

Sample Argumentative Essay

The Turkish government is planning to open 15 new universities in developing provinces of Turkey. This is a response to pressure coming from local MPs who in turn voice the demands of their constituencies. However, while the already existing 85 universities are wrestling with financial and academic difficulties, it does not seem to be a good idea to add new universities to the system of higher education.

First of all, the new universities will experience staffing problems. That is, they will have difficulty finding faculty that is qualified to teach in these budding universities. In our country the number of academicians who meet the academic requirements is limited. New universities will have two choices: either to draw from the existing pool or to employ under qualified people. To attract those instructors from other universities they will have to offer attractive incentives. However, since these will be state universities they will not have the necessary funds and most academics will be unwilling to go to small town universities where academic and life standards are below par. The only venue open to these universities will be to employ local professionals or under qualified instructors. The inevitable result will follow: a drop in the quality of education.

In addition to recruitment problems, small town universities will have financial difficulties. The funds allocated to them by the state will not be enough to build from scratch all the facilities that make a university a "real university". A university is more than a few classrooms. Students will need dorms, gyms, cafeterias, sports facilities, labs and computers for their academic and social development. How many new universities can claim to have only a few of these facilities on their campuses? The result will be a small town "university" which consists of a sole building that houses classrooms and offices, and nothing more.

It is argued that the establishment of a university in a developing town will contribute to the development of local culture, community and economy. However, if a university is wrestling with staff recruitment problems, or if it cannot solve its financial difficulties it means that it cannot be of any help to the local community or economy either. It will only employ a few locals, provide substandard education to a few local youth, and it will not fulfill the aim for which it was initially established.

Universities are institutions of higher education and they need to provide education to satisfy certain standards. In order to provide such quality education they need to have qualified teachers and must

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Jicheng Xie



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Teaching and Learning Argumentative Writing in High School English Language Arts Classrooms George E. Newell, David Bloome, Alan Hirvela, 2015-06-05 Focused on the teaching and learning argumentative writing in grades 9-12 this 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 knowledge and new understandings about experiences ideas and texts Six themes key to teaching argumentative writing as a thoughtful multi-levelled practice for deep learning and expression are presented teaching and learning argumentative writing as social practice 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 analysis of argumentative writing and the teaching and learning of argumentative writing and the construction of rationalities

An Introduction to Advanced Academic Argumentative Writing Approach for High School and Undergraduate Students Dr Julius Nang Kum , An Introduction to the Advanced Academic Argumentative Writing Approach for High School and Undergraduate Students This long-awaited textbook examines the knowledge-making genre or the argumentative writing at the advanced stage It provides students with an insightful and a coherent picture of the academic argumentative essay which is a training tool for knowledge making for most convincing writings The book is divided into six chapters Chapter one highlights some key pragmatic features which are very necessary for most successful students in the academic world Chapter two focuses on the writing skills and some advantages of being a good writer The remaining chapters identify the actual definition of an academic argumentative writing and also highlight the components of the introduction section the body section and the conclusion section of the knowledge constructing genre The book would be appropriate as a training tool for the writing skills of many advanced and undergraduate students We hope that high school and undergraduate students would find the book very interesting and vital for their advanced argumentative writings and some related convincing writings in other fields

Demystifying Academic Writing in Higher Education: A Process View on Academic Textual Production Xinghua Liu, Rui Alexandre Alves, Angelique Aitken , Josef Schmied, 2025-10-30 Academic writing in this Research Topic refers to the type of writing demonstrating students' disciplinary knowledge of and proficiency in synthesizing analyzing and responding critically to new information Hyland 2004 Swales 1990 which may include those genres like course essays project reports research proposals lab notes journal articles conference paper theses and dissertations As the current workplaces have become increasingly specialized higher education worldwide has been increasingly charged with the task of developing students' academic writing and correspondingly on students' parts learning through writing has been necessary for them to succeed in higher education To prepare university students for writing challenges during the past decades numerous studies have been devoted to the study of linguistic and rhetorical resources in

students academic writing under such umbrella terms like style reader awareness authorial voice writers identity stance evaluation textual structures steps and moves Charles Hunston Hinkel 2002 However previous research on academic writing has been predominantly focused on the linguistic and rhetorical aspects namely the final product of students writing while the nature and processes of composition students engagement and individual differences and the influence of contextual factors like emerging technology have been under explored Thus the goal of this Research Topic is to bring a process oriented and dynamic perspective to the study of textual production in academic contexts by both encouraging an expanded view of existing research paradigms and also welcoming novel approaches Data can be collected by using corpus building interviews and questionnaires but we would also welcome the use of experimental methods and a mixed method approach for data collection Meanwhile previous research mainly studied university students who were learning English as a second or foreign language hence we also welcome research examining first language writers and students who are learning a second or foreign language other than English We believe for the study of the complex phenomenon like academic writing no single method or tool can suffice Therefore we strongly recommend a more creative perspective in data collection and analyzing and interpreting academic writing Papers can present quantitative data analyses based on experimental design or qualitative data analyses stemmed from more ethnographic oriented research Systematic review studies are also welcome We encourage contributions related but not restricted to the following topics 1 Cognitive processes in academic texts planning composing and revisions and student writers individual differences 2 Metacognition and self regulation in academic texts planning composing and revisions and student writers individual differences 3 Motivation and self efficacy in academic texts planning composing and revisions and student writers individual differences 4 Linguistic and rhetorical choices identity construction and disciplinary knowledge construction 5 Student writers textual production peer feedback and interactions with discourse communities 6 Affordances and challenges of artificial intelligence AI in the process of academic textual production in higher education

Writing Argumentative Essays Nancy V. Wood, 1998 This argumentative rhetoric covers the many forms of argument includes illustrations and concludes with coverage of the research process it does not include the reader casebook from its parent text *Perspectives on Argument* 2 e

Student and Teacher Writing Motivational Beliefs Steve Graham, Gary A. Troia, Gustaf Bernhard Uno Skar, 2024-06-21 The study of students motivational beliefs about writing and how such beliefs influence writing has increased since the publication of John Hays 1996 model of writing This model emphasized that writers motivational beliefs influence how and what they write Likewise increased attention has been devoted in recent years to how teachers motivational beliefs about writing especially their efficacy to teach writing impact how writing is taught and how students progress as writers As a result there is a need to bring together in a Research Topic studies that examine the role and influence of writing beliefs Historically the psychological study of writing has focused on what students write or the processes they apply when writing Equally important but investigated less often are studies

examining how writing is taught and how teachers efforts contribute to students writing What has been less prominent in the psychological study of writing are the underlying motivational beliefs that drive or inhibit students writing or serve as catalysts for teachers actions in the classroom when teaching writing This Research Topic will bring together studies that examine both students and teachers motivational beliefs about teaching writing This will include studies examining the operation of such beliefs how they develop cognitive and affective correlates how writing motivational beliefs can be fostered and how they are related to students writing achievement By focusing on both students and teachers beliefs the Research Topic will provide a more nuanced and broader picture of the role of motivation beliefs in writing and writing instruction This Research Topic includes papers that address students motivational beliefs about writing teachers motivational beliefs about writing or teaching writing Students motivational beliefs about writing include beliefs about the value and utility of writing writing competence attitudes toward writing goal orientation motives for writing identity epistemological underpinnings writing and attributions for success failure as examples Teacher motivational include these same judgements as well as beliefs about their preparation and their students competence and progress as writers to provide additional examples This Research Topic is interested in papers that examine how such beliefs operate develop are related to other cognitive and affective variables how they are impacted by instruction and how they are related to students writing performance Submitted studies can include original research both quantitative qualitative or mixed methods meta analysis and reviews of the literature

How Students Write: A Linguistic Analysis Laura Louise Aull,2020-04-01 Broad generalizations about people today are a familiar feature of first year student writing How Students Write brings a fresh perspective to this perennial observation using corpus linguistics techniques This study analyzes sentence level patterns in student writing to develop an understanding of how students present evidence draw connections between ideas relate to their readers and 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 different points in their education It also distinguishes between argumentative and analytic essays to explore the way school genres and assignments shape students choices In focusing on sentence level features such as hedges perhaps and boosters definitely this study shows how such rhetorical choices work together to open or close opportunities for thoughtful exchanges of ideas Attention to these features can help instructors foster civil discourse design effective assignments and expose and question norms of higher education

Discourse, conversation and argumentation: Theoretical perspectives and innovative empirical studies, volume II Antonio Bova,Lise Haddouk,Carlo Galimberti,Francesco Arcidiacono,2023-06-22

A New Writing Classroom Patrick Sullivan,2014-07-15 In A New Writing Classroom Patrick Sullivan provides a new generation of teachers a means and a rationale to reconceive their approach to teaching writing calling into question the discipline s dependence on argument Including secondary writing teachers within his purview Sullivan advocates a more diverse exploratory and flexible approach to writing activities in grades six through

thirteen A New Writing Classroom encourages teachers to pay more attention to research in learning theory transfer of learning international models for nurturing excellence in the classroom and recent work in listening to teach students the sort of dialogic stance that leads to higher order thinking and more sophisticated communication The conventional argumentative essay is often a simplistic form of argument widely believed to be the most appropriate type of writing in English classes but other kinds of writing may be more valuable to students and offer more important kinds of cognitive challenges Focusing on listening and dispositions or habits of mind as central elements of this new composition pedagogy A New Writing Classroom draws not just on composition studies but also on cognitive psychology philosophy learning theory literature and history making an exciting and significant contribution to the field

Linguistics and Language Behavior Abstracts ,1997 **Catalog and Circular** Iowa State Teachers College,1896 A Manual of Essay-writing ... John Henry Fowler,1899 □□□□□□ ,2003 *Mosaics, Focusing on Essays* Kim Flachmann,2005 *Resources in Education* ,1997

Adolescent Literacy at Risk? Rebecca Bowers Sipe,2009 As teachers we live in a world of standards From local administration to national education policy standards permeate every aspect of our teaching lives In *Adolescent Literacy at Risk* The Impact of Standards Rebecca Sipe offers an in depth look at the world of standards Throughout the book she raises questions that are significant to teachers and administrators who are concerned about the direction the standards movement has taken What do we mean by standards Why are there so many standards for literacy and where do they come from How have standards come to be seen as a formula for curricula rather than a platform for collaboration and planning In addition to her own stories Sipe takes us into the world of classroom teachers These stories demonstrate how innovative educators are able to remain true to best practices in adolescent literacy while working within a standards based framework Questioning the ways in which the standards movement has played out in classrooms school districts and states Sipe issues a call for thinking about standards differently She advocates for supporting and trusting teachers to find ways to make standards support the best of what we do As part of the Principles in Practice imprint *Adolescent Literacy at Risk* situates itself in research based understandings gleaned from *Adolescent Literacy* An NCTE Policy Research Brief and shows how those understandings connect to the standards movement

Second Language Instruction/acquisition Abstracts ,1997
WPA, Writing Program Administration ,1996 *What If ...?* Jaakko Hintikka,James Bachman,1991 *Working Memory in Second Language Acquisition and Processing* Zhisheng (Edward) Wen,Mailce Borges Mota,Arthur McNeill,2015-05-01 This unique volume offers a comprehensive discussion of essential theoretical and methodological issues concerning the pivotal role of working memory in second language learning and processing The collection opens with a foreword and introductory theoretical chapters written by leading figures in the field of cognitive psychology Following these are three research sections containing chapters providing original data and innovative insights into the dynamic and complex relationships between working memory and specific areas of second language processing instruction performance and

development Each section concludes with a commentary which is written by a noted SLA researcher and which charts the course for future research This book provides a fascinating collection of perspectives on the relationship between working memory and second language learning and will appeal to those interested in the integration of cognitive psychology with SLA research **English Journal** ,2004

Unveiling the Magic of Words: A Report on "**Argumentative Essay Sample College**"

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