

## Writing/Revising Thesis Statements (or ACE Assertions) to Make Strong(er) Claims

Thesis Doesn't Make a Claim or Restates Another's POV		[Description or Summary]
Problem:	In <i>Downcast Eyes</i> , Jay says many critics consider Descartes the "father of modern ocularcentrism." Thesis statement describes or summarizes Jay's claim, but doesn't state your claim.	
Solution:	Make your own claim about this topic (Descartes & ocularcentrism) that you can use Jay to support.	
Thesis Makes a Claim that is Obviously True/Preaching to the Converted		[Factual Claim]
Problem:	Plato was an important philosopher whose ideas influenced Western theories of seeing & vision. The thesis statement makes a claim that may not require proof or provoke/invite disagreement.	
Solution:	Rephrase the thesis to assume an arguable or controversial position readers might disagree with.	
Thesis Offers Personal Belief as Basis for the Argument		[Opinion]
Problem:	I think that Renaissance Christians were afraid of science and technology. Thesis assertion offers writer's personal belief, opinion, prejudice, or preference, in some cases making a claim that it is impossible to provide evidence to support.	
Solution:	Propose alternative viewpoints, avoid opinion words (I feel, I believe, etc.).	
Thesis Statement Makes a Claim that is too Broad or General		[Unfocused]
Problem:	Ocularcentrism is good for our society. / Ocularcentrism is bad for or society. The thesis statement oversimplifies the argument because its focus is too broad or general.	
Solution:	Rephrase the thesis using concrete diction (see chart below), or complicate the thesis with a subordinate clause (writing it as a complex sentence), or better connect thesis and motive.	
Thesis Doesn't Relate to the Essay Content or Ideas Lack Focus		[Random]
Problem:	Plato was right about the perils of ocularcentrism which he discusses in the "Allegory of the Cave," ] which is just like our contemporary society where our vision is managed by whoever controls the news media or Tweets the most frequently to draw out attention to them. The sentences in the introduction, including the thesis, are a collection of random sentences that have little, if any, connection: i.e. the introduction contains random ideas or too many ideas.	
Solution:	Use keyterms, concrete diction, and transitions to help make connections between ideas.: the thesis should be the culmination. Eliminate ideas that are random—even if you like them.	

Broad Noun <i>pronoun, abstraction</i>	+	Weak/Passive/ Verb <i>[linking or "to be" verb, passive voice]</i>	+	Vague, Evaluative Adjective/Adverb <i>[good, bad, really very]</i>
Specific Noun <i>concrete noun</i>	+	Active Voice/Action Verb <i>concrete/vivid action verb; "active voice"</i>	+	Specific Evaluative Adjective/Adverb <i>concrete/vivid adjective/adverb</i>

**Evolving Thesis Statements:** An "evolving Thesis" is a "Working Thesis": it becomes stronger and more evaluative as it evolves (i.e. as you revise it). Throughout the drafting & revision process, most writers discover that their Thesis often requires some modification. Returning to the Thesis to question focus, direction, relevance, etc., throughout the drafting & revision process, make both the Thesis and argument better connected, stronger & more complex.

### So...how Do I write a strong evolving Thesis that makes an original, evaluative claim?

- Consider the Thesis an "evolving" thesis that will change as you develop an essay's argument.
- Consider connections between the Thesis (argument) & Motive (argument stakes/importance)
- Consider Thesis in relation to your audience of readers: what challenges might readers pose?
- Pay close attention to diction and Keyterms you have chosen to phrase a Thesis to ensure that your word choices convey your intended meaning (this also applies to ACE assertions).
- Cross-reference an "I Say" claim made in a Thesis with I SAY Assertions in ACE paragraphs.
- Think about how to evolve the thesis to take a stronger stance or gain increased complexity.