

HUNDREDS OF ARGUMENTATIVE ESSAY TOPICS



- When writing an argumentative essay, it is important to focus on three points in order to decipher the best topic for you to write on, these points are your ability to research, your writing ability and your analytical skills.
- Writing an argumentative essay is a way to present an argument with both of sides whilst inputting some of your own ideas. It is a great way to honing your debating skills as well as being an excellent way of developing your general writing skills including spelling, grammar and your general use of the language.
- It is now time to take a look at those argumentative essay topics. You should choose one which fits your skillset and knowledge but also one which will serve as some sort of challenge.

ARGUMENTATIVE ESSAY TOPICS

EDUCATIONAL TOPICS

- Are children having to learn a larger amount of information in school compared to twenty years ago? If so, why?
- Do children who are homeschooled find it more difficult to learn social skills?
- Should college education become free?
- Is it appropriate to teach younger school children about gender identity issues?
- What age should schools begin teaching sex education?
- Is it appropriate for school teachers to spend social time with children and their families?
- Should schools perform drug tests on their students?

FAMILY TOPICS

- Should the opinion of children be considered when looking at custody issues in court?
- Is it right that adults should be financially responsible for their elderly or vulnerable parents?
- Should men and women have different rights within a marriage? Why?
- Should you force studying and education on your child?
- Is it OK for parents to allow their children to try alcohol within the family home? At what age is this acceptable?
- Should there be a limit on how many children a family can have?
- Should a parent report their own child to the police for a crime?
- Is it OK for parents to allow their teenage children to undergo plastic surgery purely for cosmetic reasons?

MORAL ISSUES

- Are public CCTV cameras an infringement of people's privacy?
- Should parents be able to control how much time a teenage spends on social media or video games?
- Is it OK to use cosmetics which have been tested on animals in order to protect our own health?
- Should you disclose confidential information from a friend to someone who that information might affect?
- Does the media violate celebrity's privacy?
- Does journaling really help mental health?
- Should rich people help out those who are less financially stable?
- Should it be legal to demand a divorce when the spouse is in a coma?
- Does the modern image of beauty have a negative impact on how society sees the average person?
- Is the death penalty immoral?
- Should you save someone's life if it means putting your own at risk?

TECHNOLOGY TOPICS

- Are we too dependant on technology?
- What are the disadvantages to online dating services?
- Is someone who is 'social media famous' negatively impacted in their personal life?
- Are mobile telephones dangerous?
- Could we survive if the internet was obliterated?
- Is it better to read a physical book or an ebook?
- Can social media make you feel more lonely?
- Will there be a time when electronic currency become the main source of payment?
- Should video games containing violence be banned?
- Should a YouTube channel owner be responsible for the comments on their videos?
- What are the pros and cons of the mobile phone?
- Will there come a time when we cannot advance any further with technology?
- How does technology relate to education?

TOPICS WHICH ARE CONTROVERSIAL

- Should there be a monarchy?
- Are there politicians who are engaged in crime in the USA?
- Is there a time when someone should be above the law?
- Which are the most corrupt countries in the world?
- Does the prevention of world war three lie with any country in particular?
- Should guns be controlled in order to limit crime?
- Is society too regulated?
- Every country should have the death penalty in place.
- Governments should control the use of alcohol.
- The energy drink should be banned.

SOCIETY TOPICS

- Is the death penalty an effective deterrent?
- If tobacco was made illegal, would this stop people from smoking?
- Is a little competition a good thing?
- Is taking part in the lottery a good thing?
- How important is fashion?
- Was life easier a century ago?
- Is firing an employee enough of a punishment for cyberbullying?
- Should working mothers have special privileges?

HEALTH TOPICS

- What's the relationship between weight and food?
- How does a diet negatively impact one's life?
- Should society fight anorexia?
- What are the most dangerous sports?
- Should pro sports clamp down on those who use steroids?
- Swimming-is it the best form of activity?
- What is the best type of weight loss diet?
- How does physical education benefit the school system?

MISCELLANEOUS TOPICS

- Students should have limited internet time each day.
- What is the reason for Americans becoming more and more obese?
- What draws does the American education system have for foreign students?
- What is the best second language to learn?
- Do school tests have any advantages?
- Are humans to blame for climate change?
- Should torture be acceptable?
- Is the election system in your country fair?
- Do people cheat on their partners too often?
- Is the tax system in your country fair?
- Is there too much waste in today's society?
- Is a curfew effective at keeping teenagers out of trouble?
- Should recycling be mandatory?



Grade 7 Argumentative Essay Topics

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Challenges in Language Testing Around the World Betty Lanteigne,Christine Coombe,James Dean

Brown,2021-02-17 This book combines insights from language assessment literacy and critical language testing through critical analyses and research about challenges in language assessment around the world It investigates problematic practices in language testing which are relevant to language test users such as language program directors testing centers and language teachers as well as teachers in training in Graduate Diploma and Master of Arts in Applied Linguistics programs These issues involve aspects of language testing such as test development test administration scoring and interpretation use of test results Chapters in this volume discuss insights about language testing policy testing world languages developing program level language tests and tests of specific language skills and language assessment literacy In addition this book identifies two needs in language testing for further examination the need for collaboration between language test developers language test users and language users and the need to base language tests on real world language use

Narrative, Literacy and Other Skills Edy Veneziano,Ageliki Nicolopoulou,2019-05-15 In recent years narrative skills have been receiving increasing attention from researchers for their relevance in the development of language literacy and socio cognitive abilities This volume brings together studies focusing on two key issues in the development of children s narrative skills The first part of the Volume addresses the issue of the interrelatedness between narrative skills and literacy language and socio cognitive development as well as of the impact of narrative practices on the promotion of these different skills The second part of the Volume addresses the issue of how early interactional experiences particular contextual settings and specific intervention procedures can help children promote their narrative skills The studies span a wide age range from toddlers to late elementary school children concern different languages Dutch English French German Hebrew and Italian and consider narrative skills and practices from a rich variety of theoretical and methodological approaches

Ambitious Instruction Brad Cawn,2020-02-28 Ensure all learners have opportunities to engage deeply in meaningful intellectual work In *Ambitious Instruction* author Brad Cawn offers a blueprint for how to make rigor visible accessible and actionable in grade 6 12 classrooms The resource guides readers toward using the twin tenets of problem based learning and synthesis to significantly strengthen students ability to read write and think within and across disciplines Use this resource to reinvigorate and modernize daily learning and instruction Develop a working understanding of rigor that will serve as the basis for rigorous instructional excellence Discover how to integrate inquiry and dialogue into your instruction to help learners engage in meaningful exploration of complex problems Become familiar with actionable strategies that can be utilized to develop and increase rigor in the classroom Learn how to create and organize tasks texts and processes in order to improve teaching and learning Contents Acknowledgments Table of Contents About the Author Introduction Redefining Rigor Chapter 1 Determining What Rigor Will Look Like Chapter 2 Exploring the Two Tenets of Ambitious Instruction Chapter 3

Creating an Ambitious Instruction Road Map Chapter 4 Building Structured Inquiry to Power Ambitious Instruction Chapter 5 Facilitating Ambitious Instruction Through Dialogue Chapter 6 Launching and Sustaining Ambitious Instruction References and Resources

Resources in education, 1984-08

Student and Teacher Writing Motivational Beliefs Steve Graham, Gary A. Troia, Gustaf Bernhard Uno Skar, 2024-06-21

The study of students' motivational beliefs about writing and how such beliefs influence writing has increased since the publication of John Hays' 1996 model of writing. This model emphasized that writers' motivational beliefs influence how and what they write. Likewise, increased attention has been devoted in recent years to how teachers' motivational beliefs about writing, especially their efficacy to teach writing, impact how writing is taught and how students progress as writers. As a result, there is a need to bring together in a Research Topic studies that examine the role and influence of writing beliefs. Historically, the psychological study of writing has focused on what students write or the processes they apply when writing. Equally important but investigated less often are studies examining how writing is taught and how teachers' efforts contribute to students' writing. What has been less prominent in the psychological study of writing are the underlying motivational beliefs that drive or inhibit students' writing or serve as catalysts for teachers' actions in the classroom when teaching writing. This Research Topic will bring together studies that examine both students' and teachers' motivational beliefs about teaching writing. This will include studies examining the operation of such beliefs, how they develop, cognitive and affective correlates, how writing motivational beliefs can be fostered, and how they are related to students' writing achievement. By focusing on both students' and teachers' beliefs, the Research Topic will provide a more nuanced and broader picture of the role of motivation beliefs in writing and writing instruction. This Research Topic includes papers that address students' motivational beliefs about writing, teachers' motivational beliefs about writing or teaching writing. Students' motivational beliefs about writing include beliefs about the value and utility of writing, writing competence, attitudes toward writing, goal orientation, motives for writing, identity, epistemological underpinnings, writing and attributions for success/failure, as examples. Teachers' motivational beliefs include these same judgements, as well as beliefs about their preparation and their students' competence and progress as writers, to provide additional examples. This Research Topic is interested in papers that examine how such beliefs operate, develop, are related to other cognitive and affective variables, how they are impacted by instruction, and how they are related to students' writing performance. Submitted studies can include original research, both quantitative, qualitative, or mixed methods, meta-analysis, and reviews of the literature.

The Field Guide to Teaching Richard J. Marchesani, 2007

The goal of *The Field Guide to Teaching: A Handbook for New Teachers* is to provide very specific and practical guidance for those who are entering the teaching profession. The book offers guidelines, hints, and fundamental information geared to help the novice teacher avoid common pitfalls and to make a start on the road to becoming a professional educator. It is written from the point of view that those who read the book are unfamiliar with the profession beyond the training they have or will receive in their college teacher

preparation program or other alternate route program Publisher's website *Teaching Argumentative Writing to Twelfth Grade Students* Barbara Ann Beck Perushek, 1999 *Writer's Choice Tests with Answer Key and Rubrics Grade 12* McGraw-Hill Staff, 2000-07 **A Comparative Study of Writing Abilities in Two Modes at the Grade 5, 8, and 12 Levels** Ian Pringle, Aviva Freedman, Ontario. Ministry of Education, Ontario. Ministry of Colleges and Universities, 1985 The third of three studies involving a comparative analysis of transactional and narrative writing of selected samples of students in two Ontario districts this study addressed questions arising from the earlier studies and examined the writing skills of students in grades 5, 8, and 12 Writing samples were examined for conformity to the norms of story structure and argumentation and the subject matter of the transactional writing was analyzed The level of affective development manifested in subsamples of both the stories and the arguments was rated All the papers in the sample were analyzed for syntactic complexity scores and for mechanical and conventional errors Comparisons of the first and second versions of the papers were made to assess skills in revising and editing Findings indicated the need of students to learn how to write an argument and to revise a paper Other implications were 1 that since the level of difficulty of one aspect of a writing task may decrease the lack of control in another teachers must take into account the nature of difficulties in the tasks they set students and make their assessments accordingly 2 that students at all levels should be given occasions to write narratives 3 that the model of persuasive discourse should be countered and 4 that writing strategies recommended by authorities need to be implemented EL The Writer's Craft McDougal Littell Incorporated, 1995 Resources in Education, 1995 Annual Catalogue ... with Minutes of the ... Annual Meeting of the Stockholders Swarthmore College, 1911 *Catalogue* Swarthmore College, 1911 **Oklahoma Administrative Code**, 2015 A compilation of permanent rules and executive orders Including updates filed with the Secretary of State as of August 15, 2011 *Written Composition Interests of Junior and Senior High School Pupils* John Harvard Coleman, 1972 **The English Record**, 1982 Cracking the GRE Karen Lurie, Magda Pecsénye, Adam Robinson, Princeton Review (Firm), 2004 **EPIE Materials Report**, 1979 Michigan School Moderator, 1898 **20-Minute Learning Connection** Douglas B. Reeves, 2002 This new guide shows Massachusetts parents how they can help their child succeed in school Includes 250 learning activities aligned to state standards plus homework advice checklists information about state tests and tips for effective parent teacher communication

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