

Kaitlyn Hlywa
TE 408 – Argument Writing
Final Assessment Assignment
Due: Feb 26

Rationale for Argument Writing Final Assessment

Regina High School is located in the suburbs of Warren, Michigan. An all-girls Catholic High School, there are 509 students and 30 teachers, giving students ample one-on-one time with teachers. Eighty-one percent of the student population is White, and 10% of the students are Black. The remaining 9% is comprised of Asians, Hispanics, and Native Americans. Regina has a college preparatory curriculum and therefore strives for student achievement. They are accredited by AdvancED which requires schools to “meet standards for quality schools, engage in continuous improvement, and demonstrate quality assurance through external review” (“Accreditation”). This program helps Regina maximize their success in college-prep education.

My unit is designed for a 9th grade English classroom, but it could be adapted to an honors or AP class. In addition, the heavy scaffolding will accommodate all learner types, and the information can be adjusted according to grade level or other contexts. Therefore, the unit can be adapted to middle school students or seniors in high school. This unit is also applicable across different subject areas. Since Regina has a strong focus in writing, the skills learned from the argumentative unit can be applied in not only English classes, but also history, science, and other subject areas.

The year’s overarching concepts involve the hero and conflict with authority: “How can we understand the role of the hero, and how is it used in literature?” and “How does conflict with authority affect identity?” Heroes often encounter a conflict in authority, thus these two questions will complement each other. This unit will take place in the middle of second semester. First semester will be focused on different forms of literature, literary analyses, and grammar conventions. Students will be preparing to read *Romeo and Juliet*, the unit before argument writing. When working (or fighting) with authority figures, it is important to be able to present an argument. Thus, *Romeo and Juliet* will give argument writing a purpose through conflict with authority. As Smagorinsky states, “For [high school] curriculum, the unit on conflict with authority is a good occasion for students to argue for a particular interpretation of a character’s action” (80). Since students will have already analyzed conflict with authority in a literary work, they will be able to apply this knowledge when forming arguments against the school administration. First semester will also give students the opportunity to become familiar with MLA and standardized English, thus being able to fulfill the requirements in the final assessment such as organization, spelling, and punctuation.

The purpose of this final assessment is two-fold. First, I want to bring argumentation to the student level. Rather than researching an unfamiliar topic, I want to engage students in topics that are relevant to their everyday lives, focusing on the year’s overarching concepts. As Kirkland states:

...it is imperative that we allow space in our classrooms for students to express themselves in ways that make most sense to them. Therefore, critical teachers of writing must maintain the legitimacy of all textual forms in their classrooms. Taught within a critical context, multitextual and multisensual writing pedagogies can be empowering for students, liberating to their voices, and beneficial to us all (92-3).

Bringing argumentation to the student level will increase student understanding of this concept and how they can apply it in the real world. Since this unit is taking place in a 9th grade classroom, the students will be new to the school. They've had a semester to adapt to the new environment, and may or may not already have opinions about the school regulations. This assignment will give students the opportunity to better understand the school environment and become more aware of the school policies. Regina has many strict rules, and there is very little that a student can do to change them, thus creating a conflict with authority. Therefore, "A Student's Right to a Backpack" will also give students an effective means to express their opinions through claims and evidence. Students are also more likely to be passionate about their writing, as these essays could be given to the administration when proposing a change in regulations.

My second purpose of the final assessment is to give students argumentative skills and the opportunity to practice these skills in a controlled environment. We hear opinions every day, but we need to be able to distinguish the validity of these ideas. According to Hillocks, "students need to understand what makes an argument sound. And to do that, it is necessary to understand the nature of judgments and their warrants and backing" (103). Through scaffolding and conversation, students will be able to assess these different arguments. In addition, an individual needs to know how to make a claim, regardless of occupation or life situation. As Smagorinsky states, "Argumentation is another staple of school writing, a common form of writing in many professions, and the way in which most conflicting points of view come into contact" (80). Therefore, by bringing opinions into school writing, students will learn how to create claims and how to support them. They will also present their argument papers so that they may become more comfortable in their argumentative speaking skills. This will provide students the opportunity to develop their professional writing as well as presenting conflicting points of view.

These two purposes are crucial to student success. According to Burke, "All the more difficult if one aspires to create assignments that both inspire and instruct students in those skills the state and universities look for and measure, while also cultivating the independence of mind real writing (and thinking) requires" (111). By bringing argument writing to the student level, I am able to inspire my students to write about a topic that directly affects them. I am also able to develop student writing skills through direct instruction and guided practice. Even though the assignment is heavily scaffolded, the unit is student-based, giving them the space and independence to explore their writing. As Burke states, "Sometimes students need the visual of an actual sample paper like the one they are writing" (95). Therefore, this final assessment provides both the environment and the guidance for students to development the skills necessary for effective argument writing.

Sources

- "Accreditation." *Regina High School*. Regina High School, n.d. Web. 2 Feb. 2014.
- Burke, Jim. *The English Teacher's Companion: A Complete Guide to Classroom, Curriculum, and the Profession*. Portsmouth: Heinemann, 2013. Print.
- Hillocks, George, Jr. *Teaching Argument Writing, Grades 6-12: Supporting Claims with Relevant Evidence and Clear Reasoning*. Portsmouth: Heinemann, 2011. Print.
- Kirkland, David E. "Rewriting School: Critical Pedagogy in the Writing Classroom." *Journal of Teaching Writing* 21.1 & 2. Print.
- Smagorinsky, Peter. *Teaching English By Design*. Portsmouth: Heinemann, 2008. Print.

Scope and Sequence of Class Prep-work for Assessment

Overarching Concepts:

The Hero: How can we understand the role of the hero, and how is it used in literature?
Conflict with authority: How does conflict with authority affect identity?

Unit: Argument Writing

Content Focus: Arguing against policies

Classroom set-up: Desks will be arranged in groups of four

Resources and Texts:

- *Teaching Argument Writing, Grades 6-12: Supporting Claims with Relevant Evidence and Clear Reasoning* (George Hillocks, Jr.)
- Facebook articles, advertisements, commercials, documentaries
- “The True Identity of Andy’s Mom in Toy Story will Blow your Mind” (Jon Negroni)
- Weller Elementary School website
- *You’re the Detective* (Lawrence Treat)
- *Regina Handbook* (Regina High School)

Essential Questions:

Unit: *How do you construct and support a claim?*

Week 1: *What is argument?*

Week 2: *What is a definition?*

Week 3: *What are the criteria for an argument?*

Week 4: *How do you research an argument?* (Introduce Assignment)

Week 5: *How do you write an argument?* (Focus on structure and form)

Week 6: *How do you polish your argument?* (Focus on grammar)

Student Outcomes:

Unit: SWBAT make a claim and provide evidence, warrants, backing, and counter arguments.

Week 1: SWBAT define argument and identify its purpose.

Week 2: SWBAT create and evaluate definitions.

Week 3: SWBAT identify the parts of an argument.

Week 4: SWBAT state a claim and compile research that supports their claim.

Week 5: SWBAT structure an argument in writing.

Week 6: SWBAT apply grammatical concepts to their writing.

Common Core Standards:

Writing:

- [CCSS.ELA-Literacy.W.9-10.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- [CCSS.ELA-Literacy.W.9-10.2](#) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- [CCSS.ELA-Literacy.W.9-10.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- [CCSS.ELA-Literacy.W.9-10.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 [here](#).)
- [CCSS.ELA-Literacy.W.9-10.6](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- [CCSS.ELA-Literacy.W.9-10.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-Literacy.W.9-10.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening:

- [CCSS.ELA-Literacy.SL.9-10.1d](#) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- [CCSS.ELA-Literacy.SL.9-10.3](#) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- [CCSS.ELA-Literacy.SL.9-10.5](#) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Reading Informational Texts:

- [CCSS.ELA-Literacy.RI.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- [CCSS.ELA-Literacy.RI.9-10.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- [CCSS.ELA-Literacy.RI.9-10.8](#) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.


Language

- [CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- [CCSS.ELA-Literacy.L.9-10.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Unit – How do you construct and support a claim?	
Objective	SWBAT make a claim and provide evidence, warrants, backing, and counter arguments.
CCSS	CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Week 1 – What is argument?	
Objective	SWBAT define argument and identify its purpose.
CCSS	CCSS.ELA-Literacy.SL.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CCSS.ELA-Literacy.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Day 1	<p>Class brainstorming</p> <ol style="list-style-type: none"> 1. Who uses argument? 2. What is it used for? 3. When is it used? 4. Where is it used? 5. Why is it used? <p>Relate to overarching concepts</p> <ol style="list-style-type: none"> 1. The Hero Ex: Stand up for beliefs 2. Conflict with Authority Ex: Argue for human rights
Day 2	<p>Where do you find arguments today?</p> <ol style="list-style-type: none"> 1. Ex: Facebook articles, advertisements, commercials, documentaries 2. “Learned Judgments Shape Our Lives” (Hillocks 145) 3. “The True Identity of Andy’s Mom in <i>Toy Story</i> will Blow your Mind” http://jonnegroni.com/2014/02/24/the-true-identity-of-andys-mom-in-toy-story-will-blow-your-mind/
Day 3	<p>Purpose of arguments</p> <ol style="list-style-type: none"> 1. Differences between persuasive and argument writing (Hillocks xvii) 2. Argument/persuasion in political campaigns
Day 4	<p>Workshop: Analyze advertisements in today’s media.</p> <ol style="list-style-type: none"> 1. Build from Day 2 materials 2. What arguments are being made? 3. How persuasive are these arguments?
Day 5	<p>Dissecting arguments with a critical lens</p> <ol style="list-style-type: none"> 1. Messages given by the media (commercials, advertisements, news) 2. Imaginary vs. Reality (ex: portrayal of women) 3. Reliable vs. unreliable sources

Week 2 – What is a definition?	
Objective	SWBAT create and evaluate definitions.
CCSS	<p><u>CCSS.ELA-Literacy.SL.9-10.1d</u> Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><u>CCSS.ELA-Literacy.RI.9-10.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>
Day 1	<p>Define “Definition”</p> <ol style="list-style-type: none"> Purpose of definitions (taken from Journal 2/5) <ul style="list-style-type: none"> Everyone has their own definition and connotation for each word. If I say “cat,” everyone around me will come up with a different image. If we are to make and write arguments, everyone needs to have the same definition for clarity purposes. These definitions are either found in a dictionary where lexicographers choose the definitions, or they are developed by individuals in order to give clarity to which they speak. Importance of criteria <ul style="list-style-type: none"> Criteria gives everyone the same definition. This is useful when forming an argument because then everyone is speaking about the same thing.
Day 2	<p>Define “Argument”</p> <ol style="list-style-type: none"> Frayer Model (Draw from Week 1) (See Appendix A) <ol style="list-style-type: none"> Definition Characteristics Examples Non-examples
Day 3	<p>Define “Student of the Month” & Evaluate Cases (adapted from Hillocks 114) Class Discussion (taken from Journal 2/10)</p> <ol style="list-style-type: none"> What is a Student of the Month at Weller Elementary School? <ul style="list-style-type: none"> Definition: A recognized student at Weller Elementary School Criteria: Student is safe, responsible, and respectful http://weller.musd.org/cms/page_view?d=x&piid=&vpid=1379924290491 Evaluating Cases: <ul style="list-style-type: none"> Jaden Lucero (Mr. Duong) - “Jaden is an extremely respectful, positive, and intelligent young lady. She continually comes to school prepared with amazing work. She puts a lot of effort into her work and never turns anything that is not her best. Jaden is truly a model student at Weller.” Thai Tran (Ms. Gilpin) - “Thai always comes to school on time. He puts forth effort on all assignments and participates in class. It is evident that Thai comes to school to learn and become a better reader and writer. He is a model student to others. Keep up the good work!” http://weller.musd.org/cms/page_view?d=x&piid=&vpid=1381821519163

<p>Day 4</p>	<p>Define “Hero” & Evaluate Cases (adapted from Hillocks 156)</p> <p>Group Activity</p> <ol style="list-style-type: none"> 1. What is a hero? (taken from Journal 2/19) <p>Directions:</p> <ol style="list-style-type: none"> 1. Read each of the following scenarios and check yes or no in answer to the question that ends the paragraph. 2. On the lines below each paragraph, write the criterion or rule by which you decided whether the character is or is not a hero. 3. Write at least one criterion for each scenario (begin your statement, “For a person to be heroic, they must...” 4. Some of your decisions will require more than one criterion. In those cases, write as many as necessary. <p>Example scenarios:</p> <ol style="list-style-type: none"> 1. Regina’s basketball team was down by 2 points with 50 seconds left in the 4th quarter. Jessie then shot from the 3-point line, thus causing Regina’s team to win. Is Jessie a hero? <p>Sample Response:</p> <p>Yes - For a person to be heroic, they must have an outstanding achievement. When Jessie shot the 3-point basket, she accomplished an outstanding achievement. First, she was under a lot of pressure. Second, she had the skill to shoot past the 3-point line. Therefore, Jessie is a hero.</p> <ol style="list-style-type: none"> 2. Jordyn went to the store yesterday. On her way there, a cat was stuck in a tree and couldn’t get down. She did not see an owner nearby. Jordyn climbed up the tree, grabbed the cat, and let it go when she got back on the ground. Is Jordyn a hero? <ol style="list-style-type: none"> 3. Relate to <i>R&J</i>: Were Romeo and Juliet heroes? (ex: yes, the feud ended)
<p>Day 5</p>	<p>Group activity</p> <ol style="list-style-type: none"> 1. Students will use the definition and criteria of a hero from Day 4. 2. In groups, students will select a book that they have read for their English class that year. Each group will select a different book. 3. Students will create 2 heroic cases, using two different characters from that book. 4. When groups have finished, I will collect their heroic cases and redistribute them to the groups so that each group will have a case from 2 different books. No group will have their own case. 5. Students will respond to the two cases that are presented to them, giving reasons that support their answers. 6. Students will present their responses to their cases to the class.

Week 3 – What are the criteria for an argument?	
Objective	SWBAT identify the parts of an argument.
CCSS	<p>CCSS.ELA-Literacy.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
Day 1	<p>Introduce the 5 parts of an argument</p> <ol style="list-style-type: none"> 1. Claim, evidence, warrants, backing, counter argument 2. Define each using the Frayer Model (taken from “Hillocks and Burke Terminology Quiz” Google Doc) <ul style="list-style-type: none"> • Claim - arguable statement; statement declaring point of view; statement the author intends to prove; what you are arguing; assertion of judgment, fact, policy; Thesis (pp. xx-xxi) • Evidence - data supporting the claim; research evidence prior to making a claim; relevant and verifiable (pp. xxi-xxiii) • Warrant - justification for <i>why</i> a piece of evidence is credible and how it supports the claim; why the argument needs to be made; motivation for debate (pp. xxiii-xxiv) • Backing - supporting warrants (through research, court cases, etc.) (pp. xxiv-xxv) • Qualifications and Counter Argument - what others might say against your claim and ways to protect against counter argument; qualifications show limitation of claim; no absolute truth (pp. xxv-xxvi) 3. Activity: Using your school mascot, make a claim about an aspect of the mascot’s suitability (adapted from Hillocks 42) Example (Taken from Journal 1/29): <ul style="list-style-type: none"> • Criteria - Mascots should have some historical, occupational, or geographic connection to the school or community (Hillocks 45) • Mascot - Regina Saddleshoes • Claim - The saddleshoes is a good mascot. • Evidence - Saddleshoes are a part of Regina’s uniform. • Warrant - A mascot should have a historical connection to the school. The saddleshoes are part of Regina’s history and create school pride. 
Day 2	<p><i>You’re the Detective</i> mystery (similar to Hillocks Ch1)</p> <ol style="list-style-type: none"> 1. Finish Day 1 Activity in class 2. Create a claim: What do you propose? 3. Brainstorm reasons for claim (“evidence” not coined yet)
Day 3	<p><i>You’re the Detective</i> mystery</p> <ol style="list-style-type: none"> 1. Solidify evidence: What supports your claim? 2. Provide warrants: Why is it evidence? 3. Provide backing: What is the general rule?
Day 4	<p><i>You’re the Detective</i> mystery</p> <ol style="list-style-type: none"> 1. Counter Argument: What ideas go against your claim?

Day 5	<p><i>You're the Detective</i> mystery</p> <ol style="list-style-type: none"> 1. Review claim, evidence, warrants, backing, and counter argument 2. Write up a report that includes all parts of the argument 3. Grammar instruction
Week 4 – How do you research an argument? (Introduce Assignment)	
Objective	SWBAT state a claim and compile research that supports their claim.
CCSS	<p>CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
Day 1	<p>Working with policies, <i>Regina Handbook</i></p> <ol style="list-style-type: none"> 1. Introduce Argument Writing Final Assessment 2. Believing and Doubting Chart (See Appendix B) <ol style="list-style-type: none"> a. Use this to help students brainstorm a policy for their own argument 3. Scaffolding for the final assessment <ol style="list-style-type: none"> a. Teacher will complete the final assessment with her students as an example of an argument paper. This will scaffold the students as they complete their individual papers. Use the following policy: “Book bags are to be stored in the locker during the school day. Students are not allowed to carry book bags in the hallways or bring them to classrooms, cafeteria, gym, media center, etc.” (Regina Handbook, 28) b. Create a claim (ex: Students at Regina High School should be allowed to bring their backpacks to the school cafeteria.)
Day 2	<p>Working with policies</p> <ol style="list-style-type: none"> 1. Scaffolding for the final assessment <ol style="list-style-type: none"> a. Evidence #1 for book bags (ex: student surveys, reasons) b. What are your warrants? How is evidence applicable to your claim? c. What is your backing? What proves your warrants?
Day 3	<p>Working with policies</p> <ol style="list-style-type: none"> 1. Scaffolding for the final assessment <ol style="list-style-type: none"> a. Evidence #2 for book bags (ex: student surveys, reasons) b. What are your warrants? How is evidence applicable to your claim? c. What is your backing? What proves your warrants?
Day 4	<p>Working with policies</p> <ol style="list-style-type: none"> 1. Scaffolding for the final assessment <ol style="list-style-type: none"> a. Evidence #3 for book bags (ex: student surveys, reasons) b. What are your warrants? How is evidence applicable to your claim? c. What is your backing? What proves your warrants?
Day 5	<p>Working with policies</p> <ol style="list-style-type: none"> 1. Scaffolding for the final assessment <ul style="list-style-type: none"> • Counter Argument

	<p>(ex: Backpacks are a tripping hazard in the lunchroom.)</p> <ul style="list-style-type: none"> • Believing and Doubting Chart (See Appendix B) <p>2. Workshop for the final assessment</p> <ul style="list-style-type: none"> • **These workshops are to give students a place to work. This is the intended timeline, but they can vary depending on the student • Students begin gathering Evidence #1 for paper
Week 5 – How do you write an argument? (Focus on structure and form)	
Objective	SWBAT structure an argument in writing.
CCSS	<p>CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>
Day 1	<p>Working with policies</p> <ol style="list-style-type: none"> 1. Scaffolding for the final assessment <ul style="list-style-type: none"> • Write up the Introduction and Claim. 2. Workshop for the final assessment <ul style="list-style-type: none"> • Students begin gathering Evidence #2
Day 2	<p>Working with policies</p> <ol style="list-style-type: none"> 1. Scaffolding for the final assessment <ul style="list-style-type: none"> • Write up Evidence #1 with warrants and backing 2. Workshop for the final assessment <ul style="list-style-type: none"> • Students begin gathering Evidence #2
Day 3	<p>Working with policies</p> <ol style="list-style-type: none"> 1. Scaffolding for the final assessment <ul style="list-style-type: none"> • Write up Evidence #2 with warrants and backing 2. Workshop for the final assessment <ul style="list-style-type: none"> • Students begin gathering Evidence #3
Day 4	<p>Working with policies</p> <ol style="list-style-type: none"> 1. Scaffolding for the final assessment <ul style="list-style-type: none"> • Write up Evidence #3 with warrants and backing 2. Workshop for the final assessment <ul style="list-style-type: none"> • Students begin gathering Evidence #3
Day 5	<p>Working with policies</p> <ol style="list-style-type: none"> 1. Scaffolding for the final assessment <ul style="list-style-type: none"> • Write up Counter-Argument • Write up Conclusion 2. Workshop for the final assessment <ul style="list-style-type: none"> • Students work on their Counter Argument • Students work on their Rough Drafts

Week 6 – How do you polish your argument? (Focus on grammar)	
Objective	SWBAT apply grammatical concepts to their writing.
CCSS	<p>CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 here.)</p> <p>CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
Day 1	<p>Working with policies</p> <ol style="list-style-type: none"> Scaffolding for the final assessment <ul style="list-style-type: none"> Grammar instruction Give workshop time (with focus on grammar instruction) <ul style="list-style-type: none"> Work stations for both peer review and individual available
Day 2	<p>Working with policies</p> <ol style="list-style-type: none"> Scaffolding for the final assessment <ul style="list-style-type: none"> Grammar instruction Give workshop time (with focus on grammar instruction) <ul style="list-style-type: none"> Work stations for both peer review and individual available
Day 3	<p>Working with policies</p> <ol style="list-style-type: none"> Scaffolding for the final assessment <ul style="list-style-type: none"> Grammar instruction Give workshop time (with focus on grammar instruction) <ul style="list-style-type: none"> Work stations for both peer review and individual available
Day 4	<p>Working with policies</p> <ol style="list-style-type: none"> Scaffolding for the final assessment <ul style="list-style-type: none"> Grammar instruction Give workshop time (with focus on grammar instruction) <ul style="list-style-type: none"> Work stations for both peer review and individual available
Day 5	<p>Argument Showcase</p> <ol style="list-style-type: none"> Divide students into 3 groups Create stations around the room for students to present their argument Group 1 will present for 10 minutes Group 2 will present for 10 minutes Group 3 will present for 10 minutes <p>Class Discussion</p> <ol style="list-style-type: none"> What did you learn from this unit? Biggest takeaways from the Final Assessment Any final questions about Final draft?
Week 7 – Final Assessment Due	
Day 1	<p>Final Assessment Due</p> <ul style="list-style-type: none"> Students turn in Rough draft and Final draft

A Student's Right to a Backpack

Throughout this unit, we have examined different arguments. We have analyzed definitions, critiqued claims, examined evidence, reviewed warrants, evaluated backings, and assessed counter-claims. This assignment will give you the opportunity to argue against the rules and regulations enacted in your high school.

In this assignment you will have to form an argument. You will do this by creating a claim and supporting it through evidence, warrants, and backing. You will also present a counter-claim.

Go to your student handbook and select a rule that you would like to change. Think about why this rule intrigues you and if other students would be in favor of the change. Conduct your own research in ways that it is applicable to your claim. This can include but is not limited to surveying the students or the faculty, creating observations, and conducting an experiment. (If an experiment goes against school regulations, make sure you have permission from the administration before you begin).

Your essay needs to:

- State a claim.
- Include at least 3 pieces of evidence for your claim.
- Include at least 1 warrant for each piece of evidence.
- Include at least 1 backing for each warrant.
- Include a counter argument that goes against your claim.

Your essay format should:

- Establish a clear relationship between the different parts of your argument through effective organization.
- Be 3-4 pages double-spaced with 12-point Times New Romans Font.
- Have minimal to no errors in spelling or grammar.
- Follow the MLA format (<https://owl.english.purdue.edu/owl/section/2/11/>)

You will also present your argument in a showcase. This will give you the opportunity to share what you have learned with your classmates. I will divide you into three groups. Each individual in the group will present for 10 minutes at different stations around the room. The other two groups will use this time to visit the different stations to learn about your different arguments.

Good luck and have fun!

Possible Rules from the Regina Handbook

- Students must get prior permission from the lunchroom supervisor to bring in treats to share with the entire lunch table (Cafeteria, 28).
- In participating classrooms, students may bring their own tablets or e-readers (no laptops, iPods, cell phones, etc.) (Classroom Technology, 30).
- “For safety reasons, students may not sit in the corridors” (Corridors, 30).
- Students waiting for rides should not congregate outside the Café entrance (Entrances and Exits to the School, 31).
- Because the cleaning staff is in the building, corridors, lockers, and classrooms are off-limits to students after 4:00 P.M. (Entrances and Exits to the School, 31)
- Unclaimed lost articles are disposed of after ten school days (Lost and Found, 32).

Below are checkpoints as you write your argument paper.

You will turn in the information necessary for each checkpoint in paragraph form on the assigned due date.

Due Date	Checkpoint
Selecting a policy	
W4, D3	Select a policy. <ul style="list-style-type: none"> • What policy are you arguing? • What school rule or regulation do you want to change?
W4, D5	Propose a claim. <ul style="list-style-type: none"> • What statement would you propose to the school?
Gathering research	
W5, D1	What is 1 piece of evidence that supports your claim? Complete in paragraph form. <ul style="list-style-type: none"> • What is 1 warrant that supports your evidence? • What is 1 backing that supports your warrant?
W5, D3	What is 1 piece of evidence that supports your claim? Complete in paragraph form. <ul style="list-style-type: none"> • What is 1 warrant that supports your evidence? • What is 1 backing that supports your warrant?
W5, D5	What is 1 piece of evidence that supports your claim? Complete in paragraph form. <ul style="list-style-type: none"> • What is 1 warrant that supports your evidence? • What is 1 backing that supports your warrant?
Forming a counterclaim	
W6, D1	What is your counter argument? Complete in paragraph form. <ul style="list-style-type: none"> • What would the school administration say against your proposed idea?
Writing your argument	
W6, D2	Rough Draft is due <ul style="list-style-type: none"> • Write a report of your research. Include all components from above. (Refer to the assignment sheet for essay components). You can use the paragraphs you have already written from the previous checkpoints.
Polishing your argument	
W6, D4	Second Draft is due <ul style="list-style-type: none"> • Proofread your argument for grammar, punctuation, and spelling errors.
Presenting your argument	
W6, D5	Argument Showcase <ul style="list-style-type: none"> • Present your argument to the class
Submitting your argument	
W7, D1	Final Paper <ul style="list-style-type: none"> • Submit your Final Paper and your Rough Draft.

A Student's Right to a Backpack

	5	4	3	2	1
Content	All of the required pieces of the argument are present within the essay. (Refer to the requirements given in the assignment)	Most of the required pieces of the argument are present within the essay.	Some of the required pieces of the argument are present within the essay.	Little of the required pieces of the argument are present within the essay.	The essay is missing the majority of the required pieces of the argument
Quality of Content	Claim is very strong and is well supported by evidence, warrants, and backing.	Claim is strong and is supported by evidence, warrants, and backing.	Claim is weak but is supported by evidence, warrants, and backing.	Claim is weak and is not supported by either evidence, warrants, or backing.	Claim is weak and is not supported by evidence, warrants, and backing.
Organization	The essay has a clear structure and a clear progression of ideas.	The essay has a mostly clear structure and a progression of ideas.	The essay has a structure but little progression of ideas.	The essay either has no clear structure or no progression of ideas.	The essay neither has a clear structure nor a progression of ideas.
Spelling and Punctuation	There are few to no spelling or punctuation errors.	There are some spelling and punctuation errors.	There are many spelling and punctuation errors, but they do not interfere with the overall understanding.	There are many spelling and punctuation errors, and they greatly interfere with the overall understanding.	The majority of the essay contains spelling and punctuation errors.
Total					

Grade:

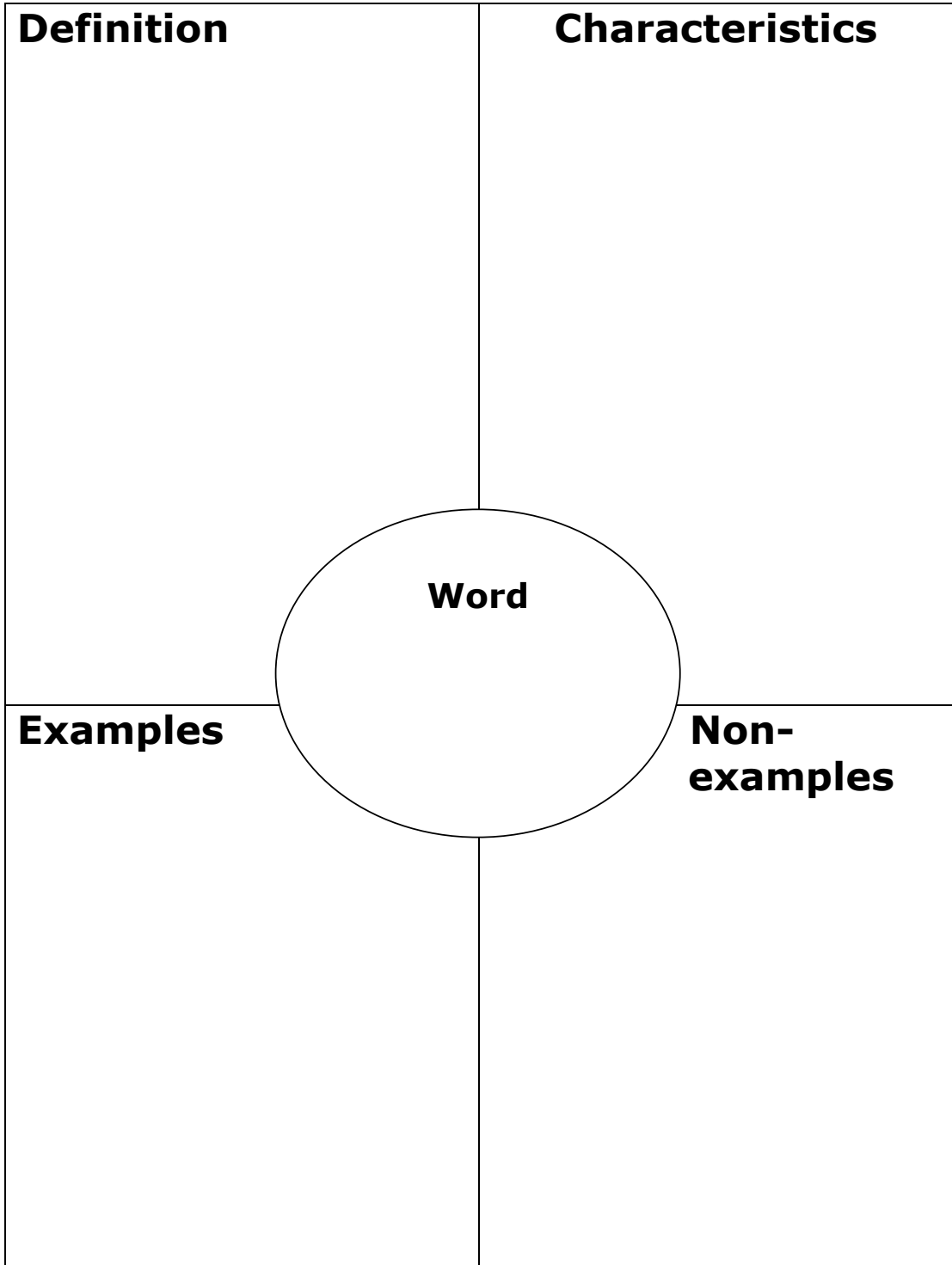
Comments:

Grading Scale:

- A: 18-20
- B: 14-17
- C: 10-13
- D: 6-9
- F: 4-5

Appendix A

Fruyer Model



Appendix B

Believing and Doubting

Use this chart to explore different policies at your school. Choose 4 policies.
Give reasons both for (Believing) and against (Doubting) each policy.

	A. Believing	B. Doubting
Policy 1		
Policy 2		
Policy 3		
Policy 4		