



# Freshman Handbook for Writing



## Persuasive and Argumentative Essays

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## Part I

# Writing Persuasive Paragraphs

A persuasive paragraph will include:

- A topic sentence stating your position on the topic
- Explanation of why the topic sentence is true
- Evidence in the form of direct citation from the text
- Explanation of how this evidence supports or proves your position on the topic
- Closing statement that brings the paragraph to an end

## Step 1: Writing Topic Sentences for Persuasive Paragraphs

- When writing paragraphs, a **topic sentence** is one sentence that tells the reader exactly what a paragraph will be about.
- Topic sentences are always the first sentence of a paragraph.

To write a topic sentence you will:

- 1) Read the prompt and then decide what you believe. This is your position.
- 2) Rewrite the prompt to form a topic sentence that states your position clearly.

Example:

The prompt is based on the short story “The Sniper,” in which two brothers unknowingly fight against each other in a civil war.

**Prompt:** Decide if the main character of “The Sniper” changes his opinion about the war at the end of the story.

**Topic Sentence:** *The main character of “The Sniper” does change his opinion about the war at the end of the story.*

You can see how the majority of the topic sentence is made directly from the prompt. The student took a position, and then rewrote the prompt to state it clearly.

## STEP 2: Using Direct Citation to Support a Topic Sentence

- When writing paragraphs, you will support your **topic sentence** with **evidence** in the form of direct citation. **Direct citation** is any excerpt or small section that a writer copies from the text to support his or her **position**.

To use direct citation from the text to support a position you will:

- 1) Take a position.
- 2) Write 1-3 sentences explaining why you believe your position. This is called an explanation.
- 3) Look through the text to find and copy a direct citation from the text that shows your position is correct. This is called evidence.

Example:

**Prompt:** Decide if the main character of “The Sniper” is very excited about fighting in the war and looks forward to battle.

**Explanation:** *The main character of the “The Sniper” is not*

*excited about the war. He*

*doesn't really like killing.*

**Evidence:** *“The lust of battle died in him. He revolted from  
the sight of the shattered  
mass of his dead enemy and he began to gibber to himself,  
cursing the war, cursing  
himself, cursing everybody” (O’Flaherty 166).*

When using direct citation as evidence, the writer labels the citation with the author’s last name followed by the page number on which the citation was found.

### Step 3: Elements of a Persuasive Paragraph

- A proper paragraph contains five elements: A clear **topic sentence**, an **explanation**, **evidence**, an **explanation of the evidence**, and a **closing statement**.

To write a persuasive paragraph you will:

- 1) Write a clear topic sentence expressing your position in response to a prompt.
- 2) Write an explanation of why you believe your position to be true.
- 3) Include evidence, in the form of direct citation, from the text.
- 4) Write an explanation of how this evidence supports or proves your position.
- 5) Write a closing statement that brings the paragraph to an end.

**IMPORTANT:** In persuasive writing, the entire point of the essay is to explain what you think. For this reason, we **DO NOT** use personal pronouns such as I, me, or my when writing persuasive paragraphs or essays. You should never write:

*I believe that he changes his opinion about the war because . . .*

Since you are the author, the reader knows that the essay explains what you believe. That is why you state all opinions as facts in persuasive writing. The above example would be correctly written as:

*He changes his opinion about the war because . . .*

Example:

**Prompt:** Decide if the main character of “The Sniper” changes his opinion about the war at the end of the story.

1. Create a topic sentence based on your position in response to the prompt. For this example, the student decides that she does believe that the main character changes his opinion about the war.

*The main character of “The Sniper” does change his opinion  
about the war at the end of the story.*

2. State your case by explaining why you believe your position. You can see these statements added to the topic sentence below.

*The main character of "The Sniper" does change his opinion about the war at the end of the story. He changes his mind about the war because at the beginning of the story he is excited and wants to shoot people. He is so excited he says he can't eat his lunch. But then at the end of the story he hates the war and finds out he doesn't like shooting people.*

3. Find and insert a direct citation from the text to support the position. This is when you will need to think about the text and look through it to find evidence that supports your position. The paragraph is continued below:

The main character of "The Sniper" does change his opinion about the war at the end of the story. He changes his mind about the war because at the beginning of the story he is excited and wants to shoot people. He is so excited he says he can't eat his lunch. But then at the end of the story he hates the war and finds out he doesn't like shooting people. In the text it states, "The lust of battle died in him. He revolted from the sight of the shattered mass of his

*dead enemy and he began to gibber to himself, cursing*

*the war, cursing himself, cursing everybody”*

*(O’Flaherty 166).*

4. Write out a clear explanation of why the direct citation supports your position. The explanation has been added to the paragraph below:

*The main character of "The Sniper" does change his opinion about the war at the end of the story. He changes his mind about the war because at the beginning of the story he is excited and wants to shoot people. He is so excited he says he can't eat his lunch. But then at the end of the story he hates the war and finds out he doesn't like shooting people. In the text it states, "The lust of battle died in him. He revolted from the sight of the shattered mass of his dead enemy and he*

*began to gibber to himself, cursing the war, cursing himself,*

*cursing everybody” (O’Flaherty 166). This shows that*

*he hates the war and that he doesn’t care about it.*

*He curses it and doesn’t like looking at the man he*

*killed. This is when the sniper really shows that he*

*has stopped being excited about the war.*

5. Write a sentence to bring the paragraph to a close. Often this can be done by restating what the paragraph has proven. The finished paragraph is shown below:

*The main character of "The Sniper" does change his opinion about the war at the end of the story. He changes his mind about the war because at the beginning of the story he is excited and wants to shoot people. He is so excited he says he can't eat his lunch. But at the then end of the story he hates the war and finds out he doesn't like shooting people. In the text it states, "The lust of battle died in him. He revolted from the sight of the shattered mass of his dead enemy and he*

*began to gibber to himself, cursing the war, cursing himself, cursing everybody” (O’Flaherty 166). This shows that he hates the war and that he doesn’t care about it. He curses it and doesn’t like looking at the man he killed. This is when the sniper really shows that he has stopped being excited about the war. That is why it is true that the main character changes his opinion about the war at the end of the story.*

*The main character of "The Sniper" does change his opinion about the war at the end of the story. He changes his mind about the war because at the beginning of the story he is excited and wants to shoot people. He is so excited he says he can't eat his lunch. But at the then end of the story he hates the war and finds out he doesn't like shooting people. In the text it states, "The lust of battle died in him. He revolted from the sight of the shattered mass of his dead enemy and he began to gibber to himself, cursing the war, cursing himself,*

*cursing everybody” (O’Flaherty 166). This shows that he hates the war and that he doesn’t care about it. He curses it and doesn’t like looking at the man he killed. This is when the sniper really shows that he has stopped being excited about the war. That is why it is true that the main character changes his opinion about the war at the end of the story.*

## KEY

**Topic Sentence**

**Explanation of Argument**

**Evidence**

**Explanation of Evidence**



## PART II

### Writing Persuasive Essays

A persuasive essay will contain all the elements found in the outline below.

#### Outline of Persuasive Essay

- I. Introduction
  - a. Attention Getter
  - b. General Information
  - c. Specific Information
  - d. Thesis Statement
- II. Supporting Body Paragraph
  - a. Topic Sentence
  - b. Explanation of Argument
  - c. Evidence
  - d. Explanation of Evidence
  - e. Closing Statement
- III. Supporting Body Paragraph
  - a. Topic Sentence
  - b. Explanation of Argument
  - c. Evidence
  - d. Explanation of Evidence
  - e. Closing Statement
- IV. Supporting Body Paragraph
  - a. Topic Sentence
  - b. Explanation of Argument
  - c. Evidence
  - d. Explanation of Evidence
  - e. Closing Statement
- V. Conclusion
  - a. Restate Thesis
  - b. Summarize each Argument
  - c. Thoughtful Comment

## Step 1: Writing Thesis Statements

- A **thesis statement** is one sentence that tells the reader exactly what an entire essay will be about. It will include the reasons that support the **position**.
- A thesis statement is always the last sentence of the introductory paragraph.

To write a thesis statement for a persuasive essay you will:

- 1) Read the prompt, and decide your position.
- 2) Using what you have learned about the text, come up with three reasons that support your position.
- 3) Write a thesis statement that states your position and includes your three supporting reasons.

Example:

**Prompt:** *Romeo and Juliet* is a play in which two young lovers commit suicide at the end. Based on your reading of *Romeo and Juliet* by William Shakespeare, explain who is the most to blame for the tragic suicides at the end of the play.

A student will need to decide which character he thinks is most responsible for the suicides and come up with three reasons supporting his position. Then, a student can create a thesis statement that includes these three reasons.

This student chooses Friar Laurence as the character who is most to blame. After thinking about it for a while, looking over his notes and assignments, and looking over the play, he comes up with three reasons why Friar Laurence is the most to blame. He now writes a thesis statement for the essay.

*Friar Laurence is the most to blame for the tragic suicides at the end of the play because he was the person who married Romeo*

*and Juliet in secret, he came up with a dangerous plan using*

*sleeping potion, and he left Juliet alone in the tomb at the end of*

*the play.*

## Step 2: Writing Topic Sentences for Body Paragraphs of Persuasive Essays

- **Topic sentences** in persuasive essays are based on the **thesis statement** created by the student, not the prompt.
- In Part I of this handbook, the **prompt** was used to create a topic sentence for the paragraph. In a persuasive essay, the thesis statement is used to create three topic sentences for your three body paragraphs.

To write topic sentences for body paragraphs of a persuasive essay you will:

- 1) Break apart your thesis statement. Create three separate sentences.
- 2) Each sentence will state one of the reasons supporting your position. These will be your topic sentences.
- 3) Use these topic sentences to form three body paragraphs.

Example:

**Thesis Statement:** *Friar Laurence is the most to blame for the tragic*

*suicides at the end of the play because he was the person who*

*married Romeo and Juliet in secret, came up with a dangerous plan*

*using sleeping potion, and left Juliet alone in the tomb at the end*

*of the play.*

**Topic sentence** for body paragraph #1:

*One reason Friar Laurence is the most to blame for the tragic suicides at the end of the play is because he was the person who married Romeo and Juliet in secret.*

**Topic sentence** for body paragraph #2:

*Another reason Friar Laurence is the most to blame for the tragic suicides at the end of the play is because he came up with a dangerous plan using sleeping potion.*

**Topic sentence** for body paragraph #3:

*A third reason Friar Laurence is the most to blame for the tragic*

*suicides at the end of the play is because he left Juliet alone in the*

*tomb at the end of the play.*

### Step 3:

#### Writing Supporting Body Paragraphs for Persuasive Essays

- Write a separate body paragraph for each of the three topic sentences that you created.
- See Part I of this handbook for details.

## Step 4: Writing Introductions

- An introductory paragraph for a persuasive essay should include an **attention-getter**, provide some **general information** on the topic, provide some more **specific information** on the topic, and include a **thesis statement**.

To write an introduction for an essay you will:

- 1) Compose an attention-getter.
- 2) Give the reader some general information about the topic.
- 3) Give the reader some specific information about the topic.
- 4) End your introduction with the thesis statement.

Example:

**Prompt:** *Romeo and Juliet* is a play in which two young lovers commit suicide at the end. Based on your reading of *Romeo and Juliet* by William Shakespeare, explain who is the most to blame for the tragic suicides at the end of the play.

**Attention-getter:**

An attention-getter is a statement that will make a reader want to continue reading. Some examples are: A quotation, a startling statement, an anecdote, presenting two opposing views, statistics, or definitions.

*It is difficult to assign blame when someone has committed suicide.*

**General Information:**

Introductions should start out general. The word general means not specific. You want to introduce the topic by giving an overview, before you start to specifically explain what your essay will be discussing.

Look at the prompt and ask yourself what the general topic is. For this example, the general topic is “blame.”

*It is difficult to assign blame when someone has committed  
suicide. People blame others for things all the time.  
Whenever something bad happens people want to know  
whose fault it is.*

You can see how these two sentences simply introduce the idea of people blaming other people for things that have happened.

**Specific Information:**

The next step in writing an introduction is to provide specific information about the topic.

*It is difficult to assign blame when someone has committed  
suicide. People blame others for things all the time. Whenever  
something bad happens people want to know whose fault it is.*

*This always happens when younger kids get hurt or die.*

*Everyone wants to know whose fault it is, or how it could*

*have been stopped from happening. In William*

*Shakespeare's play, Romeo and Juliet, two kids end up*

*killing themselves and there are a lot of people who could*

*be blamed for it. One character who is more to blame*

*than anyone else is Friar Laurence.*

**End with a thesis statement:**

This step is as easy as writing in the thesis statement you already created to finish the introduction. The finished introduction is written below.

*It is difficult to assign blame when someone has committed suicide. People blame others for things all the time. Whenever something bad happens people want to know whose fault it is. This always happens when younger kids get hurt or die. Everyone wants to know whose fault it is, or how it could have been stopped from happening. In William Shakespeare's play, Romeo and Juliet, two young kids end up killing themselves, and there are a lot of people who could be blamed for it. One character who is more to blame than anyone else is Friar Laurence. Friar Laurence is*

*the most to blame for the tragic suicides at the end of the play because he was the person who married them in secret, came up with a dangerous plan using sleeping potion, and left Juliet alone in the tomb at the end of the play.*

*It is difficult to assign blame when someone has committed suicide. People blame others for things all the time. Whenever something bad happens people want to know whose fault it is. This always happens when younger kids get hurt or die. Everyone wants to know whose fault it is, or how it could have been stopped from happening. In William Shakespeare's play, Romeo and Juliet, two young kids end up killing themselves, and there are a lot of people who could be blamed for it. One character who is more to blame than anyone else is Friar Laurence. Friar Laurence is the*

*most to blame for the tragic suicides at the end of the play because he was the person who married them in secret, came up with a dangerous plan using a sleeping potion, and left Juliet alone in the tomb at the end of the play.*

## KEY

Attention-getter

General Information about the Topic

More Specific Information about the Topic

Thesis Statement



## Step 5: Writing Conclusions

- A concluding paragraph for a persuasive essay should restate the **thesis**, **summarize the arguments**, and end with a **thoughtful comment** which brings the essay to a close.

To write a conclusion for a persuasive essay you will:

- 1) Restate the thesis statement of the essay.
- 2) Summarize the arguments presented within the three body paragraphs.
- 3) End with a thoughtful comment which brings the essay to a close.

Example:

**Restate the thesis statement:**

*Friar Laurence is the most to blame for the tragic suicides at the end of the play because he was the person who married them in secret, came up with a dangerous plan using sleeping potion, and left Juliet alone in the tomb at the end of the play.*

**Summarize each argument:**

Write one or two simple sentences that summarize each of your three body paragraphs. Instead of simply rewriting your topic sentences, try to state them differently.

*Friar Laurence is the most to blame for the tragic suicides at the end of the play because he was the person who married them in secret, came up with a dangerous plan using sleeping potion, and left Juliet alone in the tomb at the end of the play. He is the one who talked to Romeo and knew what was going on.*

*When things went wrong and Romeo was banished, he came up with a dangerous plan faking Juliet's death. He*

*also left Juliet alone in the tomb when he could have  
stayed and stopped Juliet from dying.*

**End with a thoughtful comment:**

Thoughtful comments can include: a warning, a vivid image, a call for action, or a statement of why your position matters.

*Friar Laurence is the most to blame for the tragic suicides at the end of the play because he was the person who married them in secret, came up with a dangerous plan using sleeping potion, and left Juliet alone in the tomb at the end of the play. He is the one who talked to Romeo and knew what was going on. When things went wrong and Romeo was banished, he came up with a dangerous plan faking Juliet's death. Also, he left Juliet alone in the tomb when he could have stayed and stopped Juliet from dying. People*

*with authority, like Friar Laurence, need to be aware of their influence over young people. He was an adult and he should have been able to do something to stop the tragedy.*

*Friar Laurence is the most to blame for the tragic suicides at the end of the play because he was the person who married them in secret, came up with a dangerous plan using a sleeping potion, and left Juliet alone in the tomb at the end of the play. He is the one who talked to Romeo and knew what was going on. When things went wrong and Romeo was banished, he came up with a dangerous plan involving faking Juliet's death. Also, he left Juliet alone in the tomb when he could have stayed and stopped Juliet from dying.*

*People with authority, like Friar Laurence, need to be aware of*

*their influence over young people. He was an adult and he should have been able to do something to stop the tragedy.*

## KEY

Thesis Statement

Explanation of Argument

Evidence

Explanation of Evidence

Closing Statement

## Proper Essay Format

- The proper essay format is shown below:
  - **Times New Roman** font style
  - **12pt** font size
  - **Double Spaced**
- The first page of your persuasive essay should have a basic **Four Line Heading** in the upper left hand corner and a **Title** that is centered.
  - Four-line heading includes:
    - Name
    - Class and Period (For 3<sup>rd</sup> hour English it would be: English 3)
    - Teacher's Name
    - Date (always use the due date of the assignment)
  - Title
  - A good title will be an expression of your essay's main point.
    - Finding Blame in *Romeo and Juliet*
  - Below, the front page of an essay with proper format is displayed.

---

John Student

English 3

Mr. Teacher

January 1, 2010

### Finding Blame in *Romeo and Juliet*

It is difficult to assign blame when someone has committed suicide. People blame others for things all the time. Whenever something bad happens people want to know whose fault it is. This always happens when younger kids get hurt or die. Everyone wants to know whose fault it is, or how it could have been stopped from happening. In William Shakespeare's play, *Romeo and Juliet*, two young kids end up killing themselves and there are a lot of people who could be blamed for it. One character who is more to blame than anyone else is Friar Laurence. Friar Laurence is the most to blame for the tragic suicides at the end of the play because...

## PART III

# Writing Argumentative Essays

An argumentative essay will contain all the elements found in the outline below.

### Outline of Argumentative Essay

- I. Introduction
  - a. Attention Getter
  - b. General Information
  - c. Specific Information
  - d. Thesis Statement
- II. Counter Argument Paragraph
  - a. Topic Sentence
  - b. Explanation of Argument
  - c. Evidence
  - d. Explanation of Evidence
  - e. Explanation of Why Your Argument is Still Correct
- III. Supporting Body Paragraph
  - a. Topic Sentence
  - b. Explanation of Argument
  - c. Evidence
  - d. Explanation of Evidence
  - e. Closing Statement
- IV. Supporting Body Paragraph
  - a. Topic Sentence
  - b. Explanation of Argument
  - c. Evidence
  - d. Explanation of Evidence
  - e. Closing Statement
- V. Conclusion
  - a. Restate Thesis
  - b. Summarize Each Argument
  - c. Thoughtful Comment

## Step 1: Examine Both Sides of the Topic

- When writing an argumentative essay you must include a **counter argument**.
- The counter argument will be included in your first body paragraph.
- The counter argument recognizes that there are two sides to the topic and explains why your **position** is still correct.

To find a counter argument you will:

- 1) Read the prompt, and decide your position.
- 2) Using what you have learned about the text come up with three reasons that support your position.
- 3) Using what you have learned about the text come with three reasons that support the opposite position.
- 4) Choose the two strongest reasons that support your position.
- 5) Choose the one reason in support of the opposite position that you can easily challenge. This will be your counter argument.

Example:

**Prompt:** *Romeo and Juliet* is a play in which two young lovers commit suicide at the end. Based on your reading of *Romeo and Juliet* by William Shakespeare, explain who is the most to blame for the tragic suicides at the end of the play.

This student chooses Friar Laurence as the character who is most to blame, and then comes up with three reasons to support his position.

*He married Romeo and Juliet in secret.*

*He came up with a dangerous plan using sleeping potion.*

*He left Juliet alone in the tomb.*

The student then comes up with three reasons to support the opposite position.

*He hoped the marriage would bring the families together.*

*His intentions were good.*

*He was very fond of Romeo.*

The student chooses the two strongest reasons that support his position.

*He married Romeo and Juliet in secret.*

✓ *He came up with a dangerous plan using sleeping potion.*

✓ *He left Juliet alone in the tomb.*

The student chooses the one reason in support of the opposite position that he can easily challenge.

*He hoped the marriage would bring the families together.*

✓ *His intentions were good.*

*He was very fond of Romeo.*

## Step 2: Writing Thesis Statements for Argumentative Essays

- A **thesis statement** is one sentence that tells the reader exactly what the entire essay will be about. It will include the **counter argument** and two reasons that support the **position**.
- A thesis statement is always the last sentence of the introductory paragraph.

To write a thesis statement for an argumentative essay you will:

- 1) In one sentence, state your counter argument then include the two reasons that support your position.

Example:

*Although Friar Laurence had the best intentions, he is the most to blame for the tragic suicides at the end of the play because he came up with the dangerous plan using sleeping potion, and he left Juliet alone in the tomb.*

Argumentative thesis statements should follow the basic format above.

### Step 3: Writing Topic Sentences for Argumentative Essays

- **Topic sentences** in argumentative essays are based on the **thesis statement** created by the student.

To write topic sentences for an argumentative essay you will:

- 1) Break apart your thesis statement. Create three separate sentences.
- 2) Your first topic sentence will be your counter argument.
- 3) Your second and third topic sentences will be the two reasons supporting your position.

Example:

**Thesis Statement:** *Although Friar Laurence had the best intentions, he is the most to blame for the tragic suicides at the end of the play because he came up with the dangerous plan using sleeping potion, and he left Juliet alone in the tomb.*

**Topic sentence** for body paragraph #1 (counter argument):

*Although, Friar Laurence had the best intentions, he is the most to blame for the tragic suicides at the end of the play.*

**Topic sentence** for body paragraph #2

*One reason Friar Laurence is the most to blame for the tragic suicides at the end of the play is because he came up with a dangerous plan using sleeping potion.*

**Topic sentence** for body paragraph #3

*Another reason Friar Laurence is the most to blame for the tragic suicides at the end of the play is because he left Juliet alone in the tomb at the end of the play.*



## Step 4: Writing the Counter Argument Body Paragraph

- The **counter argument** body paragraph contains a reason supporting the opposite position, but explains why your **position** is still correct.

To write the counter argument body paragraph you will:

- 1) Write the topic sentence that contains the counter argument.
- 2) Write an explanation of why this is a reason that supports the opposite position.
- 3) Include evidence, in the form of direct citation, from the text.
- 4) Write an explanation of how the evidence supports the opposite position.
- 5) Finish by writing an explanation of why your position is still correct.

Example:

**Prompt:** *Romeo and Juliet* is a play in which two young lovers commit suicide at the end. Based on your reading of *Romeo and Juliet* by William Shakespeare, explain who is the most to blame for the tragic suicides at the end of the play.

1. Write the topic sentence that contains the counter argument.

*Although Friar Laurence had the best intentions, he is*

*the most to blame for the tragic suicides at the end of the*

*play.*

2. Write an explanation of why this is a reason that supports the opposite position.

*Although Friar Laurence had the best intentions, he is the most to blame for the tragic suicides at the end of the play. When Juliet threatens to kill herself if he refuses to help her, Friar Laurence comes up with a dangerous plan. This plan involves her faking her own death.*

3. Include evidence, in the form of direct citation, from the text. This evidence must support the opposite position.

*Although Friar Laurence had the best intentions, he is the most to blame for the tragic suicides at the end of the play. When Juliet threatens to kill herself if he refuses to help her, Friar Laurence comes up with a dangerous plan. This plan involves her faking her own death. In the text it states, "I long to die | If what thou speaks not of remedy" (IV.i.73-74).*

NOTE: When using a direct citation from a Shakespearean play you must indicate the act number, scene number, and line numbers.

4. Write an explanation of how the evidence supports the opposite position.

*Although Friar Laurence had the best intentions, he is the most to blame for the tragic suicides at the end of the play. When Juliet threatens to kill herself if he refuses to help her, Friar Laurence comes up with a dangerous plan. This plan involves her faking her own death. In the text it states, "I long to die | If what thou speaks not of remedy" (IV.i.73-74). This shows how Juliet was going to kill herself if Friar Laurence did not help her.*

5. Finish by writing an explanation of why your position is still correct. To accomplish this you need to be very specific about why the reason in support of the opposite position is not correct. Then restate your position.

*Although Friar Laurence had the best intentions, he is the most to blame for the tragic suicides at the end of the play. When Juliet threatens to kill herself if he refuses to help her, Friar Laurence comes up with a dangerous plan. This plan will involve her faking her death. In the text it states, "I long to die | If what thou speaks not of remedy" (IV.i.73-74). This shows how Juliet was going to kill herself if Friar Laurence did not help her. However, as an adult,*

*Friar Laurence had options other than a dangerous plan that included faking death. Therefore, Friar Laurence is the most to blame for the tragic suicides at the end of the play.*

*Although Friar Laurence had the best intentions, he is the most to blame for the tragic suicides at the end of the play. When Juliet threatens to kill herself if he refuses to help her, Friar Laurence comes up with a dangerous plan. This plan will involve her faking her death. In the text it states, "I long to die | If what thou speaks not of remedy" (IV.i.73-74). This shows how Juliet was going to kill herself if Friar Laurence did not help her. However, as an adult, Friar Laurence had options other than a dangerous plan that*

*included faking death. Therefore, Friar Laurence is the most  
to blame for the tragic suicides at the end of the play.*

## KEY

Topic Sentence Containing the Counter Argument

Explanation of Counter Argument

Evidence

Explanation of Evidence

Explanation of Why Your Position is Still Correct

**Step 5:**  
**Writing Supporting Body Paragraphs for Argumentative Essays**

- Supporting body paragraphs for argumentative essays follow the same rules and format as body paragraphs for persuasive essays.
- See Part I, Step 3 of this handbook.

**Step 6:**  
**Writing Introductions for Argumentative Essays**

- Introductions for argumentative essays follow the same rules and format as introductions for persuasive essays
- See Part II, Step 3 of this handbook.

**Step 7:**  
**Writing Conclusions for Argumentative Essays**

- Conclusions for argumentative essays follow the same rules and format as introductions for persuasive essays
- See Part II, Step 4 of this handbook.

Be sure to follow the proper essay format located on page 21.

## Glossary of Terms

**Attention-getter:** An attention-getter is a statement that will make a reader want to continue reading. Some examples are: A quotation, a startling statement, an anecdote, presenting two opposing views, statistics, or definitions.

**Counter Argument:** A counter argument is an argument that supports a position that is opposite from the one you have chosen.

**Direct Citation:** Direct citation is any excerpt or small section that a writer copies from the text to support his or her position.

**Evidence:** Any piece of information that can be used to support your position. In most cases this comes in the form of direct citation.

**Thesis Statement:** A thesis statement is one sentence that tells the reader exactly what an entire essay will be about. It will include the reasons that support the position. It controls the essay. A thesis statement is always the last sentence of the introductory paragraph.

**Topic Sentence:** A topic sentence is one sentence that tells the reader exactly what a paragraph will be about. The topic sentence is always the first sentence of a paragraph.

**Prompt:** A writing prompt can be a statement or a question that a writer responds to in essay format.

**Position:** The position is the stance you take in response to the writing prompt. It is what you believe.