

10.3.3

Lesson 8

Introduction

In this lesson, students learn how to revise for formal tone and conventions in writing arguments. Students further explore W.9-10.1.d by learning how to incorporate argument norms and conventions into their writing. Additionally, students continue to analyze and revise their claims and counterclaims fairly, applying the skills inherent in W.9-10.1.b. After receiving instruction on the norms and conventions of research-based argument writing, students use their first drafts to participate in peer review and teacher conferences. In this lesson, students are assessed on the effective integration of peer and teacher recommendations for revision around the use of argument norms and conventions in two body paragraphs. For homework, students continue to revise their research paper for argument norms and conventions.

Standards

Assessed Standard(s)	
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.
Addressed Standard(s)	
W.9-10.1.b, d	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career

	readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Assessment

Assessment(s)
Student learning in this lesson is assessed via effective incorporation of formal tone, norms, and conventions in two body paragraphs.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> • Demonstrate revision to the paper, including removing weak qualifiers such as “I believe,” and “I think.” • Ensure all claims are substantiated with fact (e.g., “Patients cannot claim ownership of tissue removed during surgery because of hazardous waste laws, so patients cannot make a profit from their removed tissues. For example, a patient cannot legally take his or her appendix home after an appendectomy.” (Schmidt 1174)) • Ensure the opposite view is treated with thorough critical analysis, (e.g., “A monetary incentive could be extremely effective and allow those without financial means to use their body as a resource for an income as Truog, Kesselheim, and Joffe reference in the case of Ted Slavin who had valuable blood and was able to sell a serum for as much as \$10,000 per liter (37). However, patients must grant consent for residual tissues to be used in research (Truog, Kesselheim, and Joffe 37–38). This current system does not offer enough protection for the patient, as when a patient passes away, donated tissues can be banked for medical use or research, or “processed and sold for profit and become such items as bone putty and collagen.” (Josefson 303)) <p>① Refer to the sample research paper in 10.3.3 Lesson 11 for further examples of formal tone, norms, and conventions.</p>

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> • None.*
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> • None.*

*Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 10.3.2 into their research paper, as well as to record process-oriented vocabulary defined in the lesson.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.9-10.5, W.9-10.1.b, d, SL.9-10.1, L.9-10.6 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Conventions of Research-Based Argument Writing Peer Review and Teacher Conference Lesson Assessment Closing 	<ol style="list-style-type: none"> 5% 10% 20% 40% 20% 5%

Materials

- Student copies of the 10.3.3 Rubric and Checklist (refer to 10.3.3 Lesson 3)
- Copies of the Argument Conventions Checklist for each student

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and assessed standard for the lesson: W.9-10.5. Inform students that this lesson guides them in using formal tone, norms and conventions for their research-based argument paper, focusing on the other aspects of W.9-10.1.d. Students engage in peer review and teacher conferences for the purpose of editing their first drafts for these norms and conventions.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Ask students to briefly Turn-and-Talk in pairs and discuss two revisions to their research paper based on the feedback for formal style and objective tone in the previous lesson. Ask students to use the appropriate portion of the 10.3.3 Rubric and Checklist (W.9-10.1.d) from the previous lesson to guide their discussion.

- ▶ Students Turn-and-Talk in pairs and discuss two revisions they completed for homework.
- 💬 Student responses will vary based on their individual writing.

Activity 3: Conventions of Research-Based Argument Writing

20%

Share with students the importance of adhering to the *conventions* of research-based argument writing.

Provide students with the following definition: *convention* means “the rule, method, or practice established by usage; custom.”

- ▶ Students write the definition of *convention* in their vocabulary journals.

Explain to students that while formal and academic papers generally require the author to remain neutral in a research-based argument paper, the writer must take a firm stance and establish a specific perspective. While taking a firm stance on an issue, it is easy to slip away from formal style and objective tone and add phrases like “I feel,” “I believe,” or “I think,” in order to make a point. It is also easy to insert opinion that has no basis in fact (e.g., “My gut tells me patients should own the rights to their cells”). Both of these approaches should be avoided. Remind students that objective arguments are based in a well-rounded presentation of the facts, and not in the way the author “feels” or what the author “believes.” Explain to students that taking a stance is not the same as having a bias. A strong argument and stance naturally arises from an organized analysis of facts.

Instruct students to use strong academic language when they are writing an argument paper (e.g., “furthermore,” and “therefore”), and avoid weak phrases like “I believe,” “I feel,” or “I think.” In addition, it is important to cite experts who support students’ perspective, and who use evidence including facts and statistics to support their central and supporting claims. Explain that if the argument is sound, the facts alone should be enough to convince the reader. There is no need to use emotional appeals in a research-based argument.

Finally, explain to students that it is impossible to write an effective argument essay without addressing the opposite side of the issue. Consider the phrase, “The best defense is a good offense.” It is best to anticipate the opposite argument before it is made. Explain that the best way to do this is to present the opposing view (counterclaim) objectively, and critique it without emotion. Remind students that persuading an audience with facts instead of emotion adds credibility to the author and his/her

argument, thereby strengthening the argument. Ultimately, the goal should be to bring the reader to an intellectual conclusion.

► Students listen.

① Remind students they have worked on developing counterclaims fairly to present an opposing point of view in 10.3.3 Lesson 2.

Display the following two passages for students:

- Donated tissue is often sold through unofficial “fees” without any consequences. These examples demonstrate that the line between donation and sale can be complicated and often blurred for the purpose of making money. In order to both protect a patient’s rights and ensure that choices are made with the advancement of medical understanding, it is better to prevent any sale or profit resulting from tissue donated during surgery or any medical situation.
- Look, it’s clearly important to protect a patient’s rights (do I even need to explain why?), so we shouldn’t even try to sell their tissue, because it would make it way too easy to see the patient as a tool for profit. That should be obvious by now.

Ask student pairs to Turn-and-Talk briefly to answer the following question:

Which sentence or passage better adheres to the conventions of argument writing? Why?

☞ The first passage better adheres to the conventions of argument writing, because although it is making a claim, it is doing so clearly and without emotion. The second passage makes a claim, but in a very biased and emotional way. The second passage also treats the reader like s/he is not smart. Finally, the first passage is more formal, while the second passage is completely informal (“it’s,” “I”).

① **Differentiation Consideration:** Consider discussing the impact of sentence structure and rhetorical devices in argument writing. Refer to 10.3.3 Lesson 5 for an overview of parallel structure and explain that parallel structure can be used to effectively and concisely demonstrate connections among ideas.

Distribute the Argument Conventions Checklist to students for reference. Inform students it details what was just covered in a checklist format, to serve as a reminder. Instruct students to use this checklist as they edit their papers for formal tone and conventions in argument writing. Instruct students to assess their papers for each of the qualities listed, and either check or leave blank the middle column. In the third column, students can make comments as reminders about how to edit their paper so it meets the listed conventions of argument writing.

► Students listen.

Activity 4: Peer Review and Teacher Conference

40%

Inform students that this portion of the lesson is for both peer review and a conference with the teacher. Assign students an individual time for a teacher conference to receive feedback on their research-based argument paper.

Instruct students to form pairs and read the Content and Analysis, and Coherence, Organization, and Style portions of the 10.3.3 Rubric and Checklist. Instruct students to look for substandards W.9-10.1.b, d, focusing on the “norms and conventions” portion of the W.9-10.1.d substandard. Remind students to refer to this portion of the 10.3.3 Rubric and Checklist while revising their papers for argument writing conventions.

Explain to students that their discussions should continue the work of collaborative discussion outlined in SL.9-10.1, to which students were previously introduced. Remind students these discussion strategies have been taught in previous modules.

① The peer review and teacher conference will continue in the following lesson.

- ▶ Students read substandards W.9-10.1.b, d on the 10.3.3 Rubric and Checklist and discuss in pairs before beginning the peer review of their peer’s body paragraphs.

① **Differentiation Consideration:** Consider instructing students to mark W.9-10.1.b, d on their 10.3.3 Rubric and Checklist to concentrate their focus on these substandards only.

Instruct students who are scheduled for individual conferences to meet with the teacher to discuss their research-based argument paper.

- ▶ Students scheduled for individual conferences meet with the teacher.

① These individual conferences provide an opportunity to support individual students throughout the writing process. Consider tailoring the conferences to meet individual student needs.

Instruct students who are not currently in an individual teacher conference to meet in their pre-established research groups for peer review while other students have their independent teacher conferences. Remind students to focus on W.9-10.1.b and d for this peer review.

- ▶ Students gather for peer review.

① Encourage students to keep in mind the Module Performance Assessment as they practice the skills inherent in the Speaking and Listening Standards during this discussion activity. Remind students that they will present their research orally at the end of the module and that this activity provides an opportunity to begin preparing for the assessment presentation.

Activity 5: Lesson Assessment

20%

Instruct students to independently revise two body paragraphs based on peer and teacher feedback for the norms and conventions of argument writing.

- ① Students will revise the entire paper for the norms and conventions of argument writing for homework.

Inform students that the assessment is based on their revisions and incorporation of peer and teacher feedback, and will be evaluated using W.9-10.1.d on the 10.3.3 Rubric and Checklist. Remind students to refer to the checklist as they are working.

Transition students to the lesson assessment.

- ▶ Students revise two of the body paragraphs of their paper based on peer and teacher feedback for the norms and conventions of argument writing.
- ☞ See the High Performance Response at the beginning of this lesson.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to review and revise their entire research paper to ensure they are adhering to the conventions of argument writing throughout the paper. Remind students to refer to substandard W.9-10.1.d on the 10.3.3 Rubric and Checklist to guide their revisions.

- ▶ Students follow along.

Homework

Review and revise your entire research paper to adhere to the conventions of argument writing. Refer to substandard W.9-10.1.d on the 10.3.3 Rubric and Checklist to guide your revisions.

Argument Conventions Checklist

Name:		Class:		Date:	
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Argument Convention	Check Yes/No	Comments
Formal Style/Objective Tone: Even while making argument claims, is the style formal and objective (e.g., no “I,” “you,” or contractions)?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Strong Academic Language: In presenting facts and making claims, does the paper use strong academic language (e.g., “furthermore,” and “therefore”). Does it avoid weak verbs (e.g., “I think”)?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Addressing Other Sides: Does the paper effectively address all major sides of an issue? Is a counterclaim presented with valid reasoning and sufficient and relevant evidence?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
No Emotion: Does the paper avoid using emotional language to make a point (e.g., “Come on! Isn’t it obvious yet?!”)? Is the reasoning logical and sound? Are the facts presented in such a way that no appeal to emotions needs to be made in order to advance the argument?	Yes <input type="checkbox"/> No <input type="checkbox"/>	

Model Argument Conventions Checklist

Name:		Class:		Date:	
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Argument Convention	Check Yes/No	Comments
Formal Style/Objective Tone: Even while making argument claims, is the style formal and objective (e.g., no “I,” “you,” or contractions)?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	I accidentally used first person in a few places (“I”), and will remove it to make it more formal and objective.
Strong Academic Language: In presenting facts and making claims, does the paper use strong academic language (e.g., “furthermore,” and “therefore”). Does it avoid weak verbs (e.g., “I think”)?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	My paper could use stronger academic language in some places. For instance, I say, “But wait, there’s more,” when I could say, “Furthermore.”
Addressing other sides: Does the paper effectively address all major sides of an issue? Is a counterclaim presented with valid reasoning and sufficient and relevant evidence?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	My paper addresses sides of the issue I do not agree with and treats them fairly. For example, I discuss the potential benefits of the monetary incentives of selling tissue.
No Emotion: Does the paper avoid using emotional language to make a point (e.g., “Come on! Isn’t it obvious yet?!”)? Is the reasoning logical and sound? Are the facts presented in such a way that no appeal to emotions needs to be made in order to advance the argument?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	My paper does not use strong emotion to make an argument, like “come on,” or “can’t you see that?”