Type your first and last name here. With cursor, highlight instructional text and start typing—including this sentence.

**Directions**

* **Leave all bolded words in your outline — Do NOT delete anything in bold.**
* **When the nonbolded text states, “Highlight instructional text and start typing,” use the mouse to highlight *all* the nonbolded text. Do NOT hit delete because you will delete the formatting. Simply start typing.**
* **Delete the instructional text! If you don’t, your outline won’t make sense, and you will have to redo it.**
* **You must complete all bolded parts for your chosen scheme.**
* **Outlines are *not*essays; outlines are like bulleted lists to help organize ideas. Outlines are your plans for ideas and organization. Each letter or number should contain only *one* sentence or phrase. The point is to indicate what to put in the essay, not to actually write it as though it is the essay. Think of it as writing commands to yourself about what to do once you reach the draft-writing stage.**

**Outline Scheme: Intermittent Opposition, Opposition First**

**Thesis**: Type thesis here. To construct your thesis, see thesis stem help on class website. Write the word *thesis* in your second claim section; don’t write entire thesis again. It can’t float in space or go on the same line as something else. Assign it an appropriate capital letter. (With cursor, highlight instructional text —including this sentence— and start typing.)

1. **Introduction** 
   1. **Impact:** Type an idea from Impact Sheet in TK here. (Highlight instructional text and start typing.)
   2. **Prompt Connection** Address the prompt: make your intention clear. (Highlight instructional text and start typing.)
2. **Opposition Address to Cultural Identity’s Purpose** (Do not type anything here but delete this text.)
   1. **Counterargument:** What would someone say against your view? Make clear that this is *someone else’s* view so that you don’t seem to contradict yourself (Highlight instructional text and start typing.)
      1. **Explanation**. Why do people disagree with you? (Highlight instructional text and start typing.)
      2. **Detail:** Delve further into the opposition’s perspective to explain their view. (Highlight instructional text and start typing.)
   2. **Concession/Refutation:** What do you say back to your opposition (If you are conceding delete “refutation” and vice versa. Highlight instructional text and start typing.)
      1. **Reason/Illustration/Support:** Expand on your Concession/Refutation here. (Delete whichever you are *not* doing. Highlight instructional text and start typing.)
      2. **Expansion:** Drive home your rebuttal. (Highlight instructional text and start typing.)
      3. **Impact:** End this section powerfully. See Impact Sheet in TK or end with a rhetorical device.. You only must write the method; you don’t need the actual idea yet. (Highlight instructional text and start typing.)
3. **Claim about Cultural Identity’s Purpose:** Type claim here. (Highlight instructional text and start typing.)
   1. **Explanation or Illustration:** Give reason for your claim or provide illustrative content. (Highlight instructional text and start typing.)
      1. **Support:** Quotation/Paraphrase (Author and page # in MLA) (Type quotation with quotation marks or type paraphrase. Then insert author’s last name and page number in parentheses following MLA. Highlight instructional text and start typing.)
      2. **Detail:** Expand on your explanation/illustration or the support. (Highlight instructional text and start typing.)
   2. **Explanation or Illustration:** Give reason for your claim or provide illustrative content. (Highlight instructional text and start typing.)
      1. **Support:** Quotation/Paraphrase (Author and page # in MLA) (Type quotation with quotation marks or type paraphrase. Then insert author’s last name and page number in parentheses following MLA. Highlight instructional text and start typing.)
      2. **Detail:** Expand on your explanation/illustration or the support. (Highlight instructional text and start typing.)
      3. **Impact Method:** End section powerfully. See Impact Sheet in TK or end with a rhetorical device. You only must write the method; you don’t need the actual idea yet. (Highlight instructional text and start typing.)
4. **Opposition Address Cultural Identity’s Importance/Impact on Forming a World View** (Do not type anything here but delete this text.)
   1. **Counterargument:** What would someone say against your view? Make clear that this is *someone else’s* view so that you don’t seem to contradict yourself (Highlight instructional text and start typing.)
      1. **Explanation**. Why do people disagree with you? (Highlight instructional text and start typing.)
      2. **Detail:** Delve further into the opposition’s perspective to explain their view. (Highlight instructional text and start typing.)
   2. **Concession/Refutation:** What do you say back to your opposition (If you are conceding delete “refutation” and vice versa. Highlight instructional text and start typing.)
      1. **Reason/Illustration/Support:** Expand on your Concession/Refutation here. (Delete whichever you are *not* doing. Highlight instructional text and start typing.)
      2. **Expansion:** Drive home your rebuttal. (Highlight instructional text and start typing.)
      3. **Impact:** End this section powerfully. See Impact Sheet in TK or end with a rhetorical device. You only must write the method; you don’t need the actual idea yet. (Highlight instructional text and start typing.)
5. **Claim about Cultural Identity’s Importance/Impact on Forming a World View:** Type claim here. (Highlight instructional text and start typing.)
   1. **Thesis** must go in this section. Determine where you want it: A, B, or C. Leave the word, *thesis,* but don’t type the full sentence. If you put it at C, delete the Impact for this section. Thesis serves this function.
   2. **Explanation or Illustration:** Give reason for your claim or provide illustrative content. (Highlight instructional text and start typing.)
      1. **Support:** Quotation/Paraphrase (Author and page # in MLA) (Type quotation with quotation marks or type paraphrase. Then insert author’s last name and page number in parentheses following MLA. Highlight instructional text and start typing.)
      2. **Detail:** Expand on your explanation/illustration or the support. (Highlight instructional text and start typing.)
   3. **Explanation or Illustration:** Give reason for your claim or provide illustrative content. (Highlight instructional text and start typing.)
      1. **Support:** Quotation/Paraphrase (Author and page # in MLA) (Type quotation with quotation marks or type paraphrase. Then insert author’s last name and page number in parentheses following MLA. Highlight instructional text and start typing.)
      2. **Detail:** Expand on your explanation/illustration or the support. (Highlight instructional text and start typing.)
      3. **Impact:** End section powerfully. See Impact Sheet in TK or end with a rhetorical device. You only must write the method; you don’t need the actual idea yet. (Highlight instructional text and start typing.)
6. **Conclusion**
   1. **Wrap-Up** Summarize what you want us to think or do. (Highlight instructional text and start typing.)
   2. **Impact:** Type an idea from Impact Sheet in TK here or end with a rhetorical device. (Highlight instructional text and start typing.)

**HEY!!!!!!**

**Did you type the work *thesis* (not the entire sentence) where you will insert it? It can’t float in space or go on the same line as something else. Assign it an appropriate capital letter.**

**Once you’ve verified you have it, delete this whole message.**