

I. Main Argument, Claims, & Sub-claims

Practice: Classify the following statements as argument, claim, subclaim, prolepsis, or none of these. Second, put them in the most argumentatively logical order.

_____ “Aztecs” is an inappropriate mascot for SDSU.

_____ Using “Aztecs” as a school mascot may alienate Mexican, Latinx, and/or indigenous students and faculty.

_____ SDSU should choose a native animal, like the golden eagle or coyote, to represent the school.

_____ Marquette University, St. John’s University, and Miami University in Ohio all changed their similarly problematic mascots in the 1990’s.

_____ Although not all students, faculty, or sports fans think using “Aztecs” is offensive, the benefits to changing the name outweigh the costs. Changing the mascot will not harm the pride we take in our school.

_____ SDSU should select a different mascot and rename its sports teams.

_____ Using names of ethnic minority groups for sports teams trivializes the traditions of real people and reduces a group of people to mere caricature.

_____ Coyotes are very intelligent pack animals, as well as fearsome predators.

_____ Animals, especially intelligent and fierce predators, make great mascots for schools and sports teams.

_____ Since many colleges and some professional sports teams have replaced their former culturally insensitive mascots and SDSU prides itself on its diversity and inclusion, the University’s continued use of “Aztecs” is old-fashioned and out of touch.

_____ Choosing a mascot native to San Diego better represents local pride better than an ancient group of people in central Mexico.

Your **main argument**, or thesis, should be 1) arguable, 2) focused and specific, 3) written using the language of argumentation.

- 1) **Not arguable:** Americans are using the internet more than ever before.
Arguable: American students use the internet more than ever before, but are not necessarily better equipped to use it productively in academic settings.
- 2) **Unfocused and broad:** The internet positively impacts the individual.
Focused and specific: Students with sophisticated digital literacies are better prepared for academic writing in college.
- 3) **Wishy-washy language:** I believe/It is my opinion that excessive use of social media harms real life social relationships.
Strong argumentative language: Though popular opinion often suggests otherwise, I contend that social media can help young people cultivate a sense of identity and community with their peers.

Your **claims** are arguable statements that work to logically support your main argument. There are four kinds of claims that may be useful to support your main argument:

Claims of (debatable) fact or definition

- The term “digital native” is an inaccurate misnomer.
- To be digitally literate, a person must know how to assess the credibility of a given website.

Claims about cause and effect

- Using the internet excessively harms a person’s attention span.
- When people contribute their specialized knowledge to informational crowdsourcing sites like Wikipedia, the overall accuracy and quality of the site’s information improves.

Claims about solutions or policies

- Colleges should implement mandatory digital literacy courses for incoming freshmen.
- It is the responsibility of parents to monitor the social media diets of their teenagers.

Claims about value

- Facebook and Twitter are indispensable because they are the main source for news and current events for many people.
- Though boyd defends Wikipedia as a valuable resource for students, I would like to suggest that the volume of misinformation on the site makes Wikipedia an unacceptable source for student research.

Main Argument		
Claim Type	Claim	
(Sub)Claim Type	(Sub)Claim	
(Sub)Claim Type	(Sub)Claim	

II. Evidence and Strategies

Your three additional sources and/or the data you've collected will serve as **evidence** to bolster your claims. Types of evidence include historical, statistical or numerical, research studies, anecdotal, expert testimony, and example.

Rhetorical strategies include metaphor, analogy, transitional questions, rhetorical questions, prolepsis, creative structure/organization, commonplaces (ideological assumptions), narration, identification, "big" or authoritative names, definitions, comparison and contrast.

Practice: Read the following paragraph and identify the work each sentence is doing (argument, claim, sub-claim, evidence, strategy). Who is the most likely audience for this paragraph? Describe its balance of ethos, pathos, and logos.

"Aztecs" is an inappropriate mascot for SDSU. As a diverse school that values inclusion, using this mascot risks alienating Mexican, Latinx, and/or indigenous students and faculty, and hurts our image as an institution where people from all backgrounds are welcome. Although not all students, faculty, or sports fans think using "Aztecs" is offensive, the benefits to changing the name outweigh the costs. In fact, Marquette University, St. John's University, and Miami University in Ohio all changed their similarly problematic mascots in the 1990's, and each of these three universities have retained their school spirit and still have competitive sports teams, all with a clear conscience. After St. John's mascot changed from Red Men to Red Storm,

the school's quarterback reported that the team's performance and school support were "still dope." If SDSU could stay dope if we were the Coyotes instead of the Aztecs, and better represent our values in the process, why wouldn't we? SDSU should select a different mascot and rename its sports teams.

Who, specifically, is your **audience**? What do you know about them? What kinds of arguments do you think they would find the most persuasive? How can you craft your argument to be maximally persuasive to your readers?

Claim #1	Evidence:	Evidence Type(s):
	Strategy(ies):	Strategy Type(s):
Claim #2	Evidence:	Evidence Type(s):
	Strategy(ies):	Strategy Type(s):

Claim #3	Evidence:	Evidence Type(s):
	Strategy(ies):	Strategy Type(s):

Rough Draft Outline

Component Parts: 1) description of the rhetorical situation and/or cultural conversation, 2) description/discussion of your general research topic, 3) accurate and succinct summaries of Thompson, Carr, and Boyd's main arguments, as well as what their texts contribute to your research topic 4) your main argument, 5) several supporting claims and/or subclaims, 6) supporting evidence and/or strategies for each claim, 7) significance or so what (i.e. tell me why I, as your reader, should care)