

# MELCON Outline for Five Paragraph Essay

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| <ul style="list-style-type: none"><li>➔ Attention Getter - Possible Starters</li><li>➔ Ask the reader a rhetorical question</li><li>➔ Provide a personal anecdote or story</li><li>➔ Give some statistics about the subject</li></ul> | <ul style="list-style-type: none"><li>➔ Use a famous quote or proverb</li><li>➔ Write an interesting fact about the subject</li><li>➔ Challenge the reader</li><li>➔ Use loaded or charged words related to the subject</li></ul> |
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## Introduction

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| <b>Attention Getter:</b>  |
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| <b>Develop your attention getter. Give historical or background information or use a quote.</b>   |
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| <b>Thesis Statement (Include three main points you will analyze.)</b>   |
| In the article, "The Digital Parent Trap," author Eliana Dockterman, builds an argument to persuade her audience that there are benefits to early exposure to technology. She does this by using facts and examples, reasoning and logic, and emotionally charged language and persuasive elements. |
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**Body Paragraph #1**

**Topic Sentence/ Main Idea: (Evidence, such as facts or examples)**  
**Dockterman used statistics and evidence to argue that students should be exposed to all sorts of technology in their youth.**

**Fact Example #1:**

First, Dockterman uses *data and proof* to argue that today's students are the most tech-savvy in history. (I used synonyms for statistics and evidence: data and proof)

(What do you mean?)

She cites technology use among young people and the Los Angeles schools, specifically as evidence.

(Why is it important?)

Dockterman writes that in the United States among kids "27% of them use tablets, 43% use smartphones, and 52% use laptops. And in just a few weeks they will start the most tech saturated school year ever: Los Angeles County alone will spend \$30 million on classroom iPads this year, outfitting 640,000 kids by late 2014."

**Fact Example #2:**

The writer also argues students who are engaged with technology do better on logic tests.

(What do you mean?)

She claims that in a recent study by SRI a non-profit research firm proves her point.

(Why is it important?)

"The study results concluded that "kids who played games like Samorost (solving puzzles) did 12% better on logic tests than those who did not."

**Fact Example #3:**

She even goes on to argue that the idea of limiting screen time is old-fashioned.

(What do you mean?)

Dockterman credits researcher Mimi Ito with the following:

(Why is it important?)

"the American Academy of Pediatrics' recommendation of a two-hour screen-time limit is an outdated concept: actively browsing pages on a computer or tablet is way more brain-stimulating than vegging out in front of the TV."

**Concluding Sentence:**

**Clearly, Dockterman utilized statistics and evidence to argue that students should be exposed to all sorts of technology in their formative years.**

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| <b>Body Paragraph #2</b>   |
| <b>Topic Sentence/ Main Idea: (Reasoning to develop and connect claims and evidence.)</b> Second, the author uses reasoning and logic to prove that young people should be exposed to technology in schools. |
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| <b>Reasoning #1:</b>   |
| Dockterman addresses the opposition to using technology in the classroom. <b>HOW DOES QUOTE CONNECT TO THESIS</b>  |
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| (What do you mean?) Writer does not agree with Waldorf schools approach. <b>EXPLAIN QUOTE</b>  |
|  |
| (Why is it important?) waldorf schools (quote or paraphrase about waldorf schools.)  |
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| <b>Reasoning #2:</b>   |
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|  |
| (What do you mean?)  |
|  |
| (Why is it important?)   |
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| <b>Reasoning #3:</b>   |
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| (What do you mean?)  |
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| (Why is it important?)   |
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| <b>Concluding Sentence:</b>  |
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**Body Paragraph #3**

**Topic Sentence/ Main Idea: (Stylistic or persuasive elements, such as word choice or appeals to emotion, to add power to the ideas expressed.)**

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**Stylistic Element #1:**

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(What do you mean?)

**E**

**Stylistic Element #1:**

**L**

(What do you mean?)

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**Stylistic Element #1:**

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(What do you mean?)

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**Concluding Sentence:**

## Conclusion

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| <b>Concluding Statement:</b>                     |
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| <b>Restate your thesis (in different words):</b> |
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| <b>Ending remark:</b>                            |
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**Restate thesis** - Use other words to express the main topic.

**Make an evaluation or judgment** about the topic (without using "I")

**Use a closer** - same as attention getters.

Leave a lasting impression. Raise an issue related to the topic that may be developed in another essay.

### **Words to avoid:**

|                 |                            |                  |
|-----------------|----------------------------|------------------|
| ❖ I believe     | ❖ This paper will be about | ❖ A lot or a lot |
| ❖ I feel        | ❖ These are                | ❖ is like        |
| ❖ I think       | ❖ Those are                | ❖ is when        |
| ❖ In my opinion | ❖ There are                | ❖ is because     |