

English 10

October 29th

Warm-up

Imagine you are looking online at personal ads to find a date. Read the following ads and decide which one you'd more likely respond to.

In your notebook, describe why you would respond to that ad and not the other.

From a Man	From a Woman
<p>1. Twenty-something man with empty boat seeks lady companion to make boat less empty.</p>	<p>1. Girl seeks boy for watching morning cartoons and eating sugary cereal.</p>
<p>2. I am looking to find a woman to date and hopefully marry.</p>	<p>2. I am 22 years old and looking for a 20-30 year old man to go out with.</p>

Argumentative Essay #1

- I can use a process to generate a well-organized, well written and well thought essay

The Essay Process

1. **Analyze** the prompt. ✓
2. **Brainstorm** possible claims and evidence that matches those claims ✓
3. **Discuss** your claims and evidence. ✓
4. **Create** an initial **claim statement (thesis)** ✓
5. **Organize** the evidence and support for that claim statement. ✓
6. **Write** a clear thesis statement based on your claim statement. (check and share) ✓
7. **Identify** primary counter-claims to your thesis statement. ✓
8. **Write** your introductory paragraph. (Draft)
9. **Write** a counter-claim (antithesis) paragraph. (Draft)
10. **Write** at least two supporting paragraphs. (Draft)
11. **Write** a concluding paragraph. (Draft)
12. **Revise** your essay for ideas, transitions, and fluency.
13. **Edit** your essay for grammar, usage, mechanics, spelling and format.

Review

Practice:

#4 Create a Claim

- Take ten minutes to formulate your initial claim for this essay.
- When you have written and checked your claim, raise your hand and Mr. Spaulding will come and check it and stamp.
- In order to improve education for students in poverty,

Review

5. Organize Your Evidence

Steps:

1. Using a graphic organizer, you will rank your evidence from strongest to weakest.
2. For each piece of evidence, you will describe, in detail, the evidence and explain which type of appeal would work best with this evidence.
3. You need to have 5 pieces of evidence for your claim (go back to brainstorming if you don't have 5 pieces of evidence).

Review 5. Organize Your Evidence

You should have 5 pieces of evidence for this claim

1. Strongest Evidence:

- Describe your evidence:
- What appeal type would work for this piece of evidence?

2. Evidence:

Appeal Type

3. Evidence:

Appeal Type

4. Evidence:

Appeal Type

5. Weakest Evidence:

Appeal Type

Review

Opinion: America should ban cell phone use for all people under the age of 18

Pro (arguments for)

1. Improve poor teen driving habits
2. Reduce negative social behaviors among young people
3. Improve attentiveness in the classroom

Con (arguments against)

1. Lack of contact with parents
2. Reduction in peer social contacts
3. The loss of internet connectivity for some young people.

Example

~~Review~~

6. Write a Clear Thesis

Elements:

1. Your thesis must answer the prompt.
2. Your thesis must provide a clear guide for the rest of your essay.
3. Your thesis needs to “take a side.”
4. You will need to be able to “prove” your thesis, so make sure it is something that can be supported with evidence. You should include reasons your thesis is correct in the statement.

Create Your Thesis

- Use the frame sentences below and write your thesis in various ways:

1. Although _____, American schools could improve education for students in poverty by _____. Some reasons this would work are _____, _____, and _____.
2. American schools could improve education for students in poverty by _____ because _____, _____, and _____.
3. Some may say _____, but America could improve schools for students in poverty by _____ which will _____, _____, and _____.

7. Identify Counter-Claims

Steps:

1. If you followed all the steps so far, then you should already have an idea of what the “other-side” might say about this thesis.
2. Create a short list of key arguments that someone who opposes this argument might say to argue against you. Focus on the claims they might make and support they might use to make those claims.

Counter-Claims Chart

Counter-Claim (Con)

1. Stay in contact with parents

2. Internet connected phones are good for school

Example

Reasons that they think this

- Phones provide easy contact between parents and young people
 - They can be used for rides, emergencies, and convenience
 - They make parents feel in control and as if their children are safer
-
- Students might have no other readily available internet connection
 - Web searches could be a valuable learning tool
 - Most teens today access the web through smart phones

8. Write Your Introduction

Elements:

1. **A hook-** A way to engage your audience in the argument (Why is this important?)
2. The context of the argument: background, situation, people involved (What or who does this affect?)
3. Narrowing to your specific argument (What specifically will you be addressing? What will your argument be about (without making the claim)?)
4. Thesis (What are you claiming?) – **From step 6**
5. Plan of Attack: 2-3 reasons that your Thesis is correct. This should be easy if you wrote a strong thesis statement. – **Also from step 6**

Hooks

Common Hook Methods:

1. Ask a question
2. Use a few well-chosen words
3. Present a bold, challenging statement (shocker)
4. Use a teaser lead
5. Incorporate a quote

Hooks: Ask a question

It's a descriptive lead that draws a mental picture.

Have you ever been so cold, so frigid that you have stopped shaking – that you are unaware of your fingers, your toes, and even your cheeks?

Hooks:

Use a few well-chosen words

Using 3 sentence fragments
before a summary sentence paints
a scenario.

Some acetone and sulfuric acid. A
few plastic containers. Some
frozen gel-packs. It doesn't take
much to make a bomb.

Hooks: Present a Bold, Challenging Statement

Shock the reader into reading your essay with a fact or statistic.

Nearly two of every five Americans will be involved in an alcohol related traffic accident in their lifetime. If you came from a family of five, that means two of you. If you are sitting in a classroom of twenty, that means eight of you. Alcohol related accidents are in your backyard.

Hooks: Use a Teaser Lead

A teaser grabs the reader's attention but keeps him wondering what is going on.

I've often wondered what goes into a hot dog. Now I know, and I wish I didn't.

Hooks: Incorporate a Quote

Use a quotation that helps you convey or illustrate your point.

“Never trust a man a dog doesn’t like,” the proverb says. This somehow implies that dogs can tell the character of a person before a human can. In many ways this is true: dogs have amazing talents when it comes to assessing a person’s character. But how do they do it? Pet behaviorists give the following explanation.

What NOT to do

- **Apologize.**

Never suggest that you don't know what you're talking about or that you're not enough of an expert in this matter that your opinion would matter. Your reader will quickly turn to something else.
Avoid phrases like the following:

- In my [humble] opinion . . .
- I'm not sure about this, but . . .

What NOT to do

- Announce your intentions.

Do not flatly announce what you are about to do in an essay.

- In this paper I will . . .
 - The purpose of this essay is to . . .
- **Get into the topic and let your reader understand your purpose in the topic sentence of your beginning paragraph.**

What NOT to do

- Use a dictionary or encyclopedia definition.
 - According to Merriam-Webster's Dictionary, a widget is . . .
- Although definitions are extremely useful and it might serve your purpose to devise your own definition(s) later in the essay, you want to avoid using this worn-out beginning to an essay.

What NOT to do

- Waste time. Get to it. Move confidently into your essay.
- Many writers find it useful to write a warm-up paragraph (or two, even) to get them into the essay, to sharpen their own idea of what they're up to, and then they go back and delete the running start

Teacher: Put your cell-phone away, please.

Student: No, I've got to take this; it's my mom.

Teacher: Your mom knows it is the middle of school, and this is interrupting your learning.

Student: It might be an emergency.

This scene has played out repeatedly throughout the classrooms of America. Sadly, in some cases the student is not even lying; their parents are intentionally and irresponsibly calling or texting their child in the middle of school. This plague of cell-phone misuse is not limited to the classroom either. As drivers and community members, young people are becoming an outright danger with their lack of responsibility with cell-phones. Like the historical use of alcohol or cigarettes, kids under the age of 18 have demonstrated that they are not mature enough to own and use a cellular phone. With this in mind, the state legislatures of America need to immediately enact laws banning the possession and use of cell-phones for young people. Banning these devices will limit unnecessary distractions for students, improve driving habits, and improve the educational environment.

Class Work (Assessment Time)

- Write a well-organized introduction paragraph which is due at the beginning of class tomorrow.
- Make sure that it is ready to be read. Mr. Spaulding will be checking and grading introductions at the beginning of class tomorrow.
- If you do not finish, this becomes required homework.

During the writing time, you may listen to music to focus. Do not text, play games, or anything else