Mr. Freitas Daily Overview

WARNING: Ingestion of English Content May Cause the Rise of Intellectual Ability.

> **Line of Reasoning:** The complex interplay of how the thesis guides the topic sentences, transitions interrelate the paragraphs, and how all in some way relate to a unifying idea and/or message.

For decades, movies and music have included messages or labels to signal that they have material in them that some people may find troubling. Advocates for such things argue this is important to prevent people from being exposed to things they do not want to encounter. However, Erika Christakis, a lecturer at the Yale Child Study Center, says that "free speech and the ability to tolerate offense are the hallmarks of a free and open society."

Write an essay that argues your position on the use of warning labels or warning messages to signal potentially troubling content.

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible position.
- Provide evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

Breaking Down the Prompt

Steps	Information
Step 1: The Springboard Read the prompt and identify the following: • Multiple positions and perspectives about the issue(s) presented • Assumptions based on the presentation of information and the prompt itself (especially following the words *"argues a position on…"*) *Note: You do not have to agree with the assumptions that are presented in the prompt.*	<u>Positions</u> • *Warning labels allow individuals not to encounter troubling material and this is an appropriate action* • *Tolerating offense is an integral part of society a free society* <u>Assumptions</u> • *The media is filled with offensive and troubling content* • *Troubling content is consistently definable* • *Applying warning labels may negatively affect an individual's ability to tolerate offense*

Step 2: Initial Thoughts
 	
Look at the identified positions and assumptions and quickly mark whether you agree (+), disagree (-), or partially (+/-) with them.
 	
Note: This will help you as you develop your examples and thesis later.
	<u>Positions</u>
	  (+) *Warning labels allow individuals not to encounter troubling material and this is an appropriate action*
	
	  (+/-) *Tolerating offense is an integral part of society a free society*
	<u>Assumptions</u>
	  (+) *The media is filled with offensive and troubling content*
	
	  (-) *Troubling content is consistently definable*

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	(+) Applying warning labels may negatively affect an individual's ability to tolerate offense
Step 3: The Command Identify what you are commanded to do when you write your essay. This command always begins with the language "argues a position on" and goes to the end of the sentence.	*Argue a position on the use of warning labels or warning messages to signal potentially troubling content.*
Step 4: The Conquer Question From *The Command*, create a question (or questions) that you have to answer in order to accurately respond to the prompt. This is done by looking at the language in *The Command* and asking, "What can't I know until I articulate it in my thesis?" Note: It is best to start this question with the word "What"; however, you may also begin it with the word "How."	<u>Command:</u> *Argue ==a position== on the use of warning labels or warning messages to signal potentially troubling content.* *(Either of the following questions would be acceptable)* *What is ==my position== on the use of warning labels or warning messages to signal potentially troubling content?* *Or* *==To what extent== should warning labels be used to signal potentially troubling content?*
Step 5: The Initial Reaction Great! You have really thought about the prompt's construction and what you are to do with it. Now it's time to produce your gut response (even if it's emotionally charged and not quite reasonable). This initial response may turn into a more complex thesis, or it may change based on the evidence you then bring to the table. No matter what, though, you'll definitely have to make it more sophisticated; more on that at a later time.	*It's generally appropriate to apply warning labels to things.*

- What evidence do I know of that relates to the idea(s) found in this prompt?

Movie and Game Ratings, Parental Advisories, Holiday Decorating Scandals

- Who is my audience? What are their backgrounds, values, beliefs, and needs?

Educated English Teachers or Professors, value citizenships and logically strong arguments, potentially more progressively liberal, need to see a sound argument, will evaluate with little to no bias

- Will my evidence be acceptable based on the backgrounds, values, beliefs, and needs of my audience?

Yes

S³ (General)	Somewhat Specific (Topic Sentence)	Specific (Textual Evidence)

Type of Evidence: *In this column, you will classify your evidence. Make sure to consider how your audience will respond to the type of evidence you provide.*
 	
☐ *Subject(s)*
  ☐ *English*
  ☐ *History*
  ☐ *Math*
  ☐ *Science and Technology*
 	
☒ Society
  ☒ *Mass Media*
  ☐ *Sports*
  ☐ *Literature*
  ☐ *Art*
  ☐ *Religious*
 	
☐ Self
  ☐*Personal Experience*
  ☐*Secondary Anecdote*
  ☐*Hypothetical Example*
	Changing year-end holiday titles and materials	A few years ago, in order to signify the holiday season, Starbucks removed the typical Christmas tree from their cups and instead colored them red.
		
		Audience Acceptable?
		
		  ☐ Yes
		  ☐ No
		
		Why?

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	Media ratings on movies, video games, and music	Upon turning on any online streaming platform, viewers will consistently see ratings based on the content of any show they choose to view. For example, a recent movie on Netflix, *Enola Holmes,* is rated PG-13 since it includes things like mild violence, smoking, and some mildly-profane language.
		
		Audience Acceptable?
		
		  ☐ Yes
		  ☐ No
		
		Why?

What do I want my audience to understand? (Will my evidence direct my audience toward this understanding?)

It's sometimes difficult to know what will be considered troubling, but common categories do exist. Warning labels can provide protection and suggest sensitivity toward others without infringing upon personal freedom.

What do I want my audience to do?
Care about and be sensitive to others while still providing individuals with freedom of choice.

Generating a Complex Thesis	Your Thesis that Responds to the Prompt and will Guide the Essay
It's now time to generate a thesis that will guide your essay. Because your essay is meant to be sophisticated, it must present compound and/or complex thoughts about the issue(s) you are discussing; consequently, your thesis should be a compound, complex, or compound-complex sentence. Feel free to use any of the general templates below (as long as they fit the prompt), or you can make sure that you include at least one of the words in italics at the bottom of this box when you construct your own thesis.	
Template 1 (Claim about topic) because (list reason(s)).	Template 1 *Placing cautionary labels and ratings on commonly-agreed-upon, troubling content is appropriate* **because** *such markings allow others to freely choose what they'd like to experience, and they provide a way for guardians to protect their young from the being exposed to overly-mature content.*
Template 2 (Claim(s) about topic) because (list unifying idea/reason).	Template 2 *Placing cautionary labels and ratings on commonly-agreed-upon, troubling content is appropriate because part of building a community is being sensitive toward others.*
Template 3 (Concession/counterargument language) (concession/counter claim), (claim about topic you will prove).	Template 3 **Although** *many individuals can find just about any situation offensive, and it's incredibly unrealistic to place warning labels on everything, placing cautionary labels and ratings on commonly-agreed-upon, troubling content is appropriate*
Template 4 (Concession/counterargument language) (concession/counter claim); however, (claim about topic you will prove) because (unifying idea/reason).	Template 4 **Since** *many individuals can find just about any situation offensive, it's incredibly unrealistic to place warning labels on everything;* **however***, placing cautionary labels and ratings on commonly-agreed-upon, troubling content is appropriate* **because** *part of building a community is being sensitive toward others.*
Increase complexity without using a template: *Although* ←Implies Concession or Counterargument *Because* *; however,** ←Implies Concession or Counterargument *While* ←Implies Concession or Counterargument *; consequently,** *Though* ←Implies Concession or Counterargument *Even though* ←Implies Concession or Counterargument *In order to* *Until* *Provided that* *Since* ←Implies Concession or Counterargument *; thus,** *Use Mid-sentence, not at the beginning*	