


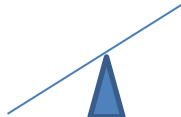



## Argument Rubric

Genre Chart Argument	4 Exceeded Goal	3 Accomplished Goal	2 Just Beginning	1 Hasn't Started
<b>1</b> 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
<b>2</b> Establishes a clear claim	Establishes a strong, purposeful claim	Establishes a clear claim	Claim is unclear	Does not include a claim
<b>3</b> Organizes information to support claim	Organization enhances readability and supports claim	Organizes information to support claim	Information is partially organized	Organization is confusing
<b>4</b> 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
<b>5</b> 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
<b>6</b> 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
<b>7</b> 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
<b>8</b> Concludes with a strong statement	Concluding statement is compelling	Concludes with a strong statement	Concluding statement is weak	Does not have a conclusion
<b>9</b> 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

## The Difference Between Opinion and Argument

 <p>Opinion</p> <p>Mainly considers one side</p>	 <p>Argument</p>  <p>Considers other perspectives</p>
<p>Presents one side – presents favorable reasons/evidence</p> 	<p>Presents both sides – more balanced</p> 
<p>Appeals more to emotion</p>	<p>Appeals more to logic</p>
<p>Purpose: To present a viewpoint, convince/persuade</p>	<p>Purpose: To investigate, evaluate, consider other views, and convince/persuade</p>

## **Argument Research Questions**

- Should roller coasters be prohibited at fairs and carnivals?
- Are movie ratings (G, PG, PG-13, R) age-appropriate?
- Should the age for a driver's permit be lower or higher?
- Which diet is better, vegetarian or non-vegetarian?
- Should parents be allowed to choose the genetic make-up of their children? e.g. Designer babies.
- Is it fair for boys to pay more for car insurance than girls?
- Do students have a right to privacy? From parents? Teachers? etc.
- Who's to blame for teenage homelessness? Parents? Teens? Society?

## **Argument Brainstorm**

Question: \_\_\_\_\_

What I know about this topic: \_\_\_\_\_

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Possible views about this topic: \_\_\_\_\_

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Questions I have about this topic: \_\_\_\_\_

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## 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.

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## 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 Bottle vs. Tap

In 2006, the equivalent of 2 billion half-liter bottles of water were shipped to U.S. ports, creating thousands of tons of global warming pollution and other air pollution. In New York City alone, the transportation of bottled water from Western Europe released an estimated 3,800 tons of global warming pollution into the atmosphere. In California, 18 million gallons of bottled water were shipped from Fiji in 2006, producing about 2,500 tons of global warming pollution.

And while the bottles come from far away, most of them end up close to home – in a landfill. Most bottled water comes in recyclable PET plastic bottles, but only 13 percent of the bottles we use get recycled. In 2005, 2 million tons of plastic water bottles ended up clogging landfills instead of getting recycled.

[www.nrdc.org/water/drinking/qbw.asp](http://www.nrdc.org/water/drinking/qbw.asp)

Heading	Sample Notes	My paraphrase
<b><u>Support for using tap water</u></b>	Bottled water creates large amounts of waste and affects the environment.	
In 2006, the equivalent of 2 billion half-liter bottles of water were shipped to U.S. ports, creating thousands of tons of ...pollution.” - National Resources Defense Council		<b>Direct quote</b>
Electronic Source #1 <a href="http://www.nrdc.org/water/drinking/qbw.asp">www.nrdc.org/water/drinking/qbw.asp</a>	<b>Where the information was found. Include on the “Source Documentation.”</b>	

## 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: \_\_\_\_\_

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<b>Reason 1 – Topic Sentence</b>	<b>Supporting Evidence</b>
<b>Reason 2 – Topic Sentence</b>	<b>Supporting Evidence</b>
<b>Reason 3 – Topic Sentence</b>	<b>Supporting Evidence</b>

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

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## Engaging the Reader Sample Paragraphs

### Shocking Statement

Engaging Strategy

The next time you drink bottled water, you may be consuming arsenic and E. coli. Most people are not fully aware of the contents of bottled water. There are many issues to consider before purchasing bottled water. Drinking tap water is a better choice than bottled water because of health and environmental issues.

Claim

### List

Engaging Strategy

E coli, arsenic, phenols. Bottled water may seem like a good choice, but it actually can contain many toxins. Most people are not fully aware of the contents of bottled water. Drinking tap water is a better choice than bottled water because of health and environmental issues.

Claim

### Anecdote

Engaging Strategy

The two boys are parched. In desperate need of water, the first boy finds a drinking fountain and quenches his thirst with cold, cool water for free. The second boy, thinking tap water is terrible, goes into the general store next door and purchases bottled water. Little does he know, he probably just paid for tap water. Bottled water may seem like a good choice, but it is often nothing more than tap water. Drinking tap water is a better choice than bottled water because of health and environmental issues.

Claim

**Question**

Engaging Strategy

Would a reasonable person pay to drink from a water fountain? No, of course not. Bottled water may seem like a good choice, but it is often nothing more than tap water. Drinking tap water is a better choice than bottled water because of health and environmental issues.

Claim

**Fact**

Engaging Strategy

To make the annual demand of water bottles in the U.S., about 17 million barrels of oil are needed (EPA). Bottled water may seem like a good choice, but it isn't. Drinking tap water is a better choice than bottled water because of health and environmental issues.

Claim

**Quote**

Engaging Strategy

“Bottled water cost about 2000 times more than tap water. Can you imagine paying 2000 times the price of anything else? How about a \$10,000 sandwich?” (Leonard). Beyond the cost, there are many issues to consider before purchasing bottled water. Drinking tap water is a better choice than bottled water because of health and environmental issues.

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

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**Directions:** Indicate the passage that uses correct MLA parenthetical citations. Then briefly explain what is wrong with the citation in the other passage.

1. \_\_\_\_\_

- a. Unsure of what to do to get meat, Sam decided to “dig a pit to trap a deer” (George 54).
- b. Unsure of what to do to get meat, Sam decided to “dig a pit to trap a deer (George, 54)”.

Explanation: \_\_\_\_\_

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2. \_\_\_\_\_

- a. Hurricanes are very strong, “every minute they release as much power as a hydrogen bomb” (Hopping 7).
- b. “Hurricanes are very strong, every minute they release as much power as a hydrogen bomb.” (Hopping, 7)

Explanation: \_\_\_\_\_

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### Embedded Sentences

Directions: Practice embedding quotes using three different methods.

**Quote:** “When all students are wearing the same outfit, they are less concerned about how they look.”

**Source:** Peter Caruso, "Individuality vs. Conformity: The Issue behind School

Uniforms," *NASSP* (National Association of Secondary School Principals) *Bulletin*, Sep. 1996

Embed the quote in the **beginning**:

\_\_\_\_\_

\_\_\_\_\_

Embed the quote in the **middle**:

\_\_\_\_\_

\_\_\_\_\_

Embed the quote at the **end**:

\_\_\_\_\_

\_\_\_\_\_

## Transition Practice

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

Instead	While	In fact
Furthermore	In conclusion	There was once

\_\_\_\_\_ the Roman civilization was established. \_\_\_\_\_ other civilizations had a monarchy, Rome had elected officials called magistrates and consuls. Rather than making decisions based on their own opinions, they consulted with the Roman Senate. \_\_\_\_\_, Officials could veto laws and actions, so people had to work together. \_\_\_\_\_ this might have made government slow down somewhat, the result was often laws that were more fair and made more people happy. \_\_\_\_\_, Romans started writing down their laws in 450 BC. This meant that more people had access to the laws. \_\_\_\_\_, it was a better way to run an empire than to have a single monarch make all the laws, since people's voices could be heard.

**Directions: Write an argumentative statement, then follow it with a corresponding transition.**

1. Write an argumentative statement, and then write a statement that refutes that thought. (Example: Some people believe that Romans were merely powerful warriors. However, their complex government system proves that they were great thinkers, too.)

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2. Write an argumentative statement, and then write a statement that emphasizes that thought. (Example: The Roman forum was the heart of the city. Citizens would gather there for shopping, entertainment and to listen to political speeches.)

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3. Write a statement. Then, using a transition, write a statement that shows a comparison. (For example: Romans were known for their philosophies, government, and arts. Similarly, the Greeks were also known for honoring these accomplishments.)

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### Revision: Argument

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Peer Reviser 1: \_\_\_\_\_

Peer Reviser 2: \_\_\_\_\_

**Rubric Score**

Peer 1

Peer 2

Genre Chart	
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\_\_\_\_\_ \_\_\_\_\_ **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:* \_\_\_\_\_

\_\_\_\_\_ \_\_\_\_\_ **Concludes with a strong statement**  
*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. \_\_\_\_\_  
*(Grammar focus for the class)*
- 
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**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
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- \_\_\_\_\_ 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. \_\_\_\_\_  
*(Grammar focus for the class)*

## Bibliography/Works Cited Guide

A **Bibliography** lists all the materials used in research, whether **cited** or **not**. **Works Cited** identifies the sources used, and therefore cited.

Helpful Website to Format Bibliographies/Works Cited: <https://www.scribbr.com/mla/website-citation/>

Each entry follows a template of nine core elements about the source. Sources are listed alphabetically.

	Website	Article	Book
<b>Author.</b>	Author(s) and/or editor(s).	Author(s).	Author(s) and/or editor(s).
<b>Title of Source.</b>	“Web Page or Article Title.”	“Article Title: And Subtitle if Included.”	<i>Book Title: And Subtitle if Included.</i>
<b>Title of Container,</b>	<i>Title of the Website,</i>	<i>Title of Journal, Newspaper, or Magazine,</i>	
<b>Other Contributors,</b>	Other Contributors (if applicable),	Editor(s) (if applicable/relevant),	Other Contributors (if applicable),
<b>Version,</b>			Edition (if applicable),
<b>Number,</b>		vol. #, no. #,	Volume (if applicable)
<b>Publisher,</b>	Publisher (if applicable/available),		Publisher (shortened name),
<b>Publication Date,</b>	Publication Date, or Accessed Date	Publication Date,	Publication Date,
<b>Location.</b>	URL.	Page number (p.) or page range (pp.).	Page number (p.) or page range (pp.).

### Author.

**1 author:** Last name, first name

Gladwell, Malcolm

**2 authors:** Follow the order that is used in the source

Gillespie, Paula, and Neal Lerner

**3 or more authors:** Name the first author followed by “et al.”

Smith, Theresa, et al.

### Examples:

#### Article from a website:

Sengupta, Somini. “Global Warming Is Helping to Wipe Out Coffee in the Wild.” *The New York Times*, 16 Jan. 2019, [www.nytimes.com/2019/01/16/climate/climate-change-coffee.html](http://www.nytimes.com/2019/01/16/climate/climate-change-coffee.html).

**How it’s referenced in your paper:** (Sengupta)

#### YouTube video:

Robinson, Ken. “Do Schools Kill Creativity?” *YouTube*, Uploaded by TED, 6 Jan. 2007. <https://www.youtube.com/watch?v=iG9CE55wbtY>

**How it’s referenced in your paper:** (Robinson 00:43-02:17)

#### Book by two authors:

Gibson, William, and Bruce Sterling. *The Difference Engine*. Spectra. 1990. pp. 20-21

**How it’s referenced in your paper:** (Gibson and Sterling 20-21)

## *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
- Concludes with a strong statement

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

Your principal is considering banning cell phones from your school campus. Objectively consider the pros and cons before establishing your claim. Include at least two research sources.