



MY Access! Writer's Workshop

High School Persuasive

Prompt: Limiting the Amount of Homework

IMPORTANT NOTICE TO MY ACCESS!™ USERS

THIS MATERIAL IS COPYRIGHTED, PROPRIETARY AND PROTECTED INTELLECTUAL PROPERTY. ALL INFORMATION CONTAINED HEREIN BELONGS EXCLUSIVELY TO VANTAGE LABORATORIES L.L.C., VANTAGE TECHNOLOGIES KNOWLEDGE ASSESSMENT, L.L.C. D/B/A VANTAGE LEARNING AND/OR SUBSIDIARIES AND AFFILIATES OF THE ABOVE ("VANTAGE"). DISCLOSURE, DISSEMINATION OR DUPLICATION OF THIS MATERIAL IS STRICTLY FORBIDDEN WITHOUT THE EXPRESS PRIOR WRITTEN AUTHORIZATION OF VANTAGE. SUBJECT TO YOUR PURCHASE OF A VALID MY ACCESS!™ END-USER LICENSE AND YOUR ASSENT TO THE TERMS OF USE OUTLINED THEREWITH, YOU MAY PRINT OR DUPLICATE ONE (1) COPY OF THIS MATERIAL EXCLUSIVELY FOR YOUR PERSONAL USE. THIS MATERIAL IS NOT TO BE VIEWED BY OR SHARED WITH OTHERS, INCLUDING EMPLOYEES, CONSULTANTS, CLIENTS OR OTHER INDIVIDUALS OR ENTITIES THAT ARE NOT SUBJECT TO VANTAGE'S NON-DISCLOSURE AND NON-COMPETITION AGREEMENT. THIS MATERIAL IS SUBJECT TO IMMEDIATE RETURN TO VANTAGE UPON DEMAND NOTWITHSTANDING ANY AGREEMENT TO THE CONTRARY. DELAYS WITH RESPECT TO IMMEDIATE ENFORCEMENT OF ANY PROVISION OF THIS NOTICE SHALL NOT BE DEEMED A WAIVER OF OR TO LIMIT ANY LEGAL OR EQUITABLE REMEDIES APPURTENANT HERETO. IF THIS MATERIAL HAS BEEN EXPOSED TO YOU WITHOUT THE AUTHORIZATION DESCRIBED ABOVE, YOU ARE TO REPORT THE EVENT TO VANTAGE IMMEDIATELY BY TELEPHONING (215) 579-8390, EXT. 1158 AND BY EMAILING SUPPORT@VANTAGE.COM. VIOLATIONS OF THIS NOTICE SHALL BE STRICTLY ENFORCED BY ANY AND ALL LEGAL AND EQUITABLE MEANS AVAILABLE.

Notes:

Prompt: Limiting the Amount of Homework

Your school is reviewing its homework policy and has asked for your recommendation whether there should be a limit on the amount of homework assigned by teachers. Some students feel that the amount of homework should be limited to allow more time for other extracurricular activities. Some teachers, however, are opposed to limits on the amount of homework they can assign and believe that they are in the best position to decide how much homework is required for learning.

Do you feel that the amount of homework assigned by teachers should be limited? Write an essay to be read by a classroom teacher supporting or opposing a policy to limit the amount of homework assigned to students.

As you write, remember your essay will be scored based on how well you:

- develop a multi-paragraph response to the assigned topic that clearly communicates your thesis to the audience.
- support your thesis with meaningful reasons and sufficient details.
- address the readers' concerns, opposing viewpoints, or counterarguments.
- organize your essay in a clear and logical manner, including an introduction, body, and conclusion.
- use well-structured sentences and language that are appropriate for your audience.
- edit your work to conform to the conventions of standard American English.

Use any of the tools available to you, such as the **Checklist**, **Spellchecker**, or **Graphic Organizer**.

1. **What is the prompt asking you to DO?**
2. **WHAT are you supposed to write about?**

MY Access! “Limiting the Amount of Homework” Teaching Ideas

Prewriting – Defining Persuasion

What does it mean to persuade or argue?

- Have two student volunteers read/act the script “Argument” from Monty Python’s Flying Circus on page 5. As the rest of the class listens, they need to highlight or underline the definition for ARGUMENT in one color and the definition for CONTRADICTION in another.
- As a whole class, use the handout on page 6 to write a definition for “argument,” and then read the guidelines for persuasive writing on page 7.

Modeling Persuasive Essay

- Briefly preview and discuss “Parts of a Persuasive Essay” on page 8.
- Study the MY Access! Persuasive Rubric on page 9 (you can use the handout on page 10 to break it down into simpler language).
- Distribute and read the two MY Access! sample essays on pages 11-13. Discuss which one does a better job at persuading and why? How? Return to page 6 and add to—HOW DO WE PERSUADE?

Prewriting – Preparing to Write

Debate

- Break class into groups of 4-5 students. Have each group draw a card printed on page 14—one will say you MUST argue that homework needs to be limited; the other you MUST argue that homework should NOT be limited.
- During group discussion, students will create a list reasons why recess should/should not be eliminated on chart paper. Encourage them to do research in iSEEK and to use the websites listed in the MY Access! Instructional Resources (found in student account under “Prompt”). Each group must choose one representative to speak for their group. Match pro/con groups against each other and tell them the best pro/con argument will receive a prize! When choosing winners, continue to discuss WHY these arguments were better than the others and add to “How do we persuade” on page 6.
- During the debate, students in audience will fill out a T-Chart on page 15 listing pros and cons of eliminating recess

Prewriting/Drafting - Planning Essay

- Discuss thesis statement and have students fill out one or more thesis templates on page 16.
- Review the “Parts of a Persuasive Essay” on page 8, focusing on “body paragraphs.”
- Use pages 17-18 to help students plan how they will support their thesis statement. An example that uses the sample essay students evaluated earlier (on page 11) is provided on page 19-20.
- It may be a good idea to save the third column, Analysis, for a later date—this portion may be better to work on during revision.
- After you have approved this organizer, students begin writing their essays.

Revising Essay

Revision vs. Editing

- As a whole class, fill out a Venn Diagram comparing Revision and Editing. Ask: What is the difference between revision and editing? What is editing? What is revision? Be sure students understand that editing is “fixing” mistakes—grammar, spelling, punctuation. We do this when we are COMPLETELY finished with the content of our essay. Revision is REWRITING--changing things around, adding information, taking out, etc.
- There are two tools in MY Access! to help with revision and editing—MY Tutor helps with revision and MY Editor with editing.

Revising Body Paragraphs – Development

- Begin by previewing the MY Tutor feedback for development (online or use the hardcopy on pages 21 and 22). Quickly read Revision Goal 1 and Revision Goal 2. Explain that today we are going to spend most of our time working on Goal 2—adding details to support our reasons.
- Pass out the “Revising Your Essay” handout on page 29. Pass out the “Sample Body Paragraphs” on page 23 and as a whole class highlight examples, experiences and facts. Discuss the differences between the two paragraphs—why is the first a stronger example?
- Have students work with a partner to complete ONLY the “Body” section of “Revising Your Essay” on page 29 for their personal essays. They can highlight a hard copy of their essay, or they can highlight in MY Access!.
- Use the handout on page 24 to help students integrate their research into their essays. They need to make sure they have introduced it and followed it up with commentary.
- You may also want to do a mini-lesson on the rhetorical strategies listed on page 25 so that as students are revising they can think about how to make their arguments stronger.
- Have students log on to MY Access! and revise their body paragraphs. They may need to add more examples and experiences, and everybody should add facts.
- Have students submit to see if they raised their scores!

Revising Body Paragraphs – Organization and Introduction

- Begin by previewing the MY Tutor feedback for development (online or use the hardcopy on pages 26).
- Pass out “Writing an Introduction” handout on page 27 and discuss student examples on page 28. List how the writers “catch” the readers attention.
- Have students revise their introductions and submit to see if they raise their scores!
- Students can complete the “Revising Your Essay” on page 29 for the introduction and conclusion.

Argument

Monty Python's Flying Circus was made for television in the 1970s. The writer-performers defined the comic taste of a generation (now probably your parents and teachers). Here is a transcript of a television sketch:

Knock Knock

A	Come in. (<i>B enters</i>)	A	No, nonsense.
B	Is the right room for an argument?	B	Oh look, this is futile.
A	I've told you once.	A	No it isn't.
B	No you haven't.	B	I came here for a good argument.
A	Yes I have.	A	No you didn't, you came here for an argument.
B	When?	B	Well an argument's not the same as contradiction.
A	Just now.	A	Can be.
B	No you didn't.	B	No it can't; an argument is a connected series of statements to establish a definite proposition.
A	Yes I did.	A	No it isn't.
B	You didn't.	B	Yes it is – it isn't just contradiction.
A	I'm telling you I did.	A	Look, if I argue with you I must take up a contrary position.
B	You did not.	B	But it isn't just saying, "no it isn't."
A	I'm sorry, is this a five-minute argument or the full half-hour?	A	Yes it is.
B	Oh, just the five-minute one (<i>sits</i>).	B	No it isn't. Argument is an intellectual process. Contradiction is just the automatic gainsaying of anything the other person says.
A	Fine.	A	No it isn't.
B	Thank you.	B	Yes it is.
A	Anyway I did.	A	Not at all.
B	You most certainly did not.	B	Now look
A	Now let's get one thing quite clear. I most definitely told you.	A	(<i>Thumps bell on desk</i>) Thank you.
B	You did not.	A	Good morning.
A	Oh yes I did.	B	What?
B	Did not.	A	That's it. Good morning.
A	Did.	B	I was just getting interested.
B	Didn't	A	Sorry, the five minutes is up.
A	Yes I did.		
B	Look, this isn't an argument.		
A	Yes it is.		
B	No it isn't, it's just contradiction.		
A	No it isn't.		
B	It is! You just contradicted me.		
A	No I didn't.		
B	Oh you did.		
A	No, no, no, no.		
B	You did, just then.		

(from a Monty Python transcript)

What is Argument/Persuasion?

Argument is:

How do you create a strong argument?

Argument IS NOT:

Persuasive Writing

Purpose:

- To convince
- To state a problem and propose a solution
- To analyze cause/effect relationships
- To discuss controversial issues

Characteristics:

- Logically supports a clear position or perspective with relevant evidence
- Provides convincing arguments and counterarguments
- Reflects analytical thinking and/or evaluation
- 1st or 3rd person point-of-view

Examples:

- Persuasive essay
- Persuasive letter or letter to editor
- Editorial
- Compare/contrast essay
- Political speech
- Critical reviews
- Character analysis

Parts of a Persuasive Essay

INTRODUCTION: Introduce and state your opinion

- **THESIS STATEMENT**: your opinion for or against the topic and why you feel this way.

BODY OF ESSAY: Support/Defend your opinion

- At least **THREE** Paragraphs
- Each paragraph needs:
 1. A **REASON** why you believe what you do (support for your thesis). This is the **TOPIC SENTENCE**.
 2. **DETAILS** supporting your reason. Details can be:
 - SPECIFIC EXAMPLES
 - EXPERIENCES
 - FACTS AND STATISTICS
 - ANECDOTES
 - EXPERT OPINION

CONCLUSION: Final Thoughts

- Remind the reader of your opinion.
- Give reader something to think about

An essay needs **AT LEAST** how many paragraphs? _____

MY Access! 6 Point Persuasive Rubric

<p style="text-align: center;">Focus & Meaning</p> <p>The extent to which the response establishes and maintains an opinion/position/thesis an understanding of purpose and audience, and completion of the task.</p>	<p style="text-align: center;">Content & Development</p> <p>The extent to which the response develops ideas fully and using extensive, specific, accurate, and relevant details (<i>facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations</i>).</p>	<p style="text-align: center;">Organization</p> <p>The extent to which the response demonstrates a unified structure, direction, and unity, paragraphing and transitional devices.</p>	<p style="text-align: center;">Language Use & Style</p> <p>The extent to which response demonstrates an awareness of audience and purpose through effective sentence structure, sentence variety, word choice and usage.</p>	<p style="text-align: center;">Mechanics & Conventions</p> <p>The extent the response demonstrates control of conventions, including paragraphing, grammar, punctuation, and spelling.</p>
<p>Very effective Focus & Meaning. Establishes and maintains an <i>insightful opinion/position/thesis</i> statement to effectively persuade the reader. Demonstrates a <i>thorough understanding</i> of the <u>purpose</u> and <u>audience</u>; <i>completes all parts</i> of the task and may go beyond the limits of the task.</p>	<p>Very Effective Content & Development. <i>Effectively develops</i> arguments, using a <i>wide variety</i> of specific, accurate, and relevant <u>details</u> to support the writer's position. <i>Convincingly addresses</i> readers' <u>opposing points of view</u> or counterarguments.</p>	<p>Very Effective Organization. Demonstrates a <i>cohesive and unified</i> structure with an <i>engaging introduction</i> and a <i>strong conclusion</i>; <i>effective</i> use of <u>paragraphing</u> and <u>transitional devices</u> throughout.</p>	<p>Very Effective Language Use and Style. Demonstrates <i>precise</i> language and word choice, a <i>defined</i> voice, and a <i>clear</i> sense of audience; uses <i>well-structured and varied</i> sentences.</p>	<p>Very effective control of Conventions & Mechanics. <i>Few or no</i> errors in grammar, mechanics, punctuation and spelling.</p>
<p>Good Focus & Meaning. Establishes and maintains a <i>clear opinion/position/thesis</i> statement to persuade the reader. Demonstrates a <i>general understanding</i> of the <u>purpose</u> and <u>audience</u>; <i>completes most</i> parts of the task.</p>	<p>Good Content & Development. Develops arguments using <i>sufficient</i> specific, accurate and relevant <u>details</u> to support the writer's position. <i>Clearly addresses</i> readers' <u>opposing points of view</u> or counterarguments.</p>	<p>Good Organization. Demonstrates a <i>mostly unified</i> structure with a <i>good introduction</i> and <u>conclusion</u>; <i>consistent</i> use of <u>paragraphing</u> and <u>transitional</u> devices.</p>	<p>Good Language Use & Style. Demonstrates <i>appropriate</i> language and word choice, with <i>some evidence</i> of voice and a <i>clear</i> sense of audience; uses <i>well-structured</i> sentences with <i>some variety</i>.</p>	<p>Good control of Conventions & Mechanics. <i>Few errors</i> in grammar, mechanics, punctuation and spelling that <i>do not interfere</i> with the message.</p>
<p>Adequate Focus & Meaning. Establishes an opinion/ position/thesis statement and <i>adequately attempts</i> to persuade the reader; demonstrates a <i>basic</i> understanding of the <u>purpose</u> and <u>audience</u> completes many parts of the task.</p>	<p>Adequate Content & Development. Develops arguments using <i>some</i> specific, accurate, and relevant <u>details</u> to support the writer's position. <i>Adequately addresses</i> readers' <u>opposing points of view</u> or counterarguments.</p>	<p>Adequate Organization. Demonstrates a <i>generally unified</i> structure with a <i>noticeable introduction</i> and <u>conclusion</u>; <i>inconsistent</i> use of <u>paragraphing</u> and <u>transitional</u> devices.</p>	<p>Adequate Language Use & Style. Demonstrates <i>appropriate</i> language and word choice, with an <i>awareness</i> of audience and control of voice; generally uses correct sentence structure with <i>some variety</i>.</p>	<p>Adequate control of Conventions & Mechanics. Some errors in grammar, mechanics, punctuation and spelling that <i>do not significantly interfere</i> with the communication of the message.</p>
<p>Limited Focus & Meaning. States an <u>opinion/position/thesis</u> statement but may be <i>unclear or underdeveloped</i>; demonstrates <i>limited</i> understanding of the <u>purpose</u> and <u>audience</u>; completes some parts of the task.</p>	<p>Limited Content & Development. Develops arguments <i>briefly and inconsistently</i>, using <i>insufficient</i> <u>details</u> to support the writer's position. <i>Attempts to address</i> readers' <u>opposing points of view</u> or counterarguments.</p>	<p>Limited Organization. Demonstrates <i>evidence</i> of structure with an <i>uncertain introduction</i> and <u>conclusion</u>; <i>lacks</i> paragraphing and some transitional devices.</p>	<p>Limited Language Use & Style. Demonstrates <i>simple</i> language and word choice, <i>some awareness</i> of audience and control of voice; relies on <i>simple</i> sentences with <i>insufficient</i> sentence variety and word choice.</p>	<p>Limited control of Conventions & Mechanics. <i>Several noticeable</i> errors in grammar, mechanics, punctuation and spelling that may <i>interfere</i> with the communication of the message.</p>
<p>Minimal Focus & Meaning. Demonstrates <i>little attempt</i> at stating an <u>opinion/position/thesis</u>. Demonstrates <i>minimal</i> understanding of the <u>purpose</u> and <u>audience</u>; completes <i>few</i> parts of the task.</p>	<p>Minimal Content & Development. Develops arguments <i>incompletely and inadequately</i>, using <i>few</i> <u>details</u> to support the writer's position. <i>May consider</i> readers' <u>opposing points of view</u> or counterarguments.</p>	<p>Minimal Organization. Demonstrates <i>little evidence</i> of structure with a <i>poor introduction</i> and <u>conclusion</u>; <i>little</i> evidence of <u>paragraphing</u> and <u>transitional</u> devices.</p>	<p>Minimal Language Use & Style. Demonstrates <i>poor</i> language and word choice, with <i>little awareness</i> of audience; makes <i>basic errors</i> in sentence structure and usage.</p>	<p>Minimal control of Conventions & Mechanics. <i>Patterns of errors</i> in grammar, mechanics, punctuation and spelling that <i>substantially interfere</i> with the communication of the message.</p>
<p>Inadequate or no Focus & Meaning. Demonstrates <i>almost no effort</i> at stating an <u>opinion/ position/thesis statement</u> and <i>little</i> effort is made to persuade. Completes <i>few or no</i> parts of the task.</p>	<p>Inadequate or no Content & Development. <i>Little or no attempt</i> is made to use <u>details</u> to support the arguments and the writer's position. <i>Does not consider</i> readers' <u>opposing points of view</u> or counterarguments.</p>	<p>Inadequate or no Organization. Demonstrates <i>no evidence</i> of structure with <i>no introduction</i> or <u>conclusion</u>; <i>no</i> evidence of <u>paragraphing</u> and <u>transitional</u> devices.</p>	<p>Inadequate Language Use & Style. Demonstrates <i>unclear or incoherent</i> language and word choice, <i>no</i> awareness of audience, and <i>major errors</i> in sentence structure and usage.</p>	<p>Inadequate or no control of Conventions & Mechanics. <i>Errors so severe</i> in grammar, mechanics, punctuation and spelling that they <i>significantly interfere</i> with the communication of the message.</p>

MY Access! Writing Domains

Type of Writing: _____

Your writing will be evaluated on the basis of five domains or trains of writing. Study each domain on the rubric and USE BULLET POINTS to take notes so that you can define each one. The feedback you receive will use the language on this chart.

Focus & Meaning	Content & Development	Organization	Language Use & Style	Mechanics & Conventions
				<ul style="list-style-type: none">● Piece is paragraphed● Grammar errors do not interfere with the message● Uses proper punctuation● Excellent spelling

Evaluating Student Essays

Directions: Read the following essays. Evaluate each essay based on our discussions that centered on the elements necessary for writing a strong persuasive essay. Use the MY Access! rubric to assign a score to each essay, and then give the writer feedback.

Prompt: Eliminating Extracurricular Activities

Your school district has recently decided to eliminate your favorite sport or club due to funding problems. Do you think that eliminating sports teams or clubs is a good way for school districts to help reduce spending? Why or why not?

Write an essay either to persuade the district to uphold its decision or to persuade the district to change its decision and reinstate the sport or club.

Sara's Essay:

Most students participate in extracurricular activities at school whether it is chess club, newspaper, or varsity soccer. These activities can greatly help a student get into college. They also provide a place for teenagers to socialize and learn more about their strengths and weaknesses. Unfortunately, some schools do not realize these benefits and think they can save money by cutting activity funding. Hopefully, districts around America will realize their mistake in eliminating after school programs in favor of reducing district spending. School districts' goal should be to help students succeed in their educational careers. Although cutting spending on after school activities may seem like a convenient way to reduce spending, there are more logical ways the school district can conserve money. This poor decision will hurt the district in the long run.

Eliminating after school organizations will not save the school district a lot of money because the activities do not cost a lot of money to sustain. The district does not pay coaches, club advisors, or athletes a salary. These volunteers do not receive any material compensation for their efforts. Although the school does pay for some of the supplies and equipment for extracurricular activities, the products they buy can serve more than one task. A football can be used in gym classes, art supplies can be used in art classes or offices, and the extra food they buy can be resold in the cafeteria. These small supplies are the only things schools are requested to give money towards. Individual clubs pay for other needs like bus transportation. They purchase things like this with the money they collect from club dues and from community events. If the district continues to disallow clubs and teams, they will only reduce their spending by a nominal margin because the money they spend on the clubs is insignificant to begin with.

While eliminating club spending will possibly hurt the school district, eliminating teams and clubs will definitely hurt the student population. It is a wide belief that 5/6 of high school students who participate in extracurricular activities are less likely to be arrested during their high school careers. This is extremely logical. School lasts for six hours and forty-five minutes. The average high school student is awake for seventeen hours in the day. This means that without any extracurricular activities, teenagers would be roaming the streets, ravaging cities, and causing trouble for ten hours and fifteen minutes, five days a week. With a two-hour after

school activity, teenagers would only have the opportunity to roam the streets for eight hours and fifteen minutes. For a large majority of the extra time they have, many students would be sitting safely and cozily at home thinking about what a great time they had at their club meeting or practice. With extracurricular activities in place, teenagers are less likely to get into trouble with the law. The school district will be able to save a large amount of their monetary spending on disciplinary actions too. Also, the district will not have to open its buildings purely for disciplinary measures. This will save them a large sum of money on expensive utilities and building operation costs. This simple goal can be achieved by reinstating all canceled clubs and sports. Spend money on clubs: Save money on electricity!

Finally, not only students find value in extracurricular activities. Parents think they are a very important addition to a student's educational career. The majority of parental units want to further their child's education in whatever ways possible. Most parents would rather buy a house in a school district that has an extensive extracurricular program than in a school district that recently cut funding for their activities. The elimination of programs show adults that the district values money over the welfare of their students. Because the district is so concerned with money, they should know that there is a direct relationship between the population and their income. The more people living in a designated area, the more tax money a district will receive. The more constructive activities a school offers to students, the more parents want their kids to attend the school. This is also a direct relationship. If anything, the school district should be pouring more funding into its sports teams and clubs. This will make the district look more appealing to potential residents. Cutting funding for select activities will decrease the district's popularity and its annual income.

Many students have joined clubs in the past and their experiences have been greatly influential in their lives. Students are provided with an opportunity to build both confidence and friendships. Clubs and sports teams are also a great place for students to experiment in different occupational fields. In these activities, students are introduced to many ideas and theories that are not a part of the classroom curriculum. Possible democratic presidential candidate Rev. Al Sharpton might be heard saying, "I strongly support extracurricular activities in the school program. I think they embody everything America is about, and whoever tries to get rid of them should be punished." School districts that are trying to abolish extracurricular activities in America's schools are retroactive. The idea of school is to further our nation's youth. Do not cut our funding; allow us to flourish in our after school activities.

Your Score:

Feedback for Writer:

Monica's Essay:

Extra Curricular activities are not only an important part of my own life but of the lives of many students. They give us the opportunity to be involved in many things that we otherwise would not have the chance to be involved in. There are many advantages to participating in extra curricular activities.

Extra curricular activities help to keep school full of competition and fun. For example, I am in the advanced orchestra at Mountain Ridge and have numerous opportunities to perform in concerts and to participate in the school musical. Without that extra time after school it would be harder for our school to have musicals and to have orchestra, band and choir concerts. Another example is the track team. How can they practice for their competitions if they can not do it after school with their teammates? We would not be able to have any school sports teams if we were not able to stay after school to practice.

These activities also provide learning experiences for the students. For example someone might be interested in trying something new. So a possible solution would be to join the club or team that the school has because they provide help in learning that particular skill. If you already know how to do the sport or activity then the after school meet could help you improve your skill.

Extra curricular activities may also help us to meet new friends. We get the chance to meet people around our age that enjoy the same things as we do. This could allow us to help each other improve and give each other advice on what we could do better. We could also spend extra time together practicing our hobbies. This is the most beneficial part of extracurricular activities because it provides positive things for us to do with our friends and it builds confidence.

Extra curricular activities provide opportunities for us to share our talents with friends and to enjoy our hobbies. We gain confidence as we learn new things, compete and have fun together. I am grateful for the opportunity I have to participate in these activities.

Your Score:

Feedback for Writer:

<p>Team 1: Your group must argue:</p> <p style="text-align: center;">HOMework <u>SHOULD BE</u> LIMITED</p> <p>Be sure to prepare at least three reasons why homework should be limited, and back these reasons up with EVIDENCE—why do you think the way you do?</p>	<p>Team 2: Your group must argue:</p> <p style="text-align: center;">HOMework <u>SHOULD BE</u> LIMITED</p> <p>Be sure to prepare at least three reasons why homework should be eliminated, and back these reasons up with EVIDENCE—why do you think the way you do?</p>	<p>Team 3: Your group must argue:</p> <p style="text-align: center;">HOMework <u>SHOULD BE</u> LIMITED</p> <p>Be sure to prepare at least three reasons why homework should be eliminated, and back these reasons up with EVIDENCE—why do you think the way you do?</p>
<p>Team 1: Your group must argue:</p> <p style="text-align: center;">HOMework <u>SHOULD NOT</u> BE LIMITED</p> <p>Be sure to prepare at least three reasons why homework should not be limited, and back these reasons up with EVIDENCE—why do you think the way you do?</p>	<p>Team 2: Your group must argue:</p> <p style="text-align: center;">HOMework <u>SHOULD NOT</u> BE LIMITED</p> <p>Be sure to prepare at least three reasons why homework should not be limited, and back these reasons up with EVIDENCE—why do you think the way you do?</p>	<p>Team 3: Your group must argue:</p> <p style="text-align: center;">HOMework <u>SHOULD NOT</u> BE LIMITED</p> <p>Be sure to prepare at least three reasons why homework should not be limited, and back these reasons up with EVIDENCE—why do you think the way you do?</p>

During the debates, take notes. After all teams have debated, circle the team with the strongest PRO argument and the team with the strongest CON argument. Why?

PRO: Homework **SHOULD** be limited

CON: Homework **SHOULD NOT** be limited

Team 1:

Step 1: Writing a Thesis Statement

MY Access! Limiting the Amount of Homework

Your **thesis statement** is one sentence that tells the reader the **main argument** of your essay. It is your opinion for or against the topic and why you feel this way. The purpose of your essay is to explain WHY your thesis is true.

1. Evaluate the following thesis statements:

- There are many advantages to participating in extracurricular activities.
- Although cutting spending on after school activities may seem like a convenient way to reduce spending, there are more logical ways the school district can conserve money. This poor decision will hurt the district in the long run.

2. Write Your Own Thesis Statement

To get started, try one (or more) of the thesis frames below. It is okay to change words or to try writing your own thesis. Your thesis statement must be approved by me!

The amount of homework assigned to students should/should not be limited because _____
_____, _____ and _____.

* * *

Although it seems logical to limit/to not limit the amount of homework assigned to students, this decision is problematic because _____
_____.

* * *

As long as teachers limit/don't limit the amount of homework, students will/won't _____
_____.

* * *

Students/Teachers should have the right to decide how much homework is appropriate because _____
_____.

Planning Your Essay

Step 1: Thesis Statement:

Step 2: Plan Your Support

(what REASONS do you have to support your thesis? These are topic sentences for the BODY of essay)

Step 3: Gather EVIDENCE (examples, experiences, facts, anecdotes, expert opinion) to support your reasons. LABEL YOUR EVIDENCE.

Step 4: Analysis (explain in your own words WHY your evidence matters)

this may be done later

Reason # 1

Reason # 2

Reason # 3		
Reason #4		

Planning Your Essay (Example)

Step 1: Thesis Statement:

Although cutting spending on after school activities may seem like a convenient way to reduce spending, there are more logical ways the school district can conserve money. This poor decision will hurt the district in the long run.

Step 2: Plan Your Support (what REASONS do you have to support your thesis? These are topic sentences for the BODY of essay)	Step 3: Gather EVIDENCE (examples, experiences, facts, anecdotes, expert opinion) to support your reasons. LABEL YOUR EVIDENCE.	Step 4: Analysis (explain in your own words WHY your evidence matters)
<p>Reason # 1</p> <p>Eliminating after school organizations will not save the school district a lot of money because the activities do not cost a lot of money to sustain.</p>	<ul style="list-style-type: none"> • The district does not pay coaches, club advisors, or athletes a salary (FACT). • Although the school does pay for some of the supplies and equipment for extracurricular activities, the products they buy can serve more than one task (FACT) • .A football can be used in gym classes, art supplies can be used in art classes or offices, and the extra food they buy can be resold in the cafeteria (EXAMPLE). 	<ul style="list-style-type: none"> • These small supplies are the only things schools are requested to give money towards. Individual clubs pay for other needs like bus transportation. They purchase things like this with the money they collect from club dues and from community events.
<p>Reason # 2</p> <p>While eliminating club spending will possibly hurt the school district, eliminating teams and clubs will definitely hurt the student population</p>	<ul style="list-style-type: none"> • It is a wide belief that 5/6 of high school students who participate in extracurricular activities are less likely to be arrested during their high school careers (STATISTIC). • Teenagers are less likely to get into trouble with the law (FACT). • The school district will be able 	<ul style="list-style-type: none"> • This is extremely logical. School lasts for six hours and forty-five minutes. This means that without any extracurricular activities, teenagers would be roaming the streets, ravaging cities, and causing trouble for ten hours and fifteen minutes, five days a week.

	<p>to save a large amount of their monetary spending on disciplinary actions too (EXAMPLE).</p> <ul style="list-style-type: none"> • The district will not have to open its buildings purely for disciplinary measures (EXAMPLE). 	<ul style="list-style-type: none"> • This will save them a large sum of money on expensive utilities and building operation costs.
<p>Reason # 3</p> <p>Finally, not only students find value in extracurricular activities. Parents think they are a very important addition to a student's educational career.</p>	<ul style="list-style-type: none"> • Parents want to further their child's education in whatever ways possible (EXPERIENCE). • Most parents would rather buy a house in a school district that has an extensive extracurricular program than in a school district that recently cut funding for their activities (EXAMPLE). • The more constructive activities a school offers to students, the more parents want their kids to attend the school (FACT). • Cutting funding for select activities will decrease the district's popularity and its annual income (FACT). 	<ul style="list-style-type: none"> • The elimination of programs show adults that the district values money over students • If anything, the school district should be pouring more funding into its sports teams and clubs. This will make the district look more appealing to potential residents. welfare of their students. • There is a direct relationship between the population and their income. The more people living in a designated area, the more tax money a district will receive.

MY Tutor Feedback

Content and Development

Revision Goal 1: Include reasons for your thesis statement.

1. Highlight, in maroon, the reasons that support your opinion. If you did not include enough reasons, add them now.
2. Now, make sure each reason is in a separate paragraph; if not, separate the reasons into different paragraphs with details.

Example:

Before Revision: I am aware of the phrase that we have "two ears and one mouth for a reason," but I never thought of listening as a skill. I just felt that it was something that I should do to the best of my ability. However, after being told by my school play director, parents, and my employer that I am an excellent listener, I realize that listening is my special skill.

In ninth grade, I listened to my play director when he needed specific duties completed. I carefully listened to how the director envisioned what the prop and set designs should look like. When the play's run was over, I was given an award for the designs! I also listen to my parents, who are willing to discuss difficult issues in my life. One time, they told me to discuss with a teacher a grade which I felt was unfair. It turned out that there was a misunderstanding and the teacher changed the grade! Also, I am a server at a restaurant, and that requires great listening skills if you want to earn excellent tips. The owner complimented me on the accuracy of my orders.

Annie's Strategy: *I stated my opinion in the last sentence, but my reasons are all in the same paragraph. I need to separate the reasons into different paragraphs with details.*

After Revision: I am aware of the phrase that we have "two ears and one mouth for a reason," but I never thought of listening as a skill. I just felt that it was something that I should do to the best of my ability. However, after being told by my school director, parents, and my employer that I am an excellent listener, I realize that listening is my special skill.

In ninth grade, I listened well to my play director when he needed specific duties completed. I carefully listened to how the director envisioned what the prop and set designs should look like. When the play's run was over, I was given an award for the designs!

I also listen to my parents, who are willing to discuss difficult issues in my life. One time, they told me to discuss with a teacher a grade which I felt was unfair. It turned out that there was a misunderstanding, and the teacher changed the grade!

In addition, I am a server at a restaurant, and that requires great listening skills if you want to earn excellent tips. The owner has complimented me on the accuracy of my orders.

Annie's Reflection: *I separated the three reasons into different paragraphs with details.*

Revision Goal 2: Include details to support your reasons.

1. Highlight, in maroon, any reasons you included to support your thesis statement. Highlight, in green, any facts or details you gave to support each reason.

2. Try to include at least three or four details to support each reason. Details can be facts, statistics, examples, or anecdotes.

Example:

Before Revision: I am aware of the phrase that we have "two ears and one mouth for a reason," but I never thought of listening as a skill. I just felt that it was something that I should do to the best of my ability. However, after being told by my school director, parents, and my employer that I am an excellent listener, I realize that listening is my special skill.

In ninth grade, I listened to my play director when he needed specific duties completed. I carefully listened to how the director envisioned what the prop and set designs should look like. When the play's run was over, I was given an award for the designs!

I also listen to my parents, who have been willing to discuss difficult issues in my life. One time, they told me to discuss with a teacher a grade which I felt was unfair. It turned out that there was a misunderstanding, and the teacher changed the grade!

In addition, I am a server at a restaurant, and that requires great listening skills if you want to earn excellent tips. The owner has complimented me on the accuracy of my orders.

Annie's Strategy: *I gave three reasons for my opinion, but I did not include enough details for them. I need to include more facts, details, or statistics to support the reasons even better.*

After Revision: I am aware of the phrase that we have "two ears and one mouth for a reason," but I never thought of listening as a skill. I just felt that it was something that I should do to the best of my ability. However, after being told by my school director, parents, and my employer that I am an excellent listener, I realize that listening is my special skill.

In ninth grade, I listened to my play director when he needed specific duties completed. I was given the job to create prop and set designs for the school play. I carefully listened to how the director envisioned what the prop and set designs should look like. In addition, I needed to relay these directions to the other students who were on my team and listen to their concerns as well. When the play's run was over, I was given an award for the designs!

I also listen to my parents, who have been willing to discuss difficult issues in my life. One time, they told me to discuss with a teacher a grade which I felt was unfair. I carefully listened to them on how I should present my concerns to the teacher. It turned out that there was a misunderstanding, and the teacher changed the grade.

In addition, I am a server at a restaurant, and that requires great listening skills if you want to earn excellent tips. I learned how to focus on what the patrons were ordering by giving direct eye contact and repeating what they had ordered. When I get an order wrong, I carefully pay attention to customers' complaints as well.

Sample “Body” Paragraphs

From MY Access! Eliminating Extracurricular Activities

Essay #1

Extra curricular activities may also help us to meet new friends. We get the chance to meet people around our age that enjoy the same things as we do. This could allow us to help each other improve and give each other advice on what we could do better. We could also spend extra time together practicing our hobbies. This is the most beneficial part of extracurricular activities because it provides positive things for us to do with our friends and it builds confidence.

Essay #2

While eliminating club spending will possibly hurt the school district, eliminating teams and clubs will definitely hurt the student population. It is a wide belief that 5/6 of high school students who participate in extracurricular activities are less likely to be arrested during their high school careers. This is extremely logical. School lasts for six hours and forty-five minutes. The average high school student is awake for seventeen hours in the day. This means that without any extracurricular activities, teenagers would be roaming the streets, ravaging cities, and causing trouble for ten hours and fifteen minutes, five days a week. With a two-hour after school activity, teenagers would only have the opportunity to roam the streets for eight hours and fifteen minutes. For a large majority of the extra time they have, many students would be sitting safely and cozily at home thinking about what a great time they had at their club meeting or practice. With extracurricular activities in place, teenagers are less likely to get into trouble with the law. The school district will be able to save a large amount of their monetary spending on disciplinary actions too. Also, the district will not have to open its buildings purely for disciplinary measures. This will save them a large sum of money on expensive utilities and building operation costs. This simple goal can be achieved by reinstating all canceled clubs and sports. Spend money on clubs: Save money on electricity!

Adding Research (facts) to Your Body Paragraphs

After conducting research, you can add credibility to your argument by including several facts and statistics in your body paragraphs.

Guidelines:

- A quote from a credible source must ALWAYS be copied on your paper exactly like it is in the text, and you must reference who said it.
- Your facts and statistics SUPPORT your argument; they do not make it for you. You need to introduce the research and then explain what it means afterwards.
- Try to make the citations a part of your sentence.
- Always give credit to the website or book from where you found the information.

Ideas for Introducing Research:

- According to...
- As cited in...
- One example is...
- _____ found that...
- Research shows...
- One study demonstrated that...
- The facts are impressive...

Ideas for Explaining Research (after you have cited it):

- This statement shows that...
- From this evidence it can be seen that...
- It is apparent that...
- Based on what _____ found, we learn...
- It is clear that...
- This study proves that...
- Obviously...

The Art of Persuasion: Rhetorical Devices

Rhetorical devices are techniques writers use to enhance their arguments and to make their writing more effective. Here are a few rhetorical devices that you can use in a persuasive essay:

Repetition: The repeated use of a word, phrase or clause for emphasis.

*The curfew law should be **repealed**—**repealed** immediately.*

Parallelism: The repetition of the same grammatical form to express equal, or parallel, ideas. A noun is paired with a noun, a phrase with a phrase, etc.

*School activities have been canceled—**not because** of a shortage of funds, **not because** a lack of interested, and **not because** of a lack of volunteers.*

Rhetorical Questions: Questions that are not meant to be answered but are asked for effect.

Should such activities be dropped?

Argument by Analogy: Draws a parallel between basically dissimilar events or situations.

*If the curfew law aims to reduce youth crime, it mistakenly targets the wrong hours. **It's much like shutting the corral gate after the horses have escaped.***

MY Tutor Feedback

Organization

Revision Goal 1: Use a creative introduction for your essay.

1. Look at the introduction of your essay. Highlight your thesis statement in yellow. Next, highlight, in maroon, the important background information you included. Can you think of other ways to make your introduction more creative?

Example:

Before Revision: I am aware of the phrase that we have "two ears and one mouth for a reason," but I never thought of listening as a skill. I just felt that it was something that I should do to the best of my ability. However, I have learned from others that it is truly a skill and one that I consider my personal best.

Oscar's Strategy: *I included an opinion statement at the end of my introduction, but I need to grab readers' attention before the opinion statement. I also need to add background information.*

After Revision: Have you heard the phrase that we have "two ears and one mouth for a reason"? I have, but I never thought of listening as a skill but something I should do to the best of my ability. After being told by my school play director, parents, and my employer that I am a good listener, I realize that listening is my special skill.

Oscar's Reflection: *First, I added a question at the beginning of my introduction to grab my readers' attention. Then, I added background information about my special skill.*

Writing an Introduction

MY Access! Limiting the Amount of Homework

YOUR INTRODUCTION MUST:

- Introduce the reader to the topic of the essay
- Provide any necessary background information
- Have the essay's **THESIS STATEMENT**

YOUR INTRODUCTION SHOULD:

- "Catch" the reader's interest!

HOW?

- Begin with a **quotation**. Just make sure you explain its relevance
- Begin with a **question**
- Begin with an acknowledgment of an **opinion opposite** to the one you plan to take
- Begin with a very **short story** that has a direct bearing on your paper
- Begin with an **interesting fact**
- Begin with a definition or **explanation of a term** relevant to your paper
- Begin with an **analogy**. Make sure it's original but not too far-fetched

Writing an Introduction

Sample Introductions

Read the following introductions and discuss how the writers “catch” the reader’s attention. Highlight the background information they include to help the reader understand what the essay will be about.

Essay #1 – School Rules: Eating in the Classroom

Smelly, Sticky, Dirty, Germs! Children in all schools would love to eat in their class rooms but would that really be a good idea? I think not, children are not capable of eating in their own homes with out making messes let alone in a school classroom. Children are very noisy eaters and that could be a distraction during a period in which a teacher is trying to teach, or being children as they are they would get out of control and food would start flying out of control and everyone would have the main course for the day in their perfectly-silky-smooth-highly conditioned- hair. Children have a period during the day that they can eat and talk to friends and be as loud as they please, but it should not be during teaching sessions

Essay #2 – Locker Policies

All eyes are on the clock, only two minutes left to go, one minute, ten seconds, five...four... three... two...one... RING! Yea, the school day is finally over! The students stream out of their classrooms and head toward their lockers, and everything is complete pandemonium. Is the CMS locker schedule a good idea? I think not! At the outset, the students at CMS only have three locker breaks during the entire school day. This results in students lugging useless books from class to class for about four hours. A locker schedule clogs the hallway, overburdens students with unnecessary books, and the more books they have, the more disorganized they become.

Essay #3 – What is Wisdom?

Wisdom. That word relates to each individual differently and affects us in a multitude of ways. It lies in the deepest part of our heart and comes out when all other actions fail. It prevails when establishing good versus evil, and explains the difference between the wise and the foolish. By gaining knowledge, wisdom, as do all other things, comes with age. Also, your circumstances and the life you lead with your surroundings has a great impact on how much wisdom you acquire. Last but surely not least, wisdom is the ability to give good advice, and be a great listener, and to always stand up for what you believe in. A six letter word that takes a lifetime to accomplish, yet can be learned through listening to your elders, having a positive influence as far as friends go, and always voicing your opinions, even if you are standing alone.

Revising Your Essay

Revision means to “re-see” your writing. Before you “re-see” it, however, you need to re-read it! Use the following suggestions to help you determine what you need to do to improve your essay.

Introduction (must include first three bullet points):

- Highlight background information about the topic in YELLOW.
- Underline your thesis statement in BLUE.
- Is your introduction interesting? ___yes ___no

Body (for each paragraph):

- Highlight your topic sentence (the sentence that tells your reader what the paragraph is about) in BLUE.
 - If you don’t have a topic sentence check here—you need to write one!
 - Does your topic sentence support your thesis statement?

Paragraph 1	___yes	___no
Paragraph 2	___yes	___no
Paragraph 3	___yes	___no
- Highlight the EXAMPLES you use to support your topic sentence in GREEN.
 - If you don’t have any examples check here—you need to add at least two examples per paragraph.
- Highlight the EXPERIENCES and ANECDOTES you use to support your topic sentence in RED.
 - If you don’t have any experiences check here—you need to add at least two experiences in the body of your essay (meaning, two paragraphs should include an experience).
- Highlight the FACTS, STATISTICS and EXPERT OPINION you use to support your topic sentence in PURPLE.
 - If you don’t have any research check here—you need to add at least one strong fact in the body of your essay. However, the more facts you have the stronger your argument will be.

Conclusion

Does it restate the thesis or your main argument in a new way? ___yes ___no

Does it push your reader’s thinking deeper? ___yes ___no

Sample Essay Scores:

Sara: 6

Monica: 4