

OUTLINING & SCAFFOLDING

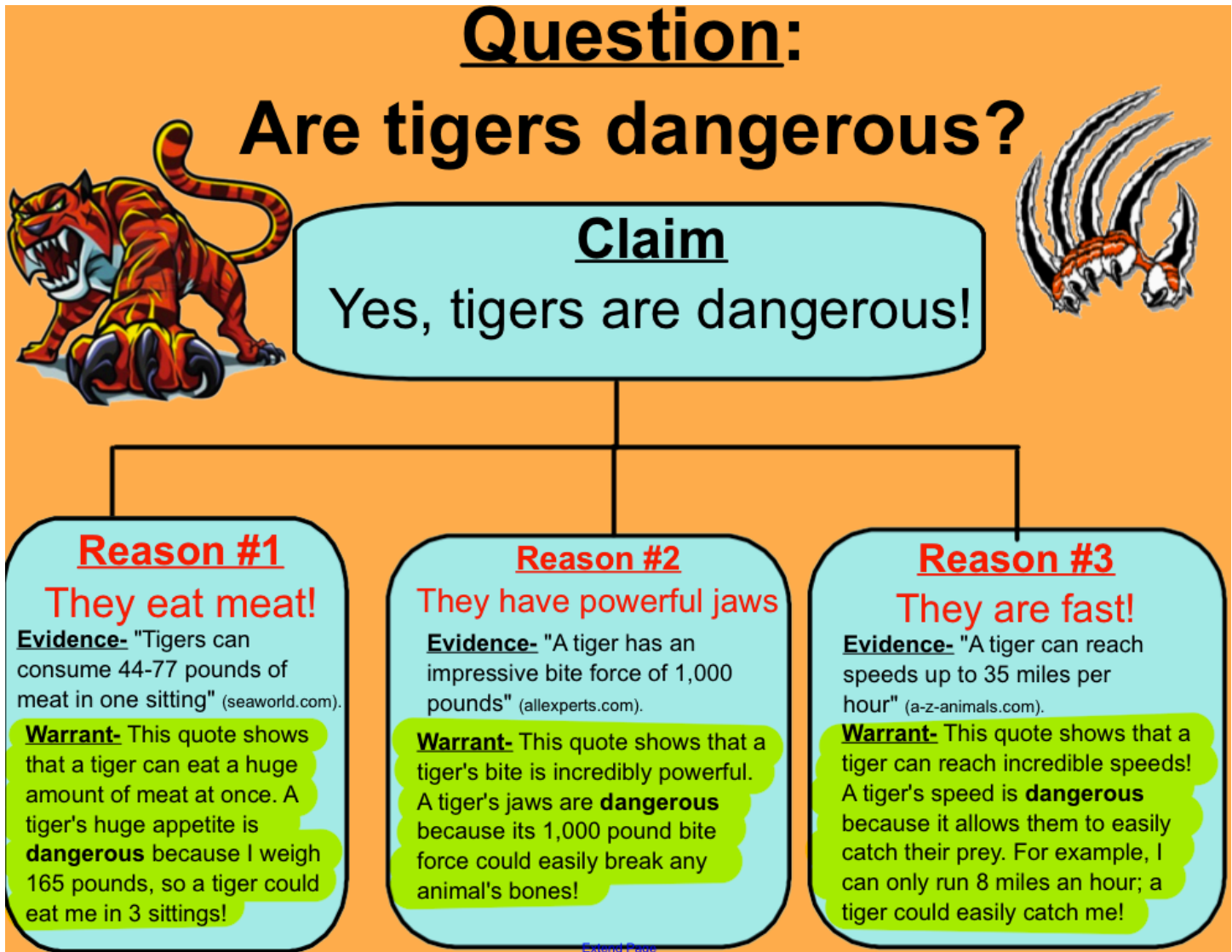
★ ARGUMENTATIVE ESSAYS ★



By Alex Corbitt

INTRODUCTION

The vast majority of writing we require our students to do is **argumentative writing**. Argumentative writing requires students to state a claim (opinion) and support it with reasons, evidence (i.e. textual quotations), and warrants (explanations). Learning how to argue is a pivotal development in our students' critical thought. We must inspire them to argue about a wide variety of topics, in a wide variety of contexts, for a wide variety of audiences. Below is a simple argument outline:



OUTLINING:

It is critical that students outline their arguments **before** writing their formal papers. Outlining helps students internalize the basic structure of argumentative thinking. Furthermore, the majority of editing should occur **during the outlining phase**. Many teachers fall into the trap of checking for mastery after their students have published their essays. Students require constant teacher/peer feedback throughout the entire writing process. Assessing an outline for strong claims/reasons/evidence/warrants is much more efficient than scouring an entire essay! For a printable version of an argument outline, [see page four](#).



Name _____

Date _____

Class _____

Teacher _____

Question:

¶1

INTRO/CLAIM

(Give background information about the topic/story. State your CLAIM.)

¶2

Body Paragraph 1

(Prove your CLAIM with R/E/W)

Reason:

Evidence:
(quotation)

Warrant:

¶3

Body Paragraph 2

(Prove your CLAIM with R/E/W)

Reason:

Evidence:
(quotation)

Warrant:

¶4

COUNTER CLAIM (Body Paragraph 3)

(What is an argument that people might make AGAINST your CLAIM? Why are they wrong?)

¶5

CONCLUSION

(Restate your CLAIM and REASONS. Why is your CLAIM important?)

GOOD LUCK WITH YOUR INSTRUCTION!



Please visit again soon!

