

03_Unit 3 Argument Copied from: Writing 105, Copied on: 11/15/23

Content Area: **ELA**
Course(s):
Time Period: **Semester**
Length: **6 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

In WRT 105, writing and rhetoric, particularly as they relate to genre, are both subjects of inquiry and the primary activities. Students compose, revise, and reflect on their writing with the support of their teacher and peers. Students also engage critically with the opinions and voices of others as they are encouraged to understand how writing can have consequences. Students explore composing as it relates to different social contexts and media. As students inquire into composing in contexts, they understand their own writing and development with heightened awareness, with the goal of adopting an agile, adaptive, resourceful stance toward future writing situations in academic, professional, and civic realms.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Learning Outcomes:

- **Writing as Situated Process**
Students will practice a range of invention and revision strategies appropriate to various writing situations.
- **Writing with Sources**
Students will be introduced to primary and secondary research, utilize various library resources, evaluate sources, and synthesize and apply research in accordance with citation, genre conventions, and ethical standards.
- **Writing as Rhetorical Action**
Students will gain knowledge of rhetorical principles and practice addressing different audiences and situations.
- **Writing as Academic Practice**
Students will build their familiarity with values, strategies, and conventions related to a range of academic contexts and disciplinary conversations.
- **Writing as Social Practice**
Students will analyze, reflect on, and practice the dynamic use of language in diverse contexts and recognize issues of power, difference, and materiality.

CONTENT AREA STANDARDS

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.7. 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.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.W.11-12.7	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.
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Alternate Assessments

- Portfolio Assessments
- Teacher/Student Conferences

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

Declarative Knowledge

Students will understand that:

- argument is not necessarily a pro/con, right/wrong, yes/no concept but rather an academic approach where one seeks answers to questions that are complex and consider multiple stakeholders.
- all arguments employ some kind of rhetorical appeals (logos, ethos, pathos, kairos, exigence) to influence the audience.
- it is important to analyze and give proper credit to sources.

- primary and secondary sources have value in research arguments.

Procedural Knowledge

Students will be able to:

- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
- 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.
- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- Explore the complexity and uses of academic argument.
- Understand the relationship between analysis and argument.
- Evaluate and select secondary sources.
- Conduct field research and/or library research activities.
- Use the writing process to develop a research-based argumentative text.
- Provide feedback on their peers' work.
- Revise their work and reflect on the composing process.
- Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Formative Assessments

- Student annotations of texts
- QTIs (written responses to texts showing student's Questions, Thoughts, or Insights)
- Discussions
- Observations
- Freewrites

Summative Assessments

- Research-based argument essay
- Unit reflection essay
- Unit blog entry
- Final course poster project

RESOURCES (Instructional, Supplemental, Intervention Materials)

- Rosenwasser & Stephen: *Writing Analytically* (8th ed) (excerpt including "Six strategies for analyzing sources" https://drive.google.com/file/d/1Cuel_qGUcEaiAjqCCEczTiWCC4USpc4V/view)
- Ball & Loewe: *Bad Ideas About Writing* (excerpt--"Research starts with a thesis statement")
- Harris: *Rewriting: How to do Things with Texts* (excerpts)
- Melzer & Coxwell-Teague: *Everything's a Text: Readings for Composition* (excerpts)
- Hatch: *Arguing in Communities*
https://drive.google.com/file/d/1fCghh2yXBfXuwYx9_Xzdm8zv3pW7-1dr/view
- Rhetorical appeals <https://drive.google.com/file/d/1pgnGOzDOqzRWt7ahrdrPoSLxPy6xlatT/view>
- Ron Finley TED Talk:
https://www.ted.com/talks/ron_finley_a_guerrilla_gardener_in_south_central_la/transcript?language=en
- Handout: Claims and warrants
<https://docs.google.com/a/kinnelon.org/viewer?a=v&pid=sites&srcid=Zy5zeXIuZWR1fDEwNS1tYXRlcmlhbHN8Z3g6NmY3MDk2NmRiYWlzM2I5Mw>
- Rhetorical sourcing
<https://docs.google.com/document/d/1RxvOK6sWU6f9yDRcpzaiuhi0vzChEpdxbIzmhbI4qB4/edit>
- Recognizing and fixing weak thesis statements
<https://docs.google.com/document/d/1GJwFWJqzczwVPM26N96uzbw8i6LhLsatNDBMymENrTg/edit>
- Stakeholders Exercise
https://docs.google.com/document/d/0B1sg1VHf_XoEWhzhUHFiv1hOQkE/edit?resourcekey=0-

[ka4SFbyXTqKblu7NQMhwww](https://www.sfgate.com/bayarea/article/Oakland-gardener-questions-need-for-permit-to-2377184.php)

- Kuruvila (2011): "Oakland gardener questions need for permit to sell produce"
<https://www.sfgate.com/bayarea/article/Oakland-gardener-questions-need-for-permit-to-2377184.php>
- Teacher-created posters and handouts
- Student writing notebooks (hard copy)
- Computer access

INTERDISCIPLINARY CONNECTIONS

- Technology/Multimedia: Research-based writing
- Science & Health: Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
- Visual Performing Arts: "Mock trials/debates" (Stakeholders Exercise heuristic)

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.