SAMPLE OUTLINES
(for common paper types)

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Argumentative/Persuasive

Sample #1: Ban Assault Weapons for Private Citizens

I. Introductory Paragraph

A. Hook: List several very famous, violent attacks that used assault weapons
B. Introduce Topic: Discuss prevalence of assault weapon sales/ownership currently
C. Thesis: The production, sale, and possession of assault weapons for private citizens should be banned in the U.S.

II. Main Point/Reason #1: Potential decrease in occurrences of barbaric public slayings

A. Jul 93 Law firm murders
B. Columbine school shootings
C. Virginia Tech incident

III. Main Point/Reason #2: Support of public opinion, major organizations, and law enforcement

A. 12% favor ban (Much 92 Timetable News)
B. Organizational endorsements
C. Nat'l Sherriff's Assoc./Intn'l Assoc. of Police Chiefs

IV. Main Point/Reason #3: High monetary and human costs of crimes committed with assault weapons

A. 10,561 murders in 1990 by handguns
B. Study of 131 injured patients’ medical expenses paid by public funds

V. Addressing the Opposing Argument

A. 1st Opposing View: Strict gun control laws won't affect crime rate >> Refutation: Low murder rate in Britain, Australia, etc., where strict controls are in force.
B. 2nd Opposing View: Outlaws would still own guns >> Refutation: Any effort to move trend in opposite direction would benefit future generations.

VI. Conclusion

A. Restate thesis
B. Discuss how the future might be different if there were a ban on assault weapons for private citizens.
Sample #2: Keep Shakespeare in Secondary Education, but Reevaluate Methods

I. Introduction:
   A. Hook: “To teach, or not to teach?” Shakespeare, that is.
   B. Topic: Discuss how common Shakespeare is in HS curriculum, and how it’s decreasing.
   C. Thesis: Not only should Shakespeare continue to be taught in secondary levels of education, but the teaching methods should be reevaluated and updated to fit the modern needs of student comprehension.

II. Main Point 1: Shakespeare has something to offer the modern generation.
   A. It is a part of teaching the history of modern day English.
      1. American English is a major branch off of the English in Britain.
      2. Shakespeare contributed to the standardization of the language, and coined many terms that became a part of the language.
   B. Studying Shakespeare can develop worthwhile skills to be used in the students’ future.
      1. Having students try writing like Shakespeare can further develop their writing skills.
      2. Teaching the students to properly analyze Shakespearean literature will aid in them becoming skilled readers.

III. Main Point 2: The old ways of teaching are not adequate and need to be updated.
   A. The focus on summary, character descriptions and universal themes can become dry, dull, and boring for the students.
   B. Some teachers just teach the material to “get it over with” (more focused on recall on standardized test then on critical thinking/analysis skills).

IV. Here are the new ways to create worthwhile lessons
   A. Teach Shakespeare in ways that will allow the students to learn things they did not know before, while also simplifying the material to fit the classroom, so the students to feel overly-intimidated.
   B. Throughout Shakespeare’s works, there are many relatable situations that his characters are put in. Showing this to the students can help them feel more connected to the work, thus helping them more easily understand the material.

V. Conclusion:
   A. Restate thesis
   B. Sum up main points
   C. Impressions for the leader: call to action for preserving this valuable subject!
Compare and Contrast

Sample #1: Cats vs. Dogs *(block organization style)*

I. Introduction:
   A. Hook: Story about how I was considering adopting a pet last summer
   B. Background/intro to topic: How I went to the SPCA to learn more
   C. Thesis: Both cats and dogs make excellent pets, but an appropriate choice depends on the pet owner’s lifestyle, finances, and household accommodations.

II. Topic 1: Cats are easier and less expensive to care for.
   A. Aspect 1: Lifestyle
      1. Detail: Don’t have to be watched during the day
      2. Detail: Easier to get care if owner travels
   B. Aspect 2: Cost
      1. Detail: Food and health care are usually less expensive
      2. Detail: Less likely to cause property damage
   C. Aspect 3: House accommodations
      1. Detail: Don’t take up much space
      2. Detail: Less intrusive

III. Topic 2: Dogs are active and loyally engaging pets.
   A. Aspect 1: Lifestyle
      1. Detail: Pack animals shouldn’t be left alone
      2. Detail: Harder to get care when away, need more living space
   B. Aspect 2: Cost
      1. Detail: Food is more expensive
      2. Detail: Over-breeding causes some health problems
   C. Aspect 3: House accommodations
      1. Detail: Often need yard and fence
      2. Detail: Require more safety and protective measures

IV. Conclusion:
   A. When considering adopting a pet, a prospective owner must consider the lifestyle, finances, and household accommodations that the pet would require.
   B. Full time student and work part time in the evenings, my lifestyle and schedule didn’t seem conducive to owning a dog like I had originally planned.
   C. I have had my cat Cookie for a few months; she’s the perfect fit and a great companion for me.
Sample #2: Cats vs. Dogs (Point-by-Point Organization Style)

I. Introduction:
   A. Hook: Story about how I was considering adopting a pet last summer
   B. Background/intro to topic: How I went to the SPCA to learn more
   C. Thesis: Both cats and dogs make excellent pets, but an appropriate choice depends on the pet owner’s lifestyle, finances, and household accommodations.

II. Aspect 1: Cats make less of an impact on an owner’s lifestyle.
   A. Topic 1: Cats
      1. Detail: Don’t have to be watched during the day
      2. Detail: Easier to get care if owner travels
   B. Topic 2: Dogs
      1. Detail: Pack animals shouldn’t be left alone
      2. Detail: Harder to get care when away

III. Aspect 2: Cats are less expensive to own and care for.
   A. Topic 1: Cats
      1. Detail: Food and health care are usually less expensive
      2. Detail: Less likely to cause property damage
   B. Topic 2: Dogs
      1. Detail: Food is more expensive
      2. Detail: Over-breeding causes some health problems

IV. Aspect 3: Cats need few special house accommodations
   A. Topic 1: Cats
      1. Detail: Don’t take up much space
      2. Detail: Less intrusive
   B. Topic 2: Dogs
      1. Detail: Often need yard and fence
      2. Detail: Require more safety and protective measures

IV. Conclusion:
   A. When considering adopting a pet, a prospective owner must consider the lifestyle, finances, and household accommodations that the pet would require.
   B. Full time student and work part time in the evenings, my lifestyle and schedule didn’t seem conducive to owning a dog like I had originally planned.
   C. I have had my cat Cookie for a few months; she’s the perfect fit and a great companion for me.
Descriptive Essay

Sample #1 (describe a place): Hogwarts

I. Intro
   A. Hook: I will begin with a warning: muggles may not understand the following paper.
   B. Background: I love Hogwarts because I love magic. I spend a good part of my year there, as I am a fifth year wizard.
   C. Thesis: Hogwarts School of Witchcraft & Wizardry is the best place in the world because of the secret chamber that only I know about, the giant dining halls, and the Quidditch court.

II. Secret Chamber
   A. The calming sound of water dripping
   B. The musky smell of this underutilized space
   C. The appearance of the giant, lifelike snake statue.

III. The Dining Halls
   A. The smell of every food imaginable
   B. The sounds of meal time banter
   C. The sight of thousands of students feasting

IV. Quidditch Court
   A. The spectacle of seeing wizards & witches zoom past.
   B. The sounds of the fluttering wings of the Snitch
   C. The smell of fear coming from the opposing team

V. Conclusion
   A. Restate thesis
   B. Remind readers why Hogwarts is the best, summarizing main points
Sample #2 (describe a process): Evolution

I. Intro
   A. Hook: Did you know that ancestors of the bottlenose dolphin looked like wolves?
   B. Background: Evolution was first theorized by Charles Darwin, while exploring the indigenous life of the Galapagos Islands. This theory has been used to hypothesize a model for life’s first cell divisions, its first steps on dry land, and its eventual planetary dominance.
   C. Thesis: Life has evolved over many thousands of years in an effort to adapt to an ever changing world contributing to the uniqueness of Earth’s fauna.

II. Continental Drift and changing climate
   A. Pangea was one large landmass with a very tropical climate.
   B. The shifting continents changed climate
   C. Climate change and flooding areas ignited drastic evolution.

III. Evolving animals
   A. Earth’s rich oxygen contributed to mega fauna (e.g. giant sloths and apes).
   B. Mutations contribute to lasting adaptations.
   C. South American snake that evolved over the past 50 years into a new species.

IV. Evolving humans
   A. Humans lived near water contributing to bipedalism.
   B. Retroviruses bring changes to the brain and human form.
   C. Current adaptations for the environment still exist (e.g. long eyelashes, dark skin versus light skin, tall versus short people, etc.).

V. Conclusion
   A. Restate thesis
   B. Ask the reader to check for their own evolutionary traits.
Evaluation Essay

Sample #1: Harry Potter and the Prisoner of Azkaban—a darker style

I. Introduction

a. Hook: Like everybody else, the “Boy Who Lived” must eventually grow out of boyhood.

b. Background information: Orphaned Harry Potter must grow up in the wizarding world while the threat of the Dark Lord, Voldemort, looms.

c. Thesis: The third installment of the Harry Potter film franchise, *Harry Potter and the Prisoner of Azkaban*, successfully transitions between the lighter and more childlike aspects of the first two films to the more adult and darker aspects of the later films.

II. Darker Style

a. Darker imagery
   i. Takes place mostly at nighttime or in places of low light
   ii. Visuals of the Grim and the Dementors

b. Musical changes
   i. Music directions go from being described as “whimsical” and “lively” to “somber” and “discordant.”
   ii. Time changes make the music slower.

c. The costuming becomes less fanciful.
   i. The older students are now allowed to wear muggle clothing at Hogwarts.
   ii. The clothing consists of darker or less saturated colors.

III. Plot and Characters

a. Harry’s responsibilities increase
   i. Harry has a more active role in making decisions.
   ii. Harry has to make even more sacrifices.

b. The magic used becomes stronger and has more responsibility attached to it.
   i. The patronus charm
   ii. Spells learned in the Defense Against the Dark Arts class.

c. The idea of morally gray characters is introduced.
   i. Dumbledore starts to become less trustworthy with the reveal of his manipulation of Harry.
   ii. Snape becomes less of a “cartoon” villain as the viewer begins to be introduced to his backstory.
IV. Adult Themes

a. Harry’s relationship with Hagrid evolves.
   i. Instead of Hagrid saving Harry, Harry saves something for Hagrid.
   ii. Instead of Hagrid accidentally sending Harry on his quest, Harry independently gets the idea to save Buckbeak before acting on it.

b. The aftermath of bullying into adulthood is shown.
   i. The aftermath of Snape’s bullying is expounded upon.
   ii. Peter Pettigrew’s experience as both bully and bullied helps to explain his later adult decisions.

c. The idea that good does not always prevail is focused on.
   i. Buckbeak’s execution sentence
   ii. Sirius’s prison sentence
   iii. Peter’s return Voldemort.

V. Conclusion

a. Summarize main points
b. Restate thesis
Sample #2: The Prisoner of Azkaban- A story of transition

1. Introduction
   a. Hook- Transitioning to adulthood is awkward for everyone, even a wizard prodigy like Harry Potter.
   b. Background – Orphaned Wizard Harry Potter must challenge and defeat the evil that killed his parents in order to save the Wizardly World.
   c. Thesis – The Prisoner of Azkaban successfully transitions the Harry Potter series from a lighthearted fantasy to a darker world filled with adult themes.

2. Beginning- Harry responds to situations in childish manners.
   a. Anger gets the best of him
      i. Breaks Laws because of temper tantrum (blows up Aunt when Angry)
      ii. Runs from problems (flees relatives’ house)
   b. Protected/Coddled by Superiors
      i. Superiors try to hide him (Diagon Alley)
      ii. Superiors try to keep information from him (shield him from knowing Sirius is his godfather)
   c. Motives are Childish (wants to face an unknown danger blindly because of anger)

3. Middle- Harry faces difficult/adult situations
   a. Deals with unjust punishment when Buckbeak is sentenced to death for unjust reason (attacking Malfoy after being provoked)
   b. Deals with hate based on class/race when his friends are ridiculed for being poor/“impure” wizards (Ron=poor, Hermione= racially “impure”)
   c. Deals with facing fears
      i. Must confront The Grimm despite fear of omens
      ii. Must confront Dementors despite panic attacks

4. End- Harry responds to situations in a mature, responsible manner
   a. Puts his emotions aside to make the right decision for his community
      i. Saves Snape despite personal hatred towards him
      ii. Doesn’t go after the man who killed his parents (Peter Pettigrew)
   b. Forced to stop depending on parental figures and attack fears himself
      i. Performs patronus on Dementor despite being convinced his dad would show up.
      ii. Allows Sirius to flee despite finally finding the paternal figure he desired
   c. Trusted to handle sensitive information
      i. Unlike before, Dumbledore tells Harry the real reason he trusted him with the Time Turner
      ii. Trusted with the secret about Sirious’s escape
**Personal Narrative**

**Sample #1: “When one door closes, another opens.”**

**Topic:** The day I learned the meaning of the saying, “When one door closes, another opens.”

I. **Introduction**
   A. **Hook:** “Have you ever heard of the saying ‘When one door closes, another opens’? Did you think it was nothing but a line meant to console people during hard times? I did too, but then I experienced it firsthand.”
   B. **Background about relationship with boyfriend**
   C. **Thesis:** The day I caught my boyfriend cheating was the day I slammed a door closed and another flew open.

II. **Body 1: Waiting outside concert venue**
   A. Best friend was hating on my boyfriend for not coming along
   B. Guys hit on me, but I turned them down
   C. Accidentally embarrassed self in front of the lead singer of the band we were there to see

III. **Body 2: Concert**
   A. Turned down drinks from guys
   B. Caught boyfriend there cheating on me
   C. Ran outside to cry

IV. **Body 3: Outside**
   A. Lead singer came outside for a smoke break
   B. Lead singer comforted me
   C. Lead singer invited me back to his tour bus for drinks
   D. The rest is history!

V. **Conclusion**
   A. Remind readers of “door closing”—feelings about being cheated on
   B. Summarize new relationship/life with lead singer (Adam!)
   C. Reflect on learning the “door closing/door opening” lesson and how it changed my perspective

*** This outline is based off of the first few scenes of HACC York writing tutor Jamie Shaw’s New Adult romance novel, *MAYHEM*, published by Avon Impulse of HarperCollins and available in ebook, paperback, and audiobook formats from Amazon.com and Barnesandnoble.com.
Sample #2: “Hard Decisions”

**Topic:** The time I learned that making hard decisions was a necessary part of life

I. **Introduction**
   A. **Hook:** “Would you feel comfortable making a life-changing decision as a child? I know I wouldn’t, but sometimes life forces you to do things you don’t want to do.”
   B. **Background about life as child**
   C. **Thesis:** As a child, I hadn’t made many decisions, so making a life-changing decision as a child was really tough.

II. **Body 1: New York childhood**
   A. Born and raised in Queens
   B. All my family lived there and we were happy
   C. Where I made my childhood memories

III. **Body 2: Leave New York?**
   A. Mom tells me she is moving to California
   B. Must decide between going with my mom or staying with my grandmother
   C. Unsure what to do
   D. No help with deciding makes me sad and sometimes angry
   E. Make decision to go with mom

IV. **Body 3: Adjusting to new life in California**
   A. Entering a new school system is scary
   B. Meeting new people makes me nervous
   C. Getting used to changes little by little
   D. End up really liking California
   E. Proud of my decision

V. **Conclusion**
   A. Remind readers of tough decision
   B. Summarize results of making the decision
   C. Reflect on importance of making hard decisions: It gave me confidence to make hard but necessary decisions
Problem/Solution Essay

Sample #1: Solving the Problem in *The Hunger Games*

I. Introduction
   A. 24 tributes fight to the death, last one alive is the winner.
      1. Tributes: One male and one female between ages 12 and 18 years
      2. Purpose: To remember the Dark Days and to keep the districts in line

   B. Thesis: When there is believed to be only one acceptable outcome, drastic measures must be taken to create a different solution that may be unexpected but is still acceptable.

II. The Problem
   A. Children are forced to kill or be killed.
      1. Tributes are rewarded for cunning and violence
      2. Tributes from wealthier districts have unfair advantage
         a) Healthy, well fed and cared for
         b) Able to train to fight and defend themselves

   B. Katniss does not want to kill people.
      1. Forms alliance with Rue
      2. Only kills when no other option
      3. Can’t kill Peeta
         a) He is a good person
         b) He helped her after her father died

III. The Solution
   A. Make the people in the Capitol want them both to live.
      1. Act like they are in love
      2. Fight for/save each other

   B. Threaten to leave them without a winner.
      1. Share the poison berries
      2. Both of them die

IV. Conclusion
   A. Death is not acceptable (Katniss didn’t want to die and didn’t want Peeta to die).

   B. Katniss and Peeta made the Capitol accept an unexpected outcome.
      1. Keep the people happy
      2. Not seem cruel and uncaring
Sample #2: Iran Nuclear Deal

I. Introduction

A. Iran nuclear deal
   1. Facts: Signed July 2015 following peace talks in Vienna between US and Iran
   2. Purpose: Keep Iran from producing nuclear weapons while maintaining their ability to use nuclear power for peaceful reasons

B. Thesis: In its current state, the Iran nuclear deal contains holes that must be filled to ensure national security.

II. The Problem

A. The current deal gives Iran too much freedom.
   1. Refusal to allow inspection of nuclear facilities
   2. Increased funding toward nuclear energy

B. Surveillance of nuclear facilities is too lenient.
   1. Development of weapons in secret
   2. 24-day waiting period

III. The Solution

A. Be more involved in nuclear energy development.
   1. American scientists in Iran
   2. Surprise inspection of facilities

B. Stricter surveillance.
   1. 24/7 video of facilities
   2. Increased sanctions if Iran hides something

IV. Conclusion

A. Iran is not to be trusted

B. Nuclear energy is tolerable; nuclear weapons are not.
Process Paper

Sample #1: How to Get Help to Pay for College

I. Introduction
   A. Hook: How expensive is a college education these days?
   B. Background/Topic Info: General info about increasing costs of college.
   C. Thesis: Applying for financial aid, scholarships and student jobs are important steps to find money to pay for college.

II. Step 1: Gather up the materials and resources to help research financial help
   A. Information and equipment needed for process
      1. Computer
      2. Personal and school information (e.g. social security number, college address, etc.)
   B. Resources available for process
      1. College financial aid office
      2. Public library

III. Step 2: Fill out the FAFSA at fafsa.ed.gov
   A. Easy online application
   B. Can apply for grants and loans at the same time

IV. Step 3: Find and apply for scholarships
   A. Every college has its own scholarships
   B. Many private scholarships are available online

V. Step 4: Find and apply for student jobs
   A. At college
   B. In the community

VI. Conclusion
   A. Restate thesis
   B. Summary of main points
   C. Final Impression: Talk about how even though it’s expensive, there are options!
Sample #2: How to Write a Paper

I. Introduction
   A. Hook: Why is this paper interesting/worth reading?
   B. Purpose: Why are you writing this paper?
   C. Thesis: Writing a process paper can be challenging, but the steps detailed in this essay can help a student craft an excellent paper.

II. Preparation
   A. Choose a topic
   B. Brainstorm some ideas
   C. Write your thesis

III. Procedure
   A. Outlining
   B. Drafting
   C. Revising

IV. Completion
   A. Checking for last-minute mistakes
   B. Taking your paper to the Writing Center
   C. Typing up the final draft

V. Conclusion
   A. Restate your thesis
   B. Sum up the process
   C. Talk about how writing a paper doesn’t have to be intimidating
Research Paper

Sample #1: Why do so few students take calculus in high school?

I. Introduction
   A. Background
      1. ___% of high school students take calculus (National Center for Education Statistics).
      2. Calculus relates to a variety of majors.
   B. Thesis: A minority of high school students take calculus because it is not available; others believe that calculus is not applicable to their future careers or is too difficult.

II. Main Point #1: Calculus is not available to high school students.
   A. High schools do not offer calculus a course.
      1. ___% of high schools in the United States offer calculus as a high school class (U.S. Department of Education Office for Civil Rights).
      2. “Quote from a New York Times article” (Miller).
   B. High school students cannot take calculus as dual enrollment.
      1. Statistic about schools not offering dual enrollment (Smith).
      2. Students cannot afford a college class in high school (Johnson).

III. Main Point #2: Students believe calculus is not applicable to their future careers.
   A. Reports of students claiming they do not need calculus in their lives (“Do I Really Need Calculus?”).
   B. A survey’s results (Potter).

IV. Main Point #3: Students believe calculus will be too challenging for them.
   A. Students are not confident in their academics or in their math skills.
      1. “A student quote” (Calding).
      2. Confidence statistic (Sterling).
   B. Students are too busy to handle a challenging, time-consuming course.
      1. Statistic about student involvement in extra-curricular (Walters).
      2. Statistic about high school student employment (Washington Times).

V. Conclusion
   A. Restate thesis in slightly different wording
   B. One may wonder if experience with calculus in high school is worth resolving these limitations.
Sample #2: Causes of WWII

I. INTRO
   A. Background information: Talk a bit about the significance of WWII
   B. Thesis statement: World War II was caused by a complex combination of issues within domestic politics, international politics, and intense competition between countries.

II. Main Point 1: Domestic Politics
   A. Domestic Politics in Germany
      1. German-Austrian alliance causing internal conflict
      2. SPD warmongering.
   B. Domestic Politics in France
      1. Anger over Alsace-Lorraine
      2. Reparation payments to Germany
   C. Domestic Politics in Austrian Empire/Austria-Hungary
      1. Change in political structure
      2. Crumbling of and resentment of Austrian/German aristocracy.
      3. Incoherent foreign policy favoring neither German nor Austrian elite.

III. Main Point 2: International Politics
   A. Imperialism
      1. “The sun never sets on the British Empire.”
      2. Colonies of several Powers in Africa (“Scramble” started especially in the 1880s, caused tensions between involved countries)
   B. Social Darwinism – Nationalistic pride started competition between countries and their peoples (especially prevalent in Austria-Hungary)
   C. Alliances and Treaties
      1. German-Austrian Alliance — Austria had Germany’s support and an “open check” in attacking Balkans.
      2. Anglo-Franco Alliance — Britain would support France if Austria moved in on the Balkans.
      3. Treaties: Treaty of London, Dual Alliance of Germany and Austria-Hungary, Italy joined Germany and Austria in 1880s, Franco-Russian Alliance, Entente Cordiale, etc

IV. Main Point 3: Competition between countries
   A. Arms race (all major powers preparing for large scale war circa 1870s-1880s) - swelled military forces in Europe
   B. Anglo-German Naval Race (both scrambled to create better navies)

V. CONCLUSION
   A. Restate thesis
   B. Summarize main points
Rhetorical Analysis

Sample #1: Analysis of TeBella Tea Company Website

I. Introduction.
   A. Engage your reader. Where can you find a global selection of superior, sustainable, delicious products with excellent customer service? According to website, this business is TeaBella Tea Company.
   B. SOAPS. Speaker, Occasion, Audience, Purpose, Subject. TeBella Tea Company is a tea boutique based in Tampa, Florida. Their attractive website, http://www.tebellatea.com, is designed to attract the business of customers across the United States. Their homepage, specifically, utilizes many strategies to attract customers to buy their tea and tea accessories.
   C. Thesis. The TeBella Tea Company website uses a variety of rhetorical appeals, including ethos, pathos, logos, to sell their products.

II. Body paragraphs. Summary of the argument’s appeals.
   A. Ethos. Ethos (Credibility), or ethical appeal, means convincing by the character of the author.
      1. Detail one: How does the company present itself? Does this person show good will, respect for opposing views, humility, or likeability?
      2. Detail two: What kinds of credentials are presented?
   B. Pathos. Pathos (Emotional) means persuading by appealing to the audience's emotions.
      1. Detail one: What specific emotions does the website evoke? What does the website writer want me to feel?
      2. Detail two: How does the author evoke those emotions?
   C. Logos. Logos (Logical) means persuading by the use of reasoning.
      1. Detail one: What claims are being made to support their company?
      2. Detail two: How are those claims being supported? What kinds of evidence are presented? Empirical data (facts, statistics, studies); general principles; personal experience; primary sources (interviews, letters, diaries, memos, field work); secondary sources (documents such as newspapers, magazines, books)?

III. If applicable: How does the website negotiate opposing viewpoints?
   A. Does the work acknowledge opposing claims and evidence? Does it do so fairly and with good will? Does it do so thoroughly?
   B. Does the work refute those opposing claims and evidence? If so, how?

IV. Conclusion and Summary of the Argument's Strengths and Weaknesses
   A. Are there any reasoning errors such as slippery slope, name calling, avoiding the issue, causation fallacy, conflict of interest, etc.? Any other problems with the argument more generally?
   B. Where does this website use rhetorical appeals well? Where is it lacking?
Sample #2: Analysis of US Declaration of Independence

I. Introduction.
   A. Hook. This is the most important document in the founding of the United States.
   B. SOAPS. Speaker, Occasion, Audience, Purpose, Subject. Thomas Jefferson represents the colonies in 1776 during the Revolutionary War. King George III and England are treating the colonies unfairly.
   C. Thesis. In appealing to both emotion and logic, Jefferson is able to successfully prove that England has treated the colonies unfairly, thus allowing the US to gain independence.

II. Body paragraphs. Summary of the argument’s appeals.
   A. Ethos. Ethos (Credibility), or ethical appeal, means convincing by the character of the author: Jefferson always a leader.
      1. Detail one: Jefferson later became President of the United States
      2. Detail two: Very intelligent and successful man in his own life.
   B. Pathos. Pathos (Emotional) means persuading by appealing to the audience’s emotions: Word choice used to drive home arguments.
      1. Detail one: Word choice influences outcome by producing a sense of anger toward England and sympathy toward colonies in the reader. Examples of word choice include “Colonies are ‘suffering’ from ‘evil’” and “King rules in ‘tyranny’.”
      2. Detail two: Jefferson evokes emotions by choosing words carefully to sway population to his beliefs: Colonies are unable to make decisions for themselves; king has imposed unfair taxes; British army has taken land and homes.
   C. Logos. Logos (Logical) means persuading by the use of reasoning: “We hold these truths to be self-evident.”
      1. Detail one: What claims are being made to support the beliefs? When a ruler mistreats the people, it is the right of the people to stand up for themselves.
      2. Detail two: How are those claims being supported? What kinds of evidence are presented? Empirical data (facts, statistics, studies); general principles; personal experience; primary sources (interviews, letters, diaries, memos, field work); secondary sources (documents such as newspapers, magazines, books)? King George III mistreated the people, so within their right, they must do something about it. The time is right for change and to stand up for their rights. The colonies have complained and been ignored, so it is only logical to take more drastic measures. Jefferson presents this argument before applying it to the particular situation.

III. If applicable: How does the work negotiate opposing viewpoints? How does Jefferson negotiate with those holding opposing beliefs?
   A. Does the work acknowledge opposing claims and evidence? Does it do so fairly and with good will? Does it do so thoroughly?
   B. Does the work refute those opposing claims and evidence? If so, how?

IV. Conclusion and Summary of the Argument’s Strengths and Weaknesses
   A. What is the outcome? US becomes independent
   B. Reminder of result of thesis. Declaration was a successful argument
Short Story Analysis

Sample #1: Analysis of Kate Chopin’s *The Awakening*

I. Introduction

A. Hook: “What does it mean to be awakened?”
B. Introduce & Narrow Topic: Connect hook to short summary of book, introduce the time it was written in as well as Edna Pontellier, because the novel revolves around her. Discuss the importance her character, specifically her awakening on all levels, and how it is both subtle and direct. There are many signs and symbols but the focus in this paper is on the houses.
C. Thesis Statement: In *The Awakening*, each house illustrates and symbolizes a part of the journey Edna goes on to become awakened.

II. Main Point 1: The Cottage at Grand Isle

A. For a woman in Edna’s time, a house meant everything (status, love, family, etc.)
   1. Status (wealth)
   2. Love
   3. Family
   4. Women were typically head of the house
B. The cottage represents everything that Edna is supposed to be according to society
   1. Pristine and clean on the outside
   2. “Keeping Up Appearances”
   3. Leonce makes clear societal expectation of mothers, and defines his role as husband and provider
   4. The reader can see through these interactions how repressed and conflicted Edna must have felt, even if she could not articulate it at first
C. The cottage also represents the beginning of internal conflict
   1. Analysis of the scene where Leonce chastises her for not keeping a closer eye on her children
   2. Going to the porch to reflect, realizing she is crying but doesn’t know why.
D. The cottage is also the first place that she interacts with Robert, who is a crucial figure in her awakening.
   1. It is clear from the beginning that there is some sort of sexual or romantic tension
   2. Cottage is the cage, Robert is the key to unlocking Edna. He begins with a simple invitation to the beach
   3. This invitation makes Edna unravel further and she has a revelation: “In short, Mrs. Pontellier was beginning to realize her position in the universe as a human being, and to recognize her relations as an individual to the world within and about her”—very important passage, as Edna realizes she may want more in life.
III. Main Point 2: Madame Antione’s House at Cheniere Caminada
   A. If the cottage was the repression in Edna’s life then Madame Antione’s house, is the beginning of New Edna
   B. It is where she fully realizes her awakening both sexually and intellectually
   C. After she wakes, she is in a new world

IV. Main Point 3: The Pigeon House
   A. As the final house in Edna’s awakening, the pigeon house symbolizes her autonomy
   B. The pigeon house is the first house that Edna describes fully in appearances and how it makes her feel
   C. First time readers get a sense with how Edna is relieved and happy
   D. Discuss irony of the pigeon (bird) and the idea that houses had caged Edna previously.

V. Conclusion
   A. Restate Thesis
   B. Summarize Main Points
   C. Point to Ponder: How Edna’s finding happiness makes the end even more tragic, upon the realization that Edna had finally found her “home.”
I. Introduction
   a. Hook: Sometimes, no amount of huffing or puffing will change what is meant to be. The wolf of the short story, “The Three Little Pigs,” learned that the hard way.
   b. Transition to Thesis: Each of the three little pigs had a house: one of straw, one of stick, and one of brick. When the wolf came around, he easily toppled the first two houses, but the brick house remained.
   c. Thesis: Using housing materials and a wolf as symbols, the unknown author of “The Three Little Pigs” crafts a theme of hard work as the key to success.

II. Characterization/Plot
   a. The characterization of the first two pigs associates lack of hard work with foolishness and vice.
      i. Pig #1: plays fife, focused on fun and dancing; builds house of straw, which gets blown down by wolf
      ii. Pig #2: plays fiddle, slightly more practical in nature but still focused on fun; builds house of sticks, which gets blown down by wolf
   b. The characterization of the third pig associates hard work with virtue, intelligence, and success
      i. Pig #3: practical, hardworking, not drawn into the music and dancing when there is work to be done
      ii. builds house of bricks, which foils Wolf’s plots and ultimately drives him away (success)
   c. The Wolf symbolizes the consequences for the lack of hard work by being a very serious test of the work ethic of the pig—illustrates the negative effects

III. Conflict
   a. The threatening nature of the conflict between the Wolf and the pigs: “I’ll huff and I’ll puff and I’ll blow your house down!”
   b. The resolution of the conflict comes when the Wolf loses to the hard work and intelligence of the third pig and is scared away.
   c. The conflict then demonstrates which entity is stronger the threat or the virtue—emphasizing the theme of hard work paying off.

IV. The Literary Elements Together
   a. Combining the life-and-death threat of the story’s conflict with the characterization of the first two pigs emphasizes the idea that hedonism and laziness can lead to great danger and possibly death.
   b. The ultimate victory of Pig #3 over the Wolf along with the characterizations of these two communicate the victory of hard work and virtue over, essentially, evil and death.

V. Conclusion
   a. Restated thesis: Although a simple story, “The Three Little Pigs” teaches the audience that hard work is ultimately very worth it.
   b. Illustrates how huffing and puffing through life or just focusing on having fun will not only bring poor results, but could actually be dangerous.