

# The Introduction: H.A.T.

H HOOK: Think about the topic. Paint a picture with words that sets the tone for your claim. Use a statistic, quote, or anecdote. Think about the big idea it is exploring **Write a hook for you claim.**

A ADDRESS THE TOPIC: This is where you would summarize what you are writing about. In argument, briefly summarize both sides. **Using your t-chart notes, summarize both sides.**

T THESIS: In an argument, the thesis is the claim. It should be straightforward and concise. **Craft your claim.**

# The Body Paragraphs: CREWCARS

You must decide on your main reasons for your thesis. These can act as topic sentences for your body paragraphs. You should have at least three reasons your claim is the truth.

## CONSIDERATIONS

- With which evidence do you begin? Your strongest? Or do you end with the strongest? You may even start with the counterargument.
- You may insert a counterargument and rebuttal for each reason OR you may save a paragraph to solely address the counter and rebuttal.

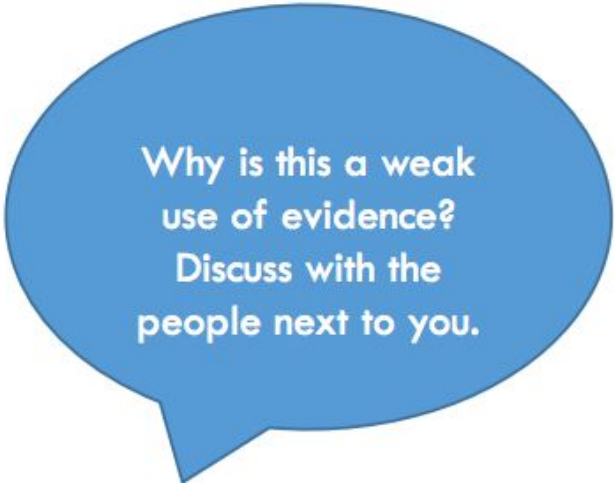
## BODY 1: Reason, Evidence, Warrant, (counter/rebuttal)

- Write your first reason.
- Support with evidence and explain this evidence.
- Do you want to address the counterargument and rebuttal now? You could also just dedicate a body paragraph later. You could even START with the counterargument!

# Reasoning Matters (Example)

## Weak use of evidence

Today, we are too self-centered. Most families no longer sit down to eat together, preferring instead to eat on the go while rushing to the next appointment (Gleick 148). Everything is about what we want.



Why is this a weak use of evidence?  
Discuss with the people next to you.

## Stronger use of reasoned evidence

Today, Americans are too self-centered. Even our families don't matter as much anymore as they once did. Other people and activities take precedence. In fact, the evidence shows that most American families no longer eat together, preferring instead to eat on the go while rushing to the next appointment (Gleick 148). Sit-down meals are a time to share and connect with others; however, that connection has become less valued, as families begin to prize individual activities over shared time, promoting self-centeredness over group identity.

# How to include evidence

## Snazzier Words for Purposeful Attribution

Author is neutral	Author implies or suggests	Author argues claims	Author is uneasy or disagrees	Author agrees
comments	analyzes	contends	disparages	admits
describes	asks	defends	belittles	agrees
explains	assesses	disagrees	bemoans	concedes
illustrates	concludes	holds	complains	concurrs
notes	finds	insists	condemns	grants
observes	predicts	maintains	deplores	
points out	proposes		deprecates	
records	reveals		derides	
relates	shows		laments	
reports	speculates		warns	
says	suggests			
sees	supposes			
thinks				
writes				

## Helpful Words for Quote Attribution

Any of these words can be placed in the past tense as well.

<b>add</b>	<b>remark</b>	<b>exclaim</b>
<b>announce</b>	<b>reply</b>	<b>state</b>
<b>comment</b>	<b>respond</b>	<b>estimate</b>
<b>write</b>	<b>point out</b>	<b>predict</b>
<b>argue</b>	<b>suggest</b>	<b>propose</b>
<b>declare</b>	<b>criticize</b>	<b>proclaim</b>
<b>note</b>	<b>complain</b>	<b>opine</b>
<b>observe</b>	<b>think</b>	<b>note</b>

What must you include around a piece of evidence?

## Quoting With Confidence

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Answer the following questions:

- Who said this?**
- In what context?**
- What does it mean?**
- How can we use this to support the claim? (What is our **reasoning** for using this quote?)**

Then, create a passage that successfully integrates the quote (and contextualizes it and introduces it).

# Look at this example:

PEN America is a group that promotes free expression. It has also criticized the suppression of free speech. The group says universities have been trying to make campuses friendly to diverse student bodies. In the process, they have silenced speech that makes some students feel uncomfortable. At a public college, this becomes a First Amendment issue.

"The university has dual [obligations]. It has to be a place that is welcoming and open to students of all backgrounds," said Suzanne Nossel, the group's director. "But that cannot and must not come at the expense of being an open environment for speech."

REASON TOPIC SENTENCE: Halting free speech diminishes the diverse voices needed on college campuses, even if those voices are offensive.

- Who said this? Suzanne Nossel, director of PEN America, a group that furthers free speech issues
- In what context? Speaking on speech at public colleges
- What does it mean? Though universities are meant to promote diversity, they cannot trample on free speech in the process.
- Which part capture this? Nossel contends that “welcoming and open to students of all backgrounds...must not come at the expense of ...speech”.
- How does it support the claim? A quest for diversity cannot stop the right of free expression. Allowing open discussions about tough issues strengthens diversity. Suppressing free speech halts different ideas from being discussed--the very reason schools promote diversity.

# Now, write your first body paragraph

Reason:

Evidence:

Warrant:



# The counterargument and rebuttal

Use complex sentence structure, mentioning who the opposing side is and refuting their point:

- 
- Even though some protesters believe... , the Supreme Court...
- Although First Amendment rights activist may believe ..., spewing hate does not open discussions,....

# Counterclaim

**Imagine a court case in session.** Both the defense team and prosecution must be privy to the information and evidence of the other so that they are not "blind sided" in the middle of the court proceeding. The lawyers consider their opponent's point of view and predict what they will argue. By doing this, the lawyer can write a super strong opening or closing statement that refutes the potential objections to their argument or case.

## **Basic Way to Introduce a Counterclaim:**

- 1. Introduce the **people who disagree**.**
- 2. Explain how this belief can be refuted.**
  - Although scientists claim that...
  - Even though many citizens believe...

## **Here are specific examples:**

Even though **the media** portrays sharks as vicious creatures, humans are actually more dangerous to sharks than sharks are to humans.

Although **some parents** believe that their child is not a victim of bullying, student surveys reveal a different story--specifically that many kids do not report incidents that have occurred in a school day.

# Second and more body paragraphs

Same structure, but consider adding signal words.

Additionally, speech....

Furthermore,...

Another reason...

A final reason

# CONCLUSION....T.A.H. Dah!

T THESIS: Restate *your claim in a different way, really bringing home what the truth is on this topic.*

A ADDRESS THE TOPIC: Briefly remind your audience about your main points.

H HOOK: End with a big picture connection. Why does all of this matter--in the real world, in life, in history.