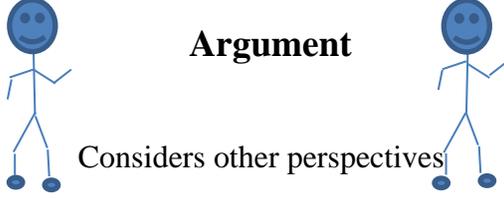
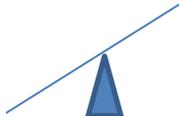


## Argument Rubric

<b>Genre Chart Argument</b>	<b>4 Exceeded Goal</b>	<b>3 Accomplished Goal</b>	<b>2 Just Beginning</b>	<b>1 Hasn't Started</b>
<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 style="text-align: center;"><b>Opinion</b></p> <p>Mainly considers one side</p>	 <p style="text-align: center;"><b>Argument</b></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 the school day be longer?
- Should schools have a year-round calendar or a long summer break?
- Zoos, are they cruel to animals or beneficial for them?
- People worry too much about\_\_\_\_\_. Is it legitimate or ridiculous?
- Should schools offer more electives?
- Are video games good or bad for you?
- Should schools have vending machines with soda?
- Should everyone drive electric vehicles?

# 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.

\_\_\_\_\_  
\_\_\_\_\_

## 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 Pets in Classrooms

Once animals are in the classroom, important aspects of their nature are ignored completely. For example, hamsters and most small animals are nocturnal, yet they are kept in brightly lit classrooms and removed from their cages during the day. Birds tend to be sensitive to drafts and changes in air temperature, but climate control is normally regulated by the students' comfort levels, not the animals' needs. Furthermore, animals are removed from their habitat, and placed in cages.

<http://www.mendota289.org/>

**Heading**

Sample Notes

**My paraphrase**

### Support for keeping animals out of the classroom

Animals have different natures and environments than humans. When they are in the classroom their special needs can be ignored or forgotten.

"...hamsters and most small animals are nocturnal, yet they are kept in brightly lit classrooms and removed from their cages during the day."

**Direct quote**

- Leave Animals out of the Classroom

Electronic Source #1

<http://www.mendota289.org/>

**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: \_\_\_\_\_

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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>

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

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## Engaging the Reader Sample Paragraphs

### Shocking Statement

Engaging Strategy

At the end of the school year, shelters all over the country are filled with classroom pets that are no longer needed or wanted! Many teachers and students love having a furry little creature or a scaly reptile in their classroom. However, animals do not belong in classrooms, and for many reasons: they are not in their natural environment, they are left alone for long periods of time, and they can be a health risk to students.

Claim

### List

Engaging Strategy

Interesting. Educational. And completely out of place. Many teachers and students love having a furry little creature or a scaly reptile in their classroom. However, animals do not belong in classrooms, and for many reasons: they are not in their natural environment, they are left alone for long periods of time, and they can be a health risk to students.

Claim

### Onomatopoeia

Engaging Strategy

Sssssss! Hissed the snake. Many teachers and students love having a furry little creature or a scaly reptile in their classroom. However, animals do not belong in classrooms, and for many reasons: they are not in their natural environment, they are left alone for long periods of time, and they can be a health risk to students.

Claim

Engaging Strategy

**Question**

What happens to classroom pets at the end of the school year? Unfortunately, many of them end up in shelters. Many teachers and students love having a furry little creature or a scaly reptile in their classroom. However, animals do not belong in classrooms, and for many reasons: they are not in their natural environment, they are left alone for long periods of time, and they can be a health risk to students.

Claim

Engaging Strategy

**Fact**

Animals and humans have very different natural habitats. Many teachers and students love having a furry little creature or a scaly reptile in their classroom. However, animals do not belong in classrooms, and for many reasons: they are not in their natural environment, they are left alone for long periods of time, and they can be a health risk to students.

Claim

Engaging Strategy

**Quote**

Alice Walker, a famous author, once said, “The animals of the world exist for their own reasons. They were not made for humans...” Many teachers and students love having a furry little creature or a scaly reptile in their classroom. However, animals do not belong in classrooms, and for many reasons: they are not in their natural environment, they are left alone for long periods of time, and they can be a health risk to students.

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: Examine each of the following pairs carefully. Indicate the passage that handles MLA parenthetical citations correctly and briefly explain what is wrong with the citation in the other passage.

1. \_\_\_\_\_
- a. Monarch butterflies are amazing travelers, “migrating up to 1000 miles in one direction. (Whyte, 20)”
  - b. Monarch butterflies are amazing travelers, “migrating up to 1000 miles in one direction” (Whyte 20).

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

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2. \_\_\_\_\_
- a. The Common Tern bird must lay her eggs, “if she kept them inside her until they were ready to hatch, she would probably be too heavy to fly” (Cork 17).
  - b. The Common Tern bird must lay her eggs, “if she kept them inside her until they were ready to hatch, she would probably be too heavy to fly (Cork 17).”

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

---

### Embedded Quotes

Directions: Practice embedding quotes using three different methods.

Source: Scarlett Howard, scientist from RMIT University, who was interviewed by Lauren Landrum from CNN, “Scientists Say Bees Can Do Basic Math,” cnn.com, February 2019

Quote: **“Insects are smart and can do cognitively demanding things.”**

**Embed the quote beginning with an explanation:**

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Source: Scarlett Howard, scientist from RMIT University, who was interviewed by Lauren Landrum from CNN, "Scientists Say Bees Can Do Basic Math," cnn.com, February 2019

Quote: **"Insects are smart and can do cognitively demanding things."**

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

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

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**Now practice embedding a quotation with your own paper.**

Don't forget to add the parenthetical citation. Some possible sentence starters:

- 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, "—."

## Sentence Fluency Practice

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### Contrast – to show dissimilarity or contradiction

Directions: Write a sentence using the following transition words.

**1. Although**

Example: Although having classroom pets can be educational, it fails to teach students how animals should be living in their natural environments.

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**2. Rather**

Example: Rather than keeping pets in classrooms, students can take field trips to zoos or have animal keepers visit the class.

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### Cause – to show the cause

**3. In view of**

Example: *In view of* the many health risks, it is strongly recommended that classrooms not have pets.

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**4. For the purpose of**

Example: *For the purpose of* allowing animals the freedom to live in their natural habitats, a school policy should ban classroom pets.

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**5. Provided that**

Example: *Provided that* animals get distressed in small cages and loud classrooms, we should not subject animals to such conditions.

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### Revision: Argument

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

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

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

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

**Rubric Score**

**Peer 1**

**Peer 2**

<b>Genre Chart</b>
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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. _____<br><i>(Grammar focus for the class)</i>                        |
- 
- 

**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. _____<br><i>(Grammar focus for the class)</i>                        |

## 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

The school board is proposing cutting athletics from the school budget. Objectively consider the pros and cons before establishing your claim. Include at least two research sources. Write an argumentative essay that reflects a level 4 from the rubric.