

Unit 2: Argument
ECE/AP English Language and Composition
6 Class Meetings

Rev. August 2017

Essential Questions

- What is a civil argument?
- What are the best ways to persuade others?

Enduring Understandings with Unit Goals

EU 1: All arguments are based on claims and evidence, but there are multiple forms of argument.

- Distinguish between deductive and inductive arguments
- Construct arguments both inductively and deductively
- Describe Rogerian and Classical Oratory Argument styles

EU 2: Evidence comes in multiple forms

- Determine different types of evidence
- Identify and use evidence effectively in support of an argument

EU 3: Arguments can be undermined by logical fallacies of various types.

- Identify a range of logical fallacies as they appear in written and visual texts.
- Write arguments avoiding fallacious reasoning.

Standards

Common Core State Standards

- **RI.11-12.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **RI.11-12.6:** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

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- **RI.11-12.8:** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- **RI.11-12.9:** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
- **W.11-12.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **W.11-12.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- **W.11-12.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
- **W.11-12.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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MSMHS 21st Century Learning Expectations

Competency 1. Read and write effectively for a variety of purposes

Competency 2. Speak effectively with a variety of audiences in an accountable manner

Competency 5. Contribute to a positive learning environment with respect and responsibility

Unit Content Overview

- Rogerian Argument
- Classical Oration
- Logical Fallacies
- Deductive and Inductive Reasoning

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- Key Terms: ad hominin, ad populum, appeal to false authority, argument, assumption, bandwagon appeal, begging the question, circular reasoning, claim, claim of fact, claim of policy, claim of value, classical oration (introduction, narration, confirmation, refutation, conclusion), closed thesis, deduction (major premise, minor premise, conclusion), either/or fallacy, false dilemma, fallacy, faulty analogy, first-hand evidence, hasty generalization, induction, logical fallacy, open thesis, post hoc ergo propter hoc, qualifier, quantitative evidence, rebuttal, red herring, reservation, Rogerian arguments, second-hand evidence, straw man, syllogism, Toulmin model, warrant
- Grammar Topic: Concise Diction

Interdisciplinary Connections

- US History – founding document analysis (Declaration of Independence)

Learning Objectives

Students will be able to...

- Determine if statements are arguable claims
- Distinguish between types of claims (claims of fact, value, an policy)
- Identify different types of fallacies
- Identify parts of a classical argument (introduction, narration, confirmation, refutation, and conclusion)
- Distinguish between deductive and inductive reasoning
- Identify deductive and inductive logic in founding document (Declaration of Independence)
- Analyze a visual text as argument
- Compare and contrast the effectiveness of two arguments on the same topic (one visual, one written).

Instructional Strategies/Differentiated Instruction

- Lecture with notes
- Homework
- Close reading with annotations
- Accountable Talk discussions

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- Graphic organizers
- Jigsaw
- Self-assessments
- Strategic grouping
- Student choice
- Flash cards for vocab
- Learning through competitive games
- Personal connections
- Process checks on writing assignment
- Group work

Assessments

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FORMATIVE ASSESSMENTS:

- Argumentative Essay: Topic of Choice
 - MSMHS Rubric 1: Literacy
- Group Work on claims
- Harkness Discussions
- Homework
- White board review games
- Warm Ups
- End of Class Checks
- Think-pair-shares
- Observations
- Self-assessments
- Graphic Organizers
- AP Style Writing Practice
- Multiple Choice Practice

SUMMATIVE ASSESSMENTS:

- Argumentative Essay: Topic of Choice
- Unit Test

Unit Task

Unit Task Name: Argumentative Essay – Topic of Choice

Description: Students will use information learned in this unit to write an effective multi-paragraph argumentative essay about a topic of choice. They will work through a process, beginning with staking claims, going on to select at least three types of evidence (EU 2), deciding on argument style and arrangement (EU 1) and finally drafting the essay. Students will ensure that they avoid fallacious reasoning (EU 3) as they make and support their claims. Students will receive feedback at multiple points throughout the task.

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Evaluation: MSMHS Rubric 1: Literacy

Unit Resources

- Textbook: *The Language of Composition* (chapter 3)
- “Declaration of Independence”
- Additional articles and advertisements
- Husky CT
- Youtube
- Internet databases