

Teacher note: [Change in LO 5.1B](#) and Thesis.

Editorial notes:

### **Reflections:**

1. Good reflections discussed:
  - 1.1. how they started with a foundation and they learned to organized their evidence (line of reasoning) to present a well articulated OP-ED.
  - 1.2. How their peers helped guide them to significant changes.
2. Poor reflections
  - 2.1. I changed grammar
  - 2.2. anything that is not detailed oriented will separate you from an “A”

### **Style-points:**

1. Playing with words:
  - a. Fumble, Touchdown, etc. that connect with the topic well.
  - b. Use of title throughout (not just once; especially just in the beginning!)

### **Multiple Perspectives:**

1. give credibility and validity to each source.
  - a. the term redskins in FOUR different dictionaries came up “negative”
2. Showing a strong counter argument
  - a. including a credible valid source with statistical/data, etc.

### **Thesis:**

1. needs to be underlined (shows us a skill)

### **Counter-Argument**

1. Must have a credible start and finish
  - a. Introducing:
    - i. Some may argue **vs**.
    - ii. According to Jack Fisher, Yale university linguistic professor,....
  - b. rebuttal:
    - i. However, others may argue
    - ii. **VS**. While this may be true...the argument has minimal bearing on the issue at as a whole. According to UNESCO....

### **Citations**

1. Use of subscripts<sup>1</sup>
2. Use of multiple sources (first footnote, second footnote)
3. Block quotes