

PERSUASION AND ARGUMENT

English for Degree Entrance (EDE) compiled by Carrie Molinski & Sue Slessor.

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Introduction

The persuasive and argument techniques are not only used in academic essays. We see persuasive techniques in everything from newspaper articles to advertisements and even in oral communications like speeches or formal presentations.

In this module, you will look at how persuasive techniques are used in different mediums. To work through this module, you will need to refer back to the information you learned in the previous one.

Learning Objectives

- Explore persuasive and argument techniques commonly used in writing.
- Identify the differences between Ethos, Pathos, and Logos.
- Identify persuasive techniques used in essays, advertisements, and oral communications.
- Identify persuasive techniques used in essays, advertisements and oral communications.

To Do List

- Read the chapter on Persuasive and Argument Techniques and watch the 3 videos embedded in the reading.
- Complete the exercises and H5Ps to check your understanding.
- Review the persuasive essay, *Water Inequality*, from Module 1.
- Complete the Persuasive Essay Analysis Assignment in Blackboard.

- Watch the video, *The Art of Rhetoric: Persuasive Techniques in Advertising* in Blackboard.
- Complete the Advertising Techniques Assignment in Blackboard.
- Watch the Ted Talk, *Why school should start later for teens*.
- Complete the Persuasive Oral Assignment in Blackboard.

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PERSUASION AND ARGUMENT TECHNIQUES

The Purpose of Persuasive Writing

The purpose of persuasion in writing is to convince, motivate or move readers toward a certain point of view or opinion. The act of trying to persuade automatically implies more than one opinion on the subject can be argued.

The idea of an argument often conjures up images of two people yelling and screaming in anger. In writing, however, an argument is very different. An argument is a reasoned opinion supported and explained by evidence. To argue in writing is to advance knowledge and ideas in a positive way. Written arguments often fail when they employ ranting rather than reasoning.

Tip

Most of us feel inclined to try to win the arguments we engage in. On some level, we all want to be right, and we want others to see the error of their ways. More times than not, however, arguments in which both sides try to win end up producing losers all around. The more productive approach is to persuade your audience to consider your opinion as a valid one, not simply the right one.



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The Structure of a Persuasive Essay

The following five features make up the structure of a persuasive essay:

1. Introduction and thesis
2. Opposing and qualifying ideas
3. Strong evidence in support of claim

4. Style and tone of language
5. A compelling conclusion

Creating an Introduction and Thesis

The persuasive essay begins with an engaging introduction that presents the general topic. The thesis typically appears somewhere in the introduction and states the writer's point of view.

Tip

Avoid forming a thesis based on a negative claim. For example, "The hourly minimum wage is not high enough for the average worker to live on." This is probably a true statement, but persuasive arguments should make a positive case. For example, "A higher minimum wage is required for the average worker to meet basic costs of living."

Acknowledging Opposing Ideas and Limits to Your Argument

Because an argument implies differing points of view on the subject, you must be sure to acknowledge those opposing ideas. Avoiding ideas that conflict with your own gives the reader the impression that you may be uncertain, fearful or unaware of opposing ideas. Thus, it is essential that you not only address counterarguments but also do so respectfully.

Try to address opposing arguments earlier rather than later in your essay. Rhetorically speaking, ordering your positive arguments last allows you to better address ideas that conflict with your own, so you can spend the rest of the essay countering those arguments. This way, you leave your reader thinking about your argument rather than someone else's. You have the last word.

Acknowledging points of view different from your own also has the effect of fostering more credibility between you and the audience. They know from the outset that you are aware of opposing ideas and that you are not afraid to give them space.

It is also helpful to establish the limits of your argument and what you are trying to accomplish. In effect, you are conceding early on that your argument is not the ultimate authority on a given topic. Such humility can go a long way toward earning credibility and trust with an audience. Audience members will know from the beginning that you are a reasonable writer, and audience members will trust your argument as a result. For

example, in the following concessionary statement, the writer advocates for stricter gun control laws, but she admits it will not solve all of our problems with crime:

Sample concessionary statement

Although tougher gun control laws are a powerful first step in decreasing violence in our streets, such legislation alone cannot end these problems since guns are not the only problem we face.

Such a concession will be welcome by those who might disagree with this writer's argument in the first place. To effectively persuade their readers, writers need to be modest in their goals and humble in their approach to get readers to listen to the ideas.

Sample phrases of concession

- although
- of course
- though
- granted that
- still
- yet

Check Your Understanding: Forming a Thesis

Try to form a thesis for each of the following topics. Remember: the more specific your thesis, the better.

1. Truth and Reconciliation Commission
2. Television and advertising
3. Stereotypes and prejudice

4. Gender roles and the workplace
5. Driving and cell phone

Bias in Writing

Everyone has various biases on any number of topics. For example, you might have a bias toward wearing black instead of brightly colored clothes or wearing jeans rather than formal wear. You might have a bias toward working at night rather than in the morning, or working by deadlines rather than getting tasks done in advance. These examples identify minor biases, of course, but they still indicate preferences and opinions.

Handling bias in writing and in daily life can be a useful skill. It will allow you to articulate your own points of view while also defending yourself against unreasonable points of view. The ideal in persuasive writing is to let your reader know your bias, but do not let that bias blind you to the primary components of good argumentation: sound, thoughtful evidence and a respectful and reasonable address of opposing sides.

The strength of a personal bias is that it can motivate you to construct a strong argument. If you are invested in the topic, you are more likely to care about the piece of writing. Similarly, the more you care, the more time and effort you are likely to put forth and the better the final product will be.

The weakness of bias is when the bias begins to take over the essay—when, for example, you neglect opposing ideas, exaggerate your points or repeatedly insert yourself ahead of the subject by using *I* too often. Being aware of all three of these pitfalls will help you avoid them.

The Use of “I” in Writing

The use of *I* in writing is often a topic of debate, and the acceptance of its usage varies from instructor to instructor. It is difficult to predict the preferences for all your present and future instructors, but consider the effects it can potentially have on your writing.

Be mindful of the use of *I* in your writing because it can make your argument sound overly biased. There are two primary reasons:

1. Excessive repetition of any word will eventually catch the reader’s attention—and usually not in a good way. The use of *I* is no different.
2. The insertion of *I* into a sentence alters not only the way a sentence might sound but also the composition of the sentence itself. *I* is often the subject of a sentence. If the subject of the essay is supposed to be, say, smoking, then by inserting yourself into the sentence, you are effectively displacing

the subject of the essay into a secondary position. In the following example, the subject of the sentences is bolded:

1. **Smoking** is bad.
2. **I think** smoking is bad.

*Subjects: 1) Smoking 2) I think

In the first sentence, the rightful subject, *smoking*, is in the subject position in the sentence. In the second sentence, the insertion of *I think* replaces *smoking* as the subject, which draws attention to *I* and away from the topic that is supposed to be discussed. Remember to keep the message (the subject) and the messenger (the writer) separate.

Check Your Understanding: Developing Sound Arguments

Does my essay contain the following elements?

- An engaging introduction
- A reasonable, specific thesis that is able to be supported by evidence
- A varied range of evidence from credible sources
- Respectful acknowledgement and explanation of opposing ideas
- A style and tone of language that is appropriate for the subject and audience
- Acknowledgement of the argument's limits
- A conclusion that will adequately summarize the essay and reinforce the thesis

Fact and Opinion

Facts are statements that can be definitively proven using objective data. The statement that is a fact is

absolutely valid. In other words, the statement can be pronounced as true or false. For example, $2 + 2 = 4$. This expression identifies a true statement, or a fact, because it can be proved with objective data.

Opinions are personal views or judgments. An opinion is what an individual believes about a particular subject. However, an opinion in argumentation must have legitimate backing; adequate evidence and credibility should support the opinion. Consider the credibility of expert opinions. Experts in a given field have the knowledge and credentials to make their opinion meaningful to a larger audience.

For example, you seek the opinion of your dentist when it comes to the health of your gums, and you seek the opinion of your mechanic when it comes to the maintenance of your car. Both have knowledge and credentials in those respective fields, which is why their opinions matter to you. But the authority of your dentist may be greatly diminished should he or she offer an opinion about your car, and vice versa.

In writing, you want to strike a balance between credible facts and authoritative opinions. Relying on one or the other will likely lose more of your audience than it gains.

Tip

The word *prove* is frequently used in the discussion of persuasive writing. Writers may claim that one piece of evidence or another proves the argument, but proving an argument is often not possible. No evidence proves a debatable topic one way or the other; that is why the topic is debatable. Facts can be proved, but opinions can only be supported, explained, and persuaded.

Check Your Understanding: Types of Evidence

Take three of the theses you formed in “Check Your Understanding: Forming a Thesis” earlier in this section and list the types of evidence you might use in support of those theses.

Check Your Understanding: Counterarguments

Using the evidence you provided in support of the three theses in the “Types of Evidence” exercise above, come up with at least one counterargument to each. Then write a concession statement expressing the limits to each of your three arguments.

Using Visual Elements to Strengthen Arguments

Adding visual elements to a persuasive argument can often strengthen its persuasive effect. There are two main types of visual elements: quantitative visuals and qualitative visuals.

Quantitative visuals present data graphically. They allow the audience to see statistics spatially. The purpose of using quantitative visuals is to make logical appeals to the audience. For example, sometimes it is easier to understand the disparity in certain statistics if you can see how the disparity looks graphically. Bar graphs, pie charts, Venn diagrams, histograms, and line graphs are all ways of presenting quantitative data in spatial dimensions.

Qualitative visuals present images that appeal to the audience’s emotions. Photographs and pictorial images are examples of qualitative visuals. Such images often try to convey a story, and seeing an actual example can carry more power than hearing or reading about the example. For example, one image of a child suffering from malnutrition will likely have more of an emotional impact than pages dedicated to describing that same condition in writing.

Writing at Work

When making a business presentation, you typically have limited time to get across your idea. Providing visual elements for your audience can be an effective timesaving tool. Quantitative visuals in business presentations serve the same purpose as they do in persuasive writing. They

should make logical appeals by showing numerical data in a spatial design. Quantitative visuals should be pictures that might appeal to your audience's emotions. You will find that many of the rhetorical devices used in writing are the same ones used in the workplace.

Writing a Persuasive Essay

Below, you can read a sample persuasive essay.

Water Inequity: Sample Essay

Read Water Inequity in plain text format

Note: HTML/plain text & Pressbooks do not always display page layout or APA formatting such as page numbers, spacing, margins or indentation accurately. Please review [APA formatting](#) rules to ensure you meet APA guidelines with your own work. The text version is included here in HTML format for ease of reading/use. You may also want to view [Water Inequity: Sample essay in PDF format](#) (<https://ecampusontario.pressbooks.pub/app/uploads/sites/2885/2023/05/COMMESS-5-3-WaterInequityEssay-1.pdf>).

Water Inequity

Emily Cramer

Clean drinking water is not a luxury and access to it is not a privilege for most people living in the developed world. But for one group of Canadians, it is an elusive resource. Many people living on First Nations reserves across the country are unable to drink or bathe in water from the taps in their homes, and that is where piped water even exists. Lengthy boil advisories have been in place in some cases for more than twenty years. This problem is not merely the result of inadequate water systems but of the ongoing exclusion of Indigenous peoples and the failure to view their rights as equal, and related, to those of other Canadians. The government of Canada has a responsibility to provide clean drinking water to Indigenous reserves not only because access to water is a human right, but also because the lack of

water is a direct result of racial marginalization and a failure to recognize that the well-being of one group of Canadians affects the well-being of all.

In 2010, the United Nations acknowledged that access to clean drinking water is a human right, and many other institutions support this definition: “According to both the Canadian Charter of Rights and Freedoms and the UN Declaration on the Rights of Indigenous Peoples, clean drinking water is a fundamental human right” (Erin, 2021, para. 1). In 2015, aware of a vast rights inequity to Indigenous Canadians, Prime Minister Justin Trudeau committed to ending all long-term drinking water advisories in Indigenous communities by March 2021. However, as of February 2022, there were still 38 advisories in place, and the government delayed the deadline to 2026 (Government of Canada, 2022). Canada has 20% of the world’s freshwater reserves, yet many Indigenous communities have gone without access to clean, potable water for decades. This obvious human rights violation should not be occurring in a developed nation, particularly one as committed to equity as Canada.

Why does this water shortage exist? The problem of water access on reserves has many causes, but it stems, at least in part, from the racial marginalization of First Nations people. “Indigenous exclusion... is the bedrock factor in maintaining Indigenous water insecurity” (Hanrahan, 2017, para. 4). Most Canadians benefit from strict government regulations over water supplies, but the Canadian government has been reluctant to extend those benefits to its Indigenous people. Often, reserves are in remote locations, and water treatment plants are required to service those areas. Where they exist, these plants have not been regulated to ensure safety. The resulting systems are not only faulty, they have been inadequately maintained due to a lack of funding. These problems have persisted for so long, minor maintenance is no longer possible; in some cases, total system overhauls are required to finally end boil advisories. To make matters worse, traditional water sources are not an alternative as they are often affected by pollution from high-population areas. “[Waterways have been] degraded by activities that occur far from reserves and traditional lands” (Assembly of First Nations, n.d., para. 7). The resulting potable water shortage on reserves points to the government’s racial marginalization of its First Nations people.

Yet in today’s global community, it is increasingly clear that marginalizing one group has an impact on everyone because of human interconnectedness. The struggles and successes of one affect all. Apart from obvious outcomes such as the impact on Canada’s health care system when people are exposed to unsafe drinking water, the health of Canada’s First Nations communities is important to the country in other ways. Indigenous contributions to environmental protection are significant: “Around the world, where Indigenous rights to their lands are strong, biodiversity, and climate-critical carbon stores are better protected” (Skene, 2020, para. 3). First Nations’ entrepreneurship has a profound impact on the Canadian economy: “Indigenous people represent the fastest growth segment of the population [and are] a driving force of Canada’s long-term economic stability” (Amanto, 2020, para. 1). Moreover, Indigenous culture plays a vital role in the diversity, history, and richness of Canadian culture. The interconnection between living things is emphasized in Indigenous teaching, and it provides a lesson that Western governments need to learn.

The scarcity of clean drinking water on many First Nations reserves in Canada is a stark reminder of ongoing racism and inequity within the country. No one should struggle to access water in a water-rich nation like Canada. This human rights breach points directly to the failure of the government to extend the same protections and funding to First Nations people that it does to the rest of Canada. And although this failure is the product of racial marginalization aimed at one group, its outcome affects all Canadians.

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Online Persuasive Essay Examples

- Martin Luther King Jr. writes persuasively about civil disobedience in [Letter from Birmingham Jail \[PDF\]](https://www.csuchico.edu/iege/_assets/documents/susi-letter-from-birmingham-jail.pdf) (https://www.csuchico.edu/iege/_assets/documents/susi-letter-from-birmingham-jail.pdf)
- Michael Levin argues [The Case for Torture \[New Tab\]](http://people.brandeis.edu/~teuber/torture.html) (<http://people.brandeis.edu/~teuber/torture.html>)
- Alan Dershowitz argues [The Case for Torture Warrants \[New Tab\]](https://www.reuters.com/article/idUS1631336720110907) (<https://www.reuters.com/article/idUS1631336720110907>)
- Alisa Solomon argues [The Case against Torture \[New Tab\]](http://www.villagevoice.com/2001-11-27/news/the-case-against-torture/1) (<http://www.villagevoice.com/2001-11-27/news/the-case-against-torture/1>)

Watch It: Persuasive Essay Writing

Watch It: Persuasive Essay Writing (Text version)

- **Watch Persuasive essay writing (7 minutes) on Youtube** (<https://youtu.be/lb4fcEVMYj4>) to learn more about writing a persuasive essay.
- **Watch Ethos, pathos & logos (3 minutes) on YouTube** (https://youtu.be/aUpiy67_nt4) to learn more about these persuasive elements.
- **Watch Opinion Essay or Persuasive Essay (6 minutes) on YouTube** (<https://youtu.be/DqwzYoThUpq>)

Source: “Persuasive Essay Writing” H5P created by oeratgc, licensed under [CC BY-NC-SA 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/), except where otherwise noted.

Check Your Understanding: Ethos, Pathos, Logos Practice

Ethos, Pathos, Logos Practice (Text Version)

Put the characteristics in the correct category listed below.

Characteristics of Ethos, Pathos and Logos

Ethos	Pathos	Logos
<ul style="list-style-type: none"> • emotions • professional • trustworthy • vivid imagery 	<ul style="list-style-type: none"> • credible • facts and figures • emotional adverbs and adjectives 	<ul style="list-style-type: none"> • logic • rational • using good sources

Check your answer ¹

Activity source: “Ethos, Pathos, Logos Practice” by Linda Thomason is licensed under [CC BY 4.0/](https://creativecommons.org/licenses/by/4.0/) Converted to text version.

Watch It: Counterarguments

Watch Arguments & Counterarguments (2 minutes) on YouTube (<https://youtu.be/QGHihCm4xPQ>) for more information about this persuasive technique.

Check Your Understanding : Counterarguments

Counterarguments (Text Version)

Complete each thesis by matching the beginning and counterargument.

1. Although there may be many advantages to face and finger ID on smart devices, _____.

1. **Characteristics of Ethos, Pathos and Logos**

Ethos	Pathos	Logos
professional	emotions	rational
using good sources	emotional adverbs and adjectives	facts and figures
credible	vivid imagery	logic
trustworthy		

2. Even though many experts say that staying up all night is unhealthy, _____.
 3. Even though many people find working from home more convenient, _____.
 4. Although many students wish to study abroad, _____.
 5. Even though many students believe that working part-time is a good idea, _____.
 6. There are several advantages to electric cars, _____.
- it can be excessively expensive, mentally and physically unhealthy, and socially disadvantageous.
 - but overall they are expensive, unreliable, and unsustainable.
 - it can negatively affect people's work-life balance, personal relationships, and overall health.
 - working and studying at the same time can negatively affect health, finances, and grades.
 - it can increase people's productivity, health and freedom.
 - they are not a good idea because they are intrusive, insecure and unreliable.

Check your answer ²

Activity source: Persuasive Writing: Counterargument + Thesis Matching by Stephanie Kinzie is licensed under CC BY-SA 4.0.

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2. **1)** Although there may be many advantages to face and finger ID on smart devices, they are not a good idea because they are intrusive, insecure and unreliable. **2)** Even though many experts say that staying up all night is unhealthy, it can increase people's productivity, health and freedom. **3)** Even though many people find working from home more convenient, it can negatively affect people's work-life balance, personal relationships, and overall health. **4)** Although many students wish to study abroad, it can be excessively expensive, mentally and physically unhealthy, and socially disadvantageous. **5)** Even though many students believe that working part-time is a good idea, working and studying at the same time can negatively affect health, finances, and grades. **6)** There are several advantages to electric cars, but overall they are expensive, unreliable, and unsustainable.

Summary

- The purpose of persuasion in writing is to convince or move readers toward a certain point of view or opinion.
- An argument is a reasoned opinion supported and explained by evidence. To argue, in writing, is to advance knowledge and ideas in a positive way.
- A thesis that expresses the opinion of the writer in more specific terms is better than one that is vague.
- It is essential that you not only address counterarguments but also do so respectfully.
- It is also helpful to establish the limits of your argument and what you are trying to accomplish through a concession statement.
- To persuade a skeptical audience, you will need to use a wide range of evidence. Scientific studies, opinions from experts, historical precedent, statistics, personal anecdotes, and current events are all types of evidence that you might use in explaining your point.
- Make sure that your word choice and writing style is appropriate for both your subject and your audience.
- You should let your reader know your bias, but do not let that bias blind you to the primary components of good argumentation: sound, thoughtful evidence and respectfully and reasonably addressing opposing ideas.
- You should be mindful of the use of / in your writing because it can make your argument sound more biased than it needs to.
- Facts are statements that can be proven using objective data.
- Opinions are personal views, or judgments, that cannot be proven.
- In writing, you want to strike a balance between credible facts and authoritative opinions.
- Quantitative visuals present data graphically. The purpose of using quantitative visuals is to make logical appeals to the audience.
- Qualitative visuals present images that appeal to the audience's emotions..

Attribution & References

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(<https://ecampusontario.pressbooks.pub/gccomm/chapter/persuasion/>)” In *Communication Essentials for College* by Emily Cramer & Amanda Quibell, licensed under [CC BY-NC 4.0](#). /Adapted to remove exercise 4, alter exercise 1, remove essay assignment, and insert Persuasive Essay Writing, Ethos, Pathos, and Logos, and Counterarguments videos.

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PERSUASIVE ESSAY: WATER INEQUALITY

Read and analyze this essay for the Argumentative Essay Analysis Assignment

Read Water Inequity in plain text format

Note: HTML/plain text & Pressbooks do not always display page layout or APA formatting such as page numbers, spacing, margins or indentation accurately. Please review [APA formatting](#) rules to ensure you meet APA guidelines with your own work. The text version is included here in HTML format for ease of reading/use. You may also want to [View Water Inequity: Sample essay in PDF format](#) (<https://ecampusontario.pressbooks.pub/app/uploads/sites/2885/2023/05/COMMESS-5-3-WaterInequityEssay-1.pdf>).

Water Inequity

Emily Cramer

Clean drinking water is not a luxury and access to it is not a privilege for most people living in the developed world. But for one group of Canadians, it is an elusive resource. Many people living on First Nations reserves across the country are unable to drink or bathe in water from the taps in their homes, and that is where piped water even exists. Lengthy boil advisories have been in place in some cases for more than twenty years. This problem is not merely the result of inadequate water systems but of the ongoing exclusion of Indigenous peoples and the failure to view their rights as equal, and related, to those of other Canadians. The government of Canada has a responsibility to provide clean drinking water to Indigenous reserves not only because access to water is a human right, but also because the lack of water is a direct result of racial marginalization and a failure to recognize that the well-being of one group of Canadians affects the well-being of all.

In 2010, the United Nations acknowledged that access to clean drinking water is a human right, and

many other institutions support this definition: “According to both the Canadian Charter of Rights and Freedoms and the UN Declaration on the Rights of Indigenous Peoples, clean drinking water is a fundamental human right” (Erin, 2021, para. 1). In 2015, aware of a vast rights inequity to Indigenous Canadians, Prime Minister Justin Trudeau committed to ending all long-term drinking water advisories in Indigenous communities by March 2021. However, as of February 2022, there were still 38 advisories in place, and the government delayed the deadline to 2026 (Government of Canada, 2022). Canada has 20% of the world’s freshwater reserves, yet many Indigenous communities have gone without access to clean, potable water for decades. This obvious human rights violation should not be occurring in a developed nation, particularly one as committed to equity as Canada.

Why does this water shortage exist? The problem of water access on reserves has many causes, but it stems, at least in part, from the racial marginalization of First Nations people. “Indigenous exclusion... is the bedrock factor in maintaining Indigenous water insecurity” (Hanrahan, 2017, para. 4). Most Canadians benefit from strict government regulations over water supplies, but the Canadian government has been reluctant to extend those benefits to its Indigenous people. Often, reserves are in remote locations, and water treatment plants are required to service those areas. Where they exist, these plants have not been regulated to ensure safety. The resulting systems are not only faulty, they have been inadequately maintained due to a lack of funding. These problems have persisted for so long, minor maintenance is no longer possible; in some cases, total system overhauls are required to finally end boil advisories. To make matters worse, traditional water sources are not an alternative as they are often affected by pollution from high-population areas. “[Waterways have been] degraded by activities that occur far from reserves and traditional lands” (Assembly of First Nations, n.d., para. 7). The resulting potable water shortage on reserves points to the government’s racial marginalization of its First Nations people.

Yet in today’s global community, it is increasingly clear that marginalizing one group has an impact on everyone because of human interconnectedness. The struggles and successes of one affect all. Apart from obvious outcomes such as the impact on Canada’s health care system when people are exposed to unsafe drinking water, the health of Canada’s First Nations communities is important to the country in other ways. Indigenous contributions to environmental protection are significant: “Around the world, where Indigenous rights to their lands are strong, biodiversity, and climate-critical carbon stores are better protected” (Skene, 2020, para. 3). First Nations’ entrepreneurship has a profound impact on the Canadian economy: “Indigenous people represent the fastest growth segment of the population [and are] a driving force of Canada’s long-term economic stability” (Amanto, 2020, para. 1). Moreover, Indigenous culture plays a vital role in the diversity, history, and richness of Canadian culture. The interconnection between living things is emphasized in Indigenous teaching, and it provides a lesson that Western governments need to learn.

The scarcity of clean drinking water on many First Nations reserves in Canada is a stark reminder of ongoing racism and inequity within the country. No one should struggle to access water in a water-rich nation like Canada. This human rights breach points directly to the failure of the government to extend

the same protections and funding to First Nations people that it does to the rest of Canada. And although this failure is the product of racial marginalization aimed at one group, its outcome affects all Canadians.

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Adaptations include removal of content related to persuasive writing, structuring a persuasive essay, creating an introduction and thesis, opposing ideas and limits to arguments, bias in writing, using “I”, and using visual elements to strengthen arguments.

- “Water Inequity: Evidence of Racial Marginalization in Canada” (sample persuasive essay) by Emily Cramer is licensed under [CC-BY-NC 4.0](https://creativecommons.org/licenses/by-nc/4.0/)



Persuasive Essay: Water Inequality Copyright © by Carrie Molinski and Sue Slessor is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/), except where otherwise noted.

WHY SCHOOLS SHOULD START LATER

After watching the TED talk, *Why school should start later for teens*, complete the worksheet found in Blackboard.

Watch It: Why School Should Start Later for Teens

Watch Why school should start later for teens (10 minutes) on TED (<http://tiny.cc/siq8vz>) to learn about oral persuasive techniques.

Summary

In this module, you studied persuasive and argument techniques commonly used in writing. You should now have a good understanding of the following topics: structure of a persuasive / argument essay, rhetorical appeals such as Ethos, Pathos, and Logos, and how to write counterarguments.

You looked at how persuasive techniques are used in different mediums such as academic essays, advertisements, and oral communications. Now that you have identified how persuasive techniques can be used, it is time for you to apply that knowledge in the next module.

Attribution & References

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