

11.3.3 Lesson 8

Introduction

In this lesson, students learn how to revise for formal tone and conventions in writing arguments. Students further explore W.11-12.1.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.11-12.1.b. After receiving instruction on the norms and conventions of research-based argument writing, students receive feedback on their first drafts from peer review and teacher conferences. Student learning is assessed via effective incorporation of formal tone, norms, and conventions of argument writing in two body paragraphs.

For homework, students continue to revise their research paper for argument norms and conventions.

Standards

Assessed Standard(s)	
W.11-12.5	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.11-12.1.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 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.</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.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Assessment

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Assessment(s)

Student learning is assessed via effective incorporation of formal tone, norms, and conventions of argument writing in two body paragraphs.

- This assessment will be evaluated using the W.11-12.1.d portion of the 11.3.3 Rubric.

High Performance Response(s)

A High Performance Response should:

- 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., In order to prevent genocide, a combat task force needs to be assembled and ready in order to stop genocide in its early stages. While legal action via the ICC should still remain in place, direct military intervention is also necessary in situations that pose a threat of or early stage execution of genocide. In order to quickly stop genocide before it gets to the late bloody stages of “persecution and extermination,” it is necessary to use military force (Stanton). If citizens are being segregated, starved, or forced to live in ghettos, then it is only a matter of time before the killing begins (Stanton). Murderers who commit genocide are not ragtag bunches of individuals but organized groups who carry out planned violence against those they oppress. In Rwanda, the Hutus who were in power were able to hunt down and murder over 800,000 men, women, and children over the course of just 100 days (“After Rwanda’s Genocide”).
- Ensure the opposite view is treated with thorough critical analysis (e.g., Critics of R2P also believe the framework could create conflict for the U.S. and its allies or be used as an excuse for military action by its enemies. Libya and Iran have also brought charges of genocide against Israel for their actions in the Gaza Strip (Rothstein) and an international mandate of R2P could, “simply be used against Israel” (Lindberg). Because the U.S. and Israel are such close allies, this presents a potentially challenging situation for both countries. Adopting R2P might force the U.S. to act against an ally like Israel because of potential Israeli human rights violations like the annexation of Palestinian land. However, these concerns are not sufficient to abandon R2P. The U.S. and its allies must be held to the same standards as the rest of the international community. Increasing international scrutiny on countries like the U.S. and Israel may even be a good thing; it may help enforce a more rigorous standard for all countries of the world to follow).
- Refer to the sample research paper in 11.3.3 Lesson 12 for further examples of formal tone, norms, and conventions.

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.*
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Standards: W.11-12.5, W.11-12.1.b, d, SL.11-12.1, SL.11-12.4 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Conventions of Research-Based Argument Writing 4. Peer Review and Teacher Conferences 5. Lesson Assessment 6. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 20% 4. 40% 5. 20% 6. 5%

Materials

- Student copies of the 11.3.3 Rubric and Checklist (refer to 11.3.3 Lesson 3)
- Copies of the Argument Conventions Checklist for each student

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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.11-12.5. 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.11-12.1.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%

Instruct 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. (Review and revise your entire research paper for formal style and objective tone using W.11-12.1.d on the 11.3.3 Rubric and Checklist to guide your review and revisions.) Remind students to use the appropriate portion of the 11.3.3 Rubric and Checklist (W.11-12.1.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%

Explain to 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 maintain an objective tone 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 the U.N. should have an independent military force.”) 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 first person phrases like “I believe,” “I feel,” or “I think.” In addition, it is important to cite experts who support students’ perspectives, 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 as you are writing your own argument. Explain that the best way to do this is to present the opposing view (counterclaim) objectively, and critique it objectively and 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.
- Remind students they have worked on developing counterclaims fairly to present an opposing point of view in 11.3.3 Lesson 2.

Display the following two passages for students:

- The United Nations has played a major role both in introducing the concept of genocide to the world, and in helping to set up criminal tribunals to punish those who commit acts of genocide. However, the role of the U.N. is a complex one, and the international governing body has at times shown itself incapable of intervening and responding to mass acts of

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killing. Recent history has shown that what is most needed is a task force independent of the U.N. charged with preventing genocide—one equipped with the means to effectively intervene before mass catastrophes develop.

- The United Nations is really important; it introduced genocide to the world and set up criminal tribunals to punish those who have committed genocide. It's obvious that the United Nations is a complex body and has a lot of members' interests at stake and no one is saying that it is perfect; it has made mistakes in the past but that's because it was too weak. The number of atrocities still being committed today makes it clear that someone needs to step up and take care of all the problems and the U.N. is the best organization to accomplish the task. I know it needs a task force that can work effectively and use military force to stop genocide and any other solution is nonsensical.

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

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

- The first passage better adheres to the conventions of argument writing, because it makes a claim but does so clearly and without emotion. The second passage makes a claim in a biased and emotional way. The second passage also uses phrases like “it’s obvious” and “nonsensical” which are overly emotional and potentially undermine the reader. The first passage also uses a more formal tone and avoids first person language, while the second passage is much more informal (“someone needs to step up” “It’s obvious”) and uses the first person (“I”).

Distribute the Argument Conventions Checklist to students for reference. 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 Conferences

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 read the Content and Analysis, Coherence, Organization, and Style portions of the 11.3.3 Rubric and Checklist. Instruct students to look for substandards W.11-12.1.b, d, focusing on the “norms and conventions” portion of the W.11-12.1.d substandard and assess their familiarity and mastery of the substandards. Remind students to

refer to this portion of the 11.3.3 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.

- Students read and assess their familiarity with substandards W.11-12.1.b, d on the 11.3.3 Rubric and Checklist.
 - **Differentiation Consideration:** Consider instructing students to mark W.11-12.1.b, d on their 11.3.3 Rubric and Checklist to concentrate their focus on these substandards only.
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Explain that students have a scheduled time to discuss their research papers in a student-teacher conference. Instruct students to meet in their pre-established research teams when they are not in their conference, so they can engage in peer review. Instruct students to share their work with a peer in their pre-established research group and provide feedback. Remind students to focus on W.11-12.1.b and d for this peer review.

Transition to individual student-teacher conferences and peer review.

- Students meet with the teacher and gather for peer review.
- The peer review and teacher conference will continue in the following lesson.
- This collaborative feedback and discussion supports students' engagement with SL.11-12.1, which addresses the structure of collaborative discussion as well as building on ideas and expressing their own clearly and persuasively.
- Encourage students to keep in mind the Module Performance Assessment and SL.11-12.4, as they review their peers' work to ensure that the organization, substance, and style are appropriate to the purpose, audience, and task. Remind students that they will present their research orally at the end of the module, and 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.

- Students follow along.

Inform students that the assessment is based on their revisions and incorporation of peer and teacher feedback, and will be evaluated using W.11-12.1.d on the 11.3.3 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.11-12.1.d on the 11.3.3 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.11-12.1.d on the 11.3.3 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 the 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"/>	

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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 the counterclaim presented with valid reasoning and sufficient and relevant evidence?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	My paper addresses the sides of the issue that I do not agree with and treats them fairly. For example, I discuss why an international force could be harmful for the United States, and supply evidence from critics’ arguments that support this perspective.
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?”