphs (Minimum of Three: Supporting Paragraphs and Concession/Rebuttal)**

**Conclusion/Call to Action:** Closing statements restating the major arguments in defense of a claim (the thesis) with a final challenge to the reader to take action.

1. Restate your claim (thesis).
2. Explain how you developed this claim through your reasons (argument).
3. If possible, connect back to the hook.
4. End with a specific call to action.

Remember, an argument has three major purposes:

- To change a reader's or listener's point of view.
- To ask the reader or listener to take an action.
- To gain acceptance of the writer's ideas about a problem or issue.

### Conclusion Paragraph

Check your Draft:

- Is my argument, claim, and call to action **logical**?
- Do I use a variety of types of **evidence**?
- Do I use **effective transitions**?
- Do I use **Formal Writing Style**? Descriptive, analytical, or Critical. Based on facts, organized and develops content. Correct grammar, clear language, and avoids slang or vague word choice.

## Reflection

Complete for credit! Worth 5 points.

1. Give yourself a grade. Is your paper a 4+, 4, 4-, 3+, 3, 3-, 2+, 2, 2-, or 1. Why?
2. What rhetorical appeals did you use in your argument? Ethos, Logos, or Pathos? How?
3. Write an honest reflection of your argument. Describe how you think it was effective (or not). What would you do differently next time to improve your argument?