Persuasive Writing Boot Camp Sample Pages from Workouts 1 and 3

By Lindsay Williams

Friends, Romans, Countrymen, lend me your ears...
How to Use These Booklets

These booklets are part of the *Persuasive Writing Boot Camp* which takes you through an intensive exploration (“Workout”) of important topics associated with the NAPLAN Writing Task:

- **Workout 1**: The Basics of Persuasion
- **Workout 2**: Context and Structure
- **Workout 3**: Structure Beyond Stages
- **Workout 4**: Gathering Ideas (Brainstorming and Categorising)
- **Workout 5**: Bringing Order to Chaos (From Brainstorming to Planning)
- **Workout 6**: Persuasive Language 1
- **Workout 7**: Persuasive Language 2
- **Workout 8**: Scaffolded Writing (Guided Practice)
- **Workout 9**: The Persuasion Smorgasboard (Exploiting Genre Potential)
- **Workout 10**: Evaluating Drafts.

There is a logical order to these Workouts (especially 1 through 5) and it is recommended that you begin with *Workout 1*. However, you may wish to choose your own path through these workouts, picking the most relevant to your needs.

The workouts consist of a detailed booklet and associated blackline masters. Each workout follows a similar pattern:

- An outline of learning intentions (objectives) and the criteria for successful completion
- Information and activities
- Extension activities
- Self evaluation checklist
- Resources
- Answers (where appropriate).

If the booklets are being used in digital format, the blackline masters are easily accessible via hyperlinks. (Just ensure that all material for the workout is together in one folder.)

These workouts encourage you to take responsibility for your Writing Task preparation, to engage actively with the information available, and to think critically and strategically about all aspects of the NAPLAN Writing Task.

At a basic level (and without undertaking the extension activities), each workout can be completed in around 60-70 minutes. This makes it ideal for lessons in school time, as part of standalone NAPLAN preparation or integrated into the mainstream curriculum as relevant. Alternatively, the workouts have been designed so that you can complete them (largely) independently, although access to some resources may require the assistance of a teacher or teacher-librarian. As such, the workouts (in whole or in part) would be ideal for homework (as reinforcement and consolidation) or for independent/group study sessions.

Staff and students are strongly advised to read the copyright notice at the end of this booklet for further advice on what is allowed and disallowed when a school purchases this booklet and associated blackline masters.
Table of Contents

How to Use This Booklet ................................................................. 2
Table of Contents .............................................................................. 3
Learning Intentions ........................................................................... 4
Success Criteria .................................................................................. 4
You Will Require ................................................................................ 4
Warming Up Our Brains ..................................................................... 5
  Activity 1.1: Making Strong Vocabulary Choices .......................... 5
Aristotle’s Three Techniques of Persuasion ...................................... 5
  Activity 1.2: More on Ethos, Pathos and Logos ............................ 6
Putting Aristotle to Work ................................................................. 6
  Activity 1.3: Identifying Examples of Ethos, Logos and Pathos … Error! Bookmark not defined.
Immersion in Persuasive Writing ...................................................... 6
  Activity 1.4: Immersion in Examples of Persuasive Writing … Error! Bookmark not defined.
Conclusion ....................................................................................... 7
Extension Activities ......................................................................... 7
Extension Activity 1.1: Discovering More About Aristotle ............... 7
Extension Activity 1.2: Exploring Ethos, Pathos and Logos .............. 7
Self-evaluation checklist ................................................................. 7
Resources ......................................................................................... 7
Answers ........................................................................................... Error! Bookmark not defined.
Publishing Details ........................................................................ 8
Copyright notice and Credits .......................................................... 14
Learning Intentions
At the end of this workout, you will:
• know about three basic techniques of persuasion
• be introduced to the language of argument and persuasion
• be aware that persuasion can be achieved in a variety of different ways.

Success Criteria
You will know you are successful when you can:
• recall and define the three persuasive techniques of Aristotle.
• make a position on a topic clear through strong choices of language.
• list three different techniques used to persuade readers on the same issue.

You Will Require
• A highlighter
• Access to the internet, including YouTube
• Persuasive Writing Boot Camp Anthology
• BLM1.1: Workout 1 Activities
Information and Activities

In this workout, we explore some basics of persuasive writing. Before we go too far, though, we will warm up your brain, get you thinking about the topic.

Warming Up Our Brains

“Children should be banned from eating chocolate.”

For many of you, this may seem like a really terrible idea. However, for the moment we are going to imagine that this is what you strongly believe and you have decided to write a letter to the Prime Minister, The Honourable Julia Gillard MP. In the box below you will find the greeting and first three sentences of a draft letter.

Activity 1.1: Making Strong Vocabulary Choices

Notice that some words have square brackets around them. Your job is to select the word or phrase from each set that will help make the letter strong and convincing. Use a highlighter to indicate your choice (see also BLM1.1: Workout 1 Activities).

[Hey dude; My dearest Julia; Dear Prime Minister]

Recently, [some medical people; medical experts] have encouraged the government to [stop; ban; prohibit] children from eating [mouthwatering, milky chocolate; fatty, sugar-laden chocolate]. [Remainder of passage omitted.]

When you are satisfied with your choices, compare them with other students. We will return to your letter shortly, so keep it handy.

Aristotle’s Three Techniques of Persuasion

Aristotle was a man who lived from 384-322BC – well over two thousand years ago. He was known as a philosopher, a great thinker. Although he was wrong about many things, he is still respected today for his work on rhetoric (how to use words to argue effectively).
In his terms, there are three, basic persuasive techniques. These are listed in the table below.

[Table omitted.]

Now, let us find out more about these three persuasive techniques.

**Activity 1.2: More on Ethos, Pathos and Logos**

View the following YouTube videos. They make a few American references that you may not understand; just ignore those as they do provide clear, simple explanations of Aristotle’s three persuasive techniques.

[Links to videos omitted in sample.]

As you watch these a second time, jot down some notes using the table in *BLM1.1: Workout 1 Activities*.

If you would like to investigate these techniques further, undertake *Extension Activity 1.1*.

**Putting Aristotle to Work**

Let us now return to the letter you started to write in *Activity 1.1: Making Strong Vocabulary Choices*. When making your choices for this letter, even without realising it, you may have been using some or all of Aristotle’s persuasive techniques. For example, what choice did you make here?

> [Hey dude; My dearest Julia; Dear Prime Minister]

[Further material has been omitted from the sample.]

**Immersion in Persuasive Writing**

In order to become a better persuasive writer, you need to expose yourself to lots of examples of persuasive writing. You can find examples all around in:

- Editorial
- Opinion pieces in newspapers and magazines
- Letters to the editor
- Blogs
- Advertisements
- Posters...

...and the list could go on.

To get you started, this Boot Camp comes with a Persuasive Writing Anthology. It contains persuasive writing aimed at bringing about some change in a community.

[Further material omitted from the sample.]
Conclusion

In summary, you now know about Aristotle and his three persuasive techniques:

• Ethos
• Logos
• Pathos.

Additionally, you have a general insight to the way different choices in language can be used to achieve particular persuasive purposes. These ideas will be explored in greater detail in other workouts.

Extension Activities

Here are some extra activities to help deepen your understanding.

Extension Activity 1.1: Discovering More About Aristotle
Find out more about Aristotle. Here are some starting points:

[Links omitted from the sample.]

Extension Activity 1.2: Exploring Ethos, Pathos and Logos
Find out more about these three persuasive techniques. The following websites might be a useful starting point:

[Links omitted from the sample.]

Self-evaluation checklist

Use the checklist below to measure how successfully you've completed this workout.

[Self-evaluation checklist omitted from sample.]

Resources

Follow these links to locate the Blackline Masters (BLMs) required for this workout:

• BLM1.1: Workout 1 Activities
# Table of Contents

How to Use This Booklet ............................................................................. 2  
Table of Contents ....................................................................................... 3  
Learning Intentions ..................................................................................... 4  
Success Criteria ........................................................................................... 4  
You Will Require .......................................................................................... 4  
Warming Up Our Brains ............................................................................. 5  
  Activity 1.1: Making Strong Vocabulary Choices ................................... 5  
Aristotle’s Three Techniques of Persuasion ................................................... 5  
  Activity 1.2: More on Ethos, Pathos and Logos ....................................... 6  
Putting Aristotle to Work ........................................................................... 6  
Immersion in Persuasive Writing ................................................................. 6  
Conclusion ................................................................................................... 7  
Extension Activities .................................................................................... 7  
  Extension Activity 1.1: Discovering More About Aristotle ..................... 7  
  Extension Activity 1.2: Exploring Ethos, Pathos and Logos ..................... 7  
Self-evaluation checklist ............................................................................. 7  
Resources .................................................................................................... 7  
Table of Contents ....................................................................................... 8  
Learning Intentions ..................................................................................... 9  
Success Criteria ........................................................................................... 9  
You Will Require .......................................................................................... 9  
Information and Activities ......................................................................... 10  
Stages and Phases ....................................................................................... 10  
  Phases of the Thesis Stage ..................................................................... 10  
  Activity 3.1: Identifying Phases of the Thesis Stage ................................. 11  
  Activity 3.2: Experimenting with Phases in the Thesis Stage .................. 11  
  Phases of the Arguments Stage ............................................................... 12  
  Activity 3.3: Identifying Phases of the Arguments Stage ......................... 12  
  Activity 3.4: Experimenting with Phases in the Arguments Stage .......... 12  
  Phases of the Reiteration Stage ............................................................... 12  
  Activity 3.5: Identifying Phases of the Reiteration Stage ......................... 12  
  Activity 3.6: Experimenting with Phases in the Reiteration Stage ........... 12  
Conclusion .................................................................................................. 12  
Extension Activity ...................................................................................... 12  
  Extension Activity 3.1: Analysing Other Expositions ............................... 12  
  Extension Activity 3.2: Analysing Your Own Expositions ...................... 13  
Publishing Details ....................................................................................... 14  
Copyright notice and Credits .................................................................... 14
Learning Intentions
By the end of this workout, you will:

• be able to identify key phases (sub-stages) within the stages of an exposition.
• understand the relationship between phases and more formulaic ways of organizing paragraphs (e.g. P.E.E.L. or T.E.E.L.).
• experiment with phases to help you write more creatively and with flair.

Success Criteria
You will know you are successful when you can:

• identify phases of sample expositions.
• move, add, delete and repeat phases in a paragraph to create different effects.

You Will Require

• BLM3.1: Workout 3 Activities
• BLM3.2: Stages, Phases and Texts for Cut and Paste
• Scissors (optional)
• Persuasive Writing Boot Camp Anthology

Note: This booklet contains a lot of useful and important information. Consequently, it is recommended that you do not work through the booklet in one sitting. Instead, break it into four chunks and complete each chunk in a separate session:

• Session 1: Pages 5-7 (Stages and Phases and Phases of the Thesis Stage)
• Session 2: Pages 8-10 (Phases of the Arguments Stage)
• Session 3: Pages 10-12 (Phases of the Reiteration Stage and Conclusion) and page 13 (Self-evaluation Checklist)
• Session 4 (optional): Page 13 (Extension Activities)
Information and Activities

In Workout 1, we explored the basics of persuasion, with particular emphasis on Aristotle’s three persuasive techniques (ethos, logos and pathos). In addition, we experimented with using language effectively to convey our point of view. Workout 2 gave you the opportunity to explore the context of persuasive writing and consolidate your knowledge of the typical structure of an exposition.

In Workout 3 we will be exploring the concept of phases and how an understanding of this can help you write more creatively.

Stages and Phases
In the previous workout we explored the distinct stages of a typical exposition (in Western culture):

- Thesis
- Arguments
- Reiteration of Thesis.

We saw that without these three, mandatory stages, readers would not recognise a text as an exposition. In other words, at a bare minimum all expositions will have these three stages. So, if we look at Sample A from the Persuasive Writing Boot Camp Anthology, if we only included the following sentences, it could still be recognised as a basic exposition.

Stages in Example A (mandatory information only)

<table>
<thead>
<tr>
<th>Thesis</th>
<th>I believe strongly that children must not be allowed to eat chocolate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arguments</td>
<td>Firstly, medical experts agree that chocolate causes many serious health problems.</td>
</tr>
<tr>
<td></td>
<td>Secondly, parents spend far too much money on junk food including chocolate.</td>
</tr>
<tr>
<td>Reiteration</td>
<td>In conclusion, chocolate is an unhealthy, junk food that children must not eat.</td>
</tr>
</tbody>
</table>

Although this text provides basic reasons for banning chocolate consumption (logos, in Aristotle’s terms), it still is not very informative or persuasive. In fact, what we saw was that at each Stage of the exposition, the writer chose to include extra ‘bits’.

[Example omitted from sample material.]

The extra ‘bits’ are called phases. In simple terms these are optional sub-stages. While the Stages provide the organisation for the text as a whole (the global structure), phases provide a way of organising information within a Stage.

Phases of the Thesis Stage

Let us start at the first paragraph and examine the phases.
Not only are the phases optional, they are also more variable. So, as well as background, you could have some sort of hook to grab the reader’s attention. If a preview is provided, there could be fewer or more than two arguments foreshadowed. Thus, commonly occurring phases are summarised below.

**Activity 3.1: Identifying Phases of the Thesis Stage**
Using *BLM3.1: Workout 3 Activities*, identify the phases of the sample introductions provided. Remember, the typical phases are summarised on page 6. Answers are provided on page 14. **Note:** If you’d prefer to do this as a physical cutting and pasting activity, use *BLM3.2: Stages, Phases and Texts for Cut and Paste*

Besides helping to organise information within a Stage, knowing about phases has another benefit. Although the order in which they are presented in the table on page 6 is typical, phases can be swapped around to help make your exposition sound less formulaic. Here are two examples based on *Sample A* again. Notice that in swapping around the phases, some of the wording has changed.

**Example 1**

<table>
<thead>
<tr>
<th>Global Structure</th>
<th>Structure of Stages</th>
<th>Example Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>preview: argument 1 and 2</td>
<td>We all know that chocolate is unhealthy and that, every year, parents spend far too much money purchasing this junk food for their children.</td>
</tr>
<tr>
<td></td>
<td>position</td>
<td>It is clear then that children must not be allowed to eat chocolate.</td>
</tr>
</tbody>
</table>

**Example 2**

[Example 2 omitted from sample material.]

**Activity 3.2: Experimenting with Phases in the Thesis Stage**
Return to the introductions analysed in **Activity 3.1: Identifying Phases of a Thesis**. Using the examples above as a guide, experiment with swapping the phases around, as well as adding in or deleting phases. Remember, you may have to do some re-writing so the paragraph still makes sense. At this early stage, also label the paragraph with the names of the phases. Sample answers are provided on page 14. **Note:** If you’d prefer to do this as a physical cutting and pasting activity, use *BLM3.2: Stages, Phases and Texts for Cut and Paste*
Phases of the Arguments Stage

Let us turn now to the next Stage, the Arguments. Here is the second paragraph from Sample A.

[Further information on phases of the Arguments and Reiteration stages omitted from sample materials.]

Conclusion

In summary, an exposition has three distinct stages:

• Thesis
• Arguments
• Reiteration (of the Thesis).

However, within these stages, a number of phases (sub-stages) can be identified. These are much more flexible, can be swapped around, deleted, added and repeated to suit your audience and purpose. These phases are also a way of helping you to write at length and avoid writing formulaically. A summary of the common phases in an exposition can be found below.

Thesis Stage
[Summary omitted from sample materials.]

Argument Stage
[Summary omitted from sample materials.]

Reiteration Stage
[Summary omitted from sample materials.]

Extension Activity

Below is an extra activity to help consolidate and deepen your understanding.

Extension Activity 3.1: Analysing Other Expositions
Using the Persuasive Writing Boot Camp Anthology, analyse some of the other expositions:

• Sample E: Letter to the Editor 1 (page 8)
• Sample F: Letter to the Editor 2 (page 9).

Then, for something a bit trickier, try:
• Sample B: Persuasive Speech (page 5).

Do not try the other texts for now as they are not expositions. We will examine those in a later workout.
Extension Activity 3.2: Analysing Your Own Expositions

Locate a copy of one of your own attempts at exposition and make an electronic or hard copy of it. Then, cut it up and label the parts according to the Stages and phases you have learnt about in this workout.

Having done that, consider the following questions.

1. Is my exposition well-structured?
2. Have I organised my exposition logically? If not, how could I improve my exposition?
3. Have I structured it formulaically? If not, how could I move, add, delete or repeat phases to make it less formulaic?

[Further Extension Activities omitted from sample materials.]

Self-evaluation checklist

Use the checklist below to measure how successfully you have completed this workout.

<table>
<thead>
<tr>
<th>Now that you have finished this workout, can you:</th>
<th>Yes</th>
<th>No</th>
<th>Comments and suggestions for improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>identify phases of sample expositions?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>move, add, delete and repeat phases in paragraph to create different effects?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Publishing Details

Published by Wordsmart Consulting
The trading name for L & E Williams Holdings Pty Ltd
ABN 46 120 587 528

35 Elysium Road
Rochdale South QLD Australia 4123
Telephone: 3841 2812
Email: Lindsay@englishteacherguru.com
Web: www.englishteacherguru.com

First published in 2012

Copyright notice and Credits

Copyright © 2012 L & E Williams Holdings Pty Ltd

What the purchasing school IS permitted to do
1. Upload this document and accompanying Blackline Masters to the intranet of the school which purchased this Boot Camp Workout.
2. Allow the booklet and Blackline Masters to be accessed by students and teachers whilst they are employed at or attending the school.
3. Modify materials ON THE CONDITION that appropriate credit is clearly indicated on the modified materials.
4. To authorised staff and students (see point 2 above), disseminate the booklet and accompanying Blackline Masters (or extracts) in hard copy form as required.

What the purchasing school is NOT permitted to do
1. Remove any copyright notices or Wordsmart Consulting branding from the documents.
2. Modify any booklets or Blackline Masters without appropriate and clear acknowledgement of the original source and Wordsmart Consulting.
3. Allow any of the material (or part thereof) to be copied for or by staff and students not employed at or attending the purchasing school. This includes all forms of transmission, including but not limited to hard copies, USB, CD, email attachments.
4. Allow any staff leaving the school to retain digital copies of any of the materials.

As a small business, we ask you to respect our intellectual property and remember that illegal use of this material is unfair to those of us trying to make an honest living and feed a family.

Image credits:
• Cover shot was taken by the author, Lindsay Williams, in Dunedin, New Zealand.
• Image of Aristotle (page 5): used under license to Nova Development. You may only use and copy it as a part of this Persuasive Writing Boot Camp.