

- a. *Good argument makes an overall claim that relevantly supports the decision in the case.* This one is very important: the conclusion of the argument and the thesis sentence of the essay at least supports the decision that making in the case.
- b. *A good argument goes on to support that overall claim with good reason.* The writer must claim something that the reader agrees without many questions.
- c. *A good argument overtly addresses disagreement.* One of the best techniques for building the arguments to meet the reader's reasonable doubts and objections is to include these doubts and objections. This will help the writer to build the skills of imagining and answering disagreement.
- d. *A good argument relies only on premises that the audience will take as true.* The process of interesting the statements with questions and providing answers has to stop somewhere. It can stop when the writer give the statements that make the reader will accept that statement without any argument.
- e. *A good argument uses a variety of kinds of support.* The sources that can used in building the arguments such as commonsense examples and illustrations, the facts of the case, definitions, and past cases.

3. **Historical background** – To more effectively communicate an argument, writers must provide the audience with the context for that argument through historical facts of the issue.
4. **Common ground** – These are points related to the issue and on which both sides agree; identifying them generates good will between the writer and reader and helps avoid arguing points on which both sides already agree.
5. **Definitions** – Writers must define the common or technical terms they use in an essay for the average reader to understand. A term can be defined by stipulating a definition, by using a synonym, or by offering an example.
6. **Arguments** - Arguments that oppose the thesis should be stated and explained in a way that opponents (the readers for whom the argument is intended) would accept. Generally, the writer should respond to arguments that oppose the writer's thesis in one of three ways: by conceding, refuting, or clarifying. Arguments that support the thesis must include reasons (for supporting the thesis) and evidence to substantiate those reasons. The most convincing and best-developed arguments should generally be saved for the end.
7. **Evidence** - the evidence should supports the argument with logical reasoning and relevant to the argument. Although many teachers begin to teach some version of argument with the writing of a thesis statement (a claim), in reality, good argument begins with looking at the *data* that is likely to become the

