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To continue to enjoy our site, please confirm your identity human beings. Thank you very much for your cooperation. This page introduces a structure dubbed à @ A AThey Say, I Say, My Critics Say, I Respond. A Â[1] This page also includes a number of models[2] or examples that may be found useful for writing argumentative/analytical essays. Keep in mind that à is possible to change the sequence of framework sections. In addition, the models can be used interchangeably. Claiming a thesis A main element of an essay argumentative/analytical Å is the thesis. A thesis statement Å is made up of one or two sentences (perhaps more¹ in longer essays¹) that typically occur towards the end of an essay introduction; it shows your position on the topic you are investigating or your answers to the questions you are investigating or your answers to the questions you are investigating or your answers to the topic you are investigating or you are Theses and Solutions Imagine you were asked to write an essay on physical education in the Canadian school system. Use one of the suggested templates to write a thesis statement on this topic. view solutionsIn the pages below, I will argue² that physical education in the Canadian high school system à was largely ineffective because é â otseuQ otseuQ. ilaizram itra e aznad anu emoc, ilaer isseretni ÂÂitneduts ilq noc isrettennoc a oticsuir A non e izicrese id ammag aus allen otatimil attempts to show that physical education is a crucial aspect of the canadian school system because many teens do not experience encouragement to do activities. life \tilde{A}^{1} more and more sedentary for people of all ages. They say that the body of an essay usually begins by providing a background to the topic or a summary of the resources you reviewed (this \tilde{A} is sometimes called a literature review). Here, you bring the point of view of other people \hat{A} s in the newspaper. You want to show your readers what other scholars (à ÂÂsay à ÂÂ) say about the subject, using techniques such as paraphrasing, summarizing, and direct quotes. Ã you can start this section by using one of the following models or examples to further the topic. Referring to other worksÂÂPrevious Several studies of X surveys of X found ... revealed ... reported ... identified ... established ... demonstrated ... showed significant increases in ... So far, several previous studies a series of previous studies have used ... have found ... reported that ... have indicated that ... have indicated that ... have found ... reported the effects of ... have shown that ... have shown that ... have found ... reported the effects of ... have indicated that ... have found ... reported that ... have found ... reported that ... have found ... reported ... have found ... reported that ... have found ... reported that ... have found ... reported that ... have found ... reported ... have found ... have found ... have found ... have found ... h attempted to assess the impact of A ≤ ATHE Dicono exercise and solutions Imagine that you are now trying to incorporate some sources into your academic paper on physical education in the Canadian high school system. Try using a couple of models from the printed section A ④ AThey AThey A ④ AA. Bonus Exercise: See if A is possible to identify the structure à @ ÂÂpattern à that each of the sentences below is using (hint, they are different from the models provided above). Brown (2018) rejects the idea that the levels of climate change we are currently experiencing can be considered à ÂAnaturalÂA or à @ ÂAcyclic à Â Apurely natural (p. 108). According to Marshall (2017), we can see evidence of code-switching and code-meshing in studentsÂÂ studentsÂÂ studentsÂÂ 88). view solutionsPrevious studies of physical education have revealed that teenagers experience a significant degree of dissatisfaction with their gym classes (Wilson, 2010; Vowel et al, 1999; Mossman, 1986). A number of studies conducted prior to the 1990s have demonstrated that teenagers used to experience more encouragement to engage in physical activities outside of school hours (Sohal, 1954; Silverman, 1965; Lu, 1970; Mossman, 1986). Jones¢Ã (2017) investigations of sedentariness among young people have shown significant increases in illness among teenagers who do not engage in regular physical activity. I say After the background section (e.g., summary or literature review), you need to include your own position on the topic (¢ÂÂÂI say¢ÂÂA). Tell your reader if, for instance, you agree, disagree, or even both agree and disagree with the work you have reviewed. You can use one of the following templates or samples to bring your . I concur try to use a model from each of the following sections to bring your position into your writing: use impersonal language by agreeing with ciÃ² that you have examined and you do not agree simultaneously to view impersonal solutions. establish lifelong habits. Agreeing with ciÃ² that you have reviewed in the section "Say", section I Support the Opinion, presented by Vowel et al (1999) that an effective physical education must consider the increased self-awareness that many adolescents experience and, in particular, must be sensitive to the body image problems that can be pervasive among young people. I disagree with the ciÃ² you examined in the "say" section focusing on school physical education programs and their shortcomings, Wilson (2010) looks at the deeper problem¹ that young people are experiencing a lack of motivation to incorporate healthy exercise into their daily lives. She agrees and disagrees at the same time, though she admits The physical education programs are precious, I still insist on the fact that they cannot be the only one or even even way that we promote an active lifestyle among your position and argument, you should consider possible opposing views to your argument: refer to what your opponents say (¢ÃÂÂmy critics say¢ÃÂÂ) and why they may disagree with your argument. Including the ideas of those who may disagree with you, or try and imagine what those who disagree with you might say. Remember, a thesis should be debatable, so you should be able to imagine someone disagreeing you¢ÂÂre your position. Here are some templates that may help you in writing counterargument: Opponents of (write your argument briefly here) Sociocultural theorists Some, however, Critics One may offer a contrasting perspective It might/may/could may call this into question/may question/may question/may for the templates, try imagining a counterargument for the thesis you drafted earlier. view solutionsSociocultural theorists used to believe that adolescence was a time of ¢ÂÂAnatural defiance¢ÂÂA (Fung, 1995) and therefore discounted the role of educational programs aimed at supporting teenagers to form healthy habits. Much of the focus of schooling therefore became about teaching specific content and skills. Critics may call into question my assumption that effective physical education can help establish life-long healthy living habits. After explaining what your opponents say, you have to refute them. This is sometimes called the rebuttal. Here, you can show your readers that your opponents either fail to provide enough evidence to support their argument or their evidence lacks credibility and/or is flawed. This does not find documentary evidence to recognize any (any) benefit in ... any (any) consistent association between ... any (any) statistically significant difference... convincing evidence of ... (any) benefits associated with ... (any) support for X hypothesis. Alternatively, you may claim that the adversary à argument is valid, but not persuasive enough to be used in your study, or that their argument might be valid in a different context. This argument â Vygotsky's socio-cultural theory agree that A ÂSÂ Ât forget that for every part of your argument, you have to provide sufficient evidence for the statements you make. CiÅ² means that if you include one of these models in your essays, Å is necessary to explain the evidence it presents clearly and convincingly to the reader. Responding to the exercise and solutions Using one of the models, I create a rebuttal to the counterargument that you have just created. see solutionsSociocultural theorists used to believe that adolescence was a period of $\tilde{A} \leq \hat{A}$ natural challenge \hat{A} (Fung, 1995) and therefore discounted the role of educational programs aimed at supporting adolescents to form healthy habits. Much of the school's focus will therefore be on teaching specific content and skills. However, this argument does not show that the challenge observed during adolescence was "Â Ânatural"ÂÂ or intrinsic and not a product of a cultural environment atazzilacof etnemadigir erenamir abbed aznecseloda'lled inna ilgen enoizurtsi'l ehc idniug ecnivnoc im noN .)6102(.)6102(nietsnekriB dna ffarG e .)7102(llahsraM .)4102(yelroM ad itattada onos otapmats otseuq ni itazzilitu illedom I]2[.] / velroM. 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