

Professor Ula

English 101

Fall 2020

### **Essay #2 Prompt**

Consider the following readings listed on the course syllabus & Weeks 3-5 MODULES:

“In Portland, the spotlight on the wall of moms...”

“Structural Racism and Violence”

“Racism and Hispanic Americans”

“Discrimination Towards Hispanic (Latino) Populations”

“Are We in a Race Against the Machine?”

“Is Google Making Us Stupid?”

“Smarter Than You Think: How Technology Is Changing Us for The Better”

“Does Texting Affect Writing?”

“How I Learned to Love Snapchat”

“Google, Democracy, and the Truth About Internet Search”

“Go Ahead: Waste Time on the Internet”

“No Need to Call”

“Does A Protest’s Size Matter?”

Choose **TWO** reading from the list above and then write a 5-page essay in which you **identify** and **analyze** the various ways in which the authors of your chosen texts employ **counterargument** in his/her writing. What issue or idea is the author’s argument responding to and how does he/she use writing to acknowledge a counterargument and offer a different viewpoint from their own? For this assignment, you should also refer to the readings from *They Say, I Say* entitled: “Distinguishing What You Say from What They Say” (p.67-74) and “Planting a Naysayer in Your Text” (p. 77-89) to help you identify the various types of counterarguments present in this week’s readings. You should also attempt to incorporate some of the templates for disagreeing with an argument or claim listed in these two chapters from the textbook into your own essay. *Your writing should continue to demonstrate all of the ideas we have been learning this semester: (1) an awareness of how the author directs his/her message to an intended audience, (2) the author’s use of ethos, logos, and pathos to support his/her argument, and (3) the authors use of counterargument to strengthen and prove the main claim of the thesis statement.*

Your essay must conform to MLA guidelines and must include the following:

I. Introduction:

- Hook (1 sentence)
- Introduction of texts and authors (1 sentence)
- Thesis statement that presents an argument regarding which author’s use of counterargument is more effective and **WHY**. Thesis should consist of a **CLAIM** and **SUBPOINTS**. (1-2 sentences)

- Transition into 1st body paragraph (1 sentence)

II. Body Paragraphs that discuss the author's use of counterargument to support his/her own claim:

- Topic sentence (1 sentence)
- Brief explanation of text being discussed (1 sentence)
- Introduction of a quotation / evidence (1/2 sentence)
- Quotation / evidence (1/2 sentence)
- Explanation of quotation / evidence (2-3 sentences)
- Transitional phrase (1 sentence)

III. Conclusion:

- Briefly summarize the main ideas you have discussed in the essay. (2-3 sentences)
- Revisit the thesis statement (2-3 sentences)

**\*NOTE:** At this stage in your writing career, you have moved far beyond the 5-paragraph essay model. Your essay needs to successfully PROVE the CLAIM you make in your thesis statement. Remember to re-visit the central idea of your thesis statement in each body paragraph.

**\*\*NOTE 2.0:** *The 1<sup>st</sup> draft of your essay should consist of about 1-3 pages of writing with multiple body paragraphs that DIRECTLY respond to the essay prompt above and also provides evidence/quotations from the two texts you have chosen to write about.*

*The 2<sup>nd</sup> draft of your essay should be 2-4 pages in length and should continue to add content to the first draft you wrote by adding more examples of evidence to directly support the claim you are making in your essay.*

*The 3<sup>rd</sup> and final draft of your essay should consist of 5 solid pages of writing with multiple well-developed body paragraphs that DIRECTLY respond to the essay prompt with minimal grammatical & formatting errors.*