# Week 2, Discussion 1: Initial Post

**After considering the information in this week’s instructor guidance and readings, I understand ethos, pathos, and logos to be…** *(Here, describe ethos, pathos, and logos and relate each to your specific argument for the final paper. What is the rhetorical situation for this academic argument?)*

**Revised Thesis Statement:**

* *(Here, write your revised thesis statement.)*

**Claim #1:**

* *(Here, write a claim in complete sentence form. This claim should be based upon the research you’ve conducted thus far and must relate to your thesis statement.)*

**Claim #2:**

* *(Here, write a second claim in complete sentence form. This claim should be based upon the research you’ve conducted thus far and must relate to your thesis statement.)*

**Counterargument & Rebuttal**

* *(Here, describe a counterargument you have discovered in your research process.)*
* *(Share a few ideas you have for your rebuttal against this counterargument.)*

**I developed these claims by…** *(Here, share your experience developing your two claims and counterargument. Did you come up with these claims on your own or are they based upon the research you have already conducted?)*

**I revised my thesis statement based on…** *(Here, describe the changes you made to your thesis statement and why you made the changes. Be sure to explain how your claims relate to your thesis statement, too.)*

**After reading the course materials, I have questions about…** *(Be sure to clearly state any questions or confusion you have regarding research, claims, counterargument, rebuttal, or thesis statements. Your classmates can help you find the answers throughout the week.)*

**References**

*(If you reference the tutorials, textbook, instructor guidance, or handouts – which you should – be sure to cite them in-text and add the references to the end of your post.)*

**Brown, A., & Lanning, G. (Directors). (1988).** [Models of non-fiction writing: Presenting an argument](https://secure.films.com/OnDemandEmbed.aspx?Token=2817&aid=18596&Plt=FOD&loid=0&w=640&h=480&ref=) **[Series episode]. In P. Griffiths (Producer),** Models of non-fiction writing**. London, UK: Thames Television. Retrieved from https://secure.films.com/OnDemandEmbed.aspx?Token=2817&aid=18596&Plt=FOD&loid=0&w=640&h=480&ref=**

**Drown, E., & Sole, K. (2013).** Writing college research papers  **(2nd ed.). San Diego, CA: Bridgepoint Education, Inc.**

**Garten, A., & Wilson, J. (2014). An Introduction to Argument [PDF]. College of Liberal Arts, Ashford University, San Diego, CA.**

**Garten, A., Hines, S., & Wilson, J. (2013). Thesis checklist [PDF]. College of Liberal Arts, Ashford University, San Diego, CA.**

**Morrell, C., Garten, A., Hines, S., & Wilson, J. (2014). Research paper guidelines [PDF]. College of Liberal Arts, Ashford University, San Diego, CA.**

**Online Classroom TV (Producer). (2009).** [Evidence in argument: Critical Thinking](https://secure.films.com/OnDemandEmbed.aspx?Token=49816&aid=18596&Plt=FOD&loid=0&w=640&h=480&ref=) **[Series episode]. In** Critical thinking**. Bristol, UK: Classroom Video, Ltd. Retrieved from https://secure.films.com/OnDemandEmbed.aspx?Token=49816&aid=18596&Plt=FOD&loid=0&w=640&h=480&ref=**