

## SCIENTIFIC PROPOSAL ESSAY OUTLINE

### Directions:

1. Complete each section using **your research cards** and your **class notes**
2. **Rewrite the sentences** into a WORD document to create your essay.
3. **Take out obvious statements!** "My first argument is," "This quote means," "I think," "In conclusion," etc.
4. Change any words or phrases you repeat often.

**Title:** Create a title that **supports your thesis**:

### Par. 1: Abstract

**1<sup>st</sup> sentence:** State your topic in plain, simple language.

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**2<sup>nd</sup> sentence:** Address your problem, (tell your reader the problem you're interested in solving).

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**3<sup>rd</sup> sentence:** Write your thesis here:

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**4<sup>th</sup> sentence: What is the key impact of your research?** (how does your thesis proposal solve the problem thoroughly)

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**Par 1-4/5. Instructions: Use the paragraph guide below to write three paragraphs explaining the genre of the story read in class. Use the characteristics listed in your thesis statement.**

**Steps for each Paragraph:**  
**STATE:** In your first sentence, (topic sentence) **STATE** your first supporting argument /reason.  
Ex. Americans should have the right to know what processes were used to create the foods that they eat.  
**EXPLAIN:** Using your research cards, give a detailed explanation of your paraphrased research.  
Ex. Many citizen groups believe that since genetically modified foods are relatively new on the market they should be labeled to give people the chance to make an informed decision whether or not to consume them.  
**SUPPORT:** Give textual evidence (quote) to **SUPPORT** your research and argument/reason.  
Ex. “Consumers must be able to make informed choices that impact their lives. Concealing information from the general public does not empower but rather removes the freedom to make informed choices.” –Bill Couzens (Huffington Post)  
**CONNECT:** Explain how your evidence **CONNECTs** to your argument and proves your thesis.  
Ex. In this passage Bill Couzens expresses the concerns of citizens about the government’s ability to judge what information is and is not passed to the public. The ability to make informed choice about their food is a central argument in the case to label genetically modified foods.

**Paragraph 2: (1<sup>st</sup> supporting argument)**

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**Par. 5/6: COUNTER-ARGUMENT:**

**STATE** strongest argument AGAINST thesis (other side): \_\_\_\_\_

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**SUPPORT** with textual evidence (quote): \_\_\_\_\_

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**CONNECT:** explain what the textual evidence (quote) means: \_\_\_\_\_

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**EXPLAIN** why argument and evidence is weak or wrong: \_\_\_\_\_

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**Par. 6 or 7: CONCLUSION:**

**Relate back to introduction sentence (your quote or question):** \_\_\_\_\_

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**Restate thesis in different words:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Close with statement showing why your position is correct position by either explaining:**

**a) Why labeling GMOs will benefit the average citizen and make them more informed consumers**

**or**

**b) Why labeling GMOs is unnecessary**