# Outline and Preliminary Thesis Statement for Research Paper

# Introduction

## Overview of what is being covered in the media regarding cell phone usage in schools.

## Cell phone usage in schools has created significant problems in the academic setting including classroom disruptions, increased threats to security, and increasing invasions of privacy. While proponents of cell phones argue that the technology is useful in cases of emergency and for accessing research in a classroom, there are many other ways that these tasks can be accomplished without the use of a student’s personal cell phone.

# Body Paragraphs

## History

### How people communicated prior to cell phones

### History on the development of the cell phone – invention, rates of phone ownership, demographics of phone ownership

### School policies and how they have evolved regarding the possession and usage of cell phones in schools

## Arguments

### Argument 1: Allowing students to possess and use cell phones in schools cause disruption

### Argument 2: There is security issues associated with allowing cell phones in schools (bomb threats, arranging fights, etc.)

### Argument 3: There are privacy issues associated with allowing cell phones in schools (taking pictures of someone while they’re changing and distributing the photos)

## Counterarguments

### Counterargument 1: Can contact parents in case of emergency

### Rebuttal 1: The student can go to the main office and have them call the parents in case of emergency. When there is a school-wide emergency, the schools put out a one-call to reach all parents.

### Counterargument 2: Good to use smart phones for research in class

### Rebuttal 2: Schools have plenty of technology available for the students to conduct research.

# Conclusion

## Sum up the arguments and mention the negative effect it will have on schools and the learning development of students.

## Story about students getting in trouble with phones to reiterate point that they are more of a hazard than a help.