

Argument Rubric

Genre Chart Argument	4 Exceeded Goal	3 Accomplished Goal	2 Just Beginning	1 Hasn't Started
1 Engages the reader	Uses two engaging strategies effectively	Uses an engaging strategy effectively	Attempts to use an engaging strategy	Does not use an engaging strategy
2 Establishes a clear claim	Establishes a strong, purposeful claim	Establishes a clear claim	Claim is unclear	Does not include a claim
3 Organizes information to support claim	Organization enhances readability and supports claim	Organizes information to support claim	Information is partially organized	Organization is confusing
4 Develops and supports claim with reasons and evidence using multiple sources	Claim is very well developed and fully supported with reasons and evidence	Claim is well developed and supported with reasons and evidences	Claim is not fully developed or supported with reasons and evidence	Lacks credible reasons and evidence
5 Uses academic language	Academic language reflects considerable knowledge of topic	Academic language reflects knowledge of topic	Attempts to use academic language	Does not use academic language
6 Shows an awareness of audience by anticipating and addressing counterclaims	Shows a significant understanding of audience by anticipating and addressing counterclaims	Shows an awareness of audience by anticipating and addressing counterclaims	Does not fully address counterclaims; lacks an awareness of audience	Does not anticipate or address counterclaims
7 Uses transitions and varies sentence beginnings	Transitions and varied sentence beginnings create fluid writing within and across paragraphs	Uses transitions to connect ideas and varies sentence beginnings	Uses minimal transitions and varied sentence beginnings	Does not use transitions or vary sentence beginnings
8 Uses an appropriate conclusion	Conclusion is purposeful and powerful	Uses an appropriate conclusion	Conclusion is ineffective	Does not have a conclusion
9 Correct conventions support meaning	Insignificant or no errors in spelling, punctuation, and grammar	A few errors pop out but do not interfere with the essay	Frequent errors distract the reader	So many errors it is hard to read

Argument Research Questions

- Should parents have a say in how teens use social media?
- Is graffiti vandalism or art?
- Should junk food be banned at schools?
- Should schools be responsible for punishing cyber bullies?
- Should there be a salary cap in professional sports?
- Who is to blame for childhood obesity?
- Should the government censor lyrics in songs that are violent or explicit?
- Should the government censor materials on the internet?
- Is it worth hosting the Olympics?
- Should parents be legally responsible for the actions of their children?
- Should physical education be mandatory?
- Should everyone be forced to stay in school until they are 18?
- Can our founding fathers still be considered great men if they owned slaves?
- Is it morally acceptable to experiment on animals to develop medicines that benefit humans?
- Does the media affect teens' body image?

Argument Brainstorm

Question: _____

What I know about this topic: _____

Possible views about this topic: _____

Questions I have about this topic: _____

Website Evaluation

Name _____

Date _____

Website #1: _____

Topic: _____

URL (check one) .gov .net .com .edu .mil .org

What does the URL tell you about the site? _____

Purpose of Site (check all that apply) inform persuade entertain

How do you know? _____

Authority and Credibility Who is the author? _____

What are their credentials and do they have authority to speak on the subject? _____

Is there any way to contact the company? How? _____

Does the website provide references or an organization sponsoring the site? _____

Objectivity

Does the website have an obvious bias? _____ What? _____

Is the bias obvious or hidden? How do you know? _____

How does the bias impact the usefulness of the information? _____

Design and Content

Does the website look official? _____ Can you easily move from page to page? _____

Are there any broken links? _____ Are there mistakes in spelling or word usage? _____ If so,

what does that suggest? _____

Think about the type and purpose of the site. Using the information above, write a short reflection about whether you think this website is suitable for your research.

Website Evaluation

Website #2: _____ Topic: (Same as website #1)

URL (check one) .gov .net .com .edu .mil .org

What does the URL tell you about the site? _____

Purpose of Site (check all that apply) inform persuade entertain

How do you know? _____

Authority and Credibility Who is the author? _____

What are their credentials and do they have authority to speak on the subject? _____

Is there any way to contact the company? How? _____

Does the website provide references or an organization sponsoring the site? _____

Objectivity

Does the website have an obvious bias? ____ What? _____

Is the bias obvious or hidden? How do you know? _____

How does the bias impact the usefulness of the information? _____

Design and Content

Does the website look official? _____ Can you easily move from page to page? _____

Are there any broken links? _____ Are there mistakes in spelling or word usage? _____ If so,

what does that suggest? _____

Think about the type and purpose of the site. Using the information above, write a short reflection about whether you think this website is suitable for your research.

Research for Texting While Driving

Studies from the University of Utah show that hands-free devices [do not make texting while driving safe](#). Another study demonstrates that talking to passengers, as opposed to texting on a cell phone, actually makes adult drivers safer, because passengers help alert drivers to potential driving risks, the NSC stated.

"Texting on a phone while driving is dangerous, period, and our advice to drivers is to simply don't do it," Jonathan Adkins, spokesman for the Governors Highway Safety Association of Washington, DC, [said last year](#). "It taxes the cognitive skills of your brain at the expense of the driving at hand, and if the conversation is stressful your reaction time will not be as quick. Also, whoever you are texting does not know what is going on around you, whereas someone in the car talking to you is aware of the circumstances."

<http://www.livescience.com/3220-cell-phones-banned-driving.html>

Sample Notes

Support for banning texting while driving

Heading

My paraphrase

Supporters for banning texting suggest that people are cognitively impaired when trying to drive and text at the same time. The amount of concentration required to hold a conversation takes away a driver's focus on the road.

Direct quote

"It taxes the cognitive skills of your brain at the expense of driving, and if the conversation is stressful, your reaction time will not be as quick." Jonathan Adkins

Source: <https://www.livescience.com/625-distracted-drivers-hands-free-talking-dangerous.html>

Where the information was found. Include on the "Source Documentation."

Source Documentation

Internet Sources

Source #1

Author name(s): _____

Title of web page or article: _____

Title of the website: _____

Other contributors or name of institution associated with site: _____

Publication date or the date you accessed the website: _____

URL (full web address): _____

Source #2

Author name(s): _____

Title of web page or article: _____

Title of the website: _____

Other contributors or name of institution associated with site: _____

Publication date or the date you accessed the website: _____

URL (full web address): _____

Source #3

Author name(s): _____

Title of web page or article: _____

Title of the website: _____

Other contributors or name of institution associated with site: _____

Publication date or the date you accessed the website: _____

URL (full web address): _____

Objective Summaries

Topic: _____

	Viewpoint 1:	Viewpoint 2:
What do they think?		
Why do they think that?		

Argument Outline

Name: _____

Date: _____

Thesis statement: _____

Reason 1 – Topic Sentence	Supporting Evidence
Reason 2 – Topic Sentence	Supporting Evidence
Reason 3 – Topic Sentence	Supporting Evidence

<p>Counterclaim: What they believe and why they believe it.</p>	<p>Rebuttal Why is their reasoning flawed?</p>
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Conclusion

Engaging the Reader Sample Paragraphs

Shocking Statement

Engaging Strategy

Texting while driving is like drunk driving. At any given time 10% of drivers in the United States are using their cell phones while driving. In our age of increased technology and reliance on cellular devices, this is becoming a problem. With more and more research available concerning its dangers, it is imperative that states pass laws to ban texting while driving.

Claim

List

Engaging Strategy

It is quick. It is easy. It is deadly. At any given time, 10% of drivers in the United States are using their cell phones while driving. In our age of increased technology and reliance on cellular devices, this is becoming a problem. With more and more research available concerning its dangers, it is imperative that states pass laws to ban texting while driving.

Claim

Anecdote

Engaging Strategy

That was all it took. In a matter of seconds, the young woman glanced down to see if her friend had texted her back about plans for that evening. She didn't see the car pull out from a driveway to her right and she slammed into it with full force. At any given time 10% of drivers in the United States are using their cell phones while driving. In our age of increased technology and reliance on cellular devices, this is becoming a problem. With more and more research available concerning its dangers, it is imperative that states pass laws to ban texting while driving.

Claim

Question

Engaging Strategy

Should states allow people to drive while intoxicated? No, of course not. It is considered a danger to society. What most people don't know is that current research shows that driving while texting impairs driving as much as driving while intoxicated. At any given time 10% of drivers in the United States are using their cell phones while driving. In our age of increased technology and reliance on cellular devices, this is becoming a problem. With more and more research available concerning its dangers, it is imperative that states pass laws to ban texting while driving.

Claim

Fact

Engaging Strategy

In the United States, one of every four car accidents is caused by texting while driving. In our age of increased technology and reliance on cellular devices, this is becoming a problem. With more and more research available concerning its dangers, it is imperative that states pass laws to ban texting while driving.

Claim

Quote

Engaging Strategy

"In a split second, you could ruin your future, injure or kill others, and tear a hole in the heart of everyone who loves you," says Sharon Heit, mother of a texting while driving victim. At any given time, 10% of drivers in the United States are using their cell phones while driving. In our age of increased technology and reliance on cellular devices, this is becoming a problem. With more and more research available concerning its dangers, it is imperative that states pass laws to ban texting while driving

Claim

Parenthetical Citation Guide

One author

Use author's last name and page number where the quote was found:

Scout admits lying to her father when she says, "I said I could like it very much, which was a lie, but one must lie under certain circumstances" (Lee 128).

No comma
between name
and page number

Punctuation
follows citation.

If you use the author's name in your sentence leading up to the quote, do not include the name in your citation:

In Harper Lee's book, *To Kill a Mockingbird*, Scout admits lying to her father when she says, "I said I could like it very much, which was a lie, but one must lie under certain circumstances" (128).

Two authors

Use the authors' last names in the text or in the parenthetical citation.

Example: "Evidence used to support ideas in an academic essay is usually paraphrased" (Dollahite and Haun 77).

Three or more authors

Use the first author's last name and "et al."

Example: The results for the second year improved by 47% (Smith et al.).

No author is identified

If a source does not include an author's name, use the title or an abbreviated title in the text or parenthetical citation.

Example: Even though Orwell died at the young age of 46, his ideas and opinions have lived on through his work ("George Orwell").

Citing Information Without an Original Source

If you did not read the original source and you cannot find the original source, use the parenthetical abbreviation "qtd." to indicate a quote used.

Example: ABC News reported that "even users who said they didn't like tap water had no problem with it when they didn't know what it was" (qtd. in Money Crashers).

Parenthetical Citation and Embedding Quotes Practice

Directions: Examine each of the following pairs carefully. Indicate which passages applies correct MLA parenthetical citations. For incorrect citations, explain what needs to be corrected.

1. _____
- a. Others contend that there is an unsettling tension around the Memorial: the guards’ “presence and activities simply do (and must) disrupt the serenity of the site... ‘disruption’ reinforces the message of resolve” (Blair 145).
 - b. Others contend that there is an unsettling tension around the Memorial: the guards’ “presence and activities simply do (and must) disrupt the serenity of the site... ‘disruption’ reinforces the message of resolve. (Blair, 145)”.

Explanation: _____

2. _____
- a. Osborn informs us that, “Darkness brings fear of the unknown...vulnerability to its [the environment] dangers...reduced to a helpless state” (Osborn 348).
 - b. “Osborn informs us that, Darkness brings fear of the unknown...vulnerability to its [the environment] dangers...reduced to a helpless state.” (Osborn, 348)

Explanation: _____

Embedded Quotes

Directions: Practice embedding quotes using three different placements.

Quote: “Your best teacher is your last mistake.”

Author: Ralph Nader, a politician who ran for President

Embed the quote at the **end**:

Quote: “Your best teacher is your last mistake.”
Author: Ralph Nader, a politician who ran for President

Embed the quote **beginning with the quote:**

Embed the quote with the **quote inserted in the middle:**

Now practice with your own paper.

Write a sentence from your paper and embed a quotation (any one of your choosing). Don't forget to add the parenthetical citation.

- For instance, according to (author), "—."
- (author) writes, "—."
- In the article, (name the article), (the author) maintains that, "—."
- This is addressed in an excerpt from (source), "—."
- (The author) explains, "—."

Transition Practice

Directions: Select the transition that fits best in each blank.

Also	With regard to	Although
Then	However	Finally

The Industrial Revolution was a time of unprecedented progress in the U.S. There were many inventions related to transportation and communication during the Industrial Revolution. _____ roads and turnpikes, Congress appropriated money to develop better routes to make travel easier and safer. _____, railroads and locomotives permitted goods to be shipped more rapidly. Railroads connected the larger industrial cities. _____, communication became more convenient thanks to the invention of the telegraph, the Morse Code, and the rotary press for printing newspapers. _____ developing canals was costly, these increased the speed of domestic trade and lowered the cost of shipping goods. Robert Fulton invented the steamboat. These were both more comfortable and safer for passengers. _____, navigating the powerful currents remained a challenge. _____, these inventions together demonstrate that the Industrial Revolution was a time of great innovation and mobility.

Directions: Write a statement then follow it with a corresponding transition.

1. Write a statement. Then, using a transition, write a statement that refutes the thought. (Example: Cities saw tremendous growth and progress during the Industrial Revolution. However, the differences between rich people and poor people grew even larger with regard to income, education and even basic safety and health.)

2. Write a statement. Then, using a transition, write a statement that emphasizes the thought. (Example: Clipper ships were engineered and built with even larger sails and steel hulls. Without a doubt, this increased their speed and the safety of travel and shipping overall.)

3. Write a statement. Then, using a transition, write a statement that shows a comparison. (Example: The Industrial Revolution in the U.S. was a time of great progress and prosperity, interestingly, the U.S. now seems to be in the middle of a great Digital Revolution due to computers and easy access of the Internet that has improved the lives of many people.)

Revision: Argument

Name: _____

Date: _____

Peer Reviser 1: _____

Peer Reviser 2: _____

Rubric Score

Peer 1

Peer 2

Genre Chart

Engages the reader and **establishes a clear claim**

Suggestion for improvement: _____

Organizes information to support claim

Suggestion for improvement: _____

Develops and supports claim with reasons and evidence using **multiple sources**

Suggestion for improvement: _____

Uses academic language

Suggestion for improvement: _____

Shows an awareness of audience by **anticipating and addressing counterclaims**

Suggestion for improvement: _____

Uses transitions and varies sentence beginnings

Suggestion for improvement: _____

Uses an appropriate conclusion

Suggestion for improvement: _____

Editing Checklist

Name: _____

Date: _____

Peer Editor 1: _____

Peer Editor 2: _____

Peer 1

Peer 2

- | | | |
|-------|-------|---|
| _____ | _____ | 1. Paper includes name, teacher's name, class name, due date, and title |
| _____ | _____ | 2. Correct punctuation at the end of each sentence |
| _____ | _____ | 3. Correct capitalization (beginning of sentences and proper nouns) |
| _____ | _____ | 4. Correct spelling, including "No Excuse" words |
| _____ | _____ | 5. Paragraphs indented ½ inch |
| _____ | _____ | 6. Times New Roman, 12 pt. font, one-inch margins, double-spaced |
| _____ | _____ | 7. _____
<i>(Grammar focus for the class)</i> |
-
-

Editing Checklist

Name: _____

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Peer 1

Peer 2

- | | | |
|-------|-------|---|
| _____ | _____ | 1. Paper includes name, teacher's name, class name, due date, and title |
| _____ | _____ | 2. Correct punctuation at the end of each sentence |
| _____ | _____ | 3. Correct capitalization (beginning of sentences and proper nouns) |
| _____ | _____ | 4. Correct spelling, including "No Excuse" words |
| _____ | _____ | 5. Paragraphs indented ½ inch |
| _____ | _____ | 6. Times New Roman, 12 pt. font, one-inch margins, double-spaced |
| _____ | _____ | 7. _____
<i>(Grammar focus for the class)</i> |

Argument Assessment

Argument Genre Chart

- Engages the reader and establishes a clear claim
- Organizes information to support claim
- Develops and supports claim with reasons and evidence using multiple sources
- Uses academic language
- Shows an awareness of audience by anticipating and addressing counterclaims
- Uses transitions and varies sentence beginnings
- Uses an appropriate conclusion

Write an argumentative essay that reflects a level 4 from the rubric.

Your principal is considering passing a rule that would require students to wear uniforms to school. Objectively consider the pros and cons before establishing your claim. Include at least two research sources.