ARC WORKSHOP 4 Fall 2020 \_NOTES on **Academic Papers Yegoryan**

**Academic Papers:**

* Controversial paper
* Research paper
* Peer-review
* Book report/ summary
* Observation paper
* Argumentative paper
* Essay

Summary/ Response

**Summary/report**: a brief retelling of the main ideas / NO OPINION

 TRIO: Author, title, the main idea

 5W+H: who, what, why, when, where, how? keep in mind these questions to stay focused

 on the main ideas

**Response/ reflection:** Your opinion about overall text/movie, about the main idea, about the style/diction (word choice), application (can it apply to us/to our time)

**Paragraph:** unit of a text that develops 1 idea

Paragraph structure: Topic **Sentence**, Supporting **Sentences**, Closure (concluding **sentence**)

Topic sentence: 1-2 sentences briefly introducing the main idea

Supporting Sentences: explanation, depiction, details, examples, quote,

 Transitions: first, secondly, next, however, therefore, in conclusion, thus, hence (so)

 **Transitions make the paragraph united / helps with the flow of ideas**

Closure (concluding sentence):summarizes the main idea again and logically closes the paragraph

Essay: trying to express our opinion / OPINION PAPER

 16th century: **assay- the weight**

 non-fictional – about real issues

**Academic Essay:** Introduction; Body paragraphs; Conclusion

Argumentative Essay

 Argument- different opinion

Argument as fight / as persuasion

 Purpose: to win / to bring a change, an action

 Outcome: ☺ ☹ / ☺ ☺

INTRODUCTION: Introduce the topic

1st sentence: Attention Getter/ Hook: a fact/ stats/ a question/ general statement/ bold opinion

Background Information: explain/ introduce the topic

Thesis Statement: the most important sentence as it presents the main idea/ the writer’s OPINION/ claim

BODY PARAGRAPHS: Information that supports the thesis/ the writer’s claim

 REASONS (Why?) / EXAMPLES/ Quotes/ Refute

Refute: acknowledge/present the counter-argument, the validate it to some extent, and then rebuttal / put down; re-establish writer’s claim

EXAMPLE TOPIC: Choices in Learning

**Online Classes** Vs. **Traditional/in-class courses**

Your Argument: **Traditional/in-class courses**

 **Reasons:** 1. It can help to learn from each other

 2. It will help to enhance social skills

 3. It can provide a better teacher guidance

Counter argument: **Online Classes**

 **Validation:** we can study anytime/ anywhere

THESIS:

Open: **Traditional, in-class courses are the best**

Complete: **Traditional, in-class courses are the best because they can help to learn from each other, enhance our social skills, and can provide better teacher guidance.**

Fully-developed Thesis: Counter argument + Writer’s argument/ claim + reasons

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**Although** online classes can save time**,** **actually traditional, in-class courses are the best because they can help to learn from each other, enhance our social skills, and can provide better teacher guidance.**

**Refute Paragraph (4th body paragraph):**

**Acknowledge:** It is true that **studying online is another option for academic learning choices.**

**Validate:** One cannot deny that **studying online can save time. Also, we can study wherever and whenever we want.**

**Rebuttal:** However, **enhancing social skills while in classroom courses is more important than saving time.**

**Re-establish your claim:** Therefore**, traditional leaning is better.**