

# Week 11

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Monday

# Check In

Have you:

- Turned in Project 2? If NOT email me immediately!
- Started your Unit 2 Reflection? Review the Week 10 PowerPoint to Use as a Guide.

# Welcome to Unit 3!

In Unit 1, we focused on the idea of studying genres and focused in on one particular genre--the literacy narrative.

In Unit 2, we researched a topic using sources from many different genres. And thought about how the different genres presented the research/ information.

Now, in Unit 3, you will be writing about your topic in a genre of your choosing. You will repurpose your research from Unit 2! You will use the research that you gathered from your 4 sources, carefully choose your audience, your purpose and choose one of the genres you researched and write a piece about the topic in a genre to best meet your intended audience/ purpose!

# Argument/ Persuasive Writing

Unit 3 is also about presenting a strong, well-researched and effective argument on your topic to persuade an audience.

What is argument/ persuasive writing?

- Writing with the purpose of trying to convince one's intended audience to act, think or behave in a specific way.
- Persuasive/ argument writing comes in MANY genres. Texts to a friend convincing them to go out to a party on a cold rainy night, posters to a principal of a school asking for more school lunch options, menus from a restaurant that describe in detail , travel brochures with beautiful pictures of vacation spots, speeches, advertisements for different products, YouTube/ TikTok videos promoting people/ products, Instagram influencers.

# Argument/ Persuasive Writing Around Us!

Think about your weekend. What was 1 or 2 examples of a persuasive/ argument message you saw?

- What was the message?
- What reasons/ evidence does the author provide (if any) to support argument.
- What was the genre?
- What was the purpose of the message? Who was the intended audience?
- Were you convinced by it? Did it inspire you to change your way of thinking, your behavior, your actions? Explain!
- Do you see examples of Ethos, Pathos, or Logos?

**If you are NOT on Zoom, please reply to these questions on the Week 11 Discussion Post.**

# Elements of Argument/ Persuasive Writing

**Issue:** An issue is an important topic or problem that is covered in the argumentative text.

**Argument:** An argument is a disagreement on the issue. This is a statement of where the problem lies and clarifies why the issue is problematic. Statement of the argument can be made using “whether or not.”

**Claim:** A claim is an assertion that something is true. The main claim is the author’s clear statement of the point of view they will argue for and usually, a brief explanation of why.

**Reason:** A statement that justifies the claim. Reasons explain why the reader should agree with the claim.

**Evidence:** Facts, or proof, that support the reasoning. The strongest evidence comes from valid, credible sources.

**Counterclaim:** The counterclaim states the other side of the argument and may even include evidence in support of the other side of the argument. This is done so that the author can refute, or demonstrate the weakness of, the counterclaim.

# Analyzing Arguments

- Authors use many different ways to try to convince their audience. Looking carefully at **how** different authors present their argument will help you become strong argument/ persuasive writers.
- The first questions to always ask are **who is the intended audience?** And **what is the writer's main purpose in arguing this position.**

# Determining Writer's Purpose and Audience

**What seems to be the author's main purpose in arguing this position?**

\*To change a reader's mind by convincing them to look at the issue in a new way?

\*To confirm a reader's opinion by providing them with a strong argument?

\*To move readers to take action by stressing the urgency or seriousness of the issue?

\*To remind readers what is at stake and establish a common ground on which people might agree.

**What does the author assume about the audience?**

\*Does the author assume the reader is already knowledgeable about the issue and likely to be sympathetic to the position? Or does the author want to inform the reader more about the issue?

\*Does the author want to inspire the reader to care about the issue?

\*Does the author assume that the reader has strong beliefs on the issue and will like seriously object to the writer's position?



# Argument/ Persuasive Writing Comes in Many Genres!



**Fresh from the Garden**  
Add a bowl of today's soup or regular Caesar salad with any meal for KD 0.850

**Chicken Selections**

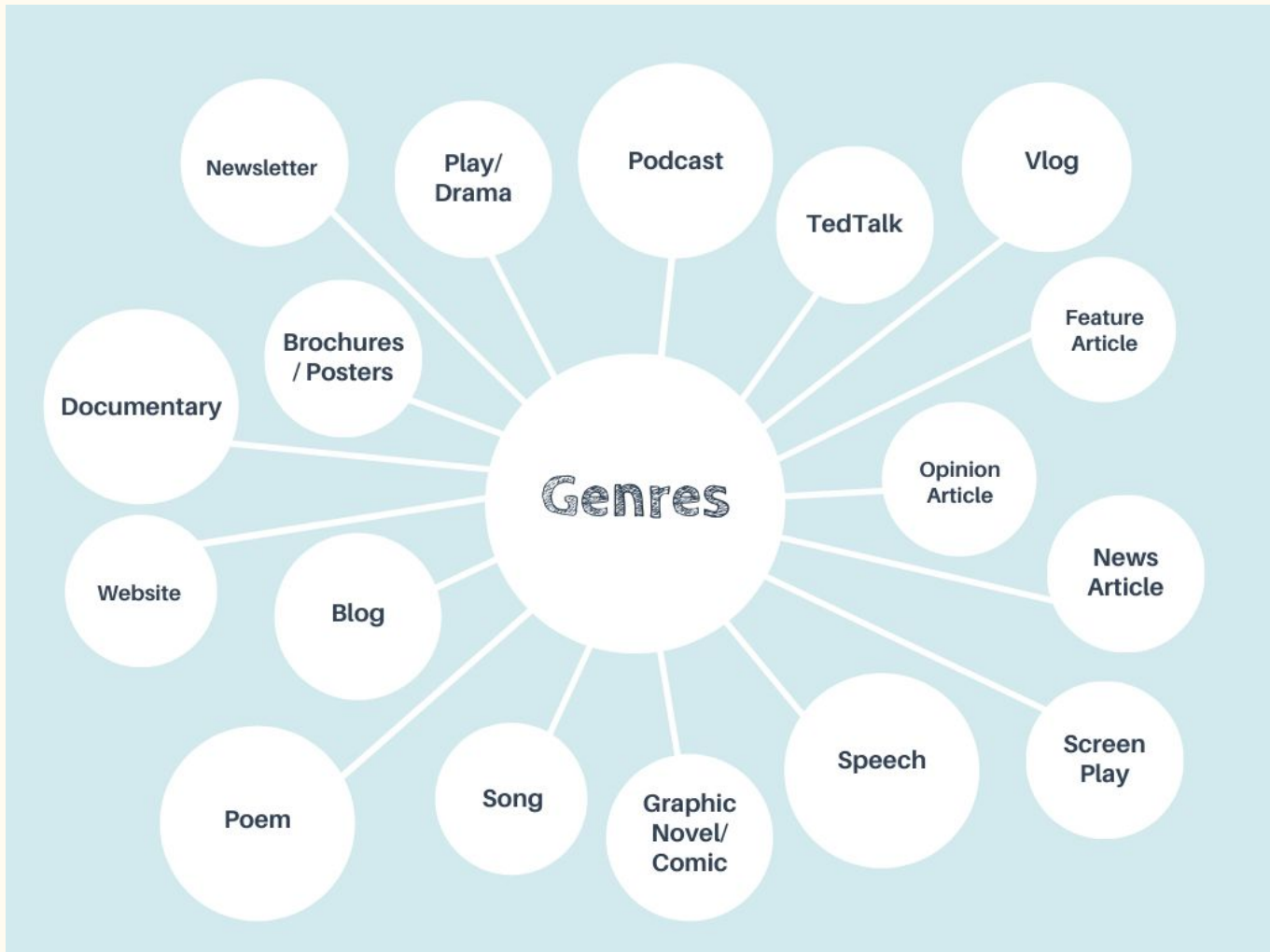
**Sizzlin' Steaks**

**Take Two**

**Neighborhood Favorites**

**Sandwiches, Rollups & Burgers**

400 South 4th Street, Philadelphia, PA 19106



# Let's Explore Some Different Genres!

Questions to think about:

- What is the genre? What genre elements (if any) are unique to this genre?
- What is the message/ issue/ argument/ claim?
- What reasons/ evidence does the author provide (if any) to support argument?
- Who is the intended audience? What is the purpose?
- Does the genre match purpose/ audience? Explain. What are the limitations/ constraints of the genre?
- Were you convinced by it? Did it inspire you to change your way of thinking, your behavior, your actions? Explain!
- Do you see examples of Ethos, Pathos, or Logos?

# Songs with a Message

Song 1: <https://www.youtube.com/watch?v=S58k3ZXRJJc>

Song 2: <https://www.youtube.com/watch?v=1BQOQVsdzbE>

Lyrics to Song 1: [Lyrics to Song 2 --"The President Sang Amazing Grace"](#)

**If you are NOT on the Zoom, listen to these two songs. The first song is Pres. Obama singing Amazing Grace at the funeral during a eulogy for Rev. Clementa Pickney after the shooting at a church in Charleston. The Second Song is a response by Meklit Hadero and the Kronos Quartet.**

**Listen to both songs. Answer the Questions from Slide 11 about the Meklit Hadero song on the Discussion Page of Open Lab.**

# Speeches with a Message: Jesse Williams and Ellen Page



If you are NOT on Zoom, listen to these two speeches. Write a response to ONE of them on the OpenLab Discussion Page using the questions from Slide 11 as a guide.

# Let's analyze the speeches

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**Counterclaim:** The counterclaim states the other side of the argument and may even include evidence in support of the other side of the argument. This is done so that the author can refute, or demonstrate the weakness of, the counterclaim.

# Due

1. Unit 2 Reflection Due Wednesday, Nov. 4th.
2. “Reflective Writing and the Revision Process: What Were You Thinking” by Sandra L. Giles due Monday, Nov. 9th. Write your response to the questions on OpenLab.
  - a. I HIGHLY recommend reading it before you write your reflection! You can write your response later!

# Week 11 PowerPoint

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Wednesday



# Check In

Have you turned in your Unit 2 Reflection?

Have you started the reading “Reflective Writing and the Revision Process: What Were You Thinking” by Sandra L. Giles?

# Let's Review: Persuasive/ Argument Writing

Persuasive/ Argument Writing is writing with the purpose of convincing your audience to act/ think/ behave in a specific way.

Argument/ Persuasive Writing comes in MANY GENRES!

Let's Review some of the Common Persuasive/ Argument Genres!

Blogs, websites, advertisements, speeches, opinion articles, poems, songs, TikTok Videos, YouTube Videos, plays, photo essays, menus, brochures, posters, graphic novel/ comic strip, cover letters/ resumes

# Let's Review the Elements of Argument/ Persuasive Writing

**Issue:** An issue is an important topic or problem that is covered in the argumentative text.

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Let's Find these Elements in Different Genres!



# Discussion Questions

- What is the genre? What genre elements (if any) are unique to this genre?
- What is the message/ issue/ argument/ claim?
- What reasons/ evidence does the author provide (if any) to support argument?
- Who is the intended audience? What is the purpose?
- Does the genre match purpose/ audience? Explain. What are the limitations/ constraints of the genre?
- Were you convinced by it? Did it inspire you to change your way of thinking, your behavior, your actions? Explain!
- Do you see examples of Ethos, Pathos, or Logos?

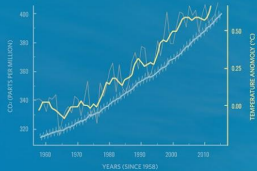
**If you are NOT on Zoom, please respond to these questions on the Week 11 Discussion Page of OpenLab.**

Poetry!

# A BREATHING PLANET OFF BALANCE

The amount of carbon dioxide in our atmosphere is increasing, driven primarily by the burning of fossil fuels. Half of all carbon emissions are absorbed by Earth's ocean and land. But where precisely are they going, and can it continue?

## ATMOSPHERE



THE RISE OF CARBON DIOXIDE (CO<sub>2</sub>) IN EARTH'S ATMOSPHERE CORRESPONDS TO A WARMER PLANET AND RISING SEA LEVELS.

Each year, humans release nearly 40 billion tons of CO<sub>2</sub> into the atmosphere, driving changes in Earth's climate. That is an average of about 5.5 tons for every person on the planet. But that volume is not shared equally among nations. The top four emitters (China, the U.S., the European Union and India) are responsible for nearly 60% of carbon dioxide emissions.

## LAND

HOW LONG WILL FORESTS AND OTHER PLANTS ACT AS ABSORBERS, OR SINKS, OF CO<sub>2</sub>?

As of 2015, deforestation and other land use changes contributed 3.5 billion tons of CO<sub>2</sub> to the atmosphere. Forests and other plant life absorb the Earth's carbon dioxide, expelling the oxygen we need to breathe. When trees are killed by human activities, not only is CO<sub>2</sub> released, but an important carbon sink is lost.



## OCEAN

HOW MUCH CO<sub>2</sub> CAN THE OCEAN TAKE BEFORE IT REACHES A TIPPING POINT?

Where the ocean and the atmosphere touch, CO<sub>2</sub> is absorbed and carried by currents to the depths. As the ocean takes in carbon dioxide, it becomes more acidic, threatening marine life. The ocean absorbs 90% of the heat trapped by greenhouse gases, and it is warming as well. Phytoplankton, microscopic plants that bloom across miles of the ocean and form the base of the world's marine food chain, store and release carbon much like forests on land. These tiny plants, sensitive to climate change, produce more than half of Earth's oxygen.



# Infographics

## A DANGEROUS MILESTONE

*"Passing the 400 mark reminds me that we are on an inexorable march to 450 ppm and much higher levels. These were the targets for 'stabilization' suggested not too long ago. The world is quickening the rate of accumulation of CO<sub>2</sub>, and has shown no signs of slowing this down. It should be a psychological tripwire for everyone."*

Dr. Michael Gunson  
Global Change & Energy Program Manager; Project Scientist, Orbiting Carbon Observatory-2 satellite mission - NASA Jet Propulsion Laboratory



# Discussion Questions

- What is the genre? What genre elements (if any) are unique to this genre?
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Once upon a time there lived in a certain village a little country girl, the prettiest creature who was ever seen. Her mother was excessively fond of her; and her grandmother doted on her still more. This good woman had a little red riding hood made for her. It suited the girl so extremely well that everybody called her Little Red Riding Hood.

One day her mother, having made some cakes, said to her, "Go, my dear, and see how your grandmother is doing, for I hear she has been very ill. Take her a cake, and this little pot of butter."

Little Red Riding Hood set out immediately to go to her grandmother, who lived in another village.

As she was going through the wood, she met with a wolf, who had a very great mind to eat her up, but he dared not, because of some woodcutters working nearby in the forest. He asked her where she was going. The poor child, who did not know that it was dangerous to stay and talk to a wolf, said to him, "I am going to see my grandmother and carry her a cake and a little pot of butter from my mother."

"Does she live far off?" said the wolf.

"Oh I say," answered Little Red Riding Hood; "it is beyond that mill you see there, at the first house in the village."

"Well," said the wolf, "and I'll go and see her too. I'll go this way and you go that, and we shall see who will be there first."

(Continues on next page)

# Fairy Tale

CHOICES

What is the composer, Charles Perrault, doing?	GENRE CONVENTIONS	How do I know this is a fairy tale?



Credit: Gustave Doré illustration

The wolf ran as fast as he could, taking the shortest path, and the little girl took a roundabout way, entertaining herself by gathering nuts, running after butterflies, and gathering bouquets of little flowers. It was not long before the wolf arrived at the old woman's house. He knocked at the door: tap, tap.

"Who's there?"  
"Your grandchild, Little Red Riding Hood," replied the wolf, counterfeiting her voice; "who has brought you a cake and a little pot of butter sent you by mother."

The good grandmother, who was in bed, because she was somewhat ill, cried out, "Pull the bobbin, and the latch will go up."

The wolf pulled the bobbin, and the door opened, and then he immediately fell upon the good woman and ate her up in a moment, for it been more than three days since he had eaten. He then shut the door and got into the grandmother's bed, expecting Little Red Riding Hood, who came some time afterwards and knocked at the door: tap, tap.

"Who's there?"  
Little Red Riding Hood, hearing the big voice of the wolf, was at first afraid; but believing her grandmother had a cold and was hoarse, answered, "It is your grandchild Little Red Riding Hood, who has brought you a cake and a little pot of butter mother sends you."

The wolf cried out to her, softening his voice as much as he could, "Pull the bobbin, and the latch will go up."

Little Red Riding Hood pulled the bobbin, and the door opened.

The wolf, seeing her come in, said to her, hiding himself under the bedclothes, "Put the cake and the little pot of butter upon the stool, and come get into bed with me."

Little Red Riding Hood took off her clothes and got into bed. She was greatly amazed to see how her grandmother looked in her nightclothes, and said to her, "Grandmother, what big arms you have!"

"All the better to hug you with, my dear."

"Grandmother, what big legs you have!"

"All the better to run with, my child."

"Grandmother, what big ears you have!"

"All the better to hear with, my child."

"Grandmother, what big eyes you have!"

"All the better to see with, my child."

"Grandmother, what big teeth you have got!"

"All the better to eat you up with."

And, saying these words, this wicked wolf fell upon Little Red Riding Hood, and ate her all up.

# Discussion Questions

- What is the genre? What genre elements (if any) are unique to this genre?
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# Let's Choose ONE of the Examples from Today and Identify the Elements of Argument/ Persuasive Writing

**\*\*NOTE NOT EVERY SOURCE HAS ALL THE ELEMENTS!**

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# Let's Connect This To YOUR Writing!

What is your topic?

What genres were your sources that you used for researching your topics?

What is your argument?

Who is your intended audience?

What is your purpose? How do you hope your audience will think/ act/ behave after reading your piece?

What genre might be most effective for reaching your intended audience? What genre might be least effective?

**If you are NOT on the Zoom, please respond to these question on the Week 11 Discussion Page of Open Lab.**

# Project 3

[Here](#) is a link to a Word Document that provides an overview of Project 3.

It is now time to hear YOUR opinion on the topic you choose in Unit 2! You will write an argument/ persuasive piece that is at least **1500 words** using the research you compiled in Unit 2.

You will choose ONE of the GENRES that you researched in Unit 2 to use as a guide for writing YOUR OWN PIECE! You will also write an artist or author's statement!

You will include in the final project, at least 4 properly cited sources.

# Step 1: Choose an Audience and Genre

We have talked a lot about genre this semester, now it is time for you to choose an audience and a genre that best reaches that audience. You will compose your Project 3 from one of the genres we have studied, preferably, one of the 4 you have closely researched from Unit 2.

It is very important to consider your intended audience (note: it is *not* me!), your purpose, the best way to reach that audience and what genre would meet those criteria.

Professor Coleman must pre-approve the genre.

**Due:** Description of selected genre, reason for choosing genre (audience/ purpose), discussion of elements of genre (what must be included), and limitations or constraints of genre. **Wed. Nov. 11**

## Step 2: Compose Research in New Genre

Using your research from Unit 2 and the genre you selected, it is time to compose your piece! What are the elements of the genre? What is the tone? Is it formal or informal?

It is important to introduce the problem, share key research on the topic, address the counterclaims, and propose a possible solution to the problem. We will go over these details in depth during class!

In total, for this project you must write **at least 1500 words**.

## Step 3: Artist's/ Author's Statement

You will also create an **Author's Statement or Artist's Statement**. This will provide you with an opportunity to thoughtfully reflect on your final project and on the work you have done together in this unit. In an author or artist's statement, the author explain the decisions and choices that they made when composing the piece such as the choices behind the genre, rhetorical situation, use of rhetorical appeals, mode, and medium. The author's statement should be at least **300 words**.



## Step 4: Present and Share

Let's celebrate! You have worked so hard on your projects, now it is time to present them to a real audience, your classmates! Please be prepared to present some aspect of your project to the class!

# Due Dates

**Draft Due:** Wed. Nov. 18

**Final Project Due:** Wed. Dec. 2nd

# Formatting

The assignment must be typed in 12-point Times New Roman Font. It must be double-spaced and have one-inch margins.

The final project should be at least **1800 words**.

# Grading Criteria

## **1. Genre awareness.**

Do you know the “rules” of the genre you’re working in? Do you include the common elements of the genre? Does the style generally reflect the genre?

## **2. Audience awareness.**

As we’ve discussed multiple times in this class, it’s important to direct your writing toward a group of people, and to make diction, argument, genre, and sometimes even design choices that will appeal to those people. Remember your audience can’t be “everyone” (too big!) or “society” (who IS that?) but should be more specific. So I am looking for projects that are aware of and speak to a fairly particular audience.

## **3. Effectiveness of Message.**

This one is simple to explain, but not always simple to do. Does your point get across to your intended audience?

## **4. Presentation and Formatting.**

Do you have all of the required components? Have you revised and edited for clarity, spelling, grammar, and punctuation. Is each element properly formatted? Title your project! Come up with a title of the project that engages the audience and draws in readers. Edit, revise, and take the time to present your project with the love, care, and respect it deserves!

## **5. Citations.**

Is your bibliography properly cited? Do you cite all your sources?

# Due

“Reflective Writing and the Revision Process: What Were You Thinking” by Sandra L. Giles due Monday, Nov. 9th. Write your response to the questions on OpenLab.

Description of selected genre, reason for choosing genre (audience/ purpose), discussion of elements of genre (what must be included), and limitations or constraints of genre. **Wed. Nov. 11**