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The escape pods are long gone. A distress beacon is still active. Chase off the pirates and the wreck is all theirs. What was a crime scene moments before

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*just became
legitimate salvage,
fair game for an
opportunistic
starship captain.
Carl Ramsey is
that opportunist.
His crew of misfits
includes his ex-
wife as pilot, a
drunken mechanic,
a predatory*

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*bodyguard, and an
outcast wizard
from the
Convocation. On
their best days,
they're a well-oiled
machine, capable
of taking on any
challenge. In
theory. If that ever
happened, Carl
would be as*

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*shocked as
anyone. In the
meantime, they're
a crew in need of
terras, and the
galaxy doesn't give
those out for free.
Jobs come and go,
but the cost of fuel
is always chasing
a ship like its own
ion trail. A good*

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captain just keeps his crew from killing one another, getting dusted by pirates, and earning however they can. Nobody pays for easy work, and every job comes with its own surprises—never

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the good kind.

*Welcome to life out
in the Black*

Ocean. ...where

you can't always

get what you want.

But if you try,

sometimes... You'll

get what you need.

Salvage Trouble is

the first mission of

Black Ocean, a

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science fantasy series set in the 26th century. Do you wish there had been a second season of Firefly? Do you love the irreverent fun of Guardians of the Galaxy? Have you ever wondered how Star Wars

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would have turned out if Luke and Obi-wan had ditched the rebellion to become smugglers with Han and Chewie? Then Black Ocean is the series for you! Pick up your copy of Salvage Trouble, and aim to

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*misbehave with the
crew of the
Möbius.*

*Twice nominated
for the Pulitzer
Prize in poetry,
Clifton extends her
already formidable
powers of
revelation with
these new poems.
Her song springs*

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*almost
spontaneously
from her
imagination to
stitch surreality
with concrete
imagery drawn
from temporal
reality, revealing
an essential
mystery and
wisdom from*

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within.
Paper

Salvage Trouble

How Little Things

Can Make a Big

Difference

What's Within a

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Thesis Statements

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Biology
Write Like this*

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readable and
provocative book,
Thomas Newkirk
explodes the long

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standing habit of
opposing abstract
argument with telling
stories. Newkirk
convincingly shows
that effective
argument is already a
kind of narrative and
is deeply "entwined
with narrative."

--Gerald Graff,
former MLA

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President and author
of Clueless in
Academe Narrative
is regularly
considered a type of
writing-often an
"easy" one,
appropriate for early
grades but giving
way to argument and
analysis in later
grades. This

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groundbreaking book challenges all that. It invites readers to imagine narrative as something more-as the primary way we understand our world and ourselves. "To deny the centrality of narrative is to deny our own nature," Newkirk explains.

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"We seek
companionship of a
narrator who
maintains our
attention, and
perhaps affection.
We are not made for
objectivity and pure
abstraction-for
timelessness. We
have 'literary minds'
that respond to plot,

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character, and details
in all kind of writing.

As humans, we must
tell stories." When

we are engaged

readers, we are

following a story

constructed by the

author, regardless of

the type of writing.

To sustain a reading-

in a novel, an

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opinion essay, or a research article- we need a "plot" that helps us comprehend specific information, or experience the significance of an argument. As Robert Frost reminds us, all good memorable writing is "dramatic." Minds

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Research is difficult.

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Even though students are trained in the basic research methodology skills, when confronted with research writing, it feels to them as if they enter a bizarre world, with its own language and conventions, where it is hard to get things

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right. This book translates the apparent complexities of research writing into everyday ideas, language and skills, and will enable novice researchers to start overcoming the major stumbling blocks immediately.

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This book focuses only on the greatest challenges in research writing, specifically those that supervisors find most difficult to explain to novice researchers. These challenges include both basic and more complex skills, such

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as: finding original
research

contributions;

establishing one's

voice while drawing

on other authors;

turning a vague idea

into a feasible

research question;

generating literature

reviews that are

original in

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themselves; and
avoiding list-like
writing when
discussing the
research
methodology.

Wentzel shows that it
is easier to overcome
these challenges, not
with lists of
prescriptions that are
difficult to

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remember while writing, but rather by cultivating an argumentative mindset. Not only is such a mindset much easier to maintain, but it offers a central point around which one can organise any difficult writing task. The book shows how

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to use the
argumentative
mindset to approach
every important
writing challenge. It
translates all the
necessary skills into
jargon-free language
using a variety of
visuals and simple
step-by-step
procedures that will

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enable any person to
read the book
quickly and start
writing immediately.
The book is
accompanied by a
website containing
an instructor's
manual with
guidance on the
teaching and
assessment of

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research writing, as well as lecture slides.

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collection of
interestingly crafted
pieces of flawed
humanness, social
injustice, and
redemption, and
even humor. The
collection of
historical fiction
chronicles events
spanning more than
150 years and

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addresses a wide range of experiences from African-American perspectives. The stories are set in the South amid a changing landscape in which the characters are forced to wrestle with the social issues

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related biology
claims. Then it
provides 30 field-
tested activities your
students can use
when learning to
propose, support,
and evaluate claims;
validate or refute
them on the basis of
scientific reasoning;
and craft complex

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written arguments.

Detailed teacher

notes suggest

specific ways to use

the activities to

enrich and

supplement (not

replace) what you're

doing in class

already. You'll find

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Argumentation to be

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your students learn
standards-based
content, improve
their practices, and
develop scientific
habits of mind.

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Essays 2E (Custom
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Minds Made for

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Research Writing
and Thinking

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Argument with
Readings

Teaching Real-world
Writing Through
Modeling & Mentor
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They Say

The ability to write an argumentative essay is an essential skill for every student to learn. Learning how to write the argumentative essay begins in secondary education, but it

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***doesn't stop
there. The
argumentative
essay is a specific
style of essay that
chooses and
defends a side in
a debate or topic
with multiple
perspectives both
for and against it.
Developing an
argumentative***

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***essay requires
research, analysis
and
understanding of
rhetoric, logical
fallacies, and
creating a
defense
supported by
evidence.***

***Learning how to
write a proper
argumentative***

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***essay is crucial
for being able to
enhance,
practice, and
apply critical
thinking skills as
well as being able
to use rhetoric to
defend any topic
regardless of
personal opinion.
This book will
teach students***

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and learners of any age how to write an argumentative essay. It will take an introductory approach and assume that the reader has never written an argumentative essay before. This book will teach

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***students: ?What
an argumentative
essay is?What
rhetoric is?What
logical fallacies
are?The basic
structure to an
argumentative
essay?How to
organize an
argumentative
essay?How to
write an***

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While a person or student may excel at critical thinking skills, it can be difficult to organize those thoughts into a coherent essay that clearly communicates a position and

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***defense of an
argumentative
topic. Learn the
basics and
transform your
writing into
proficient
communication
and convincing
rhetoric.***

***A central theme
throughout the
impressive series***

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***of philosophical
books and
articles Stephen
Toulmin has
published since
1948 is the way in
which assertions
and opinions
concerning all
sorts of topics,
brought up in
everyday life or in
academic***

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research, can be rationally justified. Is there one universal system of norms, by which all sorts of arguments in all sorts of fields must be judged, or must each sort of argument be judged according to its own norms?

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***In The Uses of
Argument (1958)***

***Toulmin sets out
his views on these
questions for the
first time. In
spite of initial
criticisms from
logicians and
fellow***

***philosophers, The
Uses of Argument
has been an***

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students of
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provides
explanation and
strategies for the
successful
completion of
popular forms of
assessment. This
book takes the
unique approach**

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*of catering for
reading learners
through
definition and
clarification of
key aspects in
essay writing
(telling them how
to write an
essay), before
focusing on visual
learners with a
sample essay that*

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is deconstructed with the use of detailed figures (showing them how to write the essay). This is followed with a guide for public speaking, and a section outlining how to approach group work. This easy-to-follow

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method not only increases student understanding of the different aspects of university assessment, but demonstrates the purpose and function of these aspects in a working sample. From the earliest

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***stages of
generating ideas,
through
brainstorming, to
the final
development of
argument, this
resource will
promote essay
writing, public
speaking and
group work skills
and assist in***

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***consistently
achieving higher
marks.***

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which can give
you what it takes
to achieve
success not only
in school but
beyond. Included
in the pamphlet
are: - What is
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Essay? - Formal*

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vs. Informal

Arguments -

Sample

Argumentative

Essay - Deductive

arguments -

Standard

argument types -

Inductive

arguments -

Defeasible

arguments

-Argument by

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argumentative
essays
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to Planning,
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Focused on the teaching and learning argumentative writing in grades 9-12, this

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important contribution to literacy education research and classroom practice offers a new perspective, a set of principled practices, and case studies of excellent teaching. The case studies illustrate teaching and learning argumentative writing as the construction of

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knowledge and new understandings about experiences, ideas, and texts. Six themes key to teaching argumentative writing as a thoughtful, multi leveled practice for deep learning and expression are presented: teaching and learning argumentative writing as social practice,

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teachers',
epistemological
beliefs about
argumentative writing,
variations in
instructional chains,
instructional
conversations in
support of
argumentative writing
as deep learning and
appreciation of
multiple perspectives,
contextualized

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analysis of
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and the teaching and
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argumentative writing
and the construction
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perspectives on
argument than any

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Essentials of

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Argument, 1/E,
contains ten chapters,
each accompanied by
class exercises and
writing assignments.

Research methods
are introduced early;
students learn to
locate, print, and
evaluate online
materials and avoid
plagiarism.

Appendices teach
MLA and APA styles,

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summarize major ideas about argument, and provide a list of 100 potential topics for argument papers. This brief rhetoric helps students develop strategies for critical reading, critical thinking, research, and writing that will help them argue clearly and

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convincingly. It teaches them to identify and develop arguments, to read and form reactions and opinions of their own, to analyze an audience, to seek common ground, and to use a wide, realistic range of techniques to write argument papers that express their individual views

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and original perspectives on modern issues. It includes clear explanations and examples of argument theory and reading and writing processes, research and documentation skills, and offers engaging, class-tested writing assignments and

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activities. 49 Essays for Analysis cover several broad issue and sub-issue areas, all of contemporary concern. Unique chapters discuss student argument styles, Rogerian argument, and argument and literature.

Understanding and
Evaluating Research:

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A Critical Guide aims to sensitize students to the necessity of learning how not to defer to the mysterious authority of the experts, but rather to learn how to be a critical consumer of others' research, and to gain confidence in their ability to be producers of research. Sue

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McGregor shows students how to be research literate, and how to find, critique and apply other people's scholarship. This textbook is grounded in a solid understanding of the prevailing research methodologies for creating new knowledge (philosophical

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underpinnings), which in turn dictate problem posing, theory selection, and research methods (tasks for sampling, collecting and analyzing data, and reporting results).

The Structure of
Argument

Argument

Argumentative Essay

(Speedy Study

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Trouble Down South
and Other Stories

Argumentative

Essays: A Step-by-
Step Guide

Teaching Argument
Writing, Grades 6-12

Broad

generalizations

about "people

today" are a

familiar feature

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of first-year
student writing.

How Students
Write brings a
fresh

perspective to
this perennial
observation,
using corpus
linguistics
techniques. This
study analyzes

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sentence-level
patterns in
student writing
to develop an
understanding
of how students
present
evidence, draw
connections
between ideas,
relate to their
readers, and,

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ultimately, learn to construct knowledge in their writing.

Drawing on both first-year and upper-level student writing, the book examines the discourse of students at

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different points
in their
education. It
also
distinguishes
between
argumentative
and analytic
essays to
explore the way
school genres
and assignments

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shape students' choices. In focusing on sentence-level features such as hedges ("perhaps") and boosters ("definitely"), this study shows how such rhetorical

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choices work together to open or close opportunities for thoughtful exchanges of ideas. Attention to these features can help instructors foster civil discourse,

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design effective assignments, and expose and question norms of higher education.

These days, we all need the ability to argue a case effectively in writing. Drawing

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on his long
experience as a
leading
copywriter,
Lindsay Camp
shows how it's
done-whether
the 'end
product' is a
glossy magazine
ad, a new
business

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proposal, a page for the company website, or just a hasty email to your boss.

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change the way
you think about
the words you
use for ever.

'This is a
cunning,
masterly and
hugely readable
book. You'll
learn at least as
much from how
he writes as

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from what he writes about-and that's saying a great deal.'

Jeremy Bullmore (columnist for Campaign, Management Today and The Guardian) 'I hope it's read by every marketing

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manager, sales
director,
customer
relations officer
and chief
executive in the
land.' Jeremy
Bullmore 'A
masterpiece in
persuasive
writing.'

Management

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Today,
(September
2007)

High school students are lacking writing skills to be successful in post-secondary education, and in the work force. At work,

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writing is a gateway for employment and promotion, especially in salary positions. Those seeking employment in businesses as well as government and state jobs must

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be able to
create clearly
written
documents such
as emails,
messages,
memoranda,
and technical
reports. Writing
also influences
the participation
in civic life and

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the community at large. In order to meet these post-secondary expectations for writing, new Common Core State Standards are being implemented in 45 states, including

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California.

Common Core
State Standards
(CCSS) require
high school
students to write
using evidence
from primary
and secondary
source texts
across academic
areas, rather

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than from prior experience.

Potentially, students with learning disabilities, especially those in their later years of high school, will be impacted because they

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will not have had the writing exposure. While the CCSS are already being implemented, no established curriculum has yet to be published for teachers to use. Therefore, the

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purpose of this project was to develop and pilot test a curriculum unit tailored specifically to meet the needs of students with learning disabilities and to promote their

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success in
argumentative
writing. With this
curriculum,
teachers can
teach multiple
lessons over a
period of time to
their students
regarding
effective
argumentative

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Students can develop and learn to use valid reasoning to support their claim as well as to provide relevant and sufficient evidence. The curriculum unit

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begins with an introduction and instructions on how to write a measurable IEP goal aligned with the relevant CCSS and guidelines for the implementation of explicit/direct

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instruction, UDL,
scaffolding and
other evidence-
based

organizational
strategies to
teach students
with learning
disabilities.

Next, nine unit
lessons plans
offer strategies

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and materials to walk students through the step-by-step process of writing an argumentative essay.

Manipulatives, such as a foldable or graphic organizer, and

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collaboration with peers are suggested to foster and strengthen writing skills. The curriculum unit was implemented twice with nineteen high school freshmen

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with learning disabilities using two separate writing prompts over a four-month period. Throughout the implementation of the lessons, growth was measured using a four-point

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rubric and the majority of students demonstrated progress toward meeting the CCSS standards for argumentative writing.

Explores the homogenization

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of American
culture and the
impact of the
fast food
industry on
modern-day
health,
economy,
politics, popular
culture,
entertainment,
and food

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Persuasive

Writing and

Argument

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Challenges

The Tipping

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Persuasive Writing
and Argument is an
essential guide for
all students wanting
to develop their
literacy skills and
improve their
grades in English
assignments and
examinations.

Learning

Persuasive Writing

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will enable the student to write convincingly in letters, leaflets, brochures and newspaper articles for example. The book also sets out how to write a well-balanced argument. It teaches the pupil how to structure their writing, putting forward a

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point of view,
backing it up with
convincing
evidence, building
up a relevant
counter argument
and knocking it
down, as well as,
putting forward
their own comments
and opinions. It
focuses on
discursive writing
enabling the pupil to

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examine points for and against in a variety of subjects suitable for older children and teenage readers, healthy eating, fashion, social issues and many more. It includes a lively collection of writings, poems and a play to inspire the pupil. These are

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designed as starting points, ideal for the pupil who finds it difficult to think up ideas for writing, challenging them to recreate their own persuasive pieces. In addition to this the book teaches organisational and literary devices in persuasive writing, including, figurative

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language, emotive words, repetition, connectives and use of good vocabulary. The student will learn how to consider writing for the appropriate audience, how to vary sentence types in order to make writing more interesting, and the importance of using

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good spelling, punctuation and grammar. They will learn vital essay writing skills that will assist their studies in other areas of the curriculum.

Learning Persuasive Writing and Argument, includes an exciting range of model

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texts written by
children and
provides practice
questions to test
them. Common
errors made by
students are
highlighted and
corrected. It is
packed with vital
hints and tips to
enable the pupil to
be successful and

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gain good grades.

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Persuasive Writing

and Argument is

ideal for home

study and will

reinforce the work

done in school. It is

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*presenting their
position on an issue.*

*In argumentative
writing, a thesis
statement addresses
the writer's main
argument and is the
foundation of the
entire essay. Features
of thesis statements
are often defined with
respect to their
location and length*

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*within the essay (e.g.,
Petric, 2005), or
functions. As a result,
further research
exploring
characteristics of
argumentative thesis
statements could
expand understanding
about the distinctive
features that
operationalize the
quality of thesis*

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statements. Results of such research would have strong practical implications for instructors regarding what to teach about writing thesis statements. In the present study, four major features of thesis statements were identified (context, positionality,

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reasoning, and specificity). Two raters were asked to assess the presence of each feature for the 78 thesis statements, extracted from the argumentative essay outlines of an education course. A set of multiple regression analyses were conducted to

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investigate whether each feature, and a composite of the four, contributes to the quality of the introduction and the argumentative essay outline. Key findings indicated that the context feature and the positionality feature are of importance in

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*predicting the quality
of introduction and
the essay outline.*

*Based on the findings,
a revised version of
Ken Hyland's model of
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proposed and several
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*their understanding of
designing process-
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give them both useful
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