

Homework Part 1

Double Check to Make Sure the Following Sections Are Complete

Please review and complete the sections below.

- “Back to School Speech” Reader Response (Stop 14)
- “Back to School Speech” Analyzing the Controversy (Stop 16)
- “Back to School Speech” Finding Bias in Analysis (Stop 17)

We should have had plenty of time to finish all other sections, but students might have work remaining in these sections to complete. By the end of tonight, I expect all sections to be complete. They will be graded during the first notebook check, so please take the time tonight to finish them now.

Homework Part 2

(H4) Cover Page: Claim for Drinking Soda in Class (L2)

For easy reading, please attach a cover page to the front of your one page argument for drinking soda in class. On the cover page, copy my CER chart *against* soda in the “Claim” space and then complete a CER chart *in favor* of soda in the “Counter Claim” space below. All CER charts must be handwritten and should be on either a sheet of notebook paper or a sheet of printer paper. **Then, please write your favorite type of soda.**

	Claim	Evidence	Reasoning	Reasoning
Claim	Candy, processed snacks, sodas, and sports drinks contain high amounts of sugar, which cause gaps in memory and learning by interfering with the work of the brain’s ability to send electrical signals across gaps between brain neurons, which are called synapses.	In a UCLA study with rats, scientists found that rats who ate a sugary diet for weeks were less able to remember how to navigate a maze than rats who ate a healthy diet. The scientists argued that this is because the sugar changed dopamine levels, which affected brain chemistry, and decreased the brain’s ability to bridge synapses.	Because synapses are vital for student memory and learning, students should do everything in their power to put themselves in the best position to learn. Just as an athlete prepares before a competition by eating foods that will not affect her performance, students should put themselves in the best mental shape by not snacking on sugary snacks or drinking sugary drinks during class.	What is best for a student’s brain is best for a student’s education, so eating sugary snacks or drinking sugary drinks can be a disservice to her personal intellect, as well as to her overall education. If students need to eat a snack to keep their energy consistent, they can do so during class transitions, and hopefully, they will make it a snack without sugar.
Counter Claim				

Homework - “Cover Page: Claim for Drinking Soda in Class” is due next lecture (L3)

Date: Friday 14 August 2015 A

Date: Monday 17 August 2015 B

(H5) Argument: We Should Be Able to Drink Soda in Class (L2)

2 pages typed (4 pages if handwritten)

Today, we reviewed the six classroom rules, and I know that many students do not like *Rule #5: Refrain from eating and drinking in class*. For homework, you have the chance to argue against this rule. Please argue that you **SHOULD** be able to drink sodas in my classroom. The most convincing argument win each class will win a prize---the chance to drink a soda in class with no penalty!

1. Make sure you write only in 3rd person perspective.
 - Good persuasive essays use 3rd person (he/she).
 - Good persuasive essays **DO NOT** use 1st person (I/me).
 - Good persuasive essays **DO NOT** use 2nd person (you).
2. Make strong, creative arguments (claims) for why you should drink soda in class.
 - Claims should be precise (focused).
 - Claims **SHOULD NOT** be imprecise (too broad).
3. Include strong and convincing evidence to support your arguments.
 - Evidence should be sufficient (enough).
 - Evidence **SHOULD NOT** be insufficient (not enough).
 - Evidence **SHOULD NOT** be distorted (manipulated).
4. Use strong and convincing reasoning to prove the connection between your claims and the evidence.
 - Reasoning should be valid (true).
 - Reasoning **SHOULD NOT** be fallacious (false).
5. Create a strong structure for your essay.
 - **Introduction.**
Introduction should hook the reader's attention and give short background information on your subject matter or controversy.
Introduction should briefly "preview" the argument for drinking soda.
Introduction should end with your thesis statement. In one or two sentences, state your argument by taking ONE side of the issue.
 - **Main Body Paragraphs.**
Each body paragraph should concentrate on one argument, stated in the topic sentence.
Each body paragraph should contain at least two pieces of evidence to support the argument in the topic sentence.
 - **Rebuttal of Opposing Argument.**
Rebuttals quickly describe an opposing viewpoint and refute it (prove it wrong).
Rebuttals follow the main paragraphs where you proved your arguments.
Rebuttals strengthen your credibility (believability) and widen the scope of your writing.
Rebuttals start with a topic sentence that introduces the opposite opinion of your thesis statement.
Rebuttals give the strongest two arguments that the opposing side would use to support the opposite opinion of your thesis.
Rebuttals follow the strongest two arguments with commentary that explain why the opposition evidence is wrong.
 - **Conclusion.**
In the conclusion, restate your thesis statement in a new and interesting way by reminding the reader of your strongest argument.
In the conclusion, answer the "so-what" by bringing up a big, philosophical question.
In the conclusion, bring up an unanswered question that could be the subject of the "sequel" to your essay.
6. Create a formal tone (talking to the President) by avoiding words that are in informal tone (talking to friends).
 - Change contractions (ex: can't, don't, won't, it's) into two words (ex: cannot, do not, will not, it is).
 - Change any "and" that begins a sentence into "also."
 - Change any "but" that begins a sentence into "however."
7. Eliminate "dead words" from your essay.
 - Eliminate all 1st person phrases (ex: I believe, I feel, I think, I know, In my opinion).
 - Eliminate filler words (ex: a little, a lot, pretty, really, so, some, totally, very).
 - Eliminate colloquial phrases and slang (ex: ain't (am not), gonna (going), lol, omg).
8. Create a supporting character that has power in a small and subtle (hard to notice; clever; understated) way.
 - This character can be the same as the character from a different country or it can be a new character.
 - This character can help the main character, serve as inspiration, or obstruct (get in the way of) the main character.
9. Create an MLA header in the upper left hand corner

Homework - "Argument: We Should Be Able to Drink Soda in Class" is due next lecture (L3)

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