

A Supported Opinion Essay on Conflict Level 2, Sample 1

A

Anorexia Audience: Young adults

Their young, rich, beautiful and 'skinny'. Who are they, they're the people we see on TV and in magazines. Men want them and women want to be like them. So what do the girls do, to try to be like them, 'diets'. If diets don't work or take too long, they begin to have eating disorders. For example 'anorexia' or 'bulimia'. One in particular is 'anorexia'. It is one of the leading causes of deaths in teens.

In case people don't know what anorexia is, the definition is "extreme loss of appetite; causing loss of appetite; aversion-to-food syndrome; causing a lowering of appetite".

Now, tell me if you would like to be in a situation like this " Would you like to lay quietly among a collection of tubes and sterile machines, not because of a tragic illness or an awful accident , rather because of self-inflicted starvation. If no one really wants to be in these conditions then why do men and women put themselves through it?

People with this eating disorder look very thin but are convinced they are extremely overweight. For reasons not yet understood, they become terrified of gaining weight. The only reason that most people can think of is that anorexia is a serious lack of self-confidence.

Many people don't realize that eating disorders like this don't just affect people in North American anymore. A recent study of girls in Thailand showed a raising percentage of people with anorexia since the increasing usage of television.

By the year 2005 they say that everyone will be able to say they had an eating disorder once in their life time.

Many of our young teens today read magazines that display perfectly proportioned, underweight models who are known as "American Beauty Idols"

This causes 1% of female adolescents to become anorexic. This means that 1 out of every 100 women from the ages 10-20 are starving themselves, and maybe even to death. Although its not only women who are anorexic. About 5-10% of men are anorexic or bulimic. Approximately 50% of people, men and women, who have been anorexic have developed bulimia or bulimic patterns. Without treatment around 20% of people with serious

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eating disorders die, and about another 20% don't improve when with treatment.

It seems that the percentage of people who have eating disorders has increased dramatically in the past few years. It is most likely because in our society everyone on TV and in magazines are 'perfectly thin'. If so many men and women don't want to be in the hospital or close to dying then why do they do that to themselves. We need to learn to respect ourselves, and don't worry about what other people think.

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Internet sites

www.healthyplace.com/Eating-disorders/
 www.findinfo.com/anorexia
 www.anread.com

Books

The New Lexicon Webster's Encyclopedic Dictionary
 of English Language (p.37)

Teacher's Notes

Knowledge/Understanding

- Some structural elements of an essay are used correctly (e.g., the piece has a beginning, a middle, and an end).
- Because the author's opinion is stated in the conclusion, rather than early in the essay, the essay lacks structural coherence (e.g., the relationship between the introductory paragraphs is unclear).

Thinking/Inquiry

- The writer's opinion is plausible but not completely supported (e.g., although statistics are included, the writer does not explain how they are tied to the opinion; the evidence, therefore, is not clearly relevant or specific enough).

Communication

- The writer uses a few ideas in the body paragraphs; however, some ideas are not always tied to the writer's opinion (e.g., more connecting words are needed to improve the flow).
- Individual body paragraphs are structured ineffectively; introductory and concluding sentences are missing; some paragraphs are one sentence in length (e.g., "By the year 2005 they say that everyone will be able to say they to had an eating disorder once in their life time.").

Application

- The writer uses language conventions with some accuracy, but there are some spelling errors (e.g., "their", "dramaticly") and grammatical errors (e.g., "So what do the girls do, to try to be like them, 'diets'").
- Sources of information are cited at the end of the essay, but the writer does not identify the sources of statistics and ideas within the essay itself.

Comments/Next Steps

- The student should review the structural elements of paragraphs (e.g., especially body paragraphs).
- The student should review the components of the introductory paragraph (e.g., an opinion statement may be more effective if included in the introductory paragraph).
- The student needs to use a graphic organizer to order the ideas.
- The student needs to use transitional words, phrases, and sentences to increase coherence by indicating progression from one idea to the next.
- The student should identify the sources of evidence within the body of the essay.

A Supported Opinion Essay on Conflict Level 2, Sample 2**A****TO YIELD, OR NOT TO YIELD?****Audience: Adolescents****B****TO YIELD, OR NOT TO YIELD?****Audience: Adolescents**

There are many pressures of being a teen. One peer pressure is doing drugs, and another is drinking alcohol. Every teen will experience this pressure from their friends. You probably will, or have already. There are also the consequences that you must think of before submitting to the undying pressure.

You will all be in this situation at one point or another. You'll be in a place where someone you're hanging out with, or someone around your group, will offer you a drag or some type of drug. What do you do now? Most of you are probably thinking to yourselves that you are strong and smart enough not to surrender your values and give in to peer pressure. This is not the usual case (Internet). You may have other reasons for doing so, but you and I both know that you have just bowed down before pressure. I understand that it is difficult to say whether you will do what they ask, or not, because you're not in that situation now.

Another familiar and popular thing involved with peer pressure is alcohol. Alcohol applies to the above situation as well. Are you asking yourself, once again, what do you do in this case scenario? Will you yield to the gut renching pressure? Unfortunately, many have given in to the pressure.

Something else to consider before your actions, are the consequences that follow your *could-possibly-change-your-life-forever* decision. There's a chance of losing self-respect and also the respect other people have for you. Some of the consequences may be minuscule or potentially fatal. Just remember that you are completely responsible for your actions. Everything you do will somehow in some way catch up

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with you.

Drugs and alcohol are only two factors that are included in peer pressure. There are many other forms of peer pressure. I decided to focus on these two because of the overwhelming popularity. Just remember, "*For every action there is a reaction, equal in force and opposite in direction*" (Newton).

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Work Cited

1. Internet-Issues Dealing with Peer Pressure
2. Sir Issac Newton

Teacher’s Notes

Knowledge/Understanding

- The student demonstrates some knowledge of essay structure (e.g., introduction, body, conclusion).
- The introduction contains the main ideas of the essay, but these are not stated concisely in one place; other ideas are interspersed.
- Body paragraphs have some connection to the main idea (e.g., paragraphs 3 and 4 have clear, relevant topic and concluding sentences, but paragraph 2 does not).

Thinking/Inquiry

- Some plausible accounts of the significance of peer pressure are presented in paragraphs 2 and 3, although there are some instances of incomplete connection (e.g., “This is not the usual case” in paragraph 2 and “Alcohol applies to the above situation as well” in paragraph 3 are unexplained).
- The evidence provided shows some specificity and relevance (e.g., “There’s a chance of losing self-respect and also the respect other people have for you.”); however, other thoughts detract from the focus (e.g., “I understand that it is difficult to say whether you will do what they ask, or not, because you’re not in that situation now.”).

Communication

- Paragraph elements are used with some effectiveness (e.g., paragraphs 1, 3, 4, and 5 have some clarity in topic and concluding sentences, but paragraph 2 does not).
- A few ideas are used (e.g., drugs, alcohol, consequences), and connecting words are sometimes provided (e.g., “Another ...”, “Something else ...”); however, some ideas are not clearly connected or explained (e.g., “There are many other forms of peer pressure.”).
- Words and phrases are used with some appropriateness for an adolescent audience; the tone is conversational (e.g., “You probably will, or have already”, “What do you do now?”), but some wording is awkward (e.g., “... the consequences that follow your *could-possibly-change-your-life-forever* decision”) or vague (e.g., “Another familiar and popular thing involved with peer pressure is alcohol.”).

Application

- Language conventions are used with some accuracy and are approaching level 3.
- Source citations are incomplete.

Comments/Next Steps

- The student needs to use discussion and revision to clarify ideas and develop a single strong statement of opinion (e.g., “Teens must consider carefully the consequences of giving in to peer pressure to try alcohol and drugs.”).
- The student should review guidelines for writing topic sentences and conclusions.
- The use of peer editing would help the student ensure that wording and ideas are complete, clear, and logical.
- The student should review an accepted format for citing print and electronic sources.