

Getting Organized for the two Argumentative essays: the Causal Analysis essay (and Annotated Bib) and the Documented Proposal Essay

Overview of the FIRST essay--The Causal Analysis essay

- Use my sample map to plan your essay; refer to your topic worksheet as well.
- Find 8 to 10 sources addressing the background issues to explain the problem and present its causes/effects, using a variety of sources (both print and internet).
- Introduce the problem and give enough background information to help your reader (your classmates and instructor) understand the context of the problem.
- Explain what you have discovered about the problem's significance and scope (how big of a problem is it?) as well as what you have determined to be the causes and effects, supporting your ideas with the sources.
- Conclude the paper by spelling out the importance of your analysis, and point out that you will be moving on to identify solutions in the second paper.
- The essay should be approximately 3 to 4 pages, not counting the annotated bibliography or outline (or map).
- List your sources in alphabetical order, using a citation builder (Knight Cite or Citation machine) and checking them with your Keys for Writers Handbook. Add a couple of sentences with each entry that summarizes what that source says about your topic.
- Use internal MLA citations to identify sources that support your statements.
- Send your draft to Smarthinking and set up a mini conference with Cherie. By the time we visit, you should have at least a preliminary outline that shows the direction you plan to take with the second paper.
- This essay is worth 100 points; you get another 10 for submitting the outline and 25 for the conference.

Overview of the second essay --The Documented Proposal

- **In the second paper, you will build on what you have learned from writing the first paper.**
- Use as many of the 8 to 10 sources already found to briefly present the problem and summarize its causes/effects. The reason for repeating this information is that solutions **MUST** address causes to be effective!
- Next, list some of the possible solutions that you have found (or thought of yourself). Which one is best? Or is it a matter of combining several solutions?
- Choose the best solution(s) and find support for them.
- How can you argue for this being the best solution? Think of the three types of appeals (ethical, emotional and logical)
- You should add on a couple of sources that address the solution to the problem and incorporate some of the sources from the earlier paper, for a total of 8-10 sources.
- So you may "recycle" five or six sources from the first paper and then add on four to five new sources that address the solution aspect.
- List the sources in alphabetical order on the Works Cited page. Remove the little "blurbs" or summaries.
- Send the essay to Smarthinking and revise based on the tutor's feedback.
- Length 5-7 pages (double spaced, 12 font size) minimum.
- The title page, outline or map, and the Works Cited page are NOT part of the 5 to 7 pages.
- Use MLA documentation style, which uses internal documentation (Brown 32) instead of endnotes or footnotes. This assignment is worth 150 points.
- Submit the final revision, with the copy returned from the Smarthinking tutor copied and pasted to the end. Attach the outline and grading slip. Save as amydocproposal.rtf or joedocproposal.doc

The conference - over the Causal Analysis essay & Ann. Bib

- **You and I will meet and have a short conference over your revised draft of this essay** and the annotated bib, so we need to make sure you understand the purpose of this paper as well as give you some strategies for being successful.
- **Bring (or send) the following things to that conference (and earn 25 points)**

(Note: the online students will email me the materials and we will visit by phone; you can also come to see me for a face to face conference and bring your sources and materials. Online students may not be able to send me all of your sources in terms of books and print magazines; however, I should get a feel for these from your essay and Ann. Bib)

- a readable draft of the revised essay
- the draft you got back from Smarthinking BEFORE our conference
- an outline or map
- the draft of works cited or references page

--your sources themselves * (I will get a feel for this from your essay and annotated webliography, which is done after you complete the internet research activity)

CITING SOURCES

I want to make sure you understand some basic terminology. I will talk about **citing** sources; that simply means to identify your source of information. Here is a sample citation. **(Post 41)**

Post is the author; 41 refers to the page where the specific information is located.

This type of simple citation is used with the MLA documentation system; MLA stands for **Modern Language Association**, and MLA is the style to use for English and Literature papers.

TWO TASKS - Internal Citations and Listing Sources

When you document sources, there are **two things** that you must do. Think of these two things like one of those "best friends" necklaces (which is actually two necklaces with the jagged edges meeting/matching in the center)

A--One half is the in-text citation **(Post 41)**

B--the other half is the **matching entry** in the list of sources at the end of the paper.

TWO DOCUMENTATION STYLES

In the MLA system, this is the Works Cited Page. Items are arranged in alphabetical order, according to the last name of the author.

Post, Cherie. "My Exciting Life Grading Papers," *Writing Teachers' Review*, July 2004: 40-43.

There is another very common kind of Documentation style called **APA**; we will learn more about this later. It stands for **American Psychological Association** and is used for Psychology papers. Let's compare. The same citation as above in APA style would be:

(Post, 2004, p. 41) Post is the author, the work was published in 2004, and the information referred to is on page 41. APA is sometimes called the author/year style, because the date appears next to the author's name. In the APA system, the list of sources at the end of the paper is called the References page. The matching item on the References page would look more like this--

Post, C. (2004, July). *My exciting life grading papers. Writing Teachers' Review, 40-43.*

There **MUST** be a correlation, or relationship, between the sources you cite in the text and the list of items at the end. Don't list works that you don't actually use, and don't use sources that you don't include in the list. The idea is that you are creating a paper trail (do you recall that children's story of Hansel and Gretel leaving the trail of bread crumbs in the woods so they could find their way home?) **You want to make it easy for your reader (and your teacher) to track down your sources.**

PURPOSE OF ARGUMENTATIVE ESSAYS

Remember the purpose of the first argumentative essay is to present and analyze a problem. As you see from the overview, that means to look at the causes and effects, as well as presenting information to support your argument that this is an important problem to examine.

The second paper will wrap it up by proposing a solution to the problem. This means that you will first present the problem to your readers, present a summary of your analysis of it, use your research to discuss possible solutions, and develop a convincing, well-reasoned argument as to why one (or more) of those possible solutions is the best one.

The two essays are both argumentative; however, you will also need to inform your reader about the problem before you can argue for the "best" solution.

How do you inform your reader about the problem?

1. Cite statistics or case studies that illustrate the existence--or extent--of the problem.
2. Explain WHY this problem is so significant, timely, or interesting to you.

3. Personalize the topic/problem by putting a human face on it. Tell a true story or make up a scenario that could be true about a family struggling with a problems after a soldier has returned with PTSD.

ANALYZE THE PROBLEM

To analyze the problem you will need to look at both causes and effects and ask questions. (Another great time to use those Reporters' Questions key words)

- What circumstances have created this problem? What is the problem?
- When did this problem begin—or when did it get more serious?
- Who is affected by this problem? Who can "fix it?"
- What are some of the effects of the problem?
- What are other communities/agencies/people doing to solve this problem?
- Where can I find more information—using people or paper sources?
- Why did this problem become so widespread?

It is VITAL that you identify the underlying cause(s) of the problem, because unless your solution addresses those things, it won't really solve the problem. You should have done this already, in completing the problem solution topic worksheet.

Other guidelines to keep in mind:

- **Take a personal, narrative approach for both essays.** This means you can use the first person. "I wanted to explore....." This is not a sterile, cold, mechanical, canned report!

- **Argumentative writing is a synthesis (a blend or mixture) of many things:**

--your life and experiences

--research, using people and paper sources

--thoughts and feelings as you learn more about your subject

--social context (why is this problem important? How does it affect us all?)

Remember my "Soup" story—a way to remember what synthesis means—soup is a mixture of many ingredients and the result should be satisfying. (Okay, so you haven't HEARD of this story? I love to cook soup, especially in the winter on Sunday nights. When my children were younger, I would get them involved too - cutting up vegetables. We would put some broth or bouillon into the pot, add vegetables, leftover meat from lunch, add some spices and let it simmer.

Sometimes friends would drop by and help cook the soup, adding a special spice or suggesting adding pasta, rice, or something else. Sooner or later there was this big fragrant pot of soup cooking away, smelling wonderful, and then people were ready to get out the bowls, crackers, and eat up the soup. No one ever said, "Hey, can I have some broth and veggies and spices and cut up chicken?" No. They said, "Let's have some soup!")

- **USE the map (and outline) that I gave you for each essay. You need to include all of these components in your essays, so it should help you to identify information to include. FIRST, you need to personalize the maps/outlines for your topic/problem.** If you like the visual approach, use the map; otherwise, use the outline and "plug in" your topic and then work your way through the components and think of what you have found so far. MARK each place you are using a source. You should have your research done by now, so get out the list of sources and the "blurbs" for each one. Where do you see those sources fitting into your papers?
- **NEXT, you need your final, polished outline.** If you used Inspiration, you can just click on the icon for the outline on the tool bar. This is sort of like power point, where you can go from the text to the slides. Once you have the outline open, use the select all under Edit on the tool bar and copy and paste it into word. Another way to do this is to export your map to word. (Note: please be aware that due to some glitch in the software, the outline version tends to scramble topics out of order. However, once you have it in word, you can do a simple cut and paste to get it straightened out. You can also just use my versions of the outline in word and adapt it to fit your topic).
- **Now, use that outline to create your rough draft. In other words, open it up in Word, sit down with your materials, the proposal, and begin to work through the sections of the paper, using the parts of the outline to guide you.** You aren't staring at a blank page, so it should help you to avoid writer's block.
- **Use your textbooks—the Faigley text has information on how to analyze causes in chapter 11, how to use MLA style to document sources in chapter 21, and how to argue for change in chapter 14. Another great source of information is your Handbook (Keys for Writers); check out the MLA section in tab 3 (APA in tab 4) as well as a sample research paper at the end of both the MLA and APA sections.**

For now, here are the chapters in the KEYS for WRITERS that will be most useful to you.

- Tab 2 - Research strategies, Writing your research paper, Using the Internet for research, Evaluating Sources, and Using Sources
- Tab 3 - MLA Documentation. How to do both the in-text citations and the Works Cited list at the end of the paper.

Note: several people have indicated that they would like to use APA style and this is fine; just remind me that you are doing so! Don't make me guess.

Practical Strategies

1. **GATHER SOURCES!** Go for MORE than what you think you need—you need 8-10 sources. However, if you only get seven, and four turn out to be less than helpful, you will need to go back to the library and do more digging. So, instead, get 10-12 sources and be sure that you have what you need.

2. **USE A VARIETY OF SOURCES.**

- People sources - don't forget the value of phone interviews, personal interviews, e-mail interviews, short informal surveys, and other ways to get expert's opinions and experiences.
- Paper sources—use newspapers, magazines, professional journals, reference books, internet sites, and books. You want your sources to be FRESH—the best stuff should be as new as possible. The majority of your sources should be no more than two or three years old.

Note: for paper sources, get a photocopy that you can annotate. Always record the important info on the back—author, title, date, page, etc. Always PRINT OUT internet sources so that you make sure you have the URL (web address). Do a copy and paste for the URL and any info you can "harvest" from the web. If your electronic source is done as a PDF, you can save a copy to your own computer. For interviews or other people sources, get the person's name, job title, phone number, and write down the date and main points discussed.

3. **TIME MANAGEMENT**—chunk it down! If you find ten sources, don't be overwhelmed. If you can only spend 30 minutes a day reading and annotating, make a list and check it off each day. Put it on your calendar or student planner or To Do list.

4. **GET ORGANIZED.** Get some sticky notes or index cards and paper clips. Have a dictionary, pens, highlights, and plenty of paper. Set aside a place to work and get organized, even if you have to use a small cardboard box or plastic basket. You will get more done if you don't have to get up repeatedly to get things.

5. **SIT DOWN, READ, ANNOTATE, AND EVALUATE YOUR SOURCES.**

--Read each article once through quickly to get the main ideas; then go back and read more slowly and annotate.
--Make a scratch list of key ideas—be sure to look for those items listed as evidence (facts, statistics, case studies, scenarios, quotes from experts, anecdotes, and textual evidence—quotes, summaries, paraphrases). This is where the sticky notes or index cards come in handy! (Hmm.....does this process seem strangely familiar??? Like what you did for the "water" article and your magazine summary???)

6. **WRITE A SIMPLE PURPOSE STATEMENT** (We will turn it into a polished thesis statement later). A purpose statement is writer-based and is intended to help you get organized as you write the paper. Ask yourself—what do I want to do with this paper? What do I want my readers to know, see, or think about this problem/solution?

A purpose statement helps you to focus more clearly on both your main point and your paper. It will help you see if you need more information or if your topic is STILL too broad. Here is a sample purpose statement:

I want my readers to understand the causes and effects of the problem of soldiers with PTSD who have been redeployed. There are several reasons for why more soldiers are struggling with PTSD, and understanding these reasons will also help us to address this problem.

7. **PLAN YOUR PAPERS BEFORE YOU WRITE THEM—DUH! USE AN OUTLINE OR MAP.**

See the sample/model maps for the two essays. I will post them in several formats: as a map, as an outline, and as an image (jpeg). Adapt it to fit your topic or start from scratch. What do you need to include in this paper? DON'T GUESS! Look at the map.

USE YOUR MAP to help you incorporate ALL of your sources into your paper.



Pretend that each of the above boxes represents a source (an article from a newspaper or magazine, a web resource, an interview). Now imagine that you have read and marked up the articles and then made note cards or sticky notes for each source, with a brief note of the "goodies" from each article—facts, quotes, photographs, statistics, cases, etc.

Finally, imagine yourself laying those cards on a large piece of paper that has your map sketched on it. As you lay out your sources, with sticky notes or index cards showing the main points of each one, you can see where you might best use each one.

Facts and Quote, Brown—in the introduction and background
 Photo, Chart, Quote and Stats -causes
 Case, Scenario, and Facts--effects
 Quote and Facts- conclusion

Spread them around—don't use up all of your "goodies" in the first page! As you develop your map, you can determine where each one of your sources will be most helpful; write down the name of the source as one of the details under that branch.

TO DO List

- Tell me your topic (choose from the list) and do the problem solution topic worksheet.
- Gather **8-10** sources from doing the Internet Research activity: use the Citation Machine or Knight Cite to format your citations and put together an alphabetical list of your sources.
- Read and annotate your sources: put together a couple of sentences to summarize what each one has to say about your problem's causes, effects, etc.
- **Look at the materials for the Causal analysis essay**, paying close attention to the map/outline.
- Draft an outline or map, plugging in your topic/problem and sources. Go back to earlier in this handout, when I mention the key parts and what you need to accomplish at each stage, from Intro to Conclusion.
- Draft the paper itself, including internal citations (Brown 73). Try using my idea; use the actual outline as your "bare bones" and fill in the details.
- **Send a copy of the paper, along with the annotated bib, to Smarthinking. Revise and bring both copies to the conference. (ONLINE students will copy and paste the two together into one document, along with the outline, works cited page, and checklist.**
- Schedule a conference with Cherie. I need to see the entire Causal Analysis essay, with in text citations, your outline or map (required), and the annotated bib.
- **I also want to see your preliminary idea for the second part of the paper—the documented proposal-- so you will want to view those materials and look at what your sources say about solutions.** Do you need a couple of more sources? I will give you feedback and assistance.
- Make final revisions and turn in the completed Causal analysis paper. Attach the grading slip and make sure you have an Outline or Map, essay, and Annotated Bib.
- Begin work on the second paper - the documented proposal, again beginning with the sample map/outline and looking at your version of it, which we will have discussed.
- Compose your draft, based on the outline, citing sources as you use them.
- Remove the "blurbs" from your annotated bibliography and add any new sources for your Works Cited page.
- Send the essay to smarthinking and then revise. Turn in the completed essay to Cherie, adding the copy of the one returned from Smarthinking, the grading slip, and the outline.

If you need help, come see me in my office, LB 209
 Call me at 296-2320, ext. 1701 (or leave a voice mail message)