

# Revision Guidelines: Argument

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## *Review Structure, Organization, and Content*

1. Ensure that each paragraph is indented.
2. Ensure that each paragraph contains the following information:

### **Introduction Paragraph**

1. Opening sentence – Attracts readers’ attention with a story/anecdote, quotation, or statistic/fact that introduces the general topic
2. Background information – Supplies information about topic that is related to the opening sentence and to the thesis. The information in each sentence becomes more specific about the topic. It includes information regarding why the topic is important and why it is controversial.
3. Thesis sentence – Contains the specific topic, pattern of organization, and number of categories/aspects. It is the last sentence in the introduction.

### **Argument Paragraphs**

1. Topic sentence – Tells readers what the paragraph is about, including the number of major supports.
2. Major support sentences – State the first main reason for why the thesis is true. Major supports are listed in a clear and logical order.
3. Connecting explanation sentence – Explains the controlling idea, the topic sentence. It is important to note that the explanation sentence provides a reason why the claim is true. It is not a paraphrase of the topic sentence.
4. Expert evidence sentence – Backs up the topic sentence with a paraphrase of evidence from expert(s) that indicates your claim is true. You must cite the author and date of the peer-reviewed journal article.
5. Explanation sentences – Explains the importance of the supporting evidence from expert(s). Please note that it is not a paraphrase of the expert evidence. Rather it is an inference based on the expert evidence.
6. Detail sentences – 1-2 sentences that give an example, statistics, or table to help readers understand why the main point is true. You must cite the author and date of publication of your source. The information is relevant, accurate, and specific.
7. Explanation of details sentence – Explains the significance of the example, statistics, or table as related to the controlling idea, the topic sentence.
8. Summary sentence – States what can be inferred based on the major supports and minor supports.

### **Counterargument**

1. Topic sentence – States the other side’s reason for why you are wrong. Nouns used in this sentence are *critics* and *opponents*. Verbs used in this sentence are *allege*, *argue*, *assert*, *claim*, *contend*, and *maintain*. The modal *may* or *might* is included as part of the opponents’ argument against your thesis. Transitions include *nevertheless* and *nonetheless*. Transitional phrases include *despite the previous claims* and *regardless of the claims previously discussed*.
2. Other sentences – The other sentences in the counterargument paragraph(s) provide the same type of information as described in the section Argument Paragraphs.

### **Refutation**

1. Transitional sentence – Summarizes the other side’s objection and acknowledges the validity of the objection. This sentence must contain the modal *may*.

2. Topic sentence – It states the reason why the objection (counterargument) is wrong. It is introduced by a transition such as *however*, *nevertheless*, or *nonetheless*.
3. Other sentences – The other sentences in the refutation paragraph(s) provide the same type of information as described in the section Argument Paragraphs.

### Conclusion Paragraph

1. Topic sentence – Begins with a transition that indicates conclusion. *As can be seen*, *in brief*, *in closing*, *in conclusion*, *it can be seen*, and *to summarize* are commonly used transitions. The transitional is followed by an inference arrived at based on the information contained in the arguments, counterarguments and refutations.
2. Supporting sentences – 2-4 sentences that summarize the reasons you came to make the inference. They do not introduce a new topic or new information.
3. Concluding sentence – Refers back to the opening of the introduction. It does not introduce a new topic.

### Revise and Combine Sentences

1. Add transitions to show the relationship of the idea in one sentence to the idea in the preceding sentence.
2. Combine sentences to indicate the relationship of ideas.

### Elements of Cause and Effect

1. Review that the causes and effects are logical.
2. Review that cause and effect transition words/phrases/sentences are used effectively.
  - *The first/initial cause, Another/An additional cause, The final/last cause*
  - *In addition to a growing population, e-waste is also cause by changing technology.*
  - *Regardless of the causes, e-waste leads to three major effects.*
  - Summary sentences: *In short, thus, hence*

<b>Transitions</b>
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#### Transitions Indicating Effect

- *The parasite enters the bloodstream; accordingly, infection occurs.*
- *New and better homes were built; consequently, overcrowding was less of a problem in the cities.*
- *People demanded a better way of disposing of human waste; hence, underground sewage systems were built.*
- *New and better homes were built; therefore, overcrowding was less of a problem in cities.*
- *The larva penetrates the skin; thus, infection occurs.*

#### Cause Signals

because	contributes to	gives rise to	leads to
because of	due to the fact that	in view of	produces
brings about	follows from	is the reason for	results in
causes	for	is responsible for	since

#### Effect Signals

accordingly	is the consequence of	occurs as the result of	thus
as a result	is due to	results from	
consequently	is the effect of	so	
hence	is the result of	therefore	

**Verbs**

Verbs Indicating Cause and Effect

- *The mutation of a gene brings about the disease.*
- *The mutation of a gene causes the disease.*
- *Obesity contributes to hypertension.*
- *Infection follows from the entrance of the parasite into the bloodstream.*
- *Obesity gives rise to hypertension.*
- *Smoking may lead to lung cancer.*
- *The infection produces five major symptoms.*
- *The disease results in death.*
- *Hypertension is the reason for why some strokes occur.*
- *A hemorrhage is responsible for some strokes.*
- *Obesity occurs as the result of overeating.*
- *Infection results from contaminated food.*
- *Some strokes are the consequence of hemorrhages.*
- *The disease is due to a mutated gene.*
- *The pain is the effect of misshapen cells moving through the blood vessels.*

**Coordinating Conjunctions**

Coordinating Conjunctions Indicating Cause and Effect

- *There was less overcrowding, for new and better homes were built.*
- *New and better homes were built, so there was less overcrowding.*

**Elements of Argument**

<b>Coordinating Conjunctions</b>	
Argument in support of thesis	so
Objection (counterargument)	but, yet
<b>Modals</b>	
Argument in support of thesis	can, could, ought, should, will, would
Objection (counterargument)	may, might
<b>Nouns</b>	
Argument in support of thesis	proponent, supporter
Objection (counterargument)	critic, opponent
<b>Subjunctive adverbs</b>	
Argument in support of thesis	because, since
Refutation	although, even if, even though, while
<b>Transitions</b>	
Argument in support of thesis	accordingly, for example, for instance, in general, given, generally, hence, thus, therefore
Refutation	although, admittedly, certainly, conversely, despite, granted, however, in response, in spite of, naturally, nevertheless, nonetheless, of course, on the other hand, still, though
Conclusion	all things considered, as a result, in conclusion, in summary
<b>Transitions indicating order of arguments and sub-points</b>	
Adjectives for first sub-point	first, initial

<i>Adjectives for subsequent argument/sub-point</i>	additional, another, next, second, still another
<i>Adjectives for third sub-point</i>	final, last (These are used only with the third sub-point of the second argument.)
<i>Adverbs for subsequent argument/sub-point</i>	additionally, furthermore, in addition, moreover
<i>Adverbs for third sub-point</i>	finally, lastly (These are used only with the third sub-point of the second argument.)
<b>Verbs</b>	
<i>Objection (counterargument)</i>	allege, argue, assert, claim, maintain

### **Review Sentence Fluency**

Ensure that sentences vary in length and structure.

- *Because populations are growing rapidly, technology companies have more customers for their electronic devices each year.*
- *Populations are growing at a rapid rate; therefore, companies have more customers for their electronic devices each year.*
- *Companies have more customers for their electronic devices each year because populations are growing at a rapid rate.*

### **Word Choice**

1. Word choice is precise and powerful.  
*electronic devices* rather than *electrons*  
*harmful* rather than *bad*
2. Word choice is appropriate.  
*result in, lead to*