

Going for the Look

Reading selection for this module:

Greenhouse, Steven. "Going for the Look, but Risking Discrimination." *New York Times*. 13 July 2003.

Reading Rhetorically

Prereading

Activity 1

Introducing Key Concepts

Your teacher will give you several magazine ads for clothing stores. Working with your group, list as many words as you can that describe "the look" of the model or models in each ad.

Activity 2

Getting Ready to Read

Quickwrite: Should companies be able to hire only people who project the company image?

Activity 3

Surveying the Text

Discuss the following questions with your class:

1. What does the title of Greenhouse's article, "Going for the Look, but Risking Discrimination," tell you about the topic of this article?
 2. The article was published in *The New York Times*. What do you expect from an article published by this newspaper? Will it be interesting? Will you be able to believe what the author says?
 3. What can you tell about the article by looking at its length and the length of its paragraphs?
-

Activity 4

Making Predictions and Asking Questions

1. Read the first five paragraphs. What are they about? Now read the last paragraph. Melissa Milkie states, "Whether that's morally proper is a different question." What is it that she is wondering about?

Activity 4 (Continued)

2. What do you think this article is going to be about?
3. What do you think is the purpose of this article?
4. Who do you think is the intended audience for this piece? What other audiences might be interested in this topic?
5. Will the article take a position on the topic of hiring people to project a certain image? Why do you think so?
6. Turn the title into a question (or questions) to answer after you have read the text.

Activity 5

Introducing Key Vocabulary

A semantic map (or web) will help you organize the terms your teacher will give you for this activity.

Directions:

1. Write the topic in the center of the map.
2. Create categories based on the topic.
3. List words that fall under the categories.

Reading

Activity 6

First Reading

You have read the first five paragraphs and the conclusion. Now read the rest of the article silently. As you read, think about the predictions you have made, and then answer the following questions.

1. Of your original predictions, which were right? Which did you have to modify as you reread “Going for the Look”?
2. Find and underline the most significant sentence in the article. Why is it the most important sentence?
3. What is the main idea of “Going for the Look”? Write it in the box at the end of the article.

Activity 7

Looking Closely at Language

Vocabulary Self-Assessment Chart

This vocabulary self-assessment chart will help you think about whether a word is familiar and to what degree. It will also help draw your attention to particular words that are important to understand the article. Use concise definitions to fill out the chart.

Word	Definition	Know It Well	Have Heard of It	Don't Know It
coincidence				
aggressive				

Activity 7
(Continued)

Word	Definition	Know It Well	Have Heard of It	Don't Know It
discriminating				
pervasive				
emphatically				
upscale				
reeks of				
inadvertently				
impermissible				
incompetent				
impacts				

Activity 8

Rereading the Text

Now that you know what Greenhouse’s “Going for the Look” is about, go back and reread it.

Using a highlighter or pencil, mark the following parts of the text:

1. Where the introduction ends
2. Where Greenhouse identifies the issue or problem he is writing about
3. The examples Greenhouse gives
4. The argument of retailers
5. The advice of the lawyer
6. The customer’s viewpoint
7. The conclusion

In the right-hand margin, write your reactions to what Greenhouse and the people he quotes are saying.

Now exchange your copy of “Going for the Look” with your partner. Read your partner’s annotations and reactions, and then talk about what you chose to mark and how you reacted to the text. Did you and your partner agree on what the main idea is?

Activity 9

Considering the Structure of the Text

Fill in the spaces after each section with the content and/or purpose of the preceding paragraphs.

Going for the Look, but Risking Discrimination

by Steven Greenhouse

The New York Times, July 13, 2003

- 1 A funny thing happens when Elizabeth Nill, a sophomore at Northwestern University, goes shopping at Abercrombie & Fitch.

Activity 9
(Continued)

- 2 At no fewer than three Abercrombie stores, she says, managers have approached her and offered her a job as a clerk.
- 3 “Every time this happens, my little sister says, ‘Not again,’” said Ms. Nill, who is 5-foot-6 and has long blond hair. She looks striking. She looks hip. She looks, in fact, as if she belongs in an Abercrombie & Fitch catalog.
- 4 Is this a coincidence? A fluke? No, says Antonio Serrano, a former assistant Abercrombie store manager in Scranton, Pa. It’s policy.

Content and Purpose:

- 5 “If someone came in with a pretty face, we were told to approach them and ask them if they wanted a job,” Mr. Serrano said. “They thought if we had the best-looking college kids working in our store, everyone will want to shop there.”
- 6 Abercrombie’s aggressive approach to building a pretty and handsome sales force, an effort that company officials proudly acknowledge, is a leading example of what many industry experts and sociologists describe as a steadily growing trend in American retailing. From Abercrombie to the cosmetics giant L’Oreal, from the sleek W hotel chain to the Gap, businesses are openly seeking workers who are sexy, sleek or simply good-looking.
- 7 Hiring for looks is old news in some industries, as cocktail waitresses, strippers and previous generations of flight attendants know all too well. But many companies have taken that approach to sophisticated new heights in recent years, hiring workers to project an image.
- 8 In doing so, some of those companies have been skirting the edges of antidiscrimination laws and provoking a wave of private and government lawsuits. Hiring attractive people is not necessarily illegal, but discriminating on the basis of age, sex or ethnicity is. That is where things can get confusing and contentious.
- 9 “If you’re hiring by looks, then you can run into problems of race discrimination, national origin discrimination, gender discrimination, age discrimination and even disability discrimination,” said Olophius Perry, director of the Los Angeles office of the Equal Employment Opportunity Commission, which has accused several companies of practicing race and age discrimination by favoring good-looking young white people in their hiring.

Content and Purpose:

- 10** Some chains, most notably the Gap and Benetton, pride themselves on hiring attractive people from many backgrounds and races. Abercrombie’s “classic American” look, pervasive in its store and catalogs and on its Web site, is blond, blue-eyed and preppy. Abercrombie finds such workers and models by concentrating its hiring on certain colleges, fraternities and sororities.
- 11** The company says it does not discriminate. But in a lawsuit filed last month in Federal District Court in San Francisco, some Hispanic, Asian and black job applicants maintained otherwise. Several plaintiffs said in interviews that when they applied for jobs, store managers steered them to the stockroom, not to the sales floor.
- 12** In interviews, managers like Mr. Serrano described a recruiting approach used by Abercrombie, which has become one of the most popular retailers among the nation’s youth.
- 13** “We were supposed to approach someone in the mall who we think will look attractive in our store,” said Mr. Serrano, who said he quit when told he would be promoted only if he accepted a transfer. “If that person said, ‘I never worked in retailing before,’ we said: ‘Who cares? We’ll hire you.’ But if someone came in who had lots of retail experience and not a pretty face, we were told not to hire them at all.”
- 14** Tom Lennox, Abercrombie’s communications director, emphatically denied job bias but acknowledged the company likes hiring sales assistants, known as brand representatives, who “look great.”
- 15** “Brand representatives are ambassadors to the brand,” Mr. Lennox said. “We want to hire brand representatives that will represent the Abercrombie & Fitch brand with natural classic American style, look great while exhibiting individuality, project the brand and themselves with energy and enthusiasm, and make the store a warm, inviting place that provides a social experience for the customer.”

Content and Purpose:

- 16** Retailers defend that approach to hiring as necessary and smart, and industry experts see the point.
- 17** “In today’s competitive retail environment, the methods have changed for capturing the consumers’ awareness of your brand,” said Marshal Cohen, a senior industry analyst with the NPD Group, a market research firm. “Being able to find a brand enhancer, or what I call a walking billboard, is critical. It’s really important to create an environment that’s enticing to the community, particularly with the younger, fashionable market. A guy wants to go hang out in a store where he can see good-looking gals.”
-

Purpose:

- 18** While hiring by looks has a long history, some sociologists and retail consultants agree that the emphasis has increased—not at WalMart and other mass marketers, but at upscale businesses.
- 19** The federal government has accused some of the businesses of going too far. The hotel entrepreneur Ian Scharger agreed to a \$1.08 million settlement three years ago after the Equal Employment Opportunity Commission accused his Mondrian Hotel in West Hollywood of racial discrimination for firing nine valets and bellhops, eight of them nonwhite. Documents filed in court showed that Mr. Scharger had written memos saying that he wanted a trendier group of workers and that the fired employees were “too ethnic.”
- 20** Last month the commission reached a \$5,000 settlement with 36th Street Food and Drink, a restaurant in St. Joseph, Mo., after accusing it of age discrimination against a 47-year-old waitress. The waitress, Michele Cornell, had worked at the restaurant for 23 years, but when it reopened after renovations, it refused to rehire her because, the commission said, she no longer fit the young, trendy look it had adopted.

Activity 9
(Continued)

- 21** “The problem with all this image stuff is it just reeks of marketing for this white-bread, Northern European, thin, wealthy, fashion-model look,” said Donna Harper, supervisory attorney in the commission’s St. Louis office. “We all can’t be Anglo, athletic and young.”
- 22** Ms. Harper said an employer who insisted on hiring only athletic-looking people could be viewed as discriminating against a person in a wheelchair. Employers who insisted on hiring only strapping, tall people might be found guilty of discriminating against Mexican-Americans or Asian-Americans, who tend to be shorter, she added.
- 23** Stephen J. Roppolo, a New Orleans lawyer who represents many hotels and restaurants, said: “Hiring someone who is attractive isn’t illegal per se. But people’s views on what’s attractive may be influenced by their race, their religion, their age. If I think Caucasian people are more attractive than African-American people, then I may inadvertently discriminate in some impermissible way. I tell employers that their main focus needs to be hiring somebody who can get the job done. When they want to hire to project a certain image, that’s where things can get screwy.”

Purpose:

-
- 24** Image seemed very much in evidence the other evening at the Abercrombie & Fitch store in Water Tower Place, one of Chicago’s most upscale malls. Working there was a 6-foot-2 sales clerk with muscles rippling under his Abercrombie T-shirt and a young long-haired blond clerk, her navel showing, who could have been a fashion model.
- 25** “If you see an attractive person working in the store wearing Abercrombie clothes, it makes you want to wear it, too,” said Matthew Sheehey, a high school senior from Orland Park, a Chicago suburb.

Purpose:

Activity 9 (Continued)

- 26** Elysa Yanowitz says that when she was a West Coast sales manager for L’Oreal, she felt intense pressure to hire attractive saleswomen, even if they were incompetent. In fact, she says, company officials sought to force her out after she ignored an order to fire a woman a top manager described as not “hot” enough.
- 27** “It was pretty well understood that they had to have magazine-look quality,” she said of the sales force. “Everyone is supposed to look like a 110-pound model.”
- 28** L’Oreal officials did not respond to a request for comment.

Purpose:

-
- 29** Melissa Milkie, a sociology professor at the University of Maryland who has written about perceptions of beauty, said: “Good-looking people are treated better by others. Maybe companies have noticed that hiring them impacts their bottom line. Whether that’s morally proper is a different question.”

Purpose:

Activity 10

Analyzing Stylistic Choices

Words

Greenhouse’s “Going for the Look” is about American retailing, in which advertising jargon often substitutes for ordinary language. What do the following phrases from paragraphs 15 and 17 *really* mean? Why do marketing experts use jargon?

- Brand representative
- Ambassadors to the brand
- Natural classic American style
- Social experience for the customer
- Brand enhancer

Activity 10 (Continued)

- Walking billboard
- Enticing to the community

Sentences

- Greenhouse writes about Elizabeth Nill, “She looks striking. She looks hip. She looks, in fact, like she belongs in an Abercrombie & Fitch catalog” (paragraph 3). Why does he repeat “She looks . . . ”? Why does he say the third time, “She looks, in fact, as if she belongs in an Abercrombie & Fitch catalog”?
- In paragraph 19, why is “too ethnic” in quotation marks? How is this use of quotation marks different from their use with “classic American” in paragraph 10?

Paragraphs

- Look at paragraph 16. Why do you think it has only one sentence?
- How would you combine the short, journalistic paragraphs into longer ones that would each contain one main idea? Draw lines to show which paragraphs you would combine.

Essay

- Greenhouse quotes several different people. Using the tone you think they would use, read aloud what they say. What kind of person do you think each one is? How much do you think you can trust what they say? Why?

1. Mr. Serrano, a former Abercrombie & Fitch employee:

“We were supposed to approach someone in the mall who we think will look attractive in our store. If that person said, ‘I never worked in retailing before,’ we said: ‘Who cares? We’ll hire you.’ But if someone came in who had lots of retail experience and not a pretty face, we were told not to hire them at all.”

2. Tom Lennox, Abercrombie’s communications director:

“Brand representatives are ambassadors to the brand. We want to hire brand representatives that will represent the Abercrombie & Fitch brand with natural classic American style, look great while exhibiting individuality, project the brand and themselves with energy and enthusiasm, and make the store a warm, inviting place that provides a social experience for the customer.”

3. Marshal Cohen, a senior industry analyst with the NPD Group, a market research firm

“In today’s competitive retail environment, the methods have changed for capturing the consumers’ awareness of your brand. Being able to find a brand enhancer, or what I call a walking billboard, is critical. It’s really important to create an environment that’s enticing to the community, particularly with the younger, fashionable market. A guy wants to go hang out in a store where he can see good-looking gals.”

Activity 10
(Continued)

4. Donna Harper, supervisory attorney in the Equal Employment Opportunity Commission’s office in St. Louis

“The problem with all this image stuff is it just reeks of marketing for this white-bread, Northern European, thin, wealthy, fashion-model look. We all can’t be Anglo, athletic and young.”

- How formal or informal is “Going for the Look”? How would the text be different if it were intended for a group of retailers? What if it were intended for employment counselors who help people apply for jobs?

Postreading

Activity 11

Summarizing and Responding

Write a summary of the article. When you finish, exchange your summary with a partner. Use the Peer Response to Summary Form to evaluate your partner’s summary/response.

Peer Response to Summary

1. Does the writer include the author’s name in the first sentence of the summary? Yes _____

Writer: Include the author’s name. No _____

2. Does the writer include the title of the essay in the first sentence of the summary? Yes _____

Writer: Include the title of the essay. No _____

Is the title in quotation marks? Yes _____

Writer: Punctuate the title using quotation marks. No _____

3. Does the first sentence clearly state the main idea of the article? Yes _____

Writer: State the main idea in the first sentence. Make sure it is clear and accurate. No _____

You can improve your first sentence by _____

4. Does the writer include all of the important ideas or supporting points from the essay? Yes _____

Writer: You left out an important point (specify which): No _____

Activity 11
(Continued)

5. Does the writer use his/her own words? Yes _____

Writer: You used the author's words instead of your own.
(Indicate where—give paragraph or line number.)

No _____

6. Does the writer keep his/her own opinions out of the summary? Yes _____

Writer: You mentioned your opinion in the summary.
(Indicate where—give paragraph or line number.)

No _____

Remember to save your opinion for your response!

(From *LS 15 Course Materials*, California State University, Sacramento; copyright 2003)

Activity 12

Thinking Critically

Work with your group to answer the assigned questions. Select a reporter to write down your group's answers. If you finish early, go on to the other questions. Then share your answers with the class.

Group 1

1. Why did Greenhouse tell the story of Elizabeth Nill's experience at Abercrombie & Fitch? What is your reaction to the story?
2. In the conclusion, Greenhouse quotes a sociology professor, Melissa Milkie, who says, "Maybe companies have noticed that hiring [good-looking people] impacts their bottom line" (paragraph 29). What does this mean? Is it a good justification?
3. Who do you think makes the best argument either for or against hiring for "the look"? Why?

Group 2

1. Have you observed stores or restaurants that seem to have hired their employees to project a certain image? How do you feel about this practice?
2. Do you think that Greenhouse represents both sides of the argument objectively or does he appeal to the reader's emotions? Give examples of either the way he is objective or the way he slants the arguments.
3. Stephen J. Roppolo, a New Orleans lawyer, says if employers hire on the basis of people's looks, they "may inadvertently discriminate in an impermissible way" (paragraph 23). Is he implying that the employers are discriminating because they are greedy and want to make a bigger profit? Why or why not?

Group 3

1. Greenhouse says, "That is where things can get confusing and contentious" (paragraph 8). What does "contentious" mean? What is this paragraph saying about the trend toward hiring people on the basis of looks?

Activity 12 (Continued)

2. What do you think of the argument that “a guy wants to go hang out in a store where he can see good-looking gals” (paragraph 17)? Do you think that statement is a fair way of making the retailers’ argument?
3. Greenhouse says, “In doing so [hiring for looks], some of those companies have been skirting the edges of antidiscrimination laws and provoking a wave of private and government lawsuits” (paragraph 8). Do you think you would be justified in suing a company like Abercrombie’s if they turned you down for a job and you thought it was because you weren’t “blond, blue-eyed and preppy”? Why or why not?

Activity 13

Revisiting Key Vocabulary

Now that you have read and reread the article and have thought about the arguments it contains about hiring people according to their looks, it is time to look again at vocabulary. This time you are going to look at words you may want to use when you write about the issue. Fill in the blanks in the following sentences with the word that best fits the meaning from the list of words provided by your teacher.

1. Retailers want _____ to recognize their brand so they will buy products from their store.
2. Stores that hire only attractive employees run the risk of _____ against other qualified applicants.
3. Abercrombie & Fitch offered Elizabeth Nill a job because they thought she _____ the right image.
4. It does not make sense for a store to hire someone who is _____ simply because that person is good-looking.
5. Retailers contend that hiring on the basis of looks is not _____, but discriminating on the basis of age, sex, or ethnicity is.
6. Some job _____ claimed they were not given sales jobs because of the color of their skin.
7. Retailers _____ aggressively for their customers’ business.
8. The hiring of workers who project a certain _____ can be part of a retailer’s marketing strategy.

Writing Rhetorically

Prewriting

Activity 14

Reading the Assignment

Reading the assignment carefully to make sure you address all aspects of the prompt is important.

On-Demand Writing Assignment

You will have 45 minutes to plan and write an essay on the topic assigned below. Before you begin writing, read the passage carefully and plan what you will say. Explain Cohen’s argument and discuss the extent to which you agree or disagree with his analysis. Support your position, providing reasons and examples from your own experience, observations, or reading. Your essay should be as well-organized and carefully written as you can make it.

“Retailers defend the approach to hiring based on image as necessary and smart, and industry experts see the point. ‘In today’s competitive retail environment, the methods have changed for capturing the consumer’s awareness of your brand,’ said Marshal Cohen, a senior industry analyst with the NPD Group, a market research firm. ‘Being able to find a brand enhancer, or what I call a walking billboard, is critical. It’s really important to create an environment that’s enticing to the community, particularly with the younger, fashionable market. A guy wants to go hang out in a store where he can see good-looking gals.’”

Explain Cohen’s argument and discuss the extent to which you agree or disagree with his analysis. Support your position, providing reasons and examples from your own experience, observations, or reading.

Take the following steps for this exercise:

- Read the assignment carefully.
- Decide which issue you are going to discuss.
- Discuss the purpose of the assignment. What will you try to accomplish in your essay?

Activity 15

Getting Ready to Write

1. What are the author’s major claims?
2. What are the strongest claims? What are the weakest?
3. Have arguments been left out?
4. What can we infer about the author?
5. How does he appeal to our emotions?

Activity 16

Formulating a Working Thesis

Writing down a tentative thesis at this point is a good habit to develop in your writing process. Your thesis should be a complete sentence and can be revised several times. But a focused thesis statement will keep your writing on track.

Record your responses to the following questions in preparation for writing your tentative thesis statement.

- What specific question will your essay answer? What is your response to this question? (This is your tentative thesis.)
- What support have you found for your thesis?
- What evidence have you found for this support? For example, use facts, statistics, statements from authorities, personal experiences, anecdotes, stories, scenarios, and examples.
- How much background information do your readers need to understand your topic and thesis?
- If readers were to disagree with your thesis or the validity of your support, what would they say? How would you address their concerns (what would you say to them)?

Now draft a possible thesis for your essay.

Writing

Activity 17

Composing a Draft

When you write an argument essay, choose an approach to the subject that matters to you. If you have strong feelings, you will find it much easier to gather evidence and convince your readers of your point of view. Keep in mind, however, that your readers might feel just as strongly about the opposite side of the issue. The following guidelines will help you write a good argument essay.

1. State your opinion on the topic in your thesis statement. To write a thesis statement for an argument essay, you must take a stand for or against an action or an idea. In other words, your thesis statement should be debatable—a statement that can be argued or challenged and will not be met with agreement by everyone who reads it. Your thesis statement should introduce your subject and state your opinion about that subject.

Greenhouse's thesis is not explicit (he doesn't say it directly), but you can infer that his thesis is that retailers need to hire for appearance in order to attract consumers and increase profits. This is Cohen's position, and it is a debatable thesis. Some other statements about hiring for appearance would not be debatable and therefore would not be effective theses:

Activity 17 (Continued)

Not debatable: Today’s retailers operate in a competitive environment.

Not debatable: Retailers want to create a shopping environment that attracts consumers.

Both examples are simply statements of fact that most people would agree are true. They would not be effective theses because no one would argue with them.

2. Take your audience into consideration as you write your essay.

When you write your essay, assume that your audience is well-informed generally but may not have the specific knowledge that you have gained by reading “Going for the Look” and the discussions you had about it. You need to provide your readers with information and your source for that information whether you are citing statistics or paraphrasing someone else’s argument. In a true timed-writing situation, you will not have access to sources other than short passages, but you can still refer to information you learned in a class, read in an article, or found on a Web site. Just be sure to mention where you found it (not a formal reference but an acknowledgment that it comes from another source).

You may also want to let your readers know who you are. Think about how you formed judgments about the various “authorities” that are quoted in “Going for the Look.” You can let your readers know, for example, that you are a high school student and that you have had friends who may have been offered jobs at stores because of their “look.” Your readers will understand that you are in a good position to make this observation.

You also need to assume that some of your readers will disagree with you (remember, your thesis is going to be debatable). Acknowledge some possible alternative positions and explain why they are not as strong as your own to help respond to potential objections. For example, Stephen Roppolo acknowledges that hiring someone who is attractive is not illegal. He gets that argument on the table before he goes on to his own argument that the “main focus needs to be hiring someone who can get the job done.” Cohen, on the other hand, doesn’t even acknowledge that arguments can be made against hiring based on image.

3. Choose evidence that supports your thesis statement. Evidence is probably the most important factor in writing an argument essay. Without solid evidence, your essay is nothing more than opinion; with it, your essay can be powerful and persuasive. If you supply convincing evidence, your readers will not only understand your position but perhaps agree with it.

Evidence can consist of facts, statistics, statements from authorities, and examples or personal stories. Examples and personal stories can be based on your own observations, experiences, and

Activity 17 (Continued)

reading, but your opinions are not evidence. Other strategies, such as comparison/contrast, definition, and cause/effect, can be particularly useful in building an argument. Use any combination of evidence and writing strategies that supports your thesis statement.

In “Going for the Look,” most of the evidence is from authorities who have varying degrees of credibility and personal stories. Here are some examples:

Statements from Authorities

- Statement by Olophius Perry, director of the Los Angeles office of the Equal Employment Opportunity Commission about the danger of discrimination from hiring on the basis of looks (paragraph 9).
- Claims from interviews used as evidence in the lawsuit against Abercrombie & Fitch (paragraphs 11–13).
- Quotation from Stephen J. Roppolo, a New Orleans lawyer who represents hotel and restaurants (paragraph 23).
- Quotation from Melissa Milkie, a sociology professor who has written about perceptions of beauty (paragraph 29).

Examples and Personal Stories

- Elizabeth Nill’s personal story (paragraphs 1–5).

4. Anticipate opposing points of view. In addition to stating and supporting your position, anticipating and responding to opposing views are important. Presenting only your side of the argument leaves half the story untold—the opposition’s half. If you acknowledge that there are opposing arguments and answer them, your reader will be more convinced of your argument.

Greenhouse presents the retailers’ point of view that hiring based on appearance is “necessary and smart” by citing an expert, Marshal Cohen.

5. Find some common ground. Pointing out common ground between you and your opponent is also an effective strategy. Common ground refers to points of agreement between two opposing positions. For example, one person might be in favor of gun control and another strongly opposed. But they might find common ground—agreement—in the need to keep guns out of teenagers’ hands. Locating some common ground is possible in almost every situation. When you state in your essay that you agree with your opponent on certain points, your reader sees you as a fair person.

In “Going for the Look,” Roppolo attempts to find common ground. Instead of telling his business clients that what they are doing is illegal and immoral, Roppolo tells them that they “may inadvertently discriminate in some impermissible way” if they hire based on attractiveness. He implies that if they currently discriminate, it is by accident, not because they are bad or greedy. That makes it easier for them to then accept his advice to not discriminate when hiring.

Activity 17 (Continued)

6. Maintain a reasonable tone. Just as you probably wouldn't win an argument by shouting or making mean or nasty comments, don't expect your readers to respond well to such tactics. Keep the "voice" of your essay calm and sensible. Readers will be much more open to what you have to say if they think you are a reasonable person.

Roppolo uses a reasonable tone. Donna Harper, the lawyer in St. Louis, uses a more strident tone: "The problem with all this image stuff is it just reeks of marketing for this white-bread, Northern European, thin, wealthy, fashion-model look." A retailer might be justifiably offended by her tone and therefore much less likely to take advice from her. However, she isn't trying to persuade store owners; she's trying to persuade a jury to convict store owners, so her tone is intentional.

7. Organize your essay so that it presents your position as effectively as possible. By the end of your essay, you want your audience to agree with you. So you need to organize your essay in such a way that your readers can easily follow it. The number of your paragraphs may vary (depending on the nature of your assignment), but the following outline shows the order in which the features of an argument essay are most effective:

Introduction

- Background information
- Introduction of subject
- Statement of your opinion

Body Paragraphs

- Common ground
- Lots of evidence (logical and emotional)
- Opposing point of view
- Response to opposing point of view

Conclusion

- Restatement of your position
- Call for action or agreement

The arrangement of your evidence in an argument essay depends to a great extent on your readers' opinions. Most arguments will be organized from general to particular, from particular to general, or from one extreme to another. When you know that your readers already agree with you, arranging your details from general to particular or from most to least important is usually most effective. With this order, you are building on your readers' agreement and loyalty as you explain your thinking on the subject.

If you suspect that your audience does not agree with you, reverse the organization of your evidence and arrange it from particular to general or from least to most important. In this way, you can take

Activity 17 (Continued)

your readers step by step through your reasoning in an attempt to get them to agree with you.

Greenhouse’s article follows the general outline just presented. Here is a skeleton outline of his essay:

Introduction

- Personal story of Elizabeth Nill
- Abercrombie & Fitch as an example of the trend toward hiring for looks

Body Paragraphs

- Discussion of the trend toward hiring workers to project an image and the legal issues it raises
- The Abercrombie & Fitch lawsuit
- The retailers’ point of view that hiring for looks is necessary and smart
- Discrimination issues
- Additional examples of hiring for appearance in retail

Conclusion

- Quotation from expert focusing on the apparent conflict between a sound business strategy versus the morality of hiring based on looks

Activity 18

Organizing the Essay

The following items are traditional parts of all essays:

- An introduction (usually one or two paragraphs) that “hooks” the reader and provides a thesis statement or road map for the reader
- The body (as many paragraphs as necessary), which supports the thesis statement point by point
- A conclusion (usually only one paragraph) that summarizes the main points and explains the significance of the argument

The number of paragraphs in an essay depends on the nature and complexity of your argument.

Here are some additional hints to help you organize your thoughts.

Introduction

- You might want to include the following in your introductory paragraph or paragraphs:
 - A “hook” to get the reader’s attention
 - Background information the audience may need
 - A thesis statement, along with some indication of how the essay will be developed (“forecasting”). *Note:* A thesis statement states the topic of the essay and the writer’s position on that topic. You may choose to sharpen or narrow the thesis at this point.

Activity 18 (Continued)

Body

- Paragraphs that present support of the thesis statement, usually in topic sentences supported with evidence. (See “Getting Ready to Write.”)
- Paragraphs that include different points of view or address counter-arguments
- Paragraphs or sentences where the writer addresses those points of view by doing the following:
 - Refuting them
 - Acknowledging them but showing how the writer’s argument is better
 - Granting them altogether but showing they are irrelevant
- Evidence that you have considered the values, beliefs, and assumptions of your audience; your own values, beliefs, and assumptions; and whether you have found some common ground that appeals to the various points of view

Conclusion

- A final paragraph (or paragraphs) that includes a solid argument to support the thesis and indicates the significance of the argument—the “so what” factor

Activity 19

Developing the Content

Here are a few highlights on essay development:

- Most body paragraphs consist of a topic sentence (or an implied topic sentence) and concrete details to support that topic sentence.
- Body paragraphs give evidence in the form of examples, illustrations, statistics, and so on and analyze the meaning of the evidence.
- Each topic sentence is usually directly related to the thesis statement.
- No set number of paragraphs makes up an essay.
- The thesis dictates and focuses the content of an essay.

Revising and Editing

Activity 20

Revising the Draft

You now need to work with the organization and development of your draft to make sure that your essay is as effective as possible.

Peer Group Work

In groups of three or four, each student should read his or her essay aloud to other members of the group. Then, for each essay, complete Part I of the Evaluation Form your teacher will supply.

Activity 20 (Continued)

Paired Work

Work in pairs to decide how you want to revise the problems that group members identified.

Individual Work

Revise the draft based on the feedback you have received and the decisions you have made with your partners. Consider these additional questions for individual work:

- Have I responded to the assignment?
- What is my purpose for this essay?
- What should I keep? What is most effective?
- Where do I need more details, examples, and other evidence to support my point?
- What could I get rid of? Did I use irrelevant details? Was I repetitive?
- What should I change? Are parts of my essay confusing or contradictory? Do I need to explain my ideas more fully?
- What should I rethink? Was my position clear? Did I provide enough analysis to convince my readers?
- How is my tone? Am I too overbearing or too firm? Do I need qualifiers?
- Have I addressed differing points of view?
- Does my conclusion show the significance of my essay?
- Have I used key vocabulary words correctly to represent the ideas from the article? Have I used words that refer to specific facts from the text?

Activity 21

Editing the Draft

You now need to work with the grammar and mechanics of your draft to make sure that your use of language is effective and conforms to the guidelines of standard written English.

Individual Work

Edit your draft based on the information you have received from your instructor or a tutor. Use the editing checklist provided by your teacher. The suggestions below will also help you edit your own work.

Editing Guidelines for Individual Work

- If possible, set your essay aside for 24 hours before rereading to find errors.
- If possible, read your essay out loud so you can hear your errors and rough spots.
- At this point, focus on individual words and sentences rather than overall meaning. Take a sheet of paper and cover everything except the line you are reading. Then touch your pencil to each word as you read.
- With the help of your teacher, figure out your own pattern of errors—the most serious and frequent errors you make.

- Look for only one type of error at a time. Then go back and look for a second type, and if necessary, a third.
- Use the dictionary to check spelling and confirm that you've chosen the right word for the context.

Activity 22

Reflecting on the Writing

When you have completed your own essay, answer these six questions:

1. What was most difficult about this assignment?
2. What was easiest?
3. What did you learn about arguing by completing this assignment?
4. What do you think are the strengths of your argument? Place a wavy line by the parts of your essay that you feel are very good.
5. What are the weaknesses, if any, of your paper? Place an X by the parts of your essay you would like help with. Write any questions you have in the margin.
6. What did you learn from this assignment about your own writing process—about preparing to write, about writing the first draft, about revising, and about editing?