11.3.3 | Lesson 3

Introduction

In this lesson, students learn how to integrate citation information into their research-based argument paper effectively, to maintain the flow of ideas, avoid plagiarism, and follow a standard format for citation. Students learn Modern Language Association (MLA) conventions for in-text citation as well as for a Works Cited page. Drafting the Works Cited page—which is integral to the creation of any research paper—will help students avoid plagiarism. Student learning in this lesson is assessed via a Works Cited page.

For homework, students reference their Outline Tool from 11.3.3 Lessons 1 and 2, and insert in-text citation information for each piece of evidence listed.

Standards

Assessed Standard(s)	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Addressed Standard(s)	
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.

Assessment

Assessment(s)
Student learning in this lesson is assessed via a Works Cited page.
• This assessment is evaluated using the MLA Citation Handout (at the end of the lesson) as well as the W.11-12.8 portion of the 11.3.3 Rubric and Checklist. Students should properly cite references using the MLA guidelines.
High Performance Response(s)
A High Performance Response should:
Demonstrate adherence to MLA formatting for a variety of source types (e.g., Smith, Joe. "Joe Smith's Theory of the Universe." *Universe Theories*. 20 Apr. 1989: pp. 100–109. Print).
• For more support, see the Works Cited page from the Sample Student Research-Based Argument Paper found in 11.3.3 Lesson 12.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• None.*

Vocabulary to teach (may include direct word work and/or questions)
• None.*

Additional vocabulary to support English Language Learners (to provide directly)
• None.*

* Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 11.3.2 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: • Standards: W.11-12.4, W.11-12.8 **Learning Sequence:** 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Citation Methods 4. Lesson Assessment 5. Closing	 1. 10% 2. 10% 3. 35% 4. 40% 5. 5%

Materials

- Student copies of the Additional Evidence Tool (refer to 11.3.3 Lesson 2)
- Copies of the MLA Citation Handout for each student
- Copies of the 11.3.3 Rubric and 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.
	Italicized text indicates a vocabulary word.
▶	Indicates student action(s).
🗩	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda   10%

Begin by reviewing the agenda and the assessed standard for this lesson: W.11-12.4. In this lesson, students focus on proper citation methods in a research paper. Explain that the MLA citation style is a suggested format used by the Modern Language Association and indicated in their published style guide. Students use the MLA format to cite their references.

- Students look at the agenda.

Activity 2: Homework Accountability   10%

Instruct students to take out their Additional Evidence Tools from 11.3.3 Lesson 2's homework assignment. (Search for another source to gather stronger or more relevant evidence for a counterclaim on your outline, and analyze how this evidence provides additional support for your counterclaim. Record the evidence and analysis on the Additional Evidence Tool.)

Instruct students to talk in pairs and share one resource and one piece of evidence they found for homework.

- Students form pairs and discuss one resource and one piece of evidence from the Additional Evidence Tool.

- Student responses vary based on their individual research and outline.

- Consider posting the Model Additional Evidence Tool as a reminder of an exemplar response.

Activity 3: Citation Methods   35%

In this lesson, students learn how to cite information in MLA format within their papers. Remind students they have gathered information about their topic and have begun to organize it in a way that supports their central claim. Explain to students that although they are the authors of their own papers, they are drawing on several other authors in order to make their arguments. Remind students that failing to give other authors credit when referencing their work is called *plagiarism*.

Explain that *plagiarism* is taking someone else's work or ideas and passing it off as one's own. *Plagiarism* is an ethical offense, and can often result in serious consequences. Explain to students that in addition to disciplinary consequences, *plagiarism* is counterproductive to the learning process, as stealing someone else's ideas will not build the deep understanding that results from learning on one's own.

- Students listen.

- Students were introduced to the term *plagiarism* in 11.3.2 Lesson 3.

Explain to students that someone can plagiarize by copying and pasting the exact words from a source without citing the source. *Plagiarism* also occurs when a writer uses different words to express the same idea as another author (e.g., if someone takes the central claim and evidence from another paper and writes it with different words, it is still *plagiarism* if the original source is not cited).

Inform students they can avoid *plagiarism* by always *citing* works properly. Proper *citation* gives credit to the author one is quoting, paraphrasing, or referencing.

Provide students with the following definition: *citation* means "quoting or referencing a book, paper, or author."

- Display the definition of *citation*.
  - Students write the definition of *citation* in their vocabulary journals.

Explain to students that there is a specific format for doing this, called MLA citation. Distribute the MLA Citation Handout. Instruct students to look at the in-text citation portion of the handout first.

- Students examine the in-text citation portion of the MLA Citation Handout.

Remind students that the information needed for proper citation is in their Potential Sources Tools, which they completed throughout 11.3.2. Inform students that, according to the MLA

format, following the use of a quote, paraphrase, or idea in their research-based argument papers, students should cite authors by providing the author's last name and a page number (if any) in parentheses.

- **If the quote comes from page 4 of the article:** "If, on the other hand, there is a legal finding of genocide, then it is too late for prevention. All that is left is mitigation. Moreover, if 'genocide' is the trigger for action, then the bar is rather high: Atrocities short of genocide may somehow end up as tolerable, or at least tolerated" (Lindberg, 4).

If no page number is given, the author's name should suffice.

- **If there is no page number:** "If, on the other hand, there is a legal finding of genocide, then it is too late for prevention. All that is left is mitigation. Moreover, if 'genocide' is the trigger for action, then the bar is rather high: Atrocities short of genocide may somehow end up as tolerable, or at least tolerated" (Lindberg).
    - Students follow along.

Explain to students that if the author's name already appears in the sentence, the parentheses can simply include a page number.

- **If the quote comes from page 4 of the article:** According to Lindberg, "If, on the other hand, there is a legal finding of genocide, then it is too late for prevention. All that is left is mitigation. Moreover, if 'genocide' is the trigger for action, then the bar is rather high: Atrocities short of genocide may somehow end up as tolerable, or at least tolerated" (4).
- **If there is no page number:** According to Lindberg, "If, on the other hand, there is a legal finding of genocide, then it is too late for prevention. All that is left is mitigation. Moreover, if 'genocide' is the trigger for action, then the bar is rather high: Atrocities short of genocide may somehow end up as tolerable, or at least tolerated".
- **If there is no page number, but there is more than one article by the same author:** According to Lindberg, "If, on the other hand, there is a legal finding of genocide, then it is too late for prevention. All that is left is mitigation. Moreover, if 'genocide' is the trigger for action, then the bar is rather high: Atrocities short of genocide may somehow end up as tolerable, or at least tolerated" ("The Only Way to Prevent Genocide").

This practice is useful for Internet articles and other sources in which the author may not be given direct credit. Explain to students that a reference to a source within a document is called an "in-text citation." In-text citations provide readers with details about where information originated.

    - Students listen.

Explain that in some cases, the whole quote is too long for the section, or only a part is relevant to the argument. In this case, students should use the following marks to edit the quote, preserving the original context:

- Brackets to replace or clarify pronouns, or to replace indirect references with specific references.
- Ellipses to replace unnecessary text, such as extraneous phrases and clauses that do not impact meaning in the quotation.

Share the following original and revised sentences with students.

- **Original:** "If, on the other hand, there is a legal finding of genocide, then it is too late for prevention. All that is left is mitigation. Moreover, if 'genocide' is the trigger for action, then the bar is rather high: Atrocities short of genocide may somehow end up as tolerable, or at least tolerated" (Lindberg).

   Revised: "If … there is a legal finding of genocide, then it is too late for prevention … If 'genocide' is the trigger for action, then the bar is rather high" (Lindberg).
- **Original:** "If we are serious, we have to be willing to take upon ourselves the burden of providing the leadership, the arms, the troops, and the resources, and of bearing the casualties, the reversals of fortune, and the inevitable complaints and second-guessing" (Lindberg).

   Revised: "If [the USA is] serious, we have to be willing to take upon ourselves the burden of providing the leadership, the arms, the troops, and the resources" (Lindberg).

Instruct students to discuss with a partner about the modifications of each original sentence using brackets and/or ellipses.

- Students discuss with a partner how brackets and ellipses are used to modify these quotes.

- **Differentiation Consideration:** Students may require additional practice with the specific formatting of in-text citations. Consider extending this into a longer activity where students practice citing quotes from and paraphrasing their sources.

Direct students' attention to the second portion of the MLA Citation Handout under the heading "Works Cited Page." Explain to students that a Works Cited page comes as the final page of a research paper and is a list of all the sources used to write the paper. Explain to students that the in-text citations direct students to the Works Cited page where the source's full bibliographic information is listed. Instruct students to look at the example on their handout and notice the formatting differences between different types of sources.

- Students review the Works Cited examples on the handout.

Instruct students to Turn-and-Talk in pairs about the purpose of and difference between in-text citations and Works Cited pages.

- In-text citations provide readers with the exact location of information from a given source when it is referenced in a paper, while Works Cited pages provide extensive details about all cited sources used in the paper. The in-text citations are directly linked to the sources in the Works Cited page. The in-text citations are an abbreviated version of the source's information that can be found in the Works Cited page and the in-text citations lead readers to the source's full information in the Works Cited page.

Lead a brief whole-class discussion of student's reflections on in-text citations and Works Cited pages.

- Some students may think that a Works Cited page is the same thing as a bibliography. Tell students that indeed the two are different: a Works Cited page lists only sources actually cited in a paper, while a bibliography lists every source used in the preparation of a paper, whether they are cited or not.

Explain that different source types necessitate different citation formatting. Note the format used for citing a book:

Last Name, First Name. *Title of Book*. City of Publication. Publisher, Year of Publication. Medium of Publication.

Then, draw students' attention to the difference between this format and that of a website:

Editor, Author, or Compiler Name (if available). Name of Site. Version Number. Name of Institution/Organization Affiliated with the Site (Sponsor or Publisher), Date of Resource Creation (if available). Medium of Publication. Date of Access.

- Students examine the different source formatting for a Works Cited page.

Lead a brief whole-class discussion of the similarities and differences in the various source-dependent citation formats.

- Student responses may include:

  ○ Book citations include author and book name, but periodical articles have to include author, article title, and the name of the periodical.

  ○ Website citations need to include the entire web address, the date of creation, and the date the information was accessed.

  ○ Instead of author information, motion picture citations list director information.

- Given the wide variety of source types students may have compiled over the course of their research, citation instruction for each medium may require extensive work. Consider focusing primarily on books or web publications, providing students with information from the Purdue University Online Writing Lab (OWL) for reference when citing sources: http://owl.english.purdue.edu (search terms: MLA formatting). Alternatively, depending on the

size of the class, consider providing individual instruction for students with atypical sources (e.g., radio interviews).

- Information in this section adheres to MLA style.

- Consider reviewing the citation skills inherent in W.11-12.8.

Activity 4: Lesson Assessment   40%

Display and distribute the 11.3.3 Rubric and Checklist. Inform students that their research papers will be evaluated using the 11.3.3 Rubric. Explain to students that each part of this rubric is aligned to specific Common Core Standards that are targeted to assess components of argument writing as well as relevant language standards.

Inform students that the 11.3.3 Rubric and Checklist is a resource to which they will refer as they engage in the writing process throughout this unit. The rubric also guides teacher feedback and assessment. The first two pages of the handout are comprised of the 11.3.3 Rubric, which details four categories of assessed standards, a brief synthesis of what those categories entail, and a list of the standards contained in that category. Corresponding to each standard category are four levels of potential student response. The final page of the handout is a student checklist that corresponds with the rubric. Instruct students to review the 11.3.3 Rubric and Checklist briefly.

▸ Students follow along and review the 11.3.3 Rubric and Checklist.

Instruct students to gather all the sources they intend to use to write their research-based argument paper. Instruct students to work independently to create a Works Cited page for their paper, using the MLA Citation Handout and/or the Purdue University Online Writing Lab (OWL) http://owl.english.purdue.edu (search terms: MLA Formatting) as a guide. Instruct students also to refer to the L.9-10.3.a checklist in the 11.3.3 Rubric and Checklist.

- Students independently create their Works Cited pages.

- Check in with students individually as they work, assisting as necessary.

- Collect the Works Cited pages for assessment purposes.

- Remind students that as they draft and revise their papers, sources used may or may not be listed in this initial draft of the Works Cited page. Explain that this Works Cited page will be updated once they have published their final drafts to ensure all in-text citations match the sources listed in the final version of the Works Cited page.

Activity 5: Closing   5%

Instruct students to take out the Outline Tool they created in 11.3.3 Lessons 1 and 2. Display and distribute the homework assignment. For homework, instruct students to insert in-text citations for each source of evidence listed on their Outline Tool. Remind students these in-text citations should directly correspond with the Works Cited page they created for this lesson's assessment.

- Students follow along.

Homework

Using your Outline Tool from 11.3.3 Lessons 1 and 2, insert in-text citation information for each piece of evidence you have listed. Refer to the MLA Citation Handout for the correct citation format.

MLA Citation Handout

Name:		Class:		Date:	

In-Text Citations
For in-text citations for an online source, use the following as examples: • (page numbers provided) "If … there is a legal finding of genocide, then it is too late for prevention…. If 'genocide' is the trigger for action, then the bar is rather high" (Lindberg, 28). • (page numbers provided) According to Lindberg, "If … there is a legal finding of genocide, then it is too late for prevention…. If 'genocide' is the trigger for action, then the bar is rather high" (28). • (no page numbers) "If … there is a legal finding of genocide, then it is too late for prevention…. If 'genocide' is the trigger for action, then the bar is rather high" (Lindberg). • (no page numbers) According to Lindberg, "If … there is a legal finding of genocide, then it is too late for prevention…. If 'genocide' is the trigger for action, then the bar is rather high." • If the citation extends past one line, indent the second and subsequent lines half an inch.

Works Cited Page
Below are the different citation methods for various forms of media: **Book** **Basic format:** Last Name, First Name. *Title of Book*. Place of Publication: Publisher, Year of Publication. Type of Publication. **Example:** Smith, Joe. *Joe Smith's Theory of the Universe*. New York: Books Limited, 2013. Print.
Magazine/Journal **Basic Format:** Author(s). "Title of Article." *Title of Periodical* Day Month Year: Pages. Type of Publication. **Example:** Smith, Joe. "Joe Smith's Theory of the Universe." *Universe Theories*. 20 Apr. 1989: pp. 100–109. Print.

Website
Basic Format:
Editor, Author or Compiler Name (if available). *Name of Site*. Version Number. Name of
        Institution/Organization Affiliated with the Site (Sponsor or Publisher), Date of
        Resource Creation (if available). Type of Publication. Date of Access.
Example:
Smith, Joe. *Guide to My Theory of the Universe*. UniverseBlogs. 16 Apr. 2001. Web. 19 Dec
2013.

Motion Picture
Basic Format:
Title of Motion Picture. Director. If relevant, list performers using 'perf.' to distinguish
them from director. Distributor. Date of Release. Medium.
Example:
Theories of the Universe. Dir. Joe Smith. Perf. Joe Smith, Jane Smith, Robert Smith.
Touchstone. 2012. DVD.

11.3.3 Rubric   _/ 16

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
Content and Analysis: The extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text. **(W.11-12.1.a, W. 11-12.1.b)**	Introduce precise, knowledgeable claim(s), establish the significance of the claims, and distinguish the claim(s) from alternate or opposing claims in an in-depth and insightful analysis. (W.9-10.1.a) Develop claim(s) and counterclaim(s) fairly and thoroughly by supplying the most relevant evidence for and pointing out the strengths and limitations of both. (W. 11-12.1.b) Precisely anticipate the audience's knowledge level, concerns, values, and possible biases. (W. 11-12.1.b)	Introduce a precise and somewhat knowledgeable claim, establish the significance of claims, and adequately distinguish the claim from alternate or opposing claims in an accurate analysis. (W. 9-10.1.a) Develop claim(s) and counterclaim(s) by supplying evidence but not the strongest or most relevant evidence; address strengths or limitations of counterclaim(s). (W. 11-12.1.b) Sufficiently anticipate the audience's knowledge level and concerns, values, and possible biases. (W. 11-12.1.b)	Introduce a somewhat knowledgeable claim, but only partially or ineffectively distinguish the claim from alternate or opposing claims; analysis is somewhat unclear or confusing at times. (W. 9-10.1.a) Develop claim(s) partially; lack compelling evidence to fully develop claim(s) and/or counterclaim(s); fail to point out strengths and limitations of claim(s) and counterclaim(s). (W.11-12.1.b) Partially anticipate the audience's knowledge level, concerns, values, and potential biases. (W.11-12.1.b)	Do not introduce a claim; analysis is mostly unclear or confusing. (W.11-12.1.a) Do not demonstrate analysis. (W.11-12.1.b) Inaccurately or inappropriately anticipate the audience's knowledge level, concerns, values, or potential biases or fail to consider the audience. (W.11-12.1.b)
Command of Evidence and Reasoning: The extent to which the response presents evidence from the provided text(s) and uses reasoning to support analysis. **(W.11-12.1)**	Support claims effectively and sufficiently by providing a wide range of relevant evidence. Use valid reasoning to establish clear relationships between and among claim(s) and evidence. Avoid overreliance on any one source.	Support claims sufficiently by providing relevant evidence. Use valid reasoning to relate claims and evidence on a basic level. Rely heavily on three to four sources, avoiding claims in others.	Support claims partially by providing insufficient but relevant evidence, or evidence loosely related to the claim(s). Use some reasoning to partially relate claims and evidence; use unclear reasoning. Rely heavily on one to two sources, avoiding contradictory claims in others.	Present irrelevant and/ or little or no evidence from the text. Demonstrate unclear, unfounded or little to no use of reasoning; fail to establish relationships between and among claim(s) and evidence. Derive most evidence from a single source.

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
Coherence, Organization, and Style: The extent to which the response logically organizes and links complex ideas, concepts, and information using formal style, precise language and general academic and domain specific vocabulary acquired throughout the research process. **(W.11-12.1.a, W. 11-12.1.c, W.11-12.1.d, W. 11-12.1.e, L.11-12.6)**	Organize claims, counterclaims, evidence, and reasoning to establish clear and logical relationships among all components. (W.11-12.1.a) Exhibit skillful use of words, phrases, and clauses to link sections of the text, including varied syntax, to create cohesion, and clarify relationships among components of the argument. (W. 11-12.1.c) Skillfully establish and maintain a formal style and objective tone appropriate to the norms and conventions of the discipline. (W. 11-12.1.d) Provide a concluding statement or section that supports the argument presented and offers a new way of thinking about the issue. (W.11-12.1.e) Demonstrate accurate and effective use of general academic and domain-specific words and phrases acquired through the research process. (L.11-12.6)	Exhibit basic organization of claims, counterclaims, evidence, and reasoning so as to create some logical relationships among the components. (W.11-12.1.a) Exhibit basic use of words, phrases, and clauses, as well as varied syntax, to link sections of the text, create cohesion, and clarify relationships among components of the argument. (W. 11-12.1.c) Establish a style and tone appropriate to the discipline; demonstrate inconsistent use of formality and objectivity. (W. 11-12.1.d) Provide a concluding statement or section that supports the argument presented but does not offer a new way of thinking about the issue. (W.11-12.1.e) Demonstrate accurate use of general academic and domain-specific words and phrases acquired through the research process. (L. 11-12.6)	Exhibit partial organization of claims, counterclaims, evidence, and reasoning; relationships among all components are not logical and at times unclear. (W. 11-12.1.a) Exhibit inconsistent use of words, phrases, and clauses, with little variation in syntax, to link sections of the text. (W.11-12.1.c) Use inconsistent style and tone with some attention to formality and objectivity. (W. 11-12.1.d) Provide a concluding statement that inadequately supports the argument presented or repeats claim(s) and evidence verbatim or without significant variation. (W.11-12.1.e) Demonstrate partially accurate use of general academic and domain-specific words and phrases acquired through the research process. (L.11-12.6)	Exhibit little organization of claims, counterclaims, evidence and reasoning; relationships among components are for the most part unclear and do not demonstrate a logical organization. (W. 11-12.1.a) Exhibit little or no use of words, phrases and clauses, and little to no variation in syntax, to link sections of the text. (W.11-12.1.c) Lack a formal style, using language that is basic, imprecise, or contextually inappropriate. (W. 11-12.1.d) Provide a concluding statement that is unrelated to the claims presented and/or provide no concluding statement. (W. 11-12.1.e) Demonstrate little or inaccurate use of general academic and domain-specific words and phrases; do not exhibit acquisition of vocabulary through the research process. (L. 11-12.6)
Control of Conventions: The extent to which the response demonstrates command of conventions of standard English grammar, usage,	Demonstrate control of conventions with essentially no errors, even with sophisticated language. (L.11-12.1, L.11-12.2)	Demonstrate basic control of conventions with occasional errors that do not hinder comprehension. (L. 11-12.1, L. 11-12.2)	Demonstrate partial control of conventions with some errors that hinder comprehension. (L. 11-12.1, L. 11-12.2)	Demonstrate little control of conventions with frequent errors that make comprehension difficult. (L. 11-12.1, L. 11-12.2)

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
capitalization, punctuation, and spelling, and conforms to the guidelines in a style manual appropriate for the discipline and writing type. **(L.11-12.1, L.11-12.2. W.11-12.8)**	Demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material; contain no citation errors. (W. 11-12.8)	Demonstrate proper citation of sources to avoid plagiarism when dealing with correct quotes and paraphrased material; contain only minor citation errors. (W.11-12.8)	Demonstrate partial or inconsistent use of citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material; contain some major or frequent minor citation errors. (W. 11-12.8)	Do not make use of citation or plagiarize. (W.11-12.8)

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

Assessed Throughout the Module (Research and Writing Process)

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

11.3.3 Checklist

Assessed Standards: _____

	Does my writing…	✔
Content and Analysis	Introduce precise, knowledgeable claims and distinguish the claims from alternate or opposing claims? **(W.11-12.1.a)**	☐
	Supply the most relevant evidence to develop claims and counterclaims? **(W.11-12.1.b)**	☐
	Point out the strengths and limitations of the claims and counterclaims? **(W.11-12.1.b)**	☐
	Anticipate the audience's knowledge level, concerns, values, and potential biases? **(W.11-12.1.b)**	☐
Command of Evidence and Reasoning	Support claims by providing a wide range of relevant evidence? **(W.11-12.1)**	☐
	Use valid reasoning to demonstrate clear relationships between claims and evidence? **(W. 11-12.1)**	☐
Coherence, Organization, and Style	Arrange claims, counterclaims, evidence, and reasoning to establish a logically sequenced organization among all the components of the argument? **(W.11-12.1.a)**	☐
	Use words, phrases, clauses, and varied syntax effectively to create clear relationships among components of the argument? **(W.11-12.1.c)**	☐
	Establish and maintain a formal style, using precise language and sound structure? **(W.11-12.1.d)**	☐
	Provide a conclusion that supports the argument and offers a new way of thinking about the issue? **(W. 11-12.1.e)**	☐
	Demonstrate accurate and effective use of general academic and domain-specific words and phrases acquired through the research process? **(L.11-12.6)**	☐
Control of Conventions	Demonstrate control of standard English grammar conventions, with infrequent errors? **(L.11-12.1, L. 11-12.2)**	☐

	Provide proper citation of quotes and paraphrases to avoid plagiarism? **(W.11-12.8)**	☐