

Essay #3: Is Overpopulation A Serious Concern?

Background

This essay takes us into a more complex way talking about written language. Rhetoric—the art of persuasion—requires you to think carefully not only about what you will say, but how you will say it, who you will say it to, and what the occasion is. We have been discussing such terms as pathos, ethos, and logos as we have looked at ways people attempt to persuade each other.

We have been focusing on the controversies surrounding population. We can divide the debate into two questions at issue:

Is the rising population a serious concern?

No: See readings (online) by Carnell, Pinkerton, Rubenstein, and (to some extent) Werbach

Yes: Malthus, Ehrlich, and Graham

We have also looked at a particular instance of population control, with a slightly different question at issue:

Is China's 'One Child Policy' justified?

Yes: Peng Peiyun

No: Editors of *The Far Eastern Economic Review*

What to do and how to do it

This essay has three parts:

Part One is an outline in *standard form* of two sides of any argument you choose. This shows what particular question at issue you have chosen and gives me a sense of how you understand the argument. Most likely this will just be a few bulleted points on two sides of an issue. At the bottom of this page is your own thesis (i.e. your response to the question at issue). See the example attached.

Part Two is your actual argument: This should be a three to four page essay in which you attempt to persuade a particular audience to share your view about the question at issue. In this essay, you will use **at least one counterargument** (which you will either **concede or refute**) in addition to your own arguments to define and support your position. Please also use quotations from at least one of the sources in the course reader on your issue.

Part Three is your explanation of your strategies in writing your argument. This is a *reflection* on your writing in which you describe what decisions you made. This should be relatively easy to organize: you can use chronological order for this, describing your decisions in the order you made them or just discussing your paper in the order it is written.

Important note: Do **not** simply repeat what you just wrote in part two. Your reader (me) has just read your part two and will require little repetition. You are explaining *why* you wrote the way you did.

In this section, you should consider the following:

The *audience* and *occasion* for your paper and how this affected your choices.

How you used facts and logic (logos) and/or emotion (pathos) and why.

How you attempted to create a positive impression of yourself (ethos).

We will work on this in class quite a bit, but please also look carefully at the examples that follow.

Requirements:

Length: Part Two: 3-4 pages; Part Three: 2-3 pages (12 point font, Times New Roman or similar, 1 ½ space, 1 ½ inch margins all around)

Use at least two short quotations from any assigned readings you are referring to; you do not need a works cited page, but please do use the MLA parenthetical citation method (we will review this in class).

Write clearly organized paragraphs (you may want to use the PIE method if I suggested this to you last time); fluent sentences (use appositives, verbal phrases, and subordinators—if you don't know what these are, let me know and we'll review).

Proofread carefully!