**PART II SOUTHEAST: ARGUMENT/INSERTING QUOTES**

**In approaching the argument section of your extended essay, focus on two things:**

1. Subdividing your argument according to your terms of measurement. This enables you to “analyze your research question” by breaking it down into its component parts. It also ensures that you will be building your argument by constantly showing your reader how it “relates to your research question”. Also it helps you sequence the presentation of your ideas in a “logical and coherent “way.
2. Inserting your quotes: This allows you to show a balance of

 your own ideas as well as those ideas from your research.

**REVIEWING CRITERIA TO BE DISCUSSED IN THIS SESSION**

**For our discussion today on developing your argument, we will be covering material that involves the following criteria:**

***Criteria D. Knowledge and understanding of the topic studied: (Up to 4 points*** )

The extent to which the essay clearly and precisely locates the investigation within the academic context. “Academic context” as used in this guide can be defined as the current state of knowledge in the field of study under investigation.

**Note:** *This is where the background information in your introduction helps you meet this criterion. (Also your use of quotes*.)

***Criteria E. Reasoned Argument: (Up to 4 points)***

The extent to which the essay uses the material collected to present ideas in a logical and coherent manner, and develops a reasoned argument in relation to the research question.

**Note:** *This is where the “terms of measurement” in your research question help you sequence and analyze ideas to meet this criterion.*

***Criteria F. Application of analytical and evaluative skills***

 ***(Up to 4 points***)

The extent to which the essay shows effective and sophisticated use of appropriate analytical and evaluative skills. (i.e. analysis and evaluation of sources and data gathered through cited quotes, experiments and /or personal studies.)

**Note:** *Here is where our lesson on inserting quotes will help you meet this criterion.*

***Criteria G. Use of language appropriate to the subject:***

 ***(Up to 4 points)***

The language used communicates clearly and precisely. Terminology appropriate to the subject is used accurately with skill and understanding.

**Note:** *Our lesson below will help clarify your language and express your ideas more precisely.*

1. **INSERTING QUOTATIONS:**

Reminder: **Don’t sprinkle quotes through your paper like salt and pepper.**

A. **Think of your quotations as guests in a late night talk show**. You are the host inviting them out for your reader and interacting with them to help them show the points you are trying to make.

**B. Remember that your quotes show the extent of balance between your ideas and the substantiation of these ideas by research from the “experts”,** (Whether it is the primary view of an artist or a secondary critic of a work or an issue.) There should be at least 20-30 quotations… 2 or 3 per page.

**C. Cite all factual information:** Are you sure when facts can be found in at least 5 sources and be considered “common knowledge”? If you are not sure about that, then you need to cite the information. This does two things for your score. It allows you to show that you have done research and can pinpoint the source for each piece of information and it also shows your examiner that you are trying to focus on sources and are not just writing a “report”.

**D. Choose quotes carefully:** Make sure they fit with the point you’re making. Think about the purpose for using each quote you select.

**E. Use quotes to substantiate ideas or give examples:** No matter what the subject area, quotations should show where you are basing a point you are making on some source. In literature especially avoid “telling the story” but rather quote from the story to show points you are trying to make about the story.

**F. Framing quotes:** Check to make sure your quotes are “framed”. They need to be *introduced,* *presented,* *cited,* and *followed up* with a comment of explanation. (i.e. how the quote verifies the reason why it was included, how it compares to another point of view previously presented, or how it may be an example of bias or an assumption that might be questioned.) See example below from a history essay on the collapse of the Weimar Republic: Note how the underlined portions show the framing.

**As one humane historian, Friedrich Meinecke, puts it during World War I, “It is the spirit of Bismarck… which forbids us to sacrifice our vital interests and forces us to the heroic decision to take up the prodigious struggle against East and West” (Evans 3). What makes this quote so remarkable is how even a “humane liberal” would look up to the qualities of a figure widely known as an “arrogant imperialist”. It shows that Bismarck’s record of gains for the German state has left an influence on the people**…

Another example from a literature essay on The Kite Runner’s theme of friendship:

**The two played every day, flew kites, went to town with their fathers, and celebrated birthdays together. Since both of the boys’ mothers had either died or left them at a young age, they were breast fed by the same woman hired by Amir’s father, Baba. Baba tells Amir at a young age, “There is a brotherhood between people fed from the same breast, a kinship not even time could break.” (Hosseini 11). This quote foreshadows the relationship between Amir and Hassan that will continue throughout the novel. It demonstrates that the bond the two boys share is not just a childhood friendship that will fade with time.**

IV: Reminder: ***Look for the EIGHT WONDERS OF ANALYSIS & EVALUATION:***

**As you insert your quotes, try to do as many as possible of the following:**

A. Substantiation: Cite a source as an example of a point you are trying to make.

B. Interpretation: Explain what a source may be trying to say.

C. Limitation: Consider points a source may not have included which limit our knowledge on the information presented.

D. Reliability: Judge the quality of a source—Point out why it’s view may or may not be reliable.

E. Consistencies: Find points on which two sources seem to agree.

F. Discrepancies: Find points on which two sources seem to disagree.

G. Assumptions: Find information that seems to be assuming something that may or may not be true.

H. Bias: Find information presented as fact that is based on a source’s opinion.

**IV. Avoid conclusive statements**: In your comments on your quotes, keep the mood of investigation throughout your introduction and argument and save decisions for your conclusion. (i.e. You might say something like: this seems to suggest that… rather than this **is…**

***Here are some other examples of signals you might consider:***

**A. To show you are making a basic logical response to an idea quoted:** This quote shows… From this one might assume… From this we can conclude… In other words… Accordingly… Consequently… Therefore… Hence. .. Thus…, etc.

This suggests (implies, indicates) that, … etc.

**B. To show a likeness:** This confirms,…, Like such and such,… This is one more example of…, Again we see…, etc.

**C. To show a difference:** Nevertheless…, However,… In contrast to…, Conversely another source points out that…

Whereas Hitler did (this)… Napoleon did… (that)

Though this may be true…, it may not account for-- etc.

**D. Other ways to show you are opened to many possible points of view:** Instead of using words like “is”, “are” when making a statement, use words like, “may”, “might”, “seem to be” or add words like, “perhaps”, “apparently”, “evidently”, etc.

**Activity: Evaluating Student excerpts. Given excerpts of arguments from past essays, students identify examples of framing quotes. If time, students evaluate examples of use of phrases and wording that illustrate keeping the mood of investigation.**