Argumentative Paper (BODY PARAGRAPHS)

BODY #1

*Claim: (argument you are using as support for your thesis)

Reason: -- Explains claim and gives further details

Evidence: Supports claim and provides evidence in form of a source or logical progression

So What?: Analysis that connects how claim is proven by the evidence provided. It also moves your claim forward.

Transition 1: (Can be part of the refutation for the counterclaim. You are basically leading the conversation to the next topic)

Counterclaim: (mention opposing side of your claim BUT refute it RIGHT AWAY. Opposing side can come from a source and/or the refutation can come from source...NEVER should this part be STRONGER or LONGER than your support and evidence.

Transition 2: (You are basically leading the conversation to the next body paragraph/claim)

BODY #2 #3 #4 #5...etc

*Claim: (argument you are using as support for your thesis)

-- Reason: Explains claim and gives further details

Evidence: Supports claim and provides evidence in form of a source or logical progression

So What?: Analysis that connects how claim is proven by the evidence provided. It also moves your claim forward.

Evidence: Additional evidence/support for claim in the form of a source or logical progression

So What?: Analysis that connects the paragraph’s claim is proven by the evidence provided above. It also moves your claim forward.

Transition: (You are basically leading the conversation to the next body paragraph/claim or conclusion)
EXAMPLE:

THESIS: High schools should limit school funding because there are other areas of needs that need to be targeted before investing in sports.

BODY #1

*Most public schools have a limited budget to work with and a vast number of programs they need to invest in, and that is why choosing sports over academics is not only detrimental, but a low blow to the student’s wellbeing. --When money is short and the priorities shift, it becomes a problem that affects education. According to “The Case Against High School Sports,” in Pasco County, Florida they have cut “about 600 education jobs” but have left “sports” untouched and many schools have “cut basic academic costs to keep their sports programs intact.” This means that counties are prioritizing sports and leaving learning behind. In the name of “sports” academic areas are suffering, classes are becoming larger, and students are becoming less and less prepared to enter college or the workforce. Before thinking about sports, schools need to use their funds to further academics and enrich the student’s learning experience. Some say school sports do not take a large “sum” of a school’s budget, but the reality is that whatever amount of money is invested in advancing sports could be better used to support academic programs that would benefit the learning of the entire student body. Programs such as tutoring for students of
disadvantage backgrounds as well as writing and reading labs should be what schools spend most of their funds in.