

# Persuasive Essay Outline

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**Directions:** In order to create an Outline for your Persuasive Essay, first complete the table from Step 1 with the information you already developed for your persuasive essay. Then, if you would like to move towards a more detailed outline, you *can* adopt one of the options from Step 2, but that's optional. At the very least, your Step 1 outline should include

1. Debate + Claim
2. Supporting Points and Evidence: Clearly list each point as a single sentence. Next to each point, explain how you intend to support it: with research, hypothetical examples, personal experience, or something else.
3. At least one counterclaim.

Some of you may also wish to briefly define key terms at the beginning of the essay body, but that's also optional.

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## Step 1 (required): Identify Claim, Supporting Ideas, and Counterarguments

| Persuasive Essay Outline Template                     |                                                                                    |
|-------------------------------------------------------|------------------------------------------------------------------------------------|
| Introduction                                          | Debate:<br>Claim:                                                                  |
| Supporting Points<br><i>Add more points as needed</i> | Point 1:<br>Related Evidence/Example:<br><br>Point 2:<br>Related Evidence/Example: |
| Counter Points                                        | Counter 1:<br><br>[optional] Counter 2:                                            |

| Outline Example   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introduction      | <p><b>Debate:</b> What's the best way to prepare students for the workplace?</p> <p><b>Claim:</b> While some are starting to take a more relaxed and "looser" approach to education, I argue that college should foster "tightness."</p>                                                                                                                                                                                                                                                                                                                                                                                                |
| Supporting Points | <p><b>Point 1:</b> Workplaces expect employees to practice self-regulation, such as completing projects on time, coming to work on time, etc.</p> <p><b>Evidence 1:</b> Personal experience and observations about the importance of keeping up with deadlines.</p> <p><b>Point 2:</b> Despite common assumptions, a certain level of "political correctness" in language is actually helpful for creative thinking and group collaboration in the workplace.</p> <p><b>Evidence 2:</b> Jack Goncalo, et al, "<a href="#">Creativity from Constraint? How Political Correctness Influences Creativity in Mixed-Sex Work Groups</a>"</p> |
| Counter Points    | <p><b>Counterclaim 1:</b> The modern workplace is much more complicated than standardized education suggests. It's not clear we should prioritize self-regulation over, e.g., creativity. From: Joi Ito, "<a href="#">The Educational Tyranny of Neurotypicals</a>."</p> <p><b>Counterclaim 2:</b> Any hint of political correctness these days will generate extreme antagonism.</p>                                                                                                                                                                                                                                                   |

## Step 2 (optional): Adopt a more specific outline

If you would like to have a more specific plan for your persuasive essay, you can adopt one of the Outline Options below, then plug in your information. Each of these outlines can be modified further, as needed. The main difference between Step 1 and Step 2 is that the latter is more intentional about the placement of counterclaims (what “they say”) in your essay. Counterclaims can appear at the beginning of the body, the end, or even as a way to open your introduction. They can also appear after every supporting point in your essay, as a way to add discussion to your own ideas.

| Outline Option 1: Open with Support, followed by Counterclaims |                              |                      |
|----------------------------------------------------------------|------------------------------|----------------------|
| Intro                                                          | Debate + Claim               |                      |
| Body                                                           | Supporting Points + Evidence |                      |
|                                                                | Counterclaim(s) + Rebuttal   |                      |
| Conclusion                                                     |                              | [save for the draft] |

| Outline Option 2: Open body with counterargument(s), then end with support |                              |                      |
|----------------------------------------------------------------------------|------------------------------|----------------------|
| Intro                                                                      | Claim                        |                      |
| Body                                                                       | Counterclaim(s)              |                      |
|                                                                            | Supporting points + evidence |                      |
| Conclusion                                                                 |                              | [save for the draft] |

| Outline Option 3: Add a counterclaim after each supporting reason |                               |  |
|-------------------------------------------------------------------|-------------------------------|--|
| Intro                                                             | Claim                         |  |
| Body                                                              | Supporting point 1 + evidence |  |

|            |                                       |                      |
|------------|---------------------------------------|----------------------|
|            | Counterclaim to point 1 +<br>Rebuttal |                      |
|            | Supporting point 2 + evidence         |                      |
|            | Counterclaim to point 2 +<br>Rebuttal |                      |
|            | [continue as needed]                  |                      |
| Conclusion |                                       | [save for the draft] |

|                                                                               |                                |                      |
|-------------------------------------------------------------------------------|--------------------------------|----------------------|
| <b>Outline Option 3: Open your <i>introduction</i> with a counterargument</b> |                                |                      |
| Intro                                                                         | Counterclaim (they say)        |                      |
|                                                                               | Claim (I say)                  |                      |
| Body                                                                          | Supporting points and evidence |                      |
| Conclusion                                                                    |                                | [save for the draft] |