**RxRevise:**

**A Step-by-Step Guide to the Argumentative Essay**

1. **Writing the Introduction:** Pages 2-5
2. **Developing an Argument:** Pages 6-11
3. **Expressing Relationships:** Pages 12-15
4. **Using Academic Vocabulary:** Pages 16-17
5. **Using a Formal Writing Tone:** Page 18
6. **Writing the Conclusion: Pages:** Pages 19-21

**I: Writing the Introduction**

 Your reader wants a strong start. As the saying goes, *you don’t get a second chance to make a first impression.* This is true of your writing piece as well. There are various ways to make a good first impression.

Topic I: Should self-driving cars replace human drivers? (August, 2017)

 *(1) When considering the future of cars and safety on the road, automation of cars is a viable option. (2) With the development of driverless cars gradually being introduced as a reality, the question of their safety and reliability raises debate. (3) Automated cars have numerous problems and flaws, but the benefits are significant and helpful; therefore, they can be used to replace drivers in society today.*

Framing it Out:

|  |  |
| --- | --- |
| (1) When considering the future of cars and safety on the road, automation of cars is a viable option. | When considering\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is/is not a viable option. |
| (2) With the development of driverless cars gradually being introduced as a reality, the question of their safety and reliability raises debate. | With the development/growth/use of\_\_\_\_\_\_\_\_\_\_\_\_\_, the question of their safety/practicality/fairness/ raises debate. |
| (3) Automated cars have numerous problems and flaws, but the benefits are significant and helpful; therefore, they can be used to replace drivers in society today. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have numerous problems and flaws, but the benefits are significant and helpful; therefore, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, |

Academic Vocabulary:

 considering

 option

 debate

 benefits

 significant

Topic II: Should school recess be structured play? (June 17)

 *(1) In a world of increasing technology, recess remains a traditional*

*outlet for activity in schools. (2) In recent years, however, the idea of unstructured play has come under scrutiny. (3) Teachers, parents, and professionals have promoted organized games controlled by trained supervisors. (4) While there are undeniable benefits to organized recess, the positives are overruled by the negatives. (5) Structuring students’ free time removes creativity from their school day. (6) It also makes it difficult for children to formulate solutions to their own problems. (7) In school, concentration is a necessity. (8) Although structured recess can lead to a more organized classroom, it cannot compare to the freedom and creativity children gain from unplanned free time.*

Framing it Out:

|  |  |
| --- | --- |
| (1) In a world of increasing technology, recess remains a traditional outlet for activity in schools. | In a world of increasing technology, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| (2) In recent years, however, the idea of unstructured play has come under scrutiny. | In recent years, however, the idea of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_has come under scrutiny. |
| (3) Teachers, parents, and professionals have promoted organized games controlled by trained supervisors. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_have promoted\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| (4) While there are undeniable benefits to organized recess, the positives are outweighed by the negatives. | While there are undeniable benefits to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the positives are outweighed by the negatives. |
| (5) Structuring students’ free time removes creativity from their school day. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_removes\_\_\_\_\_\_\_\_\_\_from\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| (6) It also makes it difficult for children to formulate solutions to their own problems. | It also makes it difficult for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| (7) In school, concentration is necessary. | In\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is necessary. |
| (8) Although structured recess can lead to a more organized classroom, it cannot compare to the freedom and creativity children gain from unplanned free time. | Although\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_can lead to more\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, it cannot compare to the\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ people/students/children gain from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Academic Vocabulary:

technology structure traditional concentrate focus benefits positive

Topic III : Should college athletes be paid? (June, 2015)

 *(1) Currently the NCAA chooses not to pay student-athletes.*

*(2) However, this decision is the subject of much debate. (3) One*

*popular opinion in support of paying student athletes is*

*based on the simple principle of compensation for work*

*provided. (4) On the other hand, an argument against paying*

*student-athletes is that they are auditioning on a national*

*stage for the professional teams, using the popularity of*

*the NCAA, all while receiving benefits, which may include*

*free tuition, meals, books, and other necessities. (5) In light*

*of these facts, I must side with the latter opinion. (6) I believe*

*that student-athletes should not be paid.*

Framing it Out:

|  |  |
| --- | --- |
| (1) Currently the NCAA chooses not to pay student-athletes. | Currently, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  |
| (2) However, this decision is the subject of much debate. | However, this decision is the subject of much debate. |
| (3) One popular opinion is based on the simple principle of compensation for work provided. | (3) One popular opinion is based on the principle that\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| (4) On the other hand, an argument against paying student-athletes is that they are auditioning on a national stage for the professional teams, using the popularity of the NCAA, all while receiving benefits, which may include free tuition meals, books, and other necessities.  | (4) On the other hand, some people argue that\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| (5) In light of these facts, I must side with the latter opinion,  | (5) In light of these facts, I must side with the latter opinion. |
| (6) I believe that student-athletes should not be paid. | (6) I believe that\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_should/should not be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

Academic Vocabulary:

current

principle

compensate

benefits

professional

**Your Rx:** Now that you have a good idea of what kinds of sentences and words help to make a good introductory paragraph, rewrite yours.

Guidelines:

 1. Have at least five sentences.

 2. Use as many of the sentence frames as you want. Pick and

 choose the sentence frames that are appropriate for your

 topic.

 3. Feel free to change the way the sentence frames are worded.

 Think of them as flexible guides and suggestions.

 4. Use at least two of your academic vocabulary words. Choose

 words from your list of “All-Star” academic words.

**II: Developing an Argument**

 Your reader wants details that support what you said in the introduction. Support can consist of quotations from experts, statistics,

reasons, examples, and cause/effect statements. Another way to develop your argument is to expand upon the counterclaim.

 Look at how these writers develop their arguments:

Topic I: Should shark netting be used on coastal beaches? (August, 2018)

 (1)*The effectiveness of shark nets is shown through statistics from around the world. The United States, which has never used shark nets, has recorded “over 4 times more shark bites…than in Natal, South Africa*

*in the past century” (Text 2, lines 4-5). Additional evidence of the effectiveness of shark nets can be seen in Australia. Shark nets were first*

*introduced there in 1936, and since that time, “not one fatal shark attack*

*has been recorded at beaches where nets have been installed” (Text 1,*

*lines 2-3).*

 *(2) Not only are shark nets effective in preventing shark attacks, they*

*also can give people peace of mind. In fact, when shark nets were introduced at a beach in New South Wales in 2016, “it inspired relief*

*among many of Ballina’s surfers and businesspeople” (Text 3, line 7).*

 *(3) Despite the clear benefits of shark nets, some people are still opposed to them. One major objection comes from the fact that “sharks are a critical component “of the ocean’s ecosystem” (Text 2, lines 23-24).*

*However, that objection assumes that the presence of shark nets can lead to the extinction of sharks and the destruction of the ocean’s ecosystem. that seems like a misunderstanding of shark nets. First of all, the shark nets are relatively close to the beaches and are “about 200 meters along the beach” (Text 1, line 14). They are intended as a deterrent for sharks and serve as a protection for swimmers. Although sharks occasionally get caught in the nets, it amounts to a very small portion of the shark population. When we consider that most sharks in the nets are released and sharks beyond the nets live throughout the world’s oceans it is difficult to link shark nets and the extinction of sharks.*

Academic Vocabulary:

consider

benefits

evidence

despite

major

assume

link

portion

What to Notice:

|  |  |
| --- | --- |
| Paragraph 1: Here are **statistics** and **examples** that support my argument. | The writer develops this paragraph by using statistics from the text, and citing them correctly. The statistics represent examples that show comparison between the United States and other countries that do use shark nets. |
| Paragraph 2: Here is a **cause/effect statement** and support from the text for it. | The writer develops this paragraph by making a cause and effect statement: The effect of shark nets is to cause peace of mind among beachgoers. |
| Paragraph 3: Here is what the **opposing side says, and why they are wrong.** | The writer develops this paragraph by acknowledging the opposing view and then rebutting it. The writer “hits back” on the opposing argument—that shark nets are harmful to the shark species as a whole—by explaining that the number of sharks that are harmed by nets is actually very small. |

Topic II: Should celebrities become the voice of humanitarian causes? (June 2016)

 (1) *Celebrities have a tremendous influence in American society and can exercise this power with surprising ease. There is no better way to raise instant awareness for humanitarian causes than to have popular celebrity support. Fans are eager to know every aspect of a celebrity’s life and will willingly support whatever cause the celebrity espouses. “Celebrities are master recruiters. People want to know more about what they’re doing in their personal lives” (Text 1, lines 56-59). Additionally, celebrities can use “their star power to gain access to policy-making circles to affect social and political change”* (Text 3, lines 23-24).

 (2) *Some could argue, however, that the celebrity humanitarian’s involvement in a non-profit organization might cause upheaval. They might be accused of being “highly problematic figures who dilute debates, offer misguided policy proposals and lack credibility and accountability” (Text 3, lines 34-35). This is a ridiculous attack on celebrity humanitarians. Hugely important and professional organizations like the United Nations, which has over 175 celebrity spokespeople (Text 4, line 4) study their representatives carefully. Even if a celebrity falls from grace as in the case of Lance Armstrong and his doping allegations, the public will still continue to honor the non-profit organization, as they did with Armstrong’s Livestrong Foundation, which he created to help other cancer patients.*

 (3) *The tremendous benefits of celebrity voices for humanitarian concerns cannot be overstated. Bono, nominated three times for the Nobel Peace Prize; Mia Farrow, Akon, George Clooney, Ben Affleck, and Angelina Jolie are just a few celebrities who make an important difference in African nations. These celebrity humanitarians devote “serious preparation” and “in-depth understanding, consulting with professionals” (text 3, lines 43-44) as they work to promote peace and a better life. And while it is true that a celebrity’s star power can distract attention from the many dedicated, hard-working people who work in the field of humanitarianism, these same people appreciate the fund-raising and attention celebrities bring to their causes*.

What to notice:

|  |  |
| --- | --- |
| Paragraph 1: Here’s where I explain how celebrities can turn their fans into supporters for good causes. | The writer explains the connection between celebrities and their fans, and how that connection benefits humanitarian causes. Note how the writer interweaves supportive sentences and parts of sentences from the text, correctly cited. |
| Paragraph 2: Here’s where I refute the opposing argument that celebrities can make their organizations become too dependent on them, causing the organizations to falter if they disappoint the fans. | The writer addresses those who would disagree about the positive influence of celebrities on humanitarian causes. The writer uses the example of Livestrong to refute the claim that celebrities can damage their causes if they lose their own reputations. |
| Paragraph 3: Here’s where I make a strong statement for celebrities being spokespeople for humanitarian causes and follow it up with examples of such celebrities. In the second part of this paragraph, I again hit back against those who disagree by pointing out that those “unfamous” people who work for the causes do appreciate the celebrity’s voice.  | The writer begins with a strong statement of support for having celebrities be the voice of humanitarian causes. The writer follows with numerous examples. The second part of this paragraph again hits back at the objection that celebrities can harm their causes by becoming a distraction. |

Academic Vocabulary:

benefits

promote

access

policy

affect

Topic III: Should companies be allowed to track consumers’ shopping or other preferences without their permission? (June 2014)

 (1) *Cell phones today are a huge source of information for companies seeking to market to us. Not only can companies purchase information about our appearance and interests, but the locations we visit as well (Text 1, lines 4, 9-10). First of all, this comes off as astonishing, even somewhat creepy (Text 1, line10). To think that technology reduces our privacy to near zero, that we are never entirely alone, is potentially terrifying. In addition, collecting this information does not require explicit permission from the subject (Text 1, lines 20-22). Not only can these companies collect personal information, they do so in a way that is essentially hidden from the consumer. There are ways to be notified of privacy policies and to even opt out, but the legal language and fine print used make them very difficult to understand (Text 1, lines 20-21). Why should consumers be required to make such an effort in the name of privacy?*

 *(2) Perhaps an even more startling case of consumer tracking technology is the Eye See, a store mannequin that sees what customers look like and where they go in the store (Text 2, lines 1-5). In this instance a well-known and well-established piece of advertising collects information about us without our knowledge. It cannot discriminate between a willing participant and a person who desires his/her privacy. The very nature of this technology makes it an enemy to privacy. The companies using these mannequins would argue that they are trying to “personally tailor the shopping experience” to their customers (Text 2, lines 5-6). However, the way it allows companies to categorize people is wrong. Since it can only see you, the Eye See must make assumptions based on appearance. Have we not tried to move away from stereotypes and generalizations? These mannequins now promote such practices, turning customers into nothing more than cattle, who are expected to follow a group.*

What to Notice:

|  |  |
| --- | --- |
| Paragraph 1: I go into detail about the extent that companies can go to obtain information about cell phone users | Dramatic language (*astonishing, creepy, reduces our privacy to near zero)*; Rhetorical questions |
| Paragraph 2: I go into specifics about a device called the Eye See | Dramatic language (*startling, enemy to privacy nothing more than cattle*); Acknowledging the opposing argument (what the companies that use Eye See would say, and the flaw in their claim) |

Academic Vocabulary:

potentially

technology

categorize

assumptions

policies

opt

source

**Your Rx:** Rewrite one or more of your body paragraphs, adding one or more of these “ingredients”:

|  |  |
| --- | --- |
| **Ingredients of Informational Text and Argumentation: Checklist** |  |
| **Counterclaim** | Statistics |
| Examples | Emotional Language |
| Anecdotes | Working definitions |
| Comparison/Contrast | Rhetorical Questions |
| Cause and Effect | Variety of perspectives |
| Quotations (references to authorities) | Technical language |

**III: Expressing Relationships**

 Your reader wants to be led from one idea to the next, to know how the paragraphs and sentences within paragraphs relate to each other. You accomplish this with various kinds of transition words and phrases.

 Look at how these writers use transition words and phrases to connect ideas to each other:

Topic I: Should shark netting be used on coastal beaches? (August, 2018)

 (1)*The effectiveness of shark nets is shown through statistics from around the world. The United States,* ***which*** *has never used shark nets, has recorded “over 4 times more shark bites…than in Natal, South Africa*

*in the past century” (Text 2, lines 4-5).* ***Additional*** *evidence of the effectiveness of shark nets can be seen in Australia. Shark nets were first*

*introduced there in 1936, and since that time, “not one fatal shark attack*

*has been recorded at beaches where nets have been installed” (Text 1,*

*lines 2-3).*

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***also*** *can give people peace of mind.*  ***In fact,*** *when shark nets were introduced at a beach in New South Wales in 2016, “it inspired relief*

*among many of Ballina’s surfers and businesspeople” (Text 3, line 7).*

 *(3)* ***Despite*** *the clear benefits of shark nets, some people are still opposed to them. One major objection comes from the fact that “sharks are a critical component “of the ocean’s ecosystem” (Text 2, lines 23-24).*

***However,*** *that objection assumes that the presence of shark nets can lead to the extinction of sharks and the destruction of the ocean’s ecosystem.* ***that*** *seems like a misunderstanding of shark nets.* ***First of all,*** *the shark nets are relatively close to the beaches and are “about 200 meters along the beach” (Text 1, line 14). They are intended as a deterrent for sharks and serve as a protection for swimmers.* ***Although*** *sharks occasionally get caught in the nets, it amounts to a very small portion of the shark population.* ***When we consider that*** *most sharks in the nets are released and sharks beyond the nets live throughout the world’s oceans it is difficult to link shark nets and the extinction of sharks.*

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 (1) *Celebrities have a tremendous influence in American society and can exercise this power with surprising ease. There is no better way to raise instant awareness for humanitarian causes than to have popular celebrity support. Fans are eager to know every aspect of a celebrity’s life and will willingly support whatever cause the celebrity espouses. “Celebrities are master recruiters. People want to know more about* ***what*** *they’re doing in their personal lives” (Text 1, lines 56-59).*  ***Additionally,*** *celebrities can use “their star power to gain access to policy-making circles to affect social and political change”* (Text 3, lines 23-24).

 (2) ***Some could argue, however, that*** *the celebrity humanitarian’s involvement in a non-profit organization might cause upheaval. They might be accused of being “highly problematic figures who dilute debates, offer misguided policy proposals and lack credibility and accountability” (Text 3, lines 34-35). This is a ridiculous attack on celebrity humanitarians. Hugely important and professional organizations like the United Nations,* ***which*** *has over 175 celebrity spokespeople (Text 4, line 4) study their representatives carefully. Even if a celebrity falls from grace as in the case of Lance Armstrong and his doping allegations, the public will still continue to honor the non-profit organization, as they did with Armstrong’s Livestrong Foundation,* ***which*** *he created to help other cancer patients.*

 (3) *The tremendous benefits of celebrity voices for humanitarian concerns cannot be overstated. Bono, nominated three times for the Nobel Peace Prize; Mia Farrow, Akon, George Clooney, Ben Affleck, and Angelina Jolie are just a few celebrities* ***who*** *make an important difference in African nations. These celebrity humanitarians devote “serious preparation” and “in-depth understanding, consulting with professionals” (text 3, lines 43-44) as they work to promote peace and a better life.* ***And while it is true that*** *a celebrity’s star power can distract attention from the many dedicated, hard-working people* ***who*** *work in the field of humanitarianism, these same people appreciate the fund-raising and attention celebrities bring to their causes*.

Topic III: Should companies be allowed to track consumers’ shopping or other preferences without their permission? (June 2014)

 (1) *Cell phones today are a huge source of information for companies seeking to market to us.* ***Not only*** *can companies purchase information about our appearance and interests,* ***but*** *the locations we visit* ***as well*** *(Text 1, lines 4, 9-10).*  ***First of all,*** *this comes off as astonishing, even somewhat creepy (Text 1, line10). To think that technology reduces our privacy to near zero,* ***that*** *we are never entirely alone, is potentially terrifying.*  ***In addition,*** *collecting this information does not require explicit permission from the subject (Text 1, lines 20-22).*  ***Not only*** *can these companies collect personal information, they do so in a way that is essentially hidden from the consumer. There are ways to be notified of privacy policies and to even opt out,* ***but*** *the legal language and fine print used make them very difficult to understand (Text 1, lines 20-21). Why should consumers be required to make such an effort in the name of privacy?*

 *(2****) Perhaps an even more*** *startling case of consumer tracking technology is the Eye See, a store mannequin that sees what customers look like and where they go in the store (Text 2, lines 1-5).*  ***In this instanc****e a well-known and well-established piece of advertising collects information about us without our knowledge. It cannot discriminate between a willing participant and a person who desires his/her privacy. The very nature of this technology makes it an enemy to privacy. The companies using these mannequins would argue that they are trying to “personally tailor the shopping experience” to their customers (Text 2, lines 5-6).* ***However,*** *the way it allows companies to categorize people is wrong. Since it can only see you, the Eye See must make assumptions based on appearance. Have we not tried to move away from stereotypes and generalizations? These mannequins now promote such practices, turning customers into nothing more than cattle, who are expected to follow a group.*

**Your Rx:** Go through your essay, and make sure your have adequate transitions within and between paragraphs.

Also, see if you can combine a few sentences using *which, who, what* or *that.*

Refer to “Common Hitching Devices” for ideas and punctuation with transitions

**IV: Academic Vocabulary**

 If you use academic vocabulary appropriately, your reader will take you seriously.

 Your reader is looking for two kinds of academic vocabulary:

**Type I:** Words from your Academic Word List (AWL)

**Type II:** Words that are specifically about your subject.

Look at how these writers use both Type I (AWL) and Type II (Specifically about the subject):

I Topic: Should the United States government create strict sugar regulations? (August 2016)

 *Sugar is not a substance that merits the placement of additional regulations and restrictions. In fact, sugar has not been shown to have any more potential risk than other sweeteners such as honey or molasses. Shelly Burgesss, an FDA spokeswoman stated that “…the FDA was not aware of any evidence highlighting added safety risks from high fructose corn syrup compared with other sugars such as honey table sugar, or molasses” (Text 1, lines 26-28). The FDA still regards sugar as generally safe to use. Text 4 points out that, “No scientific studies demonstrate a difference either in aggregate soda consumption or in child and adolescent Body Mass Index…” (lines 8-9). This disproves through scientific evidence, or rather a lack thereof, that the amount of added sugars in a person’s diet alters his or her physical state in terms of possibility of obesity or other diseases.*

Type I (AWL):

 regulations, restrictions, potential, index, alter, physical

Type II (Specifically related to the subject):

 substance, merits, evidence, spokeswoman, high fructose corn syrup, molasses, scientific, aggregate, consumption, adolescent, disproves, lack thereof, obesity

II Topic: Should the United States bid to host a future Olympic Games?

(August 2014)

 So, are the Olympics worth the cost? Should the United States bid to host them again? Yes and yes. Properly planned, funded, and executed, the Olympics can help a city improve infrastructure, foster education, and gain international respect. This would be tremendous for an American city. And hosting the Olympics also creates, or at least rekindles, a feeling of national pride and patriotism. Wouldn’t it be wonderful for a nation being torn apart politically to be united though the one thing everyone can support—hosting the Olympic Games!

**Type I** (AWL):

 funded

**Type II** (Specifically related to the subject):

 executed, bid, infrastructure, foster, international, rekindles, patriotism, politically, united

III Topic: Should food be genetically modified (January 2016)

 Even though some studies show that GM foods are currently safe for human consumption, there are no long-term guarantees. Everyone agrees that there is “inadequate testing and regulation” (Text 3, lines 5-6). How can America calmly allow its citizens, from infants to the elderly to eat food whose long term health benefits are questionable, food that may, in fact, create allergies or diseases resistant to antibiotics? Just as crops are becoming resistant to pesticides, humans will become resistant to antibiotics, creating a horror show of virulent diseases.

**Type I** (AWL):

 currently, guarantee, benefits, regulation

**Type II** (Specifically related to the subject):

 consumption, antibiotics, virulent, allergies

**Your Rx:** Rewrite one of your paragraphs, using at least two words from the AWL and at least two words specifically related to the subject.

**V: Using a Formal Writing Tone**

Your reader will take you seriously if you use a formal writing tone.

While we use an *informal* writing tone to text, take notes, make lists, and do other casual writing that is meant for friends to read. But when writing for your teacher, or for business purposes, you need to “switch up” to a formal writing tone.

 Here are some differences between an informal and a formal writing tone:

|  |  |
| --- | --- |
| Informal:  | Formal:  |
| It doesn’t matter if you write complete sentences. | It does matter that you write complete sentences. |
| It doesn’t matter if you abbreviate anything you want to abbreviate. | Only a few abbreviations are acceptable, such as Mr., Mrs., Dr., etc.,  |
| It doesn’t matter if you don’t capitalize. | It does matter that you use proper capitalization. |
| It doesn’t matter if you write the way you speak, writing words like *gonna, lemme, wanna*, *cuz*, etc. | It does matter that you use the formal version of words like *going to, let me, want to, because,* etc. |
| You can use &. | You must write *and.* |
| You can use slang. | You should avoid most slang. |
| You can begin a sentence with *Well, …* | You should not begin a sentence with *Well, …* |
| You can use first person in every sentence. | You should use first person sparingly, and probably no more than once or twice. Your reader may not want you to use first person at all.  |
| You can use the word *stuff*. | You should replace the word *stuff* with a more specific word. You may use the word *things,* but only sparingly. |
| You don’t have to spell out numbers. | You should spell out numbers one through ten, and any other number that can be spelled out in two words.  |

**Your Rx:** Rewrite one of your paragraphs, upgrading the language to a more formal tone.

**RxRevise VI: Writing a Conclusion**

Your reader will be impressed if you end your argument with a strong and clear conclusion. But conclusions can be hard to write because you might feel that you’ve already said what you have to say. Take a look at the way these writers composed their conclusions:

Topic I: Should shark netting be used on coastal beaches? (August 2018)

 *Even though some people object to the use of shark nets at coastal beaches, these nets effectively serve their purpose of protecting humans. Beaches in South Africa and Australia have had substantial reductions in shark attacks. That allows people to go to the beach without worrying so much about a potential attack. It is true that sharks play an important role in the ocean’s ecosystem. However, the presence of shark nets does not harm that role. For these reasons, coastal beaches should use shark nets, a logical and effective solution to shark attack concerns.*

Topic II: Could algae be a solution to our energy problems? (January 2018)

 *Nations with high demands for fossil fuels need to develop viable alternatives for fossil fuels before they cease to exist. The use of algae biofuel is well on its way to replacing harsh fossil fuels. Algae is a practical choice for consumers, economists, and even environmentalists.*

Topic III: Should extinct species be brought back into existence? (January 2015)

 *The only way to truly save the earth is for humans to let go of their control of the environment. If we stop manipulating and destroying the earth, far fewer species will disappear. De-extinction, though an innovative concept, is far too problematic to be carried out. It is our responsibility to stop interfering with nature, rather than constantly trying to fix it*.

What to notice:

1. Last sentence is a clear and strong statement of the writer’s position.
2. No citations
3. Transition words and phrases within the conclusion

You can also end your argument with a statement that emphasizes the importance of the issue. The following frame will work well:

My objection to/support for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ addresses the larger

matter of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

We should care about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_because if\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

then \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**The “larger matter”**: Strong arguments connect the issue to larger matters in society. We call these larger matters *fundamental values*. Some of these are:

**Democratic principles, such as**: personal freedom, privacy, expression of individuality, promotion of voting rights, the right to be left alone, civil liberties, honoring the past

**Sense of community, such as**: helping others, sharing resources, considering future generations, establishing a sense of belonging, caring for loved ones

**Safety and security, such as**: protection against enemies, protection of resources, having sufficient food and shelter, avoiding and responding to natural disaster, maintaining health

**Economics, such as**: maintaining sufficient resources for now and the future, protecting personal fortunes while offering opportunities to everyone, employment

**Other, such as**: beauty, pleasure, convenience, fairness