



LILIE, LLC Course Information

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**More detailed course curriculum can be provided upon request*

Title of Course: Crafting Evidence Based Claims & Argumentative Writing

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 weeks 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

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom arena.

By providing a wide variety of professional articles, peer reviewed journal pieces and researched instructor created content that addresses the needs of all K-12 educators and by encouraging interactive dialogue among the enrollees, this course will encourage and require application, discussion and peer feedback of said strategies and understanding in teaching students within a teacher's own individual classroom practices. The discussion and feedback will give us our own meta-assessment of useful, research based and practiced strategies and techniques for addressing the needs of our varied students thus giving them more opportunity to truly excel.

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflection in combination with the archived work. Attempts to falsify record 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.



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.



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.)

**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.