

- Has anyone done scientific study on this phenomenon? Does it support my point?
- Have I witnessed or experienced someone or something that illustrates my point?
- Can I construct a hypothetical situation that illustrates my point?

Integrating Authorities (Outside Sources)

Outside sources must be integral to your own points and carefully integrated into your argument, not just inserted. For example, notice how Carr integrates an outside source to support his personal testimony about having trouble reading:

I'm not the only one. When I mention my troubles with reading to friends and acquaintances—literary types, most of them—many say they're having similar experiences. The more they use the Web, the more they have to fight to stay focused on long pieces of writing. Some of the bloggers I follow have also begun mentioning the phenomenon. Scott Karp, who writes a blog about online media, recently confessed that he has stopped reading books altogether. "I was a lit major in college, and used to be [a] voracious book reader," he wrote. "What happened?" He speculates on the answer: What if I do all my reading on the web not so much because the way I read has changed, i.e., I'm just seeking convenience, but because the way I THINK has changed?"

Carr introduces his main point in his own words, and then he introduces an outside source, Scott Karp, as support. Notice that Carr provides Karp's credentials: "Scott Karp, who writes a blog about online media, . . ." When using authorities as support, it is important to provide readers with information about the source:

Bruce Friedman, **who blogs regularly about the use of computers in medicine**, also has described how the Internet has altered his mental habits.

But a recently published study of online research habits, **conducted by scholars from University College London**, suggests that we may well be in the midst of a sea change in the way we read and think.

But it's a different kind of reading, and behind it lies a different kind of thinking—perhaps even a new sense of the self. "We are not only *what* we read," says Maryanne Wolf, **a developmental psychologist at Tufts University and the author of *Proust and the Squid: The Story and Science of the Reading Brain***. "We are *how* we read."

For more help with this support strategy, see Chapter 16: Integrating and Documenting Sources.

Counterarguing and Conceding

Counterarguments defend against—or counter-argue—opposing claims. Writers must anticipate and account for positions outside of or opposed to their own claims(s) and include reasoning to offset that potential opposition. In many cases, writers must contend directly