

Counterarguments

COUNTERS IN WRITING

Counterargument:

noun

noun: **counterargument**; plural noun: **counterarguments**; noun: **counter-argument**; plural noun: **counter-arguments**

an argument or set of reasons put forward to oppose an idea or theory developed in another argument.

In your essays:

- **Acknowledge** at least one **counterargument** somewhere in a body paragraph of your essay.
- **Refute** this counterargument with evidence and logic.

Let's try one:

Argument:

High school start times should be changed to 8:30 a.m.

Reasons/Evidence

Counters? ***What would some counters be here?***

Let's try one:

Argument:

High school start times should be changed to 8:30 a.m.

Reasons/Evidence

- It's medically proven that teens don't get tired until later at night than younger children. Thus, they aren't getting enough sleep each night when they have to wake up so early.
- Plenty of empirical data suggests students who get more sleep perform better on standardized tests.
- Students who are well rested are also more resilient to germs/sickness, stress, and are healthier overall.

Counters? *What would some counters be here?*

NEA Prompt

Read and *annotate* the **Introduction** and **Assignment** on the back of your handout.

After reading, write the following on the lines provided:

- Claim
- 2 Topic Sentences
- COUNTERARGUMENT

Share these with the people around you.

****Tomorrow, we'll read through the sources and some sample responses****

NEA Prompt DAY TWO

Read and *annotate* the **Introduction** and **Assignment** on the back of your handout.

After reading, write the following on the lines provided:

- Claim
- 2 Topic Sentences
- COUNTERARGUMENT

Now, read through the sources.

Annotate them as **evidence to support your claim.**

DAY TWO: Using sources for evidence

Ultimately, you want to use at least 2 pieces of evidence per body paragraph.

- ◆ Evidence should be from different sources.
- ◆ If a source has your counterargument in it...
 - **AWESOME!** Use it! Introduce the counter by introducing what you know about the source.

CLAIM

TS #1:

ev. 1 (D)

ev. 2 (B)

counter

refute

TS #2

ev. 1 (A)

ev. 2 (B)

counter

refute

TS #3 (counter)

refute 1 (D)

refute 2 (A)

NEA Prompt DAY TWO

Read and discuss samples (if time)

We read from a **STRENGTHS BASED** perspective:

- When reading samples, first focus on what students have done well.
- Then, focus on one or two elements of the essay that can be fixed, changed, tweaked, etc.