

## THESIS

What distinguishes a thesis from any other sentence is that the thesis presents the controlling idea of the paper.

To write an effective thesis and thus a controlled effective paper, you need to limit your subject and your claims about it.

A thesis is a summary. At the early stages you will need to formulate a working thesis.

Begin by selecting a broad area of interest and make yourself knowledgeable about its general features. The trick is to find a topic that can become personally important.

Begin with a subject and narrow it.

You can limit a subject by asking many questions: Who? What aspects? Where? When? How? Take the subject of horror. *Which aspects* of horror does Stephen King discuss? Desire and craving are a central themes but *what* is the central subject of King's article, or ask yourself

*what* is at stake in the essay? *Where* does the theme of craving horror become most pronounced? *What* does King say about human nature? *How* does it affect our perception or ideas about ourselves? *When* does the problem of our desire to be horrified become reconciled according to King?

To create a thesis make an assertion.

Stephen King asserts that we are all insane but some of us more than others. (1)

Or

Stephen King asserts that we all crave horror because it appeals to all that is the worst in us. (1)

Or

Stephen King asserts that we all crave horror because we are “all mentally ill” and we go to the movies to “re-establish our feelings of normality” (1).

Once you have identified the subject, you can now develop it into a thesis.

According to King, Horror movies allow us to exorcise our shadow or darker sides. We go to “[dare] the nightmare” (1). He also avers that horror movies make us feel powerful because we can prove that we are not afraid. (1)

**Deductive Thesis:** makes a statement and then sets out to prove this statement. For example:

Stephen King’s in his essay *Why We Crave Horror Movies* plays on our psychology. In this essay he compares and contrasts several different views using analogies and popular cultural icons to convince use that we “like to see others menaced” (1). He is an extremely well-known master of the horror genre in both film and literature. In *Why we Crave Horror Movies*, King addresses our collective desire to be scared. He argues that viewing horror films makes us overcome our personal demons and allows us to exorcise our shadow sides.

Or

King's central argument in the essay *Why We Crave Horror Movies* suggests we go to watch horror films to “re-establish our feelings of normality” (1).

**Inductive Thesis:** asks a question and seeks to answer that question throughout the body of the paper.

Is it true that King's argument is important to our collective consciousness when he argues on the value of horror to the study of history, culture, and mythologies surrounding identity, found in his essay, *Why We Crave Horror Movies*?

OR

In *Why We Crave Horror Movies* Stephen King claims in his seminal essay that this genre can help us to make sense of our own psychology. Is his observation valuable in understanding ourselves and human nature?

## **What is a summary?**

By summary we mean a brief **restatement**, in your own words of the content of a passage. . . . This restatement should focus on the **central idea** or **thesis** of the passage. A longer, more complete summary, will indicate, in condensed form the main points in the passage that support or explain the central idea. It will reflect the order in which these points are presented and the emphasis given to them. It may include some important examples from the passage. But it will not include minor details. It will not repeat points simply for the purpose of emphasis. And it will not contain any of your own opinions or conclusions. It will simply extract the main line of argument in the passage. A good summary, therefore, has three central qualities: **brevity, completeness, and objectivity.**

## **Using the Summary**

First, writing a summary is an excellent way to understand what you read, because it forces you

to put the text into your own. If you are writing a paper about First Nations and the history of government abuses (residential schools, social welfare programs and reservation life); and in part of the paper you want to talk about Noam Gonick's *Stryker*. Ideally, you would need to summarize the plot and story line of Gonick's film in order to contextualize it with the rest of your work. If you want to discuss the abuses in residential schools you may need to collect statistics and records which also require summarizing. Therefore it is important to know how to use and incorporate the significance of those stats into your paper.

## **How to Write Summaries**

Reading for *Gist*: When you read a paragraph it is important to summarize sentence by sentence the author's meaning in a summary way. The purpose of reading for gist is to move away from the original text or passage and to help prepare you to paraphrase using your own words.

## Summary Length

How do you know which details may be safely ignored and which ones may be advisable to include? . . . Consider the analogy of the chess player who can plot three separate winning strategies from a board position that to a novice looks like a hopeless jumble. In some way the more practiced a reader you are, the more knowledgeable you become about the subject, and better able you will be to make critical distinctions between elements of greater and lesser importance. . . **A good rule of thumb is that a summary should be no longer than one-fourth of the original passage.** . . . The length of a summary, as well as the content of the summary, also depends on its purpose.

## **How to Summarize Narratives**

## **How to Summarize Figures**

## **How to Write Paraphrases**

When you paraphrase a sentence, a paragraph, or some other segment from reading, you translate the entire piece into your own words. A paraphrase differs from a summary in that it includes all of the information from the original; on the other hand, a summary contains only the most important information. Paraphrasing requires that you make substantial changes to the original; it is not enough to substitute only the words.

Here is a more systematic paraphrasing procedure to follow:

1. Locate the individual statements or major ideas units in the original.
2. Change the order of ideas, maintaining the logical connections among them.

3. Substitute synonyms for words in the original, making sure the language in the paraphrase is appropriate to your audience.
4. Combine and divide sentences as necessary.
5. Compare the paraphrase with the original to assure that the re-wording is sufficient and the meaning has been preserved.

## **When to Quote**

## **When to Summarize, Paraphrase, and Quote**

### **Summarize**

- To present main points of a lengthy passage (article or book)
- To condense peripheral points necessary to discussion

### **Paraphrase**

- To clarify a short passage
- To emphasize main points

### **Quote**

- To capture another writer's particularly memorable language

- To capture another writer's clearly and economically stated language
- To lend authority and credibility to your own writing
- To support textual analysis with excerpts from the work under discussion

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Rhetoric 041

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*Fighting Oppression: a Summary of Toni Morrison's*

*"Cinderella's Stepsister's"*

Toni Morrison writes in "Cinderella's Stepsisters" on "the violence that women do to each other" (621). As an African American novelist, Morrison takes an original slant on a very old and traditional fairy tale. As part of a formal address to women graduates at Barnard College, Morrison's lecture explores the mythology surrounding *Cinderella*, but from the wisdom of an African American woman whose heritage and personal history surrounds the experience of slavery and barbarity. Morrison's ancestors suffered as slaves during the development and growth of early America. Her novels (*Song of Solomon*, *Tar Baby*, and

*Beloved*) concentrated on the sadness, toils, and aspirations of blacks in America (Morrison 620). However, in this lecture, she uses the fairytale *Cinderella* to illustrate a useful lesson. She discusses the problem of abuse and enslavement; and through the stepsister's abuse of their sister Cinderella, Morrison shows how one group easily enslaves another. She writes: "What is unsettling about the fairytale is that it is essentially the story of a household—a world, if you please—of women gathered together and held together in order to abuse another woman" (Morrison 620).

Morrison compares the stepsister's abuse of Cinderella to women in contemporary society. She shows how women with power in contemporary society, like the women at Barnard College retain status and economic freedom, where other women, less educated and socially mobile in developed countries suffer economic hardships. Through a recapitulation of the *Cinderella* story, Morrison tries to instill the value and importance of recognizing how to use one's power. She wants women to act with generosity and kindness toward one another rather than

competitively and cruelly. She recognizes that qualified women are caught in cycles of cutthroat and disturbing aggression toward each other. Morrison says:

I am alarmed by the willingness of women to enslave other women. I am alarmed by a growing absence of decency on the killing floor of professional women's worlds. You are the women that will take your place in the world where *you* can decide who shall flourish and who shall wither; you will make distinctions between the deserving poor and the undeserving poor; where you can yourself determine which life is expendable and which is indispensable. Since you will have the power to do it, you may also be persuaded that you have the right to do it. As educated women the distinction between the two is first-order business. (621)

For Morrison it is illusion for women to believe that self-fulfillment can only be realized through power over another for

“[n]othing is safe” (621). As women we cannot reach our dreams if we continue to oppress other women in order to arrive at our goal. Through encouragement and love, our sisters will learn to help and share with each other, as well as through education and empowerment; Morrison believes women will create strong, safe and lasting communities. She writes: “In wielding the power that is deservedly yours. . . [l]et your might and your power emanate from that place in you that is nurturing and caring” (Morrison 621).

## Response/Critique

Your task in writing a critique is to turn your critical reading of a passage into a systematic evaluation in order to deepen your reader's (and your own) understanding of that passage.

Among other things, you're interested in determining what an author says, how well the points are made, what assumptions underlie the argument, what issues are overlooked, and what implications can be drawn from such an analysis. Critiques, positive or negative, should include a fair and accurate summary of the passage; they also should include a statement of your own assumptions.

What is the author's purpose in writing?

A good author must write to inform, and to persuade or to entertain their readers.

As a reader you must look for the **accuracy**, **significance** and question the **fairness** of the information presented by the author. Ask yourself whether or not based on these initial

questions the author has succeeded in his or her purpose.

In any persuasive writing the writer must begin with an assertion that is arguable. Find the author's central argument and then begin by testing it for accuracy, significance and fairness but also test his or her argument by looking for clearly defined terms and fair use of information.

**Accuracy of Information:** Find out if the author's information is accurate.

**Significance of Information:** What does the reader glean from the information? How is knowledge advanced by the publication of the information? Is the information valuable to a specific audience? Why or why not?

**Fair Interpretation of Information:** What is the author's purpose? Does he or she succeed in this purpose?

**Clearly Defined Terms:** Take the assertion, for example, that North American society must be

grounded in “family values.” Just what do people who use this phrase mean by it?

Make sure that you specify your terms and clarify any and all generalizations. This problem of clearly defined terms accounts for most of students’ writing problems.

**Fair Use of Information:** Is your information up-to-date? Has the author cited representative information? Using information unfairly or out of context makes your own argument less convincing and reliable.

**Avoiding Logical fallacies:**

- **Using emotionally loaded terms** can be perfectly legitimate for persuasive writing. But in academic writing your arguments should be grounded in reason and logic.
- **Ad Hominem Arguments** reject opposing views by attacking the persons that hold them. A much stronger strategy is to fairly embrace the opposing authors’ arguments only to show through reason that they fall

short of the mark, or are unreasonable and illogical.

- **Faulty cause and effect** reasoning is essential. Avoid gross generalizations that cannot rely on singular causes for explanation. You tend to reduce the validity of your own argument, which, at the end of the day, remains unconvincing.
- **Either/or reasoning** is the result of your inability as a writer to recognize complexities. Always keep the opposition in mind and show that you are aware of the opposing arguments but that you are privileging and choosing a specific position.
- **Hasty generalizations are ridiculous.** Stephen King is right and we all crave horror movies because they bring out the worst in us.

**False analogies** can be misleading. Watch how you distinguish between two dissimilar things. Their similarities and differences may be far more complex than your analogy serves to illuminate.

**Begging the question** or circular reasoning implies that you have already proven your

thesis before you begin. To suggest that horror movies are pleasurable because they cause us to be titillated is saying nothing at all. But showing how we are allured by the grotesque, and finding sharp reasons, and support in master horror writer Stephen King, in order to explore the argument, that we are titillated by the grotesque, because it allows us to let go of our own fears of abnormality when we see monsters on the screen is a thesis.

**Non sequitur** is Latin for “it does not follow” Stephen King argues that we like to go to scary movies because we like to ride roller coasters.

**Oversimplification** is a problem of lazy writers. You must not offer easy solutions to complex issues; speak for others without scholarly support, or make conclusions that do not derive from logically formulated argumentation.

### **Writing that Entertains:**

Be aware of the tone of your writing, the genre that you are writing about and in and try to provide the reader with a stylistically polished piece of work. Let the argument be clear,

make your work stand out: use diction, strong arguments and secondary sources, provide excellent summaries, but remember the value and importance of laughter. If the work you are presenting on is serious and the topic grave and important than use the appropriate tone for that work. Still, the writing does not need to be boring because the topic is serious. Always keep your reader in mind.

## **Synthesizing Self and Others:**

### **What is a synthesis?**

A synthesis is a written discussion that draws on two or more sources

In order to begin to synthesize the relationship between sources you must be able to summarize what they say. But you must also take a position and analyze and evaluate the information before you can discuss it in relationship to other sources. “You should already have drawn some conclusions about the quality and validity of these sources; and you should know how much you agree or disagree with the points made in your sources and the reasons for your agreement and disagreement” (Behrens, Rosen, et al. 153). Synthesis papers always draw on a minimal of two or more sources. So you need to establish which sources are the most useful to compare and contrast that best support your argument.

For example, in Chapter nine, “Obedience to Authority” Behrens, Rosen et al., write:

“Obedience is as basic an element in the structure of social life as one can point to. Some system of authority is a requirement of all communal living” (268). Doris Lessing sees this obedience to authority as troubling because “[we do] not understand the social laws that govern groups and govern us” (270). She asks: “If we know that individuals will violate their own good common sense and moral codes in order to become accepted members of a group, why then can’t we put this knowledge to use and teach people to be weary of group pressures” (Behrens, Rosen et al. 270). She adds: “. . . that we (the human race) are now in possession of a great deal of hard information about ourselves, but we do not use it to improve our institutions and therefore our lives” (271).

Similarly, Solomon E. Asch, a social psychologist at Rutgers University in New Brunswick writing in “Opinions and Social Pressure” agrees with Lessing that “. . . social influences shape every person’s practices; judgments and beliefs . . . to which anyone

will readily assent” (Behrens, Rose, et al. 273). Both Asch and Lessing want to discover to what extent social forces will constrain people’s opinions and attitudes.

For Asch: Social man is a somnambulist” (Behrens, Rosen et al. 274). And he assumes “that people submit uncritically and painlessly to external manipulation by suggestion or prestige, and that any given idea or value can be “sold” or “unsold” without reference to its merits” (Behrens, Rosen et al. 275). His experiments focus on the individual and whether they can or will act independently of a majority or go along with them.

In “Perils of Obedience,” Stanley Milgram, a Yale psychologist, extends Solomon’s and Lessing’s interests in theorizing obedience, to see how far participants will go to “violate their conscience by obeying the immoral demands of an authority figure or to refuse those demands” (Behrens, Rosen, et al 280). Milgram believes that:

Obedience is as basic an element in the structure of social life as one can point to. Some system of authority is a requirement of all communal living, and it is only the person dwelling in isolation who is not forced to respond, with defiance or submission, to the commands of others. For many people, obedience is a deeply ingrained behavior tendency, indeed a potent impulse overriding training in ethics, sympathy and moral conduct. (Behrens, Rosen et al. 281)

He further avers:

The extreme willingness of adults to go to almost any lengths on the command of an authority constitutes the chief finding of the study and the fact most urgently demanding explanation (Behrens, Rosen et al. 282).

You can see from my work above that I have chosen to synthesize three different experiments and perspectives on obedience to authority. I would also add “Memory of the

Camps” as an historical example to show how Lessing, Solomon and Milgram’s experiment works to support their views or to deny the validity of them.

## **Using Your Sources**

Your purpose determines not only what parts of your sources you will use but how you will relate them to one another. The purpose of synthesizing requires that you carefully craft how you intend to combine those sources. You can choose to compare and contrast the similarities and differences between your sources or you can look for cause-and-effect relationships among the sources. Your purpose or thesis statement will help you to determine how you relate your source materials to one another.

## **How to Write Syntheses, pg. 155**

### **The Argument Synthesis**

“An argument thesis is persuasive in purpose”  
(Behrens, Rosen et al. 157).

## **The Elements of Argument: Claim, Support, Assumption**

A *claim* is a proposition or conclusion that you are trying to prove. You prove this claim by using *support* in the form of fact or expert opinion. Linking your supporting evidence to your claim is your *assumption* about the subject. This assumption is also called a *warrant*, is an underlying belief or principle about some aspect of the world and how it operates . . . what we do when we *analyze* is to apply the principles and generalizations that underlie our assumptions to the specific evidence that we will use as support for our claims. (Behrens, Rosen et al 157)

## **The Three Appeals of Argument: *Logos* *Ethos, Pathos***

“Logos is the rational appeal, the appeal to reason” (Behrens, Rosen, et al. 158).

“All Men are mortal. (generalization)  
Socrates is a man (specific case)  
Socrates is mortal. (conclusion about the  
specific case)” (Behrens, Rosen, et al. 158).

This is a *deductive* argument which begins with a generalization, then cites a specific case, which follows with a conclusion.

Or

Socrates is mortal (claim)  
Socrates is a man. (support)  
All Men are mortal. (assumption)  
See: page 159 for an example of a modern contemporary deductive argument made by the former President John F. Kennedy.

## **Inductive Argument pg. 159-60.**

### ***Ethos:***

“Ethos, or the ethical appeal, is an appeal based not on the ethical rational for the subject

under discussion, but rather on the ethical nature of the person making the appeal” (Behrens, Rosen et al. 160).

The person who makes this argument must retain the necessary background and credibility to make his or her appeal.

***Pathos:***

Finally, speakers and writers appeal to their audiences by the use of pathos, the appeal to the emotions. There is nothing inherently wrong with using an emotional appeal. Indeed, since emotions often move people far more powerfully than reason alone, speakers and writers would be foolish not to use emotion. And it would be a drab, humorless world if human beings were not subject to the sway of feeling, as well as reason. The emotional appeal becomes problematic only if it is the *sole or primary* basis of the argument. (Behrens, Rosen et al. 160)

## Consider Your Purpose

“Determining your specific purpose in writing an argument synthesis is crucial” (Behrens, Rosen et al. 183). You need to be clear about your claims, “the evidence you use to support your claim, and the way that you organize the evidence” (Behrens, Rosen et al. 183). Perhaps you agree with Dowling’s theoretical argument called the “Cinderella Complex.” In her 1981 book *The Cinderella Complex*, Collette Dowling wrote:

It is the thesis of my book that personal, psychological dependency—the wish to be taken care of by others—is the chief force holding women down today. I call this “The Cinderella Complex”—a network of largely repressed attitudes and fears that keep women in a half-light, retreating from the full use of their minds and creativity. Like Cinderella, women today are still waiting for something external to transform their lives. (Behrens, Rosen et al. 249)

On the other hand, you may feel that Dowling is unsympathetic to women and over simplifies what women “are still waiting for” (Behrens, Rosen, et al. 183). Perhaps women are not as homogenous in what they want, or value. In fact, Dowling suggests that women identify with Cinderella as a passive victim rather than Kay Stone’s suggestion that she is in fact an active heroine. Stone writes:

I began this essay by asking how listeners and tellers could perceive seemingly passive female protagonists as heroic. The question might also be reversed: how did I, the researcher, fail to see what the others had seen in these heroines?. . . It seemed that we were all speaking a different language. We meant different things by “heroic. (Behrens, Rosen et al. 629)

In other words, a good synthesis of Dowling requires that the writer address the limitations of her claims and assumptions. In *And She Lived happily Ever After?* Stone questions and

interrogates Dowling's oversimplified and generalized view of women and their identifications. Because written and spoken stories work on us in different ways, our response to what Dowling refers to as "The Cinderella Complex" is fraught with the assumption that all women understand other women to be the same and also that they understand the story of Cinderella in the same way. By synthesizing the two sources and then offering your own position, Dowling's claim is less conclusive and open to argument.

You might want to add Toni Morrison's view from her article "Cinderella's Stepsisters" to show how this fairytale can become a call to action on the part of all women to recognize the ways that women participate in the oppression of other women. Morrison is "alarmed" by the violence that exists between women in professional women's worlds, and she uses the story of Cinderella to show how a group of women enslave another woman and abuse her. Rather than concentrate on women as passive victims like Dowling suggests,

Morrison aligns herself with Stone in that they both view women as agents that control how they behave in terms of their relationship to the larger culture.

### **Make a Claim: Formulate a Thesis**

In order to make a good argument you need to make a claim. “A claim is a proposition, a conclusion that you are trying to demonstrate. If your purpose is to demonstrate that it is neither possible nor desirable to agree with Dowling’s theoretical proposition in “The Cinderella Complex,” then that is the claim at the heart of your argument. The claim forms the basis of your thesis.

Here is a model for formulating a working thesis. Remember your thesis is generally one or two sentences, more often than not, in the form of a statement.

I believe that \_\_\_\_\_. If you want to provide a synthesis of your view read against another’s then formulate a working thesis

through this formula: Although some people believe \_\_\_\_\_ (and others think \_\_\_\_\_), I believe \_\_\_\_\_. (Behrens, Rosen et al. 183-84)

Example:

The problems of social conformity when left unchecked can lead to obedience against immoral authority as Stanley Milgram's famous article, *The Perils of Obedience* attempts to affirm. Doris Lessing writing in *Group Minds*, and Solomon E. Asch writing in *Opinions and Social Pressure* agree with Milgram. Yet Diana Baumrind writing a *Review of Stanley Milgram's Experiments on Obedience*, ". . . faulted his experimental designs" (Behrens, Rosen et al. 294), to show the limitations of his research and to give human beings more agency than the others were willing to in their own experiments and studies. I agree with Baumrind and I use Bernard Schlink's controversial novel *The Reader* in my paper to discuss the complex issues surrounding the various assumptions

and claims regarding theories on obedience to immoral authority.

## **Decide How you will use your Source Material**

Remember you have the ability to use appeals to *ethos* and *pathos* to support your claim. Arguments that you do not agree with can help to strengthen your own position as long as you use them responsibly. Remember never to shut down debate but to address the weaknesses in your opponent's arguments. But if certain aspects of your opponent's argument are persuasive, then you can choose to align yourself with those aspects of the argument that work best to support your own claim.

For example recognize the arguments made by Milgram, Lessing and Asch, but you can still argue that Baumrind's argument is more compelling because their views are limited by laboratory experiments whereas Schlink identifies that we cannot say what we will do in the face of obedience to immoral authority

unless directly confronted by it ourselves under certain conditions.

## **Develop an Organizational Plan**

Intro: Conflicting claims and assumptions regarding obedience to immoral authority.

B. Examples of obedience to immoral authority.

C. The Case against Milgram.

D. Transition: The Case of Baumrind.

E. Concession: Milgram and others make valuable contribution to the study of obedience to immoral authority.

F. Complexity: what would you do? How do we see ourselves today?

G. Recognizing traditional views versus contemporary rethinking on the problem of obedience to authority.

H. Conclusion: Obedience to immoral authority is not an issue that can be ignored.

## **Argument Strategy**

Recognize that your argument deals with a claim of value rather than a claim of fact. “Your claim, therefore, is based not only upon the *supporting evidence*, but also upon your *assumptions*. . .” (Behrens, Rosen et al 186).

## **Draft and Revise Your Thesis**

Draft your synthesis paper based on your organizational plan. Remember to cite all your sources and use the MLA citation format. Topic Sentences can emerge from a table of similarities and differences that you locate in the different sections of your organizational plan.

## **Developing and Organizing the Support of your Arguments**

The key to devising effective arguments is to find and use those kinds of support that most persuasively strengthen your claim. Some writers categorize support into two broad

types: *evidence* and *motivational appeals*. Evidence, in the form of facts, statistics, and expert testimony, helps to make the appeal to *logos* or *reason*. Motivational appeals—appeals to pathos and to ethos—are employed to get people to change their minds, to agree with the writer or speaker, or to decide upon a plan of activity. (Behrens, Rosen et al. 193)

## **Summarize, Paraphrase, and Quote Supporting Evidence**

Evidence and motivational appeals stem from how you combine your source materials, summarize, paraphrase and quote directly. See: Chapter 5 to re-familiarize yourself with those strategies.

## **Provide Various Types of Evidence and Emotional Appeals**

“Keep in mind the appeals to both *logos* and *pathos*. As we have discussed, the appeal to logos is based on evidence that consists of a

combination of *facts, statistics* and *expert testimony*” (Behrens, Rosen et al. 194).

## **Use Logical or Conventional Order**

You can use a *problem/solution* model where you define the problem, its origins and then offer a solution based on your position read against the counter-arguments.

Another pattern is presenting two sides of a controversy. Introduce the controversy, then your own point of view. Provide reasons why your point of view should prevail. (Behrens, Rosen et al. 195)

## **Present and Respond to Counter-Arguments.**

“When you use counter-argument, you present an argument against your claim, but then show how this argument is weak or flawed” (Behrens, Rosen et al. 195). The benefit here is to demonstrate your awareness of the alternate arguments and thus you are better

prepared to respond to any claims and assumptions.

- A. Introduction and claim
- B. Main opposing argument
- C. Refutation of opposing argument
- D. Main positive argument

In the obedience to authority synthesis, the writer gives a fair representation—using summary, paraphrase, and quotation—of the limitations of Lessing, Asch and Milgram’s views for the purpose of showing that their positions are weaker than Baumrind’s, Schlink and your own arguments.

### **Use Concession**

“*Concession* is a variation of counter-argument” (Behrens, Rosen et al. 195). You validate some of your opponent’s claims and assumptions, although you still maintain that your position is the stronger one. “This bolsters your own standing—your own

*ethos*—as a fair-minded person who is not blind to the virtues of the other side.

- A. Introduction and claim
- B. Important opposing argument
- C. Concession that this argument has some validity
- D. Positive argument(s)

Do not worry if you become convinced of the opponent's argument. This process is natural and shows you are a strong, critical reader and writer. If you decide for example that you are not convinced that Baumrind is not ultimately right about laboratory limitations to test theories of obedience, and that Hanna's actions are, in fact, morally wrong, then change your mind in your conclusion and be fair to both yourself and your reader.

### **Avoid Common Fallacies in Developing and Using Support**

1. Access accuracy, the significance and the importance in argument of clearly defined

terms and the pitfalls of emotionally loaded language.

2. Recognize logical fallacies, faulty reasoning, either/or reasoning, faulty cause-and-effect reasoning, hasty generalizations and false analogies.