

Argumentative essays are kind of like superpowers: they allow you to get what you want using the superpower of persuasion. View this lesson and learn how to channel persuasion to write a good essay.

What is an Argumentative Essay?

An argumentative essay is a writing piece meant to persuade someone to think the way you do. Though it's usually organized as an essay.

How to Write an Argumentative Essay

An argumentative essay uses reasoning and evidence—not emotion—to take a definitive stand on a controversial or debatable issue. The essay explores two sides of a topic and proves why one side or position is the best.

The First Steps

Choose a specific issue to discuss. Some debatable issues cover a wide range of topics. For example, “legalizing drugs” is too broad a subject because topics within that issue include legalizing marijuana, the effectiveness of the FDA, or whether a painkiller made in Europe should be allowed into the US. Any of these could be the sole focus of an argumentative paper.

Research both sides of the topic thoroughly. Even if you know which side you want to argue, research can give you ideas for counterarguments and help your paper show balance rather than bias.

Develop a working thesis. State your position on the issue and summarize your argument’s main reasons in one sentence.

Your body paragraphs should explain your reasons fully.

Body Paragraphs Option #1: Present both sides of the issue, then state your opinion and explain why you chose that side. This option is useful if you did not have an opinion on the issue prior to research, or your audience is not very familiar with your topic.

One half to two-thirds of your paper explains the issue, shows the two opposing sides, and gives an assessment of each. This demonstrates that you have indeed conducted research and are an expert on the subject.

Next, when you state your position, readers might be more inclined to agree with you.

Last, explain your reasons for choosing that side without repeating ideas from previous paragraphs.

Option #2: State your opinion at the beginning.

List and explain the reasons for your choice. Acknowledge the other side’s arguments; then, disprove/refute those arguments.

This option is useful when your audience already has some knowledge of the issue. It allows you to be more assertive, thus making a stronger argument.

Select the strongest evidence from your research and present your points—usually one point per body paragraph.

o Next, explain one or two of the opposing side's points to show how readers might object to your argument. Then, show how these arguments are not reasonable, not logical, or not effective. Be sure to reassert your own viewpoint and why it is the best choice.

Final Steps: Revise and Edit

o Pretend that your readers are a sceptical panel or jurors. You can best convince them of your arguments by avoiding emotional or aggressive language and by using a mix of evidence types—facts, statistics, examples, expert opinions, or even personal experience.

o Cite your sources!

o To increase the chances that your audience will agree with you, start body paragraphs with ideas that both sides agree upon before arguing your point.

o Know the other side's strongest arguments to defend against challenges from other students or your instructor. o In your conclusion, emphasize why your topic is important, summarize your arguments, and re-state your position as the most sensible choice. Do not include new evidence or arguments

To refresh your memory, these are rhetorical devices:

Here are examples of rhetorical devices with a definition and an example:

- Alliteration - the recurrence of initial consonant sounds - rubber baby buggy bumpers
- Allusion - a reference to an event, literary work or person - I can't do that because I am not Superman.
- Amplification - repeats a word or expression for emphasis - Love, real love, takes time.
- Analogy - compares two different things that have some similar characteristics - He is flaky as a snowstorm.
- Anaphora - repeats a word or phrase in successive phrases - "If you prick us, do we not bleed? If you tickle us, do we not laugh?" (Merchant of Venice, Shakespeare)
- Antanagoge - places a criticism and compliment together to lessen the impact - The car is not pretty but it runs great.
- Antimetabole - repeats words or phrases in reverse order - "ask not what your country can do for you — ask what you can do for your country." (J F Kennedy)
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- Enumeratio - makes a point with details - Renovation included a spa, tennis court, pool and lounge.

- Epanalepsis - repeats something from the beginning of a sentence at the end - My ears heard what you said but I couldn't believe my ears.
- Epithet - using an adjective or adjective phrase to describe - mesmerizing eyes
- Epizeuxis - repeats one word for emphasis - The amusement park was fun, fun, fun.
- Hyperbole - an exaggeration - I have done this a thousand times.
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- Metanoia - corrects or qualifies a statement - You are the most beautiful woman in this town, nay the entire world.
- Metaphor - compares two things by stating one is the other - The eyes are the windows of the soul.
- Metonymy - a metaphor where something being compared is referred to by something closely associated with it - The knights are loyal to the crown.
- Onomatopoeia - words that imitate the sound they describe - plunk, whiz, pop
- Oxymoron - a two word paradox - near miss, seriously funny
- Parallelism - uses words or phrases with a similar structure - I went to the store, parked the car and bought a pizza.
- Simile - compares one object to another - He smokes like a chimney.
- Understatement - makes an idea less important than it really is - The hurricane disrupted traffic.

Remember the key points that you need to ask yourself when drawing up an essay.

Read the paragraph checklist below. This checklist is based on the principles outlined in this help sheet. If you feel you need to learn more about these points, this helpsheet is for you:

? Does the paragraph directly to the question or thesis statement?

? Does the paragraph just have one main idea?

? Is there a topic sentence which has a topic and controlling idea?

? Is the topic sentence supported?

? Are nouns and pronouns used appropriately?

? Are sentences arranged in a logical order?

? Are linking words used?

? Is the paragraph clearly linked to the other paragraphs?

? Is the paragraph layout correct?

Dear students

For the essay question, You need to compare and contrast two online postings. As mentioned, the focus should be on the persuasive techniques in the texts.

Look at the 1) Content and the Context;

2) Audience and Purpose

3) Structure and Style

4) The persuasive techniques and the linguistic techniques in the texts.

Compare and contrast these key points in of the two texts in your essay analysis.

Use the following guidelines:

1) Write an introduction, body and conclusion

2) Avoid emotional language

3) Use appropriate discourse markers and cohesive devices for a logical argument and analysis.

4) Proofread your essay to ensure that it is Academic. Omit colloquial language and slang. Do not use the ellipsis. Use a comma for a pause.

For the argument towards persuasive style, these are the ideas that could be used. Can you give me an example of your essay?

Persuasive style/ subjective news report. Tendency to provide factual information that is overshadowed by emotively charged linguistic features to influence the voters' impression of the candidates.

- Demeaning the opposition EG "Not an adult argument"
- Emotional and broad statements reflecting their views on immigration
- Unrealistic and illogical claims-Donald Trump—building a wall and asking Mexico to pay for it
- Clinton appeals to family would resonate with family orientated people
- Exaggeration/hyperbole-" I will build a great, great wall"

Linguistic features is an extremely broad phrase. In context of accepted translating, the things I would take particular note of include:

- register: a variety of a language used for a particular purpose or in a particular social setting, a sociolect, ethnolect, etc.

- dialect, slang,
- jargon: "the technical terminology or characteristic idiom of a special activity or group"
- tense / aspect : these may not have 1 - 1 mappings
- lexical aspect
- alliteration
- puns & double entendres
- idiomatic expressions
- cultural proverbs, e.g. a kotowaza in Japanese
- assumed social knowledge that is evident in certain language use, like detecting or displaying sarcasm, irony, and more nuanced tones in writing
- changes in script, orthography, use of capitals, italicization, small caps, quotes, underlining: for example, how do you represent all capitals in a language with two letter cases, in a language that has only majuscules ?

Cohesion is the grammatical and lexical linking within a text or sentence that holds a text together and gives it meaning. It is related to the broader concept of coherence. ... A cohesive text is created in many different ways.

There are two types of cohesion, lexical cohesion and grammatical cohesion.

Lexical cohesion deals with the meaning of the text. Grammatical cohesion relates to the meaning of the text.

Examples of lexical cohesion are reiteration, collocation, synonymy and antonyms.

Examples of grammatical cohesion are reference, substitution, ellipsis, and the conjunction.

Examples of simple sentences:

Karen baked cookies for dessert.

Jeff and John are brothers.

Where are you going?

Examples of compound sentences:

Jana wants cereal, but Paul wants pancakes.

We went to the beach, and then we went to the mountains.

Chris was hungry, so he made a sandwich.

Examples of complex sentences:

When it stops raining, we will play baseball.

You should brush your teeth before you go to bed.

Because she is nice, Mrs. Thomas let us read books that we brought from home.

Examples of compound-complex sentences:

After we arrived at school, I went to gym, and Sara went to English.

I need a new coat, so mom said that she would buy one.

Will you bring chips for the party that we are having for Jan, and can you invite Marie?

The aim in writing is always to write in complete sentences which are correctly punctuated. Sentences always begin with a capital letter and end in either a full stop, exclamation or question mark. A complete sentence always contains a verb, expresses a complete idea and makes sense standing alone. Andy reads quickly.

Sentences provide us with the framework for the clear written expression of our ideas. The aim in writing is always to write in complete sentences which are correctly punctuated. Sentences always begin with a capital letter and end in either a full stop, exclamation or question mark. A complete sentence always contains a verb, expresses a complete idea and makes sense standing alone.

Andy reads quickly. This is a complete sentence as it contains a verb (reads), expresses a complete idea and it does not need any further information for the reader to understand the sentence.

When Andy reads is an incomplete sentence. It contains a verb, but the opening word when tells us that something happens when Andy reads; we need more information to complete the idea.

When Andy reads, he reads quickly. This is now a complete sentence, as the whole idea of the sentence has been expressed. The following examples show the incomplete sentences in italics.

There is another theory. *Which should not be ignored.*

There is another theory which should not be ignored.

The proposal was finally rejected. *Although they considered it.*

Although they considered the proposal, it was finally rejected.

To check that you are writing in complete sentences, try reading your sentences aloud, pausing as indicated by the punctuation. Can each sentence stand alone as a complete thought? If further information is needed to complete the idea, then it is not a complete sentence.

Euphemism

by Z SULIMAN - 17 Aug 2017 @ 11:15

The term euphemism refers to polite, indirect expressions which replace words and phrases considered harsh and impolite or which suggest something unpleasant.

A euphemism is the use of agreeable or inoffensive words to replace rude or offensive ones. A euphemism is a figure of speech and an example of figurative language.

Examples of euphemism are:

Euphemisms to be less harsh

Some euphemisms are used in order to make a blunt or unpleasant truth seem less harsh.

Examples of euphemisms that fall into this category include:

- Passed away instead of died
- Correctional facility instead of jail
- Departed instead of died
- Differently-abled instead of handicapped or disabled
- Fell off the back of a truck instead of stolen
- Ethnic cleansing instead of genocide
- Turn a trick instead of engage in prostitution
- Negative patient outcome instead of dead
- Relocation center instead of prison camp
- Collateral damage instead of accidental deaths
- Letting someone go instead of firing someone
- Put to sleep instead of euthanize
- Pregnancy termination instead of abortion
- On the streets instead of homeless
-

To Be Polite

Other euphemisms are used to take the place of words or phrases you might not want to say in polite company.

Examples of euphemisms that fall into this category include:

- Adult entertainment instead of pornography
- Adult beverages instead of beer or liquor
- Au natural instead of naked
- Big-boned instead of heavy or overweight
- Portly instead of heavy or overweight
- Chronologically-challenged instead of late
- Comfort woman instead of prostitute
- Use the rest room instead of go to the bathroom
- Break wind instead of pass gas
- Economical with the truth instead of liar

Euphemisms to be *Impolite*

In some cases, euphemisms are intentionally a grosser or less pleasant way of saying something. These are usually used when people are being sarcastic or trying to make light of a serious subject or make it seem less serious.

Examples include:

- Batting for the other side instead of homosexual
- Bit the big one instead of died
- Bit the farm instead of died
- Cement shoes instead of dead
- Bit the dust instead of died
- Croaked instead of dead
- Kick the bucket instead of die
- Blow chunks instead of vomited

There are various language features such as metaphors, euphemism, conjunctions, verbs, pronouns, modals and sentence types. Let us discuss some of them.

The **definition of a metaphor** is "a figure of speech containing an implied comparison, in which a word or phrase ordinarily and primarily used of one thing is applied to another. For example, "the curtain of night" or "all the world's a stage."

Metaphor: Situation vs. the Real Thing

You may have often heard expressions such as:

- He drowned in a sea of grief.
- She is fishing in troubled waters.
- Success is a bastard as it has many fathers, and failure is an orphan, with no takers.

All these expressions have one thing in common: a situation is compared to a real thing, although the situation is not actually that particular thing.

- Sea of grief - How and where does one come across a sea that is filled not with water, but with grief?
- Fishing - It is not used to mean that the person is actually fishing; it is an expression which is used to signify that the person is looking for something that is difficult to obtain.
- Success is a sense of achievement, it is not an illegitimate child! - The saying is used to reinforce the age-old belief that everyone wants to take credit for something that became a success, either by fluke or by conscious effort. On the other hand, no matter how much effort or creativity may have gone into an enterprise, the moment it is considered a failure, no one wants to take responsibility for it, much like an abandoned infant.
- Broken heart - Your heart is not literally broken into pieces; you just feel hurt and sad.
- The light of my life - The person described by this metaphor isn't really providing physical light. He or she is just someone who brings happiness or joy.

- It's raining men - Men do not literally pour from the sky; there are simply an abundance of male suitors around at the time.
- Time is a thief - Time isn't really stealing anything, this metaphor just indicates that time passes quickly and our lives pass us by.
- He is the apple of my eye - There is, of course, no real apple in a person's eye. The "apple" is someone beloved and held dear.
- Bubbly personality - A bubbly personality doesn't mean a person is bubbling over with anything, just that the person is cheerful.
- Feel blue - No one actually ever feels like the color blue, although many people say they are "feeling blue" to mean they are feeling sad.
- Fade off to sleep - You don't actually fade, you simply go to sleep.
- Inflamed your temper - The news inflamed your temper is not a situation where there is any actual fire or flames, it is just a situation where someone gets mad.
- Reeks of infidelity - When said about a cheating partner, this doesn't actually mean that there is a literal smell. Instead, it is just apparent that the person is cheating.
- Rollercoaster of emotions - A rollercoaster of emotions doesn't exist anywhere, so when people are on a rollercoaster of emotions, they are simply experiencing lots of ups and downs.
- Stench of failure - The stench of failure is strong, according to the common metaphor, but of course failing doesn't really smell.

All of these expressions are examples of metaphors. They are juxtaposing an actual (literal) thing and a figurative thing in order to give more meaning to the figurative concept.

For metaphors that kids might enjoy, check out [Metaphor Examples for Kids](#).

Purpose of Metaphors

Expressions are used to give effect to a statement. Imagine how bland a statement such as "he was sad" is, compared to a statement describing a "sea of grief." The metaphor is sure to give the reader a better idea of the depths of grief in this situation.

Similarly, who would really spend time thinking of the vast differences between success and failure if the metaphor was missing, and the statement was just "Everyone wants to be successful, no one wants to be a failure?" That statement would be a failure itself, in inspiring interest in the conversation!

Metaphors are meant to create an impact in the minds of readers. The aim of this literary tool is to convey a thought more forcefully than a plain statement would.

They are exaggerated expressions no doubt, but they are exaggerated because they are supposed to paint a vivid picture, or become a profound statement or saying.

A modal is a type of [auxiliary \(helping\) verb](#) that is used to express: ability, possibility, permission or obligation. Modal phrases (or semi-modals) are used to express the same things as modals, but are a combination of auxiliary verbs and the preposition to. The modals and semi-modals in English are:

1. Can/could/be able to
2. May/might
3. Shall/should
4. Must/have to
5. Will/would

Strong vs. Weak Verbs

To help you move away from summary and toward ANALYSIS, you need to begin to incorporate strong verbs into your writing when discussing the writer's rhetorical choices.

Below is a list of verbs that are considered weak because they imply summary and a list of verbs that are considered strong because they imply analysis.

Strive to use the stronger verbs in your essays to help push yourself away from summary and toward analysis: "The writer flatters..." NOT "The writer says..."

WEAK VERBS (Summary) says relates goes on to say tells this quote shows explains states shows
STRONG VERBS (Analysis) implies trivializes flatters qualifies processes describes suggests denigrates lionizes dismisses analyzes questions compares vilifies praises supports enumerates contrasts emphasizes demonizes establishes admonishes expounds argues defines ridicules minimizes narrates lists warns

Powerful and meaningful verbs to use in your analyses:

Alternatives to "show" Acknowledge Address Analyze Apply

Argue Assert Augment Broaden Calculate Capitalize Characterize Claim

Clarify Compare Complicate Confine Connect Consider

Construct Contradict Correct Create Convince Critique Declare Deduce Defend Demonstrate

Deny Describe Determine Differentiate Disagree Discard

Discover Discuss Dismiss Distinguish Duplicate Elaborate

Emphasize Employ Enable Engage Enhance Establish Evaluate

Exacerbate Examine Exclude Exhibit Expand

Explain Exploit Express Extend Facilitate Feature Forecast Formulate Fracture Generalize Group Guide

**Hamper Hypothesize Identify Illuminate Illustrate Impair Implement Implicate
Imply Improve Include**

**Incorporate Indicate Induce Initiate Inquire Instigate Integrate Interpret Intervene
Invert**

**Isolate Justify Locate Loosen Maintain Manifest Manipulate Measure Merge
Minimize Modify**

**Monitor Necessitate Negate Nullify Obscure Observe Obtain Offer Omit Optimize
Organize**

Outline Overstate Persist Point out Possess Predict

**Present Probe Produce Promote Propose Prove Provide Qualify Quantify
Question Realize Recommend**

**Reconstruct Redefine Reduce Refer Reference Refine Reflect Refute Regard
Reject Relate Rely Remove**

**Repair Report Represent Resolve Retrieve Reveal Revise Separate Shape
Signify Simulate**

**Solve Specify Structure Suggest Summarize Support Suspend Sustain Tailor
Terminate Testify Theorize**

Translate Undermine Understand Unify Utilize Validate Vary View Vindicate

- 1. The writer needs to evaluate the impact of the analysis;**
- 2. The reader should exclude irrelevant information in the evaluation;**
- 3. The writer should be objective and not exploit his point of view;**
- 4. The writer should facilitate the research;**
- 5. The writing should forecast the weeks' writing;**
- 6. The writing should be clear, It should not hamper the meaning analysis;**
- 7. The essay should clearly illuminate the message;**
- 8. The reader should induce a clear meaning;**
- 9. The essay necessitates clear analysis of the techniques;**
- 10. The jargon in the essay obscures the meaning;**

11. The overall message should not refute the purpose;
12. The writer should utilize various techniques in his writing;
13. Research needs to be validated;
14. I wonder what the research vindicates?
15. What does the analysis yield to?

Dear students, to continue our discussions on essay writing, ensure that you revise your language use and structure before you submit it. I gave an example of a paragraph last week. This is what you should know about paragraphs:

Wrong assumptions about paragraphs

- A paragraph is just a collection of sentences.
- A paragraph is at least 5 sentences.
- A paragraph is half a page.
- You can put in as many ideas as you wish in a paragraph.
- A paragraph should have long sentences.
- A paragraph is used to segment a page so that the layout looks good.

What to put in a paragraph

- A controlling idea in your specific piece of writing.
- Information that will help support the idea.

What every paragraph should do

It should

- be unified;
- well-developed;
- have one main idea;
- communicate;
- be coherent – flow together as a unit.

Rhetorical Devices in Writing

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