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. If you don’t use the optional parts, delete them.**
* **Indicate where you will include allusion, analogy, and antithesis. You only must write the device’s name; you don’t actually need to construct it. Highlight these!**
* **Outlines are *not*essays; outlines are like bulleted lists to help organize ideas. Think of them as the skeleton. When you draft, you flesh it out—hence, a*body* (and of course, intro and conclusion). 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: Problem—Solution**

**Purpose**: Type your purpose here. See mini outline for sample. (With cursor, highlight instructional text —including this sentence— and start typing.)

**Approach:** Opponent set-up, Pro-Con Evaluation, Evaluation of Someone Else’s Argument to Make it My Own or to Argue against It, or a Rogerian Argument (Delete all choices except the one you are using—and delete these directions!)

**Thesis**: Type thesis here. To construct your thesis, see thesis stem help on class website. Write the word *thesis* where you will insert it in outline. It can’t float in space or go on the same line as something else. Assign it an appropriate Roman numeral, capital letter, or number. (With cursor, highlight instructional text —including this sentence— and start typing.)

1. **Introduction**
	1. **Impact:** Type an idea from Impact Sheet in WR here. (Highlight instructional text and start typing.)
	2. **Introduce your Rhetoric for the Future Book:** Give its subject, title, and author. Make it clear that you are using it as a source, not as text you are analyzing. (Highlight instructional text and start typing.)
	3. **Prompt Connection** Address the prompt: make your chosen approach and your intention clear. (Highlight instructional text and start typing.)
2. **Problem:** Describe the problem here. (Highlight instructional text and start typing.)
	1. **Explanation or Illustration:** Give reason the problem exists or illustrate the problem fully. (Highlight instructional text and start typing.)
		1. **Support or Relevant Book Connection:** Quotation/Paraphrase (page #) (If quoting, delete “paraphrase” and vice versa; insert page number in parentheses following MLA — just give the number. Highlight instructional text and start typing.)
		2. **Detail:** Expand on your explanation/illustration or the support. (Highlight instructional text and start typing.)
	2. **Expansion:** Develop your information about the problem. (Highlight instructional text and start typing.)
		1. **Support or Relevant Book Connection:** Quotation/Paraphrase (page #) (If quoting, delete “paraphrase” and vice versa; insert page number in parentheses following MLA — just give the number. Highlight instructional text and start typing.)
		2. **Detail:** Provide concrete problem details here. (Highlight instructional text and start typing.)
		3. **Impact:** End section powerfully. See Impact Sheet in WR (Highlight instructional text and start typing.)
3. **Solution #1:** Type your solution (a 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 or Relevant Book Connection:** Quotation/Paraphrase (page #) (If quoting, delete “paraphrase” and vice versa; insert page number in parentheses following MLA — just give the number. 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 or Relevant Book Connection:** Quotation/Paraphrase (page #) (If quoting, delete “paraphrase” and vice versa; insert page number in parentheses following MLA — just give the number. 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 WR (Highlight instructional text and start typing.)
4. **Solution #2 (Optional):** Type your solution (a claim) here. (Highlight instructional text and start typing. If you aren’t providing a second solution, delete this section.)
	1. **Explanation or Illustration:** Give reason for your claim or provide illustrative content. (Highlight instructional text and start typing.)
		1. **Support or Relevant Book Connection:** Quotation/Paraphrase (page #) (If quoting, delete “paraphrase” and vice versa; insert page number in parentheses following MLA — just give the number. 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 or Relevant Book Connection:** Quotation/Paraphrase (page #) (If quoting, delete “paraphrase” and vice versa; insert page number in parentheses following MLA — just give the number. 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 WR (Highlight instructional text and start typing.)
5. **Opposition Address** (Do not type anything here but delete this text.)
	1. **Counterargument:** What would someone say against your solution(s)? 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 WR (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 WR here. (Highlight instructional text and start typing.)

**HEY!!!!!!**

**Did you type the work *thesis* where you will insert it? It can’t float in space or go on the same line as something else. Assign it an appropriate Roman numeral, capital letter, or number**

**Did you include the three required devices and highlight them?**

**Once you’ve verified you have these four items, delete this whole message.**