**Outcome 3 – Argument**

 Student C

Outcome three, formulating an argument and stakes to prove it, showed for me the biggest difference between college and high school writing.

In high school, the way we learned to formulate arguments was to have an argument where you choose one side or another but they are much less complex than arguments formulated in college. Formulating an argument in college includes explaining why it matters, stating an opinion and finding evidence to support the argument. It might sometimes even mean to come up with a new solution or proving it in several different situations.

Although I chose a topic I am interested in, I struggled starting writing it. Coming up with my argument, which is that “The rules for transgender athletes the IOC designed are fair because taking testosterone supplements is not doping as it only brings transgender and cisgender male athletes to the same testosterone level. The average higher testosterone level of men can be changed with hormone treatment for transgender women as a study shows.”. Formulating this argument provided a structure for my paper and made the purpose of writing it more clearly for me.

I see my counterargument, that “a sex cannot be evaluated by only one aspect”, as the strongest part of my research paper and creates suspense for the reader. In my revision of this paper I added a hint to this thesis to my introduction, as I am trying to keep the reader interested in my argument. Developing good skills to structure my writing are very important in college and especially beyond. In college, my audience are mostly professors who need to read my paper to grade it but after that, it is necessary to create suspense in my writing and make clear why my argument matters to the reader, to keep him reading.

Neither of my argument and counterargument has been formulated before I finished reading and annotating sources. In the beginning, I was very stresses about the fact that I did not have an argument yet but as I continued to read my sources and thinking about my topic I realized that it takes time. I also learned that developing a line of inquiry is easier if I apply it to my own life. I am aware that this will not be possible with all writing pieces in college but has been very easy with this one. I am an athlete myself and thought of my counterargument because of that. My topic of my research paper might affect me at one point as a transgender athlete might want to join my team for example or I am competing against transgender athletes. Applying the topic to my own life, helped me a lot formulating a line of inquiry and giving reasons why my topic matters.

Approaching my arguments flexible has been very helpful while writing my research paper. I did not know much about transsexualism in athletics and changed my argument several times in my head while I was reading and annotating my sources. This skill is important for my reading and writing in college and in life, as I probably will read texts I do not agree with or which are incomprehensible for me at first or which might change my argument although I have finished my paper already halfway. This skill helps me in formulating a more complex argument or line of inquiry which is important for writing on college level.