**Characteristics of Persuasive/Argumentative Writing**

* The purpose is to persuade readers to accept a certain view or to undertake a certain action.
* It has a hypothesis that may be based on a value or a policy
* It expresses approval/disapproval of certain value or standards
	+ For example: “Conducting stem cell research is unethical.”
* It calls for adoption or change in a policy
	+ For example: “The US immigration policy must be changed in order to improve the economy”
* The writer debates an issue
* The information is arranged by defining the issue, *showing both sides of the argument*, and taking a clear stand on the issue
* It should be written in 3rd person (using “it”, “he”, “she”, “they”), uses formal language to discuss someone or something
* If your topic is well-researched, it strengthens your argument.
* Research may require going to a library or searching online. All research should be current.
	+ Acceptable sources are reference works, books, and scholarly articles by experts. Encyclopedias and popular magazines should not be used in academic writing.
	+ When using information from a Web site, evaluate the site for timeliness and reputability. Also, consider the site’s purpose, the reliability of its sponsors, and credibility of the author. Make sure to collect all necessary reference information in order to give credit to the authors.
* It should have a thesis statement and a claim. Developing a thesis is like building a bridge. In a bridge, the cross-beam (driveway) has to be held up by strong columns in order for the bridge to function. In the bridge analogy, a cross-beam represents a claim, and the columns represent supporting details. A claim is a one-sentence statement that:
	+ Makes an assertion or takes a stance
	+ Is based on a generalization
	+ Is not a fact
	+ Is debatable
	+ Must be presented in the introduction of the essay
* When making a claim, ask yourself any of the following:
	+ What point am I trying to make?
	+ What am I trying to say?
	+ What am I getting at?

**Model of Argumentative (Persuasive) Essay:**

**“Students Should Be Required to Wear Uniforms”**

*“Uniforms are the gateway to equality.”* – Anonymous

1. Uniforms are the best thing that has happened to public education. Many schools around the world, such as schools in Japan and Africa, have **required** all students to wear uniforms for years. In the United States, only private schools used to require uniforms. However, recently many public schools, like Lafayette High School in Buffalo, have a uniform policy. Some people say that uniforms don’t allow students to express who they are. However, I believe that students should have to wear uniforms in public schools. Basically, students should be required to wear uniforms for three reasons: 1) So that parents don’t have to spend too much money on clothes for their kids, 2) So that kids don’t have to feel pressure to “fit in” and wear the “right” clothing, and 3) So that kids don’t wear inappropriate or dangerous clothing.

2. The first reason uniforms are important is because they allow parents to save money. In schools where uniforms are not required, parents often have to buy their children a lot of expensive clothing. The text states, “When students don’t wear uniforms, they typically have to buy at least 4 different pairs of pants and at least 5 matching shirts for *all* seasons” (Text #1, Line 20). All of this is a waste of money, especially because kids will grow out of those clothes soon anyway. With uniforms, parents only have to a buy a few pairs of pants and shirts for the weekdays. Then, regular clothes are needed only for the weekends. Parents can save money and spend it on more important things, like food, books, and fun activities for their children.

3. The second reason students should wear uniforms is so that kids don’t have to feel social pressure to wear stylish and/or brand-name clothing. This kind of clothing is often more expensive than uniform clothing and not needed. It also causes children to feel strange and can cause **social** problems. For example, the text states, “When I was in school all the kids were pressured to wear Nike sneakers- it seemed like *everybody* wore them. Unfortunately, my parents didn’t have enough money to buy the $100 sneakers and bought me a no-name brand from Kmart instead. The kids made fun of me endlessly because of it” (Text 2, Line 15). Uniforms would prevent kids from feeling left out or different from others, because with uniforms, *everybody* dresses the same.

4. (*Please write a topic sentence here that you think would fit well:)* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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An example of inappropriate clothing would be girls wearing skirts that are too short or blouses that are too low. Also, in high schools boys wear gang-related clothing, which might send the wrong message or encourage bad behavior. The text states “Wearing gang paraphernalia in schools glorifies gang membership, and adolescents wearing too-adult clothing promotes behavior that is more adult than they’re ready for” (Text 3, Line 50). Uniforms allow students to be good role models for others.

5. In conclusion, all public schools should have a uniform policy for all grades. Uniforms save money, create a feeling of group membership and prevent students from feeling left out, and encourage good behavior in all students. Students can express who they are using their brains and hearts, not their clothes, which only show what’s on the outside.

**Activity:**

1. Please label the introduction, body paragraphs #1-3, and conclusion on the side using symbols “I, BP #1, BP #1, BP #3,” and “C.”
2. Please highlight the topic sentence of each paragraph in GREEN. Also UNDERLINE this one.
3. Please highlight all supporting sentences in each paragraph that supports the topic sentence of that paragraph in YELLOW.
4. Please highlight all **quotations, copied text, and/or example sentences** that support the supporting (yellow) sentences in **PINK.**
5. Please highlight the concluding sentence of each paragraph in GREEN.
6. If you agreed before, did the author reinforce your opinion? If you didn’t agree, did you change your mind after reading? (Do you think students should be required to wear uniforms in school?) Please give examples from the essay to explain.
7. Please circle all transition words in this essay that move the reader from one idea to the next (examples: “first, second, third, for example, for instance, in short, in my opinion, however, then, unfortunately”)

**Vocab Words:**

* Require (verb)- to make people do something as part of rule
* Implement (verb)- to make happen, to make real
* Individuality (noun)- your personality, things that make you different from others, your character
* Wardrobe (noun)- all the clothes and shoes that you own
* Social (adjective)- describing people, groups of people, society
* Paraphernalia (noun)- clothing/accessories for an activity or group
* Encourage (verb)- motivate, help/get someone to do something
* Delinquent (adjective)- bad, criminal, against the law
* Glorify (verb)­- to make something seem better than it is
* Cooperative (adjective)- helpful, getting along with others
* Superficial­ (adjective)- only on the outside, fake, unimportant