**The Definition/Evaluation Argument (Argument 2)**

This argumentative essay is the second of the three arguments you will write for the course. For this argument you will choose to write either a definition or an evaluation argument.

**A Definition Argument and Its Types**

Definition arguments can take various forms and the type depends on what we are trying to accomplish with the argument. The basic proposition of a definitional argument is that X is equal to Y and how we view or define Y also applies to X. In a definition argument Y is the issue, event, or phenomena and X is the category.

**Definition of Existence (or non-existence):**

As general rule we need to be convinced that a problem exists, and that we have reason to be concerned, before we are willing to change our beliefs or take action. On the other hand, we might also need to be convinced that a problem doesn’t exist so to change our beliefs and actions. Arguments of existence argue that a problem exists, that we should care, and that is warrants our concern and attention. The implied or direct claim in a Definition of Existence argument is that X is (or is not) real/a problem and that it is important. And very often a existence argument seems more informative than argumentative.

Definition of Existence arguments might have these claims/titles:

* + The injustice of the American justice system.
	+ Where will your favorite beach town be in 20 years?: Maybe underwater.
	+ The real African health crises
	+ Americans with Disabilities: The Most Underrepresented Americans on the Screen

**Definitions of Category:**

In a general categorical argument the claim is that X shares the definition or belongs in a specific category. For example, stating that legality of Same Sex Marriage is a civil rights issues shapes and perhaps shifts how we view the legality of same Sex Marriages. Consider the current debate on the shooting of Michael Brown—did his shooting fall into the category of excessive police force and a criminal offense or was it simply an unavoidable tragedy. The direct claim of a Definition of Category argument X meets the categorical criteria of Y. When we place issues/phenomena into categories it ultimately effects how we view an issue and can affect our actions and beliefs.

Definition of Category arguments might have these claims/titles:

* The Daily Show: A valuable and real news source for students
* Same sex marriage is a civil rights issue
* A Test: When college athletes are employees
* Real Soul Food is healthy food

**Definition of Terms:**

Sometimes we debate what the name of an issue/event/phenomena is or we are debating terminology surrounding an issue/event/phenomena. This type of argument addresses what something should be called (semantics) or defines a word or concept which is essential to the debate. Consider the question of what we call what is happening to our ecosystems: is it Global Warming or Climate Change. This is an aspect of naming. On the other hand consider how our views on the Death Penalty are influenced by how we define *justice.*

Definition of Existence arguments might have these claims/titles:

* + Why corporations aren’t people
	+ Climate Change or Global warming?
	+ What do we mean when say Universal Education?

**An Evaluation Argument and It’s Types:**

Evaluation arguments can share a lot of similarities with a Definition argument—the distinction for an evaluation argument is that it often focused evaluating a current or proposed practice or activity. For example people may agree about whether Climate Change exists, but they may disagree what to do about it. And they may disagree with the specific arguments, facts, and evidence people use in specific arguments. In an evaluation argument the basic proposition is that doing or believing X is good or bad or that X is better or worse than Y (where there are two options). An evaluation argument argues the value (or lack thereof) of an event, course of action, activity. Evaluation arguments are useful when we need to:

* Establish the usefulness of a current or proposed practice. Sample claims/titles for these types of arguments:
* Body Scanners do not improve airport security, they just make us feel safer
* Carbon Trade Taxes: The poor pay while the rich pollute
* Raising the minimum wage: Why the time has come
* Consider the advantages and/or disadvantages of particular actions or arguments, or compare two or more options.
* Reality Television: Finding the good amongst the sleaze
* Online education: A viable alternative?
* Establish the ethical grounding/foundations/problems of particular arguments, beliefs, or proposals.

Legalizing PEDs in Professional Sports: The Ethical Ramifications for Doctors.

Stop and Frisk Policies: Racial Profiling and a Breach of Due Process

**Selecting the type of argument for your essay**

Consider your research issue and select what you think is the most appropriate type of argument to create (definition or evaluation). And make sure you either have, or find, additional appropriate sources to support your argument.

In all these types of argument it is important that you

* Establish the criteria for your definition or your evaluation/judgment. To some extent this makes some evaluation arguments more difficult—establishing value judgments, such are good or bad, beautiful or ugly, force us to actually explain what “good” or “bad” mean.
* Use appropriate sources to support your definition/evaluation argument.
* Chose the organizational pattern than works best (thesis placement). All patterns work for either of these arguments—consider your intended audience.

**Argument Essay Requirements**

* A relevant title
* A visual (image, political cartoon, graph, etc.)
* A box quote
* 3 sources
* Typed, Times Roman 12pt. Font
* APA in-text citation and Works Cited Page for all sources used
* Length: 900 – 1200 words (stronger papers will tend to be longer)

**Definition/Evaluation Argument Worksheet**

**Argument meets assignment requirement**

* Introduction is more than one paragraph and clearly introduces the topic and the context

for the argument

 Strong \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Weak

* A Definition/Evaluation argument is present

 Strong \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Weak

* Criteria are introduced that support the argument

 Strong \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Weak

**Essay Focus/Organization**

* Ideas are clearly presented and developed with sufficient detail and support for the discussion

 Strong \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Weak

* The essay stays focused on the argument

 Strong \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Weak

* The body paragraphs are focused and with sufficient detail and support for the discussion

Strong \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Weak

* Sentences are clear and understandable

 Strong \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Weak

**Use of Appeals, Evidence and Sources**

* Logical appeals are dominant, developed and supported, appropriate, and relevant

 Strong \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Weak

* Emotional appeals are appropriate and ethical

 Strong \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Weak

* A credible ethos is presented in the argument

 Strong \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Weak

* Sources are appropriately introduced. Signal phrases are used to introduce the sources and source materials. Source material is blended into the writing transitionally and grammatically.

 Strong \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Weak

* The relevance of the sources is explained

 Strong \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Weak

* Sources are appropriately cited and quoted or paraphrased

 Strong \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Weak

* Works Cited page is included and follows APA format

 Strong \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Weak

**Grammar and Mechanics** Minor Problems\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Significant Problems

**Revision Status** Minor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Significant