

Assert—Cite—Explain...A-C-E that Paragraph!

Most paragraphs in argument writing have 3 basic parts—*Assertion*, *Citation*, and *Explanation*—which all work together to contribute to the writer’s strategy for the paragraph.

[A] Assertion—Assert! In an assertion, which often appears in a topic sentence, the writer makes an evaluative I SAY statement that makes a claim— i.e. puts forth a reason that evidence will be cited in the paragraph to support. In an argument essay, the assertion relates back to & supports the thesis.

[C] Citation—Cite! In a citation, you cite—draw attention to & incorporate—evidence from source material to support the claim you made in the assertion. “To cite” a source involves the action of making reference to (to a person; to data; to an image). A citation might be a quotation, of varying length (or more than one quotation, if putting them together works best for the point the writer is trying to make). You cite to support your assertion and, in academic writing, citations function as evidence.

Be sure to cite sources accurately. And, if you cite a quotation, use “quotation weaving” to integrate the evidence you cite into your own sentences/prose, thereby preventing “orphan quotes.”

[E] Explanation—Explain! After citing evidence, write 1+ sentence to *explain*, or analyze, the evidence in order to complete the argument strategy of the paragraph. Argument paragraphs rarely, if ever, end with evidence because, in most cases, evidence rarely speaks for itself! The writer is responsible for analyzing and explaining evidence to an audience or reader. In doing so, she or her shows *how* the evidence cited in the paragraph supports the claims made in an assertion.

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When you use A-C-E, you ensure that your paragraphs deliver a significant, focused unit of information: an assertion or claim, evidence that supports it, and an explanation/analysis of how the evidence supports it. Plus, you engage in an intentional argument *strategy* essential for composing strong, convincing arguments.

Throughout the semester, we will add complexity to AND to further develop ACE paragraphs. For now, you can add transitions between parts of ACE paragraphs. We will practice complex rhetorical structural moves, like clarification, definition, synthesis, inquiry, qualification, contradiction, reiteration, connection, synthesis, particularization, etc. later this semester

ACE Paragraph Flow Chart: Assertion → Transition → Quotation → Citation → Explanation

PRELIM 2-A: ACE Paragraphs: Paragraph A (DOC draft due in PRELIM folder TH 1/26)

Start an ACE paragraph with your I SAY claim about ocularcentrism or anti-ocularcentrism

- Cite at least 2 pieces of evidence (quotations) from two different sources (Plato and/or Aristotle, Plato and/or Jay, Aristotle and/or Jay) to support your Assertion’s I SAY claim.
- Add sentences explaining what the evidence means & how it supports the I SAY Assertion’s claim
- Label the sections of the paragraph: if you cite more than one piece of evidence, your paragraph might be labeled like this: A-C-C-E or an A-C-E-C-E.

PRELIM 2-B: ACE Paragraphs: Paragraph B (DOC draft due in PRELIM folder T 1/31)

- DRAFT an ACE paragraph that starts with an Assertion that makes an I SAY claim about Galileo & ocularcentrism or anti-ocularcentrism (the Assertion can be about Galileo or the Catholic Church)
- Cite at least 2 pieces of evidence (quotations) from a primary source about Galileo, the film, and/or Jay’s “The Noblest of the Senses” to support your Assertion’s I SAY claim.
- Add sentences explaining what the evidence means & how it supports your claim
- Label the sections of the paragraph: if you cite more than one piece of evidence, your paragraph can be labeled like this A-C-C-E ← OR → your paragraph can be labeled like this: A-C-E-C-E.