PROJECT 2: ARGUING TO PERSUADE
ENGL 1302: COMPOSITION AND RHETORIC II

OVERVIEW
For this assignment, you will write an Argument of Persuasion, building on the issue you have developed for your Annotated Bibliography and Project 1. This paper draws on the skills you have learned in your Annotated Bibliography and Exploratory Synthesis. In addition to extending “beyond the critique of individual sources to determine the relationships among them” (Behrens and Rosen 91), the second essay requires that you build upon the relationships between sources not only to inform, but to persuade a reasonable audience to agree with a specific claim that you are making about your issue and to motivate action. This essay focuses on the “I say” portion of argument and you are required to understand the academic conversation surrounding the issue you have selected so that you can make a meaningful and unique contribution. You are making an argument in this paper, but beyond that you are seeking to persuade an audience to act on the argument you make.

This paper will be more challenging because, although you’ll be writing about a topic you are now familiar with (and hopefully still interested in), it requires that you “state your position unequivocally and make it appear reasonable – which requires that you offer evidence and defend against logical objections” (Behrens and Rosen 82). Additionally, you will need to incorporate the three appeals of argument: you will demonstrate your knowledge of the topic you have chosen (logos), your ability to establish credibility and goodwill (ethos), and your ability to appeal to your audience’s values and emotions (pathos). While it is still necessary to integrate and synthesize your sources, you will need to consider how to reframe them to appeal to ethos, pathos, and logos to persuade your audience to do something.

GUIDELINES
Develop a comprehensive and detailed Argument of Persuasion that appeals to a reasonable audience and motivates action. Support your discussion by synthesizing evidence from at least seven (7) specific texts to appeal to logos, ethos, and pathos and motivate your audience to act. Write a paper of 5-10 (double-spaced) pages. In addition to the 5-10 pages, you will need to include a Works Cited page that indicates the texts you have used to complete your assignment. As you integrate direct textual evidence, your analysis should solely represent your own analytical thinking.

Consider the following questions when developing your Argument of Persuasion:

- **Purpose:** How can you establish a need for taking action? What is significant and current about this issue?
- **Angle:** Where can you add to this conversation? How can you best appeal to ethos, logos and pathos to motivate your audience to act?
- **Tone:** What attitude about the issue should be clear in your writing? What words will convey this tone?
- **Evidence:** What specific evidence from the texts should be provided to support your claim? What evidence will effectively to develop appeals as you articulate your reasons, your counterargument(s), and your call to action?
- **Contribution:** What have you said that goes beyond the current conversation (Project 1)? How is your argument different from the ones that you researched on your topic?
- **Style:** How clear is the language/style/expression in your argument?
- **Conclusion:** What meaningful and significant action should your audience take based on your argument? What practical steps have you provided for your audience to act upon? How will taking these steps benefit your audience and the larger community?
PROJECT 2: ARGUING TO PERSUADE
ENGL 1302: COMPOSITION AND RHETORIC II

Some additional considerations for the texts you select:

- Choose texts that support the development of all three appeals, consideration of a counterargument, and a call to action to make your persuasive argument engaging for the audience.
- Your texts should be scholarly, peer reviewed articles from the LSC Library Databases (Academic Search Complete, JSTOR, Humanities Full Text, Project Muse)
- Your texts should be a discourse articles rather than a studies or experiments.
- Your texts should present an argument (i.e. there should be room for someone to disagree with it).
- Your texts must, ultimately, be approved by your instructor.

ORGANIZATION

Arrange the parts of your Argument of Persuasion in the order that will prove most effective with your audience. Your essay should be persuasive and analytical rather than inward and subjective. In other words, your essay should present evidence for reasons in support of your claim, demonstrate your knowledge of the pre-existing conversation including opposing perspectives, develop appeals to ethos, pathos, and logos, present a reasonable call to action that stems from your argument, and finally indicate the benefits to your audience and larger community when they accept your argument. A good Argument of Persuasion presents a sound argument that motivates your audience to enact direct change; so, you must select your evidence carefully and give plenty of specific examples from the texts.

At a minimum, your Argument of Persuasion should include the following elements:

- An engaging title that hints at the Argument of Persuasion’s overall topic and significance.
- An introduction that identifies the significance of the issue and why change is necessary. This will allow you to set up your thesis statement.
  - Establish a thesis statement that focuses your argument and guides the overall structure and organization of your paper.
  - Indicate who your audience is in your introduction. This is not “everyone,” but rather is a specific group of people that you need to persuade.
- A background of the issue that briefly relays any necessary information about the issue. You will need to decide how much to include in this section and how much you wish to integrate into the body of your essay.
- Body paragraphs that organize and synthesize evidence in support of specific reasons that develop your overall claim. This section is the core of your essay. You will want to carefully develop significant points, thoroughly supporting your argument with evidence from multiple texts and appeals to ethos, pathos, and logos. Discuss each of your supporting reasons in clearly defined sections of the essay.
  - Begin each of your paragraphs with a topic sentence that clearly states the main idea, and cluster your supporting sentences around that main idea without detours.
  - End each of your body paragraphs with a concluding statement that indicates how this point supports your overall argument (thesis statement).
  - Each of your supporting ideas should use evidence from multiple texts (providing credibility and illustrating your ability to synthesize). Do not make the mistake of writing about sources in separate paragraphs. Instead make connections between the texts, demonstrating that they are in conversation with each other and with you.
  - Acknowledge the validity of at least one opposing perspective to a point and note the ways in which the point of view is valid. Naysayers can be hypothetical, or they can be authors of the articles on your topic. Identify naysayers, represent their views fairly and accurately, make any necessary concessions, and offer your own rebuttal.
- A conclusion that emphasizes the significance of the topic and details your call to action and benefits. State clearly what is significant about your claim. Based on your claim and argument, what action should your audience
PROJECT 2: ARGUING TO PERSUADE
ENGL 1302: COMPOSITION AND RHETORIC II

take to address the issue? Describe, in detail, how this call to action should be enacted. Remember, that a reasonable, average audience member should be able to follow your plan of action if they have been sufficiently persuaded. Then indicate how your audience will benefit from these actions and supporting your position. Extend these benefits to the community at large.

**SAMPLE OUTLINE**

<table>
<thead>
<tr>
<th>Section</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>• Engage your audience and identify the significance of the issue/why change is necessary. Include a thesis statement that indicates your claim and backing for your argument.</td>
</tr>
<tr>
<td>Background</td>
<td>• Provide necessary background on the issue (you may include this in a single paragraph or integrate background information into the sections of your paper).</td>
</tr>
</tbody>
</table>
| Supporting Reason 1    | • Identify the reason, evidence that supports the reason, and the reason's significance regarding your claim.  
 • Be sure that you include evidence from multiple sources to support each reason.  
 • Consider the use of ethos, pathos, and/or logos in your reason. |
| Supporting Reason 2    | • Identify the reason, evidence that supports the reason, and the reason's significance regarding your claim.  
 • Be sure that you include evidence from multiple sources to support each reason.  
 • Consider the use of ethos, pathos, and/or logos in your reason. |
| Supporting Reason X    | • Repeat the supporting reason steps as necessary for each point that you make in your paper. |
| Naysayer               | • Identify a naysayer and offer a rebuttal (you may relocate this section if you decide it would be better to address the counterargument in another location).  
 • Present the naysayer in a fair and credible manner. Make concessions if necessary.  
 • Be sure to include evidence from multiple sources to support your rebuttal. |
| Call to Action         | • Restate the significance of your claim.  
 • Describe your call to action. Be sure that your call to action is concrete and reasonable for your position and the audience.  
 • Include specific steps (min. 3) that are reasonable for your audience. Include any necessary resources or information. |
| Benefits               | • Explain how your plan would benefit the audience. This should be specific and concrete.  
 • Explain how your plan would benefit the larger community. This should be specific and concrete. |

**Important Note:** This essay should extend beyond the traditional 5 paragraph form. Develop your writing to build on this foundation and surpass it.
**THEESIS STATEMENT**

But where does my thesis statement go? Persuasive arguments develop and support an arguable claim, but they also encourage action. When writing an argument of persuasion, put your thesis in the introduction. Your thesis indicates what you will contribute to the conversation surrounding an issue. An Argument of Persuasion will have a thesis statement that showcases what area of the research still needs to be illuminated. Avoid a thesis statement that has already been developed by one of your sources. Instead, you should strive for something that adds to the conversation.

The foundation for a good thesis statement is this formula: **Thesis Statement = Subject + Opinion**. A strong thesis statement will also demonstrate SASS; it will be specific, arguable, supportable, and significant.

Whatever type of thesis statement you develop, your readers should see the connections between your argument and your call to action. Your thesis statement should indicate your position (stance), who you are talking to (audience), and should logically lead to your call to actions and benefits.

**SOURCE SYNTHESIS**

For this paper to be successful, as in the Exploratory Synthesis, you will need to create body paragraphs that include multiple sources (min. of 3). This is not as simple as sticking quotes in the paragraph just to meet the minimum requirement. Rather, you will need to carefully consider the textual evidence and each source relates to the other sources. Furthermore, you should be using a minimum of 7 different sources throughout the paper and combining them in interesting and illuminating ways. Consider this chart as you organize your body paragraphs:

<table>
<thead>
<tr>
<th></th>
<th>Incorrect</th>
<th>Incorrect</th>
<th>Correct!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body Paragraph 1</td>
<td>A</td>
<td>A, B</td>
<td>A, B, F</td>
</tr>
<tr>
<td>Body Paragraph 2</td>
<td>B</td>
<td>A, B</td>
<td>D, G, H</td>
</tr>
<tr>
<td>Body Paragraph 3</td>
<td>C</td>
<td>C, D</td>
<td>B, C, E, H</td>
</tr>
<tr>
<td>Body Paragraph 4</td>
<td>D</td>
<td>C, D</td>
<td>D, F, G</td>
</tr>
</tbody>
</table>

Explanation

In the above example, the student is only using one source per body paragraph. This does not demonstrate synthesis or an understanding of the conversation.

In this example, the student has two sources per paragraph, but they are not meeting the minimum source requirement nor are they combining sources in interesting ways or considering the sources in a larger conversation.

In this example, the student has the minimum sources per paragraph. Notice that the combination of sources is different. If you completed your **Synthesis Invention Activity**, your chart should help you develop paragraphs with multiple sources.
For this project, you’ll be writing for a specific audience (you decide) whose values and beliefs may be difficult to pin down and are different from your own. Arguments are not made to people who agree with you. Still, they are readers of a general-interest periodical offering analysis and commentary about politics, news, and culture. Assume your audience is well-educated, fair-minded, and consisting of roughly the same percentage of Democrats and Republicans (with a few other political perspectives as well). Because of this, you’ll need to make a good impression by ensuring that your argument is well-supported with strong evidence and explanation and that you avoid bias and fallacy that might otherwise undermine your credibility. Clear communication and critical thinking are also necessary for a successful project. Finally, don’t assume that just because someone will read your essay that he/she will automatically be interested in what you have to say. Generate reader interest by making clear what is at stake in your essay, focus on points of interception in the discussion, and why the issue is important.

**STYLE (USING APPROPRIATE LANGUAGE)**
Because you are writing for a specific audience, you should adopt a more formal style, although this does not mean you must set aside your own voice. In addition to formality, carefully consider the type of jargon and language that will be most effective with your chosen audience. Remember, they do not agree with you, so your word choice, sentence structure, and organization must take into consideration the most effective methods to persuade the audience. Think critically, understanding that the way you organize and express your ideas can be as important as the ideas themselves. Be credible, providing enough detail and evidence to show that you’ve reflected deeply on the issue and that you can responsibly represent the multiple perspectives about the concepts you have chosen to highlight. Be respectful, showing your readers that your ideas are approachable and thoughtful, not arrogant or insensitive (this may also mean that you consider alternate viewpoints and treat opponents with respect so that you aren’t ignoring or demeaning the opinions of others). And finally, be careful, ensuring that your writing is clear and accurate (not generalized, disorganized, or ignorant of writing conventions).

**ACADEMIC VOICE**
The essay should be written in a formal academic voice. This means that you should avoid first-person references (“I,” “me,” “my,” etc.). This also includes the plural first person references (“we,” “our,” etc.). You should not use phrases such as “I think that,” “I believe that,” or “in my opinion.” Readers will know that the ideas you present in your essay are your own because you are the author of the essay. Do not address your reader casually with the word “you.” Avoid casual language to communicate in a professional style. Avoid contractions like “can’t” or “don’t.” Remove words like “okay” or “lots” and avoid storytelling indicators like “then,” “next,” and “after that.”

**FORMATTING AND WRITING CONVENTIONS**
Papers should be typed in a legible (ex: Arial, Times New Roman), 12-point font and double-spaced (with space between paragraphs removed). All other formatting should adhere to MLA standards (see resources in D2L for MLA formatting help). Additionally, you’ll want to make sure you proofread your paper carefully to avoid errors in grammar, punctuation, spelling, and mechanics.
**PROJECT 2: ARGUING TO PERSUADE**  
ENGL 1302: COMPOSITION AND RHETORIC II

**PROJECT CHECKLIST**

With your essay in hand, go through the checklist below, noting where you have met the assignment criteria (these are the areas that I’ll be evaluating). If needed, re-read the guidelines for clarification.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I have written an Argument of Persuasion that is 5 to 10 pages long, double-spaced, and in MLA formatting.</td>
<td></td>
</tr>
<tr>
<td>I have written a well-developed Argument of Persuasion that identifies a significant issue, articulates a clear argumentative thesis statement, develops reasons that support the thesis, appeals to ethos, pathos, and logos, and develops a call to action based on the argument.</td>
<td></td>
</tr>
<tr>
<td>I have written a title and introduction that engage my audience. In my introductory paragraph, I establish why the issue needs to be considered, and I clearly indicate the purpose and significance of my argument. I have indicated who my audience is and why they have a stake in this issue.</td>
<td></td>
</tr>
<tr>
<td>I have written a specific thesis statement that 1) clearly identifies a significant issue, 2) clearly articulates a specific argument about the issue, and 3) indicates the direction and purpose of my essay.</td>
<td></td>
</tr>
<tr>
<td>I have included any necessary background information for the issue (so that the layperson can understand the context). My background is written clearly and objectively, avoiding assessment and bias.</td>
<td></td>
</tr>
<tr>
<td>I have clearly identified significant reasons and I have used evidence from multiple sources to develop the discussion of the reasons (to maintain my credibility and demonstrate my ability to synthesize sources).</td>
<td></td>
</tr>
<tr>
<td>I have ensured that appeals to ethos, pathos and logos are developed to effectively persuade a reasonable audience.</td>
<td></td>
</tr>
<tr>
<td>I have included a counterargument (either to a single point or to the overall argument) in order to demonstrate my knowledge and credibility. I have either conceded any necessary points and/or provided a rebuttal that demonstrates why my perspective is a better choice.</td>
<td></td>
</tr>
<tr>
<td>I have integrated quotes and/or paraphrases and description effectively and explained their significance.</td>
<td></td>
</tr>
<tr>
<td>I have used attributions and in-text citations to give credit to my sources throughout my essay.</td>
<td></td>
</tr>
<tr>
<td>I have written a conclusion that states the overall validity of the project and answers the “so what?” question by reminding the reader why it is important to critically consider this issue. My conclusion includes a specific call to action that could not have been made at the beginning of the paper but could only be understood once my argument was further illuminated via the Argument of Persuasion. The call to action is reasonable for an average audience member to be able to do and directly stems from the thesis statement.</td>
<td></td>
</tr>
<tr>
<td>My conclusion also includes a detailed understanding of the benefits to the audience and larger community if they adopt my position and choose to take the action steps I have indicated. The benefits are reasonable based on the call to action and directly stem from the thesis statement.</td>
<td></td>
</tr>
<tr>
<td>I have created and included a Works Cited page.</td>
<td></td>
</tr>
<tr>
<td>I have written sentences that are complete, clear, and relatively error-free.</td>
<td></td>
</tr>
<tr>
<td>My writing is coherent and well-organized.</td>
<td></td>
</tr>
<tr>
<td>I have submitted my project to the appropriate dropbox before the due date/time.</td>
<td></td>
</tr>
</tbody>
</table>
PROJECT 2: ARGUING TO PERSUADE
ENGL 1302: COMPOSITION AND RHETORIC II

SUBMISSION OF YOUR FINAL DRAFT
Upload your assignments to the appropriate dropboxes in D2L before the assignment deadline.

NEED ARGUMENT OF PERSUASION HELP?
The following resources can be found in your textbooks and on D2L:

- The Norton Field Guide Chapter 6 “Audience”
- The Norton Field Guide Chapter 8 “Stance”
- The Norton Field Guide Chapter 13 “Arguing a Position”
- The Norton Field Guide Chapter 36 “Arguing”
- The Norton Field Guide Chapter 48 “Synthesizing Ideas”
- The Norton Field Guide Chapter 49 “Quoting, Paraphrasing, and Summarizing”
- The Norton Field Guide Chapter 51 “Documentation”
- The Norton Field Guide Chapter 52 “MLA Style”
- They Say I Say Chapter 3 “As He Himself Puts It: The Art of Quoting”
- They Say I Say Chapter 4 “Yes/No/Okay, But’: Three Ways To Respond”
- They Say I Say Chapter 5 “And Yet: Distinguishing What You Say from What They Say”
- They Say I Say Chapter 6 “Skeptics May Object: Planting a Naysayer in Your Text”
- They Say I Say Chapter 7 “So What? Who Cares?: Saying Why It Matters”
- They Say I Say Chapter 10 “But Don’t Get Me Wrong: The Art of Metacommentary”
- Little Seagull W-4 “Developing Paragraphs”
- Little Seagull W-7 “Arguments”
- Little Seagull “MLA Style”
- Academic Writing Module (D2L) – resources for Paragraphs, Transitions, Quote Integration, Citation, Verbs, Writing to Avoid, etc.
- Ethos Pathos Logos resources (D2L)
- Thesis statement resources (D2L)

*Note: Additional Resources may be posted in the D2L module.

OTHER WRITING PROCESS ACTIVITIES FOR PROJECT 2

- Class Activities – Activities in class provide an opportunity to practice skills that are necessary to successfully complete Project 2.
- Pre-Reflection Activity – This activity asks you to consider the guidelines and resources provided for this essay. Additionally, the reflection activity serves as a method of communication between you and the instructor about your understanding of the essay and any questions or concerns you might have.
- Appeals and Call to Action worksheets – Even more than the class activities, the worksheets are meant to help you construct your approach to complete the Argument of Persuasion. After actively reviewing your sources, you should be able to create a detailed assignment that identifies significant questions about your topic and includes supporting evidence.
- Sentence Outline – This outline should provide a skeleton of your overall argument. Even without the additional flesh of your supporting evidence, transitions, and commentary, an outline with your thesis statement and topic sentences should provide a clear indication of your overall argument.
PROJECT 2: ARGUING TO PERSUADE
ENGL 1302: COMPOSITION AND RHETORIC II

- **Rough Draft** – Completing a rough draft provides a student with the opportunity to receive feedback and gain help from several sources. Rough Draft should be 5 pages + the completed Works Cited page in MLA format. **NOTE:** Rough Drafts must be complete and submitted in order to be able to receive credit for review activities.

- **Tutor Review** – Review activities are meant to help you critically consider your own writing as you are working through the writing process. While you are not expected to be an English teacher, you are expected to understand the major requirements of the assignment, and you should be able to receive and apply critical feedback to your own writing. You will submit your rough draft to a tutor for this feedback.

- **Review Reflection** – This activity requires that you reflect on the advice given to your review and consider how you might incorporate that into your writing prior to submitting your final draft.

- **Final Draft Reflection** – As the final document you will complete for this project, you will be able to reflect on the process and what helped you develop your Argument of Persuasion. This will also give you an opportunity to indicate what you feel is well done and where you would like to improve for future writing.

MY POWERFUL BRAIN HAS COME UP WITH A TOPIC FOR MY PAPER.

I’LL WRITE ABOUT THE DEBATE OVER THEROVS.

WERE THEY FEARSOME PREDATORS OR DISGUSTING SCAVENGERS?

GREAT.

WICH SIDE WILL YOU DEFEND?

OH, I BELIEVE THEY WERE FEARSOME PREDATORS, DEFINITELY.

HOW COME?

THEY’RE SO MUCH COOLER THAT WAY.