**Prompt**

*Should your book be banned from public schools and/ or libraries? Discuss your book specifically to make a case for the practice of banning all books. Take a stand on this essential question and develop your position in a standard five-paragraph essay.*

**Deadlines**

|  |  |
| --- | --- |
| **Due Date** | **Item** |
| Fri. 10/5 | Typed Outline (similar to one shown below) |
| Tues. 10/9 | Typed Draft #1 (shared on Google Docs or printed) |
| Tues. 10/16 | Typed Draft #2 (shared on Google Docs or printed) |
| Wed. 10/17 – Fri. 10/18 | Student/teacher writing conferences |
| Mon. 10/22 | Final Draft Due |

**Persuasive Writing**

Persuasive writing tries to convince the reader that the point of view or course of action recommended by the writer is valid. To accomplish this, the writer must develop a **limited** topic, which is *well defined* and *debatable*—that is has more than one side. **It is important that the author understand other sides of the position so that the strongest information to counter the others can be presented.**

Like all kinds of five-paragraph essays, there is a specific format to be followed. Here are a couple basic guidelines:

\* The **thesis** cannot be a fact, as facts cannot be debated. It should be a statement of position. That position must be clear and direct, and it must help the readers to follow along with your logic towards the conclusion that you want them to support. **Do not make it personal by using personal pronouns**.

\* The thesis, *given in the introductory paragraph*, states the **three best reasons** that you have to support your position. These reasons become the topics of each of the three supporting paragraphs. Be sure they can be supported with additional separate facts; do not make them so specific that they cannot be elaborated on.

\* In the **body** of the essay, the writer uses *specific evidence*, *examples*, and *statistics*, not broad generalizations or personal opinions, to persuade the reader that the stated position is a valid one. Each topic sentence for the support paragraphs must have been introduced in the thesis.

\* Be sure to use adequate **transitions** among and between paragraphs as they make it easy for the reader to follow the logic of the piece.

\* As one **closes** the essay, it is most important to clearly redefine the topic and restate the most compelling evidence. Remember, this is the last chance to remind the reader and convince him/her to accept the writer's position.

\*Do not introduce new material in the conclusion.

**5 ¶ Thesis Essay Outline—Persuasive**

1. Intro:
   1. HOOK🡪Persuasive Options
      1. Draw on facts🡪**logic**/statistics
      2. Emotionally hook the reader🡪**pathos**
      3. Talking about other professionals’ opinions🡪**ethos**
   2. TRANSITIONAL COMMENTS
   3. Thesis Statement🡪 **NONE OF THE FOLLOWING**: “I think…”, “In this essay, I will…”, “In my opinion…”
2. Body Paragraphs 1, 2, and 3
   1. Strong Topic Sentence
   2. Supporting Arguments
      1. Supporting Argument
         1. Explanation
      2. Supporting Argument
         1. Explanation
      3. Supporting Argument
         1. Explanation
      4. Fewer reasons and stronger explanations are always more persuasive, BUT following this template is okay.
   3. Wrap Up - Revisit the facts in the paragraph and link it to the thesis – show how the facts/evidence proves the thesis is true
   4. Body Paragraphs should ALL touch upon key points in popular counter-arguments
      1. Call out the opposing positions to make them seem smaller/ less important
      2. Acknowledge and move on to your rebuttal
3. Conclusions
   1. Thesis Echo/Restatement (do not repeat the thesis)
   2. Transitional Comments
   3. Exit Hook – link it back to the Introduction

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**FREE ADVICE**

Persuasion is manipulation. Persuasive writing is essentially the same as any other form of academic writing. There are, however, some nuances to keep in mind.

1. THE IMPORTANCE OF USING EXPLANATIONS
   1. Connect ‘evidence’ logically through appropriate explanations
   2. Elaborate/expand enough to avoid paragraphs the read like lists
2. THE IMPORTANCE OF TRANSITIONAL WORDS/PHRASES
3. Therefore, because of…, however, even though, consequently, moreover
   * 1. These transitions help to build logic into the essay.
     2. They are particularly useful within paragraphs
4. connect ideas🡪provide **logical flow**
5. COUNTER ARGUMENTS
   1. One is more persuasive if he or she can address what others may say against the argument.
   2. Rather than develop the counter and rebuttal in separate paragraphs, transitions can play an even more important role
   3. Use transitional PHRASES and CLAUSES to comment on counter-arguments.
      1. Ex. Even though librarians don’t support banning books, they are not necessarily parents, and their opinions should not be valued as much as the people who know their kids best.
      2. While some may say books influence children, it is ridiculous to suggest that they are not exposed to what some may consider negative influences on television.
6. ETHOS-PATHOS-LOGOS
   1. **Ethos (Credibility or ethical appeal)**
      1. Convincing by the character of the author. We tend to believe people whom we respect. One of the central problems of argumentation is to project an impression to the reader that you are someone worth listening to, in other words making yourself as author into an authority on the subject of the paper, as well as someone who is likable and worthy of respect.
      2. The source's credibility, the speaker's/author's authority
   2. **Pathos (Emotional)**
      1. Persuading by *appealing to the reader's emotions*. Language choice affects the audience's emotional response, and emotional appeal can effectively be used to enhance an argument.
      2. Vivid language, emotional language and numerous sensory details.
   3. **Logos** **(Logical)**
      1. Persuading by the *use of reasoning.*
      2. Can also be the facts and statistics used to help support the argument.

**Sources for further reading**

## Ethos, Logos, Pathos: Three Ways to Persuade - <http://www.calstatela.edu/faculty/jgarret/3waypers.htm>

## Owl Writing Lab - http://owl.english.purdue.edu/owl/resource/696/1