

WRITING A LOGICAL RESPONSE: MINI RESEARCH PAPER (King, Galloway, Bao Ninh, or Other)

Submit Assignment

Due Mar 18 by 11:59pm **Points** 120 **Submitting** a file upload

NOTE-THERE ARE FOUR OPTIONS, BELOW, FOR YOUR MINI-RESEARCH PAPER.

Choose from one of two short works of Non-Fiction, or an opinion piece of your choosing, or THE WILD CARD option, and argumentative, research based paper with a coherent argument

A. Dr. Martin Luther King's antiwar sermon, "A Time to Break Silence," which he delivered on 30 April 1967 in the Riverside Church in NYC. The sermon may be found at

<http://deanza.edu/faculty/swenssonjohn/ewrt2vn/king>

(<http://deanza.edu/faculty/swenssonjohn/ewrt2vn/king>)..Link

(<http://deanza.edu/faculty/swenssonjohn/ewrt2vn/king>.)

UNIT 4: THE ARGUMENTATIVE ESSAY

Objectives

To learn the parts and pieces of The Argumentative Theme. (This is the Apocalypse, the most important lesson in an argumentative writing course.)

As a part of that Objective, you will learn the parts, pieces, and functions of the INTRODUCTORY PARAGRAPH, the CONCLUDING PARAGRAPH, and the TITLE.

(The Body Paragraph has already been covered, in extensis, in Unit 3.) You will also learn how to write an effective, easy OUTLINE for the Argumentative Theme.

Discussion

THE ARGUMENTATIVE THEME

The argumentative theme is the basic form of persuasion, or argument, that we will study. It works for any length paper, including research papers, although the number of paragraphs and subdivisions must be modified. It also may form the basis for an argumentative speech (also called a Speech to Persuade), something you use in college or in life. You may use this form of argument, either formally or informally, to convince others of your position, your thesis.

The M1A1 Argumentative Theme is more effective if it deals with a CONTROVERSIAL, WORTHWHILE, and RESTRICTED topic, and is only as effective as the evidence, logic, and personal analysis that go into it.

Its effectiveness is typically a result of its RESTRICTION; the smaller your focus, the more specific will be your evidence; the more convincing your argument. DO not attempt to wrestle with and subdue the entire elephant. Write only about that one small piece of the elephant's ear you can hang onto.

"The best thesis is an affront to somebody, a fly in the facial ointment of all convention."

Sheridan Baker

The PARTS and PIECES of the argumentative theme (of perhaps 5-700 words) would look like:

TITLE

INTRODUCTORY PARAGRAPH:

Introductory Statements (6-8 sentences)

Thesis

Plan Step

BODY PARAGRAPH(S):

Topic Sentence

Evidence

Analysis

(Restated Topic Sentence-optional)

CONCLUDING PARAGRAPH:

Restated Plan Step

Restated Thesis

Concluding Statements (3-4 sentences)

A research paper might consist of three (or more) sections, with body paragraphs in each section. The ten-year life plan Research Paper (see Exercise 4.5.2, below) contains three required sections: Your education plan, your work/jobs plan, and a lifestyle plan. Each section may have a brief introduction, and, might have a brief conclusion as well.

The Introductory Paragraph

The Introductory Paragraph consists of three parts, the Introductory Statement(s), Thesis Statement, and Plan Step. The PLAN STEP is a summary of the TOPIC SENTENCES of your BODY PARAGRAPH and always starts with the words "I say this because."

INTRODUCTORY STATEMENTS—This may be a specific, attention-getting observation, a quotation, or a very sharp piece of evidence. The Introductory Statements normally name the topic, indicate some restriction or focus, and set the tone of the paper. In a 500-750 word paper, they should usually be 6-8 sentences in length. They should NOT be glittering generalities, one over the world statements that are meaningless and bore the reader. Do not start by stating platitudes about the importance of education to a refugee; tell us about your own trip to this country. Concreteness and specificity may as well start in the introductory statements.

THESIS STATEMENT—The point you are arguing. An Opinion. Restricted, Unified, and Precise. The narrower your thesis, the more specific will be your evidence, the more effective your argument. The thesis statement is, however, more general than your topic sentences, because they support the Thesis.

PLAN STEP--A summary of your topic sentences. The Plan Step has a logical, because-therefore relationship with the Thesis. The Plan Step generally, usually, starts with the words, "I say this because. . ." otherwise known as **ISTB**.

Here is a **SAMPLE INTRODUCTORY PARAGRAPH** written by a super student. Note how the parts and pieces are clearly identifiable, in part assisted with the use of the words "I say this because," between the **THESIS** and the **PLAN STEP**. Note also that the plan step, though two sentences long, implies that there will be three body paragraphs:

TRANSCENDING CULTURAL DIFFERENCES

Their homelands were separated by half the globe. They experienced culturally different backgrounds. Their lifetimes are divided by 1900 years. This is the relationship between Jeanne Wakatsuki Houston and the Apostle Paul. These authors have never met, and yet some of their writings parallel each other in most illuminating ways. These ways literally bond us together as a human race. As Jeanne has asked, "What are those threads. . . the pattern for who we are as Americans" ("Tapestry"^{4c})? Overcoming cultural differences is a common thread in the writings of Jeanne Wakatsuki Houston and the Apostle Paul. I say this because although they were both put through trials, they were both motivated by faith and took it upon themselves to be of service to others. Moreover, they both promoted the equality of all people through their writings.

The Body Paragraphs

The **Body Paragraphs** start with a **TOPIC SENTENCE** which is an opinion, and which is itself, Restricted, Unified, and Precise (Same criteria as Thesis Statement). The Body Paragraph contains **EVIDENCE** and an **ANALYSIS** of that evidence. **EVIDENCE** consists of facts which support the Topic Sentence, and the evidence is **ORDERED**, normally in either strong-to-strongest, chronological, or a spatial order. The Evidence is supported by your **ANALYSIS** in which you relate and explain the relationship between the evidence and the Topic Sentence. The criticality of analysis may be seen in a trial in which, from the **SAME** evidence, the prosecution argues "guilty," and the defense argues "not guilty." A Body Paragraph may conclude with a **RE-STATED TOPIC SENTENCE**.

THE QUALITIES OF AN EFFECTIVE BODY PARAGRAPH: An effective Body Paragraph is **UNIFIED** (contains only one controlling idea), **ORDERED** (see above), **COMPLETE**.

(Contains "enuf" evidence to prove the point in the Topic Sentence), and **COHERENT** (Flows smoothly because of transition words, consistent pronoun referents, and a logical order to the evidence). For a more detailed discussion of The Body Paragraph, see UNIT 3, above.

A **SAMPLE BODY PARAGRAPH** for the sample Introductory Paragraph quoted ABOVE about Jeanne Wakatsuki Houston and the Apostle Paul, written by a student, is:

Both Jeanne and Paul were confronted by many trials. During WW II, when Jeanne was seven years old, her family was placed in an internment camp in the desert in Manzanar, California. They remained incarcerated there for four years. Her entire family slept in only two small rooms, and were given only two thin army blankets each. Jeanne said, "It was bitter cold when we arrived, and