How We Model Academic Honesty: Tips from Faculty for Students
Thursday, September 4, 2008; 300 Moseley Hall
Dr. Kitty Burroughs

- teach/learn—higher level thinking—Why?

------------------------------------------Sample ENG 112 handouts for students--------------------------------------

Outlining Sources—“Why am I using these sources?”

Your Task (for each point)
- Write a possible topic sentence that reflects your point/idea.
- Create an outline of support for your point.
  - Must use more than one documented source in each point.
  - Additional support from personal examples/observations is also recommended.
- EXPLAIN why you use each support.
- Tie the support to your point, using your own argument.

Benefits
- When it comes time for drafting the essay, you can easily convert your outline to paragraph form.
- Information from sources as support will be distinct from your own ideas as you weave in and out of sources to your own ideas.
- You would also know ahead of time, if you have enough support (or too many from sources) for each point before drafting, so you can do additional research, add more of your own voice, or seek assistance early from your instructor or from a tutor at the Writing Center.

Sample

Point 1: Arguing that retirement should be rethought.

Possible Topic Sentence: Engaging in a more active retirement is one important way for older people to remain happily involved in society and alleviate feelings of worthlessness.

Summary/Paraphrase/Quote with in-text citation (author’s last name and page number):
1. Early retirement is wasteful (Mead 25).
   Reason for Using: To show the negative idea of retirement.

2. “Retirement! What a distressful word! It smacks of retreat, withdrawal, seclusion from circulation” (Perera 112).
   Reason for Using: Retirement also means isolation.

3. “For many, the word ‘retirement’ in the United States means a shift from a busy, active life, to one of idleness and boredom” (Jones 57).
   Reason for Using: Retirement has negative connotations.

Argument: These traditional views of retirement need to change and argue further.

Modified outline from:
Drafting Guidelines for Synthesis Essays

Introductory Paragraph(s)

- An effective hook which makes the reader want to read the rest of the essay (i.e. an anecdote, a scenario, a surprising example or statistic, a memorable quote, a list of questions, etc.)
- Give a general overview of the topic and controversy that leads to your thesis
- Thesis--must be argumentative and should include your points/reasons that support your argument

Point Paragraphs

- Topic sentence--your point/reason in your own words, not from source
  --reflects what the paragraph is about
  --ties to the argument
  --serves as a transition between points/reasons
- Explain your point first (in several sentences)
- Incorporate sources (at least 2 different ones) as support for your point using ICEA method:
  INTRODUCE source(s) used for the first time
  --author’s full name,
  --information on author (if available),
  --name of work, and
  --one- or two-sentence summary of the source
- CITE information from source(s) using MLA style (See pp. 780-833 in SFH)
  --direct quotes, paraphrased, or summarized ideas
- EXPLAIN information used
  --What does the information mean? What is the author saying/arguing?
- ANALYZE the information
  --How is the information significant to your point or argument?
- You should also give your own examples to enhance your point paragraph
- Do NOT end with source, but end with your explanation/response to it.
  Argue and tie discussion back to your point/argument (in several sentences).

Counter-argument Paragraph(s)

- What does your opposition say about your argument as a whole or some of your main points/reasons that support your argument? Explain how they disagree with you in a counter-argument paragraph.
- Place counter-argument either before or after the point/reason that it contradicts, or if it is a counter-argument to your argument as a whole, place it just before your conclusion.
- You must either refute (argue back) or concede (make concession that they bring up a valid point but that your argument is still the most reasonable for certain reasons) the counter-arguments.
- Make it clear to the reader that someone else is presenting the counter argument and also make it clear that you are speaking when the answer to the counter argument begins.

Concluding Paragraph(s)

- Wrap up your argument
- Highlight/Remind readers of your main points
- Explain why your argument is important or should be considered
- Consider pointing out consequences if your argument is not considered
Sample Point Paragraph—Using Sources to Support Your Argument

One of the positive aspects of weight lifting in prisons is that it helps teach the inmates about discipline and assists them in developing better self-esteem. Weight lifting gives the inmates something to look forward to everyday. In order to be a good weight lifter, an inmate has to be clean of drugs and injuries. This encourages inmates to stay clean of drugs and fights so they can lift everyday to stay in top physical condition. Evidence in support of my argument can be found in Jon Taylor’s article entitled “The Great Dumbbell Theft” that focuses on the pro’s and con’s of weight lifting in prison. Taylor, a writer for Prison News Service, points out that “the men who lifted weights developed self pride, practiced more discipline in their lives, and many had given up on drugs to pursue their sport” (12). Taylor’s findings tell us that weight lifting will teach inmates discipline so they can be good at what they do. In another article “Pumping Iron Behind Bars” published in Muscle Media 2000, J. B. Stephens, an inmate, writes on self-esteem and confidence. Stephens says weight lifting in prison is a good way to goal setting that gains self-esteem and confidence (142). With good self-esteem and confidence, some inmates might develop good discipline over a period of time. It is important for prisoners to feel good about themselves in order to be disciplined. Stephens further explains that “the guys who work out have more self-esteem and discipline than just about anyone else in the prison” (143). These individuals that Stephens is talking about are the group of people who are going to be more constructive and productive when they get out of prison. The fact is most people in prison are going to get back into society. Weight lifting can help inmates gain self-esteem and confidence so they can be good citizens and not commit more crimes when they return to society.
TRANSITIONS

Transitions between Paragraphs
Starting point:
Eg. One major reason why parents should not spank their children is _____.
Eg. To begin, local officials should reinforce _____ because _____.
Eg. First and foremost, television viewers must understand that _____.

Additional points:
Eg. Besides _____, parents should also _____.
Eg. While _____ is important, _____ is just as crucial because _____.
Eg. In addition to _____, music listeners could potentially face/end up _____.
Eg. More importantly, children who are bullied all the time might ______.
Eg. Not only is _____, _____ must be noted as well.

Final point:
Eg. Last but not least, _____ must be considered because _____.
Eg. Finally, parents must remember to _____.
Eg. In the end, _____ cannot be left out because _____.
Eg. The last feature of _____ should be considered when _____.

Contrasting points:
Eg. While _____ must be considered, I understand that some officials might argue that _____.
Eg. Even though I argue _____, I realize that not everyone will agree with me. Critics of my argument include _____.
Eg. In contrast to argument, certain members of my community might disagree with _____.

Transitions to Source
Eg. This point is supported by _____.
Eg. More support can be found in _____.
Eg. Evidence in support of my argument can be found in _____.
Eg. In another article _____.
Eg. My claim is similar to the arguments found in _____.

Transitions to Your Explanation
Eg. The author’s statement suggests _____.
Eg. I agree with Smith’s idea because _____.
Eg. Wilson’s example reminds us that _____.
Eg. These statistics show/indicate _____.