

PERSUASIVE ESSAY OUTLINE

Fill in the following areas

Name:	
PRE-WRITE ELEMENTS	
Topic	
Position	
Audience	Professional
Purpose	To persuade the reader to your point
Prompt	Write an essay on a social justice topic that persuades the reader towards your standpoint
POV	3 rd person – They/Them/Their/He/She/It
Product	Detailed 5-paragraph essay

CITE YOUR ARTICLES	
Author (Last, First). "Title." <i>Title of website (or where it came from)</i> , Other contributors (translators or editors), Version (edition), Number (vol. and/or no.), Publisher, Publication Date, Location (pages, paragraphs and/or URL, DOI or permalink).	
ARTICLE 1 - Support	
Author (Last, First)	
"Title"	
<i>Title of Website</i>	
Contributors (if any)	
Version (edition)	
Number (volume/no.)	
Publisher	
Publication Date	
Location (pg, ¶, URL)	
ARTICLE 2 - Support	
Author (Last, First)	
"Title"	
<i>Title of Website</i>	
Contributors (if any)	
Version (edition)	
Number (volume/no.)	
Publisher	
Publication Date	
Location (pg, ¶, URL)	
ARTICLE 3 – Counter-Argument	
Author (Last, First)	
"Title"	
<i>Title of Website</i>	
Contributors (if any)	
Version (edition)	
Number (volume/no.)	
Publisher	
Publication Date	
Location (pg, ¶, URL)	

EVIDENCE 1	
“Quote from Text Evidence”	“ ”
(Citation) <i>Author’s Last Name or “Title” if no author</i>	()
Does this quote support or argue against your position?	
Highlight which paragraph it supports <i>(Hint: you don’t always need one for ¶ 1 or 5)</i>	1- Intro (<i>Hook</i>) 2- Historical Background and Context of the Issue (<i>How did it all start?</i>) 3- Focusing on the Problem of the Issue (<i>What’s happening now?</i>) 4- Perspectives on Change (<i>Who wants to make change and why? Who doesn’t want to make change and why? [Counterargument]</i>) 5- Conclusion (<i>Call to Action</i>)

EVIDENCE 2	
“Quote from Text Evidence”	“ ”
(Citation) <i>Author’s Last Name or “Title” if no author</i>	()
Does this quote support or argue against your position?	
Highlight which paragraph it supports <i>(Hint: you don’t always need one for ¶ 1 or 5)</i>	1- Intro (<i>Hook</i>) 2- Historical Background and Context of the Issue (<i>How did it all start?</i>) 3- Focusing on the Problem of the Issue (<i>What’s happening now?</i>) 4- Perspectives on Change (<i>Who wants to make change and why? Who doesn’t want to make change and why? [Counterargument]</i>) 5- Conclusion (<i>Call to Action</i>)

EVIDENCE 3	
“Quote from Text Evidence”	“ ”
(Citation) <i>Author’s Last Name or “Title” if no author</i>	()
Does this quote support or argue against your position?	
Highlight which paragraph it supports <i>(Hint: you don’t always need one for ¶ 1 or 5)</i>	1- Intro (<i>Hook</i>) 2- Historical Background and Context of the Issue (<i>How did it all start?</i>) 3- Focusing on the Problem of the Issue (<i>What’s happening now?</i>) 4- Perspectives on Change (<i>Who wants to make change and why? Who doesn’t want to make change and why? [Counterargument]</i>) 5- Conclusion (<i>Call to Action</i>)

EVIDENCE 4	
“Quote from Text Evidence”	“ ”
(Citation) <i>Author’s Last Name or “Title” if no author</i>	()
Does this quote support or argue against your position?	
Highlight which paragraph it supports <i>(Hint: you don’t always need one for ¶ 1 or 5)</i>	1- Intro (<i>Hook</i>) 2- Historical Background and Context of the Issue (<i>How did it all start?</i>) 3- Focusing on the Problem of the Issue (<i>What’s happening now?</i>) 4- Perspectives on Change (<i>Who wants to make change and why? Who doesn’t want to make change and why? [Counterargument]</i>) 5- Conclusion (<i>Call to Action</i>)

EXTRA - EVIDENCE 5	
“Quote from Text Evidence”	“ ”
(Citation) <i>Author’s Last Name or “Title” if no author</i>	()
Does this quote support or argue against your position?	
Highlight which paragraph it supports <i>(Hint: you don’t always need one for ¶ 1 or 5)</i>	1- Intro (<i>Hook</i>) 2- Historical Background and Context of the Issue (<i>How did it all start?</i>) 3- Focusing on the Problem of the Issue (<i>What’s happening now?</i>) 4- Perspectives on Change (<i>Who wants to make change and why? Who doesn’t want to make change and why? [Counterargument]</i>) 5- Conclusion (<i>Call to Action</i>)

EXTRA - EVIDENCE 6	
“Quote from Text Evidence”	“ ”
(Citation) <i>Author’s Last Name or “Title” if no author</i>	()
Does this quote support or argue against your position?	
Highlight which paragraph it supports <i>(Hint: you don’t always need one for ¶ 1 or 5)</i>	1- Intro (<i>Hook</i>) 2- Historical Background and Context of the Issue (<i>How did it all start?</i>) 3- Focusing on the Problem of the Issue (<i>What’s happening now?</i>) 4- Perspectives on Change (<i>Who wants to make change and why? Who doesn’t want to make change and why? [Counterargument]</i>) 5- Conclusion (<i>Call to Action</i>)

REMEMBER - JUST BULLET POINT YOUR MAIN IDEAS!

Add transitions into your essay when you type it up

¶ 1 – INTRODUCTION <i>Why should the reader care?</i>
Hook: Catch the reader's attention with a fact, quote, or anecdote
<ul style="list-style-type: none">•
Big Connection: Make a connection and lead into the main idea of the essay
<ul style="list-style-type: none">•
Claim: Must 1) Answer the prompt, 2) state your standpoint, and 3) highlight the main points (AKA evidence topics) of the essay in the same order they are presented in the outline
<ul style="list-style-type: none">•••••

¶ 2 – HISTORICAL BACKGROUND AND CONTEXT OF THE ISSUE <i>Summary of where this issue started from</i>
Transition In: Lead into the topic and introduce the idea behind the evidence in this ¶
<ul style="list-style-type: none">•
Intro Evidence: Provide context for where the evidence is from, who it's by, and any background info that helps the reader understand what's happening in the evidence – don't assume they'll understand!
<ul style="list-style-type: none">•
Text Evidence: Quoted, paraphrased, or summarized text (with a citation) that supports the claim of the paper (explaining the history of the issue)
<ul style="list-style-type: none">•
Commentary 1: Explain what the evidence means or is trying to say/show
<ul style="list-style-type: none">•
Commentary 2: Connect how this evidence supports the claim/thesis of the essay
<ul style="list-style-type: none">•
Transition Out: Make a connection from this topic and lead into the next topic
<ul style="list-style-type: none">•

¶ 3 – FOCUSING ON THE CURRENT PROBLEM OF THE ISSUE

What's happening now? Why is it still an issue?

Transition In: Lead into the topic and introduce the idea behind the evidence in this ¶

•

Intro Evidence: Provide context for where the evidence is from, who it's by, and any background info that helps the reader understand what's happening in the evidence – don't assume they'll understand!

•

Text Evidence: Quoted, paraphrased, or summarized text (with a citation) that supports the claim of the paper (**explaining the current problems of the issue**)

•

Commentary 1: Explain what the evidence means or is trying to say/show

•

Commentary 2: Connect how this evidence supports the claim/thesis of the essay

•

Transition Out: Make a connection from this topic and lead into the next topic

•

¶ 4 – THE VARYING PERSPECTIVES ON THIS ISSUE

Who wants this issue to change? Why? Who doesn't? Why?

Transition In: Lead into the topic and introduce the idea behind the evidence in this ¶

•

Intro Evid for Counter-Argument – who wants to keep things the same?: Provide context for where evidence is from, who it's by, and any background info that helps the reader understand what's happening in the evidence – don't assume they'll understand!

•

CA Text Evidence: Quoted, paraphrased, or summarized text (with a citation) that supports the Counterargument of the paper (**evidence that shows who wants to keep things the same and how they are benefiting**)

•

Commentary 1: Explain the CA evidence, what it means, and why the opposing side finds it important

•

Commentary 2: Connect how this evidence supports the opposing viewpoint, and transition into why it's not the strongest argument ("However...")

•
Intro Evid for Rebuttal – weaken the CA, why can't things stay the same? Provide context for where evidence is from, who it's by, and any background info that helps the reader understand what's happening in the evidence – don't assume they'll understand!
•
Rebuttal Text Evidence: Quoted, paraphrased, or summarized text (with a citation) that BOTH opposes the Counterargument and discredits/weakens the strength of their evidence AND further supports the claim (evidence that shows why the issue needs to change and why the needed change will be worth the cost)
•
Rebuttal Comm 1: Explain what the Reb evidence means or is trying to say/show
•
Rebuttal Comm 2: Connect how this evidence discredits/weakens the Counterargument evidence/standpoint AND proves that the standpoint in the claim is the stronger one
•
Transition Out: Make a connection from this topic and lead into the next topic
•

¶ 5 – CONCLUSION What is the takeaway?
Restate Claim: Reword the main points (aka evidence points) and position of the essay to summarize the big ideas
•
Big Connection: Make the connection to the theme or big idea the reader should be making after reading the essay, lead into the major takeaway
•
Call to Action: The final lasting idea that the reader should end on, noting <u>who</u> should do <u>what</u> , keeping the audience still hooked with a lasting understanding or major takeaway
•