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| Cornell Notes  | Topic/Learning Intention: Argumentative Writing | Name: |
| | I will learn the parts and function of an argumentative | Class/Period: |
| | essay. | Date: Monday, August 24, 2015 |

Essential Question: How does the controlling idea function in an essay for the reader and the writer? How can you develop a valid argument about an issue or topic?

Student-Made Essential Question:

Questions:

Notes:

The controlling idea equation is:

The controlling idea is the main idea and _____ best friend.

The controlling idea is the _____.

Everything _____ in my writing should be _____.

The controlling idea is _____ in my _____
 _____ with my _____ for writing.

The controlling idea and thesis are _____.

You can't have _____ without the _____.

An example of a controlling idea is _____

The purpose is _____

The subject is _____

The point of view is _____

The controlling idea of B.o.B's "Airplanes" is _____

Summary:

Questions:

1. What are the three essential parts of this image?

2. How does the image relate to writing?

3. How does the image relate to the introduction paragraph?

4. What is a hook? What are the types of hook?

5. What is the bridge? What's included in the bridge?

Notes:



Summary:

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Questions:

Notes:
Controlling Idea Equation
 Purpose for writing x Subject of Writing x Writer's Point of View = Essay's Controlling Idea.
Controlling Idea Equation for "Do Now"
 To argue students' _____ on computers x Student _____ Dependability x Students are too dependent on computers = Computers are _____ tools; however, the _____ dependability on computers has _____ decreased a student's chances of researching _____ sources.

As you work in your groups, write down your argument example:

| Terms | Your Examples |
|---------------------------|---------------|
| Prompt | |
| Claim | |
| Counterclaim | |
| Reason | |
| Evidence | |
| Controlling Idea Equation | |

Summary:
