**Argument/Synthesis** Thesis **Templates** and **Guides**

1. **Synthesis Only**

*Prompt Type (issues/factors):*

**When discussing** (topic of essay), (issue/factor 1), (issue/factor 2), **and** (issue/factor 3) **are important to consider because** (unifying reason(s) based on larger implications: Efficiency, Economics, Politics, etc.).

e.g., When discussing *whether or not standardized testing is beneficial*, **their district costs**, **discriminatory formats**, and **inability to adequately reflect student abilities** are important factors to consider because this testing is creating a hostile educational environment.

1. **Argument and Synthesis**

*Prompt Type (Develop a Position/To What Extent/Argue/Evaluates/Defend-Challenge-Qualify):*

**Although** (potential counter argument to be addressed at some point in the paper)**,** (your clear argument) **because** (unifying reason(s) based on larger implications: Efficiency, Economics, Politics, etc.).

e.g., **Although** the penny has a rich historical significance, its abolishment is necessary **because** it is no longer cost or time effective.

**\*\*\*\*Note: These are templates. Templates are not unique; therefore, know that these will likely—at most—if used well, lead you to a score of a 7 on your essay. Know too, however, that the components of the thesis, when organized originally and purposefully, will lay the framework for a powerful and effective essay that is unified around your ideas. Lastly, when writing arguments you should always have the word “because” followed by a unifying element in your thesis. Some prompts don’t necessarily lend themselves to counter arguments; therefore, you should EVALUATE—ON YOUR OWN (yes, you can make decent educated judgments)—whether to include the “although.” Generally, though, your thesis should include both terms; the order is up to you.**

**General Paper Tips:**

1. Create a Strong Thesis:
	1. When discussing the use of technology in schools, its impact on interpersonal skills, its distractive qualities, and its inability to accurately emulate kinesthetic experiences are important to consider **because** what is intended to be universally helpful may ultimately **impede the education** of many.
2. Avoid the fallacious logic of absolutes:

 **Bad:** Students *will* “be clicking on the nearest banner”(Source W) instead of doing their work.

**Good:** Students **may be tempted** to click “on the nearest banner” (Source W) if not properly taught to

 navigate the internet.

1. Explore what needs to be considered. If you are saying technology is **most likely** harmful, don’t forget to admit why it **may be helpful**. In other words, include *a nay say-er:*
	1. The distractive influence that differing technologies pose **may also** hurt the educative process; this is seen predominantly when using the “highly unregulated” (Source W) internet. As students begin to do much of their work online, even within the classroom, there is **the potential** for them to be drawn toward clicking “on the nearest, flashy banner advertising newest products and the like” (Source X). These ads draw attention away from the core content on the page, interrupting the **hopefully thoughtful** interactions the students are having with their content of study. This **potentially** leads to the unproductive use of class time: Students are chasing the newest and best material item, while neglecting their educations. Now, *this is not to say that all websites will have these adverts, or that the internet is entirely distracting. The truth is, the Net is a “wealth of knowledge” that gives students access “to just about every book and article out there” (Source K); however,* the prior observation suggests that students need to be directed as to how to effectively navigate the internet so they can maximize their learning time while avoiding the internet’s many mindless traps.

As I write my paper, this is the **idea** I will use to unify my paragraphs. That is, I will always discuss how my argument’s points, in conjunction with my examples, relate to how tech may ultimately impede education. So, my paper will look like this: 1. ID impact on Personal Skills and connect it to potential negative effects on education. 2. ID distracting capabilities and link it to potential negative effects on education. 3. ID an example where tech can’t beat real experience and connect it to potential negative effects on education. (Of course, you must have an intro (thesis at least) and a strong conclusion. Also, address some counterarguments in your paragraph(s) and enjoy the 6 (or higher) that you just wrote.

**Integrating Sources**:

1. Use sources like textual evidence. Move from a topic sentence—that is derived from a thesis—show how a credible author agrees with your claim, and then explain HOW this author’s idea(s), which relate(s) to your own, proves your unified reasoning.
2. Use textual evidence/sources as conversational pieces. Set them up as speakers who agree or oppose one another. Ways to do this: *(Source \_\_\_\_\_\_\_\_\_ agrees with the prior statement of Source\_\_\_\_\_\_\_\_ when s/he claims “insert text.”) (In opposition to Source \_\_\_\_, Source \_\_\_\_ reveals, “insert text.”) (Although some feel that “insert text” (Source \_\_\_), the main issue to consider is “insert text” (Source \_\_\_\_).)*
3. An **advanced and mature writing style** is found in integrating sources within your explanations. That is, try to use a source in order to convey your unifying idea(s). THIS IS HARD! Do not force this to happen, otherwise you will lose the focus of your paper. But, practice this now, and if it works, your paper will rock.
4. Another mature writing technique: do your best not to preface your quote integration with “so-and-so says (or any other verb).” Instead, provide your own context by channeling your inner Elsa in order to “Let it Flow!” Just make sure to always cite your textual evidence in MLA format. (Rather than thinking this advice goes against what was said in number 2, consider it more as being a better practice for something that is good. That is, #2 is good advice, while #4 is better advice.)
5. Well-constructed paragraphs use at least two pieces of textual evidence, often—but not always—the text is from two different sources.
6. AT ALL COSTS, **DON’T CARPET BOMB YOUR QUOTES!**