**Argumentative Unit CRQ 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 constructed response question (CRQ) on a topic provided. 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:

|  |  |  |
| --- | --- | --- |
| Should civil unions be allowed? | Should the wage gap be fixed? | Should Universal healthcare become available? |
| Should the Emmett Till case be reopened? | Should school discipline procedures be changed? | Should the U.S. change its immigration policy? |
| When should juvenile offenders receive life sentences? | Do rich people get off easier when they break the law? | Should police wear body cams? |
| Is the American Dream still a reality? |  |  |

**TASK TWO**

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 three sources. You should write notes that support your argument and claim/thesis. I will provide 2 sources for you and you must find a third source. We will be in computer lab/media center Tuesday, January 9th for your to find this 3rd source.

**TASK THREE**

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

**TASK FOUR**

Create a rough draft of your CRQ. Your writing should include your claim/thesis, background information, transitions, evidence from sources to support your claim to persuade your audience that is cited using MLA format, and a variety of appeals (logos, pathos, and ethos by using credible sources).

**TASK FIVE**

Create a final typed copy of your CRQ. Be sure to write in complete sentences and paragraphs. You should include a thesis, background information, evidence, analysis, and a conclusion which will take several paragraphs (Intro, body 1, body 2, body 3, and conclusion). Also make sure you use correct MLA format 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 Presentation and 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>

**We will be in the computer lab on Jan. 22, 24, 25, and 26 to work on typing the final draft of your CRQ and then creating your presentation. We will present on the 29th- 31st in class.**

Rubric for Argumentative Paper/ Speech

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Criteria | Standard | Score | | 5 Advanced | | 4 Proficient | | 3 Developing | | 2 Emerging | |
| Focus | W.9-10.1a  SL.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 & e  SL.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 & c  SL.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.9-10.7  W.9-10.7  W.9-10.8  W.9-10.9  SL.9-10.2  SL.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.9-10.5  SL.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)