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| **Refutal** | **Proving One’s Own** | **Turn-Around** |
| * A lot of city officials back away from the plan of financing such program, believing that it will be just like throwing money into a black hole. (**acknowledgement**) They allege that the majority of the urban youth are so busy with after-school jobs, taking care of their family (often their own babies), and considering alternatives to schooling that they will hardly see the point of the after-school activities. (**digging** **deeper**) Yet, with all my respect to these officials, I suggest that they ponder the reasons why students are forced to look for menial part-time jobs, end up having babies, and consider leaving schools; they see no attachment to it. (**exposing the flaws**) If, on the other hand, they have the opportunity to participate in school-related activities, the urban youth will see how their education relates to making better choices, ranging from jobs and family planning to choosing social circles. (**thesis re-statement**)
 | * It is true that, according to the “broken window” phenomenon, tolerating small law infractions can send the message that the police doesn’t care and, therefore, encourages more serious crimes. **(acknowledgement)** Just like an unfixed window makes it easier for a potential thief to sneak into the house, a non-action on a fare-beater jumping the turnstile may give him/her a green light to, let’s say, jump an unsuspecting passenger someday. **(digging deeper)** By no means are such actions justified. **(understanding)** However, if a police officer spends time writing a summons to this fare-beater or arguing with a performer, a call reporting a suspicious package may go unanswered or answered with delays, which may have much more devastating results than making the MTA two dollars short of revenue or disturbing the sleep of a commuter. **(proving)** Therefore, a greater attention should be allotted for serious crimes. **(thesis re-statement)**
 | * A lot of people discard education in the liberal arts as something impractical that can help little in real life situations, such as saving a human life, finding a cure for cancer, or restoring a house after a hurricane. **(acknowledgement)** Since degrees in medicine, science, or engineering teach skills that can literally help the world move, students should go for them; indeed, if one is to take a look at himself and his surrounding, he will realize that everything, from his own health to the elevator he uses to go to the twentieth floor of a skyscraper, is owed to doctors, architects, engineers, and electricians. **(digging** **deeper)** by all means, the humankind needs all these specialists and the schools should train as many of them as possible. **(understanding and agreement)** If they need to be effective in their jobs, they ought to learn how to apply their skills using understanding of proper language and of different cultures. **(argument as logical step)** That’s why we need liberal arts to teach them that. **(thesis re-statement)**
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