Exercise vs. Diet

To lose weight in a healthy way, the better and faster thing to do is focus on eating better, not exercise because it’s much simpler to consume less calories than spend all your time trying to burn them off.

For example, expert Tim Church, M.D., the director of preventive medical research at Louisiana State University, explains how burning off the calories you earn is virtually impossible. He says, “To work off almost 500 calories, a 155-pound woman would have to spend an hour pedaling a stationary bike at moderate intensity (medium fast). It’s much easier to cut 500 calories than spend 60 minutes at the gym burning 500 calories every day!” (Kantor) Only exercising to achieve weight loss is clearly tough considering how many calories we consume and the rate of physical activity it takes to work them off. Theoretically, a motivated person could complete the bike task, but it would be hard to find the time and continue working at a tough pace. This expert is explaining how much easier dieting is.

Church also said, “Most people who exercise to lose weight and don’t restrict calories shed only 2 to 3 percent of their weight over 6 to 12 months.” Though both dieting and exercise is important to staying healthy, when you only exercise to lose weight, you are playing a constant game of earning and burning calories. Equally important, exercise is supposed to make you happy, but when you’re working hard and not seeing any results, you can only feel discouraged. Obviously, exercise is not an effective strategy for weight loss. (Wojcik)

Lastly, eating healthier is easier. Exercising without dieting, in order to lose weight, requires that you find a large amount of time, money, and energy everyday. Few people can be motivated enough to burn off more calories than they eat without dieting 24/7. It makes a lot more sense to simply swap out a burger for a salad.

Works Cited:
**Title:** Exercise vs. Diet

Kantor, Jonathan. “Get Fit: Diet vs. Exercise” Women’s Health 4 April, 2014: 1. Website


<table>
<thead>
<tr>
<th>Element</th>
<th>Advanced</th>
<th>On-Target</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>The paragraph: Creates a unified and persuasive argument; every sentence supports the key claim. Contains a topic sentence with a debatable claim and summary of the evidence. Employs multiple evidence types, including a secondary source. All sources are credible and properly cited. Includes commentary that intricately and complexly explains how the evidence proves the claim.</td>
<td>The paragraph: Creates a fairly unified and persuasive argument; almost all sentences support the key claim. Contains a topic sentence with a debatable claim and summary of the evidence. Employs a variety of evidence types, including a secondary source. Most sources are credible and properly cited. Includes commentary that explains how the evidence proves the claim.</td>
<td>The paragraph: Struggles to create a unified and persuasive argument; multiple sentences do not directly support the key claim. Contains a topic sentence with either a debatable claim or summary of the evidence, but not both. Employs only one evidence type. Sources are not credible; citations are missing or incorrect. Commentary missing or does not fully explain how the evidence proves the claim.</td>
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<tr>
<td>Organization</td>
<td>The paragraph: Shifts seamlessly back and forth between evidence and commentary.</td>
<td>The paragraph: Logically flows between evidence and commentary.</td>
<td>The paragraph: Struggles to organize evidence and commentary in a logical manner.</td>
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<tr>
<td>Style &amp; Mechanics</td>
<td>The paragraph: Contains no fragments or run-ons; engages complex sentence structures. Consistently maintains a formal voice. Readily employs diction specific to the chosen topic.</td>
<td>The paragraph: Contains minimal fragments or run-ons. Maintains a formal voice throughout with only occasional lapses. Employs diction specific to the chosen topic.</td>
<td>The paragraph: Contains multiple fragments or run-ons. Is written in an informal voice. Occasionally employs diction specific to the chosen topic.</td>
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<td>Process Checklist</td>
<td>The writer: Pre-wrote to discover ideas for a debatable claim. Drafted to organize and analyze evidence and devise commentary. Revised his/her draft to achieve greater coherency and clarity. Edited for sentence-level clarity and an error-free essay.</td>
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*Unit: Argument Paragraph*
*Grade: 7–Advanced*
*Assessment Task: Argument Paragraph Summative Assessment*
*Title: Exercise vs. Diet*
Teacher Comment:
This piece of writing was the first formal argument that students wrote during their 7th grade year that required them to integrate evidence from multiple sources, both factual and anecdotal. This writer did a particularly good job of framing, naming, and explaining her evidence—that is, giving the reader background on where the evidence came from, stating the actual piece of evidence so that it’s not just floating in the middle of the paragraph, and explaining what that evidence actually means and how it connects back to her claim. Writing meaningful commentary that adds something new to the argument and is not redundant is a difficult task for young writers. This is an example of an advanced 7th grade argument paragraph.