

Argumentative/Persuasive Thesis Statements OPTIONS

1. SOME PEOPLE → HOWEVER STATEMENT

Some people (feel/think/believe) that..._____;
however, (others feel/think/believe OR research shows that)..._____.

Some people feel that government should stay out of the health care business; **however**, others feel that the United States should have a national health care plan like Canada's.

2. ALTHOUGH/EVEN THOUGH → SUCH/CAN STATEMENT

Although/Even though many think that..._____,
such..._____ can..._____.

Although/Even though many think that genetically engineered crops are a grave danger to the environment, **such** crops **can** help alleviate world hunger and malnutrition.

3. ALTHOUGH → I BELIEVE → BECAUSE STATEMENT

Although..._____,
I believe that..._____
because..._____.

Although the powerful American Medical Association has so far refused to recognize the usefulness of alternative medical techniques, **I believe that** they should become an accepted part of the mainstream medical profession **because** thousands of years of practice by highly trained personnel have demonstrated success in healing some medical problems with alternative methods.

4. WHILE IT MAY BE TRUE → THE BOTTOM LINE STATEMENT

While it may be true that..._____,
the bottom line is..._____.

While it may be true that the U.S. Constitution gives citizens the right to own weapons, **the bottom line** is that the men who wrote the Constitution lived in a different time.

YOUR INTRODUCTION SHOULD:

GRAB THE READER'S ATTENTION
MAKE HIM OR HER WANT TO READ MORE
BE SOMETHING THOUGHT PROVOKING, DRAMATIC, OR SHOCKING

1. Start with a broad statement about your topic, then continue to narrow it until you get closer to your point.

For example: People think that terrorism is someone else's problem, that it happens to others who are far away, and that they are safe from it. Fortunately for most of us that is the case; but for some, living with terror is part of their daily lives. For these unfortunate folks, life at home, in the neighborhood, and even at school can be a nightmare.

2. Start with a contrasting thought, then lead the reader towards your point.

For example: Before kids are born, parents usually think their children will bring only happiness to the household. Little do they know... there will be confusion, insecurity, exhaustion, and oh, yes, trouble with all of the relatives fighting over the baby.

3. Start by telling your reader why the topic is important, then make your point.

For example: Water-related diseases are causing serious problems around the globe. The ramifications are deep. With one child dying every 15 seconds from dirty water, what can be done?

4. Start by telling a story, an anecdote, then make your point.

For example: One sunny afternoon while walking Blanca, my very sociable bullterrier, I decided to introduce her to Bill, the mailman. At first, she was friendly, but as Bill turned to leave, Blanca treacherously leaped for his buttocks and ripped off the back of Bill's blue and gray trousers. Fortunately, Bill was not injured. Nevertheless, I was very concerned about my dog's behavior, so I took Blanca to my veterinarian to find out why she had acted so aggressively. Dr. Rios, Blanca's veterinarian, explained that there are three factors which could trigger an aggressive response from almost any dog.

5. Start by asking a question or questions, then lead the reader towards your point.

For example: What happens to kids whose parents are too busy with their own lives to pay attention to what is going on with their children? In fact, quite a lot can happen. They can be lucky enough to find a friend's family to guide them and help them make good choices, or they can get involved with the wrong crowd and end up making their own lives very difficult.

6. Start with a quotation, then discuss why it is relevant to what you want to say.

For example: "You can lead a horse to water, but you can't make it drink," is a saying I've heard many times when there is someone who refuses to listen to advice. Even though it is used mostly when there is actually a mistake being made, it really is a saying that shows that there are some people with enough strength in their beliefs to resist the pressure others are placing on them to change their minds.

7. Start with a definition of the term or the issue, then move on to your thesis.


For example: The 2013 edition of *The American Heritage Dictionary* defines the word introduction as a noun derived from the verb introduce, which means "to preface." Knowing this certainly makes it easier to understand why introductions are such an important part of an essay. They give the readers a preview of the author's thoughts, and give them the background to understand what is to follow.

8. Start with a list of the random thoughts that brought you to this conclusion. Use them even if at first they appear to be unrelated. Your reader will be interested in which thought triggered another, and will understand how you got to your thesis.

For example: When Olympic athletes push their bodies in unbelievable ways, when kids run until they are out of breath, or when white-knuckled people are riveted to screens, their bodies are reacting to an important substance: adrenaline. It is an amazing chemical that can signal strong emotions, or signal an extreme level of energy.

HINTS FOR WRITING A CONCLUSION

(part 1)



Hint #1

Conclusion Words - Sometimes "conclusion" words like these will help you write the conclusion of an essay. Most of the time, using the word or phrase in the middle of a sentence is better than making it the first word of the conclusion.

in fact	altogether	overall	definitely
in conclusion	indeed	truly	ultimately
for these reasons	surely	all in all	thus
as a result of	clearly	due to	in effect
in effect	to sum up	obviously	consequently



Hint #2

Four Strategies for Writing a Conclusion - To help you focus the conclusion, try one of these strategies. Each essay is different. Sometimes it is best to **summarize** the key points of the paper. At other times you will want to push your reader to **take action**. You might just want your readers to **think about** an issue, or you may want to use the last paragraph of the paper to make another attempt to **convince** the reader of your thesis.

A. Summarize information - *Obviously, buying U.S. savings bonds to save for college expenses is a good idea. They don't cost a lot of money. They are secured by our own government. In fact, they are guaranteed to grow, and they are a tax advantage as well as an investment in your child's future.*

B. Encourage action - *Ask your employer about saving for college with U.S. savings bonds. Write: U.S. Savings Bonds for Education, Department of the Treasury, Washington, D.C. 20226, or call 1-800-4USBond. This certainly could be the first important step in planning for the future.*

C. Provide food for thought - *To sum up, it is important to buy, install, and maintain proper equipment to prevent a home fire. Train your family by developing a plan in case of a fire: discuss and practice the plan. Take all necessary precautions to prevent a fire in your home, and you will go a long way toward protecting your loved ones and home.*

D. Convince the reader - *The point is, write. A letter or card is truly a unique gift - a piece of yourself. And if kids come home from school talking about pen pals or writing to a senator or editor, you'll know they're participating in National Card and Letter Writing Week. Encourage them because they're learning about the value of the written word.*



Hint #3

Try Repetition/Try Repetition/Try Repetition

1). Repeating a word or phrase might help you emphasize your thesis. Example: Reading the classics, reading news magazines, and reading textbooks will definitely improve your vocabulary.

2). Try using sentence fragments and repeating words. It is okay to use sentence fragments in your writing if you use them for emphasis. A fragment is a phrase - a group of words that go together but are not a complete thought. Example: Water down the drain as we brush our teeth. Water from improperly placed lawn sprinklers. Water used to wash driveways. To save this precious resource, everyone must acknowledge the waste and take time to turn off the faucets.

HINTS FOR WRITING A CONCLUSION

(part 2)



!!! Get Emotional !!!

Always make sure the emotion is appropriate to your topic and to the assignment. Example: Young children should not suffer. Infants like Stephanie cannot call for help. They need you and they need me. If we recognize neglect, we must speak up!



Use a Quotation (www.quoteland.com or www.brainyquote.com)

Example: In 1961, President John F. Kennedy encouraged all Americans to "ask what you can do for your country." Those involved in Habitat for Humanity asked and found a wonderful answer. Habitat volunteers, like those described in this report, work year round to improve the lives of their fellow Americans.



Use an Anecdote (a brief story)

Example: My mother is 78. She recently needed knee surgery. The operation lasted 90 minutes, but the recovery included a ten day stay at the rehab clinic. The nurses took great care of my mom, but I know that her charming personality helped. She thanked the nurses for their efforts, she complimented them when they finished a task, she tried to follow their orders, and she smiled even when the therapy became a challenge. Her positive attitude encouraged all of the nurses to give her great service. Those who complain about poor service might want to try my mother's strategy - charm and manipulate.



+++ End on a Positive Note +++

Gloom and doom usually don't work. Readers like to know that a solution is possible. Leave them with a sense of hope.

Example: Many smokers struggle to quit smoking; however, they have doctors, pharmacists, and friends to support and encourage them. (Not - Stop smoking; it will kill you).



Imitate the Professionals

Reading and watching what professional writers do with conclusions to their articles, columns, and editorials is a good way to get ideas for concluding your paragraphs, essays, or reports.