

RESEARCHED IOE PAPER

OBJECTIVES

- ▶ **The objectives of this assignment include:**
 - utilizing **research**
 - by the **MLA** format
 - while investigating a **contemporary “hot-button” issue**
 - some recent controversy
 - some topic that’s “**ripped from the headlines**”
 - some topic that has **2 legitimate sides**
 - for/against
 - *not* one legitimate and the other crazy/fringe/nobody in his right mind
 - think: child porn (there’s only 1 side ... against!)

TOPICS

- ▶ **Most students use the **same topic** they explored in their IOE paper at the start of the semester.**
- ▶ **If, however, that topic won't work with the objectives of this assignment, then please choose another topic....**
 - **and run it by me, to be sure.**

INVESTIGATION

- ▶ By “**investigation**” think “inquiry” or “report”
 - *fully, fairly, and objectively* present the material
 - **summarize** the main points of both sides
 - the 3 most significant or most commonly argued points
 - **remain objective throughout**
 - no opinion, this time
- ▶ This is *less an argumentative & more of an exploration* assignment
 - too often we don’t get the whole story, sometimes even less than half; mostly we get biased information promoting 1 side of an issue – *agendas, media bias, political partisanship, ...*
 - so I’m looking to investigate the whole story, both sides, fairly

ORGANIZATION

- ▶ That “investigation” will influence our structure:

I. INTRODUCTION

- * End w/Thesis Question

II. SUMMARY OF SIDE

- * 1 point per paragraph

III. SUMMARY OF SIDE

- * 1 point per paragraph

IV. CONCLUSION (3 par.)

- * Weakness of Side #1

- * Strengths of Side #2

- * SIDE #3

V. Works Consulted Page

TITLE

- ▶ Reflect a pro/con paper
 - Abortion: **The Two Sides** to the Debate
 - **The Two Sides** to the NFL Lockout

- ▶ Thesis Question:
 - Should We/Shouldn't We?
 - remain *objective*, even here
 - reflect *both* sides of the issue

INTRODUCTION

- ▶ **Remain objective (*)**
 - *no* opinion
 - *no* bias, agenda
- ▶ **Introduce the issue**
 - recent events, headlines
 - legal battles
 - political races
 - “**General Context**”
- ▶ **Identify both sides**
 - Opponents
 - Proponents
 - “**General Context**”
- ▶ **End with a THESIS QUESTION**
 - Should we/ Shouldn't we?

BODY

▶ SIDE #1 –

- summarize the main points/arguments raised by the side
 - Which side comes first?
 - Typically the side you were against in your IOE
- *fully, fairly, objectively*
 - present the side
- **3-5** points per side
 - usually 3
 - the **3 most significant, important**
- arrange them in the **Emphatic Order**

BODY

▶ SIDE #1 —

- One argument per paragraph

- 1) **Name** the point

- *Another point raised by proponents of __ concerns ____.*

- 2) **Explain** it briefly

- *That is to say, In other words,*

- 3) **Illustrate** it w/a representative quote from your sources

- **CITE!**

- *For example, Professor Jane Smyth notes in her Web article, “...” (par.6).*

- 4) **Reiterate** it

- *Thus/Therefore, as Smyth’s example shows, a key argument for proponents involves ____.*

BODY

▶ SIDE #2 —

- summarize the main points/arguments raised by the side
 - Which side comes second?
 - Typically the side you were for in your IOE
- *fully, fairly, objectively*
 - present the side
- **3-5** points per side
 - usually 3
 - the **3 most significant, important**
- arrange them in the **Emphatic Order**

BODY

▶ SIDE #2 –

- One argument per paragraph
 - 1) **Name** the point
 - 2) **Explain** it briefly
 - 3) **Illustrate** it w/a representative quote from your sources
 - **CITE!**
 - 4) **Reiterate** it

CITATIONS

- ▶ **CITE!!!**

failure to cite = failure

- ▶ **utilize the MLA format**

- refer to the “**Parentetical Citations**” link for the PC

CONCLUSION

- ▶ **3 parts = 3 separate paragraphs**
 - 1) **Weaknesses** (fallacies) of Side #1
 - 2) **Strengths** of Side #2 (tout its Logos)
 - 3) ***SIDE #3*** (*)

CONCLUSION

- ▶ In the Body of the paper, you summarized the main arguments or points for both sides – *fully, fairly, and objectively* – just reporting on the two sides to the issues without any personal opinion or bias.
- ▶ So now in the Conclusion, you’re looking to assess the two sides’ weaknesses/strengths of argument, and that assessment comes in part from what you mentioned in the **abstracts’ “evaluation” section**.
- ▶ Remember, you’re *not assessing the articles* again
 - (been there/done that/got the “abstracts” t-shirt)
 - now you’re assessing the sides (opponents’/proponents’ arguments –
 - which you summarized in the Body of the paper).

CONCLUSION

- ▶ In the Conclusion, you're looking at the weaknesses in argument of the 1st side:
 - poor reasoning, based on emotion instead of facts,
 - dubious sources, bias,...

- ▶ Then look at the strengths of the 2nd side summarized
 - logic, facts, proof, logos,
 - accuracy/professionalism of sources, ...

CONCLUSION

▶ SIDE #3

- *(the most important part of the paper, in my opinion)*
- is where you'll make some concessions/compromises (strengths of S1, weaknesses of S2)
- *in order to move the argument forward*
- Make some suggestions
 - NO proof/research
 - just your own thinking
 - don't even have to work,
 - but at least they're moving us forward instead of just 2 sides bashing heads

CONCLUSION

▶ SIDE #3

- Again, this paper is **more REPORT than ARGUMENT:**
 - your objective is to report on the 2 sides to the issue
 - *fully, fairly, and objectively*
 - your objective is *not* to “win” or “beat” your opponent (*)
 - since, then, the Body essentially summarizes the issue/debate, Side #3 at the end is a way of moving the issue forward
 - a conclusion to the Conclusion, if you will

CONCLUSION

▶ SIDE #3

- it can be your opinion (*)
- it can also come from one of your sources (cite!)
- or it can come from both
 - I'm looking for **suggestions** (*plural*) for a compromise

CONCLUSION

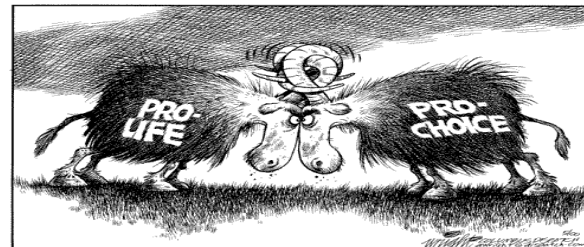
▶ SIDE #3

- At that point in the essay, we may ask:
- OK, so that's what Side #1 has to say & that's what Side #2 has to say, so *where do we go now, how do we move forward, how do we resolve the deadlock?*
- Think “bi-partisanship” in politics:
 - where can *both sides come together*
 - *what concessions can a side make?*
 - admit the strengths of S#1, the weaknesses of S#2
 - take the best of both sides

CONCLUSION

▶ SIDE #3

- The issue of ABORTION provides us with a valuable example:
- Proponents and opponents have been butting heads for decades now and nothing has been resolved.
- However, the issue does, in fact, have a common Side #3:
 - its common points involve late-term abortions, cases of rape, and cases of incest.
- Thus, both sides can typically agree to these points without compromising their respective values/beliefs.



CONCLUSION

▶ SIDE #3

- For me, Side #3 is **the most important part of the paper**, for it represents the critical thinking skills at the heart of this course's learning objectives – the theme of the course, if you will.
- So it should NOT be “blown off,” completed half-heartedly because you're tired at the end of the paper and have something better to do; no, it should be plural & it should be well-considered.
- I'm not asking you to have all the answers, to have the perfect solution to this complex problem, but I am asking you to think critically, think long and hard about ways this can be resolved (spitballing, as it were).
- Do your hard work justice and end the paper on a high note that points the way to a solution, to an “adult” temperament, and to another essay.

WORKS CONSULTED PAGE

- ▶ **proper MLA format**
 - ▶ refer to the “**MLA 2010**” link for the WC page
- ▶ **notice it’s Works “Consulted” (*not* “Cited”)**
 - ▶ **so include ALL the works you’ve consulted for this project**
 - ▶ **whether or not if you used them in the paper**
- ▶ **credible, reliable sources only**

NO WIKIPEDIA