

LOTF Outline

I: Introduction

A. **Attention Getter** (Hook your reader; think about a general commentary on our essential question):

B. **Controlling Idea** (Explain the questions at hand, i.e. our essential question)

C. **Introduction of Novel** (In one or two sentences, introduce the novel, author, and the general plot line)

D. **Thesis Statement** (Include the title/author of the novel, include a counter-argument and 2 arguments)

Though some may argue that Golding believes _____
because _____, evidence
such as _____ and
_____ more
strongly support the argument that he believes _____.

II. Body Paragraph I (refuting the counter-argument)

A. **Topic Sentence** (Identify the counterclaim)

There may be a misconception that Golding believes _____ based
on _____. However, this
is untrue.

B. **Quote #1** (evidence to refute counterclaim)

For example, _____
“ _____

_____” (Golding _____).

C. **Commentary #1** (how does your quote refute the counter-claim)

D. **Quote #2** (evidence to refute counter-claim)

Additionally, _____

“ _____

_____” (Golding _____).

E. **Commentary #2** (how does your quote refute the counterclaim)

F. **Closure** (recap why the counterclaim is unfounded/illogical)

It is clear to see that _____

III. **Body Paragraph 2 (your first argument!)**

A. **Topic Sentence** (Identify your claim)

A more logical conclusion to draw from the novel is that Golding believes _____
because _____.

B. **Quote #1** (concrete evidence of claim)

This is illustrated when _____

“ _____

_____” (Golding _____).

C. **Commentary #1** (how does your evidence prove your claim)

D. **Quote #2** (concrete evidence of claim)

Similarly, _____

“ _____

_____” (Golding _____).

E. **Commentary #2** (how does your evidence prove your claim)

F. **Closure** (reiterate how the evidence proves your overall argument)

Based on the evidence, it would be logical to conclude that _____

IV. Body Paragraph 3

A. **Topic Sentence** (Identify your claim)

Perhaps the strongest evidence of Golding's point of view is _____

B. **Quote #1** (concrete evidence of claim)

The reader sees this when _____

“ _____

_____” (Golding _____).

C. **Commentary #1** (how does your evidence prove your claim)

D. **Quote #2** (concrete evidence of claim)

Further evidence of this is when _____

“ _____

_____”

_____” (Golding _____).

E. **Commentary #2** (how does your evidence prove your claim)

F. **Closure** (reiterate how the evidence proves your overall argument)

This evidence thoroughly supports the argument that _____

V: Conclusion

A. **Restate the Thesis Statement** (do not do this word-for-word; rather, rephrase it)

It is clear to see that while some may have the misguided belief that Golding believes _____

_____ based on _____, the

stronger argument is that he believes _____ based on

B. **Recap** (what makes your argument strong?)

When analyzing the events of the novel, it becomes clear that though some argue _____

_____, this is in fact untrue because _____

_____. More

compelling evidence that Golding believes _____ includes

_____ and

C. **Closing Thought** (Commentary on the essential question)

Notes on Argumentative Essays

- An argument is

- An example argument is :

- A counterclaim is

- An example counterclaim to my argument is :

- A rebuttal is

- An example rebuttal to this counterclaim is:

Sentence Starters

It is extremely important to use clear signals to alert the reader that the paper is about to express a view different from the thesis. Since the purpose of the whole paper, including the counter-argument, is to support the thesis, these signals are crucial. Without them, the paper can appear incoherent and contradictory.

The counter-argument should begin with a word/phrase/sentence to indicate that what follows is NOT the author's view. These can range from very simple- sometimes a single word, such as "but" or "however"- to complex whole sentences.

Here are some example introductions to a counter-argument:

- Many people [believe/argue/feel/think/suppose/etc.] that...
- It is often [thought/imagined/supposed/etc.] that...
- One could easily [think/believe/assume/suppose/etc.] that...
- It might [seem/appear/look/etc.] as if...

Just as the counter-argument requires careful signaling to the reader, so does the rebuttal (when you refute the counter-argument). The essay has just turned 180 degrees from its thesis, and now it must turn another 180 degrees in order to complete the circle. The reader needs warnings and guidance or they will become confused or get lost in your argument.

Common strategies for beginning to refute the counter-argument are the mirror image of those for introducing a counter-argument, such as "Yes, but..." They can be as simple as that or more complex.

Here are some example introductions to a rebuttal:

- What this argument [overlooks/fails to consider/does not take into account] is...
- This view [seems/looks/sounds/etc.] [convincing/plausible/persuasive/etc.] at first, but...
- While this position is popular, it is [not supported by the facts/not logical/impractical/etc.] because...
- Although the core of this claim is valid, it suffers from a flaw in its [reasoning/application/etc.] because...