

12.3.2 Lesson 8

Introduction

In this lesson, students continue to refine and revise their research papers. The instruction in this lesson focuses on editing for clarity and cohesion of the entire research paper. Students continue to provide peer feedback as well as conference individually with the teacher. Students use the 12.3.2 Rubric and Checklist to guide their peer review and make revisions to their research papers. Student learning is assessed via incorporation of peer and teacher feedback regarding overall clarity and cohesion of their research-based argument paper.

For homework, students revise their introductions and conclusions based upon the feedback they received about the cohesion and clarity of these paragraphs.

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.11-12.1.a, c,e	<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>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.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</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.
L.11-12.3.a	<p>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.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>

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Assessment

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Assessment(s)

Student learning is assessed via incorporation of peer and teacher feedback regarding overall clarity and cohesion of the research-based argument paper.

- These revisions will be assessed using the W.11-12.1.a, c, e portions of the 12.3.2 Rubric.

High Performance Response(s)

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A High Performance Response should:

- Demonstrate thoughtful consideration of feedback received in class.
- Edit the body of the paper to include transitional phrases, varied syntax, and a logical order of claims to improve cohesion. For example:

Original:

The Internet and other technology solutions can help developing countries generate wealth. Countries can “improve ... quality of life by investing in labour-saving technology” (Ward et al. 44). Technology can reduce the number of people doing manual labor. More people can engage in high-end, efficient economic activity. Educational infrastructure should support them. Many developing countries have already instituted laborsaving technologies. “[A] large literature shows that men have been the primary adopters” of technologies (Gill et al. 2). Many women are employed in agriculture in developing countries. An opportunity can be missed as “women continue to use traditional, more labor-intensive methods, undermining their agricultural productivity” (Gill et al. 2). Women should be freed from the burden of manual labor. Men are more free. And then they would have a higher capacity for more high-value economic activity. For technology to be harnessed most effectively, all people should get to use it.

Broadband Internet access has helped individual workers in developing nations. They “acquire skills (increasing their marketability as workers) and develop social networks through broadband-enabled Web applications, facilitating peer-to-peer communities and their integration with the economy” (Qiang et al. 36). High-speed Internet could probably be a supplement to quality education in the classroom. It can become a source of education itself. It can begin offering vital social experience between all citizens. It has impact in very rural, low-income communities. In India, some farming villages are “using a common portal that links multimedia personal computers by satellite” (Qiang et al. 40). The computers let farmers have access to information about the weather forecast, crop prices, nearby markets, and the latest sowing techniques. Qiang et al. say that “these improvements have resulted in productivity gains for the farmers” (40). Broadband Internet technology is good in lots of ways.

Revised:

Broadband Internet access has also helped individual workers in developing nations “acquire skills (increasing their marketability as workers) and develop social networks through broadband-enabled Web applications, facilitating peer-to-peer communities and their integration with the economy” (Qiang et al. 36). In this way, increasing access to high-speed Internet is not only a supplement to quality education in the classroom, it becomes a source of education itself, offering vital social interaction between all citizens of a nation regardless of gender or race. The impact of broadband access extends even into very rural, low-income communities. For example, in India, some farming villages are

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.11-12.4, W.11-12.1.a, c, e, SL.11-12.1, SL.11-12.4, L.11-12.3.a 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Clarity and Cohesion of the Research-Based Argument Paper 4. Independent Revision 5. Peer Review and Teacher Conferences 6. Lesson Assessment 7. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 20% 4. 15% 5. 25% 6. 20% 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)

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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 introducing the agenda and the assessed standard for this lesson: W.11-12.4. Inform students that in this lesson, they are focusing on revising for clarity and cohesion across the entire research-based argument-paper.

- Students look at the agenda.

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- **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 L.11-12.3.a. Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

- Student responses should include:
 - The standard asks students to use style guides and write sentences of different lengths to develop a style.
 - The standard asks students to note how authors use syntax.

- **Differentiation Consideration:** If necessary, remind students that *varied syntax* refers to changes in sentence length, style, or complexity for stylistic effect.

Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the previous lesson's homework assignment. (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.) Instruct students to form pairs to discuss their revisions. Instruct students to refer to the W.11-12.1.d substandard on the 12.3.2 Rubric and Checklist to guide their discussion.

- Student responses vary according to their individual research-based argument papers.

Activity 3: Clarity and Cohesion of the Research-Based Argument Paper

20%

Inform students that in this activity, they build on previous lessons' work concerning what they have already learned about how to give their research papers cohesion and clarity. This builds on their work in previous lessons to allow students to examine their paper as a whole.

Remind students they have already learned about writing logically and using transitional words to aid cohesion. In this lesson, students review their entire paper for cohesion as well as consistency between the introduction and conclusion. Explain to students that when transitional words and phrases are not used effectively, papers can present relevant, grammatically correct information but lack clarity, especially between paragraphs.

- Students listen.

Display for students the following example of one paragraph leading into another paragraph:

- If many people in a nation are applying their skills to compete with one another, and if investment is attractive because returns are more likely, the country will be prosperous, which means that more individuals will have more money for investment. Thus, education creates a positive feedback loop: people become educated, refine their talents, compete with one another, attract investors, increase domestic prosperity, create more wealth at the individual level, become educated potential investors themselves, and in turn incentivize education and the development of talent to perpetuate the virtuous cycle. Countries must invest in equal quality education for *everyone* in a society, so that there is more quality human capital that contributes to economic prosperity.

However, Jared Diamond points out in *Guns, Germs, and Steel*: “you want your country, industry, industrial belt, or company to be broken up into groups that compete with one another while maintaining relatively free communication” (444). A developing nation must also seek out communication to foster productive competition within the nation and technology plays a vital role. In order for communication to take place on a larger scale and contribute to economic growth, all citizens must have access to technology. In developing nations, “[d]eploying broadband networks at the community and municipal levels has become an important factor in allowing local businesses to grow and remain competitive” (Qiang et al. 38). The Internet provides vast opportunities for communication, and therefore fosters larger-scale competition among all people of a nation.

- Students follow along and read the example.

Ask students:

How effective is the use of transition between these two paragraphs?

- Even though these two paragraphs are linked by a transitional word, *however*, the ideas do not flow together from paragraph to paragraph. Therefore, the transition is ineffective.

Explain to students that it is important that a paper’s ideas flow together and that the cohesion goes beyond adding words that link paragraphs together. This can be achieved by reiterating a small portion of the idea expressed in the previous paragraph as a way of introducing and leading into the next paragraph. This is an example of a transitional phrase. It is important for the overall cohesion of the paper that these supporting claims strongly connect to support the central claim of the paper. Display the revised example for students:

- If many people in a nation are applying their skills to compete with one another, and if investment is attractive because returns are more likely, the country will be prosperous, which means that more individuals will have more money for investment. Thus, education creates a positive feedback loop: people become educated, refine their talents, compete with one another, attract investors, increase domestic prosperity, create more wealth at the individual level, become educated potential investors themselves, and in turn incentivize education and the development of talent to perpetuate the virtuous cycle. Countries must invest in equal quality education for *everyone* in a society, so that there is more quality human capital that contributes to economic prosperity.

This wealth-generating competition depends as much on the free flow of information as it does on skilled human capital. Jared Diamond points out in *Guns, Germs, and Steel*: “you want your country, industry, industrial belt, or company to be broken up into groups that compete with one another while maintaining relatively free communication” (444). A developing nation must also seek out communication to foster productive competition

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within the nation, and technology plays a vital role. In order for communication to take place on a larger scale and contribute to economic growth, all citizens must have access to technology. In developing nations, “[d]eploying broadband networks at the community and municipal levels has become an important factor in allowing local businesses to grow and remain competitive” (Qiang et al. 38). The Internet provides vast opportunities for communication, and therefore fosters larger-scale competition among all people of a nation.

- Students follow along and read the example.

Ask students the following question:

How effective is the use of transition between these two paragraphs?

- Student responses should include:
 - The transitional phrase “This wealth-generating competition depends as much on the free flow of information as it does on skilled human capital” was added to the beginning of the second paragraph, making it more effective.
 - This transitional phrase acknowledges the content of the first paragraph (“wealth-generating competition”) and introduces the idea of “the free flow of information,” which leads into the topic of the second paragraph (technology), making it more effective.
- **Differentiation Consideration:** Consider providing students with more examples of effective cohesion from the original and revised sections of the High Performance Response in this lesson.

Finally, remind students of the importance of varying the syntax of their research-based argument paper. Varied syntax serves to enhance readers’ comprehension of what they read, and improves the overall clarity and cohesiveness of the paper.

Explain to students that, along with transitional phrases, they should ensure that their papers have a logical sequence of claims. Explain that although students initially ordered their claims in a logical sequence when they developed their outlines, that organizational sequence may have changed, so students should revisit their claims to make sure they are logically ordered. Inform students the principle of organization may vary depending on the content of their research paper. One type of organizational structure is *climactic* order, which “builds so the strongest claim comes at the end to support the central claim.” Another type of organizational structure is *chronological* order, which “orders the information based on time.”

A third type of organization is *categorical* order, which groups ideas, evidence, and reasoning into categories according to claim, supporting claims, and counterclaims.

- Students follow along.
- The Sample Student Research-Based Argument Paper is a strong example of *categorical* order.

Explain to students that to write a paper with cohesion and clarity, they must also make certain the introduction and conclusion fit well together. Remind students that they have learned the structure of an introduction and conclusion in previous lessons in 12.3.2. When they are reviewing, students should ensure that a version of the central claim is present in both the introduction and conclusion. Students should ensure the introduction is interesting and engaging, and the conclusion offers a new way of thinking about the issue.

- Students follow along.

Explain to students that there are many elements to consider when ensuring clarity in an argument text. When editing their research-based argument papers, it is important to consider cohesion, transitions, formal style, objective tone, as well as norms and conventions of academic and argument writing. It may be helpful to read the paper multiple times while editing, focusing on clarity and cohesion.

- Students listen.

Activity 4: Independent Revision

15%

Instruct students to work individually to revise their writing by incorporating overall clarity and cohesion into their papers.

- Students independently revise their papers for overall clarity and cohesion.

Activity 5: Peer Review and Teacher Conferences

25%

Inform students that during this part of the lesson, they peer review for clarity and cohesion and meet in conferences with the teacher. Review the individual assigned times to meet with students to provide feedback for their research paper. 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 refer to the W.111-12.1.a, c, e section of the 12.3.2 Rubric and Checklist to guide their peer review.

- Suggest to students that an effective strategy for review is to read a paper aloud as it will help highlight any areas that may not be clear.

Transition to individual student-teacher conferences and peer review.

- Students who are scheduled for a teacher conference meet with the teacher to discuss their research papers; students not participating in a conference continue to peer review each other's body paragraphs.
- **Differentiation Consideration:** Depending on class size, this time can be used for continued peer review and teacher conferences from the previous lesson, or for a second round of peer and teacher conferences.
- 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

20%

Instruct students to independently revise their drafts by focusing on the entire paper's body paragraphs and using the W.11-12.1.c section of the 12.3.2 Rubric and Checklist. Students will be assessed on the clarity and cohesion of their entire draft (L.11-12.3.a).

- Students independently revise their drafts based on peer and teacher feedback.
- 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 revise their introductions and conclusions based upon the feedback they received about the cohesion and clarity of these paragraphs. Refer students to the W.11-12.1.a, c, e section of the 12.3.2 Rubric and Checklist to guide their revisions. Instruct students to come to class prepared to discuss the revisions to their papers.

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- Students follow along.

Homework

Revise your introductions and conclusions based upon the feedback you received about the cohesion and clarity of these paragraphs. Refer to the W.11-12.1.a, c, e section of the 12.3.2 Rubric and Checklist to guide your revisions. Be prepared to discuss your revisions in the following lesson.

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