



Tikrit University

College of Education for Women

English Department

Subject : Introduction to Academic Writing

2<sup>nd</sup> year

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## **Opinion Essay**

# Opinion Essay

## **The introductory Paragraph**

Introductory paragraph has two parts:

- (1) several general statements and
- (2) one thesis statement.

The first part of the introductory paragraph of an opinion essay often begins by explaining an issue. In some cities in the United States, teenage gangs create problems. The problems range from noisy but harmless drag races to fatal drive-by shootings. Some cities are trying to stop these activities by keeping young people indoors and off the streets at night. These cities have passed curfew laws that require people under the age of eighteen to be indoors between the hours of 10:00 or 11:00 P.M. and 6:00A.M.

The thesis statement then states the writer's opinion on the issue. It often mentions the opposing view first.

Police departments say that curfew laws to control teenage gangs are necessary, but I feel that such laws are unfair, unconstitutional, and counterproductive.

### Body paragraph

In the body paragraphs, support your opinion with reasons. Each reason is a paragraph in the finished essay.

Although many people feel that doctors must do everything possible to keep their patients alive, I believe that euthanasia should be legalized for three reasons.

**These patients have no chance of recovery.**

**Medical costs are very high.**

**The family suffers.**

### The concluding paragraph

In the concluding paragraph, you may (1) restate your thesis in different words or (2) summarize your reasons. In your final comment, you may call for action, as in the following example. Your final comment should be powerful—one that your readers will remember.

To summarize, cloning humans is clearly dangerous and unethical. It is one thing to clone a mouse, sheep, or pig but quite another thing to duplicate a human being. Even though scientists claim that their only purpose is to help humanity, ethical people must demand an end to such experiments now.

## **Developing Supporting Details**

College instructors often assign research papers in their classes, for which you use information from outside sources (books, magazines, newspaper articles, or the Internet). There are special procedures and rules for using information from outside sources. For example, in a formal research paper, you must document the source of each piece of information that you use. This means that you must tell exactly where you got the information—who originally wrote it or said it and when and where it was written or spoken. You will learn how to do this later on in your college program. However, be aware that documenting outside sources is important and necessary for college assignments.

For purposes of this class, you may get information informally—by taking a class survey to get statistics or by interviewing classmates to get quotations, for example.

## **Quotations**

Quotations are often used in academic writing as supporting sentences. Notice how quotations support the topic sentence in the following paragraphs.

"Telecommuting' is a popular new choice for many office workers. They feel it offers advantages to both employees and employers. My older sister, who has telecommuted for the past year, told me, "I am much more productive when I work at home because there are no interruptions. I also don't have to spend two or three hours traveling to and from the office every day. I save myself time, and I save my company money by working at home." On the other hand, sometimes telecommuters feel isolated. "I feel out of touch with<sup>2</sup> what is really happening in my company, and I miss the daily contact with my co-workers," my sister added".

## Rules for Using and Punctuating Quotations

Rule	Example
<p>1. Use a “reporting phrase” such as <i>she says, she said, he stated, he added, he continued, or they reported</i>. The reporting phrase may come before, after, or in the middle of the quotation, and the verb may be in any appropriate tense. Separate a quotation from a reporting phrase with commas.</p> <p>Another useful reporting phrase is <i>according to</i> followed by the name of the source. If you copy words exactly, use quotation marks.</p>	<p>“I like you,” he said.  <b>He said, “I like you.”</b>            “I like you,” he said, “but I don’t like your dog.                He’s a pit bull.”</p> <p><b>According to</b> veterinarian Dr. James Brown, “Pit bulls are unpredictable and dangerous dogs.”</p>
<p>2. Begin each quoted sentence with a capital letter. .            When a quoted sentence is separated into two parts, begin the second part with a small letter</p>	<p>“Your dog is a pit bull,” he continued, “and I am afraid of him.”</p>
<p>3. Commas, periods, question marks, and exclamation points go inside the second quotation mark of a pair.</p>	<p>She said, “Good-bye.”            “Don’t call me again,” she continued.            “Why not?” he asked.            She answered, “I don’t go out with people who don’t like my dog!”</p>
<p>4. Give the quoted person’s title or occupation if he or she is not well known. The easiest way to do this is to put the information in an appositive. (Review appositives on pages 128–131 in Chapter 8.)</p>	<p><b>My older sister, financial manager for a large insurance company,</b> claims, “I save myself time, and I save my company money by telecommuting.”</p> <p><b>Classmate</b> Jessica Wang said, “My children don’t realize that the violence they see on television is fiction. They think it is real.”</p>

## Statistics

Like quotations, **statistics** are an excellent kind of supporting detail. Suppose you want to prove that talking on a cell phone while driving is dangerous. You could go online or to a library and find statistics about the number of traffic accidents that happen when people use cell phones while driving. Use statistics in the same way you use quotations. Use a reporting phrase such as Statistics show that ... or Statistical data prove that ... or A survey of our class shows that ....

**Statistics prove** that people find the use of cell phones annoying. According to a survey of our class, 85 percent of the students had been bothered by a cell phone ringing or by a stranger talking on a cell phone in the past week. Eighteen (of forty) students had heard a cell phone ring in an inappropriate place such as a movie theater or a library study room. Five students reported that they had been forced to listen to private conversations while riding in elevators. Nine listed other violations of cell phone etiquette during the past week.