

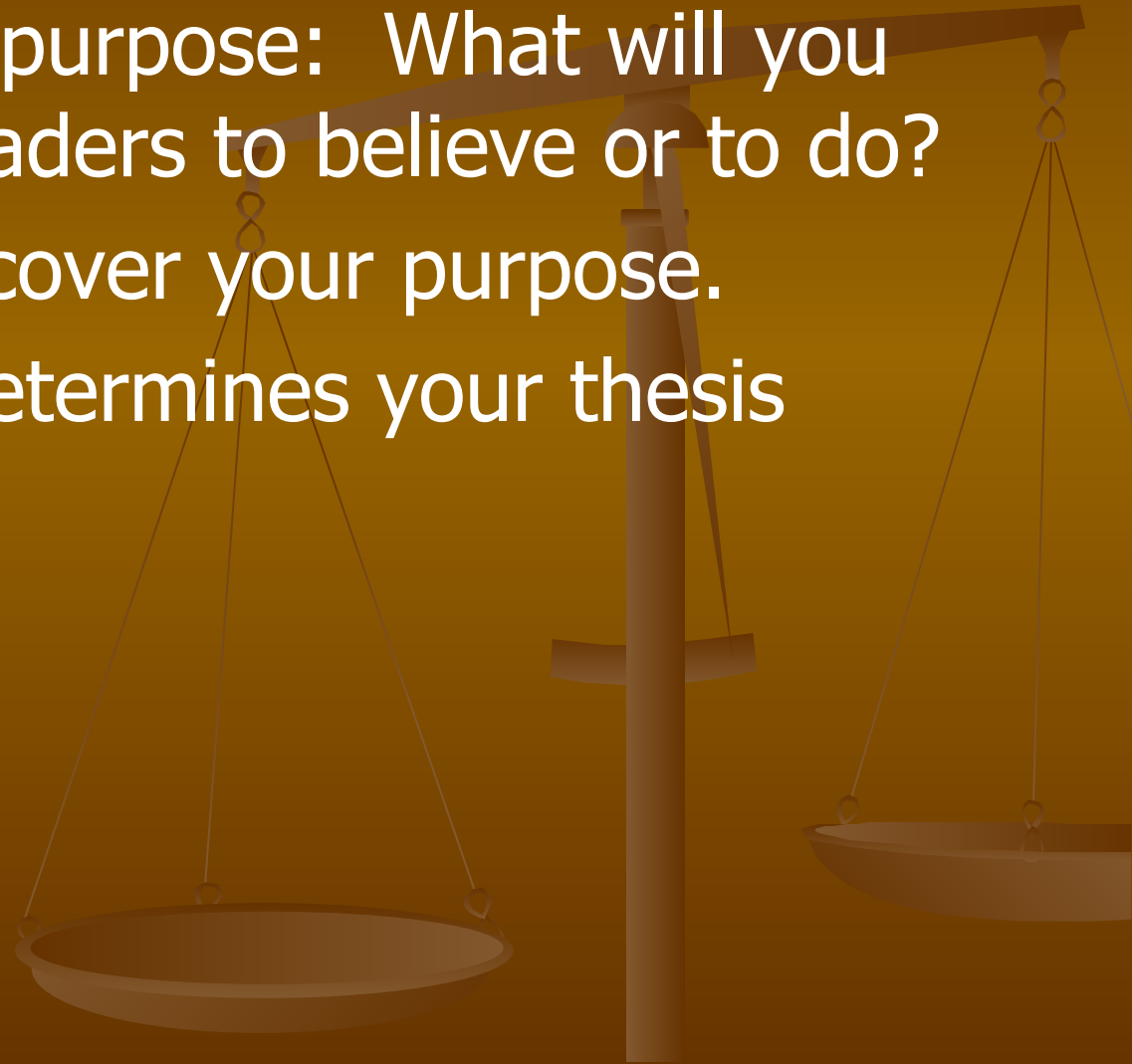
Persuasive Essay:

writing to convince
others of your opinion.



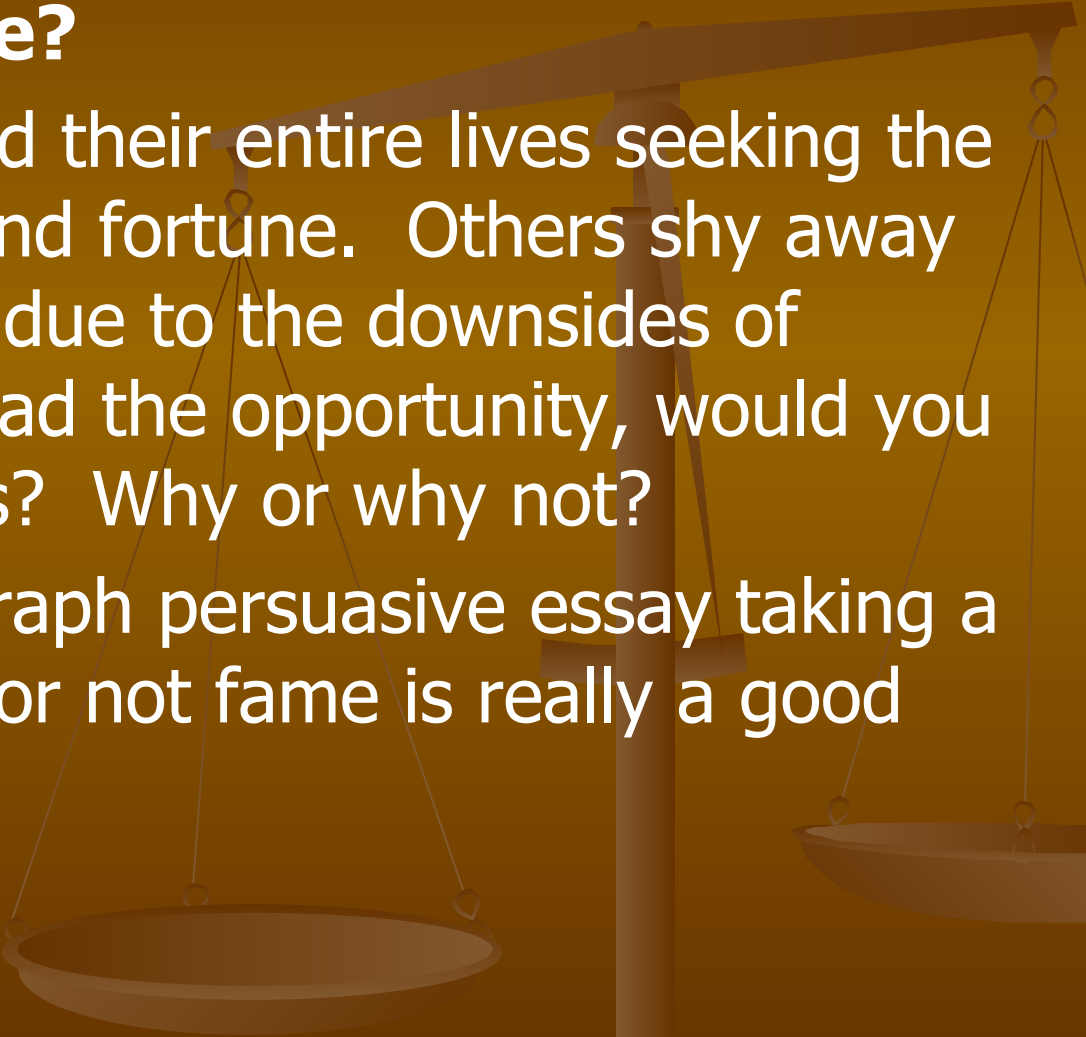
Determine Your Purpose

- Decide on your purpose: What will you convince the readers to believe or to do?
- Pre-write to discover your purpose.
- Your purpose determines your thesis statement.



Prompt #1

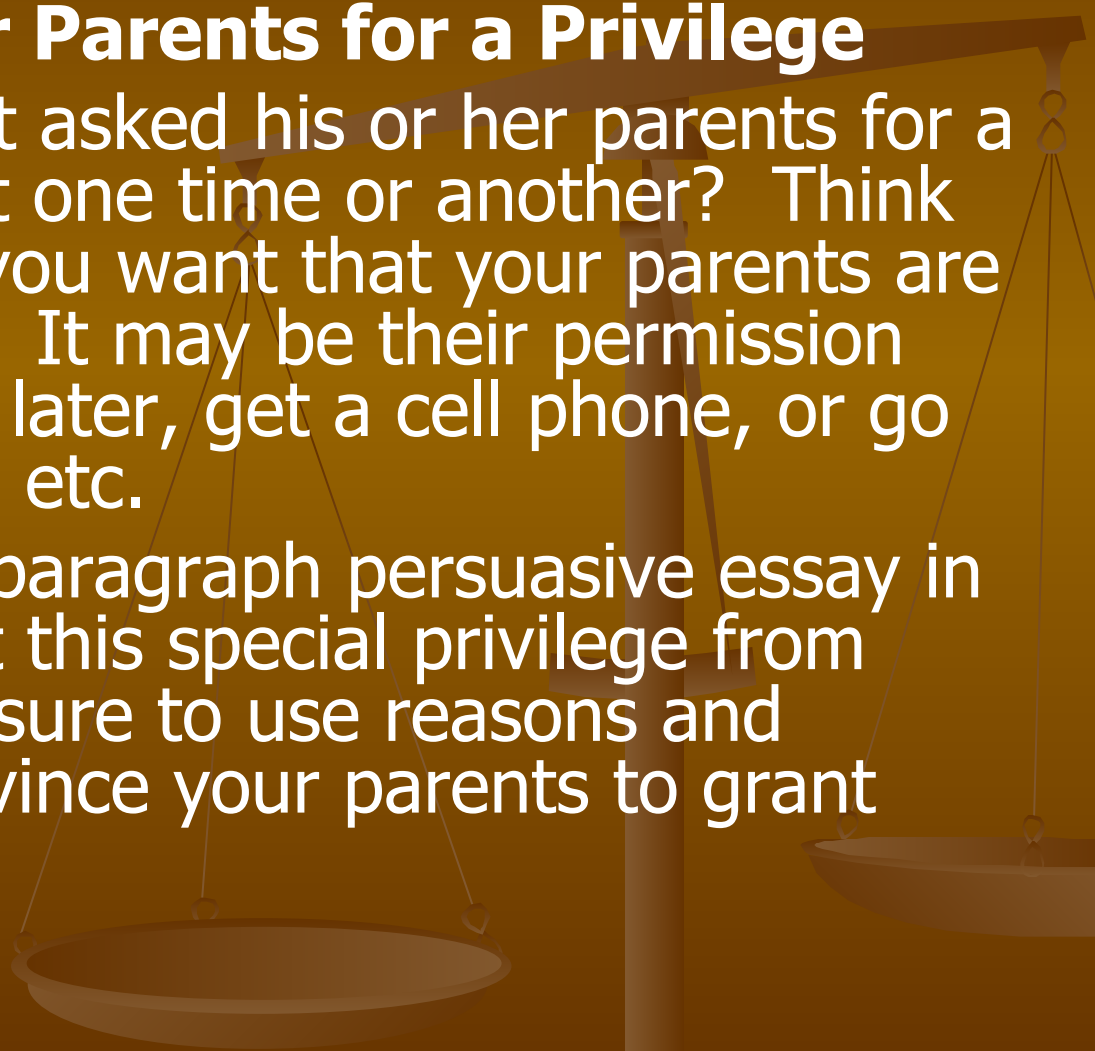
Do You Want Fame?

- Some people spend their entire lives seeking the rewards of fame and fortune. Others shy away from the spotlight due to the downsides of celebrity. If you had the opportunity, would you want to be famous? Why or why not?
 - Write a five-paragraph persuasive essay taking a stand on whether or not fame is really a good thing.
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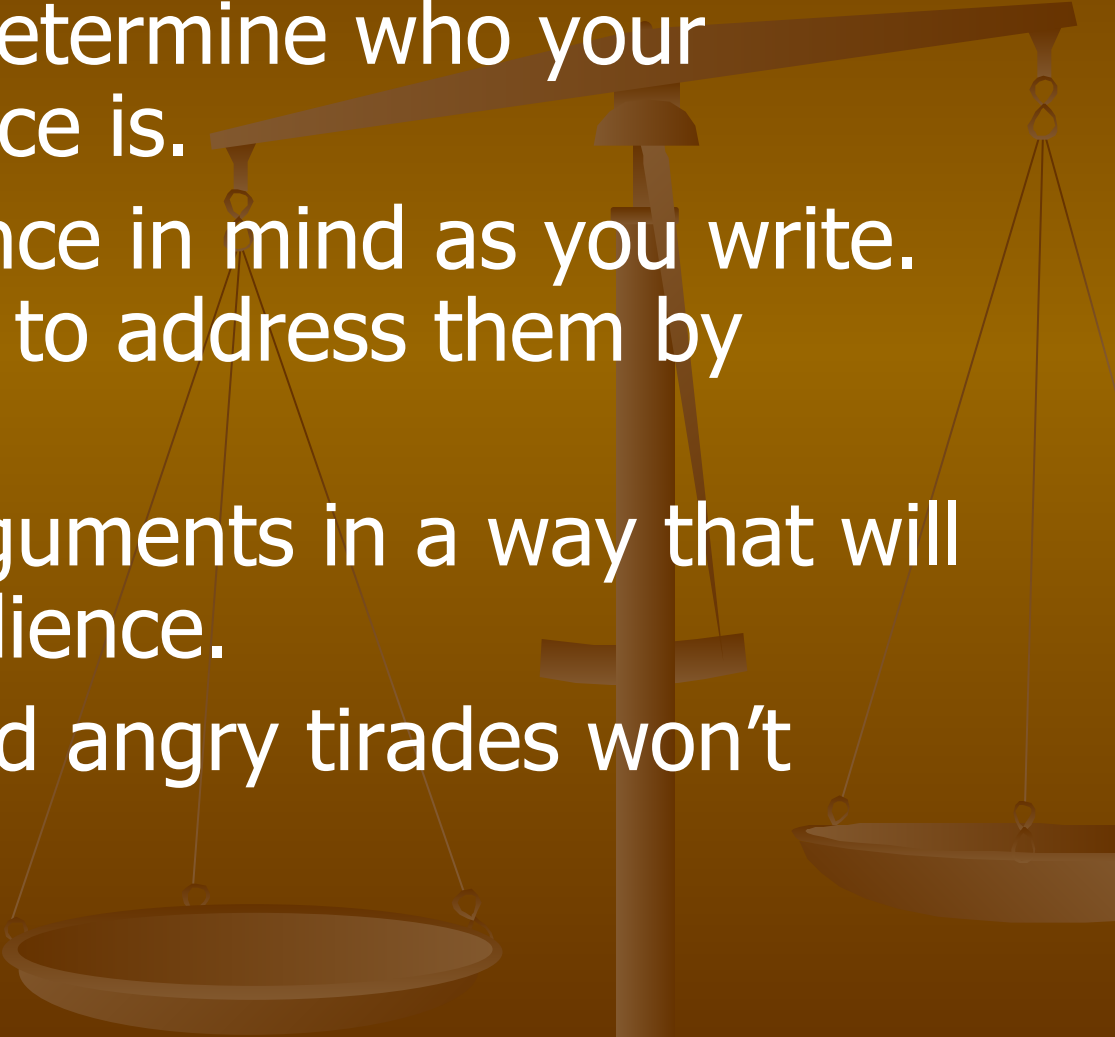
Prompt #2

- Is Lying Always Bad?
- Many people believe that lying is one of the worst things a person can do. They view it as something that hurts everyone and eventually destroys the person that lies. Others believe that lying can sometimes be the best way to handle a situation. They view it as protecting someone's feelings or calming a difficult situation. Many people in our lives share the belief that sometimes the truth is not in everyone's best interest. Have you ever been in a situation in which the truth was harmful? Is it sometimes in everyone's best interest to tell a lie?
- Decide whether or not you believe that sometimes it is in everyone's best interest to lie. Then, in a five-paragraph persuasive essay, defend your position. Include facts and examples for support.

Prompt #3

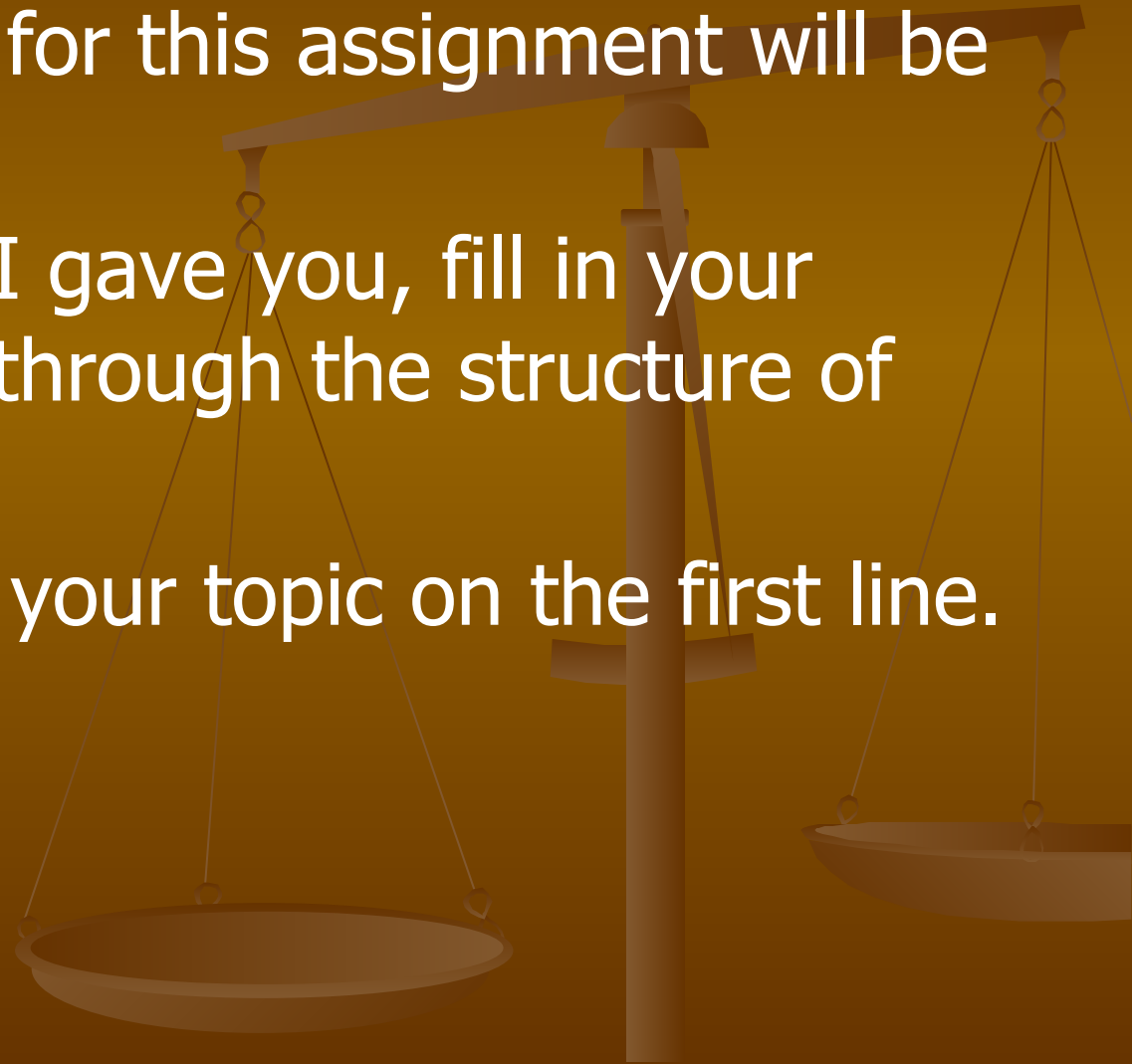
- **Petitioning Your Parents for a Privilege**
 - What child has not asked his or her parents for a special privilege at one time or another? Think about a privilege you want that your parents are able to grant you. It may be their permission for you to stay up later, get a cell phone, or go to a special event, etc.
 - Now, write a five-paragraph persuasive essay in which you request this special privilege from your parents. Be sure to use reasons and arguments to convince your parents to grant your request.
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Remember Your Audience

- Your topic will determine who your intended audience is.
 - Keep this audience in mind as you write. (You don't have to address them by name.)
 - Present your arguments in a way that will impress this audience.
 - Name calling and angry tirades won't work.
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Pre-writing

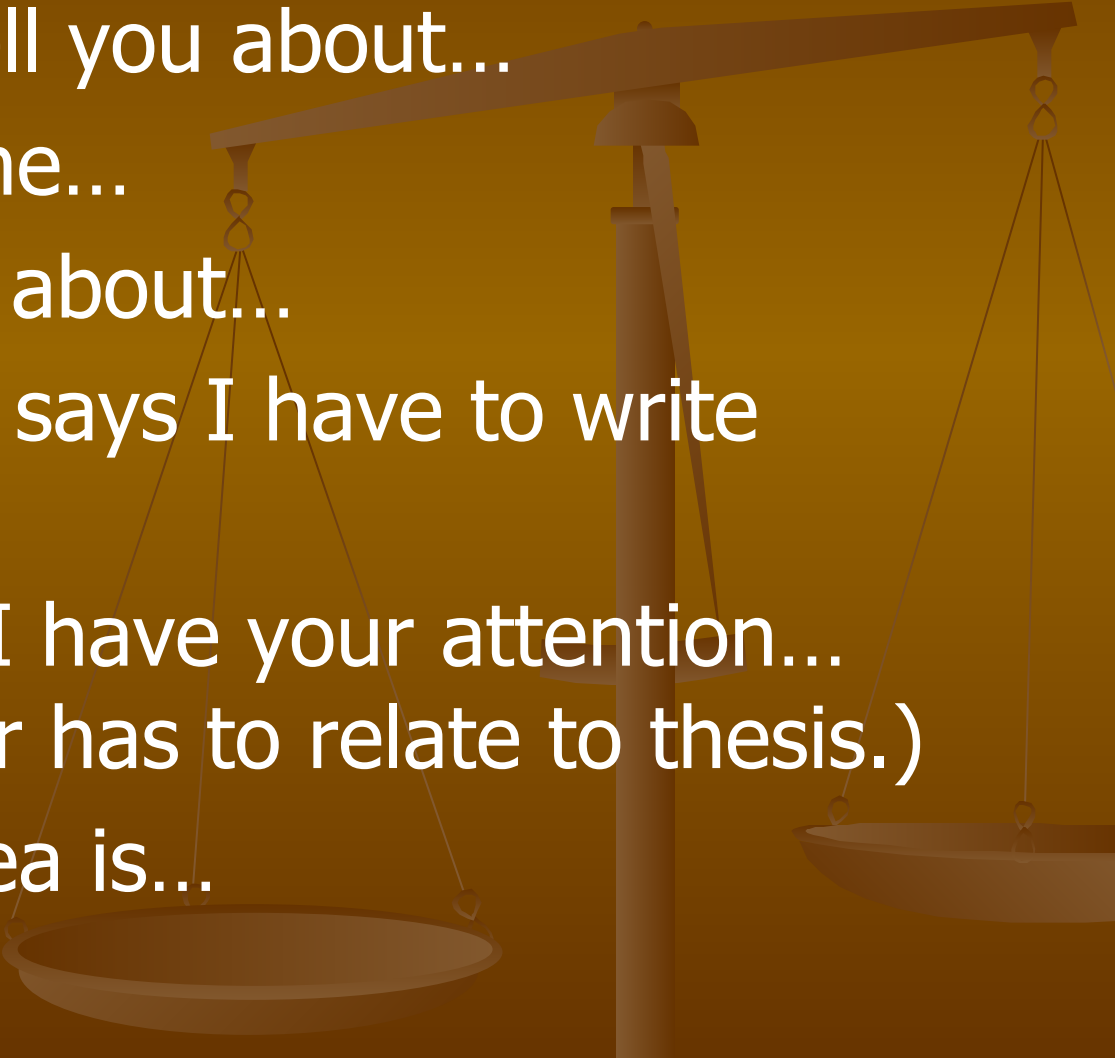
- Our pre-writing for this assignment will be an outline.
- Using the form I gave you, fill in your ideas as we go through the structure of the essay.
- Start by writing your topic on the first line.



Opening Paragraph Capture Attention

- Start with a hook! The first sentence in your essay should capture the attention of your reader.
- Your attention-getter must relate to the topic in some way.
- Ways to capture attention:
 - Startling situation or statistic
 - Intriguing question
 - Powerful description
- Example:
 - Imagine opening your closet to find something to wear to school, and all you can find are khaki pants and white shirts. Does that sound like a nightmare? Well, for many public school students in America, it is a reality!

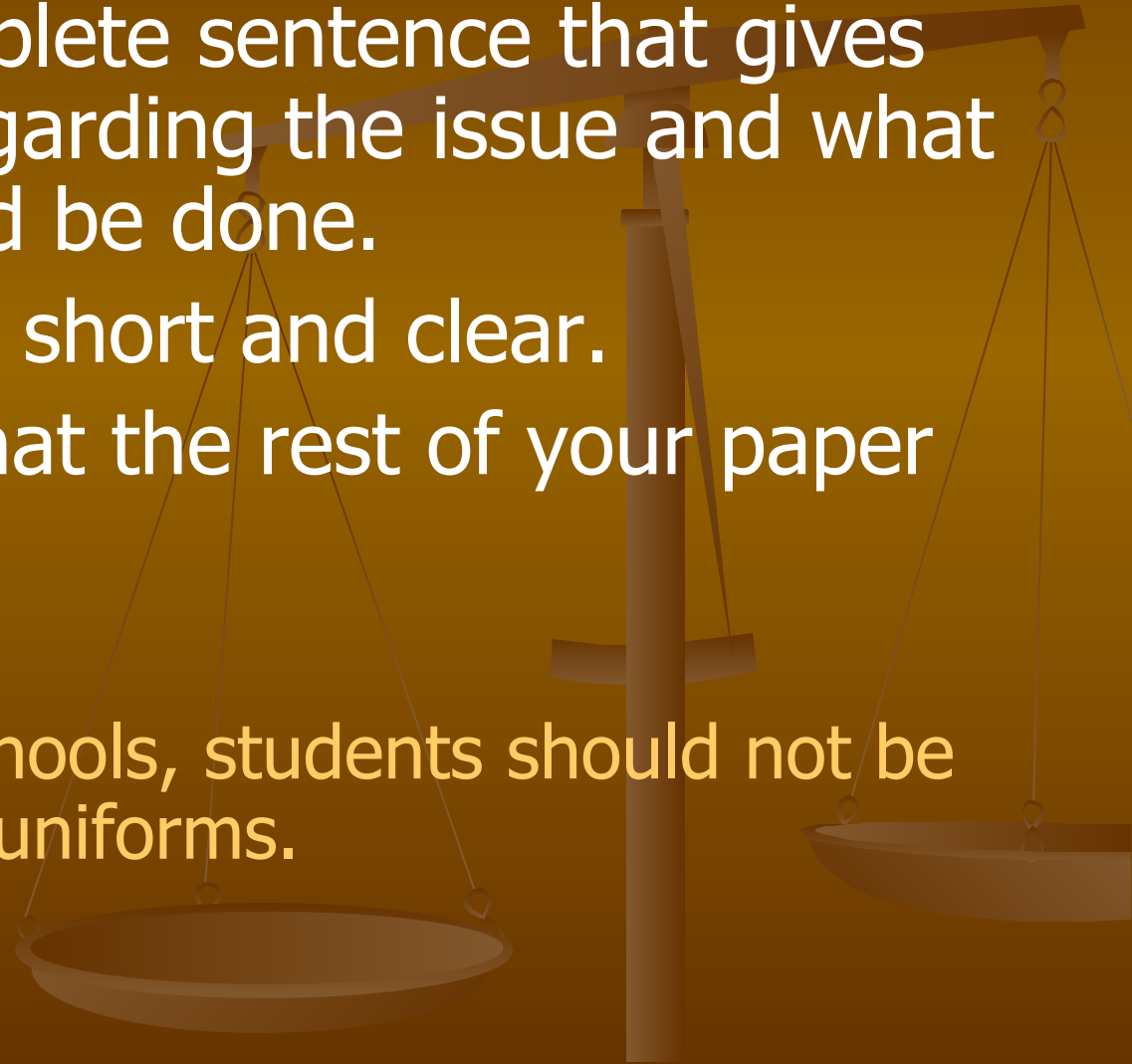
Some Ways NOT to Begin

- I am going to tell you about...
 - Once upon a time...
 - This is an essay about...
 - The assignment says I have to write about...
 - Fire! Now that I have your attention...
(Attention-getter has to relate to thesis.)
 - My first main idea is...
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Opening Paragraph

Clearly State Your Thesis

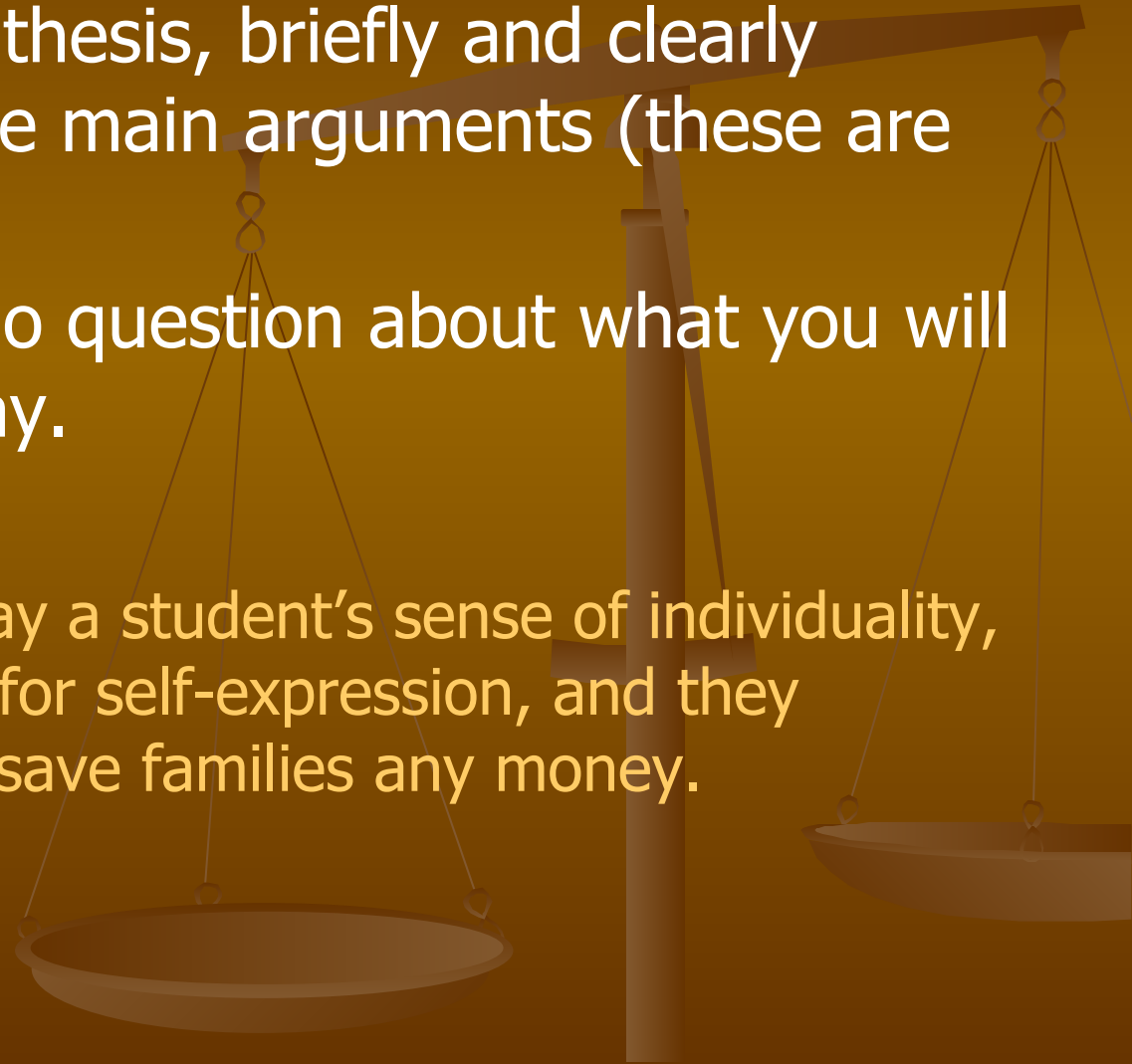
- Thesis = a complete sentence that gives your opinion regarding the issue and what you think should be done.
- A good thesis is short and clear.
- The thesis is what the rest of your paper will prove.
- Example:
 - In America's schools, students should not be forced to wear uniforms.



Opening Paragraph

Main Points

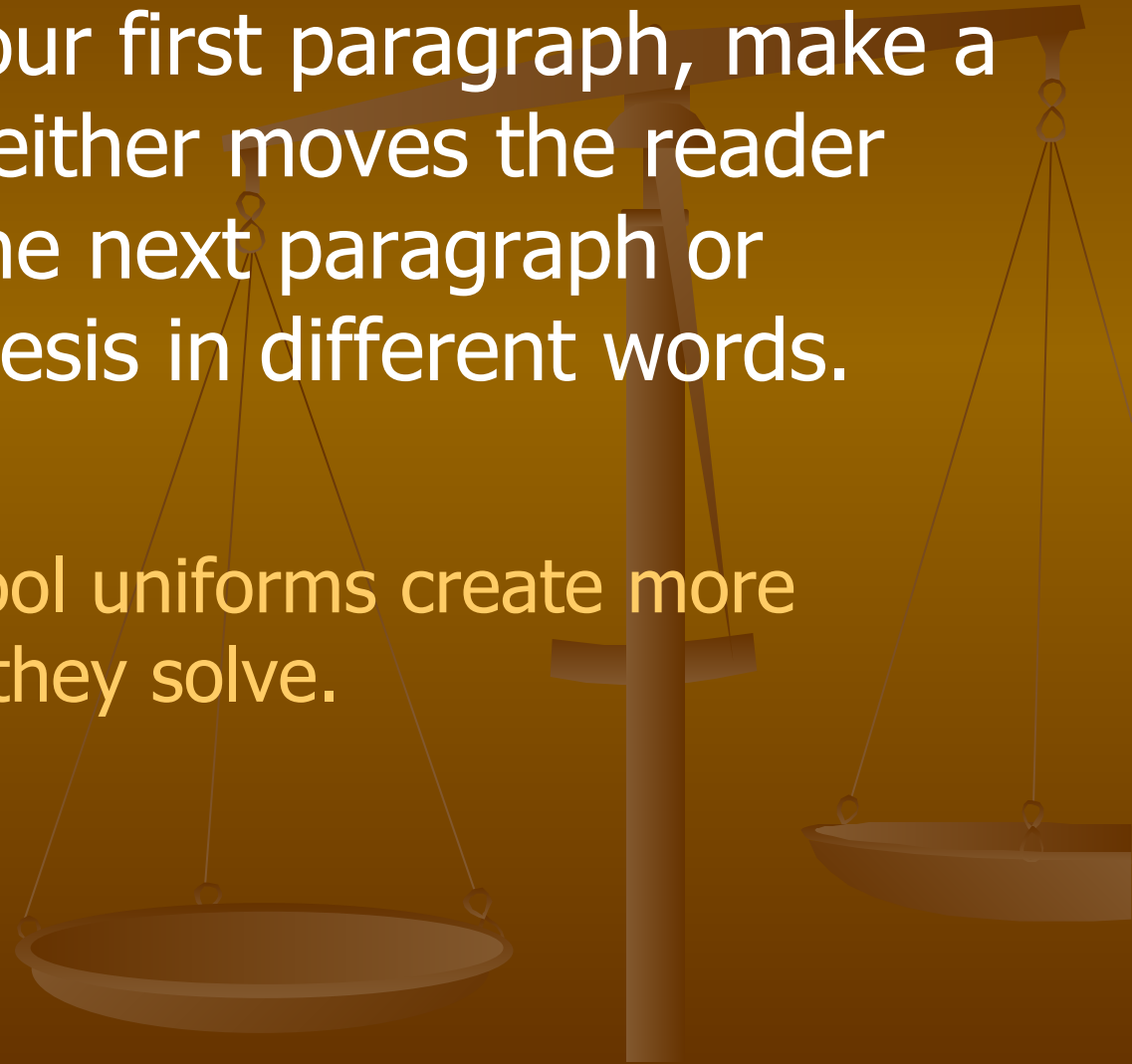
- After stating your thesis, briefly and clearly mention your three main arguments (these are your sub-topics).
- There should be no question about what you will prove in your essay.
- Example:
 - Uniforms take away a student's sense of individuality, they do not allow for self-expression, and they absolutely do not save families any money.



Opening Paragraph

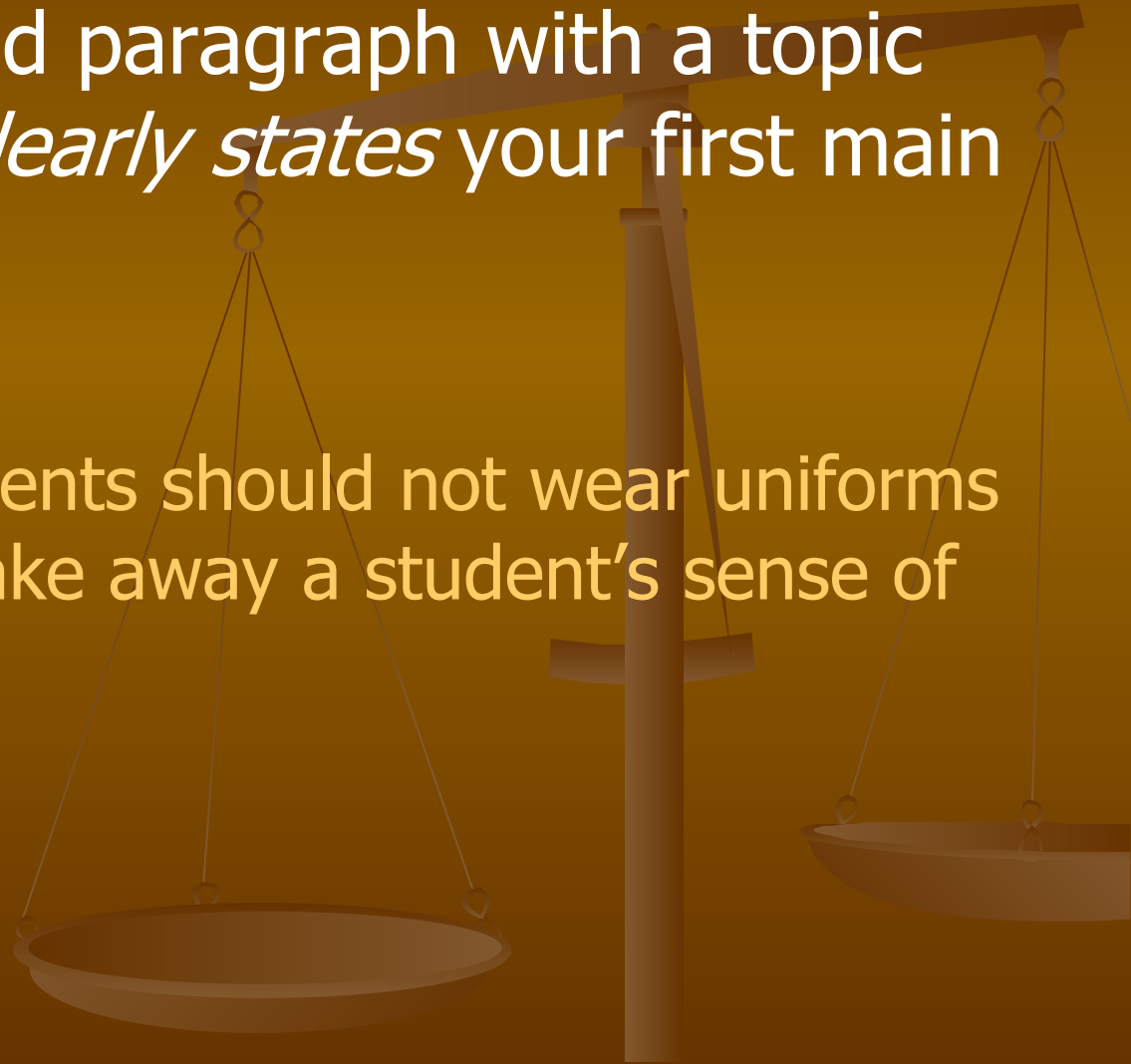
Conclusion/Transition Statement

- At the end of your first paragraph, make a statement that either moves the reader smoothly into the next paragraph or restates your thesis in different words.
- Example:
 - Mandatory school uniforms create more problems than they solve.



Second Paragraph Topic Sentence

- Begin the second paragraph with a topic sentence that *clearly states* your first main point.
- Example:
 - First of all, students should not wear uniforms because they take away a student's sense of individuality.



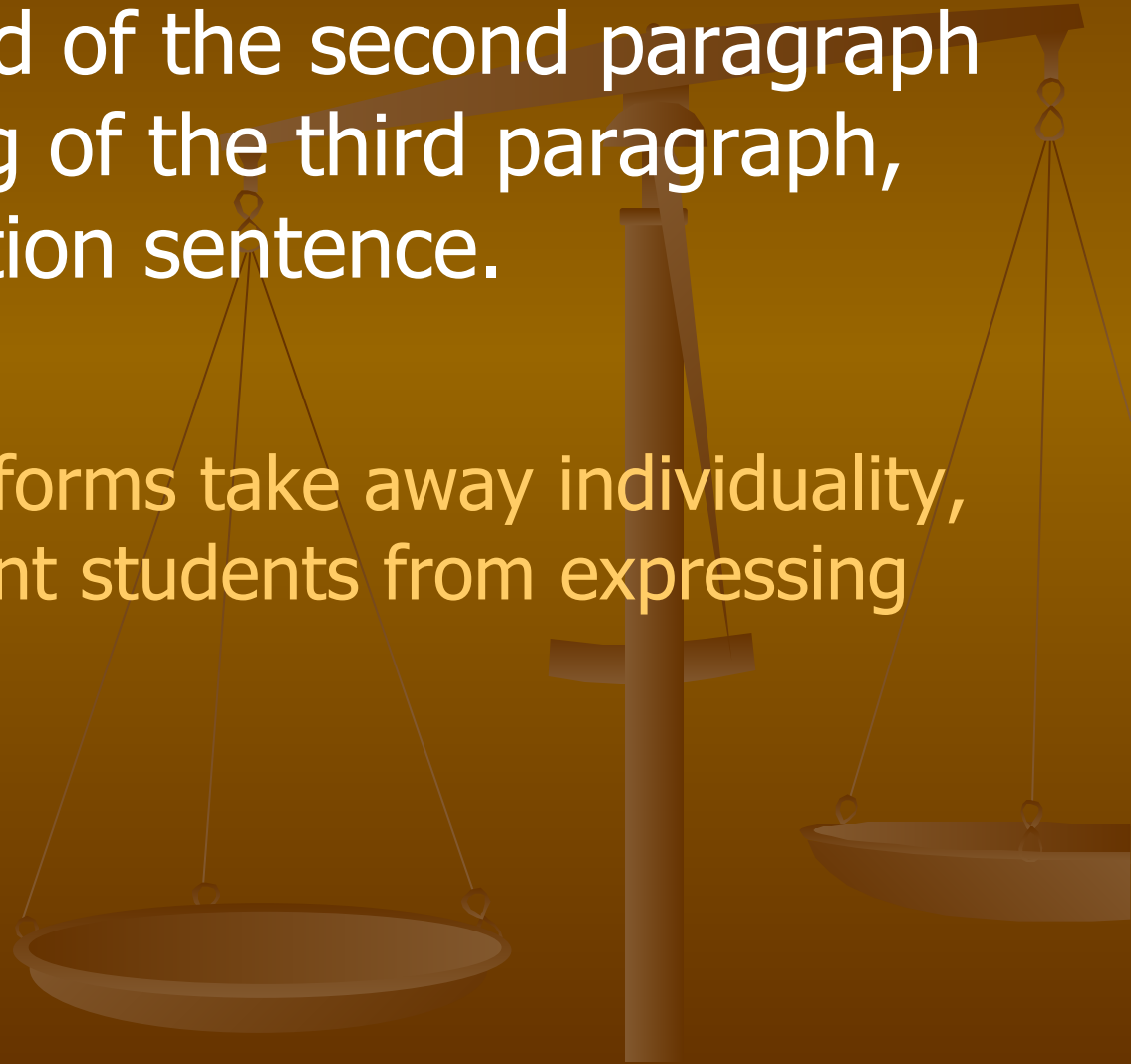
Second Paragraph

Specific Supporting Examples

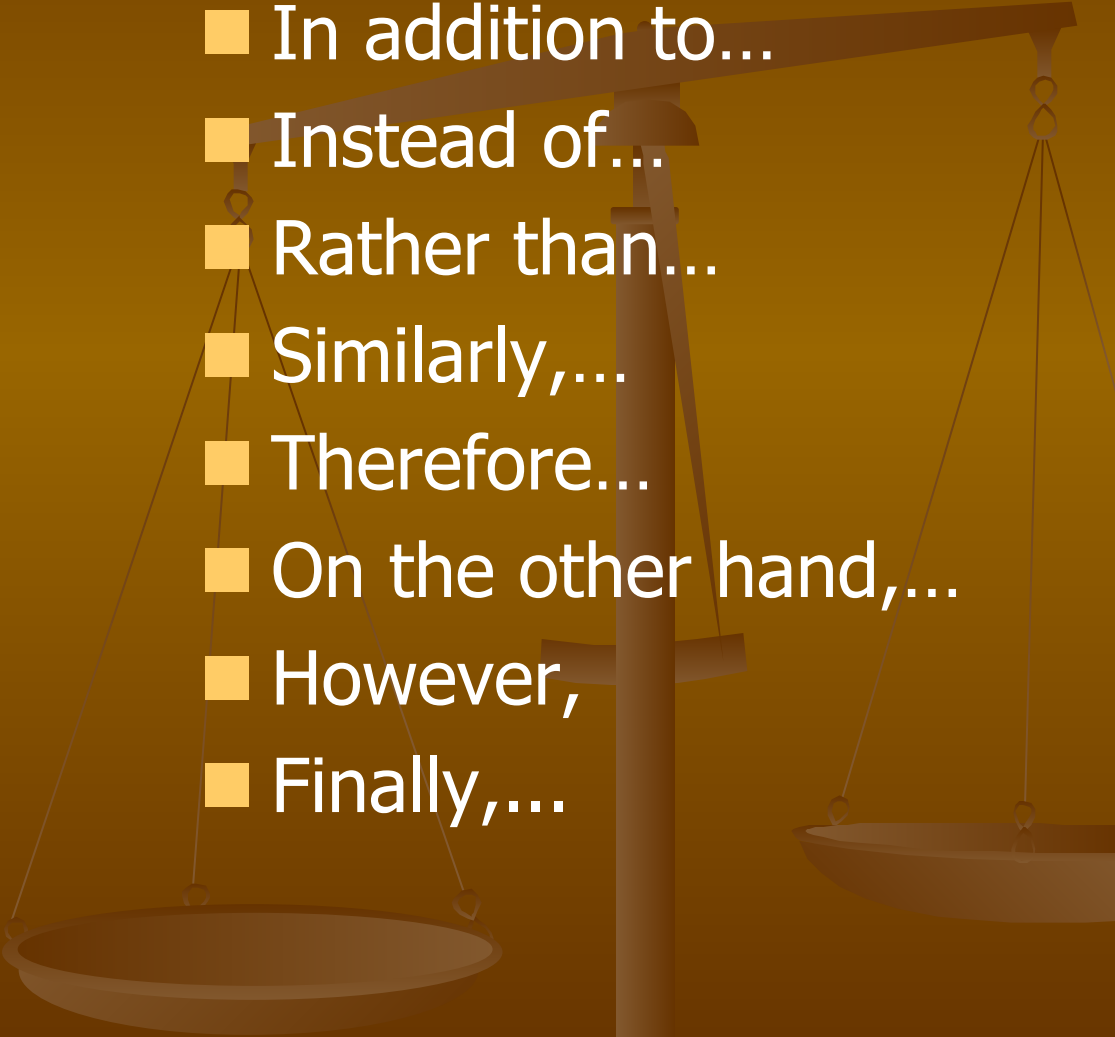
- Support your topic sentence with specific (not general) examples and details.
- Include explanations about *how* your examples support the topic sentence.
- Address the opposing argument: Explain why it is wrong or why your idea is better.
- Example:
 - Imagine this: thirty students sit in desks in a small classroom. Each student wears tan pants and a white shirt. They sit with their school books and papers in front of them. They all look exactly alike. Does this seem right? Of course not! We are all individuals! We are unique in many different ways. Why try to make all students look alike? This idea is supported by testimony from a 17-year-old student forced to wear uniforms. Her story was reported in *National Catholic Reporter* of March, 2002, and she said, "Everyone hated it. It completely killed any sense of individuality any one of us had. Everyone looked the same. It was sad to watch." Clearly, students with experience in wearing uniforms feel that they take away a sense of individuality.

Transition

- Either at the end of the second paragraph or the beginning of the third paragraph, include a transition sentence.
- Example:
 - Not only do uniforms take away individuality, they also prevent students from expressing themselves.

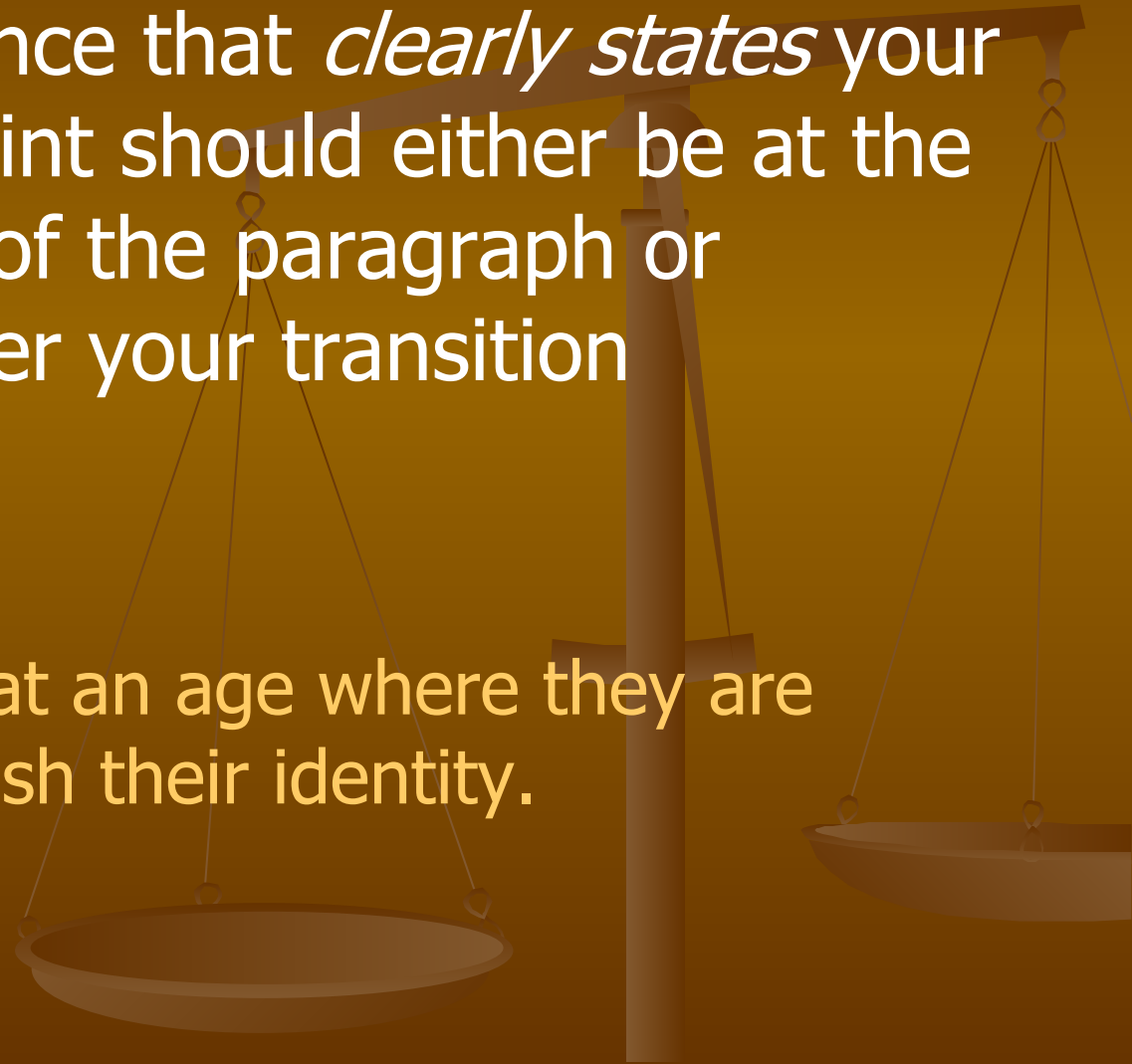


Common Transition Words

- First,...
 - Furthermore,...
 - Another...
 - Besides...
 - Although...
 - Consequently,...
 - Additionally,...
 - Next,...
 - In addition to...
 - Instead of...
 - Rather than...
 - Similarly,...
 - Therefore...
 - On the other hand,...
 - However,
 - Finally,...
- 

Third Paragraph Topic Sentence

- The topic sentence that *clearly states* your second main point should either be at the very beginning of the paragraph or immediately after your transition statement.
- Example:
 - Teenagers are at an age where they are trying to establish their identity.



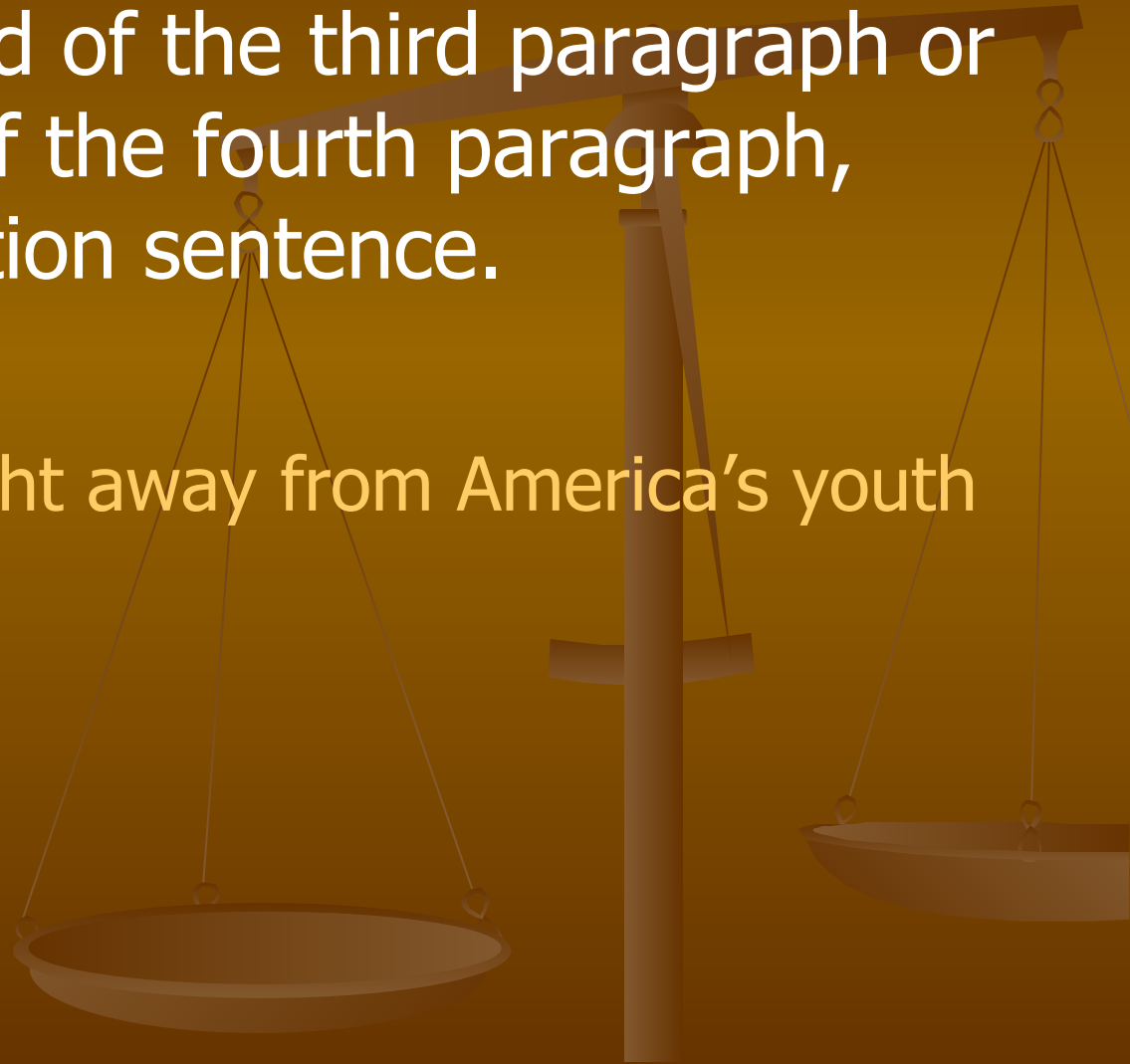
Third Paragraph

Specific Supporting Examples

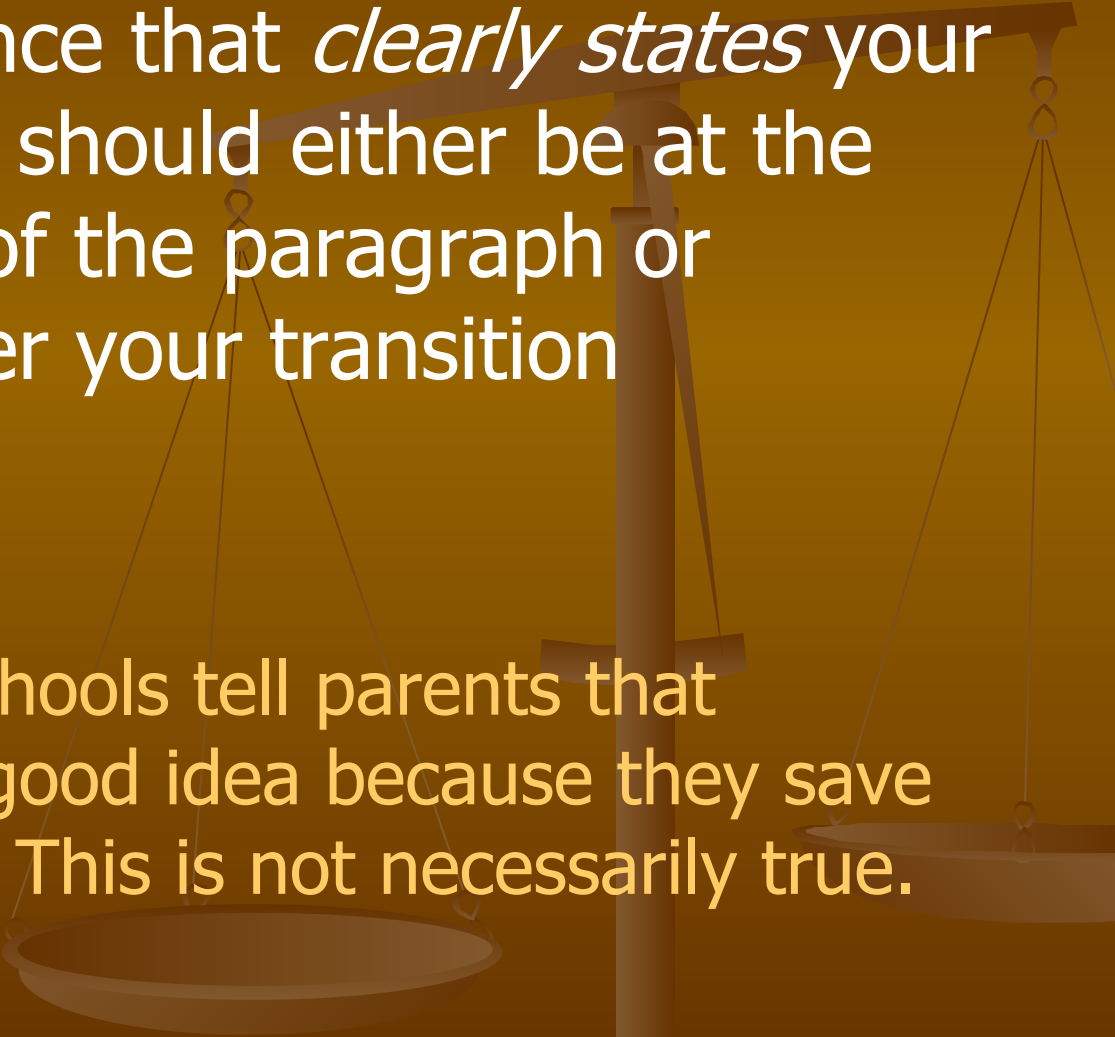
- Support your topic sentence with specific (not general) examples and details.
- Include explanations about *how* your examples support the topic sentence.
- Address the opposing argument: Explain why it is wrong or why your idea is better.
- Example:
 - Is it fair to prevent students from exploring self-expression by making them wear uniforms? By taking away a student's right to choose what to wear, we also take away the opportunity to express oneself. For example, if a young woman is very interested in becoming a fashion designer, she may begin to take home economics classes and train herself to make clothes and create patterns. She would definitely want to wear her own creations to school; this would allow her to show off her achievements and gauge her peers' responses to her newly created clothes. However, if she were a student who was forced to wear uniforms, she would not be able to express herself in this manner.

Transition

- Either at the end of the third paragraph or the beginning of the fourth paragraph, include a transition sentence.
- Example:
 - To take that right away from America's youth is an injustice.



Fourth Paragraph Topic Sentence

- The topic sentence that *clearly states* your third main point should either be at the very beginning of the paragraph or immediately after your transition statement.
 - Example:
 - Finally, some schools tell parents that uniforms are a good idea because they save families money. This is not necessarily true.
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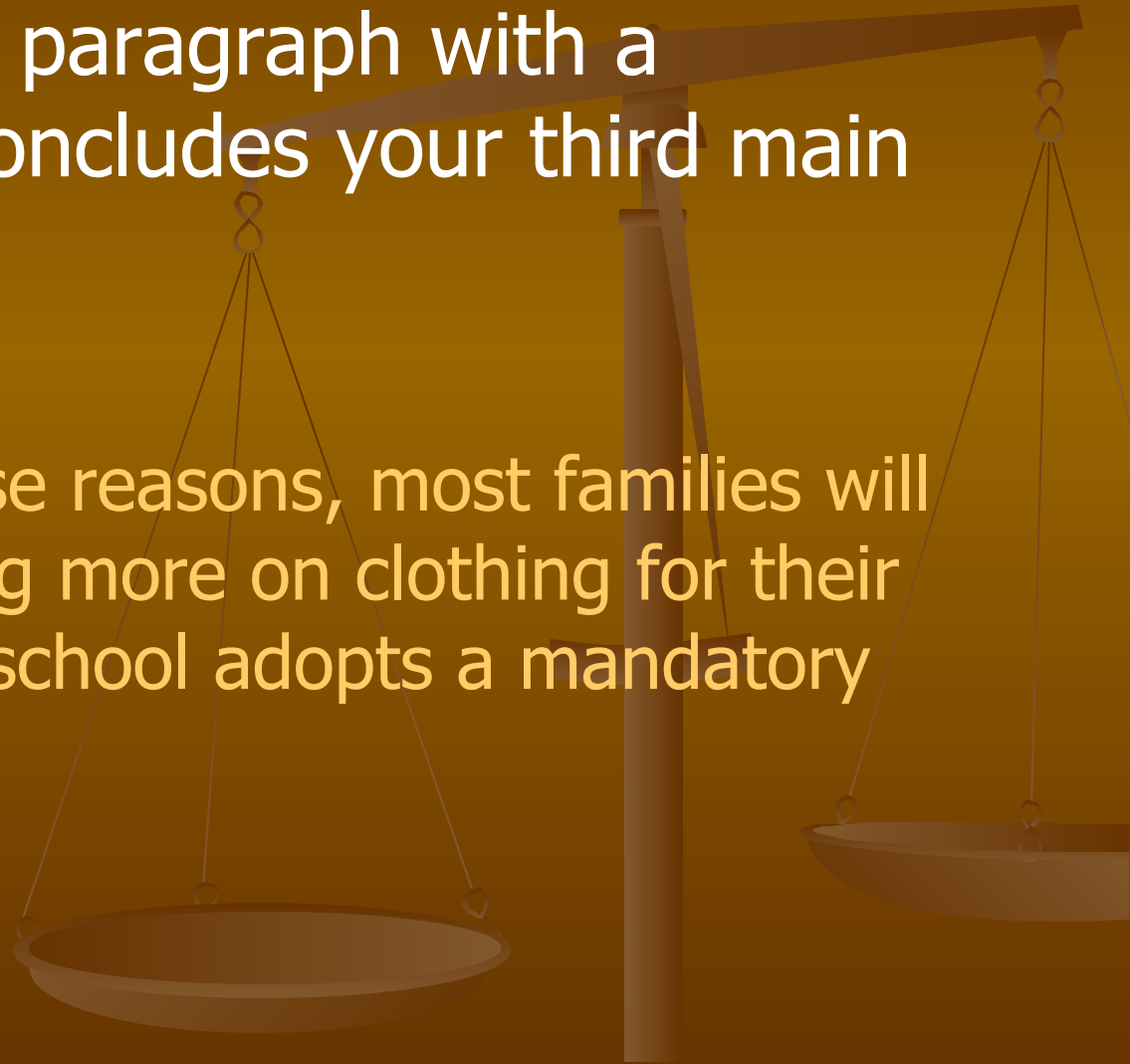
Fourth Paragraph

Specific Supporting Examples

- Support your topic sentence with specific (not general) examples and details.
- Include explanations about *how* your examples support the topic sentence.
- Address the opposing argument: Explain why it is wrong or why your idea is better.
- Example:
 - It is logical to say that when teenagers come home from school, they want to change out of the clothes that they were forced to wear to school. Well, what are they going to change into? They will want clothes of their own choice, of course. This means that parents would still have to provide their children with clothes that fit current trends, *plus* they would have to buy a separate set of clothes for their children to wear to school each day. While it is possible that some teenagers may not want designer clothes in addition to their school uniforms, it is very unlikely.

Fourth Paragraph Conclusion Sentence

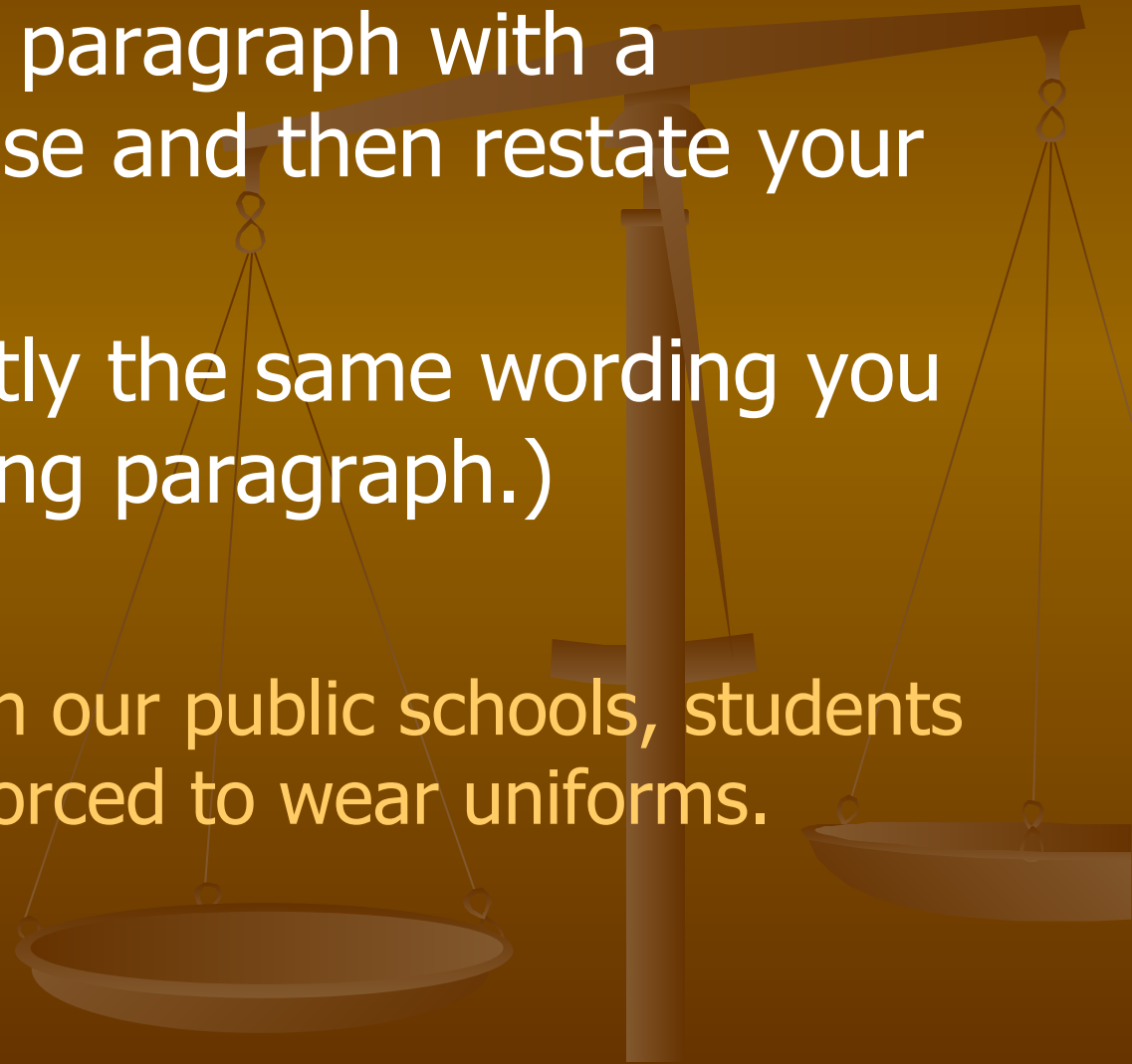
- End your fourth paragraph with a sentence that concludes your third main point.
- Example:
 - Because of these reasons, most families will end up spending more on clothing for their students if the school adopts a mandatory uniform policy.



Closing Paragraph

Restate Your Thesis

- Begin your final paragraph with a concluding phrase and then restate your thesis.
- (Don't use exactly the same wording you did in the opening paragraph.)
- Example:
 - In conclusion, in our public schools, students should not be forced to wear uniforms.



Common Concluding Phrases

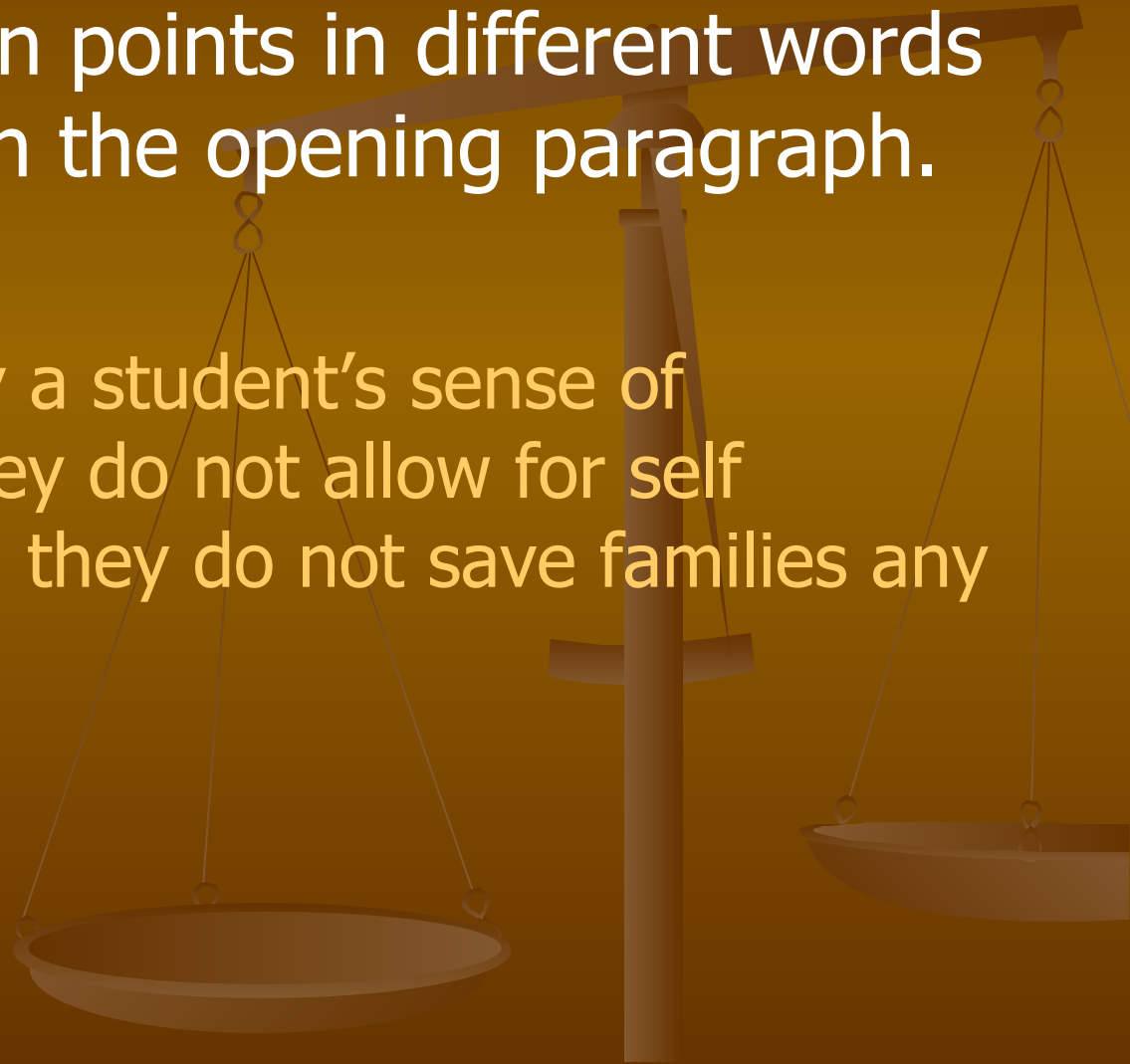
- In conclusion,...
- As you can see,...
- To summarize,...
- It is clear that...
- Obviously,...
- For these reasons,...
- As I said,...
- Clearly,...



Closing Paragraph

Restate Your Main Points

- Restate the main points in different words than you used in the opening paragraph.
- Example:
 - They take away a student's sense of individuality, they do not allow for self expression, and they do not save families any money.

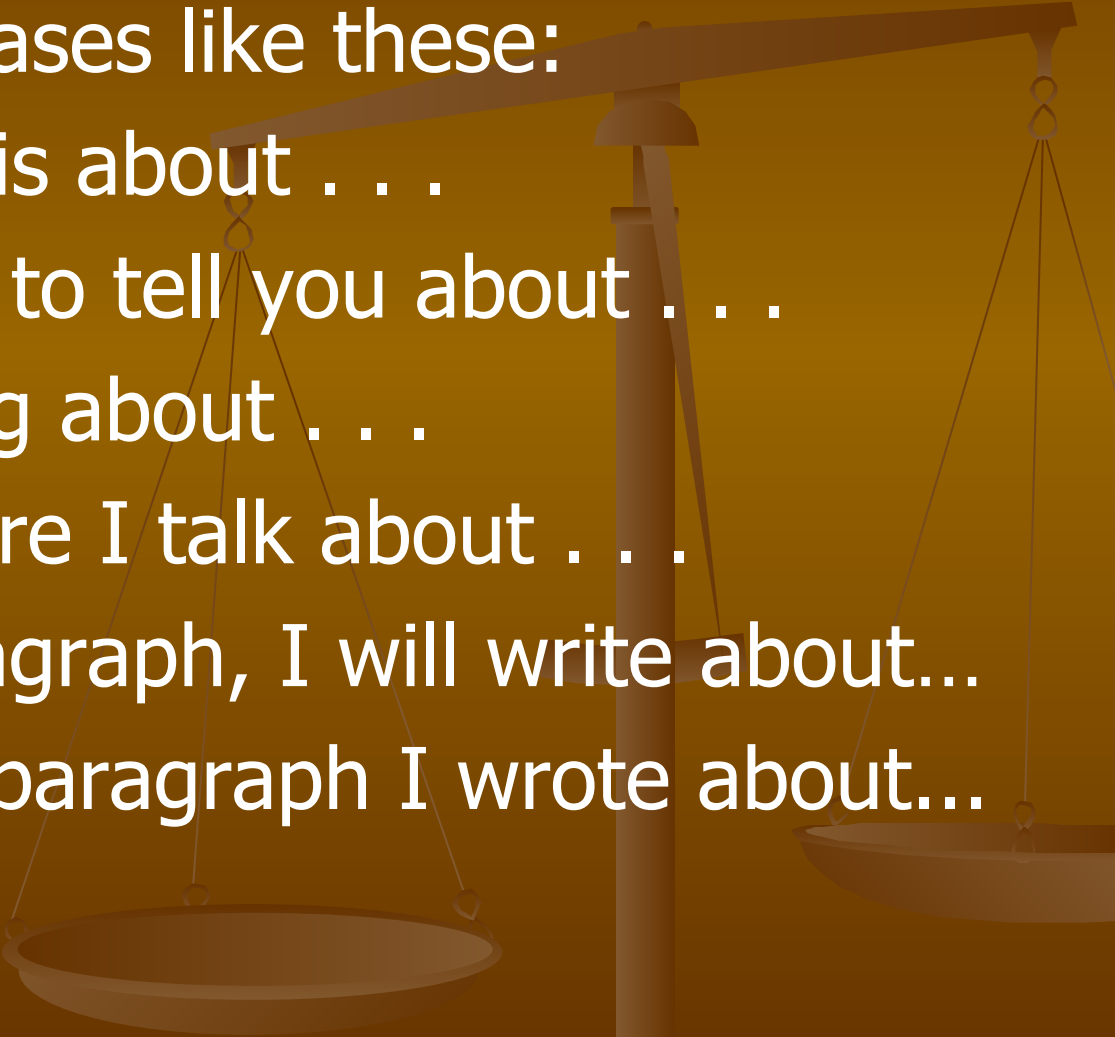


Closing Paragraph

Clincher: Powerful Closing

- Conclude your paper with a powerful and memorable final sentence (“clincher”).
- You may refer back to the opening of your paper if you used a good example to capture attention.
- You may end with an intriguing question or a provocative idea.
- Leave the reader *thinking!*
- Example:
 - Let us keep color in our closets! Let us stand out in a crowd. America, don't lose your youth in a sea of khaki!

Remember!!!!

- Don't use phrases like these:
 - This essay is about . . .
 - I am going to tell you about . . .
 - I am writing about . . .
 - This is where I talk about . . .
 - In this paragraph, I will write about...
 - In the last paragraph I wrote about...
- 

Remember!!

- Do not use blanket arguments such as:
 - The last time I checked, it was a free country!
 - Everybody is doing it.
 - Everybody knows
 - Nobody wants



The Rest is Up to YOU!

- We will continue to follow the writing process for this writing assignment.
 - Now that you have an outline, the next step is to draft--write your essay in sentences and paragraphs (how many??)
 - Remember to revisit your essay with fresh eyes and make any changes, corrections, additions, or deletions you feel should be made.
 - You should revise/edit your work at least once or twice before writing your final copy.
 - You will submit your final draft to me.
- 