

## Organizing Research Argument Essays

The Research Essay is a longer version of the Argument Essays you have written this semester. Unlike earlier essays in which course readings were the major sources were provided for you to analyze in your writing, Essay III requires that you construct an argument with evidence from 2-3 course readings and at least 6-8 outside sources you discover through independent research. Essay III also requires you to include and refute a counter-argument to enhance your “ethos”—which is otherwise known as your credibility—as well as to better support your argument. As in most argument essays, you must analyze evidence (quotations, statistics, etc.) cited from sources in order to support reasons (topic sentence I SAY assertions) that organize & support your argument. Organizing reasons that support a thesis statement, combined with using structure & stitching to manage evidence, is crucial to writing a solid, well-argued & successful research essay in which your position (stance) is clearly stated & distinguishable from the stances & arguments of your sources (differentiating your “I SAY” from what “they say”). A focused organizing strategy, stitching and structural moves, well-selected evidence, careful analysis, and thoughtful usage of G&B templates to differentiate the various perspectives & voices in the essay will result in a complex & compelling argument.

\*\*Writing a Roadmap after completing the Essay III Conference Draft will help you see the trajectory of your argument & will also put you in a better position to see what you want to re-organize (paragraph order) or reword (topic sentences, analysis) or rework (better stitching in body paragraphs) or add (rhetorical structural moves) to improve your strategy.

### I. Introduction [Lens Text Introduction from Essay II + Rhetorical Structural Moves]

In the very first sentence of the opening paragraph, provide a “hook”...” You want to begin your introduction with a well-chosen, specific and focused hook that relates to the essay’s focus. As in shorter essays, you should integrate sources that *contextualize, frame or provide a lens for your thesis*. The introduction should establish motive & stance, address audience/reader assumptions (perhaps identifying both the identity that is “othered” as well as the social group who discriminates in ways that produce “othering”), as well as introduce important keyterms and phrases. Stitching transitions will connect the parts of the introduction & lead to a strong, evaluative, and succinctly worded thesis assertion that fits within the parameters of Essay 3.

### II. Body: Organization:

**Option 1: Counterargument against Thesis followed by Reasons/Assertions that Support Argument:** Acknowledge and engage counter-arguments or opposition (“plant a Naysayer in you text”) and then refute them. You will explain how the opposition is wrong, shortsighted, or even if they are correct on a point, how it does not damage your argument. State the opposing groups strongest points, and not their weakest. After refuting the opposition, organize your paper based upon reasons that support your thesis/argument. You should be making rhetorical structural moves throughout your discussion of these reasons and the evidence that supports them. Reasons should be in a logical order, according to: strength, importance, sub-categories, controversy, least to most compelling, etc. Body paragraphs should use G&B templates, stitching transitions, quotation weaving to integrate evidence, and rhetorical structural moves that synthesize, contextualize, distinguish, connect, expand, elaborate, and/or particularize to manage evidence and in analysis.

**Option 2: Reasons/Assertions that Support Argument/Thesis—Counterargument right before conclusion:** Organized according to reasons that support your argument. Reasons proceed in logical order: strength, importance, sub-categories, controversy, least to most compelling, etc. You should be making rhetorical structural moves throughout to strategize how you manage and explain evidence from sources. After you have built up your argument, you will then introduce a counter-argument (i.e. “plant a Naysayer in your text”). Again, you want to counter the opposing argument’s strongest point against your reasoning, and not the weakest one. All body paragraphs should include G&B Templates, stitching to introduce and transition to evidence, quotation weaving to integrate quotations, and structural moves that synthesize, contextualize, distinguish, connect, particularize before and between evidence, and in your analysis.

**Option 3: Counterargument follow Reasons/Assertions, etc.:** Organize your paper according to assertions and evidence from sources you have identified to support your argument in some logical order: strength, importance, sub-categories, controversy, least to most compelling, etc. For this option, you address several smaller counterarguments that object to Stance Assertions at the paragraph level, rather than one that objects to your overall Thesis/Argument. These will be smaller counter-arguments, or counter-claims to the claims your paragraph-level assertions make and not larger counter claims as in Option 1 or 2. Continue to use G&B Templates, stitching transitions, quotation weaving to integrate evidence, and rhetorical structural moves that distinguish, expand, elaborate, connect, differentiate, distinguish, question, particularize, etc. to manage your evidence and in analysis.

### III. Body: Paragraph Development

- a) Focused I Say Assertions that provide reasons that support the argument.
- b) Stitching Transitions + G&B “They Say, I Say” templates, and Rhetorical Structural Moves such as clarifying, qualifying, elaborating, transitioning, synthesizing, connecting, complication, inquiry, or contextualizing, etc. to introduce and set up evidence—to connect ideas, to juxtapose evidence or ideas or arguments, to show how you are managing sources & evidence to support your argument.
- c) Careful, thoughtful, complex analysis that explains the MEANING & RELEVANCE of the evidence that you cite in each paragraph that may also include the rhetorical structural moves of: expansion, elaboration, connection, synthesis, particularization, differentiation, complication. Be sure to add analysis & structure/stitching transitions *between* multiple pieces of evidence and to synthesize to connect ideas at the end of paragraphs that contains multiple quotations.
- d) ACE + Counterargument; ACE + Synthesis Paragraphs; ACE + Stance; ACE + Structure; Structure (i.e. contextualization paragraph; historical background paragraph; definition + explanation paragraph)
- e) Reiteration of Keyterms/Keyphrases: in I Say Stance Assertions, Stitching Transitions, analysis, etc.
- f) Use of succinct diction to assert, explain, describe, transition to, reiterate, maintain focus & support.
- h) Use of Active Voice and elimination of Passive Voice to empower your Stance, to avoid wordiness and run-on sentences, and also to make your syntax and meaning more clear to readers.

### IV. Conclusion: [See INTRO + Conclusion handout from earlier this semester]

Think about how you have organized your reasons, managed evidence, and supported your overall argument when writing your conclusion. Point to the logical direction the discussion could continue in, come full circle, end with a great quotation, and/or revisit motive and stance in emphasizing the importance of the issue or topic. *\*\*Think of the above as an overall checklist for what you should be including & doing in Essay III\*\**