

12.3.2 Lesson 7

Introduction

In this lesson, students learn how to identify and use formal style and objective tone when writing the research-based argument paper. Students then use the first drafts of their papers to participate in peer review and teacher conferences. Student learning is assessed via incorporation of peer and teacher feedback regarding formal style and objective tone in two body paragraphs at the end of the lesson.

For homework, students continue to review and revise their entire research-based argument paper to ensure they are using formal style and objective tone.

File: 12.3.2 Lesson 7 Date: 4/3/15 Classroom Use: Starting 4/2015
© 2015 Public Consulting Group. This work is licensed under a
Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

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.d	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. 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.
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.
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Assessment

File: 12.3.2 Lesson 7 Date: 4/3/15 Classroom Use: Starting 4/2015

© 2015 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

Assessment(s)

Student learning is assessed via incorporation of peer and teacher feedback regarding formal style and objective tone in two body paragraphs.

- These revisions will be assessed using the W.11-12.1.d portion of the 12.3.2 Rubric.

High Performance Response(s)

A High Performance Response should:

- Demonstrate thoughtful consideration of feedback received in class.
- Incorporate formal style and objective tone into two body paragraphs (e.g., revising from “There are tons of opportunities for communication on the Internet, and it’s silly if people don’t take advantage because it can lead to growth because people all the way across the nation can compete” to “The Internet provides vast opportunities for communication, and therefore fosters larger-scale competition among all people of a nation”).
- See additional examples of formal style and objective from the Sample Student Research-Based Argument Paper in 12.3.2 Lesson 11.

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 incorporate relevant academic and/or domain-specific vocabulary from 12.3.1 into their research-based argument papers.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.11-12.5, W.11-12.1.d, SL.11-12.1, SL.11-12.4, L.11-12.3 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Formal Style and Objective Tone 4. Independent Revision 5. Peer Review and Teacher Conference 6. Lesson Assessment 7. Closing 	<ol style="list-style-type: none"> 1. 10% 2. 10% 3. 15% 4. 15% 5. 30% 6. 15% 7. 5%

Materials

- Student copies of the 12.3 Common Core Learning Standards Tool (refer to 12.3.1 Lesson 3) (optional)
- Student copies of the 12.3.2 Rubric and Checklist (refer to 12.3.2 Lesson 1)

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.
①	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.11-12.5. In this lesson, students learn how to use formal style and objective tone in their research-based argument papers. Students engage in peer-review and teacher conferences for the purpose of revising their first drafts.

- Students look at the agenda.
 - Students were introduced to the standard W.11-12.5 in 12.1.1 Lesson 2.
-
- **Differentiation Consideration:** If students are using the 12.3 Common Core Learning Standards Tool, instruct them to refer to it for this portion of the lesson introduction.

Post or project standard W.11-12.1.d. Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

Provide students with the following definitions: *norms* mean “standards or patterns” and *discipline* means “the branch of learning.” In other words, students should use patterns of writing appropriate for the English Language Arts *discipline* in which they are writing.

- Student responses should include:

File: 12.3.2 Lesson 7 Date: 4/3/15 Classroom Use: Starting 4/2015
 © 2015 Public Consulting Group. This work is licensed under a
 Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

- The standard is about using a formal style and objective tone in writing, meaning that the paper should use professional and unbiased language.
- The standard explains that the paper should include all of the components of argument.

Explain to students that norms and conventions of academic writing also apply to argument writing. In addition to formal style and objective tone, these norms and conventions include command of standard English grammar and usage (L.11-12.1), as well as proper capitalization, punctuation, and spelling (L.11-12.2).

Ask students:

What are norms or conventions unique to argument writing?

- Student responses may include:
 - A convention unique to argument writing is the use of a counterclaim.
 - A convention unique to argument writing is the analysis of the strengths and limitations of claims and counterclaims.
 - A convention unique to argument writing is the use of reasoning to explain how evidence supports claims.

Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the previous lesson's homework assignment. (Review and revise your body paragraphs to better support your concluding statements. Refer to sub-standards W.11-12.1.c, e on the 12.3.2 Rubric and Checklist to guide your revisions.) Instruct students to form pairs to share briefly their revisions to their body paragraphs, focusing on how they support their concluding statements. Remind students to refer to W.11-12.1.c, e on the 12.3.2 Rubric and Checklist to guide their discussions.

- Student pairs share the revisions to their body paragraphs.
- Student responses vary according to their individual research-based argument papers.

Activity 3: Formal Style and Objective Tone

15%

Explain to students the importance of maintaining a formal style in academic writing. Inform students that a formal style is used for writing academic papers in college and the workplace. It is important when writing a research-based argument paper to use a formal style because it

makes the paper appealing and accessible to a wide audience and establishes credibility. A formal style includes accurate and specific language, correct grammar, and complete sentences. Remind students to avoid the use of contractions (e.g., *don't*), abbreviations (e.g., *gov't*, *LOL*), or slang (e.g., *epic fail*, *awesome*), unless they are directly quoting from a text that uses such words.

- Students listen.
- For further discussion of appropriate formal style, consider using: <http://grammar.ccc.commnet.edu/grammar/composition/tone.htm>

Display the following two sentences for students:

- I mean, it's crazy to expect people to be able to give money and invest in their own countries if they don't have education, skills, or money in the bank as we speak.
- When people have access to quality education, they become potential investors in the market and can develop capital of their own.

Instruct student pairs to Turn-and-Talk to discuss whether each sentence is formal or informal.

- Student responses should include:
 - The first sentence is informal. It uses conversational phrases like *I mean*, *it's crazy*, and *as we speak* and contractions like *it's* and *don't*. These words sound more casual, like someone is talking to a friend.
 - The second sentence uses more formal and academic words like *access* and *potential*. The second sentence also does not use contractions and sounds more like it belongs in an academic paper or journal.
- **Differentiation Consideration:** Consider offering students some examples of informal vs. formal writing. Inform students that text messages and emails are usually informal, whereas formal writing is found in academic sources, like textbooks, or credible sources like newspapers and published research-based argument papers. Consider sharing with students the following source for further discussion of formal vs. informal style: <http://blog.ezinearticles.com/2011/03/formal-vs-informal.html>.
- Consider drawing students' attention to their application of standard L.11-12.3 through the process of applying appropriate knowledge of language to making more effective choices for meaning and style.

Explain to students that while it is important to use a formal style in their papers, it is equally important to use an objective tone rather than a subjective tone. When using an objective tone, writers should avoid expressing their unverified personal opinions and focus on presenting the information and conclusions gathered from the research. Writing with an

objective tone also means using the third person point-of-view (i.e., *he, she, it, they, one*) most of the time rather than the first person point-of-view (i.e., *I, we, us, our*) or the second person point-of-view (i.e., *you, your*).

Provide students with the following definitions: *objective* means “a style of writing not influenced by personal feelings or opinions that is based on fact and makes use of the third-person point-of-view” and *subjective tone* means “the style of writing that involves personal opinion and expression.”

- Students listen.

Remind students that in *Guns, Germs, and Steel*, Diamond uses first person point-of-view to explain how he developed his perspective. For example, he states, “I realized that other modern, as well as prehistoric, encounters between peoples raised similar questions” (p. 27). Diamond also uses first person point-of-view to clarify his claims, using statements such as, “I do not mean to imply, however” (p. 75). Similarly, he uses personal anecdotes to structure and develop his ideas, as when he introduces Yali’s question in the Prologue or discusses how innovation across societies could be applied to American companies. Diamond also uses personal words such as *we* or *let’s* rhetorically, to suggest a collective understanding and imply shared beliefs between author and reader.

Explain to students that they should only use the first person point-of-view to develop their perspectives or as a rhetorical strategy to suggest shared beliefs between the author and reader.

- Students listen.

Display the following examples for students:

- When people have access to quality education, they become potential investors in the market and can develop capital of their own.
- We should make larger investments in education and technology in developing nations because it is not fair that we have so much and they have so little.

Ask student pairs to Turn-and-Talk to discuss whether each sentence uses an *objective tone*.

- Student responses should include:
 - The first sentence uses *objective tone* because it makes a claim that is not a personal opinion and could easily be verified with evidence. It maintains an academic tone and conveys straightforward ideas based on logic rather than on personal opinions.

- The second sentence has a subjective tone because the sentence relies on personal opinion and a value judgment: “it is not fair that we have so much and they have so little.”
- Consider creating examples tailored to students' degree of experience and fluency with *objective tone*.
- Consider adding more practice with formal style and objective tone by instructing students to select and revise one or two sentences from their papers for formal style and objective tone. Students could then share their revised sentences in pairs for feedback.

Activity 4: Independent Revision

15%

Instruct students to work individually to revise their writing by incorporating formal style and objective tone into their papers.

- Students independently revise their papers for formal style and objective tone.

Activity 5: Peer Review and Teacher Conference

30%

Explain to students that they have the opportunity for both peer review and teacher conferencing during this portion of the lesson and in the following lesson. Assign students an individual time for a teacher conference to receive feedback on their research-based argument paper. Instruct students to meet in their pre-established research teams when they are not in their conference, so that they can engage in peer review. Instruct students to share their work with a peer in their pre-established research group and provide feedback.

Instruct students to take out the 12.3.2 Rubric and Checklist. Direct students to turn to the “Coherence, Organization, and Style” portion of the 12.3.2 Rubric and Checklist. Remind students to refer to this checklist while reviewing and editing for formal style and objective tone. Instruct students to pay particular attention to the W.11-12.1.d substandard in this section.

- The peer review and teacher conferences continue in 12.3.2 Lesson 8.
 - Students examine the “Coherence, Organization, and Style” portion, focusing on W. 11-12.1.d on their 12.3.2 Rubric and Checklist.

Inform students they should focus only on the formal and objective tone elements of the substandard for this assessment.

- **Differentiation Consideration:** Consider instructing students to mark W.11-12.1.d on their 12.3.2 Rubric and Checklist to concentrate their focus on this substandard only.

Transition to individual student conferences and peer review.

- Students meet with the teacher and engage in peer review.
- Remind students that in this lesson, they continue the work of collaborative discussion practices outlined in SL.11-12.1.
- Encourage students to keep in mind the Module Performance Assessment as they practice the skills inherent in standard SL.11-12.4: presenting information, findings, and supporting evidence clearly and following a line of reasoning; addressing alternate or opposing perspectives; and ensuring the development, substance, and style of their presentations are appropriate to the purpose, audience, and task. Remind students that they will present and discuss their multimedia journals at the end of Module 12.3 and that this activity provides an opportunity to continue preparing for the Module Performance Assessment.

Activity 6: Lesson Assessment

15%

Instruct students to revise two body paragraphs independently, based on peer and teacher feedback regarding formal style and objective tone.

- Students revise the rest of the paper for formal style and objective tone for homework.

Inform students that the assessment is based on their editing and incorporation of peer and teacher feedback. Inform students that these revisions are assessed using the W.11-12.d portion of the 12.3.2 Rubric and Checklist.

- Students revise two of the body paragraphs of their paper based on peer and teacher feedback regarding formal style and objective tone.
- See the High Performance Response at the beginning of this lesson.

Activity 7: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to review and revise their entire research-based argument paper to ensure they are using formal style and objective tone. Remind students to refer to W.11-12.1.d on the 12.3.2 Rubric and Checklist to guide their revisions.

- Students follow along.

File: 12.3.2 Lesson 7 Date: 4/3/15 Classroom Use: Starting 4/2015
© 2015 Public Consulting Group. This work is licensed under a
Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

Homework

Review and revise your entire research-based argument paper to ensure you are using formal style and objective tone. Refer to W.11-12.1.d on the 12.3.2 Rubric and Checklist to guide your revisions.

File: 12.3.2 Lesson 7 Date: 4/3/15 Classroom Use: Starting 4/2015
© 2015 Public Consulting Group. This work is licensed under a
Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License