# Assignment Sheet: Essay #3 Evaluative Essay (Argumentative)

**NOTE: References to page numbers in I&C will be incorrect (this is taken from an earlier edition of I&C)**

### Assignment

There have been a spate of recent essays dealing with economic mobility -- a ten dollar word for what is more commonly known as the American Dream: work hard, play by the rules, and you'll prosper. Apparently, there are now some questions about this mobility, and driving these questions is the growing income inequality in America.

For this essay, we'll dive into this debate, examining the argument from all sides and reaching a specific conclusion about this social phenomenon.

Specifically, you'll write an essay which argues that the current income gap is either good or bad for America. Your divisions should focus on specific reasons why this inequality helps or hurts various aspects of American life. Thus, if readers mentally adds up your reasons and agree that they are valid, you'll convince them that your position is informed and logical.

### Requirements

Final draft, minimum of 1,250 words (most go beyond this). You need to include a minimum of five different sources (which means a minimum of five works cited entries and at least five in-text citations) -- but remember, the emphasis is on your reasoning: it's what you actually do with the sources that makes a good essay. At least three of the essays must be from the assigned readings. Essay must include introduction (with thesis and division statement); body paragraphs; counter-argument and rebuttal; and conclusion.

### Note on sources

Any source taken from a general web site (i.e. from a search on Google, etc.) MUST (that's MUST) be approved by me *before* (that's BEFORE) you include them in your essay. The penalty? A substantially lowered grade (i.e. in the "D" range).

### Learning Objectives

1.  Articulating the differences and similarities between several different abstract concepts
2.  Moving from abstraction (projections about effects of economic mobility) to the concrete (examples of each)
3.  Information literacy: finding, selecting, and evaluating sources
4.  Turn information into knowledge by using current events, statistics, and/or historical examples to prove an argument
5.  Developing engaging introductions and conclusions
6.  Developing a single idea (division) over the course of two or more paragraphs
7.  See the advantages of revising your work in stages (paragraph by paragraph)
8.  Using more sophisticated punctuation (dashes, colons, semi-colons)
9.  Proofread your work so that it does not interfere with reader's comprehension of your argument
10. Manage your time and complete each draft by the assigned due date

### Directions

Follow suggestions contained in "A Writer's Guide" (294-312); and " Directions for Rough Draft of Argumentative Essay " (I&C 96 ).

### Grading Criteria

To receive a passing grade, you must successfully complete the following:

**Organization**: A thesis statement which clearly states the subject, your position and the divisions of your essay. A counter-argument and rebuttal.

**Content**: Clear and balanced arguments, developed with examples, descriptions and stories, and a full and persuasive development of the reasoning behind each of the examples.

**Proofreading**: Sentences that are clear and no more than 5 major errors.

**Major errors**:

Sentence fragments, run-on sentences, verb-tense error, subject-verb agreement error, unclear phrasing, documentation and spelling/wrong word error.

### Things to Watch for:

Lack of explanation.  Your examples do not speak for themselves – in fact, your argument lies not in the evidence, but in why and how the evidence supports your point.  And since examples can't speak, it's up to you to connect them to the point of your paragraph and the larger point of your essay.  Remember that whenever you make a claim about a social issue, you must connect it to a source.

Counter-arguments usually work best when they seem to naturally flow from your argument: avoid the "stuck-on-at-the-end-because-I-have-to-include-one" type of counter-argument.

## Glossary on Economic Terms

From Charles R. Cooper and Susan Peck MacDonald, eds. *Writing the World.* Boston: Bedford/St. Martin's, 2000.

### GLOSSARY: WORDS ABOUT WORDS

In this chapter's readings, you will encounter several terms having to do with the restructured economy and with ways economists talk about the economy. This glossary introduces these special terms. You may want to review the glossary before you begin the readings and then later refer to it as needed.

**assets:** Property of different kinds that one may own — such as money, material goods, real estate, and stocks and bonds.

**birth cohort:** A group of people born in the same time period and therefore subject to the same demographic, economic, and historical forces.

**business cycle:** A period of years when economic activity goes from low to high and then cycles back again to low.

**capital gains:** Money earned from an asset (such as stocks, bonds, or real estate) between the time it is bought and the time it is sold.

**Consumer Price Index (CPI):** A measure of the cost of living, derived from the actual cost of a list of typical consumer purchases such as food, clothing, entertainment, and transportation.

**demography/demographics:** The study of populations.

**Fortune 500:** *Fortune* magazine's yearly list of the 500 most prosperous American corporations.

**Great Depression:** From 1929 to 1939, a time of weak economic activity, high unemployment, and great personal hardship for many Americans.

**inflation:** A general increase in prices; inflation was 2 to 3 percent in the mid-1990s as measured by the Consumer Price Index.

**median:** The midpoint in a distribution of numbers; *median income* is the midpoint in income in a highest-to-lowest list of incomes of all families in the United States.

**monetary:** Of or relating to money.

**postwar:** Usually refers to the period after World War II, which ended in 1945.

*(continued from previous page)*

**stock market:** Stocks are shares of the value of a business. Stocks are bought and sold for individuals and groups of investors by members of stock exchanges like the New York Stock Exchange or the NASDAQ National Market. In 1997, 43 percent of Americans owned stocks, either as individual investors or as purchasers of stock mutual funds, in part through company pension plans or retirement accounts.

And one more: Free Market: an open economy where the are no restrictions – the law of supply and demand.

## Income Groups in America

Use this chart to narrow down and focus your discussion.
From Charles R. Cooper and Susan Peck MacDonald, eds. *Writing the World*. Boston: Bedford/St. Martin's, 2000.

***Focus on One Income Group.*** It would be quite difficult to speculate about the consequences of the restructured economy for an entire generation, for both men and women, working-class and upper-middle-class workers, high school dropouts and MDs or Ph.D.s, employees and employers, Southerners and Westerners, or recent immigrants and long-timers. Therefore, you can benefit greatly by focusing on one of the groups in the following widely recognized income-level categories:

- working poor (less than $18,000 a year)—fast-food preparers and servers, laborers working for roughly minimum wage
- lower-middle class ($18,000–$30,000 a year)—lower-level office workers, noncommissioned and telephone salespeople, security guards, managers of fast-food franchises
- middle class ($31,000–$60,000 a year)—teachers, nurses, social workers, police officers, skilled and union laborers, small-business owners, midlevel office workers, manufacturers' representatives

- upper-middle class ($60,000–$150,000 a year)—lawyers, medical doctors, engineers, architects, and other degreed professionals, medium-size business owners, upper-level managers and executives
- wealthy ($150,000 to millions of dollars a year plus earnings from stocks, bonds, property, and other investments)—corporate chief executive officers, investors, real estate developers, surgeons, large-business owners, media celebrities, professional athletes, people with inherited wealth

Choose one income group and speculate about the consequences for that group alone. (You could also focus on women or some ethnic group within one of these income categories.) You need not be a present or prospective member of the group you choose, and you need not assume your readers are primarily in the group.

**Writer's Worksheet for Essay #3 Readings (see course site for download)**

For each essay, set up a Writer's Worksheet with the following categories:

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Name of author: _____
Title of Essay/page of website: _____
Source (i.e. title of magazine, book, website name, etc.) of essay: _____
Name of editor: _____
Name of publisher/database/website (if applicable) _____
Date essay/book was published: _____
pages of essay from beginning to end: _____
Online information (URL and date you accessed):_____

**Questions**: For each question below, be sure to take careful notes, using quotation marks if *ANY* words from the original are used and to note page numbers for both quoted and summarized information. See Annotating (**Error! Bookmark not defined.**) for more detail.
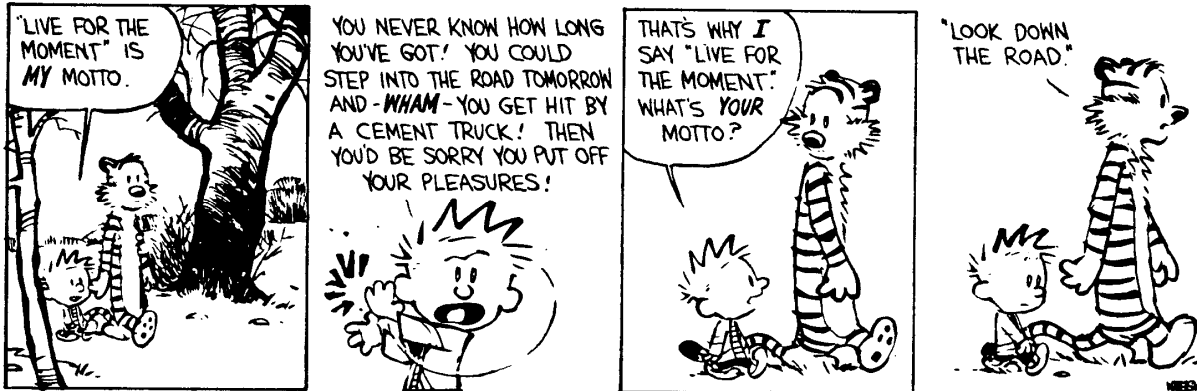
*General information on economic situation in America (i.e. income rates, stats, cost of living,  etc.)*

_____

_____

_____

_____

*Reasons why this income gap is not good for America*
_____

_____

_____

_____

*Reasons why this income gap is good or doesn't matter.*
_____

_____

_____

_____

*Vivid examples in this essay*
_____

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## Parts of Argumentative Essay



**Introduction**:
Get the reader interested in topic – as in expository essays, you can start with a story or a vivid example. Ideas? Sure, go to **Error! Bookmark not defined.** of *I&C*

**Provide Background:**
Help reader understand the topic. Here, you'll be arguing that income inequality is good or bad. Wait a second . . . what's income inequality? Does it exist? These questions will have to be quickly answered in a paragraph before you come to your

**Thesis and Divisions:**
State your argument (thesis) and then list the reasons that will support it (divisions).

**Argument:**
Remember that your goal is to argue, not merely report on a current feature of the economy. Thus, you'll have to not only prove that, for instance, income inequality will lead to less educated Americans, but you'll have to explain to readers why that result – less educated Americans – is bad. If not, your reader can say "I think Americans are over-educated anyway" (and as a past school board member, I've heard members of the public say this).

The lesson here? Explain yourself.

**Counterarguments**
Unlike an in-class essay where you include the argument in a single paragraph, here you should work in counterarguments throughout your essay. Just sticking them in at the end will make your essay too rote, too formulaic.

**Conclusion**

End with a bang, not with a whimper.  See the suggestions on **Error! Bookmark not defined.** for more specifics

## Suggested Drafting Plan

1. Look over homework and group work and make a list of 10 pros and cons on income inequality
   a. Look over "How Do I Come Up/Explain With Reasons?" (*I&C* **Error! Bookmark not defined.**) and home/group work to prime your mental pump and get you thinking about possible pros and cons
   b. Ask the following questions if you're having trouble getting started:
      i. Income inequality is good because it _____
      ii. Income inequality is bad because it _____
2. Look over list and
   a. group related ideas:
   b. Choose three reasons from these as divisions.
   c. Assemble a list of quotes from the readings which are connected to your divisions
3. Craft thesis and division statement (see below for thesis statement format)
4. Use Reasons and Evidence sheet or outline to organize your thinking and prepare to notes – use quotes from readings to support your assertions.
5. Develop topic sentences with focus words that repeat your divisions
6. Define divisions in body paragraphs
7. Use two part development for each division:
   a. Show/illustrate your division.  Your goal is to prove that the point you're raising does, indeed, exist.  Specifically, you'll use quotes from the readings to connect division to what you're saying about income inequality
   b. Explanation of why/how division is good or bad for America (your argument).  Extrapolate what you think will be the effects of your divisions.
8. Counterargument: discuss how the other stances would view your divisions
9. Get draft to me and Smarthinking ASAP

## Developing Body Paragraphs

It's your job to prove why income inequality in America is problematic or positive.  Using argumentative discourse will help ("This will" "These statistics prove") shift your essay into, well, an argument.

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**Try this two part approach:**
1) quote from readings to prove the connection of your thesis to your division.  Thus, it you think income inequality leads to falling education levels, use facts from the readings to support this.
2) **Don't stop there: you need to include your argument.  Explain to reader why your division will have a negative or positive effect. For instance, once you show that there is a connection between low income and falling education levels, you'll have to add a paragraph or two (or three) on the ramifications of this: what's the problem with falling education levels (see "How Do I Come Up/Explain With Reasons?" (*I&C* Error! Bookmark not defined.)?**

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Should you use personal examples? Yes.  Should you use examples from the textbook?  Yes.  Should you use examples from "real life"? Yes.  Could you invent scenarios? Yes.  Should you tell your readers that these scenarios are invented? Yes. Most importantly, should you remember that this is only the first of many drafts and the most important thing to do is finish the darn thing? Yes.  Are you tired of me asking "yes" questions? . . . .  Then how about an example

Thesis statement is:

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Income inequality in America is bad for the country because it leads to the
increase in the mortality rate of the poor, it slows income mobility, and it
hinders economic growth.
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First topic sentence, then prove that idea in topic sentence (your division) is valid:

> Not only does income inequality have negative effects on the health and mobility of the poor, but also, it hinders economic growth. America is one of the countries that has one of the fastest-improving technologies. Due to this, manual jobs are being eliminated in a company's system. According to Greenblatt, "many good-paying manufacturing jobs are being sent overseas" because labor is cheaper there than it is in America (372). This is a wise move for the companies because by investing more on countries that have cheaper labor, they can save more while earning more profit.

Then explain why/how that division is good or bad for all Americans (or a particular income group).
*Secret hint: consider division from a health/social/safety/economic/freedom/etc. perspective .*
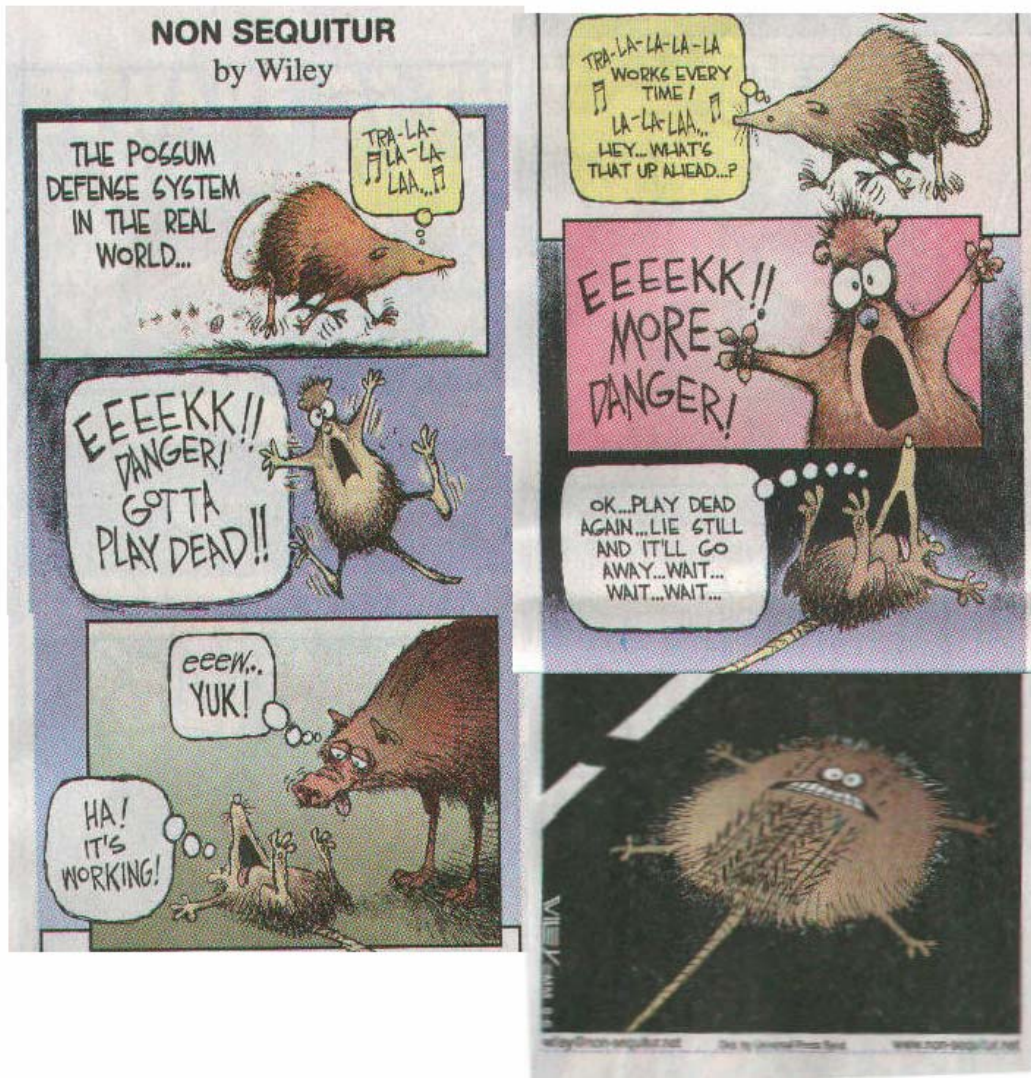
> However, this does not do any good to the factory workers here, and most especially, to the economy. Because many workers are losing jobs, they do not earn money to buy food, clothing, and other personal necessities. If this is so, then businesses do not earn as much profit as they used to because middle- and low-class families cannot afford to buy their products. Income inequality will hurt the economy even more since there is a substantial number of middle- and low-class families in the country, and America's economy depends on how much consumers spend.

Good start for a rough draft. For the revision, specific details/facts on the why it's bad would clinch the argument. For instance, how much of our economy is based on consumer spending?

**Just Do It**



Cartoon: Mack Truck of Life Part 2

**Reasons and Evidence Sheet: Essay #3 (Page 1)**

| | |
|---|---|
| 1. _____ is a reason the income gap is good/bad for America | Connection to Stance (use quote from readings)<br>a. _____<br><br>_____<br>Explanation of why/how division would help Americans<br>a. _____<br><br>_____<br><br>Example<br>b. _____<br><br>_____<br>Explanation of why/how the example would help Americans<br>b. _____<br><br>_____ |
| 2, _____ is a reason the income gap is good/bad for America | Connection to Stance (use quote from readings)<br>a. _____<br><br>_____<br>Explanation of why/how division would help Americans<br>a. _____<br><br>_____<br>Example<br>b. _____<br><br>_____<br>Explanation of why/how the example would help Americans<br>b. _____<br><br>_____ |
| 3. _____ is a reason the income gap is good/bad for America | Connection to Stance (use quote from readings)<br>a. _____<br><br>_____<br>Explanation of why/how the division would help Americans<br>a. _____<br><br>_____<br>Example<br>b. _____<br><br>Explanation of why/how the example would help Americans<br>a. _____ |

## Reasons and Evidence Sheet: Essay #3 (Page 2)

| | |
|---|---|
| *Remember that only two or three reasons may be sufficient – particularly if you break them into subdivisions.*<br>4. _____ is a reason the income gap is good/bad for America | Connection to Stance<br>a. _____<br><br>_____<br>Explanation of why/how the division would help Americans<br>b. _____<br><br>_____ |
| Counterarguments<br><br>_____ is a counterargument for #1<br><br>_____ is a counterargument for #2<br><br>_____ is a counterargument for #3 | Example for counter-argument<br>a. _____<br><br>_____<br><br>Rebut or qualify: why is the example wrong or why isn't it important/misleading<br>a. _____<br><br>_____<br>Example for counter-argument<br><br>b. _____<br><br>_____<br>Rebut or qualify: why is the example wrong or why isn't it important/misleading<br>b. _____<br><br>_____ |

Thesis Statement #1 (remember to include divisions)

_____

_____

#2

_____

#3

**Peer Review for Essay #3 (Argumentative)**

Remember that you goal isn't to answer "yes" to every question: it's to make suggestions. Try using "Consider ____" or "Try _____" to preface your comments.

1. **Introduction**
   a. What changes could be made to help the intro grab your attention?
   b. Does it provide enough background information to set up the issue? Should two or more paragraphs needed to provide more information?
2. **Thesis**
   Copy out what you think is the thesis and division statement.
   a) Comment on its clarity
   - can you tell the position of the writer?
   - Are the divisions really distinct and separate, or could two of them be combined into one?
   - Is one of the divisions more on income equality itself rather than a problem or advantage of it?
3. **Support your position**
   For each paragraph complete the following:
   b) **Topic Sentences**
   - Does the topic sentence set up an argument based on the divisions?
   - Is there a focus word which connects back to the division in the first sentence (or so)?
   c) **Evidence/Details**
   - Where can more specific information from the readings to support the arguments suggested by the topic sentence be included?
   - Where can more detailed descriptions help the reader "see," "hear," or "feel" the point the writer is trying to make?
   - What other information do you deem necessary to "clinch" the argument? (a particular statistic? a particular number?)
   d) **Explanation**
   - The #1 item that usually needs work is the explanation: where can a more specific explanation on why ____ (topic of paragraph) helps or hurts be added?
   - Where can more explanations – analogies to other events, reference to economic, social, political, moral arguments, etc. (see *I&C* **Error! Bookmark not defined.**) – be included? Remember that it is the explanation, not the evidence, that shows your reasoning.
4. **Counterargument and Rebuttal**
   - Could these be worked more smoothly into the essay?
   - Does it need to be treated separately at the end, or could it be included in more detail throughout essay?
   - Is the counter argument a specific argument or is it general?
   - Is it cited?
5. **Conclusion**
   Avoid merely repeating the thesis.

- Does the writer refer back to the introduction?
- Does the writer address the question "What's it all mean?"?

## Revision Ideas: Essay #3

## Overview of Revision Strategies

Okay, you have a rough draft . . . now what?  Follow the suggestions below to sharpen your opinion, gain new insights, and come up with new examples.

1. **Organize: focus divisions and body paragraphs**
   a. Make sure body paragraphs follow divisions.
   b. Work on one paragraph at a time. (This is the key to successfully revising this [and any] essay).  See Roadmap exercise (*I&C* **Error! Bookmark not defined.**)
2. **Titles and Introductions**
   a. Using the suggestions in *I&C* (**Error! Bookmark not defined.**) or in our writing manual, develop a new introduction.  NOTE: do not try to reinvent the wheel – try out one of the specific patterns in *I&C* or the ideas in the textbook.  Review the sample introductions as well on the pages which follow.
3. **Supply Overview Context**
   a. Have I cited all the information in the context – even the summaries?
   b. Have I described each stance so that readers understand them (see in-class work for rough draft of this)?
4. **Connect and explain**
   a. For each division you have two responsibilities:
      i. Quote from readings to connect to the division
      ii. Explain why/how each of your divisions is good or bad for Americans.  (see "How do I come up with/explain reasons" *I&C* **Error! Bookmark not defined.**).
5. **Specific Examples**
   a. Work on providing a specific example – a word picture, a description of an interaction – in each ¶ or for each idea.  See Revision Ideas Essay #3, "Specific Examples" paragraphs for, well, examples of specific paragraphs.
6. **Repetition**
   We've already talked about the importance of repetition (remember in essay #1?) , now use it in your paragraphs
   a. Generate a list of synonyms or words associated with your divisions: use'm in the appropriate paragraphs
   b. How do you remind readers, in each paragraph, of your stance?  Repeat it. You should have the words "income," "wages," "consumers," etc. throughout each paragraph.  And you should have your division words in the appropriate paragraphs ("education," "worker's rights," "democracy," "business regulation," etc.)
7. **Word Choice**
   a. Use argumentative wording: use Verb List for Citing Sources in *I&C* (**Error! Bookmark not defined.**) and see short section on argumentative sentences on page **Error! Bookmark not defined.**.
   b. Help readers see the inferences of your arguments by adding phrases such as "This could . . . " "This will . . ."
8. **Library Research**
   a. Remember to focus not on the stances, but on specific facts.  How many teens become pregnant?  How many people are on welfare? What does welfare cost?
   b. Review search material in "Uh  . . . Dr. Bordelon.  How do I find sources?" (*I&C* **Error! Bookmark not defined.**).  See also the sample research paragraphs in the Revision Essay #3 section of *I&C* (17).

## Organization

The first thing to revise in your essay is your organization. If the reader cannot clearly tell the point you are making (your thesis) and what you will use to prove that point (divisions/forecasting statement), then all your great descriptions will go to waste. The Organization exercise in *I&C* (**Error! Bookmark not defined.**) should help determine which part of your organization needs work.

Remember that you are writing an argumentative essay, and thus need to clearly take a stand. You're not merely reporting on economic inequality, you're taking a position on its effects. Make sure your thesis clearly states your position. Your divisions should state specific reasons/rationales that prove your thesis

As in Essay #1, vary the flow of your information by separating paragraphs within your divisions. One typical way is to define and explain your division in one paragraph, and then use a specific, extended example in the next (see example paragraphs below). However, remember to clearly link each of your paragraphs to a specific word in your division/forecasting statement so the reader can follow your logic and not get lost in your descriptions (there's nothing worse than having to send up a rescue flare while reading an essay – please make the connection because my ceiling gets more scorched every semester).

The thesis for this essay was

> **This economic inequality is bad for America because it can negatively effect health, cripple education and contribute to crime.**

> **One reason income inequality is bad for America is it can negatively affect the health of people who live here.  Having access to adequate health care means having health insurance, but only 40 percent of American workers making less then $20,000 a year are insured through their employers (Greenblatt 387).  Alan Greenblatt reports that since 2001 all states have cut Medicaid, a subsidized health insurance for low income families, either by reducing the amounts paid to physicians or putting new limits on eligibility (387). Poverty contributes to high rates of obesity, injury, asthma, and premature death.  How can we have people who live in a country, that states all are created equal, and yet have no access to good health care because they are considered to be poor?**
> **This inequality does not stop with the poverty stricken.  It is affecting those who make over $75,000 a year also.**

What would you like to imitate from this paragraph?  What would you try to avoid or add?

## Introductions

> **My great grandparents were immigrants from Italy.  They came over as a young married couple hoping to achieve a dream for a better life.  My great grandfather, Tom, worked hard on the docks in Hoboken, New Jersey.  He told me when I was a child that he made a good living in 1913.  He made $12.00 a week.  My great grandmother, Marion took his paychecks and saved what she could.  Though neither had more than a ninth grade education, they eventually owned three brownstones in Hoboken – one for each son and one for rental income. They later sold the rental property to set up each son in their own business.  This couple had achieved a dream for a better life.  Their hard work provided a better life for their children.**
> **Today, the docks are mechanized.  And operating the machinery requires more than a ninth grade education, making the American dream sought after by my great grandparents harder to achieve today.  And with a shrinking middle-class (Mantsios 335) and the rising costs of housing, the chance of laborer**

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even earning (forget about saving) enough to buy three brownstones in a
desirable neighborhood is almost impossible.
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How effective is this introduction? What changes would you suggest?

## Introduction and Context

Patricia Bucoy does a good job here of both using a contrast to engage the reader, and then providing context before her thesis:

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                        For Richer or For Poorer

        Growing up in the Philippines, a developing country, I was exposed to
all walks of life: the affluent, the middle class, and the poor. The rich
traveled internationally many times in a year. They had country clubs where
they played golf or rode their horses. Some of the affluent children were
trained to be equestrians, which the low class could only dream of. The
affluent basically had all the comfort, money and luxury that the middle and
low classes could only wish for.
        The middle class were the people who lived better lives than the poor
but not as luxurious and comfortable as the rich. People of the middle class
could afford to eat at the restaurants at least once or twice a week. They
could travel once in a while, like going to Manila (capital of the
Philippines) during summer. Despite the seemingly comfortable lives of the
middle class, they, too, suffered from competition with the rich. For
instance, middle class entrepreneurs were having difficult times competing
with fast food chains since their richer counterparts had more money to
invest in advertising and had more famous names.
        Aside from the affluent and the middle class, there was also the low
class. They had terrible living conditions—some were homeless. Their jobs
were not stable and the working conditions were poor. For instance, I
remember seeing in the news the farmers of Hacienda Luisita (one of the
oldest and famous haciendas in the Philippines) rallying because, according
to the Phillipine Daily Inquirer, they were "only given work once a week with
a take-home pay of as low as P9.50 [approximately 0.18 cents in US Dollars],"
which was far below the minimum wage. The three aforementioned scenarios show
how different and how alarming the living conditions of each class are due to
income inequality. To my disappointment, I thought to myself with a sigh,
"That's the real world, the stark difference between the fortunate and the
less fortunate. Why does it seem that the poor gets poorer each year? Is it
because the rich are greedy?" Those were my thoughts as a young girl back
then. I thought America was the best place in the world—Disney World was
there. Being innocent as I was, I thought that all the Americans were rich
because they lived in the land of opportunity.
        But after being exposed to articles on income inequality and poverty
here in America, it finally hit me that even the richest countries have
problems with income inequality. Alan Greenblatt, the writer of "Upward
Mobility," shows how substantial the difference is between average incomes of
the rich and the poor in America:
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        In 2000 the average income of the top 1 percent of American households
        was 189 times that of the bottom 20 percent, compared to 1979 when the
        top was earning 133 times as much. By 2001, The Economist reports, the
        top 1 percent of American households earned 20 percent of the income
        and held 33.4 percent of all the net worth — their biggest slice since
        the 1920s. (371)
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> The data shows that as years go by, the affluent gains more, while the poor remains poor. Due to the growing income inequality, poverty level is on the rise. As of 2004, "the poverty rate increased to 12.7 percent, from 12.5 percent in 2003" (Leonhardt). New York had the highest increase in poverty level—from 19 percent, it rose to 20.3 percent (Leonhardt).  Just as income inequality weakened my home country, it can weaken my adopted country because it leads to the increase in the mortality rate of the poor, it slows income mobility, and it hinders economic growth.

## Provide Specific Examples

Continue to work on providing specific examples – a word picture, a description of an interaction – in each paragraph or for each idea. This will help the reader "see" what you're talking about, and thus make your essay more persuasive. Instead of trying to revise your essay all at once, use the writing process.  Work on one body paragraph at a time, strengthening your argument by using the "show and tell" and other exercises on page **Error! Bookmark not defined.** of *I&C*. As I've been mentioning, remember to use "real life" examples – and then connect them with transition words or by repetition to the focus of your paragraph and the readings.

In the following example, notice how Sharon Hatzelhoffer tells the stories of specific individuals, uses the example of another country, and ends it with a sharp counterargument and rebuttal to make her point clear:

> This inequality does not stop with the poverty stricken.  It is affecting those who make over $75,000 a year also.  According to recent Census Bureau figures reported in the New York Times by John M. Broder in "Problems of Lost Health Benefits is Reaching into the Middle Class", 1.4 million Americans lost their health insurance in 2001.  The largest  hit were some 800,000 people who had incomes in excess of $75,000.  Either they lost their jobs, or were priced out of health care due to rising premiums.  The article talks about Brian and Anna Brooks, who own a small business in Westminster, Colorado.  To keep their business afloat they had to give up their health insurance after the family premium jumped to $989 a month.  That was too much for their $60,000 a year income.  They changed their diet and adopted an exercise program to stay healthy.  But Audrey Robar was not as lucky going without insurance.  Ms. Robar was recently laid off and could not afford her $300 a month Cobra package.  She thought she could hold on until she obtained another job.  The other job never came and Ms. Robar died of a heart attack while she was looking for her Cobra papers.  She knew her chest pains and dizziness were serious warning signs, but she wanted to initiate her insurance again before calling the ambulance.  She died before she made that call (Broder).
> The benefits of a more equal income distribution can be seen by examining the health statistics of other countries.  British epidemiologist Michael Marmot tells us that, "...all but three of the 26 countries [with longer life expectancy than] the United States have more equal income distributions"(qtd. in Greenblatt 386). With a more equal distribution of income all people would be able to have health care that they need.  All Americans would have the chance to live healthy productive lives.
> Of course, some who suggest that we have made stunning progress in longevity.  Richard Epstein concluded in a 2004 article in the Los Angeles Times that we are living longer than we did in 1900.  He tells us that in 1900, 247 out of 1000 infants in the poorest working class died, while the wealthiest group had an infant mortality of 94 to 1000.  Today, the wealthiest have a 3.1 in 1000 chance of dying, compared to 8.1 to 1000 for the infants of the poorest working class.  The fact remains that more infants are dying of the poorest class.  How can we justify letting someone die because of the class they are in?  If all Americans are created equal, then

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all should have access to health care no matter what income group the belong
to.
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The detail in each of these paragraphs results in a very persuasive argument.

## Review Requirements

It's time to review the Assignment Sheet and Writer's Guide and start filling in what's missing from your essay. Did you neglect the overview of the other sides? Now's the time to put it in. Do you have enough counterarguments?

## Adding an Outside Source

Remember that you must include one source from outside the textbook. Some commonly used sources include employment figures, wealth gap between wealth and poor, environmental abuses by businesses, specific regulations that businesses need to comply with and a range of other issues. Notice that none of these refer directly to any of the civic stances. This is as it should be. The evidence you need should support your divisions, not just mirror what your thesis states.

TABLE 4.11 — Child Abuse: Betraying a Trust. Ed. Mei Ling Rein. Framingham Hills, Michigan: Gale, 2001. Table on page 44.

**Incidence rates per 1,000 children for maltreatment under the Harm Standard in the NIS-3 (1993) for different levels of family income**

| Harm Standard Maltreatment Category | <$15K/yr | $15-29K/yr | $30K+/yr | Significance of Differences |
|---|---|---|---|---|
| ALL MALTREATMENT | 47.0 | 20.0 | 2.1 | a |
| ABUSE: | | | | |
| All Abuse | 22.2 | 9.7 | 1.6 | a |
| Physical Abuse | 11.0 | 5.0 | 0.7 | a |
| Sexual Abuse | 7.0 | 2.8 | 0.4 | b |
| Emotional Abuse | 6.5 | 2.5 | 0.5 | b |
| NEGLECT: | | | | |
| All Neglect | 27.2 | 11.3 | 0.6 | a |
| Physical Neglect | 12.0 | 2.9 | 0.3 | a |
| Emotional Neglect | 5.9 | 4.3 | 0.2 | ns |
| Educational Neglect | 11.1 | 4.8 | 0.2 | a |
| SEVERITY OF INJURY: | | | | |
| Fatal | 0.060 | 0.002 | 0.001 | ns |
| Serious | 17.9 | 7.8 | 0.8 | a |
| Moderate | 23.3 | 10.5 | 1.3 | a |
| Inferred | 5.7 | 1.6 | 0.1 | b |

a  All between-group differences are significant at or below the p < .05 level.
b  The highest income group ($30,000 or more) differs significantly from the others (p's < .05), but the difference between the <$15,000 group and the $15,000 to $29,999 group is statistically marginal (i.e., .10 > p > .05).
ns  No between-group difference is significant or marginal (all p's > .10).

SOURCE: *The Third National Incidence Study of Child Abuse and Neglect*, National Center on Child Abuse and Neglect, Washington, D.C., 1996

*In the table to the left, what happens as income rises?*

*How could this information be used in an essay on civic stances?*

*What does this demonstrate about using research in this (or other) essays?*

For an example of the kinds of research that might help your essay, consider the following rough draft by Matthew and my comments.

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        TITLE?


        In the essay "Geese, Golden Eggs, and Traps", author Chris Tilly notes
that "Economists William Easterly of New York University and Gary Fields of
Cornell University have recently summarized this evidence: Countries, and
regions within countries, with more equal incomes grow faster". <<<B/C THERE
IS NOT CITATION, PERIOD GOES INSIDE QUOTATION MARK When there is unevenness
in income it can lead to some problems. Income inequality is bad for America
because it can affect the progression of education, cause harm to ones
health, and cause crime.
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THESIS AND DIVISIONS ARE CLEAR: INTRO NEEDS SOME WORK.

YOU CAN USE HISTORICAL DATA FOR THIS ESSAY (A NOW AND THEN CONTRAST OR
COMPARISON WORKS WELL), START OFF WITH A STRIKING STATISTIC, USE YOUR
PERSONAL EXPERIENCE, ETC.

DO YOU WANT TO EXPLAIN/PROVE THAT THERE IS, INDEED, INCOME INEQUALITY IN
AMERICA TODAY – OR AT LEAST WE'RE HEADED IN THAT DIRECTION?  REMEMBER THAT
FOR LONGER ESSAYS (AND THIS IS ONE), INTROS ARE OFTEN TWO OR THREE
PARAGRAPHS.


        The first reason as to why Income Inequality is bad for society is
because it can affect the progression of education. <<<CLEAR TOPIC SENTENCE
Education is important because it helps plan our future. It gives us the
knowledge needed for our future career path. <<<MORE SPECIFICS HERE SO
READERS CAN "SEE" WHAT YOU'RE TALKING ABOUT.  EXAMPLES? Without that
knowledge, the workforce would uneven. This inequality can affect low income
families. If they cannot afford a descent education, how will they be
successful? According to Tilly, "In society, when highly intelligent people
are surrounded by people with little education, it causes productivity to
suffer". Tilly refers to this as the "Match Effect". So without the proper
education, both society and companies suffer. As a result, the next
generation will be worse off because a bad example was set for them. It is a
chain reaction caused by unequal ness.
GOOD START.  HOW ABOUT MORE SPECIFIC EXAMPLES?
WHAT KIND OF JOBS ARE AVAILABLE NOW?
        Because college tuitions are at such high costs, low income families
are not receiving the proper education. Alan Greenblatt, author of "Upward
Mobility: Does Income Inequality Threaten the American Dream?" states that
"tuition increases have made it more difficult for low income students to
attend college. Tuition has been raised by double digit percentages because
most states have made cuts in the pay that would have been helpful to benefit
education"(386). This proves that Income Inequality hurts society, especially
the little people. However, colleges have begun to offer programs that
give aid to this dilemma. According to Greenblatt, "a new trend most states
are moving toward is merit-based scholarships. These scholarships give high
school students who exceed state graduation requirements, eligibility for
these scholarships, making it easier for them to get into college"(386).
Luckily, actions are now being taken to help prevent the next generations
from suffering as those before them did. <<<BUT IF THESE STUDENTS ARE
ATTENDING HIGH SCHOOLS THAT DO NOT PREPARE THEM FOR COLLEGE LEVEL WORK, HOW
WILL THE CYCLE BE BROKEN? Hopefully, new ideas will generate to help low
income families, making a college degree easier to obtain.
WHY IS COLLEGE IMPORTANT? WHAT DIFFERENCE DOES COLLEGE MAKE?
GOOD JOB OF REFERRING TO HIGHER ED – MOST OF THE ESSAYS NOTE ITS IMPORTANCE

WHAT ARE THE CONSEQUENCES TO THE OVERALL SOCIETY OF LOWER EDUCATION – OR
HIGHER ILLITERACY?  DISCUSSING THIS WILL PROVIDE MORE REASONS TO MAKE YOUR
ARGUMENT STRONGER. SEE THE LIST "HOW DO I COME UP WITH/EXPLAIN REASONS?" (I&C
97) FOR SOME IDEAS ON HOW TO BREAK THIS UP.
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Follow instructions on pages **Error! Bookmark not defined.** of *I&C* for hints on finding sources.

The revised body paragraphs ended up looking like this

The first reason as to why income inequality is bad for society is because it can affect the progression of education after high school for them. Education is important because it helps plan our future. It gives us the knowledge needed for our future career path. If someone is seeking to become a brain surgeon, that person must get into a good college that can teach this student everything that is required for that field. If this person cannot afford to attend college because they are in the low income class, their chance for success is slim. Without having the knowledge that is acquired from college can affect the workplace as well. If there are a large group of people who go in to the same trade of business and only half are educated in that field of work, the workforce would be uneven with intelligent people and those who were not properly educated after high school. This inequality affects the low income families. If they cannot afford a decent education, how will they have a successful future? According to Tilly, "In society, when highly intelligent people are surrounded by people with little education, it causes productivity to suffer". Tilly refers to this as the "Match Effect". So without the proper education, both society and companies suffer. As a result, the next generation will be worse off because a bad example was set for them. It is a chain reaction caused by inequality.

Because college tuitions are at such high costs, low income families are not receiving the proper education. People need a college education to get a decent job so they can live comfortable lifestyles without worrying about things such as how they are going to pay the next month's mortgage on their "shoebox" sized house. Alan Greenblatt, author of "Upward Mobility: Does Income Inequality Threaten the American Dream?" states that "tuition increases have made it more difficult for low income students to attend college. Tuition has been raised by double digit percentages because most states have made cuts in the pay that would have been helpful to benefit education"(386). This shows that income inequality hurts society, especially the little people because this uneven trend makes attending college more of a challenge due to the high cost. However, colleges have begun to offer programs that resolve this dilemma. According to Greenblatt, "a new trend most states are moving toward is merit-based scholarships. These scholarships give high school students who exceed state graduation requirements, eligibility for these scholarships, making it easier for them to get into college"(386). Luckily, actions are now being taken to help prevent the next generations from suffering as those before them did. Hopefully, new ideas will generate to help low income families, making a college degree easier to obtain.

Much better job here explaining the ramifications of the lowered income.