

Topic Sentence(s): These make claims, and they should be in your own words. You may want to elaborate your topic sentence if you think it needs additional explanation.

- Does the sentence make a claim? Does it argue rather than giving information?
- Is this sentence in your voice?

Sources: The support you give your topic sentence so your audience will accept your claim.

- Examples/historical examples/personal examples
- Scholarly sources
- Other news or public sources
- Data from studies, preferably scholarly studies

Use sources to:

- Give **background**
- Offer an **exhibit** or **case in point** that you will then analyze & interpret
- Present an **argument source** that you “affirm, dispute, refine, or extend” (Bizup)
- Show a **method** of thinking or working that **frames** information for your reader

Connect the Dots: Connect the evidence to your claim to further your argument. Explain or interpret the meaning of the evidence for your argument. Go back to *your* voice.

While many women express dissatisfaction with their bodies, they are not the only victims of the emaciated images so frequently presented to them. **[Topic Sentence]** Young girls are equally affected by these images, if not more so. **[Elaboration #1]** Eighty percent of girls under age ten have already been on a diet and expressed the desire to be thinner and more beautiful (*Slim Hopes*). **[Evidence from a Study]** Thus, from a young age, beauty is equated with a specific size. The message that girls get is an insidious one: in order to be your best self, you should wear size 0 or 1. **[Discussion of Evidence]** The pressure only grows more intense as girls grow up. **[Elaboration #2]** According to results from the Kaiser Family Foundation Survey, “Reflections of Girls in the Media,” 16 percent of ten- to seventeen-year-old girls reported that they had dieted or exercised to look like a TV character. **[Evidence from a Survey]** Yet two thirds of teenage girls acknowledged that these thin characters were not an accurate reflection of “real life” (qtd. In Dittrich, “Children”). **[Discussion of Evidence*]**

—*Everyday Writer, Fourth Ed, p169*

EVIDENCE NOTE: When you are introducing evidence from other sources, you can quote, paraphrase, or summarize. Why would you choose one over the other? See *Everyday Writer* pages 181-185. Whatever strategy you choose, you must do these two things:

- Introduce the information using the *name of the author*.
- End your use of the information with a parenthetical citation and page number.

Some helpful templates for argument paragraphs:

Introducing Quotations:

- X states, “_____”. (page number)
- As the prominent philosopher puts it, “_____”. (page number)
- According to X, “_____”. (page number)
- Writing in *The Important Journal*, X complains that, “_____”. (page number)
- X agrees when she writes, “_____”. (page number)

Introducing Paraphrases:

- X says (paraphrase) in his 2015 book, *Important Things*.
- One of the themes in the article by X is (paraphrase).
- In X’s view, (paraphrase), though other scholars disagree.
- In her article, X reveals that (paraphrase).

Templates for explaining/interpreting/commenting on quotes and paraphrases:

- Basically, X is saying _____.
- In other words, X believes _____.
- In making this comment, X argues that _____.
- X is insisting that _____.
- X’s point is that _____.
- The essence of X’s argument is that _____.