

## SAT Essay: Ways to Build an Argument to Persuade an Audience

Type	How to Identify It?	Why Is It Persuasive?
<u>Evidence</u> <i>Facts and Statistics</i>	Statistics usually show up in the form of <b>specific numbers</b> related to the topic Factual evidence can be in the form of <b>non-numerical information</b> .	The author isn't just making up reasons for why his/her argument could possibly be true - <b>there's actually data, research, other events/information that backs up his claim</b> . By presenting information and facts, rather than just opinion and spin, <b>the author empowers the reader to connect the dots on her own</b> , which in turn <b>gives the reader ownership</b> over the argument since the reader is coming to the same conclusions on her own.
<u>Evidence</u> <i>Anecdotes</i>	<b>A short story about a real person or event</b> either from the author's personal experience or of someone they know or have heard of.	It is <b>more relatable/interesting</b> to the reader to read an anecdote than to be presented with dry, boring facts. <b>People tend to put more faith in experiences if they can personally connect with the experiences</b> (even though that doesn't actually affect how likely or not a statement is to be true).
<u>Reasoning</u> <i>Counterarguments and Counterclaims</i>	<b>Another point of view that contradicts</b> (either fully or partially) the author's own argument. Uses words like: "some might claim," "however," or "in contrast."	<b>Makes it seem as if the discussion's going to be more "fair."</b> (This is still true whether the author delves into the counterargument or if the author only briefly mentions an opposing point of view before moving on.) But a true discussion of the counterargument also <b>shows a deeper understanding of the topic</b> than if the article only presented a one-sided argument. It means that the reader is <b>more likely to trust that the author's claims are well-thought out and worth believing</b> .
<u>Reasoning</u> <i>Explanation of Evidence</i>	The author <b>connects claims to support and explains it</b> , rather than just throwing out evidence.	In general, when an author explains the logic behind her argument or point, <b>the reader can follow along and understand the author's argument better</b> (which in some cases makes it more likely the reader will agree with the author).
<u>Stylistic /Persuasive</u> <i>Vivid Language</i>	<b>Similes, metaphors, adjectives</b> , or any words that jump out at you that don't seem to have purely functional purposes.	Vivid language is an effective argument building device because it puts <b>the reader in the author's shoes and draws them into the passage</b> . If used in moderation, vivid language will also make the topic <b>more interesting for the reader to read</b> , thus engaging them further.
<u>Stylistic /Persuasive</u> <i>Direct Addresses and Appeals to the Reader</i>	<b>Stylistic devices specifically designed to provoke a response in the reader:</b> Appeals to the audience's emotions, like fear or anger; Appeals to the audience's sense of honor, patriotism, justice or decency; Rhetorical questions; Word choice - tone, diction, register; Humor; Irony	Appealing to the emotions <b>causes readers to emotionally (rather than logically) agree</b> with the author. Rhetorical questions get the readers to step into the author's world. By reading and thinking about the author's question, <b>the reader engages with the topic on a deeper level</b> than if the reader were just given a statement of what the author thinks.