**How to assess the effectiveness of an argument?**

A thesis is effective when it is supported by **claims1** (reasons) organized into a **valid** 2 line of reasoning.

Thesis

Reason/Claim

Evidence

Evidence

Evidence

Reason/Claim

Evidence

Evidence

Evidence

Evidence

Evidence

Evidence

Claims are effective when they are supported by effective evidence and valid reasoning.

Reason/Claim

Evidence is effective when it is **credible3** and **relevant4**

Evidence can be **qualitative**5 or **quantitative6**

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| **Definitions** | **In a text you’ll see this when** |
| 1. **Claim** — A statement made about an issue that asserts a perspective | The author makes claims(gives reasons) and then works to support them with evidence. |
| 1. **Valid** — The extent to which an argument or claim is logical (sound and clear reasoning) | The author explains how/why the claims are related and how they logically work together. |
| 1. **Credible** — The degree to which the evidence (or its source) is believable and trustworthy | The author cites a source and gives some background info on why it should be trusted. |
| 1. **Relevant** – It helps support the claim being made. It is current. | The author comments on how a specific piece of evidence proves a claim. |
| 1. **Qualitative Data**— Having to do with text, narratives, or descriptions | The author offers an opinion from an expert, an anecdote, a personal experiences etc. as evidence. |
| 1. **Quantitative Data** — Having to do with numbers, amounts, or quantities | The author provides numbers as evidence to support a claim. |

AP Seminar End of Course Exam’s 3 questions.

1. Identify the author’s argument, main idea, or **thesis**. (3 points)

2. Explain the author’s **line of reasoning** by identifying the claims used to build the argument and the connections between them. (6 points)

3. Evaluate(judge) the **effectiveness of the evidence (credible/relevant)** the author uses to support the claims made in the argument. (6 points)