**Argumentative Unit Essay and Speech Requirements**

**Argumentative Essay**

**Engaging Assignment (Common Core Standards W.9-10.1, RI. 9-10.8):**

Your task is to write an argumentative paper on a topic provided or one approved by your teacher. You should take a side on your topic and persuade your audience to agree with your viewpoint through researched evidence.

Choose one of the topics listed that you feel passionate about.

**TASK ONE (Due Tuesday, 12/5) – Worksheet Attached, Due in class**

Decide on your topic, and complete the rhetorical triangle for your topic. Also turn in your thesis statement. Remember, you may rework your thesis, but start with a solid, purposeful statement.

**TASK TWO (Due Thursday and Friday, 12/7 and 12/8) See worksheets, due in class**

Turn in a minimum of THREE sources in correct MLA formatting. Make sure you are using credible sources (no Wikipedia or forums of any kind). Create thorough notes for each of your two sources. You should write notes that support your argument and claim/thesis. Source 1 is independent and will be due at the start of class of Thursday. You will find Source 2 and 3 in class on those days.

**TASK THREE (Due Friday, 12/8) See worksheet, due in class**

Create an outline of your paper. Fill in the handout from class. Focus on organizing your thoughts into a cohesive plan for your paper.

**TASK FOUR (Due Tues., 12/12) Due on turnitin using Microsoft Word**

Create a rough draft of your paper. Your paper should include your claim/thesis, evidence from sources to support your claim to persuade your audience, and a variety of appeals (logos, pathos, and ethos by using credible sources).

**TASK FIVE (Due, Friday., 12/15) Due on turnitin using Microsoft Word**

Create a final typed copy of your paper. Be sure to write in complete sentences and paragraphs. You should include an introduction, three supporting paragraphs, and a conclusion. Also make sure you label your essay correctly and double-space your entire paper.

Useful argument vocabulary:

*Argument: a logical representation of how a writer sees an issue, problem, or subject, supported by valid reasons and evidence*

*Claim: a statement that asserts a point, belief or truth that requires supporting evidence*

*Counterclaim: an opposite or additional statement that is presented as fact in an argument*

*Evidence: facts, statistics, anecdotes and examples that support the claim of an argument*

*Fallacious reasoning: the use of false or deceptive reasoning to convince an audience*

*Logical appeals: the use of logic and evidence to convince an audience*

*Plagiarism: the deliberate or unintentional use of another’s words or information without giving proper credit*

*Reason: a statement that supports the claim; it provides the answer to why the claim is valid*

*Refutation: proof in an argument that the counterargument is false or weaker than the claim*

Argumentative Unit Speech

**Engaging Assignment (Common Core Standards** [SL.9-10.2](http://www.corestandards.org/ELA-Literacy/SL/9-10/2/), [SL.9-10.4](http://www.corestandards.org/ELA-Literacy/SL/9-10/4/), [SL.9-10.5](http://www.corestandards.org/ELA-Literacy/SL/9-10/5/)**):**

**Argumentative Speech Directions**

You are a Teen TED Talk Contestant. TED, which stands for Technology, Education, Design, has the slogan “Ideas that will change tomorrow.” Its conferences consist of engaging speakers who share their ideas in front of a large audience. As a contestant, you will be vying for the opportunity to speak in front of teens from all over the country. Your goal is to earn a spot on the stage by delivering a 3-5-minute informative speech that reflects your analysis of an argumentative issue and incorporates synthesized research on your topic. Additionally, you must use digital media to enhance your presentation. The audience is a panel of “talk” judges who will decide whether or not your talk is impressive enough to go to the next stage.

Be sure to include the following in your research paper and speech:

* A clear thesis with research to support your claim.
* Evidence should come from a minimum of three credible sources.
* Correct MLA formatting of paper (internal citations, correct heading, and a Works Cited page). The following is a helpful website for correct MLA formatting: <https://owl.english.purdue.edu/owl/resource/747/01/>.
* Use a Web 2.0 tool to create a digital enhancement for your speech.
* Make sure you read the rubric carefully to include all of the necessary elements of the argumentative research paper/speech. You will be presenting your speech to a panel of educators.

Please watch the following video as an exemplar for your speech:

<http://www.mhhe.com/socscience/comm/obrien/no_commentary/benefits_of_organic_milk.html>

**TASK ONE (Due Monday., 12/11) – See worksheet**

Create an outline of your speech. Fill in the handout from class. Focus on organizing your thoughts into a cohesive plan for your speech.

*\*\*\*Note, you should be using the sources, reasoning, and thesis from your paper. There is no new research. You are using the same materials but are being assessed on different skills.*

**TASK TWO (Due Wed., 12/13)**

Create a rough draft of your speech. Your speech should include your claim/thesis, evidence from sources to support your claim to persuade your audience, and a variety of appeals (logos, pathos, and ethos).

**TASK THREE - PEER REVIEW (Thurs., 12/14)**

You will present your speech in front of a small group of peers to receive feedback before class presentations.

**TASK FOUR – EMAIL VISUAL AID (Friday, 12/15) to me before midnight**

**TASK FIVE – Final Draft of Speech (Sun., 12/17 to turnitin.com by midnight)** FINAL SPEECH PRESENTATIONS: **12/18 – 12/20**

Rubric for Argumentative Paper/ Speech

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Criteria | Standard | Score | 5 Advanced | 4 Proficient | 3 Developing | 2 Emerging |
| Focus | W.9-10.1aSL.9-10.4  |  | Claim (thesis) is clearly stated, focused and strongly maintained | Claim is clear and for the most part maintained, though some loosely related material may be present | May be clearly focused on the claim but is insufficiently sustained | Claim may be confusing or ambiguous  |
|  | Alternate or counterarguments | Argument addresses counterarguments | Argument mentions counterargument | Argument mentions counterargument |
| Organization | W.9-10.1 d & eSL.9-10.4 |  | Argument is clear, organized, focused, strong, and convincing | Argument is generally clear, convincing, and organized | Addresses the research question, but argument may be somewhat unclear with an inconsistent structure | Argument is vague or unclear |
|  | Introduction provides concise and thorough context for research question  | Introduction provides adequate context for the research question | Introduction provides some context for the research question | Introduction provides brief context for the research question |
|  | Logical progression of ideas from beginning to end | Adequate progression of ideas from beginning to end | Uneven progression of ideas from beginning to end | Frequent extraneous ideas may intrude and disrupt the progression of ideas, or the argument is list-like |
|  | Concluding statement follows from and supports the argument with insight | Conclusion follows from and supports the argument  | Conclusion provides a summary of the paper | Conclusion is missing or restates the thesis |
|  | Effective, consistent use of a variety of transitional strategies | Adequate use of transitional strategies with some variety  | Inconsistent use of basic transitional strategies with little variety | Few transitional strategies are evident |
| Development | W.9-10.1b & cSL.9-10.4 |  | Provides thorough and convincing support/evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant. | Provides adequate support/evidence for writer’s claim that includes the use of sources, facts, and details. The response achieves adequate depth and specificity  | The response provides uneven, cursory support/evidence for the writer’s claim that includes partial or uneven use of sources, facts, and details, and achieves little depth | The response provides minimal support/evidence for the writer’s claim that includes little of sources, facts, and details |
| Criteria | Standard | Score | 5 Advanced | 4 Proficient | 3 Developing | 2 Emerging |
| Research | RI.9-10.7W.9-10.7W.9-10.8W.9-10.9SL.9-10.2SL.9-10.4 |  | Use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete | Adequate evidence from sources is integrated | Evidence from sources is awkwardly integrated  | Use of evidence from sources is minimal, in error, or irrelevant |
|  | Gives strong evidence of the ability to gather, analyze and integrate information within and among multiple sources of information. | Gives sufficient evidence of the ability to gather, analyze and integrate information within and among multiple sources of information | Gives some evidence of the ability to gather, analyze and integrate information but may over rely on one or two sources | Gives limited evidence of the ability to gather, analyze and integrate information within and among multiple sources of information. |
|  | Conscientiously and consistently demonstrates integrity in citing practices using MLA correctly. | Demonstrates integrity in citing practices, but may have one or two errors in MLA format | Citing practices are inconsistent and errors in MLA format exist | Provides few citations and does not follow MLA format. |
|  | Effective and consistent use of punctuation, capitalization, and spelling | Adequate use of punctuation, capitalization, and spelling | Inconsistent use of punctuation, capitalization, and spelling | Errors are frequent and severe and meaning is often obscure |
| Presentation | SL.9-10.5SL.9-10.6 |  | Presenter makes strategic use of digital media that seamlessly blends speech with multiple visual elements to enhance understanding of findings and evidence. | Presenter makes strategic use of digital media that blends speech with multiple visual elements to enhance understanding of findings and evidence | Presenter makes basic use of digital media using at least two visual elements | Presenter attempts to use digital media, but media is ineffective in showing connection to the findings and evidence |
|  | Delivery is clear, engaging, and appropriate to purpose, audience, and task. | Delivery is clear, and appropriate to purpose, audience, and task. | Delivery is appropriate to purpose, audience, and task, but may have habits that are distracting such as low volume, filler words such as “um” and poor eye contact. | Delivery has habits that are distracting such as low volume, filler words such as “um” and poor eye contact. |

Measured Progress/ETS Collaborative (2012) [*Smarter Balanced Assessment Consortium: English Language Arts Rubrics*](http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELARubrics.pdf)