

# Citizen Literacy: Argument Writing

Carrie Gaffney & David Lawson, Hoosier Writing Project, Presenters

Monday, Feb. 4, 2019 4:30 – 7:00 pm

Agenda



JAMES E. ACKERMAN CENTER  
FOR DEMOCRATIC CITIZENSHIP

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Agenda Item	Notes/ Questions/ Reflections
<p><b>Introductions and short reflective prompt</b></p> <ul style="list-style-type: none"><li>You want to assign an argument in your classroom. What are your concerns? (Carrie)</li></ul>	
<p><b>Anatomy of an Argument Part 1: Claim</b></p> <ul style="list-style-type: none"><li>A good argument claim is nuanced, debatable, defensible (David)<ol style="list-style-type: none"><li>The primary reason Japanese lost The Battle of Midway was because they underestimated American cryptographers.</li><li>Woodrow Wilson's administration had the most influence on modern foreign policy because it was his abandonment of isolationist policies that eventually led to greater US influence around the globe.</li></ol></li><li>Using a “because statement” as a means of providing the argument an avenue of reasoning.</li></ul>	

<p><b>Anatomy of an Argument Part 2: Evidence/ Warrant (David)</b></p> <ul style="list-style-type: none"> <li>• Evidence should substantiate and advance a claim, and it should create a clear WARRANT, a logical underpinning the audience recognizes.</li> </ul>	
<p><b>Types of evidence, adapted from <i>Re-Writing: How to do Things with Texts</i> by Joseph Harris (Carrie and David)</b></p> <p><b>Illustrating (using examples, experiences, observations, anecdotes)</b></p> <ul style="list-style-type: none"> <li>• Illustrating may tap into multiple funds of knowledge: personal experience, summarized readings, data <ul style="list-style-type: none"> <li>○ _____ claims _____</li> <li>○ In my experience _____</li> </ul> </li> </ul>	
<p><b>Types of evidence, adapted from <i>Re-Writing: How to do Things with Texts</i> by Joseph Harris (Carrie and David)</b></p> <p><b>Authorizing (quoting an expert or using the credibility or status of a source to support their claims.)</b></p> <ul style="list-style-type: none"> <li>• Authorizing is when writers “name names” to support a claim. <ul style="list-style-type: none"> <li>○ In a study on pets and happiness, Dora Stewart, a researcher at the Mount Sinai School of Medicine, found ...</li> <li>○ According to Joseph Alexander, a school social worker and expert on trauma-informed practices, students who....</li> <li>○ In a series of case studies conducted by the New York City Center for Law &amp; Public Policy, lead researcher Jay Collier revealed troubling statistics on youth incarceration rates.</li> </ul> </li> </ul>	

<p><b>Types of evidence, adapted from <i>Re-Writing: How to do Things with Texts</i> by Joseph Harris (Carrie and David)</b></p> <p><b>Countering (pushing back against the text in some way, either through direct disagreement, challenging something it says, or interpreting it in a different way)</b></p> <ul style="list-style-type: none"><li>● Countering is not necessarily a “counter-argument.” Rather it points out the ways in which evidence may be problematic.<ul style="list-style-type: none"><li>○ Another way to look at this is</li><li>○ The same thing can be said for ...</li><li>○ This is true, but ...</li></ul></li></ul>	
<p><b>Assessment (David)</b></p> <ul style="list-style-type: none"><li>● <b>There are multiple ways to assess student learning when writing arguments.</b><ul style="list-style-type: none"><li>○ <b>Examples of analytical and evaluative rubrics will be provided.</b></li></ul></li></ul>	