Unit 11.1: Argument

Examining Argument in Print and Visual Texts

Enduring Understandings

- Literate individuals are discerning writers, speakers, readers, viewers, and listeners.
- Literate citizens incorporate meaningful knowledge to adjust their world view.
- Literate individuals employ a variety of effective strategies to communicate with others.
- The success of a democracy depends on the literacy of its people.

Essential Questions

- How do readers and viewers engage meaningfully with text?
- How does a literate individual become part of the conversation?
- How is a writer both empowered and limited by writing from personal voice and experience?
- How does a writer use strategies flexibly to communicate more effectively?

Common Tasks

Students should engage in a variety of tasks that demonstrate and deepen their learning. Teachers should provide specific instruction on strategies during each stage of the writing process for at least one of the common tasks. For other common tasks, teachers may focus instruction on one stage or may implement the tasks as homework, timed writings, presentations, or structured discussions.

1. Set up a portfolio with at least two surface revision goals and two deep revision goals to improve writing.

2. Analyze the techniques an artist, photographer, or cartoonist uses to present an argument in a visual text.

3. Synthesize information from at least two different sources to create an argument on a topic related to the core text. Credit your sources using MLA format.

4. Write a multi-paragraph essay analyzing the effectiveness of a writer’s argument.

5. Write an argumentative essay in response to a quotation from a text.
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Recommended Tasks

- Target two individual errors in each essay to avoid in future essays. Record the errors in the portfolio and use a style book to learn how to correct each error. Set up conferences for students who repeat errors.
- Have students set up a writer’s notebook for reflecting on texts, themes, arguments, and seeds for their own ideas.
- Work in groups to examine how arguments are present in all types of text, including poetry, narratives, photographs, and cartoons as well as essays.
- Choose a controversial issue at random and deliver a one-minute impromptu speech arguing a viewpoint on the topic. Write a journal entry reflecting on the challenges of expressing an opinion without preparation.
- Work in groups to analyze the logic and rhetorical devices used in a selection of advertisements or a series of political commercials.
- Rewrite the third common task, arguing from a different point of view.
- Participate in a Socratic Seminar on a question of genuine doubt raised by the texts in this unit. Use the texts to support and extend insights during the discussion.

Paragraph Development

Unit 1 focuses on argumentative writing, and students apply their knowledge of six types of paragraph development. Students have studied cause and effect, comparison and contrast, definition, division and classification, exemplification, and narration and description in previous grades; now they choose an appropriate format for the particular task.

Grammar, Usage, and Sentence Composing

Teachers should ensure that students revise during the writing process rather than after their papers have been graded. Students work on individual skills listed in their portfolios throughout the year. In addition, certain skills will be explicitly taught and integrated into writing instruction during Unit 1. Students will

- correct sentence fragments in order to communicate clear and coherent ideas.
- correct run-on sentences by using appropriate punctuation to separate ideas and add clarity.
- revise their writing for more clarity by correcting dangling modifiers.
- use sentence combining to create more complex sentences and to add variety to sentence structure.
- break the rules selectively to achieve a particular purpose or effect.
English 11.1 Focus Indicators

Standard 1: The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media.

1.1.2— Monitor understanding while reading, viewing, and/or listening to a text.
1.1.3— Confirm understanding after reading, viewing, and/or listening to a text.
1.1.4— Apply knowledge of a word meaning, context, structure, and origin to define unfamiliar words.
1.2.1— Determine the contributions of literary elements in classical and contemporary texts.
1.2.2— Determine the critical or central idea(s) of a text.
1.2.3— Determine the relationship among format, structure, and meaning of informational texts.

Standard 2: The student will analyze and evaluate a variety of print, non-print and electronic texts, and other media.

2.1.1— Analyze organization, structure, and syntax that reveal an author’s purpose.
2.1.2— Analyze stylistic elements in a text or across texts that communicate an author’s purpose.
2.1.3— Analyze connections between and among themes, ideas, and/or styles of two or more texts.
2.1.4— Analyze and evaluate the purpose and effect of non-print texts, including visual, aural, and electronic media.
2.1.5— Analyze and evaluate evidence and determine the credibility of information in a text.

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

3.1.2— Compose effective persuasive essays and arguments that advance, modify, or refute a position; use a logical structure; provide relevant and complete support; and employ effective rhetorical strategies.

Standard 4: The student will control language by applying Standard English in writing and speaking and making effective language choices.

4.1.2— Apply Standard English grammar, punctuation, capitalization, and spelling in speaking and/or writing.
4.1.3— Apply knowledge of the history and development of the English language in order to analyze and explain its dynamic structure.

Standard 5: The student will communicate orally in a variety of situations, for different audiences and purposes, and in different formats.

5.1.2— Participate in and contribute to large- and small-group collaboration for a variety of assigned and self-selected purposes.
5.1.3— Determine the effectiveness of large- and small-group collaboration and its associated product(s).

Standard 6: The student will listen effectively in a variety of situations and for a variety of purposes.

6.1.1— Apply skills and strategies to gather and interpret verbal messages.
6.1.2— Demonstrate understanding of information and ideas communicated orally.

ICON KEY

- Reading
- Viewing
- Listening
- Writing
- Speaking
# English 11.1 Course Terms

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<th>Annotation</th>
<th>Argument</th>
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<td>Patterns of development</td>
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<td>○ Division and classification</td>
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- **Socratic Seminar**
- **Speaker**
- **Style**
- **Synthesis of sources**
- **Tone**
- **Visual rhetoric**
- **Visual text**
- **Writing process**
  - ○ Inquiry
  - ○ Pre-writing
  - ○ Drafting
  - ○ Revision or deep revision
  - ○ Editing or surface revision
  - ○ Presentation or publishing
Unit 11.1: Texts
Examining Argument in Print and Visual Texts

Students read a combination of nonfiction and fiction texts in Units 1 and 2. While certain titles are recommended for each unit, teachers may use the Unit 1 and 2 texts interchangeably as appropriate. Throughout the year, teachers should combine classic literature with contemporary works and choose a diverse group of writers who represent the richness of America’s cultures and traditions.

Fiction
The Help
A Lesson Before Dying
One Flew Over the Cuckoo’s Nest
Ordinary People
The Road
Roots
The Sirens of Titan
Kathryn Stockett
Ernest J. Gaines
Ken Kesey
Judith Guest
Cormac McCarthy
Alex Haley
Kurt Vonnegut

Nonfiction
The Autobiography of Malcolm X
The Color of Water
A Hope in the Unseen
Hunger of Memory
The Pine Barrens
Alex Haley
James McBride
Ron Suskind
Richard Rodriguez
John A. McPhee

Essay Collections
Current Issues and Enduring Questions
40 Model Essays
The Language of Composition
Little Brown Reader
Patterns for College Writing
Rereading America
Reading Critically and Writing Well
Ways of Reading
Ed. Sylvan Barnet
Ed. Jane E. Aaron
Ed. Renee Shea
Ed. Marcia Stubbs
Eds. Kirzsner and Mandell
Ed. Gary Colombo
Ed. Rise B. Axelrod
Ed. David Bartholomae

Thematically Related Essays
Education (Reading Critically, Rereading America)
“The Achievement of Desire”*
“Against School”
“The Human Cost of an Illiterate Society”
“Idiot Nation”
“Learning to Read”
“Serving in Florida”
“Still Separate, Still Unequal”*
Richard Rodriguez
John Taylor Gatto
Jonathan Kozol
Michael Moore
Malcolm X
Barbara Ehrenreich
Jonathan Kozol

*Asterisked titles and many other essays are available through the subscription services available on all MCPS computers.
Unit 11.1: Texts

Examining Argument in Print and Visual Texts

More Thematically Related Essays

Gender (Little Brown Reader, Reading Critically, Rereading America)
“Claiming an Education” Adrienne Rich
“The Glass Half Empty”* Anna Quindlen
“Michelle Obama’s Sacrifice”* Debra Dickerson
“What We Really Miss about the 1950s” Stephanie Coontz
“Why I Want a Wife” Judy Brady

Race (Reading Critically, Rereading America)
“Black Men and Public Space” Brent Staples
“C.P. Ellis” Studs Terkel
“The Crossing” Ruben Martinez
“I’m Black, You’re White, Who’s Innocent”* Shelby Steele
“The Pressure to Cover” Kenji Yoshino

World Conflict (Current Issues, Rereading America)
“The Just War” G.E.M. Anscombe
“Iraq and Just-War Thinking”* George A. Lopez
“The Oblivious Empire” Mark Hertsgaard
“Yes, a War Would Be Moral”* Andrew Sullivan

Vocabulary and Language Skills

Vocabulary study enhances students’ understanding of the writer’s craft—how word choice creates character, defines mood, and sets tone. Separated, or explicit instruction, focuses on both meaning and word structure, and students will:

• know the 30-15-10 list of Latin and Greek roots.
• use Latin and Greek roots to comprehend unfamiliar words.
• identify unfamiliar words in texts and employ strategies to understand meanings in context.
• know and use course terms for Unit 1.

Students become independent, strategic readers of challenging text by identifying and defining unfamiliar words in context and studying the etymology and morphemic structure of words. As students learn about the variety and richness of language, they write with diction that is both precise and expressive.