



LILIE, LLC Course

Information

© *Copyright Notice*

The information below is proprietary information of LILIE, LLC and subject to copyright laws and restrictions. Access to this content is licensed solely to teachers seeking to evaluate it as a professional development option. LILIE, LLC reserves the right to revise the content and will pursue all available legal remedies for misuse of the content herein.

Title of Course (45 hours):

Instructor: Crafting Evidence Based Claims & Argumentative Writing

Marci Stern, BA., M.S., M.A.

Course Description:

Throughout the four weeks the class will read and discuss highly relevant and current methodology for the creation of arguable claims and counter-claims, close reading of texts, the logical building of evidentiary support, the value of word choice, and other highly valuable skills for student growth.

Since solid claim-based argumentation builds knowledge in every discipline area, this course relevant for teachers of grade levels 4-12 and content areas.

Overall Course Objective and Expectation(s):

This course will foster research, discussion and pedagogical growth in helping teachers gain knowledge and confidence in teaching close reading, text analysis, and the art of claim based writing and argumentation to their students. This course will provide a foundation in teaching the crafting of claim based argumentative writing, application of new techniques, discussion and peer feedback of individual's classroom practices, a research paper, and two week's of lesson plans that apply new concepts.

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are

routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Recommended Books:

- APA. (2009). *Publication Manual of the American Psychological Association*, 6th Edition. American Psychological Association (APA).
- Graff, G., Birkenstein, C. (2009). *They Say, I Say: The Moves that Matter in Academic Writing*. W. W. Norton & Company. <http://www.amazon.com/They-Say-Matter-Academic-Writing/dp/039393361X> (Several chapters are available as a *Look Inside* on Amazon.)
- MLA. (2009). *MLA Handbook for Writers of Research Papers*, 7th Edition. Modern Language Association of America.

Suggested Readings, Websites, Articles & Videos (subject to change):

1. American Psychological Association. (2009). *APA: The Easy Way!* (Updated for APA 6th Edition).
2. Common Core Standards - <http://www.corestandards.org/>
3. Analyzing articles & Organizing Evidence based claims GO (.doc)
4. Becker, A. (2011). *Building evidence for the evaluation of English language learners' writing scores*. ProQuest Dissertations and Theses.
5. Newell, G., Beach, R., Smith, J., & VanDerHeide, J. (2011). Teaching and learning
6. Budke, A., Schiefele, U., & Uhlenwinkel, A. (Sumer 2010). "I think it's stupid' is no argument; investigating how students argue in writing. *Teaching Geography*.
7. Thesis Generator
http://corptrain.phoenix.edu/thesis_generator/thesis_generator.html.
8. Purdue OWL Argumentative Essays
9. <https://owl.english.purdue.edu/owl/resource/685/05/>
10. Purdue OWL organizing your argument
11. <https://owl.english.purdue.edu/owl/resource/588/03/>
12. Higgins, L., & Flower, L. (September 1994). Negotiating competing schemas for discourse: A framework and study of argument construction. *The Writing of Arguments across diverse contexts*. National Center for the Study of Writing and Literacy. Berkeley, CA.
13. Hillocks, G. (2010). Teaching Argument for Critical Thinking and Writing: An Introduction. *English Journal*. National Council of Teachers of English.

14. Parts of An Argument: Claims, Counterclaims, Reasons, and Evidence
15. Heller, S. (2015). Teaching writing, rather than writings. *English Journal*. National Council of Teachers of English.
16. Stern, M. (2014). *Debate as a Tool for Argumentative Writing*.
17. Calpas, G., Hart, J., Murray, A., & Simonds, K. et al. (Feb 1997). The Rhetoric of reason: Writing and the attractions of argument. *College Composition and Communication*. 48(1). ProQuest Education Journals.
18. Callison, D. (April 2013). Inquiry and common core: Argument discourse for dialogue and debate, Part 2. *School Library Monthly*. 29(7).

Videos

1. Argument Writing: Lesson #1 The Claim <https://youtu.be/cdMw-UbjSWU>
2. Argument Writing: Lesson #2 The Introduction <https://youtu.be/qZaOm1ZD95Y>
3. Argument Writing: Lesson #3 Beautiful Body Paragraphs https://youtu.be/RdfeBBs_BKs
4. Scientific Argumentation: Helping Students Identify, Evaluate and Support Claims (Part 1 of 2) <https://youtu.be/0LseK1cOnx0>
5. Scientific Argumentation: Helping Students Identify, Evaluate and Support Claims (Part 2 of 2) <https://youtu.be/qF8olgTpH6E>

Graphic Organizers, Handouts and Notes Assembled by Instructor:

1. Opinion/Argument Writing Packet Grades 3-6 - https://classes.svvsd.org/pluginfile.php/138524/mod_resource/content/1/Opinion-Argument%20Resource%20packet%203%20-6.pdf
2. Evidence Based Claims & Argument Racism in America (assignment - .doc)
 - i. f)
2. What is an argumentative essay? (.pdf)
3. They Say I Say Templates 1 (.pdf)
4. They Say I Say Templates 2 (.pdf)
5. They Say I Say Templates full list (.pdf)
6. Teaching Argument Writing – Grades 6-12 - <https://www.heinemann.com/shared/onlineresources/E01396/introAndChapter1.pdf>
7. The Writing Center U of NC at Chapel Hill: Arguments are Everywhere
8. <http://writingcenter.unc.edu/handouts/argument/>
9. Writing an Argumentative Essay

10. https://www.lanecc.edu/sites/default/files/trio/writing_an_argumentative_essay.pdf
11. Conference Sheet (.doc)
12. Conferencing form student completes (.pdf)
13. Peer editing checklist (.doc)
14. Peer Review checklist for revision (.doc)

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Week 1

Topic(s):

During week 1, we will focus on CCSS standards for claim based argumentative writing in our grade and content areas, close reading and other reading comprehension strategies, among other skills and topics.

Objectives:

Teachers will become familiar with the argumentative writing requirements of the CCSS, determine methods for teaching close reading, reading strategies and become more comfortable with a variety of pedagogies.

Impact on Classroom Instruction:

Teachers need to be confident and comfortable teaching claim based argumentation because it is applicable to all grade levels and content areas as it fosters deep and broad knowledge in a wide variety of subject areas in students. Successful claim based arguments are the cornerstone for learning and acquisition of knowledge in all content areas.

Learner Outcomes:

Once teachers are comfortable with the knowledgeable and comfortable with the CCSS argumentative writing component, close reading strategies, differentiating instruction for all learners, increasing student engagement in claim based writing, learning and content/ skill mastery, confidence and efficacy will increase.

Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):*



Week II

Topic(s):

As we explore the scope and process of how to foster claim formation skills in our students, during week 2, it's important that we help them closely read their texts to determine what information is needed to argue their claims effectively to increase content area comprehension and retention.

Objectives:

Teachers will become familiar with analysis of source materials, annotation and note-taking techniques and engaging students to clarify their text-specific arguable claims.

Impact on Classroom Instruction:

Teachers will have added to their pedagogical arsenal a host of options and methods for teaching students to make an arguable claim, make an argument and refute a counter argument, motivate peer groups assess success of those arguments, as well as recognize and foster improved content knowledge and retention.

Learner Outcomes:

Once teachers are comfortable with teaching annotation and analysis methods as they apply to creating a claim and substantiating that claim and the counter claim with evidence, they will increase student engagement, learning and content/ skill mastery, confidence and efficacy which will increase student success and learning outcomes.

Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):*

1.



Week III

Topic(s):

During week 3, we will discuss methods for helping students judge information as effective or ineffective in mounting their arguments and how to apply logic to make claim-based arguments more effective. Our objectives this week are to create in our students a sense of logic and analysis when deciding which information is needed to support a claim. We also touch upon the Toulmin method and logical theories of argumentation.

Objectives:

Teachers will discuss and create plans for the instruction of argumentative writing and the integration of source material into their own original writing to add credibility and validity to their discussion / argument(s) and counter-arguments.

Impact on Classroom Instruction:

Being confident in our ability to create in our students a sense of logic and analysis when deciding which information is needed to support a claim and refute a counter claim will make us much more successful in doing so. The Toulmin method and logical theories of argumentation can be of great help in structuring their argument-based claims.

Learner Outcomes:

Student engagement achievement and student (and teacher) self-efficacy will increase with their comfort with argumentative writing and thus learner outcomes (excellent text-based argumentative, claim writing assignments that meet CCSS requirements will improve.)

Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):*

1.



Week IV

Topic(s):

During week 4, we will be discussing the value of counter claim in structuring the argument and how to get our students to recognize that while choosing evidence to support it, to discuss engaging methods of teaching the value of the counterclaim, the importance of the right supporting information, We also will focus on measuring growth in their ability to formulate and arguable claim and counter claim, create a logical, effective argument and write a solvent paper.

Objectives:

Teachers' knowledge of the CCSS research requirements and methodologies to effectively teach text-based argumentative writing, annotation, text analysis, and logical fallacies instruction and ultimately increase student engagement, learning, and attainment of required skills and knowledge resulting in increased performance and improved retention and mastery.

Impact on Classroom Instruction:

Being confident in our ability to create in our students a sense of logic and analysis when deciding which information is needed to support a claim and refute a counter claim will make us much more successful in doing so. Their success hinges on our ability to communicate the power of knowledge, vocabulary and structural awareness to increase the effectiveness of their arguments. Additionally, accurately and fairly assessing their growth in their ability to formulate and arguable claim and counter claim, gather evidence, create a logical, effective argument and write a solvent and clear paper will assist us all on the road to CCSS competence and mastery.

Learner Outcomes:

As teachers use these techniques students' self-efficacy will increase, engagement, reading and writing abilities will increase as well as performance and mastery. Learners will benefit greatly from more responsive teacher facilitation and motivation.

Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):*

Graduate Assignment:

Part 1. Each teacher/ participant in this course will create a claim-based argumentative project assignment and a two-week unit of instruction that demonstrates understanding and the application of the information, knowledge and skills learned throughout this class and share this with the class.

Part 2. Each teacher/ graduate level participant in this course will 3-4 pages, APA/MLA formatted research paper addressing the methodologies for teaching claim-based argumentation that you feel are the most effective in the classroom. Please address research and application of chosen methods.

This two-part assignment will be due no later than two week after the termination of this class and will be emailed directly to the instructor.