# Assignment 3: Constructing an Argument from Multiple Sources (140 pts)

## Readings:

# “Florida school shooting: Governor signs bill allowing some school teachers to carry guns” <http://www.independent.co.uk/news/world/americas/us-politics/florida-new-gun-control-bill-parkland-rick-scott-sign-a8248786.html>

# “AP finds the NRA gave $7 million to hundreds of schools” <https://www.mprnews.org/story/2018/03/09/nra-gives-7-million-to-hundreds-of-schools>

# “After another deadly school shooting, is it time for US teachers to carry guns?” <http://www.bbc.com/news/world-us-canada-42804741>

# “Some Teachers Already Have Guns” <https://www.wsj.com/articles/some-teachers-already-have-guns-1519347813>

# “What is the Realistic Next Step in Improving School Security?” <https://www.esquire.com/news-politics/a19491744/urban-schools-gun-violence/>

# “The Second Amendment is a human right – ignorance toward it is troubling” <http://thehill.com/opinion/criminal-justice/375511-the-second-amendment-is-a-human-right-ignorance-toward-it-ishttp://thehill.com/opinion/criminal-justice/375511-the-second-amendment-is-a-human-right-ignorance-toward-it-is>

## Prompt:

17 people died after a 19-year-old opened fire at Marjory Stoneman Douglas High School in Parkland, Florida. This makes it the deadliest school shooting since 2012, when 26 people were killed at Sandy Hook, Connecticut. It has invigorated the gun-debate, particularly whether schools should be gun-free zones, a debate that culminated on March 24 in the March for our Lives.

For this 6-7 page paper (2,000-2,500 words), first describe the larger conversation in which these authors engage. The first two readings should help with this. Your paper then will use the in-class readings (3-6) plus two outside texts that further the discussion to compose a persuasive essay developing and defending your position on the topic. You will employ your knowledge of rhetorical concepts: Project, Argument, Claims, Evidence, Strategies (PACES). You will also employ your understanding of how to connect a secondary text to your argument, using it as evidence for your point rather than letting it make your point, and citing your academically acceptable outside sources to enhance your ethos. Your argument must be supported with academically appropriate evidence, found on the SDSU library’s database.

****Criteria****

1. Introduce and describe the topic you are investigating. Explain the context. What is the "conversation" taking place regarding the topic?
2. Clearly state your argument or thesis on the topic (must be arguable statement). Use meta-discourse to detail how you will proceed.
3. Introduce at least 3 claims and reasons in support of your argument/thesis. Explain how each claim/reason connects to your argument.
4. For each claim, introduce at least 1 form of evidence to support it. Clearly identify the source (to add credibility) and incorporate textual evidence in form of quotes or paraphrases, using correct citations.
5. Examine other points of view on your topic (i.e. include a counter argument), supporting these views with evidence. Introduce source and its argument.
6. Explain how outside text relates to your argument (complicate, challenge, etc.) and present a response to its claims (i.e. rebuttal).
7. Employ rhetorical strategies effectively.
8. Contextualize your argument by conveying its larger importance and value as a topic.
9. Correct MLA format.

****Key learning outcomes**:** Improve the reader's understanding of a topic by constructing an argument. Analyze and describe the topic in-depth, connecting own ideas to supporting evidence such as outside sources that can provide perspectives beyond your own (extending, complicating, challenging, qualifying or illustrating your argument). Utilize understanding of rhetorical strategies to enhance persuasiveness.

****Pre-writing 1**:** Writing what is called a **prospectus** before you construct an argument using several sources allows you to think through your project and play with ideas: What is my topic, and why is it significant? What is my position on this topic (thesis)? What sources will support my thesis? What is a possible counter argument? How can this argument be refuted? Does it need to be refuted? Your prospectus will

* describe your introduction
  + Offer background on the topic and discuss why it is of interest to you and others.
  + What is my position on this topic?
* describe your research
  + What are my sources? Where did I find additional sources?
  + How do these sources support my points?
  + What claim(s) in these sources will the paper explore?
  + What are my sources for the counter argument?
  + How will I refute this counterargument? What source(s) will help me to do so?
* describe your conclusion:
  + How will I leave the reader?
  + What significance does the discussion have for my reader? Clearly define who your reader is.
  + What is the purpose of my argument (connect to reader)?

****Pre-writing 2**:** Annotated MLA Works Cited Page: Under each source entry, write a few sentences why you selected the source.

****Pre-writing 3**:** You will write a thorough outline for this paper since the argument depends on an effective structure. Consider particularly where you will place your counter argument. You may want to sandwich it in between your own arguments. You may prefer to start with it and then move on to your own claims. You also could use it at the end and conclude your argument with a strong rebuttal. Outlines help with ensuring a clear focus for each paragraph. You should include a working topic sentence, followed by your evidence, briefly indicating what quote or paraphrase to use.

**Example:**

**I.  Introduction**

1. Jonah Lehrer’s study on “social influence” as **attention getter**:
   1. 144 Swiss college students guessed the number of new immigrants in Zurich almost accurately (10,000 instead of the correct 10,067). When given access to the guesses of the other members of the group, the students adjusted their estimates based on others’ numbers, “mindlessly imitating each other.”
2. **Topic**: Modern Technology’s influence on thinking
3. **Thesis**: The internet has enhanced humans’ ability to think.
4. **Transition**

**II. Body**

1. Introduce reasons for your thesis and the supporting evidence
   1. **First** reason/evidence
      1. Reason: We pay more attention to info
      2. Evidence: Cowen: “…………………………” (56)
   2. **Second** reason/evidence
      1. Reason: We follow info over a long time and in depth
      2. Evidence: Cowen “………………………….” (57)
   3. **Third** reason/evidence
      1. Reason: The large amount of info/quick access makes research more effective
      2. Evidence: Carr: “……………………………” (31)
   4. Transition
2. Introduce a counterargument: Because there is so much info, we tend to go for the “quick ‘taste’” (Carr 19)
   1. **First** reason/evidence
      1. Reason: We think, read in short bits, skimming without going in depth
      2. Evidence: Carr: “………………” (32)
      3. Evidence: Cowen’s example of *Don Giovanni*
   2. **Second** reason/evidence (text and intended passage/paragraph)
      1. Reason: internet speeds up work but its lure into multitasking actually slows our thinking
      2. Evidence: *Frontline*
   3. Transition
3. Rebuttal of counterargument:
   1. **First** reason/evidence
      1. Reason: Because the internet allows accumulation of info the user really wants and needs, it enables one to become a specialist who is always totally up-to-date
      2. Evidence: Cowen 6,15,16,19 paraphrase his argument on specialization
   2. **Second** reason/evidence
      1. Reason: It makes the user a more productive thinker by absorbing lots of different info
      2. Evidence: Carr: paraphrase Google example (29)
   3. Transition

**III. Conclusion**

1. Very briefly explain how all this supports claim.
   * 1. Socrates considered writing the death of speech, the printing press and its capacity to produce relatively cheap books was supposedly devaluing scholarly writing and spread laziness of mind, but those arguments are disproved by history and also neglect “the myriad of blessings” (Carr 30/31).
2. Link back to introduction/hook: “The lure of conformity is hard to resist” (Lehrer), which doesn’t mean it is impossible to resist.