The Sheridan Baker Thesis Machine

There is no formula for developing a strong argument. To develop a creative and multidimensional thesis, you need to consider the assignment at hand, conduct research when appropriate, and devote time to brainstorming.

Nevertheless, the Sheridan Baker Thesis “Machine” is a flexible tool that allows you to organize and streamline your ideas. More specifically, the following questions can help you determine a direction for your argument and see where the gaps may be in your thinking.

1. State the topic under consideration. For example:
* Cats
* Writing classes
* Grades
1. State the specific issue in the form of a debating proposition. For example:
* Cats should be subject to leash laws.
* Writing classes should be abolished.
* Grades are unnecessary in college.
1. Using a “because” clause, convert the resolution into a sentence that states your position on the issue and provides a main rationale for that position [= rough thesis].
* Cats should be subject to least laws because they are inveterate wanderers.
* Writing classes should be abolished because many students are already skilled writers.
* Grades are unnecessary in college because students learn more rapidly without them.
1. Polish and refine the rough thesis by adding qualifications (using an although clause) and removing the because clause [= thesis].
* Although it is against a cat’s instinctive wanderlust to be restrained, the crowded nature of city life demands that cats not be allowed to roam around freely.
* Although some students need help developing their writing skills, most high school graduates should be exempt from writing classes in college.
* Although there may be a legitimate need to evaluate the work of college students, the traditional grading system hinders learning and stifles creativity.
1. Test your faith in the thesis and explore potential counterarguments by reversing your position.
* The cat’s independent and adaptable nature makes it the only pet capable of living an unrestricted existence within the city.
* Introductory writing classes may be repetitive for high school graduates, but students nevertheless benefit from review and additional practice.
* Traditional grading procedures may offend educational purists, but public-school systems require pragmatic approaches to evaluation.

Adapted from Sheridan Baker, *The Practical Stylist*