

## Descriptive Outlining

### Instructions:

1. Outlining: Divide the text into different sections according to their function or purpose.  
**SAYS** Paraphrase or summarize what is being said.  
**DOES** Effect or Function of what was said.
2. Draw a line after where you think the introduction ends and another line where you think the conclusion begins.
3. Explain what the writer is doing in each section.

### Sentence starters for DOES

- **Challenges** the idea that...
- **Elaborates** on an extended example ...
- Creates a \_\_\_\_ tone.
- Shifts to a series of examples emphasizing...
- Summarizes a central idea of ...
- Turns from \_\_\_\_ to \_\_\_\_
- Offers clarification and support for ...
- *Identifies the problem of* \_\_\_\_ *and discusses* \_\_\_\_
- Makes a closing argument about...

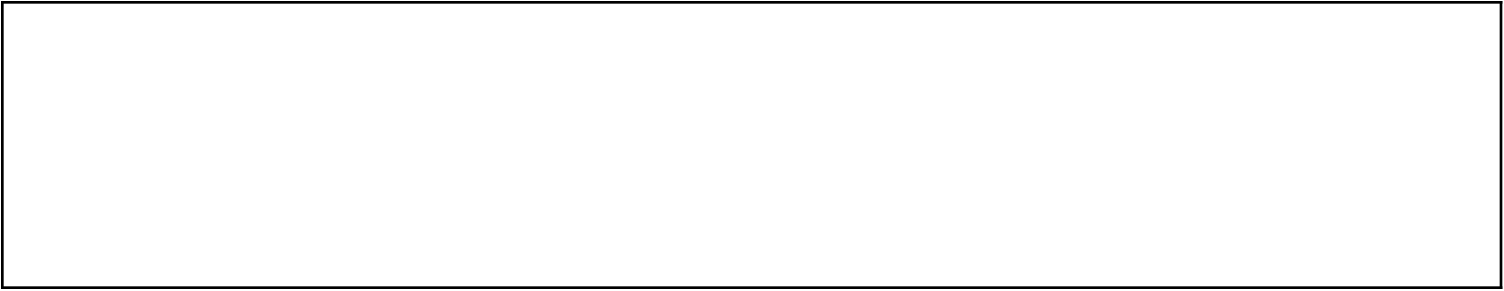
# 1	<b>SAYS</b>  <b>If a woman has an abortion in South Carolina, she would be eligible for the death penalty.</b>  <b>DOES</b>  Identifying the problem of SC Republicans trying to ban abortion.	# 2	<b>SAYS</b>  <b>Prenatal equal protection act is trying to say a fertilized egg is equal to a person. If you destroy it, you can get death.</b>  <b>DOES</b>  <b>Elaborating on the specifics of the prenatal equal protection act so the reader understands the legal parameters.</b>
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# 3	<p><b>SAYS</b>  <b>Rob Harris wrote the bill, he's a nurse and part of <i>Freedom Caucus</i>. He has 21 supporters of the bill.</b></p> <p><b>DOES</b>  Shifts from What the bill is to WHO is responsible for the bill. Rep Harris is PRO ABORTION BAN.</p>	# 4	<p><b>SAYS</b>  <b>Nancy Mace describes a trend in the US where lawmakers are trying to execute women who seek abortion.</b></p> <p><b>DOES</b>  This paragraph challenges the prenatal equality act</p>
# 5	<p><b>SAYS</b>  <b>Nancy Mace (con) explains why as a woman, girl of 16 and mom, this prenatal act, disempowers women.</b></p> <p><b>DOES\</b>  Words like “deeply disturbing, dark places, dark edges, victim of r***” make the reader feel sympathy for women and girls in this predicament. Compassion. Personifying the problem by making herself the target.</p>	# 6	<p><b>SAYS</b>  <b>(con) Rob Harris concedes two exceptions to the death penalty, r**** is not one of them.</b></p> <p><b>DOES</b>  Shifts from Pro (nancy) to con, Rob Harris's opinion that there are no exceptions to the ban except when women's life is in danger.</p>

# 7	<p><b>SAYS</b></p> <p><b>SC is using the electric chair and firing squads to kill inmates.</b></p> <p><b>DOES</b> <b>Elaborating on the idea that SC is really trying to terrify women into not having abortions.</b></p>	# 8	<p><b>SAYS</b></p> <p><b>DOES</b></p>
# 9	<p><b>SAYS</b></p> <p><b>DOES</b></p>	#	<p><b>SAYS</b></p> <p><b>DOES</b></p>

**MAIN CLAIM (INFERRED)**

**South Carolina’s Prenatal Equality Act is inhumane and ignores scientific advancement.**



## Instructions:

1. Outlining: Divide the text into different sections according to their function or purpose.
2. Draw a line after where you think the introduction ends and another line where you think the conclusion begins.
3. Describing: Chunk the text by grouping sections together according to **rhetorical purpose**. These are paragraphs that go together saying basically the same thing.
4. Explain what the writer is doing in each section.

### **Sentence starters for DOES**

- *Challenges the idea that...*
- *Elaborates on an extended example ...*
- *Creates a \_\_\_\_ tone.*
- *Shifts to a series of examples emphasizing...*
- *Summarizes a central idea of ...*
- *Turns from \_\_\_\_ to \_\_\_\_*
- *Offers clarification and support for ...*
- *Identifies the problem of \_\_\_\_ and discusses\_\_\_\_*
- *Makes a closing argument about...*