

WRC 1023

April 15, 2016

Instructor: J. M. Beach

Argument Essay Outline

Intro 1:

The debate over single-sex education versus coeducation has lasted since the late 1980's. Many studies have been conducted to test whether or not single-sex school actually benefit students and which type of academic setting students perform best in. Findings in a study that compared student performance in different academic learning environments conclude that single-sex education is linked to improved academic performance in students (Ogden, 2011, p. 22). This new education paradigm is leading to an increase in single-sex classes and schools.

Intro 2:

1. Thesis: Single sex schools help close the educational gender gap that is present in coeducational schools by enabling students to achieve in a gender specific learning environment.
2. Grounds
 - a. In coeducational schooling, the gender gap in academic performance is apparent between males and females.
 - b. Single sex schools put students in gender specific learning environments that enable students to thrive academically.
 - c. By comparing evidence from both coeducational and single sex schools, it can be concluded that single sex schools do in fact close the educational gender gap.
3. Warrant: Achievement
4. Backing: Putting students in a learning environment that best suits their academic needs can increase their level of success. It is important to optimize student levels of achievement so they can reach their full potential. By placing students in separated academic settings, it creates a fairer opportunity for students to success.

Body Paragraphs

1. Ground 1-
 - a. Topic Sentence: In coeducational schooling, the gender gap in academic performance is apparent between males and females.
 - b. Evidence
 - i. Because of the maturity difference in some subjects and ages of students, boys do not perform as well as girls (Ogden, 2011, p. 36).
 - ii. When addressing the gap, it seems like there's many varying viewpoints. Some studies suggest that there is no major gap; others say that there are.
 - iii. If the gender gap in math self-concept is explained by relative advantage in math, then, not only will attainment in English be negatively associated

Sample Student Argument Outline

with math's self- concept (controlling for prior math's attainment), but including English attainment in the model will reduce the gender gap. The converse will be true for any gender gap in English self-concept—i.e. attainment in math will be negatively associated English self-concept, controlling for prior English attainment, and including math's attainment in the model will reduce the gender gap (Sullivan, 2009, p. 281).

- iv. Girls obtained higher grades under a single-sex environment. The advantages of single-sex contexts for girls are positioned to result from increased contacts with their teachers; in coeducational context, boys tend to monopolize their teachers" (Ogden, 2011, p. 31).

2. Ground 2-

- a. Topic Sentence: Single sex schools put students in gender specific learning environments that enable students to thrive academically.
- b. Evidence
 - i. A common gender gap in education is that males are better at math and sciences than females (Cherney and Campbell, 2011, p. 713). On the other end of the spectrum, female students surpass male students in the areas of reading and writing (Ogden, 2011, p. 17).
 - ii. Gender norms are enforced less strictly in single sex schools which lessens the pressure of the gender-stereotypical beliefs in academic subjects (Sullivan, 2009, p. 282).
 - iii. With the help of single sex education, student achievement improves because of improved behaviors and specific learning style differences (Ogden, 2011, p. 31).
 - iv. In single sex schools, the stereotype of math being a male domain has decreased (Ogden, 2011, p. 40).
 - v. Girls in single sex schools have been recorded to have higher self-esteem, motivation, and achievement. These factors prove to be important in girl's mathematic abilities (Cherney and Campbell, 2011, p. 721).
 - vi. Putting girls in single sex schools allows them to improve their academic performance in classes that they normally don't excel in.
 - vii. IN the study conducted by the Institute of Education, girls and boys at single sex schools have an improved academic self-concept. This plays a role in their ability to perform at a high academic level (Sullivan, 2009. P. 281).
 - viii. When boys and girls are placed into academic settings that are suited specifically to their learning styles, student academic achievement increases across the board, not just in one particular subject. The increase in achievement decreases the educational gender gap.

3. Ground 3-

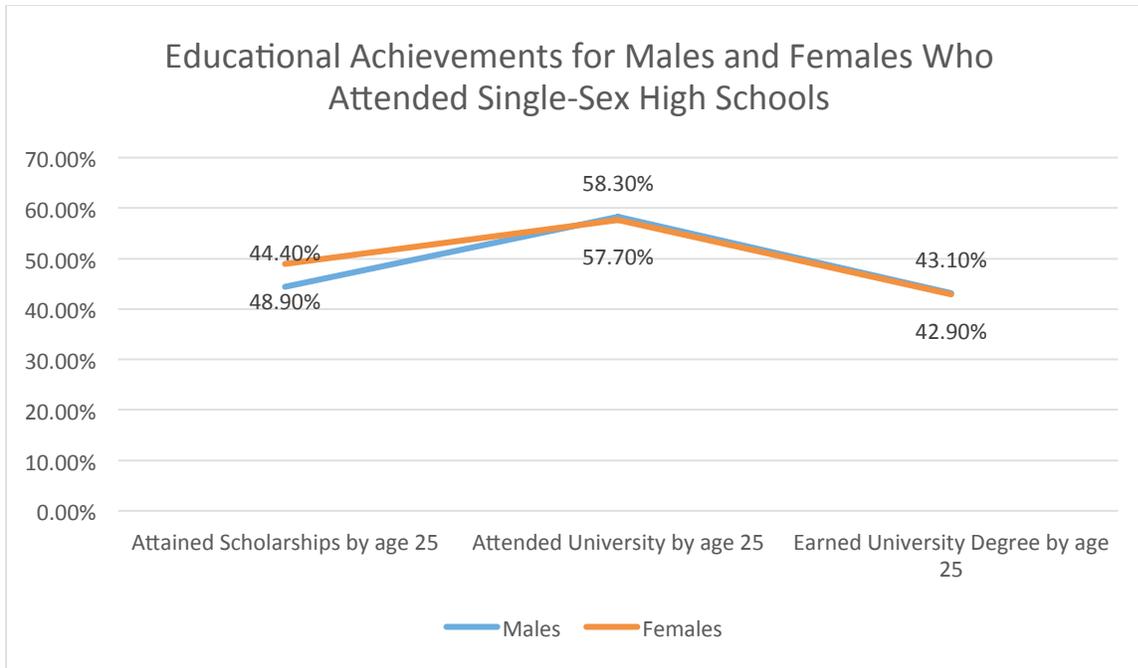
- a. Topic Sentence: By comparing evidence from both coeducational and single sex schools, it can be concluded that single sex schools do in fact close the educational gender gap.

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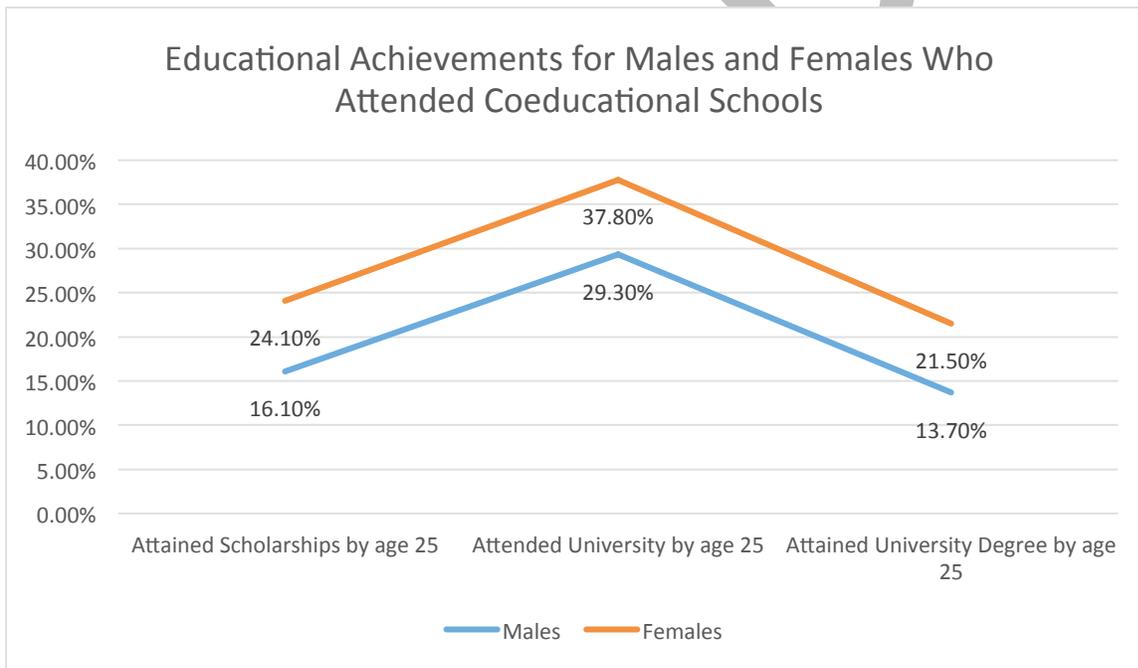
b. Evidence

- i. In a study that followed students from both coeducational and single sex schools over a 25-year time span, numerical data proves that students who attended a same sex high school actually had a higher percentage of attending and graduating from a University by the age of 25.
- ii. In the students who attended a co-ed high school, their overall academic achievements were significantly lower than students who attended single sex high schools
- iii. In co-ed schools, of 314 males, only 16.1% earned scholarships by the age of 25, and of 295 females, only 24.1% earned the same academic achievement. In comparison, 44.4% of the 156 males from single sex high schools earned the same achievement in the same time span, while 48.9% of 175 females in a single sex high school also performed the same accomplishment (Gibbs et al., 2008, p. 310).
- iv. Of 314 males in co-ed schools, 29.3% attended University by the age of 25 while 37.8% of 295 co-ed females also attended University by the same age as the aforementioned males. In the same accomplishment, 58.3% of 156 males and 57.7% of females from single sex high schools attended University by the age of 25 (Gibbs et al., 2008, p. 310).
- v. Now, of the original 314 males from a co-ed high school, only 13.7% earned their University degree. And of the original 295 females from a co-ed high school, only 21.5% earned their degree by the age of 25. However, 43.1% of 156 single sex schooled males, and 42.9% of single sex schooled females also earned their University degree by the age of 25 (Gibbs et al, 2008, p. 310).
- vi. Based off of the varying charts that break down academic performance and achievement by both schooling and gender, we can see the substantial difference of the student's work, the results highly favoring single sex education.
- vii. Single sex education improves academic performance significantly for both boys and girls and diminishes the gender gap (Sax, 2006, p. 196).
- viii. In a research conducted to study the specific effects of single sex education on the educational gender gap, Gibb found that at coeducational schools, there was a significant gender gap in achievement. When compared to single sex education, there was a small and non-significant gender gap. His findings support his hypothesis that exposure to single sex schooling mitigates the gender gap in educational achievement (Gibb et al., 2008, p. 314)

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Gibb, S. J., Fergusson, D. M., & Horwood, L. J. (2008). Effects of single-sex and coeducational schooling on the gender gap in educational achievement. *Australian Journal Of Education (ACER Press)*, 52(3), 301-317.



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4. Opposition

1. Listening Paragraph

- a. Researchers disagree that single-sex education is beneficial to students and believe that these types of learning environments are no different than coeducational schools.
- b. Evidence
 - i. A study on an all-male education system denies the improvement of academic performance in single-gender schools (Mitchell and Stewart, 2011, p. 389).
 - ii. Another study in North Carolina studied the student outcomes of single-sex classes and concluded that there was no difference in academic performance in the two education systems (Strain, 2012, p. 80)

2. Attacking Paragraph

- a. Topic Sentence: On the grounds of the opposing studies, Leonard Lax provides an explanation that not only supports single-sex education and increased student academic achievement but also touches base on why the oppositions might be incorrect.
- b. Evidence
 - i. There are many variations obtained when researching this topic and the reason is because merely placing girls and boys in separate classrooms doesn't accomplish much (Lax, 2006, p. 195).
 - ii. For single-sex education to lead to an increase in academic performance, teachers and researchers have to understand the differences in how girls and boys respond to different learning styles (Lax, 2006, p. 195).
 - iii. Just simply taking students of any age and placing them into a certain learning environment might not give the most reliable results. A factor that must be taken into consideration is the teaching techniques. Because boys and girls learn differently, they need to be taught accordingly.

Conclusion 1

3. Thesis: Single sex schools help close the educational gender gap that is present in coeducational schools by enabling students to achieve in a gender specific learning environment.
4. Grounds
 - a. In coeducational schooling, the gender gap in academic performance is apparent between males and females.
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 - c. By comparing evidence from both coeducational and single sex schools, it can be concluded that single sex schools do in fact close the educational gender gap.

Sample Student Argument Outline

5. Warrant: Achievement
6. Backing: Putting students in a learning environment that best suits their academic needs can increase their level of success. It is important to optimize student levels of achievement so they can reach their full potential. By placing students in separated academic settings, it creates a fairer opportunity for students to success.

Conclusion 2

Now that we have compared single sex schools to coeducational schools, we can see that single sex schools provide a better learning environment for both males and females to succeed. These schools allow great opportunities for students to succeed and thrive academically. After comparing these schooling systems side-by-side, we can come to a better understanding of which type of learning environment will offer the best level of opportunity.

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